

UNIT 22: ONBOARD PASSENGER OPERATIONS



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Unit code: K/504/2293

QCF Level 3: BTEC National

Credit value: 9

Guided learning hours: 54

UNIT 22: ONBOARD PASSENGER OPERATIONS

AIM AND PURPOSE

The aim of this unit is to give learners knowledge and understanding of how onboard operations are coordinated and how cabin crew teams are led in order to maintain industry safety and service standards.

UNIT INTRODUCTION

When we think of working onboard an aircraft we tend to think of the cabin crew, their duties and the service they provide to passengers. In this unit learners will have the opportunity to see onboard operations from a bird's eye view; they will explore onboard cabin operations from the viewpoint of the cabin leader and the flight crew and this will give learners an important context for the study of aviation and link to leadership, teamwork and regulatory procedures.

The facilities and services different types of airline provide will be explored in detail and analysed, providing a useful basis for the study of other units across the programme. Procedures and services must be coordinated with precision in the aviation industry to meet safety and service standards and learners will gain an understanding of how this is achieved onboard an aircraft. By investigating the role and responsibilities of the senior cabin crew member, learners will appreciate the importance of this role in upholding service, safety and security standards and in motivating the cabin crew.

The chain of command system is designed to enable communication to flow between flight crew and cabin crew. By investigating this system learners will recognise that effective interaction and communication are crucial in ensuring the safety of the aircraft. Security threats to aviation are real and the impact of onboard incidents can be catastrophic. Learners will understand how security is maintained onboard and this can be related to maintaining security within any aviation job role. Learners will come to recognise that executing well-coordinated onboard operations can be an exciting challenge, and perhaps they will be motivated to further explore cabin crew as a career choice.

Learning Outcomes:

1. **LO1.** Understand how onboard passenger operations are coordinated
2. **LO2.** Know the role and responsibilities of the senior cabin crew member
3. **LO3.** Understand the chain of command system for routine and emergency situations
4. **LO4.** Understand how to maintain security onboard aircraft.

MID-SEMESTER ASSIGNMENT BRIEF AND GUIDELINES

Unit Learning Outcomes

LO1. Understand how onboard passenger operations are coordinated

LO2. Know the role and responsibilities of the senior cabin crew member

Mid-Semester submission is in the form of an **INDIVIDUAL WRITTEN REPORT**. This should be written in concise, formal business style using single spacing and font size 12. You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported by research and properly referenced using Harvard Referencing System. A reference page must be added using the Harvard Referencing Style. The recommended word limit is 2,250 – 2,750.

You are a Senior Cabin Crew Staff working with United Airlines. You are asked by the COO to design Induction Program to include presentation and training materials for new Cabin Crew Staff to increase their understanding of how onboard passenger operations are coordinated. You will demonstrate good working-knowledge of the role and responsibilities of the senior cabin crew member in the Airline Industry.

YOU WILL:

- 1) Make reference to the Airline Industry.
- 2) Prepare a Business Presentation. A copy of the content is to be provided to the COO.
- 3) Use Harvard Referencing Standard through-out the assignment: (Plagiarism will result in an immediate 'F' Grade).
- 4) Use Headings to organize and present your work e.g. P1, M1, D2 etc.

The Report should include the following:

1. **INTRODUCTION:** Define 'Onboard Passenger Facilities' AND 'Levels of Service.'
2. **RESEARCH:** to support robust discussions on:
 - i. Onboard passenger facilities; Level of onboard service for low-cost, charter and scheduled airlines; Coordination of routine procedures and services during the stages of a flight; and Coordination methods.
 - ii. Role of senior cabin crew; Routine responsibilities during the pre-departure stages of a flight; Routine responsibilities during the flight; Routine responsibilities prior to landing; Routine responsibilities after landing; and Reporting procedures
 - iii. **DISCUSSION:** of the research findings (paying keen attention to the Command verbs in the tasks eg. Explain, assess, describe etc.).
3. **CONCLUSIONS:** on how onboard passenger operations are coordinated; and the role and responsibilities of the senior cabin crew.

SUBMISSION DEADLINE

This Term Paper values 40% of your course grade. The neatly presented Report must be submitted no later than WEEK SEVEN of the Semester. For Referred Grades, the Resit Fee is \$45.

LO1. Understand How Onboard Passenger Operations Are Coordinated.

CLASS DISCUSSION AND ACTIVITIES

LESSON DELIVERY

1. Onboard passenger facilities:

- Types of airline (low-cost, charter, full-service scheduled)
- Different standard cabins
- Facilities for children
- Facilities for passengers with specific requirements, including communication assistance
- Seatback facilities, e.g. Electronic
- Information, e.g. Route, destination
- Immigration documentation
- Medical facilities and assistance, e.g. Oxygen, first-aid kits
- Amenities, e.g. Blankets

2. Level of onboard service for low-cost, charter and scheduled airlines:

- Pre-bookable options, e.g. Meals
- Traditional levels of service provided by scheduled airlines, e.g. Full service
- Reduced levels of service provided by scheduled airlines, e.g. On shorter flights
- Different classes of travel, e.g. Economy, business, first
- Food and beverage purchasable on board
- In-flight entertainment

- Tax-free sales, e.g. Variations in product range for different types of airline, pre-ordering options
- Ancillary services, e.g. Headphones, wifi, other new technology

3. Coordination of routine procedures and services during the stages of a flight:

- Pre-departure, e.g. Safety and security checks, boarding, closing and arming of doors, disinsection, safety demonstration, securing of cabin, passenger announcements (pas)
- In-flight, e.g. Routine safety checks, food, beverage and tax-free service, clearing of cabin, maintaining passenger welfare, ancillary services
- Prior to landing, e.g. Securing of cabin, meeting entrance requirements of specific countries, passenger announcements (pas)
- Disembarkation, e.g. Disarming and opening of doors, procedures for all passengers and those with specific requirements, security checks

4. Coordination methods:

- Different communication methods, e.g. Between different cabins, verbal, non-verbal, using equipment
- Synchronization of procedures and services
- Correct flow and order of procedures and services, e.g. Starting positions
- Teamwork (to maintain safety and service standards)

UNIT 22: LO1 GRADED ASSIGNMENTS GUIDELINES

LO1: P1 - P2 – P3 - M1 & D1

ASSIGNMENT TITLE: Coordinating Onboard Passenger Operations

ASSESSMENT METHOD: Present A written report on different types of airlines and levels of service

CASE STUDY/SCENARIO: For the Induction of new cabin crew trainees of _____ Airline.

P1. To achieve a Pass Grade for P1, the evidence must show that you can: **Provide a description that demonstrates knowledge of all of the onboard facilities provided by low-cost, charter and full service scheduled airlines.**

To achieve P1, Learners should support their work with current examples e.g. Identifying **ONE** of each: **low-cost, charter and full service scheduled airlines** and describing all the on-board facilities that they provide.

P2. To achieve a Pass Grade for P2, the evidence must show that the learner can: **Compare the different levels of service provided by different types of airline.**

To achieve P2, the comparison should address the similarities and differences between traditional and reduced levels of service: **low-cost airlines vs. full service scheduled airlines**. Your answers should not be generalized as the differences are significant. Similarly, learners could include how **low-cost airlines are providing services for business travelers** in their comparison.

P3. To achieve a Pass Grade for P3, the evidence must show that you can: **Explain how different procedures and services are coordinated. This could be presented in a table.**

To achieve P3, Learners must include explanations of coordination for all stages of the flight as listed in the unit content and must include the different methods used.

D1. To achieve a Pass Grade for P3, the evidence must show that you are able to: **Give examples relating to specific procedures and services not being well coordinated.**

To achieve D1, Learner work for P1 to P6 and M1 should naturally lead into a discussion of the consequences of poor coordination for the achievement of D1 and learners should give examples relating to specific procedures and services not being well coordinated. For example, a cabin not ready for boarding on time could mean that the aircraft will miss the take-off slot and therefore result in a delay. Learners could then go on to discuss the impact of this on passengers and the airline.

UNIT 22: ONBOARD PASSENGER OPERATIONS SCORE SHEET

NAME OF STUDENT:

DATE:

Students Must Meet ALL 'P' Requirements For PASS Grade	ACHIEVED	
	YES	NO
LO 1: Understand How Onboard Passenger Operations Are Coordinated		
1. Briefly define: 'Onboard Passenger Facilities' AND 'Levels of Service.'		
2. For P1: Describe onboard facilities provided for passengers by different types of airlines.		
3. For P2: Compare levels of onboard services provided by different types of airlines		
4. For P3: Explain how onboard procedures and services are coordinated		
5. For D1: Discuss the consequences of poor coordination, including non-compliance with company and regulatory policies and procedures		
THE STUDENT'S PRESENTATION IS:		
6. Carrying Out the command in P1: To Describe which means: "Give an account in words of (someone or something), including all the relevant characteristics, qualities, or events."		
7. Carrying Out the command in P2: To Compare which means: "Draw an analogy between one thing and (another) for the purposes of explanation or clarification."		
1. Carrying Out the command in P3: To Explain which means: "Make (an idea, situation, or problem) clear to someone by describing it in more detail or revealing relevant facts or ideas		
2. Carrying Out the command in D1: To Discuss which means: "To talk or write about (a topic) in detail, considering different ideas and opinions."		
3. Evidence of adequate research based on accuracy and depth of content shared and using Harvard Referencing Style properly.		
4. Discussing the <u>topics and perspectives related to</u> your research findings and the Course Content..		
5. Acceptable level of College Diction exhibited: Attitude, Tone, Grammar, Usage and Sentence Structures.		
6. Providing suitable levels of evidences from within the Aviation Industry		
The Student Is Awarded A: PASS Grade MERIT Grade DISTINCTION Grade		
ASSESSOR:	DATE:	

LO2. Know The Role And Responsibilities Of The Senior Cabin Crew Member.

CLASS DISCUSSION AND ACTIVITIES

LESSON DELIVERY

1. Role of senior cabin crew:

- Leadership, e.g. Leading by example, promoting teamwork, generate enthusiasm, demonstrate integrity, role model
- Monitoring and motivating, e.g. Manager of team performance, service levels, sales targets, maintaining brand identity, upholding company reputation, mentoring
- Ensuring compliance with company and regulatory policies and procedures, e.g. Reporting procedures, airline policies.

2. Routine responsibilities during the pre-departure stages of a flight:

- Lead pre-flight briefing
- Liaise with flight crew, ground staff and cabin crew
- Specific equipment checks, e.g. Electronic systems, emergency medical kit, defibrillator, crew rest areas
- Make passenger announcements (pas)
- Complete and check documentation
- Ensure all pre-departure duties carried out by crew
- Closing and arming of doors
- Final cabin secure check

3. Routine responsibilities during the flight:

- Coordination and delivery of service (differences depending on aircraft size)
- Monitoring and development of crew, e.g. Formal and informal, customer service standards, interpersonal skills, courage and decision making, grooming, teamwork, safety and security
- Decision making and providing solutions to problems
- Ensuring crew welfare, e.g. Allocating rest times, cooking crew food

4. Routine responsibilities prior to landing:

- Completion and collation of all documentation
- Secure sealing of bars, duty-free carts and monies
- Making pas
- Final cabin secure checks

5. Routine responsibilities after landing:

- Liaise with flight crew, ground staff and cabin crew
- Disarming and opening of doors
- Ensure safe deposit of money
- Handover of paperwork
- Lead post-flight debriefing

6. Reporting procedures:

- Defective equipment
- Safety incidents, e.g. Air Safety Report, CAP 382 The Mandatory Occurrence Reporting Scheme (MORS), Confidential Human Factors Incident Reporting Programme (CHIRP)
- Medical and security incidents on board, e.g. In-flight accident report, cabin safety report

UNIT 22: LO2 GRADED ASSIGNMENTS GUIDELINES

LO3: P4 – P5 – P6 – M1 – D1

ASSIGNMENT TITLE: Leading, Monitoring and Motivating Teams of Cabin Crew

ASSESSMENT METHOD: ‘A day in the life of a senior crew member’ presented as a written report.

CASE STUDY/SCENARIO: Preparing for a professional development interview.

P4. To achieve a Pass Grade for P4, the evidence must show that you are able to: **Provide a definition of the role of the senior cabin crew member onboard; this does not need to be overly detailed, however it should include leadership, motivating and monitoring and ensuring compliance.**

To achieve P4, Definitions must be learners’ own work and not researched, downloaded job descriptions.

P5. To achieve a Pass Grade for P5, the evidence must show that the learner is able to: **Describe the responsibilities during the different stages of flight.**

To achieve P5, each of the responsibilities during the different stages of the flight as listed in the unit content must be described.

P6. To achieve a Pass Grade for P6, the evidence must show that you are able to: **Outline each of the reporting procedures stated in the unit content and learners could give examples of reporting documents completed by cabin crew.**

To achieve P6, learners will outline each of the reporting procedures stated in the unit content and could give examples of reporting documents completed by cabin crew.

M1. To achieve a Pass Grade for M1, the evidence must show that you can: **Review the importance of the role and responsibilities of the senior cabin crew member throughout the stages of a flight.** M1 is an expansion of P1, P2, P3, P4, P5 and P6 and should show progression in understanding of the role of the senior cabin crew member; this can be achieved by reviewing the importance of the role and of meeting the responsibilities during the different stages of a flight including coordination. Learners should not need to be set additional tasks for the achievement of M1, but rather the evidence at pass level will be well developed, with thorough coverage across the range; assessors must signpost clearly where each criterion has been awarded when assessed together. It may be that learners will present partial evidence for M1 across two assignments mapped to linked pass criteria, i.e. P1–P3, and P4–P6. Tutors must ensure that the partial achievement of M1 is well recorded across these different assignments with full achievement being recorded clearly on the feedback/grade sheets.

To achieve a Pass Grade for M1, the evidence must show that you are able to: **Support your work with examples from case study material.**

UNIT 22: ONBOARD PASSENGER OPERATIONS INDUSTRY SCORE SHEET

NAME OF STUDENT:

DATE:

LO 2: Know The Role And Responsibilities Of The Senior Cabin Crew Member Students Must Meet ALL The Following Requirements For PASS Grade	ACHIEVED	
	YES	NO
1. Briefly describe what is meant by “Civil Aviation Authority (CAA) compliance’		
2. For P4: Define the role of the senior cabin crew member.		
3. For P5: Describe the responsibilities of the senior cabin crew member during the stages of a flight		
4. For P6: Outline the reporting procedures for ensuring Civil Aviation Authority (CAA) compliance		
5. For M1: Review the importance of the role and responsibilities of the senior cabin crew member throughout the stages of a flight		
6. For D1: Discuss the consequences of poor coordination, including non-compliance with company and regulatory policies and procedures		
THE STUDENT’S WRITTEN REPORT IS:		
7. Carrying Out the command in P4: To Define which means: “To explain or identify the nature or essential qualities.”		
8. Carrying Out the command in P5: To Describe which means: “Give an account, including all the relevant characteristics, qualities, or events.”		
9. Carrying Out the command in P6: To Outline which means: “Give summary or general description”		
10. Carrying Out the command in M1: To Review which means: “Orderly recall of past information in summary form for its reexamination.”		
11. Carrying Out the command in D1: To Discuss which means: “To talk or write about (a topic) in detail, considering different ideas and opinions.”		
12. Evidence of adequate research based on accuracy and depth of content shared and using Harvard Referencing Style properly.		
13. Discussing the topics and perspectives related to your research findings and the Course Content.		
14. Acceptable level of College Diction exhibited: Attitude, Tone, Grammar, Usage and Sentence Structures.		
15. Using Harvard Referencing Style properly.		
16. Presenting appropriate materials pertaining to the Civil Aviation Authority (CAA) and senior cabin crew members		
17. Meeting Professional Standards for a structured written report to meet the Assessment Criteria.		
The Student Is Awarded A: PASS Grade MERIT Grade DISTINCTION Grade		
ASSESSOR:	DATE:	