

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION: Flying Time Aviation

ADDRESS: Wingfield House
Brighton City Airport
Shoreham-by-Sea
West Sussex
BN43 5FF

HEAD OF INSTITUTION: Mr Philip Jones

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 1 June 2020

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 16 July 2020

PART A – INTRODUCTION

1. Background to the institution

Flying Time Aviation Global (FTA/the Institution) is a flight-training company limited by shares and is based at Brighton City Airport, West Sussex. FTA aims to provide students with first-class, personalised flight training in technically advanced training aircraft and simulators.

FTA is the trading name of Flying Time Limited, which is privately owned and operated by a Board of Directors. Established in 2006, FTA is a pilot-training organisation for training commercial pilots. It has a fleet of aircraft and flight simulators for instruction. The Institution is supported by its sister company, Apollo Aviation Advisory (AAA), which has separate management from FTA. AAA's role is to manage and undertake aircraft maintenance and repair for FTA at Brighton City Airport.

The Managing Director of FTA, who reports to the board, is responsible for the management of the Institution and is supported by a team of senior managers, which includes the Human Resources (HR) Manager, Head of Training, Safety Manager, Financial Controller, Compliance Manager and Marketing Manager.

FTA's training standards are prescribed, regulated and approved by the United Kingdom (UK) Civil Aviation Authority (CAA) on behalf of the European Aviation Safety Agency (EASA). The facilities and courses are regularly monitored by the CAA. On successful completion of the FTA programme, graduates progress to flying for a wide range of airlines or aviation companies across the world.

In 2020, a new Managing Director and HR Manager were appointed.

2. Brief description of the current provision

FTA delivers a range of training courses, including Private Pilot Licence (PPL), Commercial Pilot Licence (CPL), Airline Transport Pilot Licence (ATPL), Multi-Engine Piston (MEP), Instrument Rating (IR) and Multi-crew Co-operation Course (MCC). The Institution also offers the Integrated Flight Deck Programme (IFDP), which incorporates a Frozen Airline Transport Pilot Licence (FATPL), Airline Transport Pilot Licence Theory (ATPL Theory), Multi-Engine Commercial Pilot Licence (ME CPL), Multi-Engine Instrument Reading (ME IR) and Multi-crew Co-operation Course (MCC). Teaching is face to face, and one-to-one coaching is provided for practical sessions.

In January 2019, FTA entered into an arrangement with Jet Master Class (JMC), which is an aviation-training provider, to complete the MCC/Jet Orientation Course (JOC) element of the students' training. This part is now completed on a Boeing 737 simulator at a bespoke training centre belonging to JMC. In February 2019, FTA began to work with Flight Performance Training (FPT) for the Upset Prevention and Recovery Training (UPRT). This decision was made to allow FTA students to access high-quality resources for the practical element of the MCC/JOC modules that are accredited by the awarding body for FTA.

Courses are delivered full time and part time, with of the courses being offered full time. During the inspection, one ATPL Theory course was being delivered remotely. There were 98 full-time and 3 part-time students enrolled on courses at the time of the inspection. The Institution has the capacity to enrol 100 full-time students. All students are over the age of 18. The majority of the students are male and UK citizens. A small minority of students are recruited from France, Italy, Oman, Portugal and Pakistan.

Students enrol every three months, in March, June, September and December. Students apply directly to the Institution and complete a selection process that includes checks on qualifications and English language competence, and a medical assessment.

3. Inspection process

The inspection took place remotely over one day and was undertaken by one inspector. Interviews were held with the Managing Director and the Head of Training and observations of remote learning were conducted. This activity made use of an online communication platform. Telephone meetings were held with the Head of Operations, trainers and students. A wide variety of documents was scrutinised and information from the Institution was made readily available and communicated in a timely way.

4. Inspection history

Inspection type	Date
Full Accreditation	22 January & 29 March 2010
Interim	15 April 2011
Re-accreditation	25–26 November 2014
Interim	8 August 2016
Re-accreditation	14–15 June 2018

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

In March 2020, FTA appointed a new Managing Director. The previous Managing Director remains on the Board. The new Managing Director has significant experience of managing flight-training centres. In 2019, a new HR Manager was appointed. This role had previously not existed.

In October 2018, FTA reviewed the benefits of continued operations in Spain and made the decision to close its base there in 2019. All IFDP practical flight training is now completed in the UK.

Students now receive an additional three months of training in ATPL Theory. Internal progress tests for 2020 have shown a significant increase in the number of students passing the theory module first time, compared with the previous academic year.

FTA is only delivering theory modules, which are now online. Flight and simulator training has been planned for later in the academic year.

2. Response to actions points in last report

There were no action points identified in the previous report.

3. Response to recommended areas for improvement in last report

It is recommended that the Institution monitors the non-attendance at staff meetings.

Effective changes have been introduced that ensure that non-attendance at staff meetings is effectively monitored. General staff meetings are scheduled on a management information system. This generates an attendance list and therefore checks can be made quickly to see who did not attend a meeting. Minutes are distributed to ensure that staff who were not able to attend are fully informed. Meetings are planned flexibly to allow more staff to attend, when possible. Attendance at meetings is very high.

The Institution should review job descriptions regularly to ensure they accurately reflect the staff's current responsibilities.

The development and review of job descriptions are very effective. A new HR Manager was recruited in 2019, and multiple job descriptions have now been reviewed and updated. Job descriptions include an accurate overview of the role, key accountabilities, and essential skills, knowledge and experience required. Reviews have been completed in conjunction with line managers. Review dates have been identified to ensure ongoing reviews are conducted every two years. This results in job descriptions that accurately reflect the current role and responsibilities of each post holder.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly defined and ensures highly effective management of all aspects of the Institution. Managers are clear on their role and responsibilities, ensuring the Institution's aims and objectives are monitored and met. Managers are highly effective in managing change, which has resulted in high levels of student and staff satisfaction. A swift response to changes required to deliver remote training has resulted in the continuation of a high-quality learning experience for students.

Communication across all aspects of the Institution is very effective. Good use is made of interactive technology and customised management software. This effectively facilitates the provision of the information discussed at frequent and focused meetings, ensuring clarity of direction as well as an accurate overview of all aspects of the business.

Administration is highly effective. Administrators are well qualified and experienced and provide effective support to managers and students. Policies, procedures and systems support the effective management of the Institution well.

Data collection is comprehensive and is used very effectively to monitor all aspects of the learner experience and contributes to the overall strategic aims and objectives of the Institution.

All publicity information is accurate and up to date. The website is easy to navigate and provides comprehensive information on the courses and programmes offered. The application process is clearly explained and there are appropriate contact options for more personalised enquiries. Information on course and programme options is also available in printed format.

Students confirm that they receive excellent information, advice and guidance at all stages of the application process. This results in students being well informed to make course choices that meet their employment aims and personal circumstances. Inspection findings confirm this view.

There is excellent oversight and management of student attendance, with highly effective digitalised systems to ensure attendance is accurately recorded and monitored. The attendance policy is robustly managed and the attendance rate is excellent.

Formal feedback from students is regularly obtained, analysed and used very effectively by managers to inform continuous improvement. End-of-course feedback forms and module critiques provide comprehensive information for trainers and managers. A student committee meets regularly with managers, and minutes from the meeting are shared with the student body. Employers are regularly contacted to obtain feedback on the quality of the training to ensure industry standards are maintained.

Excellent use is made of informal student feedback, which is actively sought by staff. Students feel listened to and involved in all aspects of their learning experience. Staff have regular opportunities to provide feedback, and they speak highly of their involvement in decision-making. This results in an inclusive culture for students and staff.

Feedback to students on actions taken in response to their feedback is comprehensive. This results in students feeling well informed about continuous improvement changes.

Managers effectively review the Institution's performance and ensure that any changes that are made effectively support students' outcomes. Swift changes have been made to the delivery mode of theory courses, which are now delivered remotely. Staff and students were consulted and actively involved in the change. They report that effective support has been provided. Inspection findings confirm this.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Academic management is very effective. Managers use a well-developed information and planning system that results in well-managed courses. Room allocations are managed very effectively by the Head of Training. Students benefit from highly qualified and experienced trainers. Effective course management has resulted in excellent opportunities for students' progress, including the introduction of computer-based training and remote access to theory courses.

Lesson observations are regularly undertaken by the Head of Training in accordance with the observation policy, and the outcomes are clearly communicated to instructors. The information is successfully used by managers to ensure that training staff access training and support, which enables them to deliver lessons of the highest standard.

Instructor appraisals are undertaken in line with the Institution's policy and include the findings from lesson observations and student feedback. Training needs are identified and appropriate targets set. Trainers demonstrate excellent subject knowledge and high-level teaching skills that engage, motivate and support all students to meet the stringent standards of their course. As a result, students make excellent progress in their studies.

High-quality teaching, effective progress monitoring and individualised student support result in very high levels of student achievement and progress throughout their programmes and in examinations. Lessons and assessment planning are very effective in ensuring that all learning objectives and competences are clearly focused on and ensure that students are very well prepared for their final examinations. A highly effective student tracking and support system ensures that students' support needs are identified and effectively met. Students receive excellent advice and guidance on what they need to do to improve.

Oral and written feedback is outstanding. Students receive comprehensive and focused feedback that is rigorously linked to learning outcomes and competences. This results in students making excellent progress.

Students have access to well-planned opportunities for independent learning. A computer-based training package and homework tasks ensure students have comprehensive access to independent learning resources and activities. Inspection findings confirm that this develops students' independent learning skills effectively.

All training is supported by high-quality resources. Inspection findings confirm that high-quality and comprehensive resources enable students to make good progress and achieve good outcomes.

Students are provided with a wide range of relevant information and guidance regarding further study and careers. They are also supported through planned networking and showcasing activities and opportunities to prepare them for progression into employment. This includes job-seeking skills workshops and visiting speakers from industry professionals. Inspection findings confirm that students are very well informed and confident in their career and future study decision-making.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Students are well cared for and supported throughout all aspects of their courses. Inspection findings confirm that students receive excellent support.

The Student Admission Manager is responsible for students' welfare. Students are provided with excellent support prior to arrival, on arrival and during their courses. The induction module is comprehensive and provides a range of appropriate initial information.

The student handbook successfully supports the induction process with a comprehensive range of policy statements for a range of issues, including discrimination, bullying, radicalisation and extremism. Staff receive appropriate training on all policies.

There is no formal risk assessment process to assess whether students are at risk of radicalisation and extremism.

International students receive high levels of care, attention and support in accordance with their needs. All students are provided with comprehensive information as part of the application process, including support with accommodation, and access to local services and social activities. This support helps them to settle into the Institution and the local area quickly and be able to progress well with their studies.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution has a secure tenancy and has access to a wide range of specialist training spaces, as well as teaching rooms if required. The Institution has access to a specialist simulator at a bespoke training centre.

Compliance is based on the findings of the previous inspection and no contrary indications were identified during this inspection.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Managers are highly effective in managing change, which has resulted in high levels of student and staff satisfaction and the maintenance of high standards.

Management of stakeholder feedback is highly effective. This results in an inclusive culture for students and staff, who feel valued, and supports the continuous improvement of the Institution.

High-quality teaching, effective progress monitoring and individualised student support result in very high levels of student achievement throughout their programmes and in examinations.

Oral and written feedback is outstanding. Students receive comprehensive and focused feedback that is rigorously linked to learning outcomes and competences and enables them to make excellent progress.

ACTIONS REQUIRED

A formal risk assessment process must be developed to assess whether students are at risk of radicalisation and extremism.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

None

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE