

Highfield Level 3 End-Point Assessment for Cabin Crew

End-Point Assessment Kit



Highfield Level 3 End-Point Assessment for Cabin Crew

EPA Kit

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How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Level 3 Cabin Crew Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Cabin Crew Apprenticeship Standard. Highfield internally quality assure all end-point assessments in accordance with its IQA process. Additionally all end-point assessments are externally quality assured by the relevant EQA organisation, in this case this is People 1st.

This kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Highfield also offers the Highfield Cabin Crew Apprenti-kit that is a comprehensive learning resource which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Cabin Crew end-point assessment.

Key facts

Apprenticeship standard:	Cabin Crew
Level:	3
On programme duration:	Minimum of 12 months
Grading:	Pass/Distinction
End-point assessment window:	3 months
End-point assessment methods:	On-demand test, simulated practical observation, professional discussion

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

The role of an air cabin crew member is primarily to ensure customers' safety at all times while on board the aircraft. They also provide excellent customer service to customers throughout the flight. They are trained to deal with security and emergency situations which may arise and can administer first aid to customers. Cabin crew may work for commercial organisations, working with large volumes of customers, or may work with small groups of customers on smaller aircraft. To achieve this, cabin crew are required to adapt to the needs of a wide range of individuals and customers and will need to understand how their needs can be accommodated. This may be from supporting nervous customers, individuals with young children, and those with special dietary or medical requirements. Some cabin crew may work as part of the armed forces, providing services for royalty, ministers and other dignitaries.

On-programme requirements

The period of learning, development and on-programme assessment is managed by the employer, in most cases with the service of an education or training provider. Although learning, development and on-programme assessment is flexible, and the process is not prescribed, it is anticipated that employers will provide apprentices with regular reviews during the learning phase and structured feedback as to their progress.

On-programme reviews and records are important to support the apprentice, the provider and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for independent end-point assessment.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- they must have successfully completed the level 2 English and maths components of the apprenticeship
- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard; to ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report
- the apprentice and the employer should engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window; further information about the gateway process is covered later in this kit

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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The Highfield Approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard (2018)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/cabin-crew/>

End-point assessment plan (2019)

https://www.instituteforapprenticeships.org/media/3712/st0558_cabin-crew_l3_-ap.pdf

Specific considerations

A separate version of this kit is available for armed forces apprentices.

The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present to support, but not lead the apprentice and to confirm information at the assessor's request.

The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion. The professional discussion should be the last assessment to take place.

The professional discussion will need to take place in a suitable environment and should last for 1 hour. The discussion will be against the set criteria that are outlined in the following pages and will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including;

- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 2 English
- achieved level 2 maths
- employer report

Apprentices should be advised by employers and providers to gather this evidence throughout their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training.

The **gateway readiness report** should be used to log the outcomes of the meeting and should be agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your employer engagement manager at Highfield Assessment.

Please note: a copy of the standard should be made available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment's Reasonable Adjustments Policy for further information/guidance.

ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving license
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

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The Cabin Crew Apprenticeship Standard

The following pages contain the Level 3 Cabin Crew Apprenticeship Standard and the assessment criteria in a format that is suitable for delivery.

Pre-flight	
Knowledge	Skills
<ul style="list-style-type: none"> • The standards required for personal presentation and that of the cabin (including organisation uniform standard) • The systems, procedures and monitoring requirements for pre-flight checks, briefings and boarding of customers and their items • How to maintain service equipment and address identified failures and processes to minimise disruption and delay, allowing for alternative arrangements to reduce chance of injury, and ensure on time performance • The typical customer profile for the organisation and how the services provided are matched to it • The destination profile and how the flight may be adapted according to this • Organisational procedures for Passengers with Reduced Mobility (PRM) and other special assistance which may be required • The protocols required for specific areas, locations, press, security, carrying of items that may require specific care • The protocols when Royalty, Ministers and Dignitaries are on board 	<ul style="list-style-type: none"> • Liaise with the customer, airport, ground staff, suppliers and colleagues to ensure the efficient loading of catering and ancillary items and boarding procedures meet service standards and aviation regulations. • Proactively address issues that arise during boarding, making effective decisions to ensure a satisfactory outcome and on time departure • Monitor cabin environment, appearance and on-board facilities to ensure customer satisfaction and adherence to operational standards, and using controls to adjust it • Communicate effectively with customers, flight and cabin crew and other parties in the event of disruption, keeping them informed of progress, actions and results • Follow procedures to assist passengers with reduced mobility (PRM) or other requirements for special assistance

On-demand test	
Criteria covered in on-demand test	
PR1	The standards required for personal presentation and that of the cabin (including organisation uniform standard)
PR2	Systems, procedures and monitoring requirements for pre-flight checks, briefings and boarding of customers and their items
PR3	How to maintain service equipment and address identified failures and processes to minimise disruption and delay, allowing for alternative arrangements to reduce chance of injury, and ensure on time performance
PR4	The protocols required for specific areas, locations, press, security, carrying of items that may require specific care
PR5	The protocols when Royalty, Ministers and Dignitaries are on board
Scenarios with professional discussion	
To pass, the following must be demonstrated	To gain a distinction
PR6	<p>PR14 Explains how they show initiative to proactively make decisions to ensure all standards and procedures are met or exceeded in either safety, security, or customer service)</p>
PR7	
PR8	
PR9	
PR10	
PR11	
PR12	
PR13	

Amplification and guidance

- **Monitoring requirements** - how items on board (including systems, equipment and procedures) are checked and with what regularity, as outlined by an organisation
- **Address identified failures** - actions to take if a discrepancy is found
- **On time performance** - how well an organisation operates to the schedule
- **Customer profile** - information about customers which helps the organisation target their service offer appropriately
- **Destination profile** - information about destinations which helps the organisation shape their service offer appropriately to their customers
- **Organisational procedures** - the way you must do things as defined by the company you work for
- **Special assistance** - help you should offer people if their circumstances are different to that of the majority
- **Protocols** - a set of rules which dictates the code of conduct or procedure to be followed
- **Efficient loading** - ensuring items which must be boarded for the flight is done so in a thorough and timely way
- **Operational standards** - the way you must follow procedures as laid out by the company you work for
- **Service standards** - the quality you must deliver as laid out by your organisation, and what is expected by customers
- **Proactively make decisions** - create or control situations as you anticipate them rather than waiting to be instructed to do so
- **Regulation** - rules to regulate the conduct of the organisation and it's staff

In-flight	
Knowledge	Skills
<ul style="list-style-type: none"> • How to deal with complex customer needs which may affect the onboard operation, including challenging situations in individual and group situations • The pre-take off checks which must be conducted once doors are closed • Thorough knowledge of the organisations service routines for specific flight/route/sector • The procedures for service recovery and procedures for any possible issues that arise, including understanding of approved maintenance records and report forms • The required on-board targets for service and sales, in line with organisation's procedures • Process to report defective equipment 	<ul style="list-style-type: none"> • Address complex customer needs to ensure service standards and individual requirements are maintained • Complete the on-board food, beverage and retail service provided by the organisation in line with standards and quality measures • Communicate effectively with colleagues, flight crew, ground operational teams and customers at appropriate times to ensure service efficiency, safety and security and timely reporting of defective equipment is maintained • Conduct in flight checks and monitor customers and onboard facilities • Ensure post service requirements are completed, including reconciliations of stock/money or cash equivalents as required
On demand test	
Criteria covered in on-demand test	
<p>IF1 How to deal with complex customer needs which may affect the onboard operation, including challenging situations in individual and group situations</p> <p>IF2 The pre-take off checks which must be conducted once doors are closed</p>	

Simulated practical observations		
To pass, the following must be demonstrated		
IF3	Communicate effectively with colleagues, flight crew, ground operational teams and customers at appropriate times to ensure service efficiency, safety and security and timely reporting of defective equipment is maintained	
Scenarios with professional discussion		
To pass, the following must be demonstrated	To gain a distinction	
IF4	<i>IF13 Explains how they show initiative to proactively make decisions to ensure all standards and procedures are met or exceeded in either safety, security, or customer service)</i>	
IF5		
IF6		
IF7		
IF8		
IF9		
IF10		
IF11		
IF12		
IF4		Explain how to address complex customer needs to ensure service standards and individual requirements are maintained
IF5		Outline the organisations service routines for specific flight/route/sector
IF6		Explain the procedures for service recovery and procedures for any possible issues that arise, including understanding of approved maintenance records and report forms
IF7	Describe how the on- board food, beverage and retail service is provided by the organisation in line with standards and quality measures*	
IF8	Give at least one example of how the required on-board targets for service and sales is met, in line with organisation’s procedures*	
IF9	Clarify how to communicate effectively with colleagues, flight crew, ground operational teams and customers at appropriate times to ensure a service efficiency, safety and security and timely reporting of defective equipment is maintained	
IF10	Outline the process to report defective equipment	
IF11	Explain how they conduct in flight checks and monitor customers and onboard facilities to ensure the required quality of service has been delivered	
IF12	Describe the processes to ensure post service requirements are completed, including reconciliations of stock/money or cash equivalents as required	

Amplification and guidance

- **Complex customer needs** – requirements individuals may have which are different to the routine
- **Service routines** – a way in which a customer’s experience is shaped, including how products are made available to them
- **Service recovery** - the way in which the routine of delivering products to the customers is continued despite an interruption
- **Approved** - as deemed concrete by an Authority
- **Required on-board targets** - what you are expected to achieve whilst on the aircraft as laid out by the organisation
- **Process** - the way you must do things or how you should conduct yourself
- **Quality Measures** - defined elements which contribute to an excellent customer experience; high quality is expected from a customer
- **Post service requirements** - the processes you must follow once the service has ended in full or in part

Post flight	
Knowledge	Skills
<ul style="list-style-type: none"> • Understanding of disembarkation procedures including monitoring of all customers including special categories of customer • The post flight checks and duties which must be conducted • Security of on-board resources and adherence to local regulations and practices 	<ul style="list-style-type: none"> • Communicate and co-ordinate with Flight crew, colleagues, customer and ground staff to ensure disembarkation procedures meet safety and service standards • Address issues that arise during disembarkation making effective decisions to ensure a satisfactory outcome • Ensure post flight requirements are completed including security of on-board resources and adherence to local regulations and practices as required • Participate in post flight debrief and duties
On demand test	
Criteria covered in on-demand test	
PO1	Understanding of disembarkation procedures including monitoring of all customers including special categories of customer
PO2	The post flight checks and duties which must be conducted
PO3	Security of on-board resources and adherence to local regulations and practices
Scenarios with professional discussion	
To pass, the following must be demonstrated	To gain a distinction
PO4	<i>PO8 Explains how they show initiative to proactively make decisions to ensure all standards and procedures are met or exceeded in either safety, security, or customer service)</i>
PO5	
PO6	
PO7	

Amplification and guidance

- **Special categories** - groups of people or individuals who hold different needs or characteristics
- **Onboard resources** - all items, systems and facilities on an aircraft and the aircraft itself
- **Post flight requirements** - actions you must take after a flight as laid out by your organisation

Compliance and legislation

Knowledge	Skills
<ul style="list-style-type: none"> The importance of legislation, procedures and regulations relating to an aviation environment in order to apply and deliver organisational compliance requirements within own area of responsibility Requirements for maintaining aviation security in own area of authority and action to take in the event of a breach of security 	<ul style="list-style-type: none"> Ensure self and team monitor and apply the compliance legislation, procedures and regulations commensurate to your role Identify risks and non-compliance, ensuring corrective actions are taken or situations are escalated in accordance with organisation's procedures
On demand test	
Criteria covered in on-demand test	
CL1	The importance of legislation , procedures and regulations relating to an aviation environment in order to apply and deliver organisational compliance requirements within own area of responsibility
CL2	Requirements for maintaining aviation security in own area of authority and action to take in the event of a breach of security
Simulated practical observations	
To pass, the following must be demonstrated	
CL3	Ensure self and team monitor and apply the compliance legislation , procedures and regulations commensurate to your role
CL4	Identify risks and non- compliance , ensuring corrective actions are taken or situations are escalated in accordance with organisation's procedures
Scenarios with professional discussion	
To pass, the following must be demonstrated	To gain a distinction
CL5 Identify risks and non- compliance , ensuring corrective actions are taken or situations are escalated in accordance with organisation's procedures	CL6 Explains how to promote a culture of safety and security by acting as role model for the organisation. Gives an example of noncompliance and how they have advised others in how to make their practice safer and more secure

Amplification and guidance

- **Legislations and regulations** – rules and laws which must be followed
- **Compliance** - ensuring you and the organisation adhere to the rules or laws set out by the authority
- **Area of authority** - the parts of the aircraft cabin you are responsible for, which may be based on your level of experience

Health, safety and wellbeing

Knowledge	Skills
<ul style="list-style-type: none"> Health and safety legislation in aviation both in relation to own role and organisation, including how to monitor it Requirements and importance of crew members fitness and actions which must be taken if unfit for duty The organisation's safety management systems and safety culture 	<ul style="list-style-type: none"> Identify and address/report actual or potential hazards Record and report safety and security incidents including self-reporting when required Actively engage in a safe, open and honest working environment
On demand test	
Criteria covered in on-demand test	
HS1	Health and safety legislation in aviation both in relation to own role and organisation, including how to monitor it
HS2	Requirements and importance of crew members fitness and actions which must be taken if unfit for duty
Simulated practical observations	
To pass, the following must be demonstrated	
HS3	Identify and address/report actual or potential hazards
HS4	Actively engage in a safe, open and honest working environment to ensure customer and crew safety and wellbeing
Scenarios with professional discussion	
To pass, the following must be demonstrated	To gain a distinction
HS5	Show records and reports of safety and security incidents including self-reporting as outlined in organisational policies/procedures
HS6	Evidence the application of safety management systems and safety culture
	HS7 <i>Explains how to promote a culture of safety and security by acting as role model for the organisation. Gives an example of noncompliance and how they have advised others in how to make their practice safer and more secure.</i>

Amplification and guidance

- **Crew members' fitness** - refers to the physical and mental ability of any person within the cabin or flight crew, to perform their duties
- **Safety management systems** – a system or approach undertaken by an organisation to manage safety and reduce risk of injury or safety incidents, this includes procedures and processes for staff to follow
- **Safety culture** - employees must share the safety related values and beliefs with that of the organisation and carry out the policies and procedures which align with this
- **Self-reporting** – the process of formally admitting your errors or omissions, for your development within your role

Organisation	
Knowledge	Skills
<ul style="list-style-type: none"> Understand the purpose of the organisation including its vision, objectives and brand/organisational standards, how they compare to its competitors and how own role, and the team, help to achieve them 	<ul style="list-style-type: none"> Work with the team to maintain brand/organisational standards at all times and identify and address any potential risks according to organisational procedures
Scenarios with professional discussion	
To pass, the following must be demonstrated	To gain a distinction
OR1 Give an example to demonstrate their work as part of a team to maintain brand/organisational standards at all times and identify and address any potential risks according to organisational procedures OR2 Explain the purpose of the organisation including its vision, values, objectives and brand/organisational standards, how they compare to its competitors and how own role, and the team, help achieve this	OR3 Provide evidence of an improvement suggested and implemented to either a process or procedure to improve either the quality of customer service or efficiency
Amplification and guidance	
<ul style="list-style-type: none"> Brand/organisational standards - the specific rules or ways of doing things as dictated by an organisation and helps to mould the experience of their customers 	

Commerciality		
Knowledge		Skills
<ul style="list-style-type: none"> The organisations vision, objectives and values of the organisation How to operate commercially with the aim of achieving and exceeding targets and how these contribute to achieving the overall organisational objectives 		<ul style="list-style-type: none"> Make decisions that satisfy the needs of the customer while delivering for the organisation Achieve and aim to exceed commercial targets by applying techniques that are appropriate to all customer profiles
Scenarios with professional discussion		
To pass, the following must be demonstrated		To gain a distinction
CO1	Evidence the making of decisions that satisfy the needs of the customer while delivering for the organisation	<i>There are no distinction criteria for this subject area</i>
CO2	Give an example where commercial targets are achieved or exceeded by applying techniques that are appropriate to all customer profiles	
CO3	Outline the organisation's vision, objectives and values	
CO4	Explain how to operate commercially with the aim of achieving and exceeding targets and how these contribute to achieving the overall organisational objectives, vision and values	
Amplification and guidance		
<ul style="list-style-type: none"> Operate commercially - working with the aim of creating revenue and profit for the organisation Commercial targets - financially based goals that you can contribute to by delivering excellent customer service or by selling products (depending on organisation) 		

CRM/Human factors	
Knowledge	Skills
<ul style="list-style-type: none"> • The principles of Cockpit/Crew Resource Management (CRM) and how to apply them • The principles of human factors 	<ul style="list-style-type: none"> • Apply principles of Cockpit/Crew Resource Management (CRM) and human factors
On demand test	
Criteria covered in on-demand test	
HF1	The principles of Cockpit/Crew Resource Management (CRM) and how to apply them
HF2	The principles of human factors
Simulated practical observations	
To pass, the following must be demonstrated	
HF3	Apply principles of cockpit crew /crew resource management
Scenarios with professional discussion	
To pass, the following must be demonstrated	To gain a distinction
HF4	Explain how to apply principles of Cockpit/Crew Resource Management (CRM) and human factors
	<i>There are no distinction criteria for this subject area</i>

Behaviours

Knowledge	Skills
<ul style="list-style-type: none"> • Be vigilant and proactive in promoting a safe, reliable, secure and compliant working culture • Embrace and promote the brand behaviours of your organisation • Convey a genuine warm welcome, with a desire to help and a positive attitude • Be visible, approachable, treating customers, colleagues and other stakeholders with courtesy and respect at all times • Demonstrate team working, supporting colleagues and embracing diversity • Take ownership and personal responsibility of your role and working environment 	<ul style="list-style-type: none"> • Use initiative and resilience to problem solve and escalate when required as per your company procedures • Display loyalty, integrity and accountability to the organisation • Commit to continuous development of self, including awareness of organisational communications and regulatory updates • Identifies the needs of customers and adapts to different needs • Demonstrate commercial awareness to deliver an agile, efficient and professional service
Simulated practical observations	
To pass, the following must be demonstrated	
BE1	Be vigilant and proactive in promoting a safe, reliable, secure and compliant working culture
BE2	Conveys a genuine warm welcome, with a desire to help and a positive attitude to ensure customer satisfaction is delivered
BE3	Being visible, approachable, treating customers, colleagues and other stakeholders with courtesy and respect at all times to ensure professional standard
BE4	Takes ownership and personal responsibility of your role and working environment to ensure compliance to operational standards

Scenarios with professional discussion	
To pass, the following must be demonstrated	To gain a distinction
BE5 Describes how they embrace and promote the brand behaviours of the organisation BE6 Describes how they work as part of a team, supporting colleagues and embracing diversity BE7 Give an example of when they have used their initiative and resilience to problem solve and escalate when required as per company procedures BE8 Describes how they demonstrate loyalty, integrity and accountability to the organisation BE9 Clarify how they commit to continuous development of self, including awareness of organisational communications and regulatory updates BE10 Explain how they identify the needs of customers and adapts to different needs BE11 Give an example of how they demonstrate commercial awareness to deliver an agile, efficient and professional service	BE12 <i>Explains how they have acted as a good role model to their team, empowering and supporting others to increase engagement of the team with the organisation's business plan</i> BE13 <i>Explains how and why they have taken opportunities to develop themselves, investing in their own development, reflecting and continually improving their own practice</i>
Amplification and guidance	
<ul style="list-style-type: none"> • Brand behaviours - actions that reflect the organisation and what customers can expect • Stakeholders - people who have an interest in an organisation and its activities e.g. security or medical staff in this case • Business plan - an outline of an organisation's goals and the strategy of how it will achieve them 	

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Assessment summary

The end-point assessment for Cabin Crew is made up of 3 components:

1. A 1-hour on-demand test, consisting of 30 questions
2. 3 x 7 minute simulated practical observations
3. A 1-hour professional discussion, to include an employer report

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this guide, which will be used to determine a grade for each individual component.

On-demand test

- The on-demand test is graded pass/distinction
- To achieve a pass, apprentices must achieve 70% which equates to 21 out of 30
- To achieve a distinction, apprentices must achieve 85% which equates to 26 out of 30

Simulated practical observations

- The simulated practical observations are graded pass/fail
- To achieve a pass in the simulated practical observations, all pass criteria must be covered

Scenarios with professional discussion

- The scenarios with professional discussion are graded pass/distinction
- To achieve a pass in the professional discussion, all pass criteria must be covered
- To achieve a distinction in the professional discussion, all pass and all distinction criteria must be covered

Grading

The apprenticeship includes pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

In order to pass the apprentice is required to pass each of the three assessments.

In order to achieve a distinction, the apprentice must gain a distinction in the professional discussion and the on-demand test.

The overall grade for the apprentice is determined using the matrix below:

	Maximum grade available for each assessment method	Grade achieved	Overall grade awarded
Any activity		Fail	Fail
On-demand test	Distinction	Pass	Pass
Observation	Pass	Pass	
Professional discussion	Distinction	Pass	
On-demand test	Distinction	Distinction	Pass
Observation	Pass	Pass	
Professional discussion	Distinction	Pass	
On-demand test	Distinction	Pass	Pass
Observation	Pass	Pass	
Professional discussion	Distinction	Distinction	
On-demand test	Distinction	Distinction	Distinction
Observation	Pass	Pass	
Professional discussion	Distinction	Distinction	

Retake and re-sit information

Apprentices who fail one or more assessment method(s) will be offered the opportunity to take a re-sit/re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit/re-take. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

Any assessment method re-sit or re-take must be taken at a time agreed with the EPAO and the employer (typically within 6 months), otherwise the entire EPA must be re-sat or re-taken (typically within a 6-month period), unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit/re-take. Under normal circumstances only a pass is available to apprentices who have re-taken or re-sat part of their EPA.

There is no limit to the number of re-sits or re-takes. This would be agreed by the employer.

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Assessing the on-demand test

The following areas (knowledge) of the cabin crew standard will be assessed by a 1-hour on-demand test consisting of 30 questions. The pass mark is 70% (21 out of 30), in order to gain a distinction, apprentices must gain 85% (26 out of 30).

The topics covered within the test are listed below:

- Pre-flight
- In-flight
- Post flight
- Compliance and legislation
- Health, safety and wellbeing
- CRM/Human factors

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the on-demand test
- In readiness for end-point assessment, the apprentice should complete a sample test. A test is available to download from the Highfield Assessment website.

On-demand test criteria

Criteria covered in the on-demand test

Pre-flight

- PR1 The standards required for personal presentation and that of the cabin (including organisation uniform standard)
- PR2 Systems, procedures and **monitoring requirements** for pre-flight checks, briefings and boarding of customers and their items
- PR3 How to maintain service equipment and **address identified failures** and **processes** to minimise disruption and delay, allowing for alternative arrangements to reduce chance of injury, and ensure **on time performance**
- PR4 The **protocols** required for specific areas, locations, press, security, carrying of items that may require specific care
- PR5 The **protocols** when Royalty, Ministers and Dignitaries are on board

In-flight

- IF1 How to deal with **complex customer needs** which may affect the onboard operation, including challenging situations in individual and group situations
- IF2 The pre-take off checks which must be conducted once doors are closed

Post flight

- PO1 Understanding of disembarkation procedures including monitoring of all customers including **special categories** of customer
- PO2 The post flight checks and duties which must be conducted
- PO3 Security of **on-board resources** and adherence to local **regulations** and practices

Compliance and legislation

- CL1 The importance of **legislation**, procedures and **regulations** relating to an aviation environment in order to apply and deliver organisational **compliance** requirements within own area of responsibility
- CL2 Requirements for maintaining aviation security in own **area of authority** and action to take in the event of a breach of security

Health, safety and wellbeing

- HS1 Health and safety **legislation** in aviation both in relation to own role and organisation, including how to monitor it
- HS2 Requirements and importance of **crew members fitness** and actions which must be taken if unfit for duty

CRM/Human factors

- HF1 The principles of Cockpit/Crew Resource Management (CRM) and how to apply them
- HF2 The principles of human factors

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Assessing the simulated practical observation

The end-point assessment plan states that apprentices are required to demonstrate their skills via 3 simulated practical observations which will take place in a simulated environment, this can, but does not have to be a cabin mock-up. Each practical observation will last for 7 minutes and will allow a maximum of 10% +/- each. They will be carried out by an end-point assessor who will ask questions on completion of the activity to clarify any observed practices.

One of the 3 simulated practical observations will always be a manual safety demonstration, the other 2 will be from the list below and the apprentice will be notified of the chosen practical activity during the planning and scheduling stages of their end-point assessment. The end-point assessor will test behavioural, analytical and decision-making skills in a realistic setting. Where a specific simulated practical observation example is not part of the organisation's normal operation it will not be chosen.

Simulated environments must succeed in recreating the atmosphere, conditions and pressures of the real situation. Any resources or equipment that would normally be in the work environment should be available and in working order for the observation. Apprentices will complete the required tasks in the allocated 7 minutes for each observed practise, taking account of any organisational restrictions, legislation and regulations that would apply. Only one apprentice will be observed at any time.

Potential simulated practical observations may include the following, which is illustrative, not exhaustive:

- Boarding
- Pilot incapacitation
- Turbulence
- Flight deck access
- Manual handling
- Service recovery
- AVMED/First Aid Basic Life Support (BLS)

Before the assessment

- Employers/training providers should plan a relevant simulated observation activity, or series of activities, that provide the apprentice with the opportunity to demonstrate each of the required standards outlined in the following pages.

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment (3 x 7-minute observations)
- ensure the apprentice knows which cabin crew criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience in preparation for their assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

Apprentices will be marked against the criteria included in the tables on the following pages. In order to achieve a pass, all pass criteria must be met as appropriate to their chosen scenario.

The simulated practical observation - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that the apprentice experiences a mock simulated practical observation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation should take place in a realistic simulation of the workplace
- the participation of other personnel to play the parts of customers and team members
 - it is strongly recommended that the mock observation has been practiced beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate the assessment criteria
- a 7 minute (+/- 10%) time slot should be available for each simulated practical observation, if it is intended to be a complete mock observation covering all relevant standards
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. The mock assessment sheets later in this guide may be used for this purpose.

Observation scenarios are as follows:

Mandatory scenario - manual safety demonstration

Carry out a manual safety demonstration

- Ensure the cabin crew are at their demonstration positions with correct equipment before the safety demonstration begins
- Ensure the demonstration is performed correctly in line with own airline's manual safety demonstration and equipment is demonstrated correctly
- Ensure all passengers can see the manual safety demonstration.

Highfield will choose 2 further scenarios from the following list, however further scenarios may be added in the future, at which time this list will be updated:

Boarding

Prepare to board customers

- Ensure personal standards ready to greet passengers
- Ensure aircraft prepared for passengers
- Board customers following airline's security/safety procedures and customer service considerations

Pilot incapacitation

Demonstrate procedures on hearing the alert signal for a pilot incapacitation

- Ensure correct procedure is followed (airline specific) for passenger announcement, accessing flight deck, getting support for incapacitated pilot and providing support on the flight deck

Flight deck access

Demonstrate procedure to access the flight deck

- Routine access - granted / denied
- Emergency access - granted / denied

Turbulence

Demonstrate procedure during turbulence

- Ensure communication to passengers and all crew to keep everyone informed of conditions in the cabin
- Ensure entire cabin and all passengers are secure
- Ensure safety of passengers at crew throughout all levels of turbulence

Service recovery

Demonstrate company procedures in response to service failure

- Ensure that a solution is offered
- Maximise the use of soft skills (polite, concerned)

- Ensure that you listen to the customer, acknowledge the issue, show empathy, apologise using a positive body language and offer a solution.

Manual handling

Demonstrate manual handling procedures - includes (but not exclusive to) pushing / pulling a trolley, serving food from a trolley, lifting luggage, stowing a bag in the overhead locker, removing a canister from stowage.

- Ensure item is within weight limitation and route is clear of obstructions
- Ensure there is somewhere to put the load down
- Stand as close to the load as possible, spread your feet to shoulder width, bend knees and try to keep back natural, upright posture
- Ensure load is as close to the body as possible
- Use legs to lift in a smooth motion. avoid twisting the body by turning feet to position

AVMED/First aid basic life support (BLS)

Demonstrate the use of emergency equipment (could include but is not limited to) - portable oxygen, automated external defibrillator (AED), pocket mask, suction device, medical kits (if applicable).

Simulated practical observation criteria

During the simulated practical observation, the following standards should be evidenced. Apprentices should prepare for the simulated practical observation by considering how the criteria can be met.

In-flight

To pass, the following must be demonstrated

IF3 Communicate effectively with colleagues, flight crew, ground operational teams and customers at appropriate times to ensure service efficiency, safety and security and timely reporting of defective equipment is maintained

Compliance and legislation

To pass, the following must be demonstrated

CL3 Ensure self and team monitor and apply the compliance **legislation**, procedures and regulations commensurate to your role

CL4 Identify risks and non-compliance, ensuring corrective actions are taken or situations are escalated in accordance with organisation's procedures

Health, safety and wellbeing

To pass, the following must be demonstrated

HS3 Identify and address/report actual or potential hazards

HS4 Actively engage in a safe, open and honest working environment to ensure customer and crew safety and wellbeing

CRM/Human factors

To pass, the following must be demonstrated

HF3 Apply principles of Cockpit/Crew Resource Management (CRM) and human factors

Behaviours

To pass, the following must be demonstrated

- BE1 Be vigilant and proactive in promoting a safe, reliable, secure and compliant working culture
- BE2 Conveys a genuine warm welcome, with a desire to help and a positive attitude to ensure customer satisfaction is delivered
- BE3 Being visible, approachable, treating customers, colleagues and other **stakeholders** with courtesy and respect at all times to ensure professional standard
- BE4 Takes ownership and personal responsibility of your role and working environment to ensure compliance to **operational standards**

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Assessing the professional discussion

The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present, to support, but not lead the apprentice and to confirm information, at the assessor's request.

The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion. The employer should prepare a report, based on direct and factual evidence and is utilised by the independent end-point assessor to underpin the professional discussion but it is not assessed. The independent assessor will prepare a minimum of 10 open questions across the standard criteria to ask the apprentice. The professional discussion should take place after the practical observation, to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours.

The professional discussion will need to take place in a suitable environment and should last for 1 hour. The discussion will be against the set criteria that is outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. It will include areas of the standard not seen in the observation plus key additional areas identified in the criteria section of this document.

The purpose of the professional discussion is to clarify any questions the end-point assessor has for specified standards:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific scenarios, should they not have occurred within the practical observation
- ask questions in relation to personal development and reflection
- provide a basis for the end-point assessor to make a decision about the grade to be awarded

Before the assessment:

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages. Apprentices meeting all pass criteria will be awarded a pass, and if all of the pass and distinction criteria are met the result will be a distinction.

Professional discussion – mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- a 1-hour time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to allow the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience; the mock assessment document sheets later in this guide may be used for this purpose
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate, but allows them to express their knowledge in a calm and comfortable manner, some examples of this may include the following:

- Pre-flight
 - Can you give me some examples of the different people you might communicate with during your pre-boarding operations and how and why you would communicate with them?
 - Can you tell me about how you ensure that the cabin is fully prepared for departure?
 - Can you give me some examples of what you may do if you have a PRM on board?
- In-flight
 - Can you tell me about your service routine for a flight to...?
 - Can you tell me about your regular service routine?
 - Can you tell me about what types of communication you may need to carry out during the flight?
- Post flight

- What issues might you encounter during disembarkation and how would you deal with them?
- Can you tell me about the procedure post-flight?
- Compliance and legislation
 - Can you tell me how you remain compliant at all times?
- Health, safety and wellbeing
 - What does health and safety mean to you in your role as a cabin crew member?

Professional discussion criteria

Throughout the 1-hour professional discussion, the assessor will review the apprentice's competence in all of the pass criteria outlined below as a minimum, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all of the pass and distinction criteria, which is outlined in the distinction column.

Pre-flight

To pass, the following must be evidenced	To gain a distinction
<p>PR6 Outline the typical customer profile for the organisation and how the services provided are matched to it</p> <p>PR7 Outline the destination profile and how the flight may be adapted according to this</p> <p>PR8 Explain the organisational procedures for Passengers with Reduced Mobility (PRM) and other special assistance which may be required</p> <p>PR9 Explain how they liaise with the customer, airport, ground staff, suppliers and colleagues to ensure the efficient loading of catering and ancillary items and boarding procedures meet service standards and aviation regulations</p> <p>PR10 Evidence how they Proactively address issues that arise during boarding, making effective decisions to ensure a satisfactory outcome and on time departure</p> <p>PR11 Detail how they monitor cabin environment, appearance and on-board facilities to ensure customer satisfaction and adherence to operational standards, and using controls to adjust it</p> <p>PR12 Explain methods used to communicate effectively with customers, flight and cabin crew and other parties in the event of disruption, keeping them informed of progress, actions and results</p> <p>PR13 Explain how to follow procedures to assist passengers with reduced mobility (PRM) or other requirements for special assistance</p>	<p>PR14 <i>Explains how they show initiative to proactively make decisions to ensure all standards and procedures are met or exceeded in either safety, security, or customer service</i></p>

In-flight

To pass, the following must be evidenced	To gain a distinction
<p>IF4 Explain how to address complex customer needs to ensure service standards and individual requirements are maintained</p> <p>IF5 Outline the organisations service routines for specific flight/route/sector</p> <p>IF6 Explain the procedures for service recovery and procedures for any possible issues that arise, including understanding of approved maintenance records and report forms</p> <p>IF7 Describe how the onboard food, beverage and retail service is provided by the organisation in line with standards and quality measures</p> <p>IF8 Give at least one example of how the required on board targets for service and sales is met, in line with organisation's procedures</p> <p>IF9 Clarify how they communicate effectively with colleagues, flight crew, ground operational teams and customers at appropriate times to ensure a service efficiency, safety and security and timely reporting of defective equipment is maintained</p> <p>IF10 Outline the process to report defective equipment</p> <p>IF11 Explain how they conduct in flight checks and monitor customers and onboard facilities to ensure the required quality of service has been delivered</p> <p>IF12 Describe the process to ensure post service requirements are completed, including reconciliations of stock/money or cash equivalents as required</p>	<p><i>IF13 Explains how they show initiative to proactively make decisions to ensure all standards and procedures are met or exceeded in either safety, security, or customer service</i></p>

Post flight

To pass, the following must be evidenced	To gain a distinction
<p>PO4 Give an example of communicating and co-ordinating with Flight crew, colleagues, customer and ground staff to ensure disembarkation procedures meet safety and service standards</p> <p>PO5 Explain how to address issues that arise during disembarkation making effective decisions to ensure a satisfactory outcome</p> <p>PO6 Explain how to ensure post flight requirements are completed including security of on-board resources and adherence to local regulations and practices as required</p> <p>PO7 Evidence participation in post-flight debrief and duties to ensure organisational procedures have been completed</p>	<p><i>PO8 Explains how they show initiative to proactively make decisions to ensure all standards and procedures are met or exceeded in either safety, security, or customer service</i></p>

Compliance and legislation

To pass, the following must be evidenced	To gain a distinction
<p>CL5 Identify risks and non-compliance, ensuring corrective actions are taken or situations are escalated in accordance with organisation's procedures</p>	<p><i>CL6 Explain how to promote a culture of safety and security by acting as role model for the organisation. Gives an example of noncompliance and how they have advised others in how to make their practice safer and more secure</i></p>

Health, safety and wellbeing	
To pass, the following must be evidenced	To gain a distinction
<p>HS5 Show records and reports of safety and security incidents including self-reporting as outlined in organisational policies/procedures.</p> <p>HS6 Evidence the application of safety management systems and safety culture</p>	<p><i>HS7 Explains how to promote a culture of safety and security by acting as role model for the organisation. Gives an example of noncompliance and how they have advised others in how to make their practice safer and more secure</i></p>

Organisation	
To pass, the following must be evidenced	To gain a distinction
<p>OR1 Give an example to demonstrate their work as part of a team to maintain brand/organisational standards at all times and identify and address any potential risks according to organisational procedures</p> <p>OR2 Explain the purpose of the organisation including its vision, values, objectives and brand/organisational standards, how they compare to its competitors and how own role, and the team, help achieve this</p>	<p><i>OR3 Provide evidence of an improvement suggested and implemented to either a process or procedure to improve either the quality of customer service or efficiency</i></p>

Commerciality

To pass, the following must be evidenced	To gain a distinction
<p>CO1 Evidence the making of decisions that satisfy the needs of the customer while delivering for the organisation</p> <p>CO2 Give an example where commercial targets are achieved or exceeded by applying techniques that are appropriate to all customer profiles.</p> <p>CO3 Outline the organisation's vision, objectives and values</p> <p>CO4 Explain how to operate commercially with the aim of achieving and exceeding targets and how these contribute to achieving the overall organisational objectives, vision and values</p>	<p><i>There are no distinction criteria for this subject area</i></p>

CRM/Human factors

To pass, the following must be evidenced	To gain a distinction
<p>HF4 Explain how to apply principles of Cockpit/Crew Resource Management (CRM) and human factors</p>	<p><i>There are no distinction criteria for this subject area</i></p>

Behaviours

To pass, the following must be evidenced	To gain a distinction
BE5 Describe how they embrace and promote the brand behaviours of the organisation	BE12 <i>Explains how they have acted as a good role model to their team, empowering and supporting others to increase engagement of the team with the organisation's business plan</i>
BE6 Describes how they work as part of a team, supporting colleagues and embracing diversity	
BE7 Give an example of when they have used their initiative and resilience to problem solve and escalate when required as per company procedures	BE13 <i>Explains how and why they have taken opportunities to develop themselves, investing in their own development, reflecting and continually improving their own practice</i>
BE8 Describes how they demonstrate loyalty, integrity and accountability to the organisation	
BE9 Clarify how they commit to continuous development of self, including awareness of organisational communications and regulatory updates	
BE10 Explain how they identify the needs of customers and adapts to different needs	
BE11 Give an example of how they demonstrate commercial awareness to deliver an agile, efficient and professional service	

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