

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION: LRTT Limited

ADDRESS: K4 Hangar
Cotswold Airport
Cirencester
Gloucestershire
GL7 6BA

HEAD OF INSTITUTION: Mr Ian Fitzpatrick

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 17 January 2020

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 21 May 2020

PART A – INTRODUCTION

1. Background to the institution

LRTT Limited (LRTT/the Institution), previously called Lufthansa Resource Technical Training, was originally formed as a joint venture with Lufthansa Technical Training in 2003. LRTT provides aviation technical training at Level 3 and above and is an approved United Kingdom (UK) Civil Aviation Authority (CAA) and European Aviation Safety Agency (EASA) training organisation.

A management buy-out of LRTT was completed in July 2017. Under the management buy-out, LRTT is now a wholly owned subsidiary of Resource International Group Investments AG, which is registered in Switzerland. LRTT acts as the Resource group's aviation technical training division. LRTT still operates under its own name in its contacts with students and employers. Its promotional material also makes use of the name of the Resource Group, which is a well-recognised brand in the aviation and aerospace sectors. The remit of the inspection is of LRTT as a sole institution.

LRTT is located in a purpose-built hangar at Cotswold Airport. The premises include a training centre, a fully equipped composite workshop, two sheet-metal workshops, an avionics workshop and five classrooms.

LRTT aims to provide its students with the best possible learning environment while delivering highly flexible and cost-effective solutions to meet and exceed its clients' training requirements. LRTT's clients include aircraft manufacturers, equipment manufacturers, international airlines, defence sector suppliers, executive jet-plane operators, budget and charter airlines, air-taxi operators and private individuals.

The overall governance of LRTT is the responsibility of a Board of Directors, which is chaired by the Managing Director. The Managing Director is supported by the Head of Apprenticeship Services, the Head of Training Delivery, the Business and Commercial Support Manager and the Group Aviation Quality Manager. This structure is further supported by a layer of operational management roles that include the Apprentice Centre Manager, Business Support Supervisor, Training Manager, Examination Manager, and Sales and Marketing Executives. LRTT has a team of tutors for the delivery of the programmes.

2. Brief description of the current provision

LRTT offers various categories of face-to-face courses for aviation technicians. These are structured as apprenticeships. Students who complete these courses successfully gain certification from City and Guilds at Level 3, as well as the CAA. LRTT also offers short tailored courses, for example for military trained technicians who are working towards certification to enable them to work on civil-registered aircraft. The Institution also provides practical training in a range of specialisations such as composite, electrical and structural repair, developed to supplement the students' licence training.

The Institution has an agreement with British Aerospace (BAE) Systems to deliver training on BAE Systems premises in Humberside. It also offers short, up to four-hour, online courses designed to keep practitioners' certification up to date with legislative requirements.

LRTT also offers apprenticeship programmes for the majority of the UK freight, military and passenger airlines. Apprentices complete a full-time course of eight months, followed by a 14-month work-based assessment period. Apprentices use this work experience as an essential part of their training and certification. The programmes are funded through the apprenticeship levy managed by the Education and Skills Funding Agency (ESFA). All apprentices are in full-time paid employment and must have resided in the UK or European Economic Area (EEA) for the past three years and be eligible to work in England. The apprentices are working towards qualifications that provide eligibility to hold the EASA Aircraft Maintenance Engineering Licence.

LRTT also delivers training at client locations worldwide including in Iceland, Brunei, Singapore, United States of America (USA), Australia and South Africa. BAC accreditation relates only to courses offered in the UK.

At the time of the inspection, there are 74 students enrolled on full-time courses. All the students are over the age of 16 and predominantly male. The majority of the current students are from the UK. However, LRTT does recruit students from outside the UK from overseas including Europe, Africa and Asia. This is representative of the country of origin of the current cohort.

LRTT is able to accommodate up to 128 students at any one time.

3. Inspection process

The inspection was carried out by one inspector over one day. Meetings were held with the Group Aviation Quality Manager, Head of Training Delivery and Head of Apprenticeship Services. A tour of the premises was carried out together with meetings with Training Managers, a group of students and a number of tutors. A training session was observed. A wide range of documentation was made available during the inspection. The Institution provided its full support and cooperation throughout the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	19-20 September 2009
Supplementary	15 July 2010
Interim	14 December 2010
Re-accreditation	17-18 December 2013
Interim	15 December 2015
Re-accreditation	30 November & 1 December 2017

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

The staffing structure has undergone a change, with the creation of the post of Head of Apprenticeship Services, with responsibility for promoting the organisation and providing direct liaison with potential clients. The Institution has also recruited a Learning Support Officer. This member of staff has the specific responsibility for coordinating and providing pastoral support for students during their course of study.

The Institution has introduced an online platform that includes all the policies and procedures.

The number of tutors has been extended to provide a greater range of skills and expertise to deliver the portfolio of courses effectively.

The lease for the property where LRTT is based was due for renewal in 2020. This has now been extended for a further ten years.

2. Response to actions points in last report

7.4 LRTT must review the way that it works with student representatives and agree appropriate means of providing information to apprentices on actions planned as a result of the course feedback.

The Institution has reviewed the mechanisms for providing feedback to students and introduced a process to ensure that the students are kept informed of actions taken as a result of their comments. When a student provides feedback that requires attention, an e-mail is sent in response to outline the process that will take place. An investigation is undertaken, along with any relevant actions. The outcome is then communicated to the student by e-mail.

LRTT has reviewed the role of the monthly operations meetings and the monthly quality meetings where student feedback is a standing item on the agendas. These meetings provide an effective forum where an issue raised by a student is discussed to enable actions to be identified, which are then communicated to the student by e-mail. The apprentice groups have implemented a monthly forum which is attended by the Head of Apprenticeship Services, employer representatives and a nominated student apprentice. Comments raised are fed back to the Apprentice Council, which also draws upon feedback from the employer forum which provides an opportunity for employers to meet and discuss matters pertinent to the apprentice training provided by LRTT.

3. Response to recommended areas for improvement in last report

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

A weekly staff meeting is now scheduled and provides an effective and formal line of communication to disseminate key information that arises from the monthly operational and quality meetings. This is further supported by team meetings where operational matters are discussed.

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

A Learning Support Officer has been appointed and has undergone training in advice and counselling. This post provides pastoral support and guidance for all students. The Head of Apprenticeship Services is the designated lead for safeguarding and supports the Learning Support Officer to carry out this role effectively.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The roles and responsibilities of the management and staff are well documented and supported by their Curricula Vitae (CVs), which confirm that they are suitably qualified and experienced to undertake their roles.

All staff have undertaken an induction process and have been issued with a handbook that is updated annually to reflect the current version of the relevant policies and procedures. Policies and procedures are also centrally stored on the online platform which is accessible at all times. LRTT has an effective administration team that effectively manages the operational elements, which include admissions, organisation of examinations and the planning of training delivery schedules.

LRTT's Managing Director is supported by a team of senior managers with designated responsibility for apprenticeships services, training, quality, sales and marketing, and business and commercial development. The organisation chart identifies clear lines of responsibility and communication between the senior management level and the rest of the Institution. Each senior manager leads a team of staff related to their area of responsibility. Staff across LRTT demonstrated a thorough knowledge of both the requirements of providing and supporting tuition and a sound knowledge of the operational elements of the business.

The Institution continues to operate effective mechanisms for the recruitment of suitably qualified and experienced staff. These are detailed in appropriate procedures. The staff handbook provides clear information and support for newly recruited tutors and also acts as an effective point of reference for established tutors.

LRTT has effective methods of communicating and disseminating key information across the Institution through a structure of meetings that take place both face to face and via an online platform to support accessibility and collaboration. This is further supported by a quarterly newsletter and a two-day annual conference that is attended by all staff.

An annual appraisal system for staff is in place and is effective in reviewing performance and identifying targets and training needs. New staff have an additional appraisal after the first six months and this forms part of the probation process.

The Institution's publicity material, including the website, is informative and reviewed regularly for accuracy and relevance. The website is well presented and provides an accurate representation of the ethos of the Institution. Information on all the programmes is clearly articulated with details of assessment and progression opportunities.

Programmes have specific entry requirements and this is documented clearly in all publicity material and within course documentation. Open recruitment events are held to both engage potential employers and provide advice and guidance to prospective applicants. LRTT undertakes joint recruitment with employers, which involves an interview, qualification check, aptitude test and an assessment to determine eligibility for funding.

Application and enrolment processes are effective where qualifications are verified, and appropriate advice and guidance are given to direct a student to a suitable programme of study.

There is a published attendance and punctuality policy that clearly documents the procedures for the recording and monitoring of absences and lateness. This is disseminated to students during their induction.

Feedback mechanisms are in place to gather views of both the students and other stakeholders. Students confirmed at the time of the inspection that their views are gathered and that they receive feedback in a timely manner on any matters raised. Inspection findings confirm this view.

LRTT has an appropriate system in place to review the performance of the Institution and this is documented in an annual report. The report is discussed and actions are updated at the weekly management meetings to ensure that the action plan is regularly reviewed, and the outcomes reported.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The responsibility for teaching, learning and assessment rests with the Head of Training Delivery, who works closely with the administration team and tutors to ensure that the courses are well planned, deliver the professional requirements and provide appropriate opportunities for assessment that reflect the needs of the aviation industry.

Class sessions are well planned with clear details of timetabling communicated to both tutors and students. Timetables are appropriately structured to identify clearly the delivery and assessment sessions and to provide contingency time for students who may need to re-take an assessment.

Tutors are appropriately qualified and have a high standard of professional experience and also pedagogic knowledge, skills and industry currency. The course structures are well planned to support and develop the knowledge and skills needed to fulfil the assessment requirements. Course delivery makes good use of a variety of resources and activities to promote student engagement.

An observation of a taught session confirmed that the students had achieved the learning objectives and felt comfortable asking questions for clarification. Effective working relationships exist between the tutors and the students. Tutors have regular observations of their teaching sessions and the results of these feed into the appraisal process. There is also the opportunity to observe another tutor to support development and increasing confidence. This is particularly encouraged when new tutors join the organisation.

LRTT is very well-resourced, providing facilities and materials for the tutors and students to fulfil the requirements of the course.

Tutors liaise with the Training Managers and the Learning Support Officer to identify students who require additional support or who are not making satisfactory progress. Effective intervention processes are in place to support knowledge and skill development or to review the deadline of assessments, if appropriate.

Informal oral feedback is provided to students on a regular basis so that they have individual updates on their progress. The students identified this as a particular strength of the course. Written feedback is formalised at the end of a section of the course. This provides clarity on the positive aspects of the students' work and also identifies areas for improvement.

LRTT is highly proactive in ensuring access to staff help outside class hours and adopts a flexible and supportive infrastructure. Staff make themselves available after class to provide additional support. Students confirm that this support is beneficial specifically with regard to the opportunities to meet with staff to discuss their learning outside the teaching sessions.

LRTT has engaged the services of a learning development team that is currently reviewing and rewriting the training materials and adopting a blended learning approach to support flexible delivery patterns. The first

module has been rolled out. However, the process to review and check its suitability and functionality has not yet been implemented.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

LRTT provides an effective infrastructure of support and care for the students. The management and administration teams are committed to ensuring and delivering high standards of student experience, supported by established systems from initial application through to progression into employment.

The Learning Support Officer is responsible for the pastoral and academic support and welfare of students. This support includes managing the referral of underperforming students by tutors and intervention mechanisms, along with general welfare support mechanisms. Students also have access to tutors outside class hours at the start and end of each day.

Pre-course information is communicated in advance to students before they join LRTT. This provides them with specific information, such as the course and assessment structure, attendance and punctuality requirements, points of contact, and information regarding accommodation for those needing a place to stay.

All students undertake an induction on the first day of the course, which is appropriately planned to ensure that key information is disseminated. Late arrivals to the course receive the same induction from one of the team to ensure that they have the same information as the other students.

Students are issued with a handbook, which is informative and provides details of the relevant policies and procedures as well as emergency contact details. International students have access to pre-course preparation about living and studying in the UK, as well as tailored support and guidance during their course.

There are effective safeguarding arrangements in place to keep all the students safe. The Head of Apprenticeship Services oversees these arrangements. There is a comprehensive safeguarding system in place that starts at the pre-enrolment stage where vulnerable students are identified. This support extends for the duration of a student's course. The Learning Support Officer visits the students and their parents at their home before starting the course to ensure that all the necessary transition arrangements are in place. Safeguarding is a regular agenda item at the weekly management meetings, where any concerns are discussed and recorded so that effective action can be taken. Students who are under the age of 18 are accompanied on arrival to their accommodation to ensure that they settle in well. All students are issued with an out-of-hours contact number. LRTT invites parents of the younger students to attend the applicant events. This acts as an effective opportunity to respond to queries raised by parents and support the transition of these younger students considering applying for LRTT.

LRTT has a comprehensive set of relevant documented and annually reviewed welfare policies and procedures. These are clearly communicated to all parties via the staff and student handbooks.

Feedback from students confirmed that they feel well supported by LRTT and are provided with access to appropriate information on opportunities to participate in a range of local events and leisure activities.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution is based in leased premises with a renewed tenure for a further ten years from 2020. The premises are well maintained and provide a professional working and learning environment.

The premises comprise office space, a boardroom, well-resourced classrooms and workshops, plus a large hangar that is used to house aviation vehicles and equipment to support the teaching of the curriculum. Staff and students have access to appropriate communal areas in which to work and relax , such as the canteen and additional outside space to socialise. Students are also able to access classrooms, when not in use, to undertake private study.

The premises have appropriate signage outside. There is clear guidance regarding health and safety that is communicated to staff and students through e-mail, as well as being available and visible on notice boards for visitors. Students also receive a health and safety induction when they first join their programme of study.

Toilet facilities are adequate and appropriate for the number of people within the premises. They are maintained to an excellent standard of cleanliness. Heating and ventilation are appropriate for the size of the building and the number of staff on the premises at any one time.

Administrative facilities are sufficient and of an appropriate standard to support the smooth operation of the business and there is adequate circulation space. The premises provide a conducive environment in which to work and study.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

LRTT has a strong reputation within the industry and has well-established links with employers both nationally and internationally.

Courses are well planned and structured, with industry-relevant assessment activities that have currency across the aviation sector.

Learning is led and supported by a highly qualified team of tutors who bring their own professional experience and contacts to the courses to further enhance the learning experience.

Staff and students are well supported with the availability of, and access to, a wealth of resources and facilities to support teaching and learning.

ACTIONS REQUIRED

None

High Medium Low

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

It is recommended that the Institution undertakes a review of the revised training materials that have been produced by the learning and development team, involving appropriate stakeholders, to ensure that the learning outcomes are fulfilled.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE