



Level 2 Certificate in

Air Cabin Crew Skills

Specification

QCA Accreditation Number: 100/4335/4

QCA Accreditation Start Date: 01/09/2004
QCA Accreditation End Date: 31/08/2010
QCA Certification End Date: 31/08/2012

ASCENTIS' MISSION STATEMENT

'Building Partnerships to Advance and Accredite Lifelong Learning for All.'

About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- a National Awarding Body (NAB) approved by the Qualifications and Curriculum Authority (QCA)

and

- an Access Validating Agency (AVA) for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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SPECIFICATION SUMMARY

Introduction

Air Cabin Crew Skills is a vocationally related qualification (VRQ) that introduces the relevant roles, disciplines and skills which specifically relate to Air Cabin Crew duties

This qualification was developed to comply with the requirements of the Qualifications and Curriculum Authority (QCA) and to map against the National Occupational Standards for the sector: Aviation Operations in the Air - Cabin Crew.

This qualification is part of a suite of airline employment qualifications offered by Ascentis. Other qualifications within the suite include Airport Customer Service Agent and the Principles of Aviation First Aid. It is the aim of the suite of airline programmes to ensure that learners have developed skills to meet basic airline occupations entry requirements and to have developed an understanding of the airline industry so that they can make an informed decision on whether they wish to pursue a career within the industry.

Structure of the Award

Unit Number	Unit Title	Mandatory or optional Units
1	Understanding Pre-and Post-Flight Duties	Mandatory
2	Understanding On-Aircraft Duties	Mandatory
3	Applying Effective Cabin Service in an Air Cabin Environment	Mandatory
4	Group-Work skills in an Airline Environment	Mandatory

For the full award the learner must complete all four units. Unit certification is available.

Assessment and Moderation Arrangements

All units are assessed internally through the build up of a portfolio of evidence.

To gain a unit certificate all the assessment criteria in the unit covering the evidence indicators must be achieved. For the full award, learners must satisfy all the criteria for the four mandatory units.

Internal and external moderation are a requirement for all units.

BACKGROUND INFORMATION

Rationale and Aims

Careers within the airline industry are very competitive and research has shown over many years that the most successful applicants at interviews are those who have had thorough and specific preparation for airline occupation and training. It has acted as a catalyst for many students in selecting a future career and in developing the personal qualities required. This air cabin crew qualification assists the learner to make an informed career decision.

Large numbers of learners from Ascentis programmes have successfully obtained positions with key UK and overseas airlines following the successful completion of the qualification. Many of these applicants had previously been unsuccessful mainly because they did not understand the high standards of skills they were required to demonstrate during the selection process.

This programme uses both the theoretical principles of airline roles as well as a practical approach to putting theory into practice in realistic airline scenarios.

Aims

- To introduce the learner to the services and skills expected of cabin crew.
- To provide knowledge of the requirements and skills needed for employment by the main airlines
- To provide an opportunity to raise skills to the required level for application for aviation training and employment
- To allow prospective airline employees the opportunity to see if they possess adequate basic and personal skills for application to an airline
- To provide a marker of suitability for employment in the aviation industry.

Objectives

- The learner is given the opportunity to acquire information about airlines, airports and general aviation knowledge
- This qualification allows students over the age of 14 experience of an airline working life. It involves learning about working practices, experiencing the work environment, developing skills in the airline industry and learning through activities and challenges set in work-related contexts. It also requires the learner to maintain personal work skills consistent with an airline working environment
- The particular interpersonal skills required for working for an airline are explained and assessed through role-play and simulation
- The requirements of working under the pressures typical of the airline industry are assessed through tests and demonstrations
- The programme provides fundamental employability skills within a specific context
- The programme provides confidence and information for those who are planning a career move into the aviation industry.

Target Group

This qualification is aimed at young people aged 14+ and adults who are interested in a career within the airline industry.

Award of the Qualification

This qualification is offered at Level 2. To achieve the full award a learner must complete all four units. The certificate will state:

**Ascentis Certificate in Air Cabin Crew Skills
(Level 2)**

A learner may also achieve unit certification for individual unit/s. In this case the certificate will state the unit/s of the qualification achieved.

QCA Qualification Accreditation Number

100/4335/4

QCA Qualification Accredited Units and Numbers

Unit Title		QCA Unit Number
Unit 01	Understanding Pre-and Post-Flight Duties	K/102/6277
Unit 02	Understanding On-Aircraft Duties	M/102/6278
Unit 03	Applying Effective Cabin Service in an Air Cabin Environment	T/102/6279
Unit 04	Group-Work Skills in an Airline Environment	K/102/6280

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 90.

Restriction on Learner Entries

There are no restrictions on learner entries.

Recommended Prior Learning

The basic requirement is a demonstration of the ability of the learner to benefit from the programme of study. Tutors are advised that the learner's literacy skills should be sufficient in order to be able to cope with the demands of the course and the assessment requirements. In particular learners will be learning to communicate directly with the public, therefore their skills in literacy and numeracy should be sufficient to support them in this work or developed alongside gaining this qualification.

Ascentis accredited programmes at Level 1 in Air Cabin Crew, Principals of First Aid, Airline Customer Service Agents are available. A learner not ready for a Level 2 programme may benefit from first completing the Level 1 qualification before going on the level 2 qualification of the same title. Please contact the Ascentis office for further details of these programmes.

Opportunities for Progression

- The programme provides progression to airline employment with training
- Successful learners can progress to a number of level 3 airline-related qualifications
- The programme can be used as one of the qualifications, along with further level 3 qualifications for entry to higher levels of study, e.g. under-graduate study in Travel and Tourism
- Ascentis offers a range of its own accredited short programmes that can provide additionality when studied alongside this qualification. Titles of these short programmes include; Airline and Airport Careers; Airline Baggage Handlers; Airline Food Hygiene, Health and Safety; Airline Grooming, Appearance and Lifestyle; Airline Interview Techniques; Airline Welcome; The Role of Airport Ground Handling. Please contact the Ascentis office or consult Ascentis.co.uk for further details of these programmes.

Centre Approval and Registration

Centres must be approved to run this qualification. Details of the centre approval process are available from the Ascentis office.

All learners must be registered within seven weeks of the course commencing, using the Student Information Record Sheet (SIRS).

Social, Moral, Ethical, Environmental and Cultural Issues

This qualification provides opportunities for learners to explore moral, ethical, environmental and cultural issues as they relate to work in airline-related occupations. There are a number of issues that could be raised and discussed during the course of study:

- An understanding of spiritual, moral, ethical, social and cultural issues;
- Awareness of environmental issues, and health and safety considerations;
- European developments, consistent with relevant international agreements, (particularly those that relate to transportation and travel, customs and excise, immigration and visa controls).

For example within the Ascentis Level 2 Certificate in Air Cabin Crew Skills qualification learners should explore, as a minimum, the following issues:

- Special requirements for people who have a medical condition, disability or culture-specific dietary requirements. In particular minimal legal obligations
- Differences in dealing with customers from diverse cultures, with particular reference to gender-specific differences
- Checking equipment is sterile, safe and healthy. Particularly, recommended and legal standards
- Differences in dealing with conflicts relating to customers from diverse cultures
- Communicating with customers from diverse cultures
- Providing medical assistance to customers from diverse cultures.

Mapping to National Standards

This qualification is mapped to the National Occupational Standards entitled Aviation Operations in the Air - Cabin crew.

Appendix 3 shows how units are mapped to specific parts of the standards.

Key Skills Opportunities

Learners following a course based on this specification can be offered opportunities to develop and generate evidence of achievement in aspects of all the Key Skills. Appendix 6 shows a summary of Key Skills opportunities within each unit.

Status in Wales and Northern Ireland

This qualification is available in English only.

Learners with Particular Assessment Needs

Ascentis has procedures in accordance with the Statutory Regulations of External Qualifications 2004 (QCA) to ensure this qualification is accessible and does not disadvantage a learner with a particular need. Full details of this procedure are available within the Foundation Information File, from Ascentis.co.uk or through contacting the Ascentis office. Learners need to be made aware of this procedure.

Appeals Procedure

Ascentis has an appeals procedure in accordance with the Statutory Regulations of External Qualifications 2004 (QCA). Full details of this procedure, including how to make an application, are available within the Foundation Information File, from Ascentis.co.uk or through contacting the Ascentis office. Learners need to be made aware of this procedure.

ASSESSMENT AND MODERATION ARRANGEMENTS

Overview

All units are assessed internally through the building up of a portfolio of evidence.

To achieve a unit all the assessment criteria must be achieved, covering the evidence indicators as detailed within each unit. To obtain the full award learners must successfully achieve all four of the units.

Internal and external moderation are a requirement for each unit. On completion of the learners' evidence for either the individual units or the full qualification, the assessor is required to complete the Summary Record of Achievement for each learner. This form is provided as Appendix 1.

The centre must retain evidence of all assessments for 4 weeks after the date of moderation in case of appeal.

Internal Assessment

Evidence for each unit is through the building up of a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. This evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Records of observation
- Written or oral responses to questions
- Records of discussions
- Photographs or video
- Worksheets
- Tape recordings.

The emphasis within the course should be on practical activities and this should be reflected in the evidence that is provided. An over-reliance on the learner producing written work for activities which are essentially practical should not be encouraged.

Learners' portfolio work should include a Tracking Sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

An example Observation Record Form is found in Appendix 4.

Internal Moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation of this programme will be co-ordinated by a named Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of at least 10% of portfolio evidence across all the groups of learners, to include all the assessors and the full range of units. It is the responsibility of Internal Moderators to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance.

The Ascentis Foundation Information File has copies of forms that can be used to record internal moderation activities, although centre-devised forms can also be used.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

External Moderation

Accredited centres will normally be visited twice a year for external moderation. The focus of the external moderation visits will include:

- Staff development, including guidance and support for all assessors and internal moderators
- Moderation of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria and units needed for unit certification or the full award.

Knowledge, Understanding and Skills Required of Assessors and Internal Moderators

Assessors of this qualification should have a knowledge and understanding of the airline industry together with competence in the skills outlined in this specification. This should be gained either through previous work experience or through placements in the industry. The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification.

Internal Moderators need to be competent assessors with a knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderators and any person new to this role would be advised to go on an Ascentis training event.

Ascentis Co-ordinator

Each centre must provide a named person to co-ordinate entries, collect fees, and agree moderation arrangements and liaise with Ascentis on behalf of centre tutors and learners.

This person must also represent the centre in ensuring that action required on the basis of moderation reports is carried out to the satisfaction of Ascentis.



UNIT SPECIFICATIONS

UNIT 1 UNDERSTANDING PRE AND POST-FLIGHT DUTIES

Introduction

This unit provides learners with the knowledge and appreciation of cabin crew duties undertaken prior to and after the flight. The learner will be assessed on their understanding of pre and post-flight duties and their knowledge of responding effectively to abnormal, dangerous, emergency or first aid situations and using emergency equipment.

WHAT YOU NEED TO LEARN

- Be aware of the stowage location, pre-flight checks and use of onboard emergency equipment
- Understand procedures in response to abnormal, dangerous or emergency situations
- Know the signs, symptoms, causes and treatment required to deal effectively with a range of first aid situations
- Be familiar with the procedures of a pre-flight and post-flight briefing in accordance with CAA and JAR-OPS 1legislation.

What You Need to Do

Assessment Criteria	Evidence Indicators
1.1 Identify typical location, checks required and use of on board emergency equipment.	<p>Learners to complete a location diagram to include the following pieces of equipment:</p> <ul style="list-style-type: none"> ▪ Oxycrew/ smoke hood ▪ Crash Axe ▪ Megaphones ▪ Portable oxygen and mask ▪ First aid and doctors kits ▪ Defibulator ▪ BCF and gloves ▪ Emergency torch ▪ Crew and passenger life jackets ▪ Smoke goggles ▪ Flotation cots ▪ Radio beacon ▪ Restraint kit ▪ Safety demonstration kit <p>Learners to demonstrate their understanding of the following:</p> <ul style="list-style-type: none"> ▪ Pre-flight checks required for all on board emergency equipment ▪ Use of all on board emergency equipment ▪ Report unserviceable on board equipment
1.2 Explain the procedures in response to abnormal, dangerous or emergency situations.	<p>Learners to demonstrate their understanding of the following:</p> <ul style="list-style-type: none"> ▪ Fire/ smoke on board the aircraft ▪ Decompression ▪ Prepared and unprepared crash landing and ditching ▪ Severe turbulence ▪ Refuelling or defuelling with customers on board

<p>1.3 Recognise the signs, symptoms, causes and treatment for minor and serious medical conditions or injuries</p>	<p>Learners to demonstrate their understanding of the following:</p> <ul style="list-style-type: none"> ▪ Objectives of first aid ▪ Procedures for assessing, diagnosing and treating customers and crew ▪ Signs, symptoms, causes and treatment for minor medical conditions and injuries ▪ Signs, symptoms, causes and treatment for serious medical emergency ▪ Actions required to report the incident
<p>1.4 Demonstrate how to actively participate in a pre-flight and post flight briefing in accordance with CAA regulations and JAR-OPS 1</p>	<p>In a practical performance the learner must verbally respond to an emergency scenario and at least one first aid and security situation and be familiar with all other topics covered during the briefings.</p> <p>Pre-flight:</p> <ul style="list-style-type: none"> ▪ Flight details: Aircraft type and registration, flight numbers and destination(s), stand number and passenger numbers, flight deck information ▪ Working positions and individual duties ▪ One emergency scenario, allocated by your assessor on the observation day (Choose from; Decompression, severe turbulence, oven fire, refuelling with customers on board, prepared or unprepared crash landing) ▪ One first aid situation allocated to each crew members, to include; hyperventilation, hypoxia, nose bleed, earache, burn ▪ One security issue e.g. Checking staff ID and passengers passports and boarding cards, prohibited items, undertaking security checks ▪ Order of service e.g. headsets, drinks, meals, tax/ duty free etc. (identify meal options, exchange rate etc.) <p>Post-flight:</p> <ul style="list-style-type: none"> ▪ Consolidating the bar cash taken on the flight, calculating currency conversions and completing the relevant paperwork ▪ Reporting unserviceable items ▪ Customer concerns and complaints (Why did they occur, could they have been prevented, how were they dealt with? Has the paperwork been completed?) ▪ How did the overall service go? Could anything be improved? ▪ Check messages; Crewing and pigeon holes ▪ Check the aircraft has been left secure and sterile

UNIT 2 UNDERSTANDING ON-AIRCRAFT DUTIES

Introduction

This unit focuses on the role of air cabin crew and the responsibilities of the position. Most of these responsibilities are linked to maintaining health and safety standards during different stages of a flight and arise from national and international legislation. The learner will understand the correct techniques to effectively use the passenger address system, know how to perform a safety demonstration to customers and understand the actions needed to be implemented to prevent health and safety issues arising at different stages of a flight.

WHAT YOU NEED TO LEARN

- Recognise the correct techniques needed when using the passenger address system
- Be familiar with the sequence, key words and actions of a typical safety demonstration
- Understand the on board duties cabin crew need to complete in order to actively contribute to the health and safety of air passengers

What You Need to Do

Assessment Criteria	Evidence Indicators
2.1 Produce and deliver a passenger address using the correct techniques.	<p>Learners to produce a script to cover one of the following announcements:</p> <ul style="list-style-type: none"> ▪ Welcome on board ▪ Choice of in-flight entertainment ▪ Exercises to avoid DVT ▪ Acceptable payment methods and on board exchange rates ▪ Drinks and meal service ▪ Promotions in the duty free magazine ▪ Arrival at the destination <p>Techniques to be used:</p> <ul style="list-style-type: none"> ▪ Posture and effects on voice projection ▪ Pace, tone and pitch of voice projection ▪ Diction and pronunciation ▪ Use of accurate and up to date information ▪ The need to stress key words ▪ Avoidance of slang and aviation jargon
2.2 Demonstrate the correct use of safety equipment in sequence with a typical script.	<p>Demonstrate the following:</p> <ul style="list-style-type: none"> ▪ Location of emergency exits and lighting ▪ Location and use of oxygen masks ▪ Location and use of lifejackets ▪ Fastening, adjusting and unfastening of seatbelts
2.3 Describe the on board duties that cabin crew need to perform in order to maintain the health and safety of customers and colleagues during a typical flight.	<p>To include reference to:</p> <ul style="list-style-type: none"> ▪ Identify hazards and minimise risks when boarding customers on remote stands ▪ Checks to include; on board equipment, security (procedures for discovering a suspect item) and catering ▪ Prepare the cabin for boarding e.g. galley, toilets ▪ Board and seat customers ▪ Door operating procedures ▪ Cabin secure to include briefing customers with special requirements ▪ Respond to customer queries and concerns ▪ Appropriately deal with customers who are not obeying the health and safety regulations to include; smoking on board, consumption of own alcohol, intoxication, dangerous goods. ▪ Observe aircraft customers, any security risks or problems during the different stages of the flight and follow company procedures ▪ Disembark customers ▪ Turnaround duties

<p>2.4 Contribute to the maintenance of security on board aircraft</p>	<p>Explain the procedures for the following:</p> <ul style="list-style-type: none">▪ Banned or restricted items▪ Routine security checks (Pre and post flight)▪ I.D checks e.g. cleaners, engineers etc▪ Communicating with flight crew through a locked door▪ Discovery of a suspicious item▪ Security threat▪ Hi-jack
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UNIT 3 APPLYING EFFECTIVE CABIN SERVICE IN AN AIR CABIN ENVIRONMENT

Introduction

In this unit you will learn about the importance of effective interpersonal skills and delivering high levels of customer service within the role of air cabin crew. Learners will develop an understanding of selling techniques in relation to goods and services available during a flight and how to take payments. The learner will have the opportunity to develop their skills to be able to efficiently deal with common customer concerns and complaints.

WHAT YOU NEED TO LEARN

- Recognise the different opportunities during a flight where effective customer service skills can be applied to give customers a positive impression of the crew and the airline
- Acknowledge the customers with special requirements and know how to adapt to meet their individual needs
- Be familiar with the in-flight services cabin crew perform on a typical flight and know effective methods for promoting products, closing the sale and correctly taking payment
- Understand the appropriate response required of cabin crew when dealing with customer complaints or difficult situations

What You Need to Do

Assessment Criteria	Evidence Indicators
3.1 Describe how cabin crew can create a positive image of the airline by using effective customer service techniques during different stages of the flight.	<p>To include:</p> <ul style="list-style-type: none"> ▪ Standards of personal appearance ▪ Adhering to company code of conduct (UK and down route) ▪ Positive body language ▪ Adopt a pro-active approach ▪ Give accurate and up to date information ▪ Communicate with others in a courteous and appropriate manner ▪ Respond immediately to call bells ▪ Respond appropriately to customers with special requirements e.g. an unaccompanied minor (UNMIN), non-English speaking customer etc. ▪ Positively contribute to team duties
3.2 Describe how to adapt on board duties to cater for customers with special requirements	<p>Include the following customers with special requirements:</p> <ul style="list-style-type: none"> ▪ Non-English speaking customer ▪ Customer in a wheelchair ▪ Unaccompanied minor ▪ Customer with a hearing impairment ▪ Customer with a sight impairment <p>Describe to respond to the following, for each of the above customers in the following situations:</p> <ul style="list-style-type: none"> ▪ Boarding ▪ Safety briefing and use of on board equipment e.g. in-flight entertainment (IFE) ▪ In-flight services ▪ Emergency situation

<p>3.3 Use a professional approach to provide and sell a range of in-flight services including taking payments</p>	<p>Different learners to undertake a duty free service and one other service from the following:</p> <ul style="list-style-type: none">▪ Hot/ cold drinks service▪ Snack service▪ Duty free▪ Clearing-in <p>In a practical performance the learner must demonstrate the following where applicable:</p> <ul style="list-style-type: none">▪ Correct use of trolley following health and safety regulations▪ Display the products on the trolley to increase sales▪ Give advice on duty free allowances▪ Provide consistent customer service to customers▪ Ensure health and safety regulations are followed when delivering in-flight services e.g. maintaining a safe and hygienic galley, stowing equipment correctly etc.▪ Communicate with others in a courteous and appropriate manner▪ Work as a team
<p>3.4 Show how to handle complaints professionally, recognising the factors that contribute to them.</p>	<p>Demonstrate through a practical performance cabin crew responses to two of the following:</p> <ul style="list-style-type: none">▪ Flight delay▪ Seating problem▪ Wrong meal▪ Spillage of hot drink▪ Customer behind kicking the seat

UNIT 4 GROUP WORK SKILLS IN AN AIRLINE ENVIRONMENT

Introduction

This unit looks at the importance of teamwork within a cabin crew working environment. The learner will be given opportunities to develop their ability to work with others through different practical activities. These activities will also prepare the learner for an airline assessment day and will give them an insight into the teambuilding activities many airlines have started to introduce as part of their annual refresher training. Learners will undertake a practical assessment.

WHAT YOU NEED TO LEARN

- Understand the qualities required to work as a team of air cabin crew
- Be able to demonstrate the skills needed to work in a team
- Be prepared to positively participate in a mock airline assessment day

What You Need to Do

Assessment Criteria	Evidence Indicators
4.1 Describe the qualities and skills required to work effectively in a cabin crew team	Research the entry requirements for air cabin crew and produce a personal skills review that matches skills and identifies areas for development to include: <ul style="list-style-type: none"> ▪ Personal skills ▪ Qualifications ▪ Previous experiences ▪ Appearance
4.2 Show the ability to take part in mock assessments in preparation for airline recruitment	Stages to include: <ul style="list-style-type: none"> ▪ Psychometric testing ▪ Group work ▪ Problem solving ▪ Selling ▪ Interview panel
4.3 Show the ability to actively participate in a teambuilding activity e.g. charity event, outward bound etc.	Demonstrate the following skills: <ul style="list-style-type: none"> ▪ Setting realistic objectives and goals ▪ Show awareness of the activities of others ▪ Problem solving
4.4 Explain how to effectively communicate with other teams to maintain a high level of safety within the airport environment	To include: <ul style="list-style-type: none"> ▪ Flight deck ▪ Dispatch ▪ Caterers ▪ Cleaners ▪ Engineers ▪ Crew

APPENDIX 1

SUMMARY RECORD OF ACHIEVEMENT

ASCENTIS LEVEL 2 CERTIFICATE IN AIR CABIN CREW SKILLS

Centre Name: _____

Learner Name: _____

	Date completed	Assessor signature	Internal moderator signature (if sampled)
Unit 1			
Unit 2			
Unit 3			
Unit 4			

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

APPENDIX 2

TRACKING SHEETS

UNIT 1 – UNDERSTANDING PRE AND POST-FLIGHT DUTIES

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify typical location, checks required and use of on board emergency equipment.				
1.2 Explain the procedures in response to abnormal, dangerous or emergency situations.				
1.3 Recognise the signs, symptoms, causes and treatment for minor and serious medical conditions or injuries				
1.4 Demonstrate how to actively participate in a pre-flight and post flight briefing in accordance with CAA regulations and JAR-OPS 1				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Tracking Sheets

UNIT 2 – UNDERSTANDING ON-AIRCRAFT DUTIES

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
2.1 Produce and deliver a passenger address using the correct techniques.				
2.2 Demonstrate the correct use of safety equipment in sequence with a typical script.				
2.3 Describe the on board duties that cabin crew need to perform in order to maintain the health and safety of customers and colleagues during a typical flight.				
2.4 Contribute to the maintenance of security on board aircraft				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Tracking Sheets

UNIT 3 – APPLYING EFFECTIVE CABIN SERVICE IN AN AIR CABIN ENVIRONMENT

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
3.1 Describe how cabin crew can create a positive image of the airline by using effective customer service techniques during different stages of the flight.				
3.2 Describe how to adapt on board duties to cater for customers with special requirements				
3.3 Use a professional approach to provide and sell a range of in-flight services including taking payments				
3.4 Show how to handle complaints professionally, recognising the factors that contribute to them.				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Tracking Sheets

UNIT 4 – GROUP WORK SKILLS IN AN AIRLINE ENVIRONMENT

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Describe the qualities and skills required to work effectively in a cabin crew team				
4.2 Show the ability to take part in a mock assessment in preparation for airline recruitment				
4.3 Show the ability to actively participate in a teambuilding activity e.g. charity event, outward bound etc.				
4.4 Explain how to effectively communicate with other teams to maintain a high level of safety within the airport environment				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

APPENDIX 3

Tracking of Ascentis Air Cabin Crew Certificate to National Occupational Standards Aviation Operations in the Air - Cabin crew

Ascentis Assessment Criteria	National Occupational Standards Reference Number
1.1	1.1/ 1.2/ 2.2/ 5.1/ 5.3/ 7.2/ 9.1
1.2	2.1/ 2.2 2.3/ 2.4/ 5.2
1.3	7.1/ 7.2
1.4	2.1/ 2.2/ 2.3/ 2.4/ 7.1/ 7.2/ 11.2
2.1	5.3/ 6.1/ 8.2/ 9.1/ 22.3
2.2	1.1/ 1.2/ 1.3/ 2.3
2.3	1.2/ 1.3/ 2.3/ 5.1/ 5.2/ 8.1/ 8.2/ 8.3/ 19.1/ 19.2/ 22.2
2.4	1.2/ 3.1/ 3.2
3.1	1.3/ 4.1/ 6.1/ 8.2/ 8.3/ 11.2/ 21.2/ 22.1/ 22.3/ 23.1/ 23.2/ 23.3
3.2	1.1/ 2.3/ 2.4/ 4.1/ 8.2/ 8.3/ 22.1/ 22.2/ 22.3/ 23.1/ 23.2/ 23.3
3.3	4.1/ 4.2/ 5.1/ 6.1/ 8.2/ 8.3/ 10.1/ 11.1/ 11.2/ 20.1/ 20.2/ 21.1/ 21.2/ 22.1/ 22.2/ 22.3/ 23.1/ 23.2/ 23.3
3.4	2.3/ 6.2/ 8.2/ 11.1/ 22.2/ 23.1/ 23.2
4.1/4.2/ 4.3/4.4	6.2/ 11.1

APPENDIX 5

RESOURCES NEEDED TO DELIVER THIS QUALIFICATION

Recommended Resources

It is recommended that the following resources are in place to effectively run the suite of airline qualifications and their endorsements:

- 1 Airline seating for at least 18 passengers
- 2 Typical airline galley
- 3 Meal service items and facilities
- 4 Airline trolleys/carts for service
- 5 Airline Safety demonstration equipment: Oxygen masks, seatbelts, life jackets, and safety literature.

These should ideally be supported by the following resources:

- Checklist of operational cabin crew responsibilities in relation to health, safety and hygiene.
- Checklist of key types of security risks and cabin crew responsibilities.
- Literature relating to the 'History of Airports and Airlines.'
- Literature relating to Regulatory Organisations.
- Literature relating to Airline Operations – outline of basic stages and departments.
- Glossary of Airline Jargon.
- Literature on Airline Customer Service & Sales (inc. queries, concerns and complaints).
- Literature relating to Airline practice for customers with Special Needs
- Cabin Crew Roles, responsibilities and personal qualities – key job description for airlines.
- Airline Customer Service Charter.
- Airline Group and Individual interview questionnaire (inc. job advertisement, application forms etc), tasks and techniques.

APPENDIX 6

SUMMARY OF KEY SKILLS OPPORTUNITIES

Key Skill	Part B Standard	Evidence	Ascentis
Working with others	WO2.1 Plan work with others	2.1.1 Identify what you need to achieve together 2.1.2 Share relevant information to identify what needs to be done and individual responsibilities 2.1.2 Confirm the arrangements for working together.	As part of the programme Learners will need to take part in role-plays in small groups. These activities could also contribute to the learner gaining skills in the Key Skill of working with others.
	WO2.2 Work co-operatively towards achieving the identified objectives.	2.2.1 Organise and carry out tasks safely using appropriate methods, to meet your responsibilities 2.2.2 Support co-operative ways of working to help achieve the objectives for working together 2.2.3 Check progress, seeking advice from an appropriate person when needed.	
	WO2.3 Review your contributions and agree ways to improve work with others.	2.3.1 Share relevant information on what went well and less well in working with others 2.3.2 Identify <i>your</i> role in helping to achieve things together 2.3.3 Agree ways of improving work with others.	
Problem Solving	PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.	2.1.1 Provide information to help identify a problem, accurately describing its main features 2.1.2 Identify how you will know the problem has been solved 2.1.3 Come up with different ways of tackling the problem	As part of the learning programme learners will need to evaluate the best ways to serve different type of customers. This activity could contribute to the learner gaining skills in the Key Skill of problem solving.
	PS2.2 Plan and try out at least on way of solving the problem.	2.2.1 Confirm with an appropriate person how you will try to solve the problem 2.2.2 Plan what you need to do, identifying the methods and	

		resources you will use 2.2.3 Use your plan effectively, getting support and revising your plan when needed to help tackle the problem.	
	PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.	2.3.1 Check if the problem has been solved by accurately using the methods you have been given 2.3.2 Describe clearly the results, including the strengths and weaknesses of how you solved the problem 2.3.3 Identify ways of improving problem solving skills.	
Improving own learning and performance	LP2.1 Help set targets with an appropriate person and plan how these will be met.	2.1.1 Provide information to help set realistic targets for what you want to achieve 2.1.2 Identify clear action points for each target and how you will manage your time 2.1.3 Identify how to get the support you need and arrangements for reviewing your process.	As part of the learning programme the learner could be involved in devising a learning plan that would develop and generate evidence for the Key Skill of improving own learning and performance.
	LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	2.2.1 Use your action points to help manage your time well; revising your plan when needed 2.2.2 Choose ways of learning to improve your performance, working for short periods without close supervision 2.2.3 Identify when you need support and use this effectively to help you meet targets.	
	LP2.3 Review progress with an appropriate person and provide evidence of your achievements.	2.3.1 Identify what you learned, and how you have used your learning in another task 2.3.2 Identify targets you have met and evidence of your achievements 2.3.3 Identify ways you learn best and how to further improve your performance.	

Communication	C2.1a Take part in a group discussion.	2.1a. 1 Make clear and relevant contributions in a way that suits your purpose and situation 2.1a.2 Respond appropriately to others 2.1a.3 Help to move the discussion forward.	As part of the learning programme the learner is required to demonstrate the ability to communicate with customers and airline colleagues. This could help develop evidence towards the Key Skill of Communication
	C2.1b Give a talk for at least four minutes.	2.1b.1 Speak clearly in a way that suits your subject, purpose and situation 2.1b.2 Keep to the subject and structure your talk to help listeners follow what you are saying 2.1b.3 Use appropriate ways to support your main points.	
	C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.	2.2.1 Select and read the relevant documents 2.2.2 Identify accurately the main points, ideas and lines of reasoning 2.2.3 Summarise the information to suit your purpose.	
	C2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long.	2.3.1 Present relevant information in a format that suits your purpose 2.3.2 Use a structure and style of writing to suit your purpose 2.3.3 Spell, punctuate and use grammar accurately 2.3.4 Make your meaning clear.	
Application of number	N2.1 Interpret information from a suitable source.	2.1.1 Choose how to get the information you need to meet the purpose of your activity 2.1.2 Obtain relevant information 2.1.3 Choose appropriate methods to get the results you need	As part of the learning programme the learner is required to convert money to and from different currencies. This could help generate evidence towards the Key Skill of application of number
	N2.2 Use your information to carry out calculations to do with: a. amounts or sizes b. scales or proportion c. handling statistics d. using formulae	2.2.1 Carry out calculations, clearly showing your methods and levels of accuracy 2.2.2 Check your methods to identify and correct any errors, and make sure your results make sense.	
	N2.3 Interpret the results of your	2.3.1 Select effective ways to present	

	calculations and present your findings.	your findings 2.3.2 Present your findings clearly using a chart, graph or diagram and describe your methods 2.3.3 Use more than one way of presenting your findings 2.3.4 Describe what your results tell you and how they meet your purpose.	
Information and communication technology	ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.	2.1.1 Select information relevant to the tasks.	Learners should be encouraged to access information using the internet and present work using ICT during the learning programme to develop evidence in the Key Skill of information and communication technology.
	ICT2.2 Enter and develop the information to suit the task and derive new information.	2.2.1 Enter and combine information using formats that help development; 2.2.2 Develop information and derive new information as appropriate.	
	ICT2.3 Present combined information such as text with image, text with number, image with number.	2.3.1 Develop the presentation so that the final output is accurate and shows consistent use of formats; 2.3.2 Use layout appropriate to the types of information.	