

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Reaccreditation Inspection

INSTITUTION: LRTT Limited

ADDRESS: K4 Hangar
Cotswold Airport
Cirencester
Gloucestershire
GL7 6BA

HEAD OF INSTITUTION: Mr Ian Fitzpatrick

DATE OF INSPECTION: 30 November - 1 December 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 22 March 2018

1. Background to the institution

Resource Group's Aviation Technical Training division was originally formed as a joint venture with Lufthansa Technical Training in 2003 under the name LRTT Limited (the College). LRTT has been delivering aviation technical training for over ten years and is an approved United Kingdom (UK) Civil Aviation Authority (CAA) and European Aviation Safety Agency (EASA) Approved Basic Engineering Training Organisation. It is located in a purpose built hangar at Cotswold Airport, where it delivers training courses at level 3 and above.

LRTT aims to provide its students with the best possible learning environment while delivering highly flexible and cost effective solutions to meet and exceed its clients' training requirements.

A management buyout (MBO) of LRTT, as part of the Resource Group, was completed in July 2017. Under the MBO, LRTT is now a wholly-owned subsidiary of Resource International Group Investments AG, which is a business that is registered in Switzerland. Given the recognition that the name of Resource Group has in the aviation and aerospace sectors, this brand has been retained after the MBO and LRTT, therefore, continues to operate under the name of Resource Group. However, it continues to trade, in its contacts with students and their employers, under the LRTT name. There have been no significant changes to the structure of the provision offered by LRTT since this change of ownership and the governance of the College remains the responsibility of a board of directors, which is chaired by the Managing Director (MD) of LRTT. The other directors, who support the MD, are the Head of Operations and Training, the Business and Commercial Support Manager and the Aviation Quality Manager.

LRTT's clients include aircraft manufacturers, original equipment manufacturers, international airlines, defence sector suppliers, executive jet-plane operators, budget and charter airlines, air taxi operators and private individuals.

LRTT's training facilities comprise an integral training hangar, which houses a fully operational airliner, two executive jet type aircraft and three helicopters all of which are used for practical training. There is also a training centre, which contains a fully equipped composite workshop, two sheet metal workshops, an avionics workshop and five classrooms.

2. Brief description of the current provision

LRTT holds CAA approvals to deliver various categories of courses for aviation technicians. These are structured as apprenticeships. Participants, who complete these courses, successfully gain certification from City and Guilds at level 3, as well as the CAA. The College also provides practical training in a range of specialisations such as composite repair and manufacture. Furthermore, it offers short tailored courses, for example for military trained technicians, who are working towards certification to enable them to work on civilian aircraft.

In addition to the provision on the Cotswold Airport site, LRTT delivers training at client locations worldwide including Iceland, Brunei, Singapore, United States of America (USA), Australia and South Africa. It has recently signed an agreement with BAE Systems to deliver training on BAE premises in Humberside. It also offers short, up to four hour, online courses designed to keep practitioners' certification up-to-date with legislative requirements.

Apprentices on full-time courses of eight months' duration, for which LRTT can access funding from the Skills Funding Agency, account for the majority of the students on the Cotswold Airport site, where the maximum capacity is 148. All the apprentices are recruited from the aircraft industries. They are paid employees of individual companies and this work experience forms an essential part of their training and certification. There are long-standing relationships between LRTT and these companies with LRTT advising the companies on the processes to be used for the selection of apprentices. The employers fund the apprentices' residential accommodation, which is based about five miles from Cotswold Airport and comprises shared lodges and flats.

As well as British nationals, students who attend have come from countries including Nigeria, Portugal, Spain, Malta, South Africa, Brunei, Netherlands, Iceland, Sweden, France, Germany, India, USA, Pakistan, Belgium, Sri Lanka and most recently Kenya.

At the time of the inspection there were two cohorts of apprentices, totalling 61 individuals of whom 15 were under 18. The apprentices are working towards qualifications, which provide eligibility to hold European Aviation Safety Agency (EASA) licences. There were also 15 students from the Royal Air Force (RAF) on a tailored short course.

LRTT does not have a set academic year as it delivers bespoke solutions, when required, to the client or individual student.

3. Inspection process

The inspection was carried out by one inspector over two days. Meetings were held with senior managers, instructors and apprentices. Observations were undertaken in class and in a workshop session. Various documentation was examined and a tour of the premises undertaken. All staff were flexible in accommodating the requirements of the inspection process.

4. Inspection history:

Inspection type	Date
Full Accreditation	19-20 September 2009
Supplementary	15 July 2010
Interim	14 December 2010
Re-accreditation	17-18 December 2013
Interim	15 December 2015

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The recent MBO required detailed planning and coordination by the senior management team. As a result, LRTT has clear management structures and accountability.

During the recent MBO, the management team held regular briefings for staff to explain the plans and their potential implications in order to keep staff up-to-date. Senior managers operate an open door policy and are considered accessible by the staff. However, the senior managers have identified the potential to enhance their regular communications with staff through more structured processes.

2. The administration of the institution is effective

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|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

An effective administration team is well supported by core services, such as human resources.

Record-keeping processes are thorough and effective. Staff records are retained systematically online, with off-site backups effectively maintained.

The Staff Handbook is accessed by means of a secure intranet, into which staff can log wherever they are working. Policies and processes are documented in detail, with all documents dated and reviewed

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Clear policies and procedures operate for the recruitment of staff, with experience and qualifications verified and records of original documentation retained.

Performance is reviewed through a process of structured appraisals, with outcomes recorded and actions monitored. As a result, it is an effective process, which is well-regarded by staff.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Publicity materials for self-funded applicants are provided exclusively online. They are comprehensive and well-targeted at their specialist audience within the aviation industry. In addition to the core courses, the provision can be tailored to meet the requirements of individuals or employers and short online courses are available. Clear information is provided regarding their content and accreditation.

5. **The institution takes reasonable care to recruit and enrol suitable students for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. Yes No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Recruitment to the apprenticeship courses is carried out by the students' employers. They take advice from LRTT about appropriate tests to use during the selection process and in relation to the skills and knowledge required to complete the programme successfully.

Apprentices are required to bring original qualification certificates, as part of their registration process. Copies of these are stored securely electronically. Where additional support, for example in mathematics, is considered to be advisable, apprentices are directed to appropriate self-study online materials on the Virtual Learning Environment (VLE), through their personal portal.

Self-funded candidates may register to take modules from the EASA-approved courses. It is made clear to these potential students that they are responsible for arranging their own practical experience with an approved provider. This is an essential part of becoming licensed to practise.

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No NA
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. Yes No NA
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

In line with CAA requirements for those on apprenticeship courses, LRTT keeps registers of attendance at each class and workshop session. Individual students sign in and the full record is then signed off by the instructors. These logs are retained by the Head of the Apprenticeship Centre. Verification of 90 per cent attendance is required to meet CAA standards. This qualification requirement is met by the vast majority of the apprentices.

7. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Each cohort of apprentices selects two representatives. Communication is based on informal mechanisms such as an open door policy among the senior course team. The Head of the Apprenticeship Centre also regularly attends the end-of-day study sessions and is, therefore, readily accessible to individuals. Both apprentices and staff consider this model appropriate, given the fast pace and comparatively short length of the course. Inspection findings confirm this view.

Formal feedback is collected at the end of each module. This is reviewed and a summary report is produced, which is checked against Key Performance Indicators (KPIs) and forms a standard agenda item at the monthly management meeting.

7.4 There are no formal review meetings, through which the representatives can present collective feedback and receive information on actions taken in response to the feedback. The modular nature of the programme means that apprentices have generally moved on to the next stage by the time non-urgent feedback has been reviewed and any action plan developed. As a result, they do not systematically know what has been done in response to their feedback.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

In preparation for the recent MBO, LRTT undertook major reviews of its operations and performance. It, therefore, has KPIs, covering the range of its activities. These are effectively monitored by the management team at their monthly meetings.

Comprehensive monitoring is conducted of data from student feedback, retention and outcomes. This is reported to the monthly senior management meeting, with recommendations for action and follow-up as appropriate.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The Cotswold Airport premises offer a mix of classrooms, workshops and hangar space. All are well resourced and appropriate for the provision that is offered.

The academic management team takes an appropriate long-term view in relation to the recruitment of suitably-qualified instructors, which it expects to become increasingly difficult. LRTT recruits instructors from a range of backgrounds and provides appropriate training in teaching adult learners to those instructors who have substantial technical experience but little teaching experience. As LRTT foresees an industry-wide shortage of suitably-qualified instructors, it also seeks to recruit engineering graduates. It supports these graduates through a longer teacher training programme at a local further education college. It is, therefore, able to allocate appropriate instructors to ensure a consistent learning experience for the students.

10. **The courses are planned and delivered in ways that enable students to succeed**

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|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

There is a clear and detailed syllabus for each element of the CAA qualification. Courses are designed to enable learners to acquire the knowledge and practical skills that are necessary to achieve the required 75 per cent pass rate for each assessment. Handbooks are provided via tablet computers and include detailed information, which is reinforced in class, workshop and hangar sessions, through explanation and questioning to ensure understanding.

Full-time courses are timetabled over the full week and independent learning takes place in structured study periods. There is an hour of private study time provided at the end of the day, when instructors are generally available. This period is an opportunity, which apprentices value, to access one-to-one support and allows them to concentrate on aspects of the course that they are finding more difficult.

On arrival at LRTT and during registration, the academic profile of each apprentice is considered and any additional support, that may be beneficial for an individual, is put in place, potentially through additional e-learning to support the development of core skills.

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Teachers are appropriately qualified and experienced. Yes No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Instructors come from a range of backgrounds, generally with civil or military aviation experience. As a result, the knowledge of professional practice that they bring is valuable to the learners. Where appropriate, they are offered the opportunity to undertake training in teaching for adult learners, to develop and support their pedagogy, including in relation to different learning needs.

Appraisals include annual classroom observation by a senior colleague, with feedback given and discussed.

Regular questioning of learners is used to reinforce learning points. Practical examples and demonstrations form a core part of the teaching used.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

This standard is judged to be: Met Partially Met Not Met

Comments

Students are required to learn a significant amount of factual information. This is contained in detailed course handbooks, which are available to learners through tablet computers provided by LRTT. A major project is underway to update the presentation of this material, with the opportunity being taken to ask instructors to review and update the content.

Practical demonstrations are included as a key element of teaching. These are effectively supported by a pedagogic style that is designed to suit the required learning outcomes.

Workshops are equipped with appropriate equipment, in a safe working environment. Fixed-wing aeroplanes and helicopters in the hangar are worked on by students.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

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|------|---|--------------------------------------|--------------------------|
| 13.1 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.5 | Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.6 | Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Assessment practices are determined by the CAA, and are appropriate for the nature of the course content.

Courses are made up of short modules and examinations are taken at the end of each module. These are mainly multiple choice, with some short written answers. The required pass rate is 75 per cent and apprentices may take a maximum of two resits for any one paper. These criteria, which are a requirement of the CAA, are clearly explained in the Course Handbook. Examination questions are chosen at random by a computer from a bank that is held on a secure Information Technology (IT) system at LRTT. The frequency of the use of questions is monitored, as are the marks achieved, both for individual questions and for papers overall. This constitutes an effective system and ensures the integrity of the examinations.

The personal portal, through which learners access the VLE, gives them a clear report on their progress through the course.

Support outside core class time is available in the daily study periods and through informal approaches to instructors or the Head of the Apprenticeship Centre.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

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|------|--|--------------------------------------|--------------------------|-------------------------------------|
| 14.1 | For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 14.2 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 14.3 | For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

This standard is judged to be: Met Partially Met Not Met NA

Comments

Course and module content is specified by the CAA and EASA.

Apprenticeship programmes satisfy the requirements of the Education and Skills Funding Agency, through which funding is received.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

The College satisfies the examination requirements of the CAA and City and Guilds.

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

All courses are focused on professional qualifications and the large majority of learners are funded by their employers and are undertaking initial training, recertification or up-skilling. Staff have strong links with, and experience of, the aviation industry. Therefore, they are able to supply appropriate advice on career opportunities.

INSPECTION AREA - STUDENT WELFARE

18. Students receive pastoral support appropriate to their age, background and circumstances

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|------|---|--------------------------------------|--------------------------|--------------------------|
| 18.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 18.2 | Students receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 18.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 18.7 | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

This standard is judged to be: Met Partially Met Not Met

Comments

Students have out-of-hours numbers for two senior members of staff, whom they contact in case of emergencies. The large majority of learners are adult UK citizens, who therefore deal with many problems effectively without seeking welfare support. Thus, the welfare provided meets the needs of the students. Staff are open and approachable although they are not formally trained in advice and counselling. This training would enhance further the quality of the support they provide.

An appropriate intensive induction programme and supporting documentation cover key points about health and welfare issues, including policies on matters relating to harassment, discrimination and how to report any concerns related to the risks associated with radicalisation and extremism.

LRTT has appropriate measures in place to safeguard learners under the age of 18 during their studies when they are on the College's training premises. These include an appropriate safeguarding policy, Disclosure and Barring Service (DBS) checks and staff training. In addition, staff at the students' accommodation have undergone appropriate checks.

19. International students are provided with specific advice and assistance

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|------|--|--------------------------------------|--------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

Comprehensive pre-arrival and induction information is provided to all students, to introduce them to the local area. The international students who are self-funded have direct contact with the marketing team who provide information about arriving and studying in the UK. Those that enroll as a group are given appropriate pre-arrival information by their employers who are advised by LRTT.

Staff are approachable and available to provide welfare support and advice to international students throughout the course.

20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No
- 20.3 Students are advised of BAC's own complaints procedure. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

On arrival at LRTT, apprentices sign a learner agreement, which clarifies their responsibilities and what they can expect from LRTT. The Student Handbook includes appropriate information on the complaints procedure, including BAC's complaints procedure.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. Yes No NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. Yes No
- 21.4 A level of supervision is provided appropriate to the needs of students. Yes No
- 21.5 Separate accommodation blocks are provided for students under 18. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

Bookings for accommodation are made by the students' employers.

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

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|------|--|---------------------------|--------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. | <input type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

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|------|--|--------------------------------------|--------------------------|-------------------------------------|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

This standard is judged to be: Met Partially Met Not Met NA

Comments

As part of the induction programme, LRTT offers information about local facilities and the staff provide suggestions for activities and outings when requested.

INSPECTION AREA - PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

- 24.1 The institution has secure tenure on its premises. Yes No NA
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

The premises at Cotswold Airport are on a ten year lease that is due for renewal in 2020. Senior managers are aware of this deadline and plan to start negotiations for an extension in 2018. They have every reason to expect these negotiations to be successful.

25. The premises provide a safe, secure and clean environment for students and staff

- 25.1 Access to the premises is appropriately restricted and secured. Yes No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 25.8 There is adequate heating and ventilation in all rooms. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The premises are maintained and equipped to a good standard. The reception area includes a registration desk for visitors. The building is well signposted from the entrance to the airfield. Clear information is displayed in workshops and hangar areas in relation to health and safety.

The main meeting room is suitable for round table meetings, presentations and also conference calls.

Heating and plumbing facilities are appropriate and adequate.

26. **Classrooms and other learning areas are appropriate for the courses offered**

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

Classrooms are fitted with appropriate projection equipment and whiteboards. Workshops are divided appropriately into areas for different activities. Assessments are conducted online and in the workshops.

27. **There are appropriate additional facilities for students and staff**

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

There are separate common rooms for staff and students. The staff have access to basic kitchen facilities and the students have access to vending machines.

Students use classrooms for private study, with instructors on hand to assist during the designated period at the end of each day.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

The management team works well together and is strongly committed to the future of LRTT following the recent MBO.

LRTT has a strong reputation within the industry and has well-established links with major airlines and support companies that employ aviation engineers in the UK, and more widely.

The strict requirements of the CAA and the organisational structure create an environment in which administrative processes are thorough and well-documented.

Actions required	Priority H/M/L
7.4 LRTT must review the way that it works with student representatives and agree appropriate means of providing information to apprentices on actions planned as a result of the course feedback.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Students understand the nature of their courses and are well supported to achieve a high level.

Instructors bring substantial professional experience and engage pro-actively in the continuing development of the courses for which they are responsible.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

Staff have good working relationships with the learners and take an appropriate interest in their welfare.

Any welfare concerns are addressed promptly, with employers advised as necessary.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

The premises are very well suited to the provision of the courses, which include a mixture of classes, workshops and practical sessions.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

Senior management are recommended to establish regular more formal lines of communication with middle level staff in order to supplement the established informal communications in order to ensure that key information is disseminated in a timely and accurate way.

It is recommended that a member of the student welfare staff is formally trained in advice and counselling, in order to enhance further the quality of the support provided.

COMPLIANCE WITH STATUTORY REQUIREMENTS