

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Reaccreditation Inspection

INSTITUTION: Stapleford Flight Centre

ADDRESS: Stapleford Aerodrome
Stapleford Tawney
Essex
RM4 1SJ

HEAD OF INSTITUTION: Captain Colin Dobney

DATE OF INSPECTION: 14-15 September 2016

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- Accreditation to be withdrawn.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: 13 Oct 2016

1. Background to the institution

Stapleford Flight Centre (the College) is a family owned and run business. It was established in 1969, as a recreational flight training business. In the late 1980s, it introduced commercial flight training and, by the end of the 1990s, this training accounted for approximately 30% of the business. The College is now one of the biggest modular flight training providers in the United Kingdom (UK). It is based in the county of Essex. As well as training and office space, it has a large airfield, cafeteria with outside space, three flight simulators and student accommodation on the airfield.

The College is set up as a private limited company. The Board is made up of the owner, who carries out the roles of Chairman and Accountable Manager and his daughter, who is the Chief Executive. Management of the day to day training operations is delegated to the Head of Training. There is also a Head of Maintenance and Group Compliance Officer. The College aims to create a flight training organisation, that provides its customers with a cost-effective means to a successful career as a pilot. It also aims to provide the airline and general aviation industries with highly competent and safety conscious pilots.

The College's activities are regulated by the European Aviation Safety Agency (EASA). The administration and implementation of EASA's regulations are carried out, on behalf of EASA, by the UK Civil Aviation Authority (CAA). This entails regular audits to ensure that standards are maintained. Recently the CAA's regulations have changed and full audits are now carried out triennially. Flight simulators and associated quality assurance procedures are inspected annually.

2. Brief description of the current provision

The College offers a range of private pilot training courses including Private Pilot Licence (PPL), PPL Night Rating, PPL Multi-Engine Rating (PPL/ME), PPL Instrument Rating (PPL/IR), PPL Instrument and Meteorological Rating Course (PPL/IMC) and Aerobatic flying lessons.

The College also offers a range of commercial pilot training courses, which enable students, who have never flown before, to obtain a Commercial Pilot Licence (CPL) so that they can apply for a role as a first officer with a commercial airline. The process takes approximately 18 months to two years depending on the student's ability and the amount of time students can spend getting flight practice due to weather conditions. The commercial pilot training courses include Commercial Pilot Licence (CPL), Multi-Engine Piston Rating (MEP) Multi-Engine Instrument Rating (ME/IR), Flight Instructor Course (FIC), Multi-Crew Co-operation Course (MCC) and Jet Orientation Course (JOC).

The underpinning theoretical knowledge is provided by the CAA recognised EASA Air Transport Pilot Licence (ATPL) theoretical knowledge course. This course was previously undertaken by an external provider, Propilot, on behalf of Stapleford Flight Centre. It is now run in-house. This course provides training to a level of theoretical knowledge required for the Air Transport Pilot's Licence for Aeroplanes (ATPL A) and prepares the candidate for the EASA ATPL theoretical knowledge examinations.

Another course introduced since the last inspection is the full-time Integrated Pilot training course. From the outset of this course, students cover both flying and theoretical knowledge. The course also includes training for operating multi-crew jet aircraft. The integrated course is 80 weeks in duration and enables cadets, some of whom may never have flown before, to obtain a Commercial Pilot Licence. Graduates can then apply for First Officer positions.

All students enrolled are over the age of 18. Most are male and from the UK. A small minority are from the European continent and the Middle East. Entry requirements are GCSE or an equivalent level in mathematics and physics and competence in the English language.

Stapleford Flight Centre offers its courses in the UK only.

3. Inspection process

The inspection was carried out by one inspector over one and a half days. Meetings were held with the Chairman, the Head of Training, the Deputy Head of Training, the Chief Theoretical Knowledge Instructor, the Airfield Manager, the Group Compliance Manager, the Safety Manager and the member of staff with responsibility for student welfare. Meetings were also held with two of the instructors and a group of participants. The inspector observed two theoretical

training sessions, a one-to-one session in one of the simulators and a flight lesson. A tour of the airfield was carried out and the inspector scrutinised various documentation. Requested documentation was readily available and the level of co-operation was very good.

4. Inspection history:

Inspection type	Date
Full Accreditation	8-9 November 2012
Interim	14 November 2013

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

Stapleford Flight Centre is regulated by the CAA. As a result, all major roles in the organisation are clearly defined and documented with key responsibilities identified. The owners delegate the day-to-day responsibilities effectively whilst maintaining overall responsibility for financial matters.

All senior appointments are approved by the CAA. Senior managers are extremely well qualified and experienced and carry out their roles very effectively.

Communication is good and makes use of appropriate informal and formal methods. Key meetings are recorded.

2. The administration of the institution is effective

- | | | |
|-----|--|---|
| 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

Administrative staff are suitably qualified and experienced. Most have been with the organisation for many years and, therefore, understand their responsibilities very well. The size of the team is kept under review and additional staff are recruited as necessary. The instructors confirm that the administration support is effective. A new system, through which flight sessions can be booked remotely, is found to be very helpful.

Staff, including administrators, work in a highly regulated environment. Rigorous standard operating procedures and well documented systems ensure that the operation of the College is effective and follows clear and regularly up-dated policies and procedures.

A comprehensive database is used to store relevant data relating to students' personal information, including progress and examination scores.

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

Staff recruitment procedures are appropriate. The staff files, that were sampled, show relevant checks are made prior to employment. Instructors will normally have completed the College's own instructor training course or they will have been recommended through word of mouth. Therefore, the recruitment of instructors is very good and they have a very thorough induction.

Whilst there is an open communication culture in the College and, as a result, any performance issues are discussed and resolved, there was no formal performance appraisal system for non-teaching staff in place at the time of the inspection. A suitable appraisal system has been developed, since the inspection. The implementation of this system has just started.

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

The printed promotional material and the website are comprehensive and include all the relevant information.

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

Clear entry requirements, including the need for competence in the use of English, are well communicated to potential students. The College organises appropriate testing to confirm that the entry requirements are met. New students can download revision materials to prepare for a test in mathematics and physics.

The students interviewed during the inspection confirmed that they were aware of the course requirements and what was expected of them. They also confirmed that they undertook initial testing of their mathematics and physics knowledge and were clear about the level of English required.

Instructors confirm that the vast majority of students enrolled on the courses, that they teach, are suitable for the course.

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

A strict attendance policy is effectively implemented. Attendance rates are part of the requirements for achieving the qualification. The students interviewed confirmed that an attendance register was routinely taken and that they were continuously reminded of the need to attend classes. Unauthorised absence is appropriately followed up.

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

Feedback is regularly obtained from the students both formally and informally. The feedback is discussed at meetings of the instructors. Appropriate action is taken if required. Feedback is not routinely obtained from the staff.

The students are made aware of what has been done to respond to the feedback, although there is no formal mechanism to ensure this always happens.

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

The College has very effective systems to review the quality of the provision with a view to continuing improvement.

Detailed data on students' progress and success is maintained and this is reviewed as a key performance indicator. The vast majority pass their course. Data is also collected on the destination of the students in terms of employment in the airline business. The College's management team review the progress and other test results and the outcomes of the student feedback and course evaluations and make appropriate improvements as a result. A useful database enables the results of the on-line tests, taken by the students, to be reviewed so that any trends are identified. If the tests are not performing adequately, the character of the progress tests can be changed.

The CAA carries out regular audits of the College's performance, including its instructional quality, in order to ensure that standards are maintained. In addition, the group compliance manager ensures the College's compliance with EASA's regulations, using the compliance manual and associated checklists. The Head of Training signs off the quality audit, allocates actions, which are recorded and reports to the CAA, which, in turn signs off the findings.

Regular recorded staff meetings ensure that actions are followed up from previous meetings and the main action points are recorded in staff briefing notes.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

- | | | |
|-----|---|---|
| 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

Academic management, including the implementation of procedures for the acquisition of academic resources, is highly effective and based on CAA requirements and detailed operations manuals.

There is a rigorous approach to course planning and scheduling, which incorporates the necessary flexibility to allow for flying lessons to be re-scheduled due to adverse weather conditions.

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

- | | | |
|------|--|---|
| 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

Enrolment for the courses is on a continuous basis. Therefore, effective systems are in place to ensure that students can be fast-tracked to enable them to catch up when necessary and complete all the modules of their course. Clear guidelines on minimum training hours and detailed syllabi ensure that lessons and assessments are appropriately focused. Teachers make good links between the different courses and sessions to enable students to make connections between the various areas they are studying.

Students receive excellent advice to enable them to prepare well for the final examinations, which are set by the awarding body. Instructors include information, in their classes, about preparing for the formal assessments and make good links between the different sessions/courses. They use specific examples and go through any issues with the whole class. Students interviewed say that their individual needs are taken into account, in the classroom, through questions and additional explanations. They confirm that teachers give very good advice about the types of examination questions that may come up and how to avoid the pitfalls.

Students are given homework and scheduled revision assignments to develop their independent learning 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 are highly qualified. Clear detailed requirements for the standards and competence of instructors and how these are maintained up-to-date and regularly tested are set out in writing. Some have an educational background as well as a flying background and have shadowed and been mentored by experienced instructors as part of their on-boarding.

A system of regular teaching observations, followed by feedback on how to improve, ensures that instructors' pedagogic skills are maintained at a good level. The observation templates do not focus sufficiently on the students' learning to ensure they always benefit fully from the sessions.

Instructors are required to maintain their knowledge up-to-date. This is done through regular briefings, meetings, circulars and notices. Much of the information is available on-line. Instructors have excellent access to training opportunities to become familiar with new systems.

Teaching sessions are lively and make use of varied activities to engage the students. Flight and simulator training sessions are carried out one-to-one and can, therefore, be tailored specifically to the individual students' needs.

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

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

- 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. Yes No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. Yes No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement. Yes No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes 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. Yes 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. Yes No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support. Yes No

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

Comments

Final assessments are carried out by the awarding body, the CAA. Students have regular interim progress tests and a final on-line test, from which they get instant feedback on their progress. The results of the tests are analysed for trends and extra tuition support is provided if required. Students also have regular one-to-one interviews to discuss their progress with the Chief Theoretical Knowledge Instructor. Sometimes it is necessary to tell students that they are not suited to becoming a pilot and should leave the course. All the information on students' progress is meticulously recorded, including flight logs and simulator training records.

Students say there is an open door policy and they can easily access extra help if needed. They get good feedback, which they find helpful.

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

- 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. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No 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. Yes No NA

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

Comments

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 _____

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 _____

Students have access to very good employment advice and guidance. The College has links with some airlines and can help with interview preparation. Students can also get good advice about progression opportunities to higher level courses.

INSPECTION AREA - STUDENT WELFARE

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

- 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. Yes No
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

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

Comments

Students receive thorough relevant information before they enroll on a course and at induction. This includes information about appropriate behaviour and team working. As a result, they are well aware of what is expected of them and of the demands of their course. Students say that staff are accessible and that they are easily able to raise any issues relating to personal matters.

19. International students are provided with specific advice and assistance

- 19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study. Yes 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. Yes No

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

Comments

The majority of students from outside the UK visit the airfield before starting a course. They attend open days and have a tour of the airfield and the facilities. Otherwise their information needs are dealt with effectively on a case by case basis. Some useful information is provided on the website. This should be expanded to include full information to enable international students to have a good understanding about the life and culture in the UK before they arrive at the College.

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

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

Secure student accommodation is provided on the airfield. It is fit for purpose and includes appropriate facilities such as a kitchen, clothes washing facilities, wireless connection and outside space for barbecues and other social activities. Staff based at the College are able to deal with any maintenance issues that arise.

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

- 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. Yes 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. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. Yes 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**

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

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

Comments

The students use the airfield clubhouse and have access to a car so that they can access local social facilities.

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 airfield and associated buildings are owned by the College.

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

Access is secured by the reception staff located by the main entrance and other barriers to entry and push button access systems. All areas of the premises are fit for purpose, reasonably well maintained and decorated and clean.

Matters relating to health and safety have a very high priority in all areas of the College's operation. Clear reporting requirements relating to any identified hazards are set out in detailed operation manuals. Staff are highly qualified. Students are briefed in detail about health and safety at induction and when flying the aeroplanes. The compliance function includes maintenance of the flight simulators, which have clear health and safety notices regarding their safe use. There is an emergency action plan in place and people were recently trained in its implementation.

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 light, airy and well equipped. The large airfield, of 130 acres, has two runways, which are suitable for the number of training flights needed. There are 30 aeroplanes used for training. The three flight simulators, one of which is new, provide an excellent safe learning environment for the students.

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

Additional facilities are excellent and include a study room for private study, a spacious clubhouse with a canteen facility and large outside space, a large reception area, planning and debrief rooms, a radio room, hangars, a fire shed and space to valet and maintain the planes.

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

A committed and highly qualified staff.

Robust approach to compliance and quality assurance in line with relevant regulatory bodies such as the CAA.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Committed and enthusiastic instructors.

Highly structured study programmes.

Robust approach to progress testing and tracking.

High examination pass rates.

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

STUDENT WELFARE

Institution's strengths

Open door policy and approachability of staff to deal with any personal issues.

Residential accommodation blocks on site.

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

Excellent facilities to help the students achieve their goals.

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

RECOMMENDED AREAS FOR IMPROVEMENT

A suitable staff appraisal system, for non-teaching staff, has recently been developed and has been implemented with some staff. This needs to be rolled out to all staff and include clear and measurable performance targets and a relevant training and development plan.

Consider establishing a formal system for obtaining feedback from all staff to improve methods for ensuring continuous improvement.

Consider establishing a system for ensuring that students are made aware of what has been done to respond to their feedback.

Amend the teaching observation template so that it also focuses on the students' learning to ensure they benefit fully from the teaching sessions.

Provide additional information on the website for international students so that they have a good understanding about the life and culture in the UK before they arrive at the College.

COMPLIANCE WITH STATUTORY REQUIREMENTS

The statutory declaration has been signed.