

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 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 assures all end-point assessments in accordance with its IQA process, additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

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:

- the apprentice must have achieved level 2 English and maths
- 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
- the employer must supply a copy of the employer report to the EPAO and the apprentice

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 ST0558/AP02)

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

Specific considerations

All of the evidence criteria used within this end-point assessment have been taken directly from the cabin crew standard assessment plan.

Criteria for the on-demand test has been taken from Annex A, whereas the criteria for both the simulated practical scenarios and professional discussion have been taken from Annex E.

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.

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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

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 following gateway readiness report should be used to log the outcomes of the meeting and should be agreed by all 3 parties. 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 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 Reasonable Adjustments Policy for further information/guidance.

ID requirements

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

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

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

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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	<i>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)</i>
PR7	
PR8	
PR9	
PR10	
PR11	
PR12	

PR13 Explain how to follow procedures to assist passengers with reduced mobility (PRM) or other requirements for **special assistance**

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 its 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	
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	

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	

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

NB: Armed Forces Cabin Crew will be used on military tasking, thus no on-board sales take place. Therefore, the commerciality element of the standards (marked *) will be given dispensation.

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 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	<i>PO8 Explains how they show initiative to proactively make decisions to ensure all standards and procedures are met or exceeded in either</i>
PO5 Explain how to address issues that arise during disembarkation making effective decisions to ensure a satisfactory outcome	
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	

PO7 Evidence participation in post flight debrief and duties to ensure organisational procedures have been completed	<i>safety, security, or customer service)</i>
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	
<p>Legislations and regulations - rules and laws which must be followed</p> <p>Compliance - ensuring you and the organisation adhere to the rules or laws set out by the authority</p> <p>Area of authority - the parts of the aircraft cabin you are responsible for, which may be based on your level of experience</p>	

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 polices/procedures	<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>
HS6 Evidence the application of safety management systems and safety culture	

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
<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>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</p>
Amplification and guidance	
<p>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</p>	

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 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	<i>There are no distinction criteria for this subject area</i>
Amplification and guidance	
<p>Operate commercially - working with the aim of creating revenue and profit for the organisation</p> <p>Commercial targets - financially based goals that you can contribute to by delivering excellent customer service or by selling products (depending on organisation)</p>	

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

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	
<p>Brand behaviours - actions that reflect the organisation and what customers can expect</p> <p>Stakeholders - people who have an interest in an organisation and its activities e.g. security or medical staff in this case</p> <p>Business plan - an outline of an organisation's goals and the strategy of how it will achieve them</p>	

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Assessment summary

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

1. 1-hour on-demand test consisting of 30 multiple-choice questions
2. Three, 7-minute simulated practical observations
3. 1-hour professional discussion, supported by the 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

Total marks available are 30.

- To achieve a **pass**, apprentices must score at least 21 out of 30
- To achieve a **distinction**, apprentices must score at least 26 out of 30
- **Unsuccessful** apprentices will have scored 20 or below

Simulated practical observations

The simulated practical assessments are graded at a pass only.

- To achieve a **pass**, all pass criteria must be met across the 3 scenarios

Professional discussion

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

- To achieve a **pass** in the professional discussion, all pass criteria must be met
- To achieve a **distinction**, **4 out of 5** distinction criteria must be met

Grading

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

	Grade achieved	Overall grade awarded
Any activity	Fail	Fail
On-demand test	Pass	Pass
Observation	Pass	
Professional discussion	Pass	
On-demand test	Distinction	Pass
Observation	Pass	
Professional discussion	Pass	
On-demand test	Pass	Pass
Observation	Pass	
Professional discussion	Distinction	
On-demand test	Distinction	Distinction
Observation	Pass	
Professional discussion	Distinction	

In summary, to achieve a pass overall, apprentices must achieve at least a pass grade in all 3 assessments (on-demand test, simulated practical observations and professional discussion).

To achieve a distinction overall, apprentices must achieve a distinction in both the on-demand test and professional discussion. The simulated practical observations assessment is ungraded beyond a pass.

Retake and re-sit information

Should an apprentice fail an assessment activity on the first attempt, a resit should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield.

The resit is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice.

Should an apprentice fail 2 or more activities, a period of further training and development lasting between 1 and 3 months must take place before a retake is scheduled. The decision on how much time is required is based on a discussion between the apprentice, their employer and end-point assessor.

Resits/re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be resat/retaken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a resit/retake. 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 resits or retakes. This is to be agreed by the employer.

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Assessing the on-demand test

The following knowledge areas of the Cabin Crew Apprenticeship Standard will be assessed by a 1-hour on-demand test consisting of 30 multiple-choice questions. The pass mark is 70% (21 out of 30) and the distinction mark is 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

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test
- in readiness for end-point assessment, set the apprentice a mock knowledge test. a test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

On-demand test criteria

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

This component consists of 3 simulated practical observations to take place in a simulated environment which can, but does not have to be, a cabin mock-up. Each practical observation will last for 7 minutes; however, the end-point assessor will have the discretion to increase the time of any of the practical activities by up to 10% to allow the apprentice to complete their last task. On completion of the activity, the end-point assessor will have the opportunity to ask questions to clarify any observed practices. Only one apprentice will be observed at any time.

One of the 3 simulated practical observations will **always** be a manual safety demonstration. The other 2 will be from the list below:

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

The apprentice will have been notified of the chosen practical activities prior to the assessment taking place.

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.

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
- 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.

Observation scenarios

Mandatory scenario – **SPO01 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:

SPO02 - 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

SPO03 - 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

SPO04 - Flight deck access

Demonstrate procedure to access the flight deck.

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

SPO05 - 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

SPO06 - 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

SPO07 - Manual handling

Demonstrate manual handling procedures, including (but not limited 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

SPO08 - AVMED/First aid basic life support (BLS)

Demonstrate the use of emergency equipment, including (but 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 across the 3 scenarios observed. Apprentices should prepare for the simulated practical observation by considering how the criteria can be met.

In-flight

- 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

- 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

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 discussion will need to take place in a suitable environment and should last for 1 hour, and will be against the set criteria that is outlined in the following pages.

It will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence, and 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

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.

Employer report

The apprentice's employer will need to write a report which will then be utilised by the end-point assessor to underpin the professional discussion. The report will allow them to prepare a minimum of 10 open questions to be used during the professional discussion which relate to the activities that have taken place during the apprenticeship.

The employer report itself will not be assessed.

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. Apprentices meeting all pass criteria and 4 out of 5 distinction criteria will be awarded 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
- 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 criteria outlined below. Therefore, apprentices should prepare for the professional discussion by considering how the criteria can be met.

Pass Criteria

For the apprentice to achieve a pass, all of the following criteria must be met.

Pre-flight

- PR6 Outline the typical customer profile for the organisation and how the services provided are matched to it
- PR7 Outline the destination profile and how the flight may be adapted according to this
- PR8 Explain the organisational procedures for Passengers with Reduced Mobility (PRM) and other special assistance which may be required
- 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**
- PR10 Evidence how they **Proactively address** issues that arise during boarding, making effective decisions to ensure a satisfactory outcome and on time departure
- 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
- 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
- PR13 Explain how to follow procedures to assist passengers with reduced mobility (PRM) or other requirements for **special assistance**

In-flight

- 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 onboard 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

In-flight

- 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
- 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 process to ensure post service requirements are completed, including reconciliations of stock/money or cash equivalents as required

Post flight

- 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
- PO5 Explain how to address issues that arise during disembarkation making effective decisions to ensure a satisfactory outcome
- 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
- PO7 Evidence participation in post-flight debrief and duties to ensure organisational procedures have been completed

Compliance and legislation

- CL5 Identify risks and non-**compliance**, ensuring corrective actions are taken or situations are escalated in accordance with organisation's procedures

Health, safety and wellbeing

- HS5 Show records and reports of safety and security incidents including self-reporting as outlined in organisational polices/procedures
- HS6 Evidence the application of safety management systems and safety culture

Organisation

- 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

Commerciality

- CO1 Evidence the making of decisions that satisfy the needs of the customer while delivering for the organisation
- 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

CRM/Human factors

- HF4 Explain how to apply principles of Cockpit/Crew Resource Management (CRM) and human factors

Behaviours

- BE5 Describe 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

Distinction Criteria

For the apprentice to achieve a distinction, **4 out of 5** of the following criteria must be met.

Pre-flight / In-flight / Post flight

*PR14 Explains how they show initiative to **proactively make decisions** to ensure all
IF13 standards and procedures are met or exceeded in either safety, security, or customer
PO8 service*

Compliance and legislation / Health, safety and wellbeing

*CL6 Explain how to promote a culture of safety and security by acting as role model for
HS7 the organisation. Gives an example of noncompliance and how they have advised
others in how to make their practice safer and more secure*

Organisation

*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*

Behaviours

*BE12 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*

*BE13 Explains how and why they have taken opportunities to develop themselves,
investing in their own development, reflecting and continually improving their own
practice*

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