



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: CAA International Limited

ADDRESS: Aviation House
Beehive Ring Road
Gatwick Airport South
West Sussex
RH6 0YR

HEAD OF PROVIDER: Mrs Maria Rueda

DATE OF INSPECTION: 13, 15 & 20 September 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 26 January 2023

1. Background to the provider

CAA International (CAAi/the Provider) was established in November 2007. It is a wholly owned subsidiary of the United Kingdom (UK) Civil Aviation Authority (CAA) and provides worldwide aviation consultancy and regulatory training. The training in the UK is undertaken at CAA Aviation House based at London Gatwick Airport.

CAAi provides independent expert advice and training to enable its participants to develop good practice in accordance with global aviation safety regulations. The advice and training offered are based on International Civil Aviation Organisation (ICAO) and European Aviation Safety Agency (EASA) standards and recommended practices. The vast majority of trainers are drawn from specialist departments within the CAA and they all have day-to-day, hands-on experience.

The Provider aims to promote and deliver best practice in aviation governance and education.

The provision is overseen by the Head of International Operations for the UK and Europe, who reports to the Managing Director, who in turn reports to the CAA Executive Board. The day-to-day operational management is undertaken by the Senior Manager for International Operations. Support is also provided by the Quality Manager and the Senior Marketing Manager. The training provision is managed by two managers and five administrative staff.

British Accreditation Council (BAC) accreditation is for the Provider's UK provision only.

2. Brief description of the current provision

The Provider offers a wide range of technical courses that are designed to cover all aspects of aviation safety, including engineering and airworthiness, operations management, safety regulations and compliance monitoring. The principal objectives of the programmes are to provide a high level of practical training and to promote a safety culture in the aviation industry. Courses and seminars are designed to impart up-to-date information and do not lead to an award, although participants receive a certificate of completion. Much of the provision that was previously taught in person has moved to online delivery.

The current provision includes scheduled courses with external and open enrolment as well as in-house courses for specific clients, such as EASA, international national civil aviation authorities and the UK Ministry of Defence. The courses vary in duration from one day to two weeks.

At the time of the inspection, there were 72 full-time participants, of whom eight were studying in person on site, and the remainder of whom were taking online courses. Additionally, there were 277 part-time participants. All participants are aged over 18 years and are often specialists in operational areas within the aviation industry and attend the courses to be updated on current regulatory standards and requirements. Participants come from a range of countries, including the UK, Malaysia, Singapore, Sweden and Saudi Arabia, with an approximately even balance of men and women.

The maximum number of participants varies depending on the course theme and content. The current maximum capacity for courses held in Aviation House can be up to 20 a month if required.

Acceptance onto courses is based on regulatory or job function requirements. Prospective participants can book courses online for the date that matches their needs. Enrolment takes place on a continual basis.

3. Inspection process

The inspection was conducted over three days by one inspector and involved a mix of onsite and online inspection activities. The inspector held meetings with a trainer, eight participants, two senior staff, four administrative staff, the Quality Manager and the Senior Marketing Manager. Electronic records were scrutinised. Teaching sessions were observed and the Provider's premises, including the training facilities were inspected. The Provider was highly supportive of the inspection process and made available all relevant information to undertake the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	21 – 22 September 2009
Interim	20 October 2010
Spot Check	18 March 2011
Re-accreditation	23 – 24 October 2013
Interim	19 January 2016
Re-accreditation	4 – 5 September 2017
Interim	28 November 2019

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 organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider 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="checkbox"/> Yes <input type="checkbox"/> No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a clear written management structure that is readily available to all staff via a well-designed and effective intranet and is supported by clear job descriptions.

Senior staff are highly experienced and have the necessary expertise to ensure effective management.

Staff, both on site and while working remotely, are well informed by effective and clear communication channels. The small size of the core team allows informal communications to be effective for day-to-day operations. These are supported by formal communication channels such as a weekly Briefing Note sent to all staff. Communication channels work well and ensure all staff are fully informed with clear mechanisms to obtain more information as necessary.

The Provider has a clear Vision and an associated Mission Statement which is readily available to all stakeholders. These are used effectively in the development and implementation of annual business plans ensuring activities align with long term strategies.

An effective business development plan is used to identify both financial and organisational requirements. This is built on a suitable strategy that is available to all stakeholders. A formal and comprehensive risk register identifies risks, actions to be taken, on what timescale and by whom.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A small, highly experienced and competent administrative team provides support for both participants and trainers. The services provided by the administrative team are well documented and understood by trainers and participants.

The members of the administrative team are clear about their duties and carry them out effectively.

Participants confirm that the administrative team provides high-quality, responsive and individualised support. Inspection findings confirm this to be a major strength of the Provider.

Online documentation clearly and comprehensively includes suitable administrative policies and procedures. This covers area such as enrolments, appointment processes, quality assurance and similar. This is readily available online to all users ensuring clear guidance is readily available to staff.

The use of online methods to store data, policies and procedures allows for the effective dissemination of these elements to management and others who require access. This works particularly well, allowing easy access for all staff.

All trainer, participant and other data is kept up to date and subject to clear security policies, with access limited to those who require it.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All staff appointments are based on a thorough, comprehensive and well-documented procedure. The starting point for this is a job profile with listed experience, knowledge and skills. There is a well-described, comprehensive and appropriate section of the quality manual that describes procedures to ensure individuals are competent to undertake their role.

Staff qualifications are checked, and their appropriateness is evaluated as part of the appointment procedure to ensure staff meet a role's requirement.

Staff recruitment makes use of a comprehensive job profile, ensuring that staff who are recruited are competent, qualified and effective in their role. As all staff are employed to work both onsite and online, no separate interview is required for online trainers.

The Provider reviews staff competence using well described Performance and Development Conversations (PDC). These take place quarterly at a minimum, it being recommended they take place monthly. These are between the staff member and their line manager, are formally recorded, and used to identify personal or organisational actions needed. For trainers this includes course teaching observations outcomes which are recorded and form part of the PDC process. These processes are effective and comprehensive in ensuring a high level of staff performance

Suitable resources required to support identified Continuing Professional Development (CPD) needs resulting from performance reviews are made available as necessary. This effectively supports staff development.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

- | | | |
|-----|--|---|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.3 | The provider's key policies are accessible through the website. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider's website provides a suitable depiction of the Provider's location, premises, facilities and the range and nature of resources and services offered. The information provided is comprehensive, accurate and provides clear and accurate information about the courses.

Participants found the website helpful and accessible, and that it provided access to the information needed for participants to make informed selections and book onto a course. Inspection findings confirm this.

4.3 The Provider's key policies are not available via the website, and participants may, therefore, be unaware of relevant policies.

5. The provider takes reasonable care to recruit and register suitable participants for its courses

- | | | |
|-----|---|---|
| 5.1 | The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.4 | Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.5 | The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.6 | Overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

5.7 The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance. Yes No

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

Comments

The Provider ensures that the specific courses on which participants are registered are going to meet the participants' expectations and needs. Participants are already working in the aviation industry and, therefore, know which courses they need to attend in order to support and further their careers. They also need to have the support of their employer. Therefore, the courses undertaken meet the needs of the participants who register very well.

Entry requirements are clearly described on the Provider's website, the administrative team provides advice as necessary for those applicants with non-standard qualifications. All participants are required to be competent in English at a level necessary to allow them to study effectively. No formal checking of English ability is undertaken, as English is the international language of the airline industry that sponsors participants. For the specialised courses offered, all participants will be fluent or would not have been sponsored. This is an appropriate approach.

The application process is online and provides applicants with comprehensive information to allow informed decisions to be made. It is well managed, with the administrative team taking a proactive approach, contacting applicants should there be any issues associated with entry requirements. This ensures participant suitability.

The course information provided to applicants is sufficiently clear and detailed to allow them to make informed choices. Staff are available to answer any questions in a timely manner.

The administrative team has a clear target response time of 24 hours, any further follow up being well managed by the specific Course Administrator. This works well and provides a high-quality service to applicants.

Participants who have special educational requirements are identified at the application stage and adjustments agreed, recorded and made. This could include sign language support, provision of information in large font, or adjustment of room layouts. The process is informed by a well-written and suitable Adjustments Policy and Procedure.

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

6.1 There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders. Yes No

6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, and are collated centrally and regularly reviewed. Yes No NA

6.3 Participant absences are followed up promptly and appropriate action is taken. Yes No NA

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

Comments

Participants are required to attend for a minimum of 80 per cent to be eligible for the certificate. This is a formal policy of the Provider. All participants are made aware of this at the start of the course.

Clear attendance records are kept by the tutor. Attendance is then formally recorded by administrative staff to provide a suitable record of a participant's attendance. This works well in ensuring attendance is monitored.

Immediate and appropriate action is taken should a participant not be present. Participants are contacted to determine the reason for their absence and to provide support and advice. This approach works well in supporting participants successfully complete the course.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A comprehensive and suitable quality manual contains a description of the policies, processes and procedures to be followed to ensure effective Quality Assurance. This includes planning, operations, support and performance evaluation. This is available to all staff via the online document storage system. The comprehensive nature of the manual and its ready availability allows staff to be well informed about quality procedures and to implement them effectively.

Feedback is taken at the end of each course via an online survey and via an independent online review site. In addition, feedback from staff via the PDC process is included in course reviews. Regular employer discussions, formal and informal provide industrial feedback. Each administrative team member has an employer account to manage, this includes regular contact and discussion of their requirements. These processes to obtain feedback are suitable and work well.

A record of Lessons Learned is kept for each course delivery, this covers elements such as the course's delivery, content, duration and similar. This forms part of the overall course review, amendment, and enhancement process that takes place each time a course has been delivered. This is effective and represents good practice.

The feedback obtained is collated and analysed into a feedback report, which is used by management to generate a comprehensive action plan.

Suitable responses about what has been done in response to their feedback are provided to participants online using a review website.

The Provider has monthly review meetings, during which the feedback from the participants is reviewed. These meetings are used to identify issues, determine actions needed, allocate who is responsible for taking the action forward and track the progress of the actions. Actions identified feed into annual reports and future planning. This process is effective and appropriate to ensure continuous improvement.

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses are well organised by a suitably qualified and experienced senior manager, who ensures that appropriate trainers are appointed for the delivery of individual courses.

Training sessions are appropriately timetabled and the rooms that are allocated for the courses are appropriate to ensure their effective delivery.

All trainers are also regulators within the industry and are suitably qualified. A peer review process, accompanied by participant feedback, is used to ensure high quality and consistent delivery and learning experience.

Any learning and teaching resource requirements are identified and met prior to a course being offered. A well-managed peer review process that includes classroom observation and Performance and Development Conversations is used to ensure the consistency and standardisation of the course content. In addition, the course materials are formatted to a consistent standard by experienced and competent members of the administrative team. As a result, this team approach to the development of course material ensures that it is comprehensively reviewed to ensure its high quality and relevance.

The Provider's Leadership Team is responsible for the identification and acquisition of academic resources, specifically the Head of Resourcing. This is well described in the Quality Manual. Should additional resources be needed, for example to support a bespoke course, the request for this is included in the course development and financing.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

9.7 The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Responsibility for the development of courses is clearly and appropriately defined in the Provider's Quality Manual as is undertaken by the Business Development team. Specific content is determined and generated by the trainers who are recognised experts in their field. Close liaison with industrial partners ensures the courses are designed to meet their needs and works well, participants indicated their satisfaction with the courses offered. Additionally bespoke provision for partners is a core activity and is successful in meeting their needs. This a well-designed and appropriate mechanism.

The course development procedure includes ensuring that all materials are set at the appropriate level for each course and contain up-to-date content to support participants in achieving the course objectives effectively.

Peer review of trainer-developed course material by other suitably qualified trainers ensures the appropriateness, level and comprehensiveness of the materials.

Courses are designed to ensure all participants engage with the learning and develop independent skills. This is done via suitable question and answer sessions, group work and formative tests.

Participants' backgrounds, knowledge and skills are an inherent element within the planning of the course as the courses' have to meet specific employer requirements. The course development procedure is effective in ensuring this.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1 Trainers have a level of subject knowledge, and pedagogic and communication skills that allows them to deliver courses effectively. Yes No

10.2 Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No NA

10.3 Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions. Yes No

10.4 Trainers employ effective strategies to involve all participants 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

A robust system is used to appoint trainers, the majority of whom also work as regulators within the appropriate field. The Provider has a Training Manager who establishes a proposed expert trainer has the necessary skills and provide a programme to ensure they are a fully competent trainer. This system works well in ensuring trainers are well technically qualified as well as competent to teach. This is augmented by an effective formal review process which includes classroom observation

As all trainers continue to work as experts in their field, continuing professional development is inherent and is included in the formal review process. This is supported by the suitable Performance and Development Conversations which allow specific additional training needs to be identified. Together these mechanisms ensure all trainers have suitable CPD opportunities

Formal feedback is taken from participants during teaching, additionally feedback is taken from participants at the end of the course. This is reviewed and fed back to trainers providing a well-developed and thorough mechanism to ensure all participants needs are met.

A clear and comprehensive lesson plan is developed for all courses ensuring an effective mix of activities to engage participants and ensure learning outcomes are achieved.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored		
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The provision provides participants with updates relating to current aviation practice rather than formally assessed learning.

Feedback is provided to participants on their progress and performance via classroom discussions and interactions. As courses do not have any formal assessment, this mechanism is appropriate and works well. Should participants wish to obtain additional feedback this is available via one-to-one discussions with the trainer. This allows comprehensive feedback to be given to meet participant needs.

Participant access to trainers is available at all times through the duration of the course, both during formal timetabled hours and during non-teaching time. This is appropriate and works well.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13. There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

- 13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA
- 13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

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

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

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

Comments

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

- 15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA
- 15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and 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 NA

Comments

An appropriate senior manager has responsibility for providing information and advice on further study opportunities that may link to career development. The information provided about other course opportunities meets the needs of the participants very well.

INSPECTION AREA – PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

- 16.1 There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice. Yes No

16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants receive appropriate welfare support from a suitably experienced senior manager.

The online course registration process includes the provision of comprehensive guidance and information for participants. This process is supported by a suitable induction.

The induction for participants covers the content of the course, course objectives and Health and Safety issues. Delegate Guides, both virtual and onsite, are used to provide additional information. This is appropriate and provides participants with suitable information and guidance.

Staff who act as training co-ordinators are the main point of contact for any issues that the participants may have. The training co-ordinators are available at any time. This works well and is appropriate to meet the participants' needs.

There are well-documented and suitably implemented policies and procedures to prevent harassment and bullying and abusive behaviour and to promote equality and diversity.

A policy for prevention of extremism and radicalisation has been developed, leading to the development of a formal and thorough risk assessment and action plan. The Training Manager is responsible for the implementation of the policy and staff training is currently taking place. This is effective in ensuring all staff are aware of the issue and how to manage any suspected occurrence.

There is also a suitable policy that covers participants' on-site use of online media and related devices such as mobile telephones.

All participants are required to complete a comprehensive pre-course questionnaire. This is used effectively to collect full participant details, including details of their next of kin allowing contact to be made in an emergency.

17. International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

A suitably experienced senior manager provides a single point of contact for all participants, including those coming from outside the UK, and provides the necessary specific welfare support.

In addition to the comprehensive pre-course information, all participants receive an appropriate induction, including useful information about the local area. Targeted support remains available throughout each course to ensure that all participants' information needs are met. This was confirmed as effective by participants and inspection findings confirm this.

Religious requirements are identified at the time of course registration and appropriate provision is made available, for example prayer rooms or meeting specific dietary needs.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.3	Participants are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider's terms and conditions are fair and transparent and have to be read and accepted by the participants at the time of registration. They include appropriate refund arrangements.

Participants have access to a fair complaints procedure that is referenced as part of the induction and includes reference to the BAC's complaints procedure.

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

19.1	Any residential accommodation is clean, safe and of a standard which is adequate to meet the needs of participants.	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.4	A level of supervision is provided that meets the needs of participants.	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed

- | | | |
|------|--|--|
| 20.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.4 | Appropriate advice and support are given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.5 | Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

- | | | |
|------|---|---|
| 21.1 | Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.2 | The social programme is responsive to the needs and wishes of participants. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 21.3 | Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 21.4 | The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 21.5 | Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

As all the courses are intensive and short in duration, an organised social programme is not provided. However, staff readily provide useful and relevant information on local leisure activities and places of interest on request.

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

- 22.1 The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. Yes No
- 22.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises are owned by the CAA to ensure that the Provider has suitable access to its premises.

23. The premises provide a safe, secure and clean environment for participants and staff

- 23.1 Access to the premises is appropriately restricted and secured. Yes No
- 23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 23.3 There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. Yes No NA
- 23.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No
- 23.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 23.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 23.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 23.8 There is adequate heating and ventilation in all rooms. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Access to the premises is appropriately restricted and secured. All visitors must sign in at a security desk and be accompanied while on the Provider's premises.

The premises are of a high-quality. They are well maintained, with clear guidance on health and safety provided to participants, staff and visitors. General signage, both inside and outside the premises, is appropriate.

There is ample space for the number of staff and participants and a suitable area in which visitors are received.

Toilet facilities are clean and appropriate for the number of staff and participants. Heating and ventilation ensure a comfortable working and studying environment.

24. Training rooms and other learning areas are appropriate for the courses offered

- 24.1 Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. Yes No

24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.3	There are facilities suitable for conducting the assessments required for each course.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Training rooms provide good accommodation for the training sessions that are allocated to them. All teaching rooms are well equipped with appropriate technology including large screen data projectors, Wi-Fi connectivity, and video-conferencing facilities to support both online delivery and onsite classroom activities. The rooms are allocated to teaching sessions as appropriate.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Suitable wireless connectivity is available to all participants to support individual study effectively if required. All participants are provided with a webpage that is effective in providing links to additional study resources. As a result, the support provided for participants' private study is appropriate.

Most of the trainers prepare their training sessions and associated material at their own premises. However, good facilities are available for trainers to prepare or adapt their material onsite, if required.

There are high-quality spaces and facilities for participants and staff to relax and consume food and drink.

Numerous well-equipped small rooms are available for private meetings, with suitable equipment to allow for holding meetings involving a mix of online and onsite attendance, for example for participants studying remotely.

The administrative offices are large and well equipped. There is a good IT infrastructure with effective IT support to ensure that any issues are promptly dealt with.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction, and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Senior managers and the trainers have a good understanding of the specific requirements of online, distance and blended learning and they are suitably trained to ensure their competence to deliver the online aspects of the provision.

The experienced trainers and administrative staff ensure that the online training is effectively managed, organised and monitored. There are good systems for logging the interaction between the trainer and participant and the participants' engagement. Appropriate action is taken if either of these falls below expectations.

The small group nature of the courses allows effective monitoring of online activity. Should any cyber bullying or similar be detected, it is dealt with under the Provider's training complaints policy and procedures.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who have responsibility for programme delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

A highly experienced senior manager is responsible for managing the delivery of all the Provider's courses, including those delivered online.

Appropriate trainers are allocated to courses. A single trainer will normally deliver the course and is responsible for the course. There may be co-teaching with another trainer if necessary. Administrative support is used to format training materials to a consistent standard. Feedback via peer trainer observation and from participant feedback ensures consistency of delivery and standards.

Well-qualified trainers are allocated to the online courses and are responsible for delivering the courses to meet the learning objectives.

Members of the administrative team ensure that the learning materials are formatted to a high standard to ensure the consistency and appropriateness of the teaching aids and learning resources.

28. Trainers have an acceptable level of technical knowledge

- 28.1 Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning. Yes No
- 28.2 Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology. Yes No
- 28.3 Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers delivering the online provision are supported by suitable training to assist them in understanding the challenges and demands of online learning delivery.

Additional training and ongoing support to help the trainers understand the participants' needs and the Provider's policies and procedures are available as needed.

Trainers' performance reviews include the use of monitoring of the feedback they provide to participants, as well as observations of learning delivery.

29. The enrolment process is comprehensive, transparent and supportive to applicants

- 29.1 Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. In any event, all participants are mature, with a high degree of digital literacy, as this is inherent to their professional work.

30. Online services provided meet the reasonable needs of participants

- 30.1 Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively. Yes No
- 30.2 Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically. Yes No
- 30.3 The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility. Yes No
- 30.4 The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

All participants are provided with suitable documentation that describes the Provider's requirements for online learning and offers suggestions about the access to and use of materials.

Staff also provide additional guidance to participants to help to solve any queries of a general or technical nature effectively. Participants are also helped to understand any system requirements to enable them to engage with their course appropriately.

Appropriate peer interaction is encouraged as part of the course delivery.

31. The technology used to deliver the programmes is fit for purpose and effective

31.1 The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and participants and to enhance instructional and educational services. Yes No

31.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The recent move to online learning has been supported by the purchase of high-quality and appropriate educational collaborative and video-conferencing software.

Effective, locally based IT support is available on demand, ensuring the effective and rapid resolution of any IT issues.

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

Provider's strengths

The training team is highly experienced, and its members work together well as an effective team.

The well-developed and comprehensive online documentation system provides an effective resource for all staff.

The effective participant registration and management system provides a high-quality service to participants and provides staff with useful participant data.

Actions required	Priority H/M/L
4.3 The Provider's key policies must be made available via its website.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The trainers are all actively engaged as regulators within the aviation industry, ensuring they are both appropriately knowledgeable and skilled.

The online delivery is of a high-quality and supported by well-managed and effective technology.

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

PARTICIPANT WELFARE

Provider's strengths

The administrative team provides high-quality welfare support as required and is very effective in meeting participants' needs.

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

PREMISES AND FACILITIES

Provider's strengths

The buildings are of a high quality and very well equipped with both good teaching rooms and support facilities.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The use of high-quality video-conferencing and collaborative software provides a very effective learning environment.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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