

# Qualification specification

**NCFE Level 2 Certificate in Introduction to Cabin  
Crew  
QN: 600/0474/5**

## Contents

<b>Summary of changes</b>	<b>4</b>
<b>Section 1</b>	<b>6</b>
<b>Qualification overview</b>	<b>7</b>
Introduction	7
Things you need to know	8
Total Qualification Time (TQT)	8
Credit	8
About this qualification	9
Qualification purpose	9
Qualification objectives	9
Support handbook	9
Achieving this qualification	10
Essential skills	11
Recognition of Prior Learning (RPL)	11
Credit transfer	11
Direct Claim Status (DCS)	11
Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)	11
Entry guidance	12
Progression opportunities	12
Qualification dates	12
Staffing requirements	13
Assessors and Internal Quality Assurance	13
Support for learners	14
Learner's Evidence Tracking Log (LETL)	14
Support for centres	14
Customer Support team (CST)	14
Access Arrangements and Reasonable Adjustments Policy	15
Fees and pricing	15
Training and support	15
Learning resources	15
Mapping to National Occupational Standards	16
<b>Section 2</b>	<b>17</b>
<b>Unit content and assessment guidance</b>	<b>18</b>
Unit 01 Working as cabin crew	19
Unit 02 Airline health, safety and security	23
Unit 03 Aircraft emergency situations	27
Unit 04 Dealing with passengers on-board an aircraft	31
Unit 05 Cabin service - selling techniques	35
Unit 06 Making passenger announcements on-board an aircraft	38
Unit 07 Employment rights and responsibilities in the passenger transport sector	40
<b>Section 3</b>	<b>42</b>
<b>Assessment and quality assurance</b>	<b>43</b>
How the qualification is assessed	43
Internal assessment	43
Supervision of learners and your role as an assessor	44
Feedback to learners	44
Presenting evidence	44
Quality Assurance	46

Internal quality assurance	46
External quality assurance	46
<b>Section 4</b>	<b>47</b>
<b>Explanation of terms</b>	<b>48</b>
<b>Section 5</b>	<b>50</b>
<b>General information</b>	<b>51</b>
Equal opportunities	51
Diversity, access and inclusion	51
Contact us	52

## Summary of changes

This document summarises the changes to this Qualification Specification. Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
v5.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Learning Resources in <a href="#">Section 1</a> .
v5.2	July 2021	NCFE contact information updated. Band description amended in <a href="#">Presenting Evidence</a> .
v5.3	June 2022	Further information added to the <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.  Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.  <a href="#">Support handbook section</a> added to section 1 with information about how to access support handbooks.
v5.4	November 2025	References to Qualification Support Packs (QSPs), National Skills Standards and Subject Maps have been removed as these resources are no longer available.  The description for the additional unit has been reworded for clarity – it now reads: ‘The additional unit below (Unit 07 Employment rights and responsibilities in the passenger transport sector) is intended for learners completing the qualification as part of the Level 3 Cabin Crew Apprenticeship standard...’  The progression opportunities section now lists other Level 2 Travel and Tourism qualifications with their qualification numbers.  An incorrect reference to ‘NCFE Level 2 Certificate in Aviation’ has been replaced with the correct title: NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge) (501/1281/8).  Policy titles have been updated to reflect NCFE’s current naming conventions: <ul style="list-style-type: none"> <li>• Access Arrangements and Reasonable Adjustments Policy (previously Reasonable Adjustments and Special Considerations Policy)</li> <li>• Equality, Diversity and Inclusion Policy (External) (previously Equal Opportunities Policy)</li> </ul>

		<p>First-use definitions followed by acronyms have been added for key terms such as IQA, EQA, ERR, LO, AC, CST, CSA, DCS, CPD and CRM.</p> <p>The equality and diversity section now lists all nine protected characteristics under the Equality Act 2010.</p> <p>These amendments modernise the document, align it with NCFE's editorial and policy standards, and improve clarity and consistency. There are no changes to learning outcomes, assessment criteria or qualification structure.</p>
--	--	---

# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Introduction to Cabin Crew (600/0474/5).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification please check the issue date in the page headers against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Introduction to Cabin Crew (600/0474/5).

---

**Things you need to know**

<b>Qualification number (QN)</b>	<b>600/0474/5</b>
Aim reference	60004745
Total qualification time (TQT)	220
Guided learning hours (GLH)	153
Credit value	22
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

**Total Qualification Time (TQT)**

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises:

- the guided learning hours (GLH) for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Credit**

The credit value is equal to the TQT divided by ten, rounded to the nearest whole number.



## About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/0474/5.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a study programme.

---

## Qualification purpose

This qualification is designed for learners who'd like to work as cabin crew.

This qualification will:

- focus on the study of an introduction to cabin crew
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

## Qualification objectives

The objectives of this qualification are to develop the learner's knowledge and understanding of:

- the role of cabin crew
- airline health, safety and security
- how to respond to planned and unplanned emergencies on-board an aircraft
- selling products and services to passengers
- making passenger announcements on-board aircraft

---

## Support handbook

This Qualification Specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the support handbook.

## Achieving this qualification

The NCFE Level 2 Certificate in Introduction to Cabin Crew (600/0474/5) consists of 6 mandatory units and 1 additional unit.

To be awarded the NCFE Level 2 Certificate in Introduction to Cabin Crew (600/0474/5), learners are required to successfully complete 6 mandatory units.

The additional unit below (Unit 07 Employment rights and responsibilities in the passenger transport sector) is intended for learners completing the qualification as part of the Level 3 Cabin Crew Apprenticeship standard. Developed by GoSkills, it addresses the Employment Rights and Responsibilities (ERR) requirements outlined in the Specification of Apprenticeship Standards for England (SASE) for the passenger transport sector. The unit is designed to be applied in a work place setting and should be tailored to reflect the learner's specific work environment, in this case, employment as air cabin crew.

## Mandatory units

Unit No	Unit title
Unit 01	Working as cabin crew (L/602/5917)
Unit 02	Airline health, safety and security (L/602/5920)
Unit 03	Aircraft emergency situations (D/602/5923)
Unit 04	Dealing with passengers on-board an aircraft (K/602/5925)
Unit 05	Cabin service – selling techniques (A/602/5928)
Unit 06	Making passenger announcements on-board an aircraft (T/602/5930)

## Additional unit

Unit No	Unit title
Unit 07	Employment rights and responsibilities in the passenger transport sector (L/602/5934)

The learning outcomes (LOs) for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 2 Certificate in Introduction to Cabin Crew (600/0474/5), learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

## Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
  - appropriate interpersonal skills
  - communicating with professional colleagues/peers and/or hierarchical seniors
  - supporting other aspiring employees
  - personal manners and deportment
  - understanding work practices and how different roles and departments function within an organisation
- 

## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

---

## Direct Claim Status (DCS)

For more information about DCS, please contact our customer support team (CST) on 0191 239 8000.

## Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

## Entry guidance

This qualification is designed for learners who would like to work as cabin crew. There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the LOs and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

---

## Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Award for Resort Representatives (600/7817/0)
  - NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)
  - NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
  - NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)
  - NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge) (501/1281/8)
- 

## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](https://register.ofqual.gov.uk) if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

---

## **Staffing requirements**

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers (IQAs) to internally quality assure the expected number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development (CPD)
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively

## **Assessors and Internal Quality Assurance**

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

---

## **Support for learners**

### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

## **Support for centres**

There are a number of documents available on the NCFE website that centres might find useful.

### **Customer Support team (CST)**

Our award-winning CST will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your customer support assistant (CSA), call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

---

### **Access Arrangements and Reasonable Adjustments Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for access arrangements and reasonable adjustments. The policy can be found on the NCFE website.

### **Fees and pricing**

The current fees and pricing guide is available on the NCFE website.

### **Training and support**

We can provide training sessions for assessors and internal quality assurers (IQAs). Bespoke subject-specific training is also available. For further information please contact CST on 0191 239 8000.

---

### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

---

## Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the NOS for Aviation Operations in the Air - Cabin Crew.

Further information on the NOS used in this qualification can be found on the [People 1<sup>st</sup> website](#).

---



# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours (GLH)
- level
- whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes (LOs)
- delivery and assessment (including types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all LOs are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the quality assurance (QA) team at NCFE.

For further information or guidance about this qualification please ~~contact~~ check the NCFE website.

---

**Unit 01 Working as cabin crew (L/602/5917)**

<b>Unit summary</b>	The purpose of this unit is to ensure learners develop the knowledge and understanding relating to the work of cabin crew, including the duties carried out by cabin crew in the crew room.
<b>Credit value</b>	2
<b>Guided learning hours (GLH)</b>	13
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 know the roles and responsibilities of crew

The learner can:

- 1.1 outline the different roles cabin crew may have to undertake
- 1.2 describe the responsibilities associated with the cabin crew roles
- 1.3 identify the chain of command on an aircraft
- 1.4 describe the roles of the ground staff that cabin crew will interact with

**Learning outcome 2**

The learner will:

- 2 know aviation terminology used by cabin crew

The learner can:

- 2.1 identify IATA (International Air Transport Association) codes that are used by airlines and airports nationally and internationally
- 2.2 define key industry terms
- 2.3 describe the different types of duties cabin crew may be scheduled to undertake, including different types of stand by

**Unit 01 Working as cabin crew (L/602/5917) (cont'd)****Learning outcome 3**

The learner will:

- 3 know the pre- and post-flight duties that cabin crew undertake in the crew room

The learner can:

- 3.1 describe the duties undertaken by cabin crew before the pre-flight briefing
  - 3.2 describe the importance of timekeeping prior to a pre-flight briefing
  - 3.3 identify the elements of a pre-flight briefing
  - 3.4 identify the elements of post-flight briefing
- 

**Learning outcome 4**

The learner will:

- 4 be able to take part in a pre-flight briefing

The learner can:

- 4.1 receive and relay Safety Equipment and Procedures (SEP) information during a pre-flight briefing
  - 4.2 complete documentation relating to a pre-flight briefing in readiness for the flight
- 

**Learning outcome 5**

The learner will

- 5 understand the importance of maintaining industry standards

The learner can:

- 5.1 explain the importance of timekeeping
  - 5.2 explain the importance of grooming and uniform standards
  - 5.3 describe personal presentation standards on and off duty and during stopovers
  - 5.4 explain the importance of task management and prioritisation of tasks
  - 5.5 explain the importance of customer relationship management (CRM)
-

**Unit 01 Working as cabin crew (L/602/5917) (cont'd)****Delivery and assessment**

1.1–1.4

Learners could prepare a presentation outlining a detailed awareness of the roles and responsibilities of cabin crew and ground staff.

1.3

Learners could produce a flow chart identifying the chain of command.

2.1–2.3

A poster/leaflet could be used as guidelines for Cabin Crew. To include phonetic alphabet, time zones and passenger codes, day/month codes and 24 hour clock (2.1, 2.2). A short report on cabin crew duties to include duty hour for short- and long-haul flights (2.3).

3.1, 3.2, 5.1–5.4

Learners could produce a short leaflet on cabin crew's pre-flight duties, to include timekeeping, personal presentation, grooming, off duty behaviour, task management and prioritisation.

3.3, 3.4, 4.1

Workplace observation or role play where learners receive and relay appropriate information identifying the elements of pre-flight and post-flight briefing. Include reference to safety and emergency procedures and safety equipment. Assessor observation should include the date the assessor observed the learner, a record of the assessment criteria (AC) observed and the comments on the learner's performance. Several AC may be observed and recorded on one observation record. Observations should show participation of learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

4.2

Complete pre-flight documentation: sign in procedure, flight briefing sheets, check roster changes, read and sign safety amendment notices.

5.5

Learners should be introduced to Customer Relationship Management (CRM) and the importance of:

- following company procedures and industry standards
- providing excellent customer service
- ensuring passenger welfare
- attracting new customers
- rewarding loyal customers
- retaining existing customers.

This could be covered in a short, illustrated report or presentation and should include examples of good and poor CRM and the consequences resulting from these.

**Unit 01 Working as cabin crew (L/602/5917) (cont'd)****Types of evidence**

Evidence could include:

- learner report or product (for example, worksheets, fact file, poster/leaflet/handbook) (1.1–1.4, 5.5)
- flow chart (1.3)
- task (2.1–2.3, 4.2)
- learner report/leaflet/presentation (3.1, 3.2, 5.1–5.4)
- assessor observation (for example, workplace observation, video diary, photographic evidence) (3.3, 3.4, 4.1)

**Unit 02 Airline health, safety and security (L/602/5920)**

<b>Unit summary</b>	The purpose of this unit is to ensure learners develop the knowledge and understanding relating to airline health, safety and security. This includes regulations that all airlines must adhere to at all times.
<b>Credit value</b>	6
<b>Guided learning hours (GLH)</b>	44
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 know airline health and safety documentation and legislation

The learner can:

- 1.1 outline current legislation and regulations related to airline health and safety
  - 1.2 identify key points of the Air Navigation Order (ANO) used to protect the health and safety of airlines' crews, aircraft and passengers
  - 1.3 identify documents airlines use to record health and safety events on-board an aircraft
- 

**Learning outcome 2**

The learner will:

- 2 understand the role of cabin crew in ensuring the safety and security of passengers and crew

The learner can:

- 2.1 outline the key points of the legislation relating to aviation security
  - 2.2 describe security measures taken pre-flight, in-flight and post-flight
  - 2.3 identify restricted articles and dangerous items
  - 2.4 describe types of threat that relate to the aviation industry
  - 2.5 explain the procedures for dealing with on-board security incidents
  - 2.6 explain the importance of checking passenger boarding cards in relation to security
-

**Unit 02 Airline health, safety and security (L/602/5920) (cont'd)****Learning outcome 3**

The learner will:

- 3 be able to maintain passenger compliance

The learner can:

- 3.1 perform a safety demonstration
  - 3.2 carry out cabin secure checks
- 

**Learning outcome 4**

The learner will:

- 4 understand how medical issues are dealt with by cabin crew

The learner can:

- 4.1 describe passenger signs and symptoms of minor and serious medical issues
  - 4.2 describe passenger treatment of minor and serious medical issues
  - 4.3 identify restrictions crew face on-board when giving first aid
  - 4.4 describe the types of on-board first aid kits
  - 4.5 state which external bodies are able to assist crew during and after a first aid situation
-



**Unit 02 Airline health, safety and security (L/602/5920) (cont'd)****Delivery and assessment**

1.1, 1.2

Learners could write a short report outlining current legislation and regulation relating to airline health and safety and identifying the key points of the Air Navigation Order (ANO).

1.3

Learners could complete airline health and safety documents such as accident and incident report, cabin defects log, disruptive passenger report, flight report and witness form.

2.1, 2.2

Learners could write a report to outline the key legislation in aviation security pre-, in- and post-flight, and describe security measures used in aviation.

2.3

Learners could produce a leaflet, ~~could be produced~~ identifying restricted and dangerous articles.

2.4–2.6

Learners could prepare a short presentation describing the types of threats to the aviation industry, the procedures for dealing with on-board incidents and the importance of checking boarding cards.

3.1, 3.2

Learners could be observed, in the workplace or through role play, using equipment – (for example, oxygen mask, safety leaflet and life jacket – to perform a safety demonstration and carry out cabin checks pre-flight, in-flight, and post-flight). The assessment must be assessed in a group environment.

Assessor observation should include the date the assessor observed the learner, a record of the AC observed and the comments on the learner's performance. Several AC may be observed and recorded on one observation record. Observations should show the learner's participation at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

4.1–4.3, 4.5

Worksheets could be used for signs and symptoms of minor and serious medical issues, recommended treatment and the restrictions cabin crew face when giving first aid. Learners should also state which external bodies are able to assist crew with medical issues.

4.4

An annotated poster could be used to describe first aid kits.

A current recognised First Aid at Work certificate can be used as additional evidence.

The knowledge provided with this unit is fundamental to all activities within the airline environment.

**Unit 02 Airline health, safety and security (L/602/5920) (cont'd)****Types of evidence**

Evidence could include:

- learner report or product (for example, worksheets, fact file, poster leaflet/handbook) (1.1–1.3, 2.1–2.6, 4.1–4.5)
- presentation (2.1–2.6)
- assessor observation (for example, workplace observation, video diary, photographic evidence) (3.1, 3.2)

**Unit 03 Aircraft emergency situations (D/602/5923)**

<b>Unit summary</b>	The purpose of this unit is to ensure learners develop the knowledge and understanding related to responding to planned and unplanned emergencies on-board aircraft.
<b>Credit value</b>	6
<b>Guided learning hours (GLH)</b>	44
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 understand how to respond to aircraft emergencies

The learner can:

- 1.1 define the terms 'planned' and 'unplanned emergencies'
  - 1.2 identify flight crew instructions for a planned emergency landing/ditching
  - 1.3 explain procedures for preparing and evacuating the cabin for a planned emergency including:
    - landing
    - ditching
  - 1.4 explain how to deal with an unplanned emergency
  - 1.5 identify the type of passengers not suitable to be able-bodied passengers
  - 1.6 describe the different types of brace positions and their purpose
  - 1.7 identify positive commands which should be used during evacuation
  - 1.8 outline techniques for maintaining crowd control
  - 1.9 identify factors which can prevent an aircraft exit from being used in an evacuation
  - 1.10 state the occasions when cabin crew must initiate an evacuation without the flight crew's command
  - 1.11 explain what to do if an aircraft exit is unserviceable and cannot be used in an emergency
-

**Unit 03 Aircraft emergency situations (D/602/5923) (cont'd)****Learning outcome 2**

The learner will:

- 2 know on-board emergency procedures

The learner can:

- 2.1 describe aircraft emergency equipment including location
  - 2.2 describe emergency situations that could occur on-board an aircraft
  - 2.3 state the elements which must be present to sustain a fire
  - 2.4 identify types of fire extinguishers and the types of fire they are suitable for fighting
  - 2.5 describe the purpose and basic principles of a smoke hood
  - 2.6 describe the role of cabin crew on-board in fighting fires
  - 2.7 identify how to recognise the signs of slow decompression
  - 2.8 identify how to recognise the signs of rapid decompression
  - 2.9 describe the crew responsibilities following a decompression
  - 2.10 identify how to recognise light, moderate and severe turbulence
  - 2.11 describe the actions to be taken for different levels of turbulence
  - 2.12 explain the main actions taken by the cabin crew during a flight crew incapacitation drill
- 

**Learning outcome 3**

The learner will:

- 3 be able to follow on-board emergency procedures

The learner can:

- 3.1 operate fire extinguishers on board
  - 3.2 operate a smoke hood
  - 3.3 evacuate an aircraft in a planned emergency
-

**Unit 03 Aircraft emergency situations (D/602/5923) (cont'd)****Learning outcome 4**

The learner will:

- 4 know the primary principles for survival after an airline emergency

The learner can:

- 4.1 state the main principles of survival  
 4.2 describe techniques for survival at sea  
 4.3 describe techniques for survival in:
- Arctic conditions
  - the desert
  - the jungle

**Delivery and assessment****1.1–1.11**

Learners could write a report to show how to respond to aircraft emergencies. The report should include:

- a definition of a planned and unplanned emergency
- flight crew instructions for planned emergency landing or ditching
- explanation of procedures for preparing and evacuating cabin for a planned emergency (landing and ditching)
- identification of passengers not suitable to be able-bodied passengers (such as, passengers not suitable to assist in evacuation)
- description of brace positions
- identification of positive commands which should be used during an evacuation
- outline techniques used for maintaining crowd control
- identification of factors that prevent evacuation
- identification of occasions when cabin crew must intervene
- flow charts for emergency briefing and evacuation drills.

Annotated diagrams can be used for different types of brace positions: crew members, passenger with infant, and tall passengers. Learners could demonstrate the different types of brace position as part of meeting this assessment criteria (AC) (1.6). Learners can prepare a checklist as evidence and explain the procedures for an unserviceable emergency exit (1.11).

**2.1–2.12**

Location diagrams can be used for aircraft equipment location and quantities. Worksheets can be used for aircraft emergency equipment, operation, checks and limitations. At least three emergency situations should be covered (for example, fire, crash landing, ditching, bomb threat, hijacking) (2.1, 2.2).

Learners could complete a worksheet on types of fire and use of suitable extinguishers (2.3, 2.4).

**Unit 03 Aircraft emergency situations (D/602/5923) (cont'd)****Delivery and assessment (cont'd)**

Learners could label a smoke hood and write a short report on its basic principles and purpose (2.5).

Learners could produce a leaflet/report/fact file showing the role of cabin crew in fighting fires, how to identify slow and rapid decompression and the crew's responsibilities following decompression. The learner could identify how to recognise light, medium and severe turbulence, and could include an explanation of main actions taken by cabin crew during a flight crew incapacitation drill (2.6–2.12).

**3.1–3.3**

Learners could be observed, in the workplace or through role play, operating fire extinguishers, smoke hoods, and simulating the evacuation of an aircraft. Assessor observation should include the date the assessor observed the learner, a record of the assessment criteria (AC) observed, the comments on the learner's performance. Several AC may be observed and recorded on one observation record.

Observations should show participation of learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen environment).

**4.1–4.3**

Learners should prepare a short presentation on survival techniques in all regions (Arctic conditions, the desert, the jungle), including the main principles of survival and a description of techniques used for survival at sea.

**Types of evidence**

Evidence could include:

- learner report or product (for example, worksheets, fact file, and poster/leaflet/handbook) (1.1–1.11, 4.1–4.3)
- learner product (2.1–2.12)
- assessor observation (for example, workplace observation, video diary, photographic evidence) (3.1–3.3)

**Unit 04 Dealing with passengers on-board an aircraft (K/602/5925)**

<b>Unit summary</b>	The purpose of this unit is to ensure learners develop the knowledge and understanding related to dealing with all types of passengers on-board aircraft.
<b>Credit value</b>	4
<b>Guided learning hours (GLH)</b>	25
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 know how to deal with passengers who have special requirements

The learner can:

- 1.1 identify different types of airline passengers
  - 1.2 identify the range of passenger needs
  - 1.3 explain how to brief a blind passenger
  - 1.4 identify on-board requirements for guide dogs
  - 1.5 explain how to brief a deaf passenger
  - 1.6 identify the requirements for the carriage of pregnant passengers
  - 1.7 identify on-board considerations for unaccompanied minors
  - 1.8 identify the requirements for Passengers with Reduced Mobility (PRMs)
  - 1.9 identify relevant passenger codes
- 

**Learning outcome 2**

The learner will:

- 2 understand how to provide effective customer service

The learner can:

- 2.1 identify the purpose of customer service
  - 2.2 describe the range of interpersonal skills required for effective customer service
  - 2.3 explain how customer service affects the success of the airline
-

**Unit 04 Dealing with passengers on-board an aircraft (K/602/5925) (cont'd)****Learning outcome 3**

The learner will:

- 3 know how to deal with passenger problems and complaints

The learner can:

- 3.1 identify common causes of passenger problems and complaints
  - 3.2 outline ways of dealing with passenger problems and complaints
  - 3.3 identify different methods of communication when dealing with passenger problems and complaints
  - 3.4 describe how personal presentation, approach and attitude will influence the behaviour of the passenger
- 

**Learning outcome 4**

The learner will:

- 4 know how to work as part of a team

The learner can:

- 4.1 identify the skills required for effective team working
  - 4.2 describe how to maintain effective working relationships within a team
- 

**Learning outcome 5**

The learner will:

- 5 know how to handle incidents and conflict situations

The learner can:

- 5.1 identify the chain of command when managing passenger conflicts
  - 5.2 describe the importance of co-ordination and co-operation between the crew
  - 5.3 identify types of incidents and conflict situations that could occur on-board an aircraft
  - 5.4 describe how different personality types face conflict situations
-



**Unit 04 Dealing with passengers on-board an aircraft (K/602/5925) (cont'd)****Learning outcome 6**

The learner will:

- 6 be able to deal with passengers

The learner can:

- 6.1 deal with conflict situations with passengers  
6.2 adapt methods of communication and behaviour to meet the individual needs of passengers

**Delivery and assessment****1.1–1.9**

Learners could write a report or leaflet/manual to provide guidance for staff members on the range of special passenger requirements (1.1–1.8). Worksheets could be used to identify passenger codes. Learners could respond to oral questioning covering requirements of special passengers' requirements and codes (1.9).

**2.1–2.3**

Learners could prepare a presentation on how to provide effective customer service, including the purpose of customer service, a description of the range of interpersonal skills required for effective customer service and an explanation of how effective customer service affects the success of the airline. Learners could include examples of interpersonal skills required. This could also be assessed through oral or written questioning.

**3.1–3.3, 4.1, 5.1, 5.3, 6.1, 6.2**

Learners can be observed, in the workplace or through role play, using the chain of command whilst dealing with conflict passenger situations on-board an aircraft. Learners must be able to identify the personal qualities required when dealing with passenger problems and complaints and adapt methods of communication and behaviour to meet passenger needs.

Learners should respond to oral questioning and fill out short answer questions covering all passenger situations.

**3.4, 4.2, 5.2, 5.4**

The leaflet/manual to provide guidance for staff members on team working, co-operation and how conflict is dealt with by different personalities.

All assessor observations should include the date the assessor observed the learner, a record of the assessment criteria (AC) observed and the comments on the learner's performance. Several AC may be observed and recorded on one observation record. Observations should show the participation of learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

**Unit 04 Dealing with passengers on-board an aircraft (K/602/5925) (cont'd)****Types of evidence**

Evidence could include:

- learner report or product (for example, worksheets, fact file, poster leaflet/handbook) (1.1–1.9)
- assessor observation (for example, workplace observation, role play, video diary, photographic evidence) (2.1–2.3, 3.1–3.3, 4.1, 5.1, 5.3, 6.1, 6.2)
- leaflet/manual (3.4, 4.2, 5.2, 5.4)

**Unit 05 Cabin service - selling techniques (A/602/5928)**

<b>Unit summary</b>	The purpose of this unit is to ensure learners develop the knowledge and understanding related to selling products and services to passengers.
<b>Credit value</b>	3
<b>Guided learning hours (GLH)</b>	21
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 understand how to establish a rapport with passengers on-board the aircraft

The learner can:

- 1.1 explain the importance of creating a positive image of the organisation to passengers
  - 1.2 explain how to meet and greet the passengers in a professional manner
  - 1.3 explain the importance of first impressions
  - 1.4 describe how body language can influence relationships with passengers
- 

**Learning outcome 2**

The learner will:

- 2 understand how to establish passengers' wants and needs

The learner can:

- 2.1 describe the difference between a customer's wants and needs
  - 2.2 describe the difference between open and closed questions and the benefits of both
  - 2.3 explain what is meant by active listening
  - 2.4 identify different types of non-verbal communication signals
  - 2.5 explain the importance of summarising the passenger's requirements
- 

**Learning outcome 3**

The learner will:

- 3 know on-board products and services

The learner can:

- 3.1 describe the procedures for a bar service
- 3.2 describe the procedures for a meal/snack service
- 3.3 describe the procedures for a tax-free/duty-free service
- 3.4 describe the procedures for ancillary services

**Unit 05 Cabin service - selling techniques (A/602/5928) (cont'd)****Learning outcome 4**

The learner will:

- 4 understand selling techniques

The learner can:

- 4.1 describe selling techniques
  - 4.2 describe the difference between features and benefits of products and services
  - 4.3 describe the importance of merchandising
- 

**Learning outcome 5**

The learner will:

- 5 be able to carry out currency calculations

The learner can:

- 5.1 identify a range of currencies used in popular destinations
  - 5.2 convert amounts from GBP to a range of currencies
  - 5.3 convert amounts from a range of currencies to GBP
  - 5.4 calculate change for passengers
- 

**Learning outcome 6**

The learner will:

- 6 be able to provide a cabin service

The learner can:

- 6.1 provide a refreshment service
  - 6.2 provide a tax-free service
-

**Unit 05 Cabin service - selling techniques (A/602/5928) (cont'd)****Delivery and assessment**

1.1–1.4

Learners could produce a fact file/leaflet on positive image, greeting passengers, first impressions and body language.

2.1–2.5

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills in the unit content.

Practical tasks may be used to establish passenger wants and needs, open and closed questions and non-verbal communication.

Practical tasks can be supported with oral or written questioning as the given assessment criteria (AC) are knowledge-based.

3.1–3.4

Learners could cover the procedures for preparing a trolley for drinks/meals/duty free and ancillary services. Activities should enable learners to carry out trolley services.

4.1–4.3

Learners could produce a short presentation or report describing merchandising, features and benefits.

5.1–5.4, 6.1, 6.2

Workplace observation or role play can be used where learners provide trolley services, calculate prices and passengers' change in various currencies from popular destinations.

Assessor observation should include the date the assessor observed the learner, a record of the AC observed and the comments on the learner's performance. Several AC may be observed and recorded on one observation record. Observations should show the participation of learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

**Types of evidence**

Evidence could include:

- learner report or product (for example, worksheets, fact file, poster leaflet/handbook/manual) (1.1–1.4, 2.1–2.5, 3.1–3.4, 4.1–4.3)
- assessor observation (for example, workplace observation, role play, video diary, photographic evidence) (if permitted) (5.1–5.4, 6.1, 6.2)

**Unit 06 Making passenger announcements on-board an aircraft (T/602/5930)**

<b>Unit summary</b>	The purpose of this unit is to ensure learners develop the knowledge and understanding to be able to make passenger announcements on-board aircraft.
<b>Credit value</b>	1
<b>Guided learning hours (GLH)</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 know how to use passenger announcements during a flight

The learner can:

- 1.1 describe communication techniques for passenger announcements
  - 1.2 identify the methods to communicate passenger announcements effectively in different situations
  - 1.3 describe passenger announcements that are used during a normal flight
  - 1.4 describe passenger announcements that are required for emergency situations
- 

**Learning outcome 2**

The learner will:

- 2 be able to make passenger announcements

The learner can:

- 2.1 carry out passenger announcements that are used during a normal flight
  - 2.2 carry out passenger announcements that are used for emergency situations
-

**Unit 06 Making passenger announcements on-board an aircraft (T/602/5930) (cont'd)****Delivery and assessment****1.1-1.4**

Learners could write a short report/leaflet or handbook to be used as guidelines. Producing passenger announcements for on-board presentation identifying communication methods used for all on-board announcements:

- welcome and hand luggage
- doors closed and safety demo
- lights dimmed
- turbulence
- in-flight entertainment
- flight services
- EU, non-EU
- before landing, after landing
- prerecorded announcements
- split load
- refuelling
- abnormal and dangerous emergency situations.

Learners must cover correct reading, speaking, breathing, pauses, confidence and smiling.

**2.1-2.2**

Assessor observation should include the date the assessor observed the learner, a record of the assessment criteria (AC) observed and the comments on the learner's performance. Several AC may be observed and recorded on one observation record. Observations should show participation of the learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

Simulated or realistic working environment with an audience (learner group). Observation or role play where learners receive and relay appropriate and accurate information to appropriate persons during normal flight and emergency situations using the public address or passenger announcement (PA) system during:

- boarding
- welcoming
- stowing luggage
- safety demonstration
- dimming cabin lights
- turbulence
- in-flight entertainment
- trolley services
- customs and immigration requirements
- ad hoc and standard announcements for premeditated and unpremeditated emergency situations (for example, fire, bomb threats, engine failure)

**Types of evidence**

Evidence could include:

- learner report or product (for example, worksheets, fact file, poster leaflet/handbook) (1.1–1.4)
- assessor observation (2.1, 2.2)

**Unit 07 Employment rights and responsibilities in the passenger transport sector (L/602/5934)**

<b>Unit summary</b>	The purpose of this unit is to understand the employment rights and responsibilities (ERR) and how these affect organisations.
<b>Credit value</b>	3
<b>Guided learning hours (GLH)</b>	18
<b>Level</b>	2
<b>Mandatory/optional</b>	This unit is additional, unless the qualification is being delivered as a technical certificate - in which case this unit is mandatory

**Learning outcome 1**

The learner will:

- 1 know employment rights and responsibilities of the employee and employer

The learner can:

- 1.1 identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry
- 1.2 identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally
- 1.3 identify sources of information and advice on own industry, occupation, training and own career pathway
- 1.4 identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities
- 1.5 identify any issues of public concern that may affect own organisation and own industry

**Learning outcome 2**

The learner will:

- 2 understand employment rights and responsibilities and how these affect organisations

The learner can:

- 2.1 describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities
- 2.2 explain the purpose of following health, safety and other procedures and the effect on own organisation if they are not followed
- 2.3 describe employer and employee responsibilities for equality and diversity within own organisation
- 2.4 explain the benefits of making sure equality and diversity procedures are followed
- 2.5 describe the career pathways available within own organisation and own industry



## Unit 07 Employment rights and responsibilities in the passenger transport sector (L/602/5934) (cont'd)

### Delivery and assessment

1.1, 2.1

Learners could complete specific worksheets on legislation relating to employment including:

- contracts of employment
- anti-discrimination provisions (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- working hours and holiday entitlement
- sickness absence and sick pay
- data protection (GDPR)
- health and safety

Learners could produce a checklist of key elements of organisational procedures, policies and codes of practice used by own organisation (for example, TUI) on employment rights and responsibilities (ERR). A list of the correct answers with an explanation can be produced to reinforce this learning.

1.2–1.4

Learners could be given specific guidance about basic employee rights, expectations and duties to others, many of which are legal requirements.

Project work investigating job opportunities and progression both locally and nationally; salary potential of job roles could be completed using Travel Weekly.

1.5, 2.3, 2.4

Learners could be given specific guidance about an organisation where issues of public concern have taken place. The Public Interest Disclosure Act 1998 (“PIDA”) could also be included. The organisation could present its policy for equality & diversity. The case study could analyse problems with relevant Q&A.

2.2, 2.5

Learners could design a flow chart to describe the career pathways available within own organisation and own industry. The flow chart could also show procedures for health & safety. Other procedures could include occupational health & safety. Employers can be prosecuted by the Health & Safety Executive for failure to follow the Health & Safety at Work etc. Act 1974.

### Types of evidence

Evidence could include:

- worksheets/checklist (1.1, 2.1)
- project (1.2-1.4)
- case study; notes questioning (1.5, 2.3, 2.4)
- presentation (2.2, 2.5)

# Section 3

## **Assessment and quality assurance**

## **Assessment and quality assurance**

### **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in Introduction to Cabin Crew (600/0474/5) is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner and against each learning outcome (LO).

Unless stated otherwise in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

---

### **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' on the NCFE website

## **Supervision of learners and your role as an assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

---

## **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

---

## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the quality assurer (QA).

The recorded evidence should allow the learner to demonstrate the LOs clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the QA will need to be able to see how each learner being assessed has contributed and met the LOs.

To help our QAs to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the QA can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable)

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the QA to hear both the learner(s) and the assessor (if applicable).

We have set out an example used for a performance:

**Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

**Band 1:**

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nesbit

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

**Performance of XXX:**

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

---

## **Quality Assurance**

### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of internal quality assurers (IQAs) to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. IQAs are also responsible for supporting assessors by offering advice and guidance.

The IQA will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The IQA provides the vital link between the assessors and the external quality assurer (EQA) and acts as the centre's quality assurance agent.

---

### **External quality assurance**

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by external quality assurers (EQAs) who are appointed, trained and monitored by NCFE. EQAs are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their EQA's contact details on registration of learners with NCFE.

---

# Section 4

## Explanation of terms

### Explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.



<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 5

## General information

## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equality, Diversity and Inclusion Policy (External) is available on the NCFE website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor, who should refer to our Access Arrangements and Reasonable Adjustments Policy on the NCFE website.

## **Contact us**

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2025 All rights reserved worldwide.**

Version 5.4 November 2025

Information in this Qualification Specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***