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| **XXX40** | **Manage passengers and crew onboard an aircraft.** |

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| **Kaupae |** Level | 4 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | The purpose of this skill standard is to provide people with the necessary knowledge and skills to manage passengers and crew onboard an aircraft.  This skill standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Aviation (Flight Attendant) (Level 4) with optional strand in Operator Specific Operational Flight Attending [Ref: 2881]. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. Manage passengers on board an aircraft. | 1. Provide assistance during passenger seating. |
| 1. Identify, seat and provide care for passengers requiring specific assistance or attention. |
| 1. Apply crew resource management on board an aircraft. | 1. Explain effective teamwork on board an aircraft. |
| 1. Apply decision-making skills in an emergency situation on board an aircraft. |
| 1. Apply communications skills on board an aircraft. |
| 1. Explain threat and error management on board an aircraft. |
| 1. Explain situational awareness on board an aircraft. |
| 1. Apply conflict management on board an aircraft. | 1. Explain why conflict management is important on board an aircraft. |
| 1. Apply conflict management techniques for dealing with disruptive and unruly passengers. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Enterprise procedures refer to the expected performance required by the enterprise in which credit for this skill standard is being sought. Such performance may be specified in enterprise procedures as indicated in manuals, guidelines, checklists, information bulletins, and Civil Aviation Authority of New Zealand (CAA) documentation.

Evidence for all outcomes must be obtained in an aircraft and/or a fully operational cabin trainer suitable for all aspects of flight attendant training.

All activities relevant to this standard must reflect ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).

All activities must, as relevant to candidates and/or this standard, reflect the peoples of the Pacific and other cultures, and their world views.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Passengers onboard an aircraft

* Passengers are attended to promptly.
* Techniques for dealing with expected and unexpected situations e.g. specific needs passengers identified from the manifest, double allocated seats, intoxicated passengers etc.
* Passenger and service areas are kept clean and clear of rubbish.
* Identify, seat and provide care for passengers.
* Use of equipment provided for the care of passengers requiring specific assistance.
* Passengers requiring specific assistance or attention are seated and provided with ongoing care e.g. seniors, caregivers with infants and/or children, unaccompanied minors, passengers with disabilities and/or conditions requiring specific care, prison escorts.
* Own actions and attitudes towards passengers with specific needs.

Crew Resource Management

* Teamwork onboard an aircraft e.g. physical tasks, emergency situations etc.
* Effective decision-making in an emergency situation e.g. upholding the law, seeking assistance from personnel, reporting to the flight crew.
* Communication onboard an aircraft. Style of communication e.g. assertive, aggressive, supportive, submissive and key communication concepts e.g. read-back, feedback, barriers to communication.
* Solutions to threats and/or errors e.g. avoiding, trapping, mitigating.
* Common behaviours from crew members toward threats and/or errors e.g. pro-active, reactive, inactive.
* Key elements that contribute to situational awareness e.g. experience, training, health, attitude, management skills, spatial orientation, workplace skills.
* Skills of situational awareness e.g. monitor, anticipate, evaluate, consider.
* Red flags in relation to situational awareness e.g. fixation, preoccupation, ambiguous situations, complacency, distraction, confusion, unresolved discrepancy, mental overload, lack of overview, deviation from standard operating procedures

Conflict Management

* Importance of conflict management for personal safety, passenger safety, aircraft safety.
* Conflict management techniques e.g. accommodate, avoid, collaborate, compromise, dictate, ignore.
* Personal behavioural style is adapted to deal with disruptive and unruly passengers.

**Rauemi |** Resources

* Aircrew Conflict Management: Divisions and Continuity within the Ranks of the Majors <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119751342.ch9>

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Services Workforce Development Council |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Aviation > Flight Attendants |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0028 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 |  | N/A |
| **Rā arotake |** Planned review date | 31 December 2029 | | |

Please contact Ringa Hora Services Workforce Development Council [qualifications@ringahora.nz](mailto:qualifications@ringahora.nz) if you wish to suggest changes to the content of this skill standard.