

Level 2 Certificate in Introduction to Cabin Crew (4883)



Qualification handbook for centres
501/2260/5

www.cityandguilds.com
December 2010
Version 1.0

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on our website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on our website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

centresupport@cityandguilds.com

Level 2 Certificate in Introduction to Cabin Crew (4883)

Qualification handbook for centres



www.cityandguilds.com
December 2010
Version 1.0

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

1	Introduction to the qualification	5
1.1	Qualification structure	5
1.2	Opportunities for progression	6
1.3	Qualification support materials	6
2	Centre requirements	7
2.1	Resource requirements	7
2.2	Candidate entry requirements	7
3	Course design and delivery	8
3.1	Initial assessment and induction	8
3.2	Recommended delivery strategies	8
4	Assessment	9
4.1	Summary of assessment methods	9
4.2	Recognition of prior learning (RPL)	10
5	Units	11
Unit 201	Work as cabin crew	12
Unit 202	Airline health, safety and security	19
Unit 203	Aircraft emergency situations	25
Unit 204	Dealing with passengers on board an aircraft	33
Unit 205	Cabin service – Selling techniques	42
Unit 206	Making passenger announcements on board aircraft	50
Unit 207	Employment rights and responsibilities in the passenger transport sector	54
Appendix 1	Relationships to other qualifications	58
Appendix 2	Sources of general information	59

City & Guilds
Skills for a brighter future



www.cityandguilds.com

1 Introduction to the qualification

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

Qualification title and level	Level 2 Certificate in Introduction to Cabin Crew
City & Guilds qualification number	4883-02
Qualification accreditation number	501/2260/5
Last registration date	30/09/2015
Last certification date	30/09/2017

Area	This qualification
Who is the qualification for?	It meets the needs of candidates who work as Air Cabin Crew in the Aviation sector
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the Air Cabin Crew sector.
What will learners be able to do?	They will be able to have the underpinning knowledge to operate on an aircraft as Air Cabin Crew.
Is the qualification part of a framework or initiative?	It serves as a technical certificate, in the Aviation Apprenticeship framework.
Why has the qualification been developed?	To provide valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence.
Who did we develop the qualification with?	It was developed in association with GoSkills.

1.1 Qualification structure

To achieve the Level 2 Certificate in Introduction to Cabin Crew, learners must achieve 22 credits from the mandatory units (201 – 206)

To achieve the Level 2 Certificate in Introduction to Cabin Crew (Technical Certificate), learners must achieve a minimum of 25 credits from units 201 – 207

The table below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
L/602/5917	Unit 201	Working as cabin crew	Mandatory	2
L/602/5920	Unit 202	Airline, health, safety and security	Mandatory	6
D/602/5923	Unit 203	Aircraft emergency situations	Mandatory	6
K/602/5925	Unit 204	Dealing with passengers on board an aircraft	Mandatory	4
A/602/5928	Unit 205	Cabin service – selling techniques	Mandatory	3
T/602/5930	Unit 206	Making passenger announcements on board aircraft	Mandatory	1
L/602/5934	Unit 207	Employment rights and responsibilities in the passenger transport sector	Apprenticeship	3

1.2 Opportunities for progression

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

- Level 2 Certificate in Cabin Crew
- Level 3 Certificate in Senior Cabin Crew
- Level 2 Diploma in Aviation Operations on the Ground

1.3 Qualification support materials

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

Description	How to access
Assessment guide for centres	EN-02-4883

2 Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2 Diploma in Air Cabin Crew (New Entrants) (4849-01/02/03) will receive automatic approval for the new Level 2 Certificate in Introduction to Cabin Crew (4883-02), which will be made available from 4 November 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:

- 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.

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 16, 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 assessments:

- **one** assignment for **each** mandatory unit (201-206)
- **one** assignment for unit 207 if completing the Technical Certificate

City & Guilds provides the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Work as cabin crew	Assignment 4883-201 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN-02-4883
202	Airline, health, safety and security	Assignment 4883-202 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN-02-4883
203	Aircraft emergency procedures	Assignment 4883-203 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN-02-4883
204	Dealing with passengers on board an aircraft	Assignment 4883-204 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN-02-4883

Unit No.	Title	Assessment Method	Where to obtain assessment materials
205	Cabin service-Selling techniques	<p>Assignment 4883-205</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, locally marked and externally verified.</p>	<p>Assessment pack</p> <p>Stock code: EN-02-4883</p>
206	Making passenger announcements on board aircraft	<p>Assignment 4883-206</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, locally marked and externally verified.</p>	<p>Assessment pack</p> <p>Stock code: EN-02-4883</p>
207	Employment rights and responsibilities in the passenger transport sector	<p>Assignment 4883-207</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, locally marked and externally verified.</p>	<p>Assessment pack</p> <p>Stock code: EN-02-4883</p>

Time constraints

- There are no time constraints for the completion of the assignments. Centre staff should guide candidates to ensure excessive evidence gathering is avoided.
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Recognition of prior learning (RPL)

Individual airlines who wish to use the technical certificate can present alternative assessment evidence on agreement with the External Verifier. This means that there is no need for an airline to complete the assignments provided as long as the in house training, exam results and training evidence are mapped to the technical certificate. Colleges completing this qualification without links to an airline need to complete the assignments

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.

Unit 201

Work as cabin crew

Level: 2

Credit value: 2

NDAQ number: L/602/5917

Unit aim

The aim of this unit is to ensure candidates have a full understanding of the role of air cabin crew. This involves knowledge of the duties carried out pre-flight, on board and post-flight. The unit prepares the learners for a role as air cabin crew by identifying key terminology, safety and emergency procedures, personal standards to be maintained whilst on duty and the importance of the customer relationship.

Learning outcomes

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

1. Know the roles and responsibilities of crew
2. Know aviation terminology used by cabin crew
3. Know the pre and post flight duties that cabin crew undertake in the crew room
4. Be able to take part in a pre-flight briefing
5. Understand the importance of maintaining industry standards

Guided learning hours

It is recommended that **13** 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 GoSkills National Occupational Standard Unit 1 - Ensure the health and safety of air passengers from the Aviation Operations in the Air – Cabin Crew suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and underpinning knowledge.

Assessment Criteria 1.3

The level of detail required on other roles is to be basic enough to ensure an awareness of other roles, rather than a detailed understanding.

Unit 201

Outcome 1

Work as cabin crew

Know the roles and responsibilities of crew

Assessment Criteria

The learner can:

1. outline the different roles cabin crew may have to undertake
2. describe the **responsibilities** associated with the cabin crew roles
3. identify the **chain of command** on an aircraft
4. describe the **roles** of the ground staff that cabin crew will interact with.

Range

Responsibilities

Safety, security, medical emergencies, customer care, customer service, team work and communication

Chain of command

Captain, first officer, senior cabin crew member, crew member

Roles

Baggage handlers, aircraft dispatcher, cleaners, caterers, engineers, passenger service agent, meet and assist, flight crew, customs, immigration, police

Unit 201

Work as cabin crew

Outcome 2

Know aviation terminology used by cabin crew

Assessment Criteria

The learner can:

1. identify **IATA (International Air Transport Association) codes** that are used by airlines and airports nationally and internationally
2. define **key industry terms**
3. describe the different **types of duties** cabin crew may be scheduled to undertake, including different **types of stand by**.

Range

IATA (International Air Transport Association) codes

Passenger codes, airline codes, airport codes, meal codes

Key industry terms

Cabin crew, flight crew, stand by, SEP, location of equipment, short haul, long haul, passenger manifest/information list, seating discrepancy, head count, catering figures, working positions, specials, PA, inbound, outbound, turnaround, night stop, split duty, out of hours, duty hours, tax free, duty free, general declaration, crew room, pre-flight briefing, zulu, aircraft configuration, roster, crewing/rostering, ad hoc services, inflight entertainment (IFE), positioning, full cart, half cart, bar seals, scheduled, charter, low cost, sector, bonded store, aircraft type, day month codes, phonetic alphabet, time zones, passenger codes, 24 hour clock

Types of duties and standby

Rostered duties, positioning, product training, refresher courses, recurrent training, promotion training, short notice standby, 24 hour standby

Unit 201

Outcome 3

Work as cabin crew

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

Assessment Criteria

The learner can:

1. describe the duties undertaken by cabin crew before the **pre-flight briefing**
2. describe the importance of time keeping prior to a pre-flight briefing
3. identify the **elements of a pre-flight briefing**
4. identify the **elements of post-flight briefing**.

Range

Pre-flight briefing

Sign in (automatic or manually), check roster changes, check pigeon hole for correspondence from the company, collect floats, read notices/notice books, crew medically fit to fly

Elements of a pre-flight briefing

Crew documentation inspection, uniform regulations adhered to, paperwork completion, flight crew names, flight number, flight time, aircraft type registration and name, weather conditions, allocation of crew positions, on board service, bar float, specific passenger needs (dietary, wheelchair, unaccompanied minors), safety and emergency procedures and first aid questions, night stop information, customs, performance monitoring

Elements of post-flight briefing

Documentation (flight report, bar/catering summary of sales), counting of bar monies, general feedback, cabin crew assessment, night stop information, feedback relating to on board situations and issues

Unit 201

Work as cabin crew

Outcome 4

Be able to take part in a pre-flight briefing

Assessment Criteria

The learner can:

1. receive and relay **Safety Equipment and Procedures (SEP)** information during a pre-flight briefing
2. complete **documentation** relating to a pre-flight briefing in readiness for the flight.

Range

Safety Equipment and Procedures (SEP)

Realistic SEP scenario questions

Documentation

Flight details sheet

Unit 201

Outcome 5

Work as cabin crew

Understand the importance of maintaining industry standards

Assessment Criteria

The learner can:

1. explain the importance of time keeping
2. explain the importance of grooming and uniform standards
3. describe personal presentation standards on and off duty and during stopovers
4. explain the importance of task management and prioritisation of tasks
5. explain the **importance of customer relationship management (CRM)**.

Range

Importance of customer relationship management (CRM)

In relation to the customer, the airline and the team

Unit 201 Work as cabin crew

Notes for guidance

A detailed understanding of roles, responsibilities and duties for a flight is needed by cabin crew to ensure the flight departs on time and safely. This will include knowledge of key industry codes and terms. To ensure cabin crew have this knowledge a pre-flight briefing is carried out prior to a flight with Safety and Emergency procedures questions used to ascertain competency. At the end of a flight a post-flight briefing is carried out to reflect on the duty day. It is important that cabin crew understand the importance of maintaining industry standards at all times. Learners must be able to access the internet or reading material which contains the relevant information to support learning.

Reading materials

Airline Safety & Emergency Procedures (SEP) Manual

Porter - So You Want to Be Cabin Crew?: The In-depth Guide on How to Become an Air Cabin Crew Member

Greenberg (2010) CRM at the Speed of Light, Fourth Edition: Social CRM 2.0 Strategies, Tools, and Techniques for Engaging Your Customers

Peelen (2005) Customer Relationship Management

http://www.airbus.com/store/mm_repository/safety_library_items/att00011205/media_object_file_FLT_OPS-CAB_OPS-SEQ01.pdf

Level: 2

Credit value: 6

NDAQ number: L/602/5920

The aim of this unit is to enable the candidates to identify a range of legislation and regulations related to activities which airlines adhere to at all times. The knowledge acquired relates to procedures relevant to various airlines, therefore can be transferred when employment is sustained within the industry. The candidate will gain essential knowledge and skills required to maintain health, safety and security procedures in a confined environment.

Learning outcomes

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

1. Know airline health and safety documentation and legislation
2. Understand the role of cabin crew in ensuring the safety and security of passengers and crew
3. Be able to maintain passenger compliance
4. Understand how medical issues are dealt with by cabin crew

Guided learning hours

It is recommended that **44** 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 the following GoSkills National Occupational Standards from the Aviation Operations in the Air – Cabin crew suite:

Unit 1 - Ensure the health and safety of air passengers

Unit 7 - Provide medical care and advice and administer first aid.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and underpinning knowledge.

Unit 202

Outcome 1

Airline health, safety and security

Know airline health and safety documentation and legislation

Assessment Criteria

The learner can:

1. outline current **legislation and regulations** related to airline health and safety
2. identify **key points of the Air Navigation Order (ANO)** used to protect the health and safety of the airlines crew, aircraft and passengers
3. identify **documents** airlines use to record health and safety events on board an aircraft.

Range

Legislation and regulations

IATA regulations (eg dangerous goods), HASAWA 1974, COSHH Regulation 2002, Manual Handling operation Regulations 1992, Health, Safety and Welfare Regulations 1992, Department of Transport and the Air Navigation Order, Disability and Discrimination Act (DDA) 1995, Food Hygiene Regulations 1996, EU-OPS

Key points of the Air Navigation Order (ANO)

Safety: stowage of baggage, pre-flight briefing, pre-flight checks, pre-flight equipment check, safety training, safety manuals

Health: ensuring soap in the toilets, air conditioning, operational toilets, running water

Documents

Cabin Defects Log, Flight Report, Port Health, Disruptive Passenger Report, Witness Forms, Accident Report Form

Unit 202

Outcome 2

Airline health, safety and security

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

Assessment Criteria

The learner can:

1. outline the **key points** of the legislation relating to aviation security
2. describe **security measures** taken pre-flight, in-flight and post-flight
3. identify **restricted articles and dangerous items**
4. describe **types of threat** that relate to the aviation industry
5. explain the **procedures** for dealing with onboard security incidents
6. explain the importance of checking passenger boarding cards in relation to security.

Range

Key points

The National Aviation Security Programme set by the Department of Transport, The Aviation and Maritime Security Act 1990, The Anti Terrorism Crime and Security Act 2001, The Air Navigation Order eg Cap 393

Security measures

Pre-flight - Security check of the cabin, toilets, crew rest area, stowage areas, check seals and locks have not been tampered with, check boarding passes and IDs are valid, monitor the doors

In-flight - flight deck, toilets and cabin monitored every 20 minutes

Post-flight - monitor the doors, security check the cabin, all locks secured, all ID must be visible

Restricted articles and dangerous items

As per current BAA, DfT guidance

Types of threat

Terrorism at an airport, hijacking of aircraft, sabotage of aircraft/airport, bomb threat

Procedures

Hijacking in flight: inform flight crew using alarms and signals (code words), advise cabin crew to follow hijackers instructions, cabin crew to sit in jump seats if possible, serve using trays not trolleys, do not serve alcohol, do not argue or antagonise the hijacker, attempt to offer first aid treatment if required

In flight threat/suspicious message or item: conduct search, cordon area off, confirm suspicious threat, clear the area, control the area

Restricted article discovered on board: confiscate article, inform flight crew, stow in a safe location, complete an air safety report

Unit 202
Outcome 3

Airline health, safety and security
Be able to maintain passenger compliance

Assessment Criteria

The learner can:

1. perform a **safety demonstration**
2. carry out **cabin secure** checks.

Range

Safety Demonstration

Safety card, emergency exits, seat belt, drop down oxygen, lifejacket, emergency floor lighting

Cabin secure

Seatbelts, seats, baggage, exits, electrical equipment, communication to senior crew member

Unit 202

Outcome 4

Airline health, safety and security

Understand how medical issues are dealt with by cabin crew

Assessment Criteria

The learner can:

1. describe passenger **signs and symptoms** of minor and serious medical issues
2. describe passenger treatment of minor and serious medical issues
3. identify **restrictions** crew face onboard when giving first aid
4. describe the **types of onboard first aid kits**
5. state which **external bodies** are able to assist crew during and after a first aid situation.

Range

Signs and symptoms

Fainting, unconscious, choking, hyperventilation, diarrhoea, vomiting, Deep Vein Thrombosis (DVT), air sickness, burns and scalds, burst ear drum, indigestion and heartburn, hypoxia, epilepsy, blood loss and wounds, fractures and broken bones, asthma attack, sunstroke, birth on board, death on board

Restrictions

Restricted space, limited equipment, unable to divert for a long period of time, passenger travelling alone with little medical history, other passengers interfering, lack of privacy, panic

Types of onboard first aid kits

First Aid Kit (FAK) for general use minor medical incidents, Emergency First Aid Kit (EFAK) for use in an emergency only, Emergency Medical Kit (EMK or doctors box) used for serious medical incidents

External bodies

Port health, aircraft to ground medical assistance, doctor/nurse/paramedic with valid ID

Unit 202 Airline health, safety and security

Notes for guidance

The health, safety and security of crew and passengers is paramount and increasingly crew are faced with security situations/threats. Therefore, learners must be aware of potential problems they may encounter and how they can be prevented and resolved. This unit will also develop awareness for passenger health and safety. First aid situations will be investigated by the learners, who will undertake practical activities alongside acquiring knowledge. Another key aspect of this unit is the use of first aid equipment.

It is recommended that learners have access to an aircraft mock up if the security drill for in-flight threats is undertaken and to assist with the delivery of the security skills.

It is recommended that Outcome 4 (first aid) is delivered by a qualified first-aider or with airline industry experience (maximum of 1 year since training) and is delivered with an aviation focus. Learners ideally should also have access to first aid equipment such as bandages, plasters, splints, mouth covers, latex gloves, oxygen, resuscitation mannequin and current first aid manuals as guidance.

Learners must be able to access the internet or reading material which contains the relevant health, safety and security legislation and regulations. Case studies of aviation incidents relating to these topics would be useful to refer the learner to.

Reading materials

Thomas (2008) Aviation Security Management

Elias (2009) Airport and Aviation Security

Seabridge et al (2010) - Air Travel and Health: A Systems Perspective (Aerospace Series (PEP))

Wallis (2003) How Safe are Our Skies?: Assessing the Airlines' Response to Terrorism

The Airliner Cabin Environment and the Health of Passengers and Crew

<http://www.caa.co.uk/docs/33/CAP393.pdf> (Air Navigation Order)

Websites:

Department for Transport - **www.dft.gov.uk**

Civil Aviation Authority - **www.caa.co.uk**

British Airports Authority - **www.baa.com**

British Airways - **www.britishairways.com**

European Aviation Safety Agency - **<http://easa.europa.eu/home.php>**

Level: 2

Credit value: 6

NDAQ number: D/602/5923

Unit aim

The aim of this unit is to ensure candidates have a full understanding of the emergency situations they may face on board an aircraft and how to deal appropriately with emergency situations.

Learning outcomes

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

1. Understand how to respond to aircraft emergencies
2. Know on board emergency procedures
3. Be able to follow on board emergency procedures
4. Know the primary principles for survival after an airline emergency

Guided learning hours

It is recommended that **44** 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 the following GoSkills National Occupational Standards from the Aviation Operations in the Air – Cabin crew suite:

Unit 1 - Ensure the health and safety of air passengers

Unit 2 - Respond to abnormal, dangerous or emergency situations.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and underpinning knowledge.

Unit 203

Outcome 1

Aircraft emergency situations

Understand how to respond to aircraft emergencies

Assessment Criteria

The learner can:

1. define the terms **planned and unplanned emergencies**
2. identify **flight crew instructions** for a planned emergency landing/ditching
3. explain **procedures** for preparing and evacuating the cabin for a planned emergency including:
 - landing
 - ditching
4. explain how to deal with an **unplanned emergency**
5. identify the **type of passengers not suitable** to be able bodied passengers
6. describe the different types of **brace position** and their **purpose**
7. identify **positive commands** which should be used during evacuation
8. outline **techniques** for maintaining crowd control
9. identify **factors** which can prevent an aircraft exit from being used in an evacuation
10. state the **occasions** when cabin crew must initiate an evacuation without the flight crew's command
11. explain what to do if an aircraft exit is unserviceable and can not be used in an emergency.

Range

Planned & unplanned emergencies

Planned - Captain has time to inform crew of emergency landing/ditching, landing (landing on land), ditching (landing in water)

Unplanned - Landing on land or ditching without prior warning

Flight crew instructions

N.I.T.S – Nature of the emergency, Intentions of the captain, Time remaining, Special instructions

Procedures

Preparation: disengage from duties, communication, secure the passengers eg passengers to remove shoes, false teeth, glasses and any sharp objects, fit extra clothing and life jackets, distribute baby survival cots and child life jackets (ditching only), secure galleys, secure cabin, secure exits, brief passengers, crowd control, prepare yourself, announcements, prepare drinking water/food/blankets/first aid kit/emergency equipment to be removed from aircraft, prepare able bodied passengers, brace position, commands

Evacuation: exits, door operation, crowd control, commands, use of able bodied passengers, collect emergency equipment, check for remaining passengers if safe to do so, crew evacuate

Post evacuation: dealing with the aftermath

Unplanned emergency

Communication, using own initiative in catastrophic situations, evacuate if appropriate

Type of passengers not suitable

Children, obese, pregnant, disabled, infants, elderly, deportees, prisoners, nervous flyers

Brace positions

Passenger, pregnant lady, parent and infant, child, tall passengers, crew forward facing, crew aft facing

Purpose

To protect vital organs, minimise injury

Positive commands

'Unfasten your seatbelt, come this way', 'keep moving', 'stay on your feet', 'jump, jump, keep moving', 'get your life jacket from under your seat, do not inflate'

Techniques

Crew should use Able Bodies Passengers (ABPs) to help weak passengers or those who may require extra assistance, crew must work together as a team, shout positive commands, use authority, be forceful if required, use the loud hailer if possible, visibility of crew

Factors

Fire is present outside, obstructions outside, signs of immediate danger, exit blocked

Occasions

Catastrophic eg, dense smoke in the cabin, major fire, ditching, sounds which indicate the aircraft is breaking up, position of aircraft on impact where injury/death could be caused

Unit 203

Outcome 2

Aircraft emergency situations

Know on board emergency procedures

Assessment Criteria

The learner can:

1. describe **aircraft emergency equipment** including location
2. describe **emergency situations** that could occur on board an aircraft
3. state the **elements** which must be present to sustain a fire
4. identify **types of fire extinguisher** and the types of fire they are suitable for fighting
5. describe the **purpose** and **basic principles** of a smoke hood
6. describe the **role of cabin crew** onboard in fighting fires
7. identify how to recognise the signs of **slow decompression**
8. identify how to recognise the signs of **rapid decompression**
9. describe the **crew responsibilities following a decompression**
10. identify how to recognise **light, moderate and severe turbulence**
11. describe the **actions** to be taken for different levels of turbulence
12. explain the main actions taken by the cabin crew during a **flight crew incapacitation drill**.

Range

Aircraft emergency equipment

Smoke hood, fire extinguisher, fire gloves, emergency torch, portable and drop down oxygen, crash axe

Emergency situations

Fire/smoke, severe turbulence, slow/rapid decompression, flight crew incapacitation

Elements

Heat, fuel, oxygen

Types of fire extinguisher

BCF - Halon gas only used on aircraft due to harmful toxins - suitable for all types of fires

Water - suitable for fires involving solids

Foam, CO₂, dry powder – suitable for fires involving liquids

Dry powder – suitable for fires involving metals

Purpose

To provide oxygen in a smoke filled environment

Basic principles

Remove from stowage, remove hood from its bag, put both hands through the neck seal, pull the hood over your head from behind, pull the elastic straps over head until the mask covers nose and mouth, ensure long hair is not caught in the neck seal, pull hood over shoulders, pull the start toggle to activate, breathe normally

Role of cabin crew

Fire Fighter – first person on the scene fight fire, call for help, get equipment

Communicator – inform flight deck

Co-ordinator – moving passengers, moving equipment, fire fighting equipment

Slow decompression

Gradual loss of cabin pressure, signs of crew or passengers feeling dizzy or faint, whistling noise near doors or windows, small cracks in the windows or fuselage, broken door seals

Rapid decompression

Loss of cabin pressure in 1-10 seconds, loud explosive noise, appearance of oxygen masks, pain in ears and sinuses, mist in the cabin, burning smell, bursting of carbonated drinks containers, sudden boiling of liquids, air becoming cold and thin, aircraft dives

Crew responsibilities following a decompression

Sit down immediately, oxygen, wait until aircraft levels out, assist passengers and crew in cabin, toilets, galley, flight deck, communicate with passengers and crew

Light, moderate and severe turbulence

Light - liquids shaking but not spilling out of cups, slight difficulty manoeuvring carts

Moderate – Liquids splashing out of cups, difficulty in standing without holding onto something

Severe – Items falling on the floor, services are impossible to deliver

Actions

Light - secure galley items, visually check passenger seat belts, inform passengers using PA system

Moderate – ensure galley and carts are secure, check passenger seat belts are fastened on way to take crew seats until further notice, inform passenger using PA system

Severe – set brakes on carts, wedge between seats, and place/pour hot liquids on the floor, crew must take the nearest seat immediately, wait for further instructions from the captain, inform passengers using the PA system to sit down wherever possible and fasten a seatbelt

Flight Crew Incapacitation drill

Crew member/s remain in flight deck, positioning of crew seat, ensure the incapacitated pilot does not touch the aircraft controls, ensure seatbelt is fastened and shoulder harness secured, administer first aid, assist the remaining flight crew member/s

Unit 203

Outcome 3

Aircraft emergency situations

Be able to follow on board emergency procedures

Assessment Criteria

The learner can:

1. operate fire extinguishers on board
2. operate a smoke hood
3. evacuate an aircraft in a planned emergency.

Unit 203

Outcome 4

Aircraft emergency situations

Know the primary principles for survival after an airline emergency

Assessment Criteria

The learner can:

1. state the **main principles of survival**
2. describe techniques for **survival at sea**
3. describe techniques for survival in:
 - **arctic conditions**
 - the **desert**
 - the **jungle**.

Range

Main principles for survival

Protection, location, water, food

Survival at sea

Secure all equipment inside the raft, activate radio beacons, flares, use sea dye marker, signalling mirrors, maintain 24 hour watch, stay as dry as possible, maintain body heat, avoid sunburn, never drink sea water, never eat fish with a bad odour/sunken eye/brightly coloured, prevent boredom, prevent hostility, administer first aid

Survival in arctic conditions

Shelter, dig a trench to protect from the wind, beware of frost bite and snow blindness, international distress signal, location identification, drinking water sources

Survival in desert

Find shade, prevent sunstroke, how to locate water sources

Survival in jungle

Remain in the vicinity of the aircraft, location (radio beacons, smoky fires, brightly coloured objects), use a buddy system, shelter, water sources, food sources, health hazards

Unit 203 Aircraft emergency situations

Notes for guidance

One of the main priorities for the role of cabin crew is to deal with emergency situations should they arise. Cabin crew therefore need to be able to manage emergency situations effectively to ensure the health and safety of passengers and colleagues.

Learners should therefore know how to respond to aircraft emergencies and understand emergency procedures. Realistic simulated scenarios should be used to ensure learners fully understand how to respond to a variety of situations and passenger types. An aircraft cabin or simulated aircraft cabin is needed to create a realistic working environment.

It is recommended that learners experience realistic fire fighting. This could be carried out with the support of the fire brigade.

Potential contacts for assisting in the delivery of this unit include the army, navy, outward bound centres and airline training facilities.

Centres should ensure that they have access to the following pieces of emergency equipment:

- Life jackets
- Extension seat belts
- Fire extinguisher
- Oxygen mask
- Emergency torch
- Loud hailer
- Telephone/PA system
- First aid kit
- Smoke hood
- Cosmetic smoke machine

Reading materials

CAP 789 Requirements and Guidance Material for Operators

www.caa.co.uk/docs/33/CAP%20789.pdf

EU OPS

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2008:254:0001:0238:EN:PDF>

CAP 393 Air Navigation Order

www.caa.co.uk/docs/33/CAP393.pdf

Websites

Civil Aviation Authority - www.caa.co.uk

European Aviation Safety Agency - <http://easa.europa.eu/index.php>

Level: 2

Credit value: 4

NDAQ number: K/602/5925

Unit aim

The aim of this unit is to prepare candidates to deal effectively with passenger requirements on board the aircraft. Effective passenger handling can differentiate one airline from another and be the basis that a passenger chooses to fly with a particular airline.

Learning outcomes

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

1. Know how to deal with passengers who have special requirements
2. Understand how to provide effective customer service
3. Know how to deal with passenger problems and complaints
4. Know how to work as part of a team
5. Know how to handle incidents and conflict situations
6. Be able to deal with passengers

Guided learning hours

It is recommended that **25** 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 GoSkills National Occupational Standard Unit 6 - Deliver Quality Customer Service to Airline Passengers from the Aviation Operations in the Air – Cabin Crew suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and underpinning knowledge.

Assessment criteria 3.2

Learners must be able to identify the personal qualities required when dealing with passenger problems and complaints.

Unit 204

Outcome 1

Dealing with passengers on board an aircraft

Know how to deal with passengers who have special requirements

Assessment Criteria

The learner can:

1. identify different **types of airline passengers**
2. identify the range of **passenger needs**
3. explain how to **brief a blind passenger**
4. identify onboard **requirements for guide dogs**
5. explain how to **brief a deaf passenger**
6. identify the **requirements for the carriage of pregnant passengers**
7. identify **onboard considerations for unaccompanied minors**
8. identify the **requirements for Passengers with Reduced Mobility (PRMs)**
9. identify relevant **passenger codes**.

Range

Types of airline passengers

Scheduled passengers (first class, business class, economy), charter, low cost, passengers with special requirements (wheelchair (WCHC, WCHR, WCHS), MAAS, UNMIN, INF, BLND, DEAF, MEDA, NERV, VIP, CIP)

Passenger needs

Relating to types of airline passengers

Brief a blind passenger

Braille safety card, distance and location of exits, description of door (eg width, height), oxygen mask, life jacket, location of blind passengers' escort during evacuation, using the slide, using the slide with a guide dog

Requirements for guide dogs

Location, harness, passenger allergies, guide dog welfare ie feeding, toilet facilities, petting

Brief a deaf passenger

Communication (eg lip reading, sign or written language, level of voice), PA book, observation of crew and other passengers during an emergency

Requirements for the carriage of pregnant woman

Airline specific, travel up to 36 weeks if pregnancy has been straightforward, IATA guidelines for travel in weeks 36 to 38 if flying time does not exceed four hours, medical certificate

Onboard considerations for unaccompanied minors

Seating near to galley, seating next to men, airline responsibility for the child

Requirements for Passengers with Reduced Mobility (PRMs)

Location of seating, location of movement aids (ie crutches, sticks and prosthesis), ratio of PRMs to ABPs onboard, passenger assist harness

Passenger codes

Wheelchair (WCHC, WCHR, WCHS), MAAS, UNMIN, INF, BLND, DEAF, MEDA, NERV, VIP, CIP, meal codes – VGML, VLML, DBML, GFML, MOML, KSML, CHML, AVML, HNML

Unit 204
Outcome 2

Dealing with passengers on board an aircraft
Understand how to provide effective customer service

Assessment Criteria

The learner can:

1. identify the **purpose of customer service**
2. describe the range of **inter-personal skills** required for effective customer service
3. explain how customer service affects the success of the airline.

Range

Purpose of customer service

To promote a positive image of the airline, to create an enjoyable experience for the customers ensuring customer needs are met, for repeat business, ensuring customers pass on positive feedback to others

Inter-personal skills

Oral communication skills, written communication skills, non-verbal communication skills (body language), questioning skills, listening skills, decision-making skills, problem-solving skills, information-gathering skills, personal development skills, team working skills

Unit 204

Outcome 3

Dealing with passengers on board an aircraft

Know how to deal with passenger problems and complaints

Assessment Criteria

The learner can:

1. identify common causes of **passenger problems and complaints**
2. outline ways of dealing with passenger problems and complaints
3. identify different **methods of communication** when dealing with passenger problems and complaints
4. describe how **personal presentation, approach and attitude** will influence the behaviour of the passenger.

Range

Passenger problems and complaints

Seating, meals, stowage of baggage, other passengers, delays, technical problems

Methods of communication

Face-to-face, written communication eg flight report, interphone

Personal presentation, approach and attitude

The customer service deliverer's own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care.

A service deliverer's presentation, approach and attitude can create the first impression a customer has of the organisation and it is important to realise that creating a good first impression is vital – you don't get a second chance to make a good first impression.

Service deliverers should always be professional despite difficult circumstances eg being under pressure through lack of time, during busy periods

Assessment Criteria

The learner can:

1. identify the **skills required for effective team working**
2. describe how to **maintain effective working relationships** within a team.

Range

Skills required for effective team working

Supportive, comfortable with disagreement and the ability to successfully overcome differences in opinion, able to discuss and listen, able to learn from experience, reviewing and improving performance in the light of both successes and failures

Maintain effective working relationships

Share workloads, share information, be able to work co-operatively with others, show sensitivity to the needs and feelings of others, work as a team to resolve customer problems and complaints, apply teamwork to give good customer service, work effectively with others to complete an allotted task, respond positively to requests for help or support, understand where and when to ask for help and support

Unit 204

Outcome 5

Dealing with passengers on board an aircraft

Know how to handle incidents and conflict situations

Assessment Criteria

The learner can:

1. identify the **chain of command** when managing passenger conflicts
2. describe the importance of coordination and cooperation between the crew
3. identify types of **incidents and conflict situations** that could occur on board an aircraft
4. describe how different **personality types** face conflict situations.

Range

Chain of command

'Own the problem' ie deal with the issue if possible. Report conflict to senior crew member, report to Captain

Incidents and conflict situations

Domestic arguments between passengers, arguments between passengers, abusive passengers, passengers failing to follow cabin crew instructions, illegal smoking on board, delay situations, drunk passengers

Personality types

Assertive, aggressive, nervous

Unit 204

Outcome 6

Dealing with passengers on board an aircraft

Be able to deal with passengers

Assessment Criteria

The learner can:

1. deal with conflict situations with passengers
2. adapt methods of communication and behaviour to meet the individual needs of passengers.

Unit 204 Dealing with passengers on board an aircraft

Notes for guidance

Cabin crew must be able to deal effectively with a variety of passenger needs. Not only will this ensure health, safety and security but it will also allow the airline to offer excellent customer service. To offer the highest of standards to their customers, cabin crew must be able to work as a team and confidently handle customer problems, complaints and conflict situations.

A variety of role play situations are recommended to ensure that learners can competently deal with issues on board the aircraft.

Reading materials

IATA Airport Handling Manual

IATA Special Service Request Codes (SSR)

Belbin (2010) Team Roles at Work

Magin (2004) Making Teams Work: 24 Lessons for Working Together Successfully

Eggart & Falzon (2003) The Resolving Conflict Pocketbook

Websites

IATA Airport codes - <http://iata-airport-code.com>

Institute of Customer Service - <http://www.instituteofcustomerservice.com>

'Think' training and development - <http://www.thinktd.co.uk/conflict-management.html>

Business Balls - <http://www.businessballs.com/personalitystylesmodels.htm>

Level: 2

Credit value: 3

NDAQ number: A/602/5928

Unit aim

The aim of this unit is to ensure candidates have the ability to promote and sell products effectively on board the aircraft. Candidates will gain confident selling skills which will add value to the on board service.

Learning outcomes

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

1. Understand how to establish a rapport with passengers on board the aircraft
2. Understand how to establish passengers' wants and needs
3. Know on board products and services
4. Understand selling techniques
5. Be able to carry out currency calculations
6. Be able to provide a cabin service

Guided learning hours

It is recommended that **21** 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 GoSkills National Occupational Standard Unit 4 - Provide and sell products on board aircraft from the Aviation Operations in the Air – Cabin Crew suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and underpinning knowledge.

Unit 205

Outcome 1

Cabin service – Selling techniques

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

Assessment Criteria

The learner can:

1. explain the **importance of creating a positive image** of the organisation to passengers
2. explain how to **meet and greet** the passengers in a professional manner
3. explain the importance of first impressions
4. describe how **body language** can influence the relationships with passengers.

Range

Importance of creating a positive image

Without a positive image of the organisation, passengers would feel less likely to buy products, the organisation would generate less income, negative feedback from customers, lack of confidence in the organisation

Meet and greet

Smile, eye contact, listen, show respect

Body language

Positive, negative

Unit 205

Outcome 2

Cabin service – Selling techniques

Understand how to establish passengers' wants and needs

Assessment Criteria

The learner can:

1. describe the difference between a customers' wants and needs
2. describe the difference between **open and closed questions** and the benefits of both
3. explain what is meant by **active listening**
4. identify different types of non-verbal communication signals
5. explain the importance of summarising the passengers requirements.

Range

Open and closed question

Closed questions normally expect yes or no answers; open questions allow for more information to be gained

Active listening

Focused listening and responding to aid understanding, paraphrasing what the customer has said to clarify understanding

Assessment Criteria

The learner can:

1. describe the **procedures for a bar service**
2. describe the **procedures for a meal/snack service**
3. describe the **procedures for a tax free/duty free service**
4. describe the **procedures for ancillary services**.

Range

Procedures for a bar service

Equipment, displays, selection of beverages, age restrictions and limits of bar sales, brand names, garnishes, presentation of beverages, spillages, hygiene and safe working practices, passenger proximity ie personal space, serve window seat to aisle, customer interaction, smiling eye contact, appropriate language

Procedures for a meal/snack service

Unloading ovens, meal trolley presentation, food hygiene legislation, meal tray presentation, meal choices, special meals, meal choice discrepancies, service styles depending on class of travel/type of airline, flight crew meal service, tea, coffee, wine, passenger proximity ie personal space, serve window seat to aisle, customer interaction, smiling eye contact, appropriate language

Procedures for a tax free/duty free service

Sales displays, custom allowances, product information, bar sales, paperwork, currency, payment methods, on board computer, passenger proximity ie personal space, serve window seat to aisle, customer interaction, smiling eye contact, appropriate language

Procedures for ancillary services

Head sets, landing cards, scratch cards, pillows and blankets, hot towels, sweets, children's packs, amenity kits

Assessment Criteria

The learner can:

1. describe **selling techniques**
2. describe the difference between features and benefits of products and services
3. describe the importance of **merchandising**.

Range

Selling techniques

Believe in the product, know the features and benefits, focus on the benefits, stick to the truth, offer excellent customer service, be confident, make a passenger announcement to get passengers attention and interest, create a desire to buy, greet passengers with a smile, link selling, up selling

Merchandising

Product packaging, presentation of the products, promotion, pricing

Unit 205

Outcome 5

Cabin service – Selling techniques

Be able to carry out currency calculations

Assessment Criteria

The learner can:

1. identify a range of currencies used in popular destinations
2. convert amounts from GBP to a range of currencies
3. convert amounts from a range of currencies to GBP
4. calculate change for passengers.

Unit 205

Outcome 6

Cabin service – Selling techniques

Be able to provide a cabin service

Assessment Criteria

The learner can:

1. provide a refreshment service
2. provide a tax free service.

Unit 205 Cabin service – Selling techniques

Notes for guidance

In order to increase sales on board the aircraft, it is important that learners have a good understanding of how to build up a rapport with passengers and how this relationship can affect sales. To be able to make sales effectively, learners need to have detailed knowledge of the products they are selling and be able to accept payments appropriately.

It is recommended that learners are given the opportunity to practise these skills in a simulated environment to develop confidence and improve selling techniques.

Reading Materials

Benedict (2007) *The Method of Selling: Your Key to Successful Sales with Over 70 Creative Selling Techniques*

Jobber & Lancaster (2009) *Selling and Sales Management*

Morgan (2008) *Visual merchandising: Windows and in store displays for retail*

Websites

Business Balls - <http://www.businessballs.com/body-language.htm>

Business Balls - <http://www.businessballs.com/salestraining.htm>

The Sideroad - http://www.sideroad.com/Retail_Services/retail_merchandising.html

Unit 206

Making passenger announcements on board aircraft

Level: 2

Credit value: 1

NDAQ number: T/602/5930

Unit aim

The aim of this unit is to develop learners' ability to communicate effectively using a passenger announcement system for routine and non routine announcements. Clear effective communication is needed to ensure the health, safety, security and comfort of passengers on board an aircraft.

Learning outcomes

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

1. Know how to use passenger announcements during a flight
2. Be able to make passenger announcements

Guided learning hours

It is recommended that **6** 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 the following GoSkills National Occupational Standards from the Aviation Operations in the Air – Cabin crew suite:

Unit 1 - Ensure the health and safety of air passengers

Unit 2 - Respond to abnormal, dangerous or emergency situations

Unit 9 - Ensure effective communication on board an aircraft.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and underpinning knowledge.

Unit 206

Making passenger announcements on board aircraft

Outcome 1

Know how to use passenger announcements during a flight

Assessment Criteria

The learner can:

1. describe **communication techniques** for passenger announcements
2. identify the **methods** to communicate passenger announcements effectively in different situations
3. describe **passenger announcements** that are used during a normal flight
4. describe **passenger announcements that are required for emergency situations**.

Range

Communication techniques

Voice techniques (correct way of reading, not sounding automated/reading from script), speaking with confidence, breathing, pauses, smiling, pitch, tone, vocal intonation, timing, use of language, non verbal communication

Methods

Passenger announcement system (PA), pre recorded announcements, megaphone, face-to-face

Passenger announcements

Welcome and hand luggage while boarding, doors closed, welcome on board, safety demonstration, pre take-off announcement, lights dimmed, post take-off information regarding the flight, turbulence, in flight entertainment (IFE) introduction, order of service tax free/duty free promotion, waste carts, landing cards, immigration and arrival formalities including EU and non-EU, preparation for landing, welcome to destination, split load, refuelling with passengers on board

Passenger announcements required for emergency situations

Preparation for an emergency landing on land and on water

Unit 206

Making passenger announcements on board aircraft

Outcome 2

Be able to make passenger announcements

Assessment Criteria

The learner can:

1. carry out passenger announcements that are used during a normal flight
2. carry out passenger announcements that are used for emergency situations.

Unit 206 Making passenger announcements on board aircraft

Notes for guidance

Candidates must be able to speak confidently using clear communication when using the passenger announcement system. This will ensure that passengers can understand what is being said at all times during the flight to maintain health, safety, security and comfort.

Candidates should therefore be given time to practise making passenger announcements for a variety of different routine and non routine situations.

Unit 207

Employment rights and responsibilities in the passenger transport sector

Level: 2

Credit value: 3

NDAQ number: L/602/5934

Unit aim

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

Learning outcomes

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

1. Know employment rights and responsibilities of the employee and employer
2. Understand employment rights and responsibilities and how these affect organisations

Guided learning hours

It is recommended that **18** 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

Developed by GoSkills in line with the requirements of their Apprenticeship frameworks.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by a written paper in the form of short answer questions.

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

Unit 207

Employment rights and responsibilities in the passenger transport sector

Outcome 1

Know employment rights and responsibilities of the employee and employer

Assessment Criteria

The learner can:

1. identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry
2. identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally
3. identify sources of information and advice on own industry, occupation, training and own career pathway
4. identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities
5. identify any issues of public concern that may affect own organisation and own industry.

Unit 207

Employment rights and responsibilities in the passenger transport sector

Outcome 2

Understand employment rights and responsibilities and how these affect organisations

Assessment Criteria

The learner can:

1. describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities
2. explain the purpose of following health, safety and other procedures and the affect on own organisation if they are not followed
3. describe employer and employee responsibilities for equality and diversity within own organisation
4. explain the benefits of making sure equality and diversity procedures are followed
5. describe the career pathways available within own organisation and own industry.

Unit 207 Employment rights and responsibilities in the passenger transport sector

Notes for guidance

ERR must be explicitly identified and clearly signposted within the Apprenticeship framework. The learner must understand the role played by their occupation within the organisation and industry. Learners must demonstrate knowledge of current laws relating to health, safety, welfare and discrimination together with the responsibilities and duties of employers.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications.

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 qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- Level 2 Certificate in Cabin Crew
- Level 3 Certificate in Senior Cabin Crew
- Level 2 Award in Aviation Operations on the Ground

Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside this qualification.

Appendix 2 Sources of general information

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

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

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

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

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

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

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

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLLA assessments.

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

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

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

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

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

**Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com**

**City & Guilds is a registered charity
established to promote education
and training**

SP-02-4883