

**BTEC Short Courses**

## **SBA - LEARNER INSTRUCTIONS**

**Edexcel Level 2 BTEC Certificate**

**Preparation for Air Cabin Crew Service**

**Unit 4: Health, Safety, Security and Hygiene**

**Issued June 2004**

For use during the remainder of the duration of operation  
of the specification issued for September 2002

**edexcel** 

# COMPLETING SBAs

## INSTRUCTIONS FOR LEARNERS COMPLETING SBAs

1. The Scenario Based Assessment (SBA) is a compulsory part of your qualification. If you do not complete the SBA you will not receive your certificate.
2. Your tutor(s) will tell you how long you have to complete the SBA and the access you may have to resources.
3. Read the SBA carefully and make sure that you understand what work you should hand in and what is required of you. If you are uncertain, discuss it with your tutor(s).
4. The SBA requires you to work by yourself and to produce original work. You should not share your work with any other learners. For example, if you produce an illustration or diagram electronically, you should not give it to another learner. Similarly, you should not accept and use such information from others. You are required to sign that the work submitted is your own.
5. If you work in a group at any stage, you must present your own responses to each task for assessment.
6. Information taken from sources for research, e.g. Internet and textbooks, must be identified and not presented as your own work. You should list the sources used.
7. Some tasks may require Observation Records/Witness Statements. Your tutor(s) will organise for these to be completed and you must attach these to your submitted work.
8. In presenting your final work, you should not include draft work or reference materials such as handouts, notes and leaflets, unless the tasks specifically ask you to do so.
9. Presentation of your work:
  - Check that you have completed all tasks.
  - Label work with the appropriate task/sub-task number.
  - Present tasks in the correct order.
  - Label each page with your name and page number.
  - Submit all electronic materials in paper format.
  - Clearly label video or audio tapes submitted as part of your assignment.
  - All papers should be securely bound.
  - The completed SBA should NOT be presented in plastic envelopes, a box file or a lever arch file.

# YOUR ASSIGNMENT ACTIVITIES

## Scenario

**Britair** operates both scheduled and charter services from three bases in the United Kingdom and recently merged with a smaller scheduled carrier **Scot Airways**. **Britair** and **Scot Airways** will now operate as one large scheduled carrier as **Brit United Airways** and will continue to be based in the UK, offering flights to all major European destinations and Florida, USA.

As a former member of the cabin crew training team for **Britair**, you have been offered a contract to assist with the setting up of the new charter airline. Your main job function will be the responsibility for all recruitment and training of new members of cabin crew. You will need to assess the content of the on board safety manuals to be used on all aircraft types. You have to check that all the information is current and user friendly for both new and experienced members of cabin crew and prepare a draft format for the new **Brit United Airways** manual concentrating on health, hygiene, safety and security issues.

## Task 1: Key documentation - Health, Hygiene, Safety and Security

After looking through the existing incident report documents from both **Britair** and **Scot Airways**, you become aware that although they meet all CAA requirements and comply with the company reporting policies, the documents are complicated and as a result they are often filled in incorrectly.

In the new manual you want to include correctly completed examples of documentation used to cover issues relating to:

- Health
- Hygiene
- Safety
- Security

a) Using the **four** blank Brit United Airways Flight Debrief Forms provided, complete one for each of the **four** incidents indicated in Appendix 1.

**This task provides evidence for P2**

b) Using the **four** documents you have completed, explain clearly and concisely:

- When they are used
- Why they are used
- How they are used
- What would happen if they were not used.

**This task provides evidence for M1**

c) After completing Task 1a), critically examine the standard form and how it was used, making valid suggestions for any improvements or recommending changes in the design of the form.

**This task provides evidence for D1**

## **Task 2: Health Issues and Preventative Actions**

From your own experiences you are aware that both members of crew and passengers sometimes experience difficulties during flights. Therefore, you want to include a section on health issues and specific preventative measures that can be used on board the aircraft.

You will need to:

- a) Produce a section to describe **four** common health complaints, including their symptoms and effects, that can affect both crew and passengers during a flight.

**This task provides evidence for P4**

- b) Identify and explain **four** preventative measures that can be taken to avoid the onset of these conditions.

**This task provides evidence for P3 and M2**

## **Task 3: Basic First Aid on board the Aircraft**

It is often necessary for cabin crew personnel to administer Basic First Aid. It is important for members of cabin crew to be able to respond correctly and effectively to any situation when first aid needs to be administered also taking into account the lack of space available on board an aircraft.

Therefore, you want to include another section covering Basic First Aid:

- a) Give examples of **four** situations where First Aid would be needed and the actions to be taken by the crew member.
- b) Prepare a checklist for each of the **four** situations given in your answer.

**Tasks 3a) and 3b) provide evidence for P5**

- c) Explain the basic principles of First Aid that could be used as a checklist for any situation involving First Aid.

**This task provides evidence for M3**

- d) Evaluate your prepared checklists in 1b) and 1c), explaining how each one would be easy to understand or any points that would need further explanations. Justify any other instructions needed to explain how the checklists should be used by new members of cabin crew.

**This task provides evidence for D2**

#### **Task 4: Security, safety and emergency situations**

The continuing safety of airline personnel and passengers is a constant concern to airlines and their regulatory bodies. To ensure that training methods for cabin crew are enforced, you feel it is important that you include a section on security, safety and emergency issues in the manual.

Therefore, in the manual you need to include:

- a) A section identifying **two** safety, **two** security and **two** emergency situations.
- b) A brief outline of the current procedures to deal with the **six** situations you have given in Task 4a), including the role of the member of cabin crew.

**Tasks 4a) and 4b) provide evidence for P6**

- c) Flow charts with clear and detailed annotations explaining each step taken in each of the **six** procedures given in Task 4b).

**This task provides evidence for M4**

- d) Analyse the role of the cabin crew in dealing with the **six** situations in 1b) making any recommendations for changes where you think it would be appropriate.

**This task provides evidence for D3**

#### **Task 5: Legislation and Regulations**

The aviation industry is governed by regulatory bodies which issue legislation and regulations to protect the interests not only of the airline and its personnel but also the interests of the passenger. These bodies also closely monitor world events that could have an impact on the aviation industry. Therefore, you will need to include a section on legislation and regulations.

- a) Include **one** key national or international piece of legislation or regulation covering **each of the following**:

- Health
- Hygiene
- Safety
- Security

- b) Describe how each of the **four** key national or international pieces of legislation or regulation given in Task 5a) are used to protect the passengers, crew and aircraft.

**Tasks 5a and 5b provide evidence for P1**

## APPENDIX 1

With reference to Task 1a) in the Scenario Based Assignment, complete the Brit United Airways Report forms for each of the **four** incidents listed below.

Brit United Flight – BU177 from Orlando to London Gatwick departed from Orlando at 22.45L thirty minutes after its STD of 22.15L. It is a Boeing 757 with a load of 233 + 5 passengers on board. The Aircraft is under the command of Captain H Green and the In Flight Director is Mrs P White

During the flight the cabin crew had to deal with the following incidents.

- On departure from Orlando all passengers were boarded, but it was found that two passengers were missing after they had checked in with their luggage for the flight. The Ramp Agent identified the missing passengers as Mr and Mrs J Ahmed.
- Passenger - Master Paul Matthews (aged 15 years) travelling with his parents and sister sitting in seats 7 ABCD complained of feeling unwell. He is clearly running a temperature and looks as if he is coming out in spots.
- Passengers Mr T and Mrs S Brown seated in 17D and E. Mr Brown is refusing to adhere to the lit seatbelt warning sign during a period of turbulence and is continuing to stand in the aisle.
- On checking the toilets at the rear of the aircraft the Number 1 member of cabin crew discovered a thin trail of smoke coming out of the waste bin.

**Brit United Airways  
Flight Debrief Report**

<b>Flt No:</b>	<b>Route:</b>	<b>A/C type:</b>	<b>A/C Reg:</b>
<b>Date:</b>		<b>No of Pax:</b>	
<b>Captain:</b>		<b>IFD:</b>	
Incident:		<b>Office use only:</b>	
Action taken:			
Signed: .....			
Print name:		Date:	
Crew Number:			

# ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this SBA are repeated below. You should refer to the full unit specification for information on unit content.

## Assessment Evidence Unit

Unit 4: Health, Safety, Security and Hygiene		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> <li>describe key national and international legislation and regulations affecting health, hygiene, safety and security of passengers, aircraft and crew</li> <li>identify and use appropriate documents that are used to report health, hygiene, safety and security incidents</li> <li>identify different ways to prevent health issues</li> <li>describe the symptoms and effects of four different health problems that can affect either passengers or crew</li> <li>identify the basic principles of first aid and prepare a checklist for a range of health issues identifying basic principles that are used to treat them</li> <li>identify a range of safety, security and emergency issues, procedures to deal with them, and the role of cabin crew</li> </ul>	<ul style="list-style-type: none"> <li>explain the use and need for documents that are used to report health, hygiene, safety and security incidents</li> <li>explain different ways to prevent health issues</li> <li>explain the basic principles of first aid</li> <li>explain a range of safety, security and emergency issues, procedures to deal with them, and the role of cabin crew</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the different documents that are used to report health, hygiene, safety and security incidents making valid suggestions for changes or improvements</li> <li>evaluate the use and format of the first aid checklist</li> <li>analyse the role of the cabin crew in dealing with safety, security and emergency issues making suggestions or changes as appropriate</li> </ul>