



APPRENTICESHIP STANDARD

AVIATION FLIGHT OPERATIONS COORDINATOR

FULL SPECIFICATION

Level	3
Duration	18 Months (Not including EPA)
Maximum Funding	£8,000
Code	ST1007
QN	610/3539/7



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Document Details and Version History

Document Details	
Document Name	FAQ Level 3 Aviation Flight Operations Coordinator End-Point Assessment Specification
Purpose of Document	To confirm requirements and provide guidance regarding this end-point assessment.
Document Version Number	v1.0
Document Owner	The Development Team
Date Version Approved	05.12.23
Next Scheduled Review Date	02.01.28

Version History			
New Version Number	Date Amended	Section/Page Number Amended	Details of Amendment(s)

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

Introduction to End-Point Assessment Specification

Welcome to the **FAQ Level 3 Aviation Flight Operations Coordinator** End-Point Assessment Specification.

The aim of this specification is to confirm requirements and provide guidance to our Customers regarding this end-point assessment. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents.

This specification is a live document and will, therefore, be reviewed and updated. Customers will be notified when changes are made. It is the responsibility of the Customer to ensure the most up-to-date version of the specification is in use.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. This document is also tied to an assessment plan which may be updated from time to time. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication. Any changes and updates will be documented in the version history of this specification.

End-Point Assessment Fees

Please visit our website for information on registration fees. Applicable assessment resit/retake fees are available on request.

End-Point Assessment Information

End-Point Assessment Title:	FAQ Level 3 Aviation Flight Operations Coordinator
End-Point Assessment Level:	3
IFATE Assessment Plan Version:	ST1007/AP1.0
EPA Product Code:	L3EPAAFOC
Qualification Number:	610/3539/7
Regulated by:	IFATE
Externally Quality Assured by:	Ofqual

Who is this apprenticeship for?

This apprenticeship is for someone who wants to be an aviation flight operations coordinator.

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 coordinators 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 make 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.

What is the purpose of this apprenticeship?

The purpose of this apprenticeship is to prepare the Apprentice to work as an air and space operations specialist, flight planning and air traffic control coordinator, flight planning and ctb coordinator, operations coordinator, operations officer, portable air test equipment operator, or pre-tactical flight planner.

How does this apprenticeship relate to other similar apprenticeships or qualifications?

There are currently no other apprenticeships or qualifications similar to this apprenticeship. There are, however, other related aviation training programmes and apprenticeship standards.

What is an end-point assessment?

End-point assessment (EPA) is the final stage of an apprenticeship. It is an impartial assessment of whether the Apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard.

Assessments are designed by employers in the sector and conducted by independent bodies known as end-point assessment organisations (EPAOs), such as FutureQuals.

Each apprenticeship includes an end-point assessment plan which describes how the Apprentice should be tested against the appropriate criteria, using suitable methods.

What will the end-point assessment look like and how long will it take?

The end-point assessment period typically lasts for six months, and includes:

End-Point Assessment Activity		Time Taken
Observation with questions	<ul style="list-style-type: none">• Grades available: Fail/Pass• Apprentices will be observed by an Independent Assessor completing their work who will ask Apprentices at least 6 questions.	At least 2 hours
Interview underpinned by a portfolio of evidence	<ul style="list-style-type: none">• Grades available: Fail/Pass/Distinction• Apprentices will have an interview with an Independent Assessor. They will ask Apprentices at least 5 questions. The questions will be about certain aspects of their occupation. Apprentices need to compile a portfolio of evidence before the EPA Gateway. Apprentices can use it to help answer the questions.	At least 1 hour

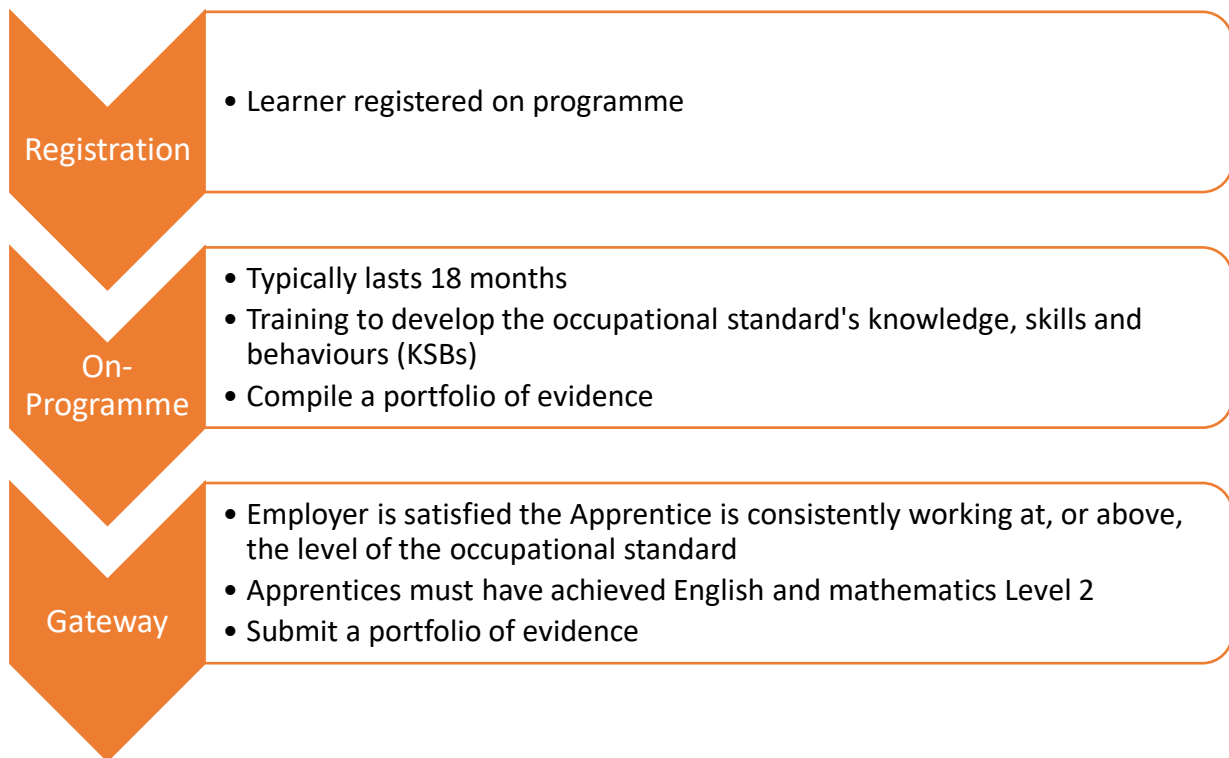
Assessments can be taken in any order. The result of one assessment method does not need to be known before starting the next.

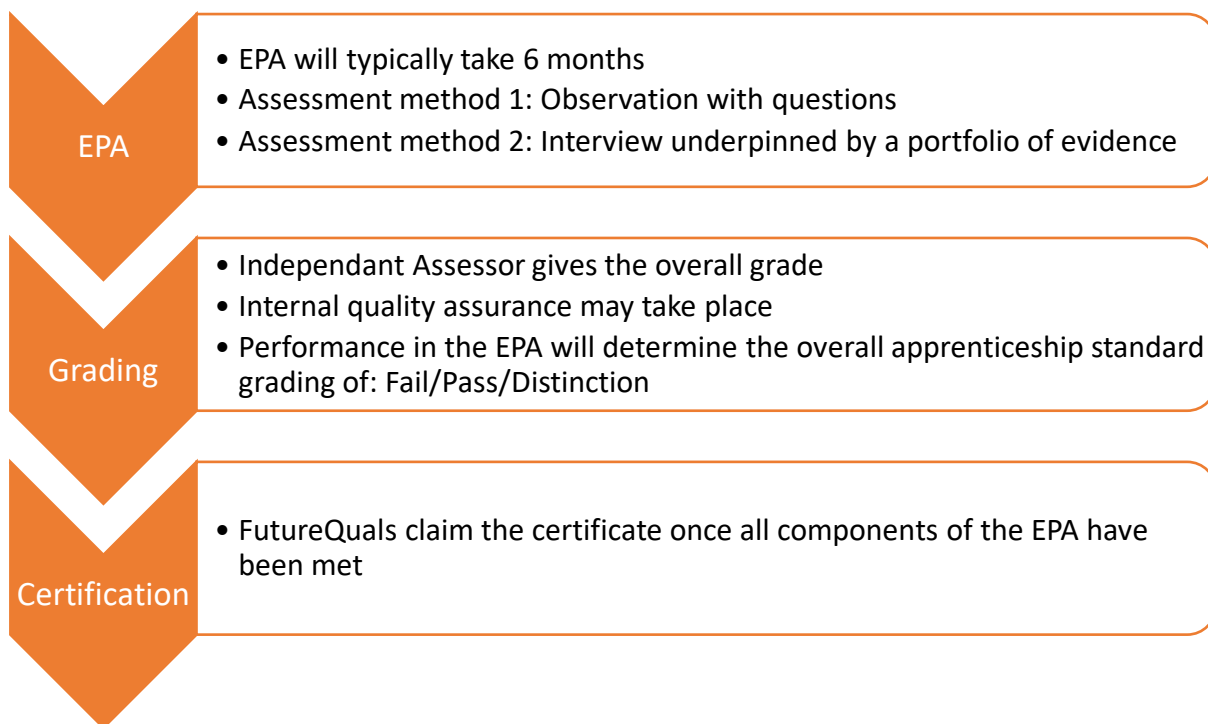
Support Materials

FutureQuals provides the following supporting materials for the **FAQ Level 3 Aviation Flight Operations Coordinator** End-Point Assessment:

- *FAQ Level 3 Aviation Flight Operations Coordinator End-Point Assessment Specification*
- *FAQ Level 3 Aviation Flight Operations Coordinator Apprentice Guide*
- *FAQ Level 3 Aviation Flight Operations Coordinator Training Provider/Employer Guide*
- *FAQ Level 3 Aviation Flight Operations Coordinator End-Point Assessment sample assessments*

On-Programme Requirements





Roles and Responsibilities

Role	Responsibilities
Apprentice	<p>As a minimum, the Apprentice should:</p> <ul style="list-style-type: none"> • Complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months. • Complete the required amount of off-the-job training specified by the apprenticeship funding rules, and as arranged by the employer and training provider. • Understand the purpose and importance of EPA. • Prepare for and undertake the EPA, including meeting all Gateway requirements. • Ensure that all supporting evidence required at Gateway is submitted in line with this EPA plan.
Employer	<p>As a minimum, the Apprentice's employer must:</p> <ul style="list-style-type: none"> • Select the EPAO and training provider. • Work with the training provider (where applicable) to support the Apprentice in the workplace, and to provide opportunities for the Apprentice to develop the KSBs. • Arrange and support off-the-job training to be undertaken by the Apprentice.

	<ul style="list-style-type: none"> • Decide when the Apprentice is working at or above the occupational standard and is ready for EPA. • Ensure the Apprentice is prepared for the EPA. • Ensure that all supporting evidence required at Gateway is submitted in line with this EPA plan. • Confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner. • Provide access to any employer-specific documentation as required, for example, company policies. • Ensure that the EPA is scheduled with the EPAO for a date and time which allows the appropriate opportunity for the Apprentice to meet the KSBs. • Ensure the Apprentice is given sufficient time away from regular duties to prepare for and complete the EPA. • Ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place. • Ensure the Apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace-based assessments. • Remain independent from the delivery of the EPA. • Pass the certificate to the Apprentice upon receipt from the EPAO.
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • Conform to the requirements of this EPA plan and deliver its requirements in a timely manner. • Conform to the requirements of the apprenticeship provider and assessment register (APAR). • Conform to the requirements of the external quality assurance provider (EQAP). • Understand the apprenticeship, including the occupational standard, EPA plan and funding. • Make all necessary contractual arrangements, including agreeing on the price of the EPA. • Develop and produce assessment materials, including specifications and marking materials (for example, mark schemes, practice materials, and training materials). • Maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or

	<p>detriment for those delivering the EPA, or from the result of an assessment. It must cover:</p> <ul style="list-style-type: none"> ○ Apprentices ○ Employers ○ Independent Assessors ○ Any other roles involved in the delivery or grading of the EPA. <ul style="list-style-type: none"> ● Have quality assurance systems and procedures that ensure fair, reliable and consistent assessment, and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes. ● Appoint independent, competent, and suitably qualified Assessors in line with the requirements of this EPA plan. ● Appoint administrators, Invigilators and any other roles, where required, to facilitate the EPA. ● Deliver induction, initial and ongoing training for all their Independent Assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan (this should include how to record the rationale and evidence for grading decisions, where required). ● Conduct standardisation with all their Independent Assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year. ● Conduct moderation of all their Independent Assessors' decisions once EPAs have started. ● Monitor the performance of all their Independent Assessors and provide re-training where necessary. ● Develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders. ● Use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship. ● Arrange for the EPA to take place in a timely manner, in consultation with the employer. ● Provide information, advice, and guidance documentation to enable Apprentices, employers and training providers to prepare for the EPA. ● Confirm the Gateway requirements have been met before they start the EPA for an Apprentice.
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	<ul style="list-style-type: none"> • Host and facilitate the EPA or make suitable alternative arrangements. • Maintain the security of the EPA including, but not limited to, verifying the identity of the Apprentice, and invigilation and security of materials. • Where the EPA plan permits assessment away from the workplace, ensure that the Apprentice has access to the required resources, and liaise with the employer to agree on this if necessary. • Confirm overall grade awarded. • Arrange the certification of the apprenticeship. • Maintain and apply a policy for conducting appeals.
Independent Assessor	<p>As a minimum, an Independent Assessor must:</p> <ul style="list-style-type: none"> • Be independent, with no conflict of interest with the Apprentice, their employer or training provider. Specifically, they must not receive a personal benefit or detriment from the result of the assessment. • Have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation. • Have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan. • Understand the apprenticeship’s occupational standard and EPA plan. • Attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year. • Use language in the delivery of the EPA that is appropriate to the level of the apprenticeship. • Work with other personnel, including additional Assessors, where used, in the preparation and delivery of assessment methods. • Conduct the EPA to assess the Apprentice against the KSBs, and in line with the EPA plan. • Make final grading decisions in line with this EPA plan. • Record and report assessment outcome decisions. • Comply with the IQA requirements of the EPAO. • Comply with external quality assurance (EQA) requirements.
Training Provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • Conform to the requirements of the apprenticeship provider and assessment register (APAR).

	<ul style="list-style-type: none"> • Ensure procedures are in place to mitigate against any conflict of interest. • Work with the employer and support the Apprentice during the off-the-job training to provide opportunities to develop the KSBs as outlined in the occupational standard. • Deliver training to the Apprentice as outlined in their apprenticeship agreement. • Monitor the Apprentice’s progress during any training provider-led on-programme learning. • Ensure the Apprentice is prepared for the EPA. • Advise the employer, upon request, on the Apprentice’s readiness for EPA. • Ensure that all supporting evidence required at Gateway is submitted in line with this EPA plan. • Remain independent from the delivery of the EPA.
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Gateway

The EPA period should only start once the employer is satisfied that the Apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the Apprentice’s training provider(s) and the Apprentice.

FutureQuals determines when all Gateway requirements have been met, from evidence provided by the employer, training provider and Apprentice, and the EPA period will only start once FutureQuals has confirmed this.

In addition to the employer’s confirmation that the Apprentice is working at or above the level in the occupational standard, the Apprentice must have completed the following Gateway requirements prior to starting EPA:

- English and mathematics at level 2
- Portfolio of evidence

For those with an education, health and care plan or a legacy statement, the apprenticeship’s English and mathematics minimum requirement is Entry Level 3, and British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

End-point Assessment Overview

Appendix 1 – *Mapping Assessment Methods to Knowledge, Skills and Behaviours, and Grading Descriptors* shows the knowledge, skills and behaviours (KSBs) covered by each assessment method.

Assessment Method 1: Observation with Questions

In the observation with questions, an Independent Assessor observes the Apprentice in their workplace and asks questions. The Apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale:

This assessment method is being used because:

- It makes use of the facilities, employer resources and equipment, and the environment that is already familiar to the Apprentice. This allows the Apprentice to perform at their best.
- It allows for consistency of the activities to be completed and gives efficiency in scheduling.
- It enables all Apprentices to have the opportunity to demonstrate their ability against the knowledge, skills and behaviours.
- This is a practical role, best demonstrated through completing tasks in a real work setting.
- Employers will have specific facilities that are too expensive to be replicated in a training venue.
- Questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors.
- It is a holistic assessment method.

Delivery:

The observation with questions must be structured to give the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An Independent Assessor must conduct and assess the observation with questions. The Independent Assessor must only observe one Apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

FutureQuals give the Apprentice 14 days' notice of the observation with questions.

The observation must take 90 minutes. The Independent Assessor can increase the time of the observation with questions by up to 10%. This time is to allow the Apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day.

FutureQuals manages the invigilation of the Apprentice during the assessment to maintain the security of the EPA, in line with our malpractice policy. This includes breaks and moving between locations.

The Independent Assessor must explain to the Apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The Independent Assessor should observe the following during the observation:

- 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

These activities provide the Apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The Independent Assessor must ask questions. Questioning can occur both during and after the observation. The purpose of the questions is to assess the level of competence of the Apprentice against the grading descriptors.

The time for questioning is included in the overall assessment time. The Independent Assessor must ask at least six questions. To remain as unobtrusive as possible, the Independent Assessor should ask questions during natural stops between tasks and after the completion of work, rather than disrupting the Apprentice's flow. The Independent Assessor must use the questions from FutureQuals' question bank or create their own questions in line with FutureQuals' training. Follow-up questions are allowed where clarification is required.

The Independent Assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the above set number of questions for the observation with questions and should be kept to a minimum.

The Independent Assessor must make the grading decision. The Independent Assessor must assess the observation and responses to questions holistically when deciding the grade.

The Independent Assessor must keep accurate records of the assessment. They must record:

- The KSBs observed
- The Apprentice's answers to questions
- The KSBs demonstrated in answers to questions
- The grade achieved

Assessment location:

The observation with questions 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.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

Question and resource development:

FutureQuals has developed a purpose-built assessment specification and question bank in consultation with employers of this occupation. FutureQuals maintains the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank are reviewed at least once a year to ensure they remain fit for purpose.

The assessment specification is relevant to the occupation and demonstrates how to assess the KSBs mapped to this assessment method. FutureQuals ensures that questions are refined and developed to a high standard. The questions are unpredictable. A question bank of sufficient size supports this.

FutureQuals has produced the following materials to support the observation with questions:

- Independent Assessor assessment materials which include:
 - Training materials
 - Administration materials
 - Moderation and standardisation materials
 - Guidance materials
 - Grading guidance
 - Question bank
- EPA guidance for the Apprentice and the employer

FutureQuals ensures that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Assessment method 2: Interview underpinned by a portfolio of evidence

In the interview, an Independent Assessor asks the Apprentice questions, giving the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The Apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale:

This assessment method is being used because:

- It allows for the assessment of the knowledge, skills and behaviours that may not occur naturally during the observation with questions.
- It allows for the testing of responses where there may be a range of potential answers.

Delivery:

The interview must be structured to give the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An Independent Assessor must conduct and assess the interview.

The purpose is to assess the Apprentice's competence against the following themes:

- Operational control
- Risk assessment and decision making
- Communication and collaboration
- Sustainability
- Equity, diversity and inclusion (EDI)
- Continuing professional development (CPD)

The EPAO must give an Apprentice two weeks' notice of the interview.

The Independent Assessor must have at least two weeks to review the supporting documentation.

The Apprentice must have access to their portfolio of evidence during the interview. The Apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. However, the portfolio of evidence is not directly assessed.

The interview must last for 60 minutes. The Independent Assessor can increase the time of the interview by up to 10%. This time is to allow the Apprentice to respond to a question if necessary.

The Independent Assessor must ask at least five questions. The Independent Assessor must use the questions from FutureQuals' question bank or create their own questions in line with FutureQuals' training. Follow-up questions are allowed where clarification is required.

The Independent Assessor must make the grading decision.

The Independent Assessor must keep accurate records of the assessment. They must record:

- The Apprentice's answers to questions
- The KSBs demonstrated in answers to questions
- The grade achieved

Assessment location:

The interview must take place in a suitable venue selected by FutureQuals, for example, FutureQuals' or employer's premises. The interview can be conducted by video conferencing. FutureQuals must have processes in place to verify the identity of the Apprentice and ensure the Apprentice is not being aided.

The interview should take place in a quiet room, free from distractions and influence.

Question and resource development:

FutureQuals has developed a purpose-built assessment specification and question bank in consultation with employers of this occupation. FutureQuals maintains the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank are reviewed at least once a year to ensure they remain fit for purpose.

The assessment specification is relevant to the occupation and demonstrates how to assess the KSBs mapped to this assessment method. FutureQuals ensures that questions are refined and developed to a high standard. The questions are unpredictable. A question bank of sufficient size supports this.

FutureQuals ensures that an Apprentice has a different set of questions in the case of resits or retakes.

FutureQuals has produced the following materials to support the interview underpinned by a portfolio:

- Independent Assessor assessment materials which include:
 - Training materials
 - Administration materials
 - Moderation and standardisation materials
 - Guidance materials
 - Grading guidance
 - Question bank
- EPA guidance for the Apprentice and the employer

FutureQuals ensures that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Portfolio of evidence requirements:

The Apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 12 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative, as opposed to quantitative, approach is suggested.

Evidence sources may include:

- Workplace documentation and records
- Workplace policies and procedures
- Witness statements
- Annotated photographs

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

The portfolio of evidence 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 evidence provided should be valid and attributable to the Apprentice; the portfolio of evidence should contain a statement from the employer and Apprentice confirming this.

FutureQuals do not assess the portfolio of evidence directly as it underpins the discussion. The Independent Assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

The Apprentice must submit the Gateway evidence to FutureQuals, including any organisation-specific policies and procedures requested by FutureQuals.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Grading

The overall end-point assessment is graded at Fail/Pass/Distinction.

An Independent Assessor must individually grade the observation with questions and interview underpinned by a portfolio in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the Apprentice fails one assessment method or more, they will be awarded an overall Fail.

To achieve an overall Pass, the Apprentice must achieve at least a Pass in all the assessment methods. To achieve an overall Distinction, the Apprentice must gain a Distinction within the assessment method of interview underpinned by a portfolio.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall:

Observation with Questions	Interview Underpinned by a Portfolio of Evidence	Overall Grading
Fail	Any grade	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Resits/Retakes

As the assessment plan for this end-point assessment does not specify the allowed number of attempts, these will be permitted in line with the FutureQuals Resit/Retake Policy, which can be found on the FutureQuals website.

The Apprentice's employer will need to agree that either a resit or retake is an appropriate course of action:

Resit

The Apprentice does not require further learning:

Unless the assessment plan requires an Apprentice to undertake additional learning prior to retaking an assessment (thus making it a retake, not a resit), if an Apprentice fails an element of their EPA but the employer and training provider feel the Apprentice has sufficient knowledge and understanding to attempt the assessment again without further learning, they are able to resit as soon as is convenient for all parties. Evidence of additional learning does not need to be provided for a resit.

Retake

The Apprentice requires further learning:

If an Apprentice fails an element of their EPA but the employer, training provider or FutureQuals feels that the Apprentice requires further development, the training provider must deliver additional learning to the Apprentice before they attempt the assessment again. FutureQuals may recommend further training where we feel this would benefit the Apprentice. Evidence of additional learning must be provided to FutureQuals prior to the assessment being repeated.

An Apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake any failed assessment methods only.

The employer and the EPAO should agree on the timescale for a resit or retake. A resit is typically taken within two months of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required, and is typically taken within four months of the EPA outcome notification.

Failed assessment methods must be resat or retaken within a six-month period from the EPA outcome notification. Otherwise, the entire EPA will need to be resat or retaken in full, unless the EPAO deems exceptional circumstances to apply outside of the control of the Apprentice or their employer.

Resits and retakes are not offered to an Apprentice wishing to move from a Pass to a higher grade.

The Apprentice will get a maximum EPA grade of Pass for a resit or retake, unless the EPAO determines there are exceptional circumstances.

Internal Quality Assurance

Internal quality assurance refers to the strategies, policies and procedures that FutureQuals has in place to ensure valid, consistent and reliable end-point assessment decisions.

This is set out in our Internal Quality Assurance (EPAO) Policy and includes:

- Sampling of assessment decisions
- Risk-rating of Assessors
- Supporting and training new Assessors
- Standardisation of Assessors

External Quality Assurance

External quality assurance of the end-point assessment for this apprenticeship standard will be delivered by Ofqual.

Enquiries

Contact Us

Any enquires relating to this end-point assessment should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: **01530 836668**

E-mail: **EPAO@futurequals.com**

Website: **<https://www.futurequals.com>**

Data Protection

FutureQuals takes the protection of data seriously. Please see our *Data Protection Policy* which complies with the current legislation on data protection and can be found on our website.

Conflict of Interest

For details regarding conflict of interest, see the FutureQuals *Conflict of Interest Policy*, which can be found on our website.

Appeals

Approved Centres must have an appeals policy in place to support and manage Learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly.

If Learners remain dissatisfied with the outcomes following the completion of the Centre's appeals procedure, they should contact FutureQuals directly.

Feedback

Your feedback is very important to us. We are always open to suggestions for enhancing and improving our services, products and systems.

Please email us at EPAO@futurequals.com or call us on 01530 836668.

Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer to all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right. The FutureQuals *Complaints Policy* can be found on our website.

Dealing with Malpractice and Maladministration

For details regarding malpractice and maladministration, please see the FutureQuals *Malpractice and Maladministration Policy*, which can be found on our website.

Key FutureQuals Documents

The following key documents can also be found on our website:

- *Bribery and Corruption Policy*
- *Centre Guide*
- *Enquiries about Results and Appeals Policy*
- *Fees and Pricing Policy*
- *Instructions for Conducting Controlled Assessments*
- *Public Interest Disclosure (Whistle-blowing) External Policy*
- *Contributory/Signatory Form*
- *QMIS User Guide*
- *XAMS Centre User Guide*

Appendix 1 – Mapping Assessment Methods to Knowledge, Skills and Behaviours, and Grading Descriptors

Observation with Questions

Fail – does not meet pass criteria

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors
Operational safety culture K4 K12 S4 S9 B6	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 K1 K2 K6 S1 S2 S3 S5	<p>Follows and complies with local and organisational operational procedures for operations control tasks. (K1, S1)</p> <p>Uses sector-specific documentation, monitors and responds to sector-specific data to meet the needs of operations control activities (K2, S2, S3)</p> <p>Operates organisational and sector digital toolkits and systems to carry out flight operational control tasks in line with organisational procedures (K6, S5)</p>
Operational delivery K13 K14 K15 K16 S10 S11 S12 S13	<p>Uses aircraft operational status indicators to assess the technical conditions of the aircraft, to meet the needs of operational delivery. (K13, S10)</p> <p>Records and analyses flight arrival, flight departure and enroute flight information to meet the needs of operational delivery (K14, K15, K16, S11, S12, S13)</p>
Decision-making K9 S6	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 K17 S14	Applies verbal communication techniques to give and receive information, and communicates data and information to external stakeholders, colleagues, and managers. Adapts their style and language to suit the audience. (K17, S14)

Interview Underpinned by a Portfolio

Fail – does not meet pass criteria

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
Operational control K19 K20 S16 S17	<p>Explains how they analyse aircraft position trends to meet the needs of operations control (K19, S16)</p> <p>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)</p>	<p>Justifies their decisions relating to operational control that were influenced by their analysis of aircraft position trends. (K19, S16)</p> <p>Justifies their decisions relating to operational control that were influenced by weather forecasts, trends and conditions. (K20, S17)</p>
Risk assessment and decision-making K3 K7 K8 S7 S8 B3	<p>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).</p> <p>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.)</p>	<p>Justifies the actions they take to manage external factors on operational activities (S8)</p>

<p>Communication and collaboration K5 K18 S15 B4</p>	<p>Explains the roles and responsibilities, the purpose and interdependencies 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)</p> <p>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)</p>	<p>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)</p>
<p>Sustainability K10 K11 B5</p>	<p>Explains their organisation's operational, ethical, sustainability and safety priorities. Explains how they embed these into their own practice. (K10, K11, B5)</p>	<p>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)</p>
<p>Equity, diversity and inclusion (EDI) K21 S18 B1</p>	<p>Describes how they follow and contribute to equity, diversity and inclusion principles and legislative guidelines in their team. (K21, S18, B1)</p>	<p>Explains how their commitment to EDI extends to wider teams or stakeholders. (K21, S18, B1)</p>
<p>Continuing professional development (CPD) B2</p>	<p>Describes how they have maintained and enhanced their competence in their area of practice through learning and development opportunities they have sought. (B2)</p>	<p>None</p>

KSB Mapping Table

Knowledge	Assessment methods
K1 Local and operational procedures for operations control.	Observation with questions
K2 Sector-specific documentation in operations control.	Observation with questions
K3 The sector-specific notifications and the impact on operational performance data. For example, Notices to Air Missions, Industrial action, Safety and Security bulletin.	Interview underpinned by a portfolio
K4 Civil Aviation Authority (CAA) or Military Aviation Authority (MAA) regulations, and legislation.	Observation with questions
K5 The roles and responsibilities of different colleagues and stakeholders in operations and control.	Interview underpinned by a portfolio
K6 The organisational and sector digital toolkits and systems in operations control.	Observation with questions
K7 Sector-specific factors that will influence decision-making within operations control.	Interview underpinned by a portfolio
K8 Limits of authority, when to escalate tasks and issues, and to whom.	Interview underpinned by a portfolio
K9 Principles of risk-based decision-making to support safe aircraft operations including safety, costs, and time factors.	Observation with questions
K10 Environment and sustainability regulations, relevant to the occupation and co-ordinator's responsibilities.	Interview underpinned by a portfolio
K11 Their organisation's operational, ethical and safety priorities	Interview underpinned by a portfolio
K12 Principles and techniques of delivering an operational safety culture.	Observation with questions
K13 Aircraft operational status indicators, and technical conditions of aircraft.	Observation with questions
K14 The principles of using recording and analysing flight arrival information.	Observation with questions

K15 The principles of using recording and analysing enroute flight information.	Observation with questions
K16 The principles of using recording and analysing flight departure information.	Observation with questions
K17 Techniques for verbal communication, giving and receiving information, matching style to audience, communication barriers and how to overcome them.	Observation with questions
K18 Techniques for written communication, plain English principles, and industry terminology.	Interview underpinned by a portfolio
K19 Aircraft position trends and analysis techniques.	Interview underpinned by a portfolio
K20 Weather forecasts, trends, and the effect of changing weather conditions on the aircraft, flight crew, and operational delivery.	Interview underpinned by a portfolio
K21 Equity, diversity and inclusion legislation, and its impact on the aviation sector	Interview underpinned by a portfolio

Skill	Assessment methods
S1 Comply with local operational and organisational procedures for operations control.	Observation with questions
S2 Use sector-specific documentation to support in operational control.	Observation with questions
S3 Monitor and respond to sector-specific data to support in operational control.	Observation with questions
S4 Comply with CAA or MAA regulations and legislation.	Observation with questions
S5 Operate organisational and sector digital toolkits and systems. Back to Grading	Observation with questions
S6 Apply risk-based decision-making to support safe aircraft operations.	Observation with questions
S7 Escalate issues and tasks in line with organisational and sector procedures.	Interview underpinned by a portfolio

S8 Assess the risk and manage the impact of external factors on operational activities, for example, scheduled disruptions, and force majeure.	Interview underpinned by a portfolio
S9 Deliver an operational safety culture.	Observation with questions
S10 Use aircraft operational status indicators to assess technical condition of aircraft.	Observation with questions
S11 Record and analyse flight arrival information.	Observation with questions
S12 Record and analyse enroute flight information.	Observation with questions
S13 Record and analyse flight departure information.	Observation with questions
S14 Communicate data and information with others verbally, for example, internal and external stakeholders, colleagues, and managers.	Observation with questions
S15 Communicate data and information in writing with others, for example, internal and external customers, colleagues, and managers.	Interview underpinned by a portfolio
S16 Analyse aircraft positioning trends.	Interview underpinned by a portfolio
S17 Use weather forecasts, trends, and conditions to support in operational delivery.	Interview underpinned by a portfolio
S18 Follows equity, diversity and inclusion legislative guidance	Interview underpinned by a portfolio

Behaviour	Assessment methods
B1 Contributes to equity, diversity, and inclusivity in the workplace.	Interview underpinned by a portfolio
B2 Committed to maintaining and enhancing competence of self through Continued Professional Development (CPD).	Interview underpinned by a portfolio
B3 Respond and adapt to work demands and situations.	Interview underpinned by a portfolio
B4 Collaborate within teams, across disciplines and with internal and external stakeholders.	Interview underpinned by a portfolio

B5 Act professionally, and considers their organisation's operational, ethical, safety and sustainability priorities.	Interview underpinned by a portfolio
B6 Prioritise aviation safety in all instances.	Observation with questions

Mapping of KSBs to Grade Themes

Observation with questions

KSBs grouped by theme	Knowledge	Skills	Behaviour
Operational safety culture K4 K12 S4 S9 B6	Civil Aviation Authority (CAA) or Military Aviation Authority (MAA) regulations, and legislation. (K4) Principles and techniques of delivering an operational safety culture. (K12)	Comply with CAA or MAA regulations and legislation. (S4) Deliver an operational safety culture. (S9)	Prioritise aviation safety in all instances. (B6)
Operational control K1 K2 K6 S1 S2 S3 S5	Local and operational procedures for operations control. (K1) Sector-specific documentation in operations control. (K2) The organisational and sector digital toolkits and systems in operations control. (K6)	Comply with local operational and organisational procedures for operations control. (S1) Use sector-specific documentation to support in operational control. (S2) Monitor and respond to sector-specific data to support in operational control. (S3) Operate organisational and sector digital toolkits and systems. (S5)	None

<p>Operational delivery K13 K14 K15 K16 S10 S11 S12 S13</p>	<p>Aircraft operational status indicators, and technical conditions of aircraft. (K13)</p> <p>The principles of using recording and analysing flight arrival information. (K14)</p> <p>The principles of using recording and analysing enroute flight information. (K15)</p> <p>The principles of using recording and analysing flight departure information. (K16)</p>	<p>Use aircraft operational status indicators to assess technical condition of aircraft (S10)</p> <p>Record and analyse flight arrival information. (S11)</p> <p>Record and analyse enroute flight information. (S12)</p> <p>Record and analyse flight departure information. (S13)</p>	<p>None</p>
<p>Decision making K9 S6</p>	<p>Principles of risk-based decision-making to support safe aircraft operations including safety, costs, and time factors. (K9)</p>	<p>Apply risk-based decision-making to support safe aircraft operations. (S6)</p>	<p>None</p>
<p>Communication and collaboration K17 S14</p>	<p>Techniques for verbal communication, giving and receiving information, matching style to audience, communication barriers and how to overcome them. (K17)</p>	<p>Communicate data and information with others verbally, for example, internal and external stakeholders, colleagues, and managers. (S14)</p>	<p>None</p>

Interview underpinned by a portfolio

KSBs grouped by theme	Knowledge	Skills	Behaviour
Operational control K19 K20 S16 S17	<p>Aircraft position trends and analysis techniques. (K19)</p> <p>Weather forecasts, trends, and the effect of changing weather conditions on the aircraft, flight crew, and operational delivery. (K20)</p>	<p>Analyse aircraft positioning trends. (S16)</p> <p>Use weather forecasts, trends, and conditions to support in operational delivery. (S17)</p>	None
Risk assessment and decision making K3 K7 K8 S7 S8 B3	<p>The sector-specific notifications and the impact on operational performance data. For example, Notices to Air Missions, Industrial action, Safety and Security bulletin. (K3)</p> <p>Sector-specific factors that will influence decision-making within operations control. (K7)</p> <p>Limits of authority, when to escalate tasks and issues, and to whom. (K8)</p>	<p>Escalate issues and tasks in line with organisational and sector procedures. (S7)</p> <p>Assess the risk and manage the impact of external factors on operational activities, for example, scheduled disruptions, and force majeure. (S8)</p>	Respond and adapt to work demands and situations. (B3)
Communication and collaboration K5 K18 S15 B4	<p>The roles and responsibilities of different colleagues and stakeholders in operations and control. (K5)</p> <p>Techniques for written communication, plain English principles, and industry terminology. (K18)</p>	<p>Communicate data and information in writing with others, for example, internal and external customers, colleagues, and managers. (S15)</p>	Collaborate within teams, across disciplines and with internal and external stakeholders. (B4)

Sustainability K10 K11 B5	Environment and sustainability regulations, relevant to the occupation and co-ordinator's responsibilities. (K10) Their organisation's operational, ethical and safety priorities (K11)	None	Act professionally, and considers their organisation's operational, ethical, safety and sustainability priorities. (B5)
Equity, diversity and inclusion (EDI) K21 S18 B1	Equity, diversity and inclusion legislation, and its impact on the aviation sector (K21)	Follows equity, diversity and inclusion legislative guidance (S18)	Contributes to equity, diversity, and inclusivity in the workplace. (B1)
Continuing professional development (CPD) B2	None	None	Committed to maintaining and enhancing competence of self through Continued Professional Development (CPD). (B2)



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