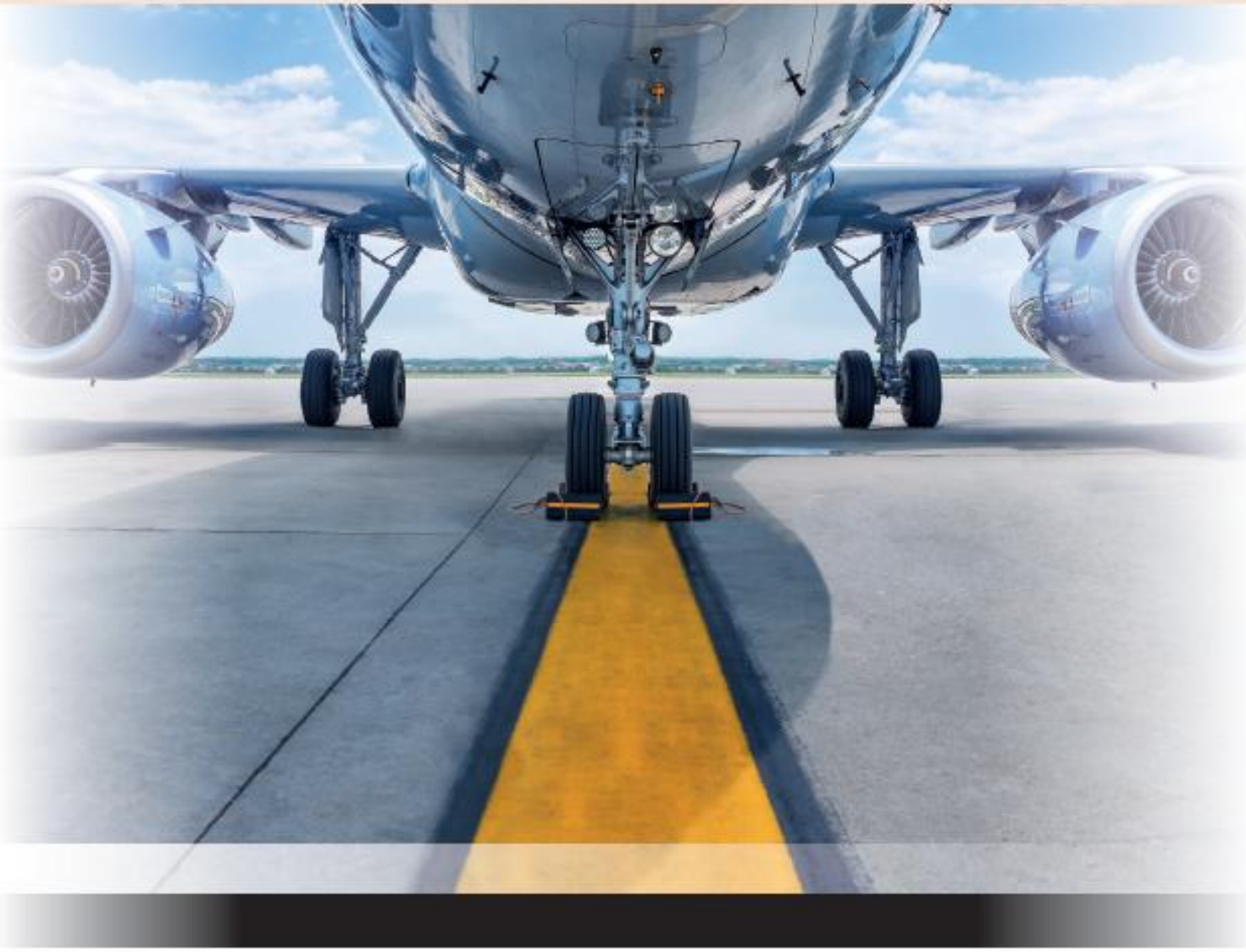
Highfield Level 3 End-Point Assessment for ST1007 Aviation Flight Operations Coordinator

End-Point Assessment Kit



Highfield Level 3 End-Point Assessment for ST1007 Aviation Flight Operations Coordinator

EPA Kit

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Versions:

ST1007 / v1.0

AFOC v2.0

How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Aviation Flight Operations Coordinator apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the end-point assessments for the Level 3 Aviation Flight Operations Coordinator apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

This guide is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

In this guide, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Aviation Flight Operations Coordinator overview

This occupation is found in the Aviation sector, across a range of different types of organisations and employers such as those working to support both civilian and military aviation at locations that support flight operations. This occupation is found in diverse settings including general aviation (private and recreational), commercial aviation and military aviation. Consequently, those working in this occupation support a wide range of different aircraft and flight objectives. This in turn impacts the support needs of the flight. Aviation flight operations coordinator typically work in highly organised teams in a number of environments, on or off site, which could include commercial airports, military bases or aerodromes.

The broad purpose of the occupation is to provide the aircraft with the technical support required both prior to and during the flight. They do this by coordinating all aircraft technical and operational factors that are needed for a successful flight. They achieve this by assessing planned flights and a wide range of associated factors including the weather, overflight permits, route planning, aircraft performance, airport facilities, the recording of the aircraft's technical condition and fuel requirements. They take decisions that address these needs, putting in place the physical requirements (such as aviation systems and equipment), that ensure the aircraft is ready for flight. Once the aircraft is airborne, the aviation flight operation coordinator monitors progress, providing information needed to maintain the flight. Working with a range of internal and external stakeholders and agencies, Flight operation coordinators provide an efficient and effective service that meets customer needs and maintains operational and regulatory standards. This is very responsible work as it impacts the safety of the aircraft and all those on board or on the ground. It also can have a significant financial or operational impact on the organisation. Aviation flight operation coordinators therefore play a key role in delivering successful aviation operations.

In their daily work, an employee in this occupation interacts with members of their immediate team and other aviation stakeholders critical to the safe and effective planning, delivery and recovery of aviation assets. The stakeholders they interact with includes, for instance, aviation engineers, airfields, and parts suppliers. They often work alongside support schedulers, who arrange the crew rosters. This work all needs careful coordination to ensure safe and successful flights. They also liaise during a flight, for example with air traffic control and with the aircraft itself, providing them with information that impacts their route. Aviation flight operation coordinators typically coordinate several flights at the same time. Working shifts can vary; typically a Flight Operations Coordinator will work shift patterns covering the 24-hour operation. Their work and that of the wider team is typically overseen by a line manager who could be a technical expert (aviation operations manager, chief pilot, pilot manager).

An employee in this occupation will be responsible for contributing to the decision-making process for the initiation, continuation, diversion or termination of a flight in the interest of the safety of the aircraft, and the regulatory and efficiency of the flight. They do this by assessing the individual needs of each flight, which could include the equipment, permits, fuel and other practical assistance needed before the aircraft can depart. They are responsible for all aircraft under their own jurisdiction at any given time, and for providing the safe, secure and timely delivery of tasks required for each aircraft. They ensure that the people working in/on the aircraft are supported by coordinating the sequence of events needed. They take decisions that ensure a safe and compliant flight, balancing the need to also optimise business objectives as guided by their aviation operations manager. These decisions affecting a flight are often needed at a very tight timescale either to meet routine timetabling requirements, or in the event of an unexpected incident, such as a disruption or a mechanical failure. Typically, a Flight operation coordinator monitors, assesses and facilitates the safe and effective movement of aircraft and customers, including in-flight monitoring and planning, monitoring weather conditions and disseminating meteorological information to relevant people. Other responsibilities include maintaining good working practices that comply with aviation regulations and health and safety. They must also coordinate wide ranging technical data. Effective communication and teamwork ensure that all aspects of a flight operations coordinator's role play a critical part in achieving the objectives of their organisation.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Aviation Flight Operations Coordinator apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory

requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

- completion of a portfolio through which the apprentice gathers evidence of their progress.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours (KSBs) assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain 12 discrete pieces of evidence. Evidence may be used to demonstrate more than one knowledge, skill or behaviour as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation and records
- workplace policies and procedures
- witness statements
- annotated photographs

This is not a definitive list and other evidence sources can be included.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

The portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice`s day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- they must have compiled a **portfolio of evidence**.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 4-month end-point assessment window. Further information about the gateway process is covered later in this kit.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
    - Standard operating procedures (SOPs)
    - Hazards and reporting procedures
    - Security procedures
    - Health & safety and safe working practices
    - Reporting of incidents, errors or near misses

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessments, therefore the assessments can be taken in any order.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard and end-point assessment (EPA) plan (September 2023, v1.0)

Aviation Flight Operations Coordinator / Skills England

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- submitted a suitable portfolio of evidence to be used as the basis for the interview
- submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements

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

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

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

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The Aviation Flight Operations Coordinator apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

<table>
<tr><th colspan="3">Operational safety culture</th></tr>
<tr><th colspan="3">Observation with questions</th></tr>
<tr><th>Knowledge</th><th>Skills</th><th>Behaviours</th></tr>
<tr><td>K4 Civil Aviation Authority (CAA) or Military Aviation Authority (MAA) regulations, and legislation.
K12 Principles and techniques of delivering an operational safety culture.</td><td>S4 Comply with CAA or MAA regulations and legislation.
S9 Deliver an operational safety culture.</td><td>B6 Prioritise aviation safety in all instances.</td></tr>
<tr><th colspan="3">Pass criteria</th></tr>
<tr><td colspan="3">OSC1 Prioritises aviation safety and complies with CAA or MAA safety regulations and legislation to deliver an operational safety culture. (K4, K12, S4, S9, B6)</td></tr>
<tr><th colspan="3">Amplification and guidance</th></tr>
<tr><td colspan="3">Regulations, and legislation could include:
The Civil Aviation Authority (CAA)
The International Civil Aviation Organisation (ICAO)
The European Aviation Safety Agency (EASA)
The Department for Transport (DfT)
The Military Aviation Authority (MAA)
Systems used to demonstrate compliance with any changes to work due to legislation or regulation change for example: Red/Green T cards, electronic currency trackers.</td></tr>
</table>

Military: with the addition of STARS, stop press and ATOM.

Safety culture/Aviation safety is following procedures, training, monitoring, reporting unsafe working practices, PPE (gloves, high-visibility clothing, safety boots, etc.).

Operational control	
Knowledge	**Skills**
K1 Local and operational **procedures** for operations control. **K2** Sector specific documentation in operations control. **K6** The organisational and sector **digital toolkits** and systems in operations control. **K19 Aircraft position trends and analysis techniques**. **K20 Weather forecasts, trends**, and **the effect of changing** weather conditions on the aircraft, flight crew, and operational delivery.	**S1** Comply with local operational and organisational **procedures** for operations control. **S2** Use sector specific documentation to support in operational control. **S3** Monitor and respond to sector specific data to support in operational control. **S5** Operate organisational and sector **digital toolkits** and systems. **S16** Analyse **aircraft positioning trends**. **S17** Use **weather forecasts, trends, and conditions** to support in operational delivery.
Observation with questions	
Pass criteria	
OC1 Follows and complies with local and organisational operational procedures for operations control tasks. (K1, S1) **OC2** Uses sector specific documentation, monitors and responds to sector specific data to meet the needs of operations control activities. (K2, S2, S3) **OC3** Operates organisational and sector digital toolkits and systems to carry out flight operational control tasks in line with organisational procedures. (K6, S5)	
Interview underpinned by a portfolio	

Pass criteria	*Distinction criteria*
OC4 Explains how they analyse aircraft position trends to meet the needs of operations control. (K19, S16) **OC5** Explains how they use weather forecasts, trends and conditions to meet the needs of operations control. Explains what the impact of weather conditions are on the aircraft, flight crew and operational delivery. (K20, S17)	***OC6*** *Justifies their decisions relating to operational control that were influenced by their analysis of aircraft position trends. (K19, S16)* ***OC7*** *Justifies their decisions relating to operational control that were influenced by weather forecasts, trends and conditions. (K20, S17)*

Amplification and guidance

Procedures may include industry, organisational and regulator specific instructions and guidance (SOPs) and are based on safe methods of working, safe systems of working and risk assessment.

Digital toolkits can include:

- Bespoke software
- Individual software
- Software used for communication, collaboration, productivity and learning. For example, emails, messaging, video, e-learning and project management software.

Aircraft position trends and analysis techniques

- Programs and methods used for capturing, analysing and/or visualising the data generated by an aircraft moving through the air from one point to the other and how it helps to find new ways to improve flight safety and operational efficiency.
    - Flight operations quality assurance (FOQA) programs
    - Flight data monitoring (FDM) programs
    - Flight data analysis (FDA) programs
    - Military flight operations quality assurance MFOQA programs

Weather forecasts, trends, and conditions can include:

- Use of MET office websites
- local or station MET office

- ‘looking out of the window’

Effect of changing weather conditions

- Visibility - poor visibility due to fog, rain, snow, or haze can reduce the distance at which pilots can see obstacles, other aircraft, or even the runway. This can lead to delays or cancellations of flights or necessitate the use of specialised equipment and procedures such as low-visibility operations or instrument approaches.
- Turbulence - weather conditions such as thunderstorms, strong winds, or temperature inversions can cause turbulence, which can be uncomfortable for passengers and crew and potentially dangerous if severe. Pilots may need to reroute flights or change altitudes to avoid areas of turbulence, which can increase flight times and fuel consumption.
- Icing - cold temperatures at higher altitudes can cause moisture in the air to freeze onto aircraft surfaces, leading to icing. Ice accumulation on wings, propellers, and other critical surfaces can degrade aerodynamic performance and increase the risk of stalls or loss of control. De-icing and anti-icing procedures are used to mitigate this risk, but they can cause delays and add complexity to flight operations.
- Crosswinds - strong crosswinds, especially during take-off and landing, can make it challenging for pilots to maintain control of the aircraft. Pilots may need to use specialised techniques and procedures to safely operate in crosswind conditions, and airports may need to close or restrict operations if crosswinds exceed certain limits.
- Thunderstorms - thunderstorms can produce severe weather such as lightning, hail, strong winds, and turbulence. Flying through thunderstorms can be hazardous due to the risk of structural damage from hail or lightning strikes, loss of control from turbulence, and wind shear. Pilots typically try to avoid thunderstorms by rerouting flights or delaying departure until the storms have passed.

Operational delivery	
Observation with questions	
Knowledge	**Skills**
K13 Aircraft operational status indicators, and technical conditions of aircraft. **K14** The principles of using, recording and analysing **flight arrival information**. **K15** The principles of using, recording and analysing **enroute flight information**. **K16** The principles of using, recording and analysing **flight departure information**.	**S10** Use aircraft operational status indicators to assess technical condition of aircraft. **S11** Record and analyse **flight arrival information**. **S12** Record and analyse **enroute flight information**. **S13** Record and analyse **flight departure information**.
Pass criteria	
OD1 Uses aircraft operational status indicators to assess the technical conditions of the aircraft, to meet the needs of operational delivery. (K13, S10) **OD2** Records and analyses flight arrival, flight departure and enroute flight information to meet the needs of operational delivery. (K14, K15, K16, S11, S12, S13)	
Amplification and guidance	
Aircraft operational status indicators may include: • Metrics or KPIs used to monitor overall operations effectiveness in operational performance ○ revenue ○ on time performance ○ operating cost ○ customer complaint rate ○ baggage mishandling rate ○ employee productivity	

Flight information (arrival/enroute/departure) may include:

- Departure boards
- Arrival boards
- Use of Flight Radar (civilian & military)
- ADS-B (military)

Decision making	
Observation with questions	
Knowledge	**Skills**
K9 Principles of **risk-based decision making** to support safe aircraft operations including safety, costs, and time factors.	**S6** Apply **risk-based decision making** to support safe aircraft operations.
Pass criteria	
DM1 Apply risk-based decisions considering safety, cost, and time to support safe aircraft operations in line with industry specific regulations, legislation and procedures. (K9, S6)	
Amplification and guidance	
Risk-based decision making can include: • Discussing with team • Pros and cons • Strengths and weaknesses • Risk assessments • Identifying, assessing, and eliminating or mitigating safety-related hazards	

<table>
<tr><th colspan="3">Communication and collaboration</th></tr>
<tr><td colspan="3">Observation with questions</td></tr>
<tr><td>Knowledge</td><td>Skills</td><td>Behaviours</td></tr>
<tr><td>K5 The roles and responsibilities of different colleagues and stakeholders in operations and control.

K17 Techniques for verbal communication, giving and receiving information, matching style to audience, communication barriers and how to overcome them.

K18 Techniques for written communication, plain English principles, and industry terminology.</td><td>S14 Communicate data and information with others verbally, for example internal and external stakeholders, colleagues, and managers.

S15 Communicate data and information in writing with others, for example internal and external customers, colleagues, and managers.</td><td>B4 Collaborate within teams, across disciplines and with internal and external stakeholders.</td></tr>
<tr><td colspan="3">Pass criteria</td></tr>
<tr><td colspan="3">CC1 Applies verbal communication techniques to give and receive information, communicates data and information to external stakeholders, colleagues, and managers. Adapts their style and language to suit the audience. (K17, S14)</td></tr>
<tr><td colspan="3">Interview underpinned by a portfolio</td></tr>
<tr><td colspan="2">Pass criteria</td><td>Distinction criteria</td></tr>
<tr><td colspan="2">CC2 Explains the roles and responsibilities, the purpose and inter dependencies of colleagues and stakeholders in the operations, control and flight planning environment. Explains how they work with these stakeholders to achieve task requirements. (K5, B4)
CC3 Explains how they communicate data and information in a written context, suitable to the audience, for example internal</td><td>CC4 Explains the benefits for individuals and the organisation of communicating in a way which is suitable to the audience when sharing written communications. (K18, S15)</td></tr>
</table>

customers, colleagues, managers and internal and external stakeholders. (K18, S15)	

Amplification and guidance

Roles and responsibilities

- Pilots – responsible for operating aircraft safely throughout all phases of flight, following flight plans, communicating with relevant stakeholders such as crew, air traffic control and passengers
- Air traffic control – responsible for managing the movement of aircraft within the airport and associated airspace to ensure safety and compliance. Must provide pilots with clear communications and instructions on the safe manoeuvering of aircraft
- Engineers/technicians – responsible for carrying out essential maintenance on aircraft and equipment, ensuring airworthiness of aircraft. Must carry out inspections, repairs and other duties in line with organisational standards and ensure all documentation is completed correctly
- Airport operations personnel – responsible for managing airport facilities and services to ensure smooth running of airport operations. Oversee ground handling, aircraft parking, refueling, etc. Must coordinate with air traffic control, airline staff and other stakeholders to ensure safety and security are maintained at all times
- Regulatory authorities – responsible for overseeing aviation safety and security and ensuring compliance with regulations at all times
- Airlines and operators – responsible for scheduling and operating flights

Communication barriers

Obstacles that could be faced by an individual or organisation which can prevent effective communication. This could include:

- Physical barriers, such as remote working, different locations
- Language or cultural barriers, such as communicating with people who speak a different language or use different cultural terminology
- Psychological barriers, such as attitudes and values, fear or inferences
- Organisational barriers, such as poor processes or procedures or insufficient/poor quality resources
- Emotional barriers, such as anger, frustration or pride and social anxiety

Stakeholders are people, organisations, social groups, internal or external to the business that have a vital interest in the business or its activities.

Techniques for written communication – ensure that all written communications are:

- clear and concise
- well organised
- relevant to the intended audience, and only viewed by the intended audience, ensuring all security regulations are followed
- consistent, to avoid unnecessary complications

Risk assessment and decision making		
Interview underpinned by a portfolio		
Knowledge	**Skills**	**Behaviours**
K3 The **sector specific notifications** and the impact to operational performance data. For example, Notices to Air Missions, Industrial action, Safety & Security bulletin. **K7** Sector specific **factors** that will influence **decision-making** within operations control.	**S8** Assess the risk and manage the **impact of external factors** on operational activities, for example scheduled disruptions, force majeure.	**B3** Respond and adapt to **work demands and situations**.
Pass criteria		***Distinction criteria***
RADM1 Explains how they respond to sector specific notifications and data, and how they assess the risk and manage the impact of external and sector specific factors on operational activities. Explain how they adapt and respond to work demands and situations. (K3, K7, S8, B3) **RADM2** Explains how they escalate issues and tasks that are beyond the limit of their authority in line with organisational safety and sector procedures. (K8, S7)		***RADM3*** *Justifies the actions they take to manage external factors on operational activities. (S8)*
Amplification and guidance		
Sector specific notifications can include: • Notices to Air Missions • Industrial action • Safety & Security bulletin **Factors that will influence decision making** • Safety - safety is paramount in decision-making. All decisions must prioritise the safety of passengers, crew, and aircraft. This includes assessing risks associated with weather, equipment malfunctions, airspace congestion, and human factors.		

- Regulatory compliance - aviation operations are subject to strict regulations imposed by aviation authorities. Decision-makers must ensure compliance with all regulations.
- Economic consideration - economic factors play a significant role in decision-making. Airlines must consider factors such as fuel prices, operating costs, ticket prices, competition, and market demand when making decisions.
- Environmental impact - aviation has a significant environmental footprint, and there is increasing pressure to reduce greenhouse gas emissions and mitigate environmental impact. Decision-makers must consider the environmental consequences of their actions, such as aircraft emissions, noise pollution, and land use.
- Operational efficiency - efficiency is crucial in aviation operations to minimise costs and maximise productivity. Decision-makers must optimize routes, schedules, fuel consumption, and aircraft utilisation while maintaining safety and customer satisfaction.
- Weather and external factors - weather conditions, air traffic congestion, geopolitical events, and other external factors can influence aviation decision-making. Decision-makers must adapt to changing conditions and make real-time decisions to ensure safe and efficient operations.
- Passenger experience - the passenger experience is an essential consideration for airlines and airports. Decision-makers must balance safety and security requirements with meeting passenger expectations.
- Risk Management - aviation decision-making involves assessing and managing various risks, including operational, financial, regulatory, and reputational risks. Decision-makers must employ risk management strategies to identify, mitigate, and respond to potential threats and uncertainties.

Decision making can include:

- Discussing with team
- Pros and cons
- Strengths and weaknesses
- Risk assessments

Impact of external factors

- Scheduled disruptions such as maintenance are necessary for safety and compliance, however, they can disrupt flight schedules or incur additional costs.
- Force majeure are unforeseeable events such as weather disruption, natural disasters, security threats or national crises. The impact of these events includes:
    - airport closure

- flight cancellations
- damage to infrastructure, aircraft or equipment
- reducing visibility/creating dangerous flying conditions

Work demands and situations

- Works efficiently
- A flexible approach to helping the team
- Knowledge of how being calm is more productive

Sustainability	
Interview underpinned by a portfolio	
Knowledge	**Behaviours**
K10 Environment and sustainability regulations, relevant to the occupation and **co-ordinator's responsibilities**. **K11** Their organisation's operational, ethical and safety priorities.	**B5** Act professionally, considers their organisation's operational, ethical, safety and sustainability priorities.
Pass criteria	***Distinction criteria***
SU1 Explains their organisations operational, ethical, sustainability and safety priorities. Explains how they embed these into their own practice. (K10, K11, B5)	***SU2*** *Supports the development of environmental and sustainability practice in the workplace for example, through promoting good practice to others, identifying improvement to practice. (K10, K11, B5)*
Amplification and guidance	

Environment and sustainability regulations

- Environmental control can include:
  - noise on and around airports
  - carbon emissions
  - international spread of disease
- Water used on board is safe to drink from the filling points on the airport, water transporters and on the aircraft.
- Importation and exportation of live animals and food safety both at the terminal and on board the aircraft.

Co-ordinator's responsibilities

- Flight planning and coordination – in collaboration with flight dispatchers, pilots and others to develop and implement flight plans
- Schedule management – ensuring smooth running of flights and operations
- Communication – serve as point of contact between flight crews, ground operations staff, air traffic control and other stakeholders, ensuring compliance and the safety and security of aircraft, staff and passengers at all times. Responsible for relaying relevant information to the relevant stakeholders, such as flight updates, weather updates, delay information and changes to flight plans

- Emissions control and reporting – ensuring compliance with all relevant regulations and completing all necessary documentation correctly and in a timely manner
- Safety and compliance – monitor compliance and ensure organisational and regulatory standards and upheld at all times. Documentation completed correctly and issues reported to the relevant authorities as required. Assist in the investigation of safety and security incidents as required

<table>
<tr><th colspan="4">Equity, diversity and inclusion (EDI)</th></tr>
<tr><td colspan="4">Interview underpinned by a portfolio</td></tr>
<tr><td>Knowledge</td><td colspan="2">Skills</td><td>Behaviours</td></tr>
<tr><td>K21 Equity, diversity and inclusion legislation, and its impact on the aviation sector.</td><td colspan="2">S18 Follows equity, diversity and inclusion legislative guidance</td><td>B1 Contributes to equity, diversity, and inclusivity in the workplace.</td></tr>
<tr><td colspan="2">Pass criteria</td><td colspan="2">Distinction criteria</td></tr>
<tr><td colspan="2">EDI1 Describes how they follow and contribute to equity, diversity and inclusion principles and legislative guidelines in their team. (K21, S18, B1)</td><td colspan="2">EDI2 Explains how their commitment to EDI extends to wider teams or stakeholders. (K21, S18, B1)</td></tr>
<tr><td colspan="4">Amplification and guidance</td></tr>
<tr><td colspan="4">Equity, diversity and inclusion
Initial induction courses, yearly CPD and demonstrating how to deal with a diversity issue.</td></tr>
</table>

Continuing professional development (CPD)	
Interview underpinned by a portfolio	
Behaviours	
B2 Committed to maintaining and enhancing competence of self through **Continued Professional Development (CPD)**.	
Pass criteria	***Distinction criteria***
CPD1 Describes how they have maintained and enhanced their competence in their area of practice through learning and development opportunities they have sought. (B2)	*There are no distinction criteria for this component.*
Amplification and guidance	
Continued Professional Development (CPD) refers to learning or training which enhances your knowledge and understanding of your role and organisation. This can include: • mentoring • classes • qualifications • training • e-learning • webinars • involvement with professional bodies	

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Assessment summary

The end-point assessment for Aviation Flight Operations Coordinator is made up of 2 components:

1. A 2-hour observation with questions, including a 90-minute observation and 30-minutes for questions
2. A 60-minute interview underpinned by a portfolio

The assessments can be taken in any order.

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this guide, which will be used to determine a grade for each individual component.

Observation with questions

- To achieve a **pass**, all pass descriptors for the observation with questions must be achieved
- The observation with questions is not graded above a pass

Interview underpinned by a portfolio

- To achieve a **pass**, all pass descriptors for the interview underpinned by a portfolio must be achieved
- To achieve a **distinction**, all pass and distinction descriptors for the interview underpinned by a portfolio must be achieved

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the three assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in the multiple-choice test and the interview and a pass in the observation with questions.

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

Observation with questions	Interview underpinned by a portfolio	Overall grade
Fail	Any grade	**Fail**
Any grade	Fail	**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Distinction**

Retake and resit information

Apprentices who fail 1 or more assessment method/s will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. Feedback will be provided on the areas of failure and a retake checklist to be submitted when the professional review has taken place.

A resit does not require further learning, whereas a retake does.

Apprentices should have a supportive action plan to prepare for a resit or a retake.

The timescale for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat/retaken.

Resits and retakes are not offered to apprentices wishing to move from a pass to a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of a pass.

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Assessing the observation with questions

The observation with questions will last 2-hours and will be conducted on a one-to-one basis. The observation with questions is split into 2 sections; a 90-minute observation, where the end-point assessor will take a mostly passive role, observing the apprentice undertaking their normal day-to-day work. It is possible that the end-point assessor will ask questions during the allocated observation period. The observation will be followed by a 30-minute question and answer session. The assessor has the discretion to add up to 10% additional time to allow the learner to finish their last point or task.

A minimum of 6 questions will be asked and these will cover the apprentice's breadth and depth of competence against the assessment criteria. The end-point assessor may ask follow-up questions where clarification is required. The questions will cover the apprentice's breadth and depth of competence against the assessment criteria and will follow-up on areas where clarification is required.

The observations must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

The observation will be of the apprentice completing their normal work activities and must include:

- monitoring and responding to sector specific notifications
- conducting operations control
- communicating verbally with others
- operating organisational and sector digital toolkits and systems
- following health, safety, and industry specific regulations and legislation
- utilising sector specific documentation and data
- making risk-based decisions

The observation with questions must be carried out in 1 session, with pauses only being allowed for comfort breaks or when moving between locations.

The observation with questions assessment criteria are detailed in the following section.

Before the assessment:

Employers/training providers should:

- plan potential tasks during the observation to allow the apprentice the opportunity to demonstrate each of the required assessment criteria
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed during the observation with questions

- encourage the apprentice to reflect on their experience and on-programme learning to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observations with questions

The observation with questions is graded at a pass only. Apprentices will be marked against the pass descriptors included in the tables on the following pages (under 'Observations with questions criteria').

- To achieve a **pass**, apprentices must achieve all of the pass descriptors
- **Unsuccessful** apprentices will have not achieved all of the pass descriptors

Observation with questions - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that the apprentice experiences a mock observation with questions in preparation for the real assessment. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities.
- the participation of other personnel to play the parts of customers and team members:
    - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles.
    - the roles should provide the opportunity for the apprentice to demonstrate all the pass criteria.
- a 90-minute (+/- 10%) time slot should be available for the observation, if it is intended to be a complete mock observation covering all relevant standards. However, this time may be split up to allow for progressive learning, and a 30-minute (+/- 10%) time slot should be available for the questions.
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. The mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website.
- use structured, 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard, for example:
    - what systems, documentation and procedures are at your disposal to help you to do your job?
    - who regulates the systems and procedures you use to do your job and how do you ensure that you remain compliant?
    - what hazards are involved when doing your job and what systems are in place to ensure that there is an operational safety culture in your workplace?
    - if you had to address a room full of people in an airfield brief or airfield driving permit course, what techniques would you use to ensure you are heard and understood? How would you overcome challenges in communication such as disabilities and languages?

- how do you use your visual flight information? Tell me what happens when you receive it, where it comes from, how you acknowledge receipt of it, what you do to process it and where do you then communicate that information?
- on the airfield what are the main hazards and how do you protect yourself from these? If you saw an unsafe act on the airfield, what would you do?
- if you have a problem to solve, what method(s) do you use to come up with the best possible solution?

Observation with questions criteria

Throughout the **2-hour** observation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Operational safety culture
To pass, the following must be evidenced.
OSC1 Prioritises aviation safety and complies with CAA or MAA safety regulations and legislation to deliver an operational safety culture. (K4, K12, S4, S9, B6)

Operational control
To pass, the following must be evidenced.
OC1 Follows and complies with local and organisational operational procedures for operations control tasks. (K1, S1)
OC2 Uses sector specific documentation, monitors and responds to sector specific data to meet the needs of operations control activities. (K2, S2, S3)
OC3 Operates organisational and sector digital toolkits and systems to carry out flight operational control tasks in line with organisational procedures. (K6, S5)

Operational delivery
To pass, the following must be evidenced.
OD1 Uses aircraft operational status indicators to assess the technical conditions of the aircraft, to meet the needs of operational delivery. (K13, S10)
OD2 Records and analyses flight arrival, flight departure and enroute flight information to meet the needs of operational delivery. (K14, K15, K16, S11, S12, S13)

Decision making
To pass, the following must be evidenced.
DM1 Apply risk-based decisions considering safety, cost, and time to support safe aircraft operations in line with industry specific regulations, legislation and procedures. (K9, S6)

Communication and collaboration
To pass, the following must be evidenced.
CC1 Applies verbal communication techniques to give and receive information, communicates data and information to external stakeholders, colleagues, and managers. Adapts their style and language to suit the audience. (K17, S14)

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Assessing the interview underpinned by a portfolio

The interview underpinned by a portfolio will be a 2-way discussion which involves both the end-point assessor and apprentice actively listening and participating in a formal conversation. It will give the apprentice the opportunity to make detailed and proactive contributions to affirm their competency across the knowledge, skills and behaviours on this assessment method.

The questions asked by the assessor during the interview will be informed by the apprentice's portfolio. The apprentice should have access to their portfolio during the interview.

The interview will need to take place in a suitable environment and should last for **60 minutes**. The interview will be against the set criteria that are outlined in the following pages, and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. The assessor has the discretion to increase the time up to 10% to allow the apprentice to finish their last point.

A minimum of 5 questions will be asked and these will cover the apprentice's breadth and depth of competence against the assessment criteria. The end-point assessor may ask follow-up questions where clarification is required.

Areas covered within the interview underpinned by a portfolio include:

- operational control
- risk assessment and decision making
- communication and collaboration
- sustainability
- equity, diversity and inclusion (EDI)
- continuing professional development (CPD)

The interview will take place either in person or via videoconference. This will be organised by Highfield's scheduling team once the apprentice has been submitted for gateway.

Highfield would encourage the employer/training provider and the apprentice to plan for the interview and consider what resources they may bring with them to support them during their interview. This must be their own work and will only be used to support their discussion.

Before the assessment:

Employers/training providers should:

- plan the interview underpinned by a portfolio to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and on-programme learning to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the interview underpinned by portfolio

Apprentices will be marked against the pass descriptors and distinction descriptors included in the tables on the following pages (under Interview underpinned by a portfolio criteria).

- To achieve a **pass**, apprentices must meet all of the pass descriptors.
- To achieve a **distinction**, apprentices must meet all of the pass descriptors **and** distinction descriptors.
- **Unsuccessful** apprentices will have not achieved all of the pass descriptors

Interview underpinned by a portfolio - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock interview underpinned by a portfolio in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- the mock interview underpinned by a portfolio should take place in a suitable location.
- a 90-minute (+/- 10%) time slot should be available for the complete interview if it is intended to be a complete mock assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider an audio recording of the mock, and to allow the mock to be heard by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website.
- structured 'open' questions should be used as part of the interview which do not lead the candidate but allows them to express their knowledge in a calm and comfortable manner, for example:
    - what information do you collect on operational performance?
    - tell me about your team and any other stakeholders who are involved in your work.
    - how would you assess and manage the impact of disruptions and unforeseen circumstances? Tell me when, and to who, you can escalate this to.
    - tell me about the ways in which you can communicate to internal and external departments.
    - what environmental and sustainability regulations affect you in your role that are relevant to your responsibilities? What would you do if somebody requests a refuel while not in the vicinity of and interceptor tank?
    - how would you handle a situation where a member of your team was being treated differently by another team member?
    - how do you remain compliant in your job role?
    - what safety management system do you have in place to perform analysis on aircraft positioning trends?

Interview underpinned by a portfolio criteria

Throughout the **60-minute** interview underpinned by a portfolio, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the interview underpinned by a portfolio by considering how the criteria can be met.

Operational control
To pass, the following must be evidenced.
OC4 Explains how they analyse aircraft position trends to meet the needs of operations control. (K19, S16) **OC5** Explains how they use weather forecasts, trends and conditions to meet the needs of operations control. Explains what the impact of weather conditions are on the aircraft, flight crew and operational delivery. (K20, S17)
To gain a distinction, the following must be evidenced.
OC6 *Justifies their decisions relating to operational control that were influenced by their analysis of aircraft position trends. (K19, S16)* ***OC7*** *Justifies their decisions relating to operational control that were influenced by weather forecasts, trends and conditions. (K20, S17)*

Risk assessment and decision making
To pass, the following must be evidenced.
RADM1 Explains how they respond to sector specific notifications and data, and how they assess the risk and manage the impact of external and sector specific factors on operational activities. Explain how they adapt and respond to work demands and situations. (K3, K7, S8, B3) **RADM2** Explains how they escalate issues and tasks that are beyond the limit of their authority in line with organisational safety and sector procedures. (K8, S7)
To gain a distinction, the following must be evidenced.
RADM3 *Justifies the actions they take to manage external factors on operational activities. (S8)*

Communication and collaboration
To pass, the following must be evidenced.
CC2 Explains the roles and responsibilities, the purpose and inter dependencies of colleagues and stakeholders in the operations, control and flight planning environment. Explains how they work with these stakeholders to achieve task requirements. (K5, B4) **CC3** Explains how they communicate data and information in a written context, suitable to the audience, for example internal customers, colleagues, managers and internal and external stakeholders. (K18, S15)
To gain a distinction, the following must be evidenced.
CC4 *Explains the benefits for individuals and the organisation of communicating in a way which is suitable to the audience when sharing written communications. (K18, S15)*

Sustainability
To pass, the following must be evidenced.
SU1 Explains their organisations operational, ethical, sustainability and safety priorities. Explains how they embed these into their own practice. (K10, K11, B5)
To gain a distinction, the following must be evidenced.
SU2 *Supports the development of environmental and sustainability practice in the workplace for example, through promoting good practice to others, identifying improvement to practice. (K10, K11, B5)*

Equity, diversity and inclusion (EDI)
To pass, the following must be evidenced.
EDI1 Describes how they follow and contribute to equity, diversity and inclusion principles and legislative guidelines in their team. (K21, S18, B1)
To gain a distinction, the following must be evidenced.
EDI2 *Explains how their commitment to EDI extends to wider teams or stakeholders. (K21, S18, B1)*

Continuing professional development (CPD)
To pass, the following must be evidenced.
CPD1 Describes how they have maintained and enhanced their competence in their area of practice through learning and development opportunities they have sought. (B2)
To gain a distinction, the following must be evidenced.
There are no distinction criteria for this component.