



National Unit Specification: general information

UNIT Working as Air Cabin Crew: An Introduction (SCQF level 5)

CODE F3PM 11

SUMMARY

The Unit is designed to enable candidates to develop knowledge of the aviation industry relating to a career as air cabin crew. It will also develop the skills and techniques required when communicating with and serving meals or light refreshments to passengers on board an aircraft.

This Unit is suitable for candidates who are undertaking study of this subject for the first time and who wish to obtain a basic knowledge of working as air cabin crew as an interest subject or are considering a career in that role. On completion of this Unit candidates could progress onto further education or training in this industry.

OUTCOMES

- 1 Demonstrate knowledge of the Aviation Industry relevant to the role of air cabin crew.
- 2 Communicate effectively with passengers in a simulated aircraft environment.
- 3 Contribute effectively to the service of meals or light refreshments in a simulated aircraft environment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- ◆ a standard of literacy and numeracy supported by a general education equivalent to Standard Grade at General level (SCQF 4) or above

Administrative Information

Superclass: ZE

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in the *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Demonstrate knowledge of the Aviation Industry relevant to the role of air cabin crew.

Performance Criteria

- (a) Identify the main features of UK airports.
- (b) Describe the main services offered by scheduled, charter and low cost airlines.
- (c) Identify the internal and external features of a passenger aircraft.
- (d) List the standards of appearance and behaviour that airlines require of air cabin crew.
- (e) Use correct aviation terminology where appropriate in describing airports, airlines and aircraft.

OUTCOME 2

Communicate effectively with passengers in a simulated aircraft environment.

Performance Criteria

- (a) Make clear and accurate passenger service announcements.
- (b) Assist different passenger types in a simulated aircraft environment.
- (c) Respond appropriately to passengers' body language and the passenger call bell in a simulated aircraft environment.

OUTCOME 3

Contribute effectively to the service of meals or light refreshments in a simulated aircraft environment.

Performance Criteria

- (a) Work positively with others in the service of meals or light refreshments in a simulated aircraft environment.
- (b) Respond appropriately to the dietary requests of airline passengers.
- (c) Use safe manual handling techniques when operating food and drink service equipment.
- (d) Contribute effectively to the safe and hygienic handling of food.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1 — written and/or oral recorded evidence is required which demonstrates that the candidate has achieved Outcome 1 to the standard specified in the Outcome and Performance Criteria. The evidence for this Outcome should be obtained under controlled, supervised conditions. The assessment should be closed-book and should last no longer than 45 minutes.

Outcomes 2 and 3 — performance evidence covering both Outcomes and Performance Criteria is required. This should be generated over a single continuous occasion. It should require candidates working in pairs interacting for approximately 20 minutes and involve a minimum of six passengers (who can be other candidates). An assessor observation checklist/record should record the contribution of the individual candidate to communication and service delivery providing evidence for Outcome 2 and Outcome 3.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit on the National Certificates in Travel and Tourism at SCQF 5 and 6. The purpose of this Unit is to provide learners with basic background knowledge and understanding of the aviation industry and the opportunity to develop personal, inter-personal and practical skills in an airline environment.

Possible topics to cover in Outcome 1 are:

- ◆ typical layout of an airport including landside and airside facilities. Although not included in the Unit specifically, it would be useful to discuss security, linking this to check-in, passing through airport security to airside areas, baggage screening, immigration, passport control.
- ◆ comparison of routes, timetables and in-flight services offered by scheduled, charter and low cost airlines.
- ◆ external features such as main fuselage, cargo doors, undercarriage, registration and internal features such as seating configuration, galleys, flight deck. Although not incorporated in the Unit specifically, it would be useful to discuss how an aircraft flies linking this to the external features of wings, ailerons, rudder, elevators, engines etc. When covering internal features, it would be useful to include the service equipment which would be used in Outcomes 2 and 3. There is no requirement to cover safety equipment under internal features at this stage.
- ◆ uniform regulations, personal hygiene, grooming, manners, friendliness, professionalism and entry requirements. It would be interesting to compare changing uniform styles over the decades as an indicator of historical and cultural factors which have affected public and self understanding of the role of air cabin crew.
- ◆ relevant airline industry terminology.

Possible topics to cover in Outcome 2 are:

- ◆ use of the PA for service announcements (clear diction, accurate information, confident/friendly tone)
- ◆ body language, approaching and assisting different passenger types eg adults, children, elderly, English and non-English speaking, passengers with special needs
- ◆ use of the call bell by passengers and crew
- ◆ use of the interphone system

National Unit Specification: support notes (cont)

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Possible topics to cover in Outcome 3 are:

- ◆ different dietary needs based on lifestyle choices, religion and medical conditions.
- ◆ current regulations and legislation relating to food safety and hygiene, DDA, health and safety
- ◆ safe manual handling of food and drink service equipment
- ◆ teamwork
- ◆ some or all of the following:
 - stacking ovens
 - service announcement
 - setting up the airline service cart
 - serving meals
 - serving light refreshments
 - preparing tea and coffee pots
 - serving tea and coffee
 - offering milk and sugar portions
 - preparing hot towels
 - serving hot towels
 - offering sweets
 - clearing in
 - stowage of the airline service cart

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

A suggested sequence for delivering this Unit is to start off with an airport visit, followed by classroom discussions, investigations, presentations and demonstrations leading to candidate participation in role play sessions in a simulated aircraft environment.

A group activity could be set requiring learners to use airline web-sites and in-flight magazines to investigate the services offered by different airline types, then to present their findings to the other candidates in the class.

Ideally, practical sessions should take place in a mock aircraft cabin; however a classroom set up using chairs in an aircraft-seating configuration would suffice. Access to an airline service cart would be desirable although a tiered trolley would be a useful substitute. A candidate-centred, participative and practical approach is encouraged.

If delivered with a National Certificate Group Award it may be possible to integrate delivery of the Unit *Skills for Customer Care* and the opportunity may arise to generate evidence towards the Unit *Travel and Tourism: Enhancing Skills for Employment*.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILLS DEVELOPMENT

Teaching and delivery of Outcome 1 could offer the opportunity to develop the Core Skill element of Oral Communication at SCQF level 5 by setting group tasks of researching and presenting findings on schedule, charter or low cost airlines.

Teaching and delivery of Outcomes 2 and 3 incorporates practical sessions in an airline environment providing opportunities for development of the Core Skill *Working with Others* at SCQF level 5.

Learners could operate in small teams, observing each other's performance and giving constructive feedback.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Knowledge and understanding of the aviation industry could be assessed by written or oral closed-book test. To provide evidence to demonstrate that candidates have achieved Outcome 1 the use of structured questions is recommended.

Communication and service elements of this Unit would be assessed via candidate participation in practical role play scenarios in a simulated aircraft environment. Outcome 2 and 3 should be based around the serving of meals or light refreshments.

Outcomes 2 and 3 can be assessed during group role-play sessions incorporating the service of a meal or light refreshments. The teacher should set scenarios where candidates, acting as passengers, are primed to request or infer a requirement for assistance from the cabin crew. eg a passenger requiring a vegetarian meal.

Each candidate could:

- ◆ deliver a PA (public announcement)
- ◆ respond to a passenger need or request
- ◆ take part in the service of a meal or light refreshments.

Recording short-answer responses to verbal questioning can top up evidence.

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

History of changes:

Version	Description of change	Date
02	Outcome 3 now includes serving light refreshments as well as meals. Relevant subsequent amendments in Unit Summary on page 1 and Support Notes on pages 6 and 7.	21/11/2011