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1 Introduction to the qualification

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

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<tr>
<th>Qualification title and level</th>
<th>Level 2 Certificate in Introduction to Cabin Crew</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds qualification number</td>
<td>4883-02</td>
</tr>
<tr>
<td>Qualification accreditation number</td>
<td>501/2260/5</td>
</tr>
<tr>
<td>Last registration date</td>
<td>30/09/2015</td>
</tr>
<tr>
<td>Last certification date</td>
<td>30/09/2017</td>
</tr>
</tbody>
</table>

**Area**

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

### 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:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment guide for centres</td>
<td>EN-02-4883</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Assessment Method</th>
<th>Where to obtain assessment materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Work as cabin crew</td>
<td>Assignment 4883-201</td>
<td>Assessment pack</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</td>
<td>Stock code: EN-02-4883</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Externally set assignment, locally marked and externally verified.</td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>Airline, health, safety and security</td>
<td>Assignment 4883-202</td>
<td>Assessment pack</td>
</tr>
<tr>
<td></td>
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<td>Externally set assignment, locally marked and externally verified.</td>
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</tr>
<tr>
<td>203</td>
<td>Aircraft emergency procedures</td>
<td>Assignment 4883-203</td>
<td>Assessment pack</td>
</tr>
<tr>
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<td>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</td>
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<td></td>
<td></td>
<td>Externally set assignment, locally marked and externally verified.</td>
<td></td>
</tr>
<tr>
<td>204</td>
<td>Dealing with passengers on board an aircraft</td>
<td>Assignment 4883-204</td>
<td>Assessment pack</td>
</tr>
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</tr>
<tr>
<td>205</td>
<td>Cabin service-Selling techniques</td>
<td>Assignment 4883-205</td>
<td>Assessment pack</td>
</tr>
<tr>
<td></td>
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<td>The assessment covers the practical activities for all outcomes and will also sample and underpinning knowledge to verify coverage of the unit.</td>
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<td></td>
<td></td>
<td>Externally set assignment, locally marked and externally verified.</td>
<td></td>
</tr>
<tr>
<td>206</td>
<td>Making passenger announcements on board aircraft</td>
<td>Assignment 4883-206</td>
<td>Assessment pack</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The assessment covers the practical activities for all outcomes and will also sample and underpinning knowledge to verify coverage of the unit.</td>
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<td></td>
</tr>
<tr>
<td>207</td>
<td>Employment rights and responsibilities in the passenger transport sector</td>
<td>Assignment 4883-207</td>
<td>Assessment pack</td>
</tr>
<tr>
<td></td>
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<td>The assessment covers the practical activities for all outcomes and will also sample and underpinning knowledge to verify coverage of the unit.</td>
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<tr>
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<td></td>
<td>Externally set assignment, locally marked and externally verified.</td>
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</tbody>
</table>

**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  Work as cabin crew
Outcome 1  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  Work as cabin crew
Outcome 3  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  Work as cabin crew
Outcome 5  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
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
Porter - So You Want to Be Cabin Crew?: The In-depth Guide on How to Become an Air Cabin Crew Member
Peelen (2005) Customer Relationship Management

Unit 202  Airline health, safety and security

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  Airline health, safety and security
Outcome 1  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

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
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

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  
Airline health, safety and security
Outcome 3  
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 (DVP), air sickness, burns and scolds, 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
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
Unit 203  Aircraft emergency situations

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  
Aircraft emergency situations

Outcome 1  
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** Aircraft emergency situations
**Outcome 2** 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**  
**Aircraft emergency situations**  
Outcome 3  
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
One of the main priorities for the role of cabin crew is to deal with emergency situations should they arise. Cabin crew therefore need 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

CAP 393 Air Navigation Order
www.caa.co.uk/docs/33/CAP393.pdf

Websites
Civil Aviation Authority - www.caa.co.uk
Unit 204  Dealing with passengers on board an aircraft

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**  
**Dealing with passengers on board an aircraft**  
**Outcome 1**  
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**  
**Dealing with passengers on board an aircraft**  
**Outcome 2**  
Understand how to provide effective customer service

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**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.

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**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  
**Dealing with passengers on board an aircraft**

Outcome 3  
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.
Unit 204  Dealing with passengers on board an aircraft
Outcome 4  Know how to work as part of a team

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  Dealing with passengers on board an aircraft
Outcome 5  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  
Dealing with passengers on board an aircraft
Outcome 6  
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.
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

**Websites**
- IATA Airport codes - [http://iata-airport-code.com](http://iata-airport-code.com)
- Institute of Customer Service - [http://www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com)
- ‘Think’ training and development - [http://www.thinktd.co.uk/conflict-management.html](http://www.thinktd.co.uk/conflict-management.html)
Unit 205  Cabin service – Selling techniques

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  Cabin service – Selling techniques
Outcome 1  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
Outcome 2
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
Unit 205  
Cabin service – Selling techniques  
Outcome 3  
Know on board products and services

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
Unit 205  Cabin service – Selling techniques  
Outcome 4  Understand selling techniques

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  Cabin service – Selling techniques
Outcome 5  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

Websites
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.
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 GOLA assessments.
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<tr>
<td><strong>UK learners</strong></td>
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<td>General qualification information</td>
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<td>T: +44 (0)844 543 0033</td>
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<tr>
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<td><strong>Employer</strong></td>
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<tr>
<td>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy</td>
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<td><strong>Publications</strong></td>
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If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com