# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**NAME OF PROVIDER:**          Ryanair ATO

**ADDRESS:**          Building 65
Ambassador Road
Castle Donnington
Derbyshire
DE74 2SA

**HEAD OF PROVIDER:**          Captain Senan O'Shea

**DATE OF INSPECTION:**          6–7 & 9 April 2021

**ACCREDITATION STATUS AT INSPECTION:**          Unaccredited

**DECISION ON ACCREDITATION:**

☒ Accreditation awarded for the full one-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE:    27 May 2021

## 1. Background to the provider

Ryanair Approved Training Organisation (the ATO/the Provider) is the pilot-training division of Ryanair Airline, which is owned by Ryanair Holdings PLC. It provides courses to cadet pilots recruited by Ryanair who have already completed basic flight training and hold a European Aviation Safety Agency (EASA) Frozen Air Transport Pilots' Licence (ATPL). The courses train recruits to pilot specific types of passenger plane, depending on which airline they will be joining at the end of the training.

The Provider is based at East Midlands Airport near Castle Donnington in Derbyshire. In addition to the East Midlands Training Centre (EMT), the Provider occasionally makes use of Ryanair training facilities at Stansted Airport in Essex. Both centres provide access to flight simulators.

Ryanair ATO shares the same aim as the airline, which is to conduct its air transport activities safely.

The Provider is led by the Head of Training, who reports to the Accountable Manager, who is a member of the senior management team of Ryanair Holdings PLC. The Head of Training is responsible for the content and quality of training provided by the ATO. He is supported by the Training Administration Manager and the Deputy Head of Training, who is responsible for the day-to-day management of the training provision.

Ryanair ATO was established in 2001 at EMT. In 2010, it opened the training centre at Stansted, which is used primarily for delivering training to existing staff. Further training centres were opened in Bergamo, Italy in 2016 and in Dublin, Eire in 2020. BAC accreditation covers only the UK provision for new recruits.

## 2. Brief description of the current provision

Ryanair ATO provides courses in flying Boeing 737 and Airbus 320 passenger planes to newly recruited pilots. On successful completion of these courses, participants achieve either an A320 or a B737 300-900 Type Rating, which allows them to operate those aircraft with passengers on board.

Courses comprise Ground School, which covers the underpinning theoretical learning, and practical simulator training. Ground School includes face-to-face, virtual and online delivery. The majority of Ground School is being taught online due to national restrictions, with the remainder delivered either virtually or face to face in classrooms at the centre. All practical sessions are delivered face to face using flight simulators. It is anticipated that the virtual element will eventually return to being classroom-based delivery. The content of the courses is determined by EASA and approved by the Irish Aviation Authority (IAA). Course certification is awarded by the IAA.

At the time of the inspection, there were 55 participants enrolled on courses. The participants are aged between 20 and 42 years. The large majority were in their 20s and most were male. The very large majority of participants are British, with Irish as the second largest nationality group. Other participants are mainly from the European Union (EU). Ryanair ATO can accommodate up to 1,000 trainee pilots a year, with a maximum of 126 at EMT at any one time. The Provider does not recruit participants under the age of 18 years.

Courses are open only to Ryanair's cadet pilots. Applicants for pilot positions are required to hold an EASA Frozen Air Transport Pilots' Licence and to have a suitable level of English certified on their licence in accordance with International Civil Aviation Organisation (ICAO) standards. Following success in the application process, the new recruit is allocated to a course specific to the type of plane used in the region in which they are to be deployed. Courses begin weekly throughout the year and last around three months.

The Provider also delivers a range of courses for Ryanair's fully qualified pilots, flight instructors and examiners, which they are required to take at prescribed intervals to maintain their licenced status. These courses do not form part of the BAC accreditation.

## 3. Inspection process

The inspection was conducted remotely over three days by one inspector. Online meetings were held with the Head of Training, the Deputy Head of Training, the Chief Instructor Simulator, the Training Administration Manager, two groups of instructors and examiners, and two groups of participants. Training sessions were observed, and documentation and records on the Provider's database were reviewed. All requested information was provided promptly and the Provider co-operated fully with the inspection process.

**PART B – JUDGEMENTS 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. | ☒ Yes   ☐ 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. | ☒ Yes   ☐ No |
| 1.3 | There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely. | ☒ Yes   ☐ 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. | ☒ Yes   ☐ No |
| 1.5 | The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed. | ☒ Yes   ☐ No |

**This standard is judged to be:**      ☒ Met      ☐ Partially Met      ☐ Not Met

**Comments**

The management structure for the ATO is governed by EASA regulations and is clearly documented in the ATO Operations Manual. This is provided to, and understood by, all staff and participants. The Head of Training has oversight of the operation and delegates day-to-day running of the ATO appropriately to the Deputy Head of Training. The Chief Instructor Simulator works closely with the Deputy Head of Training and manages the team of simulator instructors and examiners.

All staff and managers are well qualified. The qualifications and experience of the head of the Provider and senior managers are governed by criteria set out by EASA regulations and the IAA must approve individuals selected for these roles. The roles and accountabilities are detailed in the ATO Operations Manual, which includes an appropriate organisation chart. The leadership team understands its specific responsibilities and is effective in carrying them out.

Channels of communication are excellent throughout the Provider. ATO management meetings are held weekly to address operational matters and are well documented. There are regular meetings of training staff, and an annual instructor conference, which includes reports from managers on the ATO's performance. In addition to meetings, official procedure notes and memoranda are sent to staff via their Ryanair tablet computer, ensuring that staff are always up to date with any changes.

The Provider's mission and goals are stated on Ryanair's corporate website and in its safety manual. The latter also contains an appropriate risk management strategy, which is regularly reviewed. The manual is provided electronically to all staff and participants. Financial planning is conducted and audited in line with the company's status as a public limited company.

**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. | ☒ Yes   ☐ No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | ☒ Yes   ☐ No |

| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | ☒ Yes ☐ No |
|------|------|------|
| 2.4 | Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider. | ☒ Yes ☐ No |
| 2.5 | Data collection and collation systems are effective in supporting the administration of the provider. | ☒ Yes ☐ No |
| 2.6 | Participants' and trainers' personal records are sufficiently detailed and regularly updated. | ☒ Yes ☐ No |
| 2.7 | The provider has a robust security system, with policies in place for protecting the data of its participants and trainers. | ☒ Yes ☐ No |

**This standard is judged to be:** ☒ Met ☐ Partially Met ☐ Not Met

**Comments**

Administrators are suitably experienced for their roles and receive appropriate in-service training to carry them out effectively. The size of the administration team is approved by the IAA and is sufficient for the effective operation of the ATO. Administrative roles, policies and procedures are well documented and disseminated as appropriate.

Administration and data collection include the recording of all training, licences awarded and their expiry dates. The administrative system provides alerts that ensure that all pilots, instructors and examiners have valid qualifications to conduct their activities for Ryanair. The majority of administration concerns the scheduling of training for both cadets and current Ryanair pilots based on the logistics of simulator allocation. The responsibilities of the Training Administrator Manager and his team are appropriately documented in up-to-date job descriptions, which ensure that these are understood throughout the Provider.

Participants are recruited as members of staff, subject to successful completion of training. Their files include all necessary information and verified copies of documents that will allow them to qualify and continue into employment with Ryanair. Staff files are equally comprehensive and all are kept up to date in line with industry regulations.

The Provider has a suitable data protection policy, and Information Technology (IT) systems have robust security features in place that protect the data of participants and staff. Staff have undergone suitable data protection training.

## 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. | ☒ Yes ☐ No |
|------|------|------|
| 3.2 | Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained. | ☒ Yes ☐ No |
| 3.3 | The recruitment process for trainers working remotely includes a face-to-face online interview. | ☐ Yes ☐ No ☒ 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. | ☒ Yes ☐ No |
| 3.5 | Managerial and administrative staff are appropriately supported in their continuing professional development. | ☒ Yes ☐ No |

**This standard is judged to be:** ☒ Met ☐ Partially Met ☐ Not Met

**Comments**

Appropriate policies and procedures for the recruitment of training staff are documented in the ATO Operations Manual. Prerequisites and training of instructors and examiners are regulated by EASA, which requires experience and qualifications to be meticulously checked and records accurately maintained. There are no self-employed staff. Instructor and examiner training is delivered at the ATO and the qualifications are awarded by the IAA.

The IAA regularly monitors the performance of instructors through audits of training sessions, which are effectively lesson observations. Audits focus closely on accuracy of content and areas for development in the instructor's training skills. Clear targets are set and revisited in subsequent audits. This supports standardisation and promotes consistently high standards of delivery. In addition to training audits, participant feedback is used effectively in reviewing instructor performance. The ATO provides any required training identified through performance review.

Managers undertake regular Continuing Professional Development (CPD) to maintain their accreditation as pilots, instructors or examiners.

Administrative staff are suitably supported in their CPD through in-service training. The appraisal procedure for administrators is limited to completion of a self-evaluation form by the appraisee followed by a meeting with the line manager to reflect on the previous year's work. The outcome of the discussion is not currently recorded.

While the work of instructors and examiners is regularly reviewed and outcomes suitably recorded, appraisal for the group of highly experienced instructors and examiners involved in development projects does not capture their achievements in this regard or record any agreed plans.

| 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. | ☒ Yes | ☐ No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | ☒ Yes | ☐ No |
| 4.3 | The provider's key policies are accessible through the website. | ☐ Yes | ☒ No |

**This standard is judged to be:**   ☒ Met   ☐ Partially Met   ☐ Not Met

**Comments**

Participants come to the ATO as the outcome of a job recruitment process. Course information provided on the Ryanair careers website is accurate and up to date, and provides sufficient information for prospective applicants. For security reasons, no specific images of training locations are made publicly available, in line with industry protocols. Comprehensive information specific to EMT is provided directly to those applicants who are successful in the initial screening process. This includes accurate images of the training centre.

4.3 Since the Provider trains its own recruited pilots, this key indicator is not applicable. Policies relevant to course participants include general staff policies, as well as those specific to cadets in training. They are provided via an electronic document that participants receive prior to the payment of course fees. They are also available on the ATO's e-learning platform and the staff intranet. This is an appropriate way to ensure appropriate transparency and accessibility of the key policies to all relevant stakeholders.

| 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. | ☒ Yes ☐ 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. | ☒ Yes ☐ No ☐ NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements. | ☒ Yes ☐ No ☐ 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. | ☒ Yes ☐ 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. | ☒ Yes ☐ No |
|---|---|---|
| 5.6 | Overseas recruitment agents are properly selected, briefed, monitored and evaluated. | ☐ Yes ☐ No ☒ NA |
| 5.7 | The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance. | ☐ Yes ☒ No |

**This standard is judged to be:**     ☒ Met     ☐ Partially Met     ☐ Not Met

**Comments**

Applicants undergo a rigorous selection procedure to assess their suitability as future Ryanair pilots. This includes pre-screening, which determines whether they meet the entry criteria specified by EASA and approved by the IAA, followed by an interview and a simulator assessment.

English language requirements are set by Ryanair and approved by the IAA in accordance with ICAO guidelines. Applicants who speak English as an additional language are required to hold a valid ICAO language level recorded in their licence. The applicant's spoken English is further checked through the interview.

The selection procedure ensures that only suitable applicants are accepted and this is reflected in very high course success rates. All applicants aim to become Ryanair pilots and this is the outcome for the very large majority accepted onto the course. In inspection meetings, participants confirmed that they had received comprehensive, accurate information about the course prior to registration. Inspection findings confirm this view.

The ATO replies to all applications promptly with an acknowledgement. Pre-screening is completed within one week, with applicants informed of the results.

5.7 This is not applicable. Under EASA regulations, it is not possible to recruit participants with special educational needs and disabilities.

| **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, 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**

The ATO has a clear policy on attendance and punctuality. Participants must attend all training sessions in order to qualify. This is specified prior to the start of training. In the case of unavoidable absence, the ATO reschedules the missed session. As learning is frequently and formally assessed, there is an added incentive for all to attend punctually. Rare instances of impunctuality are appropriately addressed.

Attendance forms part of the training record and is completed electronically for all participants in each session. These centralised records are regularly monitored by managers. It is not possible for a participant to move on to the next training session if one has been missed.

Absences are followed up promptly, with managers involved if there is any issue to resolve.

| 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. | ☒ Yes | ☐ 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. | ☒ Yes | ☐ No |
| 7.3 | Feedback is obtained, recorded and analysed on a regular basis. | ☒ Yes | ☐ No |
| 7.4 | The feedback is reviewed by management and appropriate action is taken. | ☒ Yes | ☐ No |
| 7.5 | There is a mechanism for reporting to the participants what the provider has done in response to their feedback. | ☒ Yes | ☐ 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. | ☒ Yes | ☐ No |
| 7.7 | Action plans are implemented and regularly reviewed, with outcomes reported to management. | ☒ Yes | ☐ No |

**This standard is judged to be:**　　　　　☒ Met　　☐ Partially Met　　☐ Not Met

**Comments**

The ATO uses all appropriate means to monitor and review its performance. The Ryanair Compliance Monitoring System regularly audits the facilities and course delivery. Participants are assessed against core competencies, and data on their achievement is regularly reviewed by managers to identify any areas that may need to be addressed.

Clear mechanisms are in place for obtaining feedback. Participants are encouraged to provide individual feedback through an online system, and course cohorts provide a critique of provision at the end of their training. Managers have an open-door policy for participants to raise any issues. The annual instructor conference is used to elicit structured feedback from staff. As a result, managers are well informed as to the quality of provision and take appropriate action to remedy any shortcomings.

Actions taken in response to feedback are communicated to individuals where appropriate, or more usually through written training memoranda and updates from the Chief Instructor, which are circulated electronically to participants and staff. Recent examples include changes to the length of specific training sessions, with certain simulator sessions extended to allow more time to cover the specified content, while long online units were divided up into several short ones to allow them to be completed on separate occasions. Staff and participants state that management is receptive to their views, and inspection findings confirm this view.

The Head of Training provides reports on the ATO's performance, with reference to relevant data, at quarterly committee meetings of senior Ryanair management. Managers report to instructors on the outcome of reviews at the annual conference. Action plans are produced by ATO managers to address issues identified at local level, while senior leaders set targets for the Provider in response to business and aviation sector requirements. Action plans are effectively implemented, and outcomes are communicated to stakeholders. As a result, continuous improvements are made to the quality of provision.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

| 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. | ☒ Yes | ☐ No |
| 8.2 | Training sessions are timetabled and rooms are allocated appropriately for the courses offered. | ☒ Yes | ☐ No |
| 8.3 | The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision. | ☒ Yes | ☐ 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. | ☒ Yes ☐ 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. | ☒ Yes ☐ No |

**This standard is judged to be:**　　　　　　　　☒ Met　　☐ Partially Met　　☐ Not Met

**Comments**

The Deputy Head of Training is responsible for the assessments and for procedures to record assessments. The Chief Instructor Simulator is responsible for the preparation and management of the training programmes and the instructors in their domain. The Chief Theoretical Knowledge Instructor is responsible for theoretical training delivery and management of the instructors in their domain. All are suitably qualified and experienced in line with EASA regulations and have long-term experience at EMT.

Training sessions are timetabled using the Ryanair rostering system, ensuring efficient use of the facilities. The system is also used by participants who wish to book the use of simulators for practice outside their training sessions. Participants see a maximum of six instructors during their course, and delivery is closely monitored by managers and external auditors to ensure a consistent learning experience.

Course materials are designed in-house by a team of experienced instructors. These are checked for regulatory compliance and suitability by managers prior to approval for use. Course materials are of a consistently high quality and support learning effectively.

The clear training resource policy is outlined in a procedure document and supports the high standard of course delivery effectively. Resources are allocated in line with participant numbers and to meet EASA regulations. Participants confirm that resources fully meet their needs. They particularly value access to simulators for practice outside their course hours.

## 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. | ☒ Yes ☐ 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. | ☒ Yes ☐ No ☐ NA |
| 9.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support material. | ☒ Yes ☐ No ☐ NA |
| 9.4 | Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. | ☒ Yes ☐ 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. | ☒ Yes ☐ No ☐ NA |
| 9.6 | The courses are designed so that participants are encouraged and enabled to develop independent learning skills. | ☒ Yes ☐ No ☐ 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**

The training course content is largely prescribed by the aircraft manufacturer and by the regulatory framework, enforced by the IAA. Ryanair ATO courses exceed the minimum requirements with more course hours and greater participant access to simulators. All training courses are regularly reviewed and audited to ensure compliance, and content is updated in line with changes to regulations. The ATO also makes minor revisions as necessary to improve delivery.

The courses are fully focused on supporting participants to develop the knowledge and skills required to pass their assessments and become Ryanair pilots. Course materials and instructor guidance are specific to each course. They are developed in-house to a professional standard. Participants are provided with all the resources they will need at the beginning of their course via a pre-loaded tablet computer known as an Electronic Flight Bag (EFB). This gives them access to the e-learning platform and to a comprehensive library of reference documents, as well as the applications they will need as a participant and later as a full member of staff. The EFB is used by Ryanair flight crews in their daily work.

Training sessions follow a prescribed plan that focuses closely on the assessment objectives. Participants know what each session will cover and are required to prepare for all live sessions in advance using the simulator workbook and manuals provided through the EFB, and for the scheduled assessments. The theoretical element of the course is delivered via the e-learning platform as guided self-study. As a result, courses effectively develop independent learning skills.

9.7 This is not applicable because of the highly regulated nature of the training. Participants are selected based on their suitability for the course.

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

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|---|---|---|
| 10.1 | Trainers have a level of subject knowledge, and pedagogic and communication skills, which 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**

All trainers have the required level of knowledge and skills. All instructors and examiners are approved by the IAA, which requires them to hold a suitable pilots' licence and rating, to continue to be a working pilot, and to pass an assessment of competence for the relevant category of training. To ensure that instructors have appropriate training skills, they are required to take Ryanair's own trainers' course, which includes appropriate observations of experienced staff and practice delivery, and also involves subsequent monitoring of training delivery.

CPD is partly determined by EASA regulations, which require regular recertification, as well as periodic assessments of competence. The ATO provides a comprehensive guidance document to help instructors enhance and standardise their training delivery.

Courses are designed to build from the entry-level pilot qualification and the level of English that all participants are required to have. Instructors undergo cultural awareness training, and the course content is international in nature. Participants' progress is closely monitored and support needs are addressed promptly.

Most of the training sessions involve high levels of active participation. The instructor training course and the training handbook provide guidance on a suitable range of teaching methods, and guide instructors to elicit information from participants to check their learning and ensure that objectives are met.

Instructors build good rapport with participants and encourage them to ask questions. They create a supportive atmosphere in which they can identify mistakes or shortcomings in participants' performance without damaging their confidence. Participants prepare thoroughly before the session to gain maximum benefit from their time with the instructor. In inspection meetings, participants stated that they greatly valued the professionalism and expertise of all the instructors.

| 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. | ☒ Yes | ☐ No | ☐ NA |
| 11.2 | Ongoing assessments appropriately reflect the content and standards of final assessments. | ☒ Yes | ☐ No | ☐ 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. | ☒ Yes | ☐ No | ☐ NA |
| 11.4 | Participants are made aware of how their progress relates to their target level of achievement. | ☒ Yes | ☐ No | ☐ NA |
| 11.5 | Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress. | ☒ Yes | ☐ No | ☐ 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. | ☒ Yes | ☐ No | |
| 11.7 | Participants have appropriate access to trainers outside the scheduled course delivery time. | ☒ Yes | ☐ No | ☐ NA |
| 11.8 | The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders. | ☐ Yes | ☐ No | ☒ 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. | ☒ Yes | ☐ No | ☐ NA |
| 11.10 | Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard. | ☒ Yes | ☐ No | ☐ NA |

**This standard is judged to be:**      ☒ Met      ☐ Partially Met      ☐ Not Met

**Comments**

A clear and robust system of assessments is in place. The schedule of assessments is provided at the outset of the course. The theoretical component is assessed through final written examinations, mostly completed electronically. The participant must pass a progress test at the end of each unit before going on to the next. This ensures that they are fully prepared for the final assessment. The practical component is assessed according to a core competency grading system, which is published in the course materials and provided to participants and instructors in advance.

Simulator instructors provide a progress assessment of participants' performance at each session and give detailed feedback, identifying areas for improvement against the learning objectives for each session. Where necessary, a participant is offered remedial support and is reassessed until they meet the pass criteria. Instructors determine when each participant is ready to enter for the final practical Licence Skill Test, which is conducted by an examiner.

Participants have good access to instructors outside the scheduled course time. They have mentors for both the theoretical and practical elements of the course who are available to answer any questions. In inspection meetings, participants stated that this system of learning support is very effective, and inspection findings confirm this view.

There is no submitted coursework, but the self-study theoretical courses have completion deadlines that are monitored and addressed on an individual basis if they are not met.

**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**

Courses are approved under EASA regulations and lead to a qualification issued by the IAA.

**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**

All assessments meet the requirements of the regulatory body. Assessment is by means of evaluation of performance in a simulator flight, by written examination and computer-based theory tests. Simulator assessments are regularly moderated through audit by the IAA. Examinations are conducted under secure conditions.

**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**

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<br>
<br>

## 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. | ☒ Yes | ☐ No |
| 16.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | ☒ Yes | ☐ No |
| 16.4 | Participants are issued with a contact number for out-of-hours and emergency support. | ☒ Yes | ☐ No ☐ 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. | ☒ Yes | ☐ No |
| 16.6 | Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. | ☐ Yes | ☐ No ☒ NA |
| 16.7 | A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | ☒ Yes | ☐ 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. | ☒ Yes | ☐ No ☐ 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. | ☒ Yes | ☐ No |

**This standard is judged to be:**          ☒ Met    ☐ Partially Met    ☐ Not Met

**Comments**

The Deputy Head of Training has overall responsibility for participant welfare and is suitably experienced in the role. All participants are assigned mentors, who have a pastoral role as well as being the first point of contact for any course-related questions. Mentors and instructors report any welfare concerns to the Chief Instructor Simulator and these are recorded appropriately. Ryanair provides access to a support service for any welfare issues that require specialist help. Relationships are very positive throughout the Provider. As a result, participants state that they know whom to go to with a personal issue and feel well supported. Inspection findings confirm this view.

Participants are provided with appropriate information and guidance prior to commencing their course and receive a comprehensive induction at the start. All the information they will require concerning their course, the company and its procedures is provided through the EFB. Out-of-hours and emergency support is available through a system open to all Ryanair staff.

The Provider has appropriate policies and procedures for dealing with discrimination and abusive behaviour, and these are provided to all participants in a guide to policies and procedures.

Effective arrangements are in place to address the risks associated with radicalisation and extremism, including a thorough risk assessment and an appropriate policy and reporting procedure. All staff have completed suitable training and demonstrate good awareness of their responsibilities in this regard.

Participants are subject to robust company regulations regarding the use of IT, including social media and electronic devices.

Participants' next-of-kin details are appropriately recorded and accessible.

## 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. | ☒ Yes | ☐ No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | ☒ Yes | ☐ No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | ☒ Yes | ☐ No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | ☒ Yes | ☐ No |

**This standard is judged to be:**          ☒ Met     ☐ Partially Met     ☐ Not Met     ☐ NA

**Comments**

The Provider takes a minority of participants from EU countries. Detailed instructions are provided on travelling to EMT, including from UK airports, and a dress code is specified. Participants go to EMT at the end of the online component, which includes an appropriate induction. During that time, they have access to their mentor to ask any questions. As a result, they feel well prepared for life in the UK. The mentor is available to provide advice throughout their course of study.

While the ATO does not organise accommodation, it does provide a list of local accommodation regularly used by cadets. In inspection meetings, participants, including those from the EU, confirmed that it had been easy to arrange a suitable place to stay.

Instructors are appropriately trained in cultural awareness. Prayer facilities for all are available nearby in the airport.

## 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. | ☒ Yes | ☐ No |
| 18.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | ☒ Yes | ☐ No |
| 18.3 | Participants are advised of BAC's complaints procedure. | ☐ Yes | ☐ No  ☒ NA |

**This standard is judged to be:**          ☒ Met     ☐ Partially Met     ☐ Not Met

**Comments**

Applicants who are successful in the selection process and who complete the training successfully are offered a contract. Participants pay a fee for the course in line with aviation industry practice, and are provided at that stage with fair terms and conditions. A suitable cooling-off period is provided and refund arrangements are clear.

An appropriate complaints procedure is published in the guide to policies and procedures provided to participants at the start of their course.

**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 that is adequate to meet the needs of participants. | ☐ Yes ☐ No |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. | ☐ Yes ☐ No ☐ 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. | ☐ Yes ☐ No |
| 19.4 | A level of supervision is provided that meets the needs of participants. | ☐ Yes ☐ 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. | ☐ Yes ☐ No ☐ 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 which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | ☐ Yes ☐ 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. | ☐ Yes ☐ No |
| 20.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | ☐ Yes ☐ No |
| 20.4 | Appropriate advice and support are given to both hosts and participants before and during the placement. | ☐ Yes ☐ No |
| 20.5 | Clear monitoring procedures are in place, with opportunities for participant 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**

|  |
|---|
|  |

**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 in events and other leisure activities that may be of interest. | ☒ Yes ☐ No |
| 21.2 | The social programme is responsive to the needs and wishes of participants. | ☐ Yes ☐ No ☒ NA |
| 21.3 | Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants. | ☐ Yes ☐ No ☒ NA |

| 21.4 | The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience. | ☐ Yes ☐ No ☒ NA |
|---|---|---|
| 21.5 | Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result. | ☐ Yes ☐ No ☒ NA |

**This standard is judged to be:**   ☒ Met   ☐ Partially Met   ☐ Not Met

**Comments**

The ATO includes suitable information on leisure opportunities in the area of EMT, including the nearest cities, in its local guide which is provided at the outset of the course.

There is currently no mechanisms or channel for providing information on upcoming events which may be of interest.

## INSPECTION AREA – PREMISES AND FACILITIES

**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**

Ryanair owns all its training 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 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**

The two buildings that constitute EMT have secure access via an entry-code system. The premises are fit for purpose and well maintained, and provide a very good environment for training and learning.

Health and safety are addressed well. Safety rules are clearly displayed in hazardous areas and signage on fire safety and first aid is suitably located. Appropriate health and safety briefings are provided to all users of the premises. Signage throughout the centre is well positioned and clear. Notice boards are positioned in suitable locations for the display of general information.

Participant numbers are maintained below the capacity level of the buildings, ensuring adequate circulation space and access to toilet facilities.

## 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. | ☒ Yes  ☐ No |
| 24.3 | There are facilities suitable for conducting the assessments required for each course. | ☒ Yes  ☐ No  ☐ NA |

**This standard is judged to be:**　　　　　　　　☒ Met　　☐ Partially Met　　☐ Not Met

**Comments**

Training facilities comply with EASA regulations and are audited regularly for suitability. Training rooms are spacious, and bright, and provide a good environment for teaching and learning. They are well equipped with IT, wall charts and specialist equipment. Simulator briefing rooms each contain a full-scale mock-up cockpit.

Specialised learning areas include two fixed-base and three full flight simulators, fire chambers, main cabin door and overwing exit trainers. This allows for the effective delivery of courses.

Assessments are appropriately conducted in the areas with specialist equipment, and for written assessments in a suitable room under examination conditions.

## 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. | ☒ Yes  ☐ No |
| 25.2 | Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. | ☒ Yes  ☐ No  ☐ 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. | ☒ Yes  ☐ 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. | ☒ Yes  ☐ No |
| 25.5 | Administrative offices are adequate in size and are resourced for the effective administration of the provider. | ☒ Yes  ☐ No |

**This standard is judged to be:**　　　　　　　　☒ Met　　☐ Partially Met　　☐ Not Met

**Comments**

Sufficient space is available for self-study within the premises. Participants are also provided with a full library of course materials and suitable IT to complete their self-study at home.

Instructors have appropriate use of training rooms for the preparation of lessons and writing up of assessments.

Both buildings include suitable relaxation areas and have kitchens for the preparation of hot drinks, and the storage and microwaving of food. Kitchens are used by staff and participants. Food is available from vending machines in the ATO cafeteria and from catering companies that come to the premises daily. In addition, when the airport is operating normally, there is access to a good range of accessible food outlets within the airport.

Private meetings can be held in managers' offices, and several designated meeting rooms are available for staff meetings.

The administration team is provided with spacious and well-equipped offices that provide suitable accommodation for the effective administration of the ATO.

**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. | ☒ Yes | ☐ No |
| 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. | ☒ Yes | ☐ 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. | ☒ Yes | ☐ No ☐ 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. | ☒ Yes | ☐ No |

**This standard is judged to be:**          ☒ Met     ☐ Partially Met     ☐ Not Met

**Comments**

Courses are delivered through blended learning, with the majority of training delivered face to face at EMT. Senior managers have a thorough understanding of the specific requirements of blended learning. The online component has been developed over more than a decade and suitable arrangements and specialist staff have been put in place to ensure its success.

Appropriate systems support the timely and accurate collection and collation of participant achievement. The 11-day online component of the course is completed prior to arrival at EMT, and learning is revised and tested at the beginning of Ground School. A progress test at the end of each unit effectively checks on learning. A unit can be revisited limitlessly until the test is passed, but only then can the participant go on to the next unit. Participants have access during this period to a mentor who can provide support for learning. As a result, the online learning provides a suitable foundation for the face-to face training.

The online component is delivered through the e-learning platform and is linked to the training record platform, enabling managers to monitor progress. Participants log in using a password that confirms their identity.

There are no online chat forums managed by the ATO. Participants do have interaction with members of their cadet crew in virtual meetings with their mentor. Ryanair has suitable procedures for dealing with bullying and inappropriate use of company IT resources. These are provided to participants at the beginning of the course.

**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. | ☒ Yes  ☐ No |
|---|---|---|
| 27.2 | The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner. | ☐ Yes  ☒ No |
| 27.3 | The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency. | ☒ Yes  ☐ No |
| 27.4 | Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes. | ☒ Yes  ☐ No  ☐ NA |
| 27.5 | Online programme designers make effective use of appropriate teaching aids and learning resources. | ☒ Yes  ☐ No |
| 27.6 | Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials. | ☒ Yes  ☐ No  ☐ NA |

**This standard is judged to be:**     ☒ Met   ☐ Partially Met   ☐ Not Met

**Comments**

The online component is a long-standing element of the course. Managers and the course development team are suitably experienced and make ongoing improvements to ensure that it is effective. Instructors do not usually deliver training online, but due to recent social distancing regulations, a number of Ground School sessions normally conducted at EMT are currently being delivered virtually using a conferencing platform.

27.2 This is not applicable because the online component is for self-study, and is not delivered by trainers. Participants do have access to a mentor who can provide support for online learning.

Instructors have been suitably prepared for virtual delivery and group sizes have been reduced to facilitate participant interaction. The sessions are monitored by managers, and feedback is taken from participants to ensure consistency.

The online delivery methods have been approved by the IAA and they support participants effectively to meet the learning outcomes. Virtual instructor-led training makes use of the high-quality slide sets used in the classroom.

Participants are provided with all the necessary self-study resources and materials through their EFB. The excellent physical resources of flight simulators and specialist classroom equipment are available to participants once they arrive at EMT for the major part of their course.

**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**

Instructors have been suitably prepared for virtual delivery and group sizes reduced to facilitate participant interaction. Instructors are all permanent and experienced members of the ATO training team. Inspection observations confirm that virtual training is of a standard comparable to face-to-face classroom sessions.

Managers appropriately monitor delivery and interaction with participants.

**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**

Applicants are suitably informed during the enrolment process about the IT platforms and applications they will be required to use.


**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**

Prior to starting the course, participants receive a log-in for the e-learning system and undergo comprehensive training on the IT platforms they will use during their training. There is also a comprehensive guide for the EFB, including on set-up. An introductory electronic document provides suitable guidance on methodology for the distance learning component. Course induction is used as a forum to resolve any issues participants may have with the IT platforms.

Staff are available to assist with any participant issues during office hours, and the Ryanair pilot query system is available 24 hours a day. Participants confirm that that the Provider responds promptly to their queries and they usually contact their mentor in the first instance.

Participants have access to Ryanair's internal social media platform. Participants meet the other members of their cadet crew during the virtual induction. Once at EMT, they have good levels of interaction with their peers.


**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 the participant 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 Ryanair training platforms are readily accessible via the EFB and online. The effectiveness of the e-learning system and the EFB is regulated and monitored by the IAA and the Ryanair internal Compliance Monitoring System.

Very good IT support is available. The training team includes an IT subject matter expert, who is a specialist in IT training platforms as well as being an instructor. The ATO can also access the services of the Ryanair IT department and IT development specialist.

**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**

There are clearly defined roles and responsibilities throughout the Provider, and excellent communication between staff at all levels.

Effective administration systems ensure the smooth running of the training operation.

Rigorous recruitment procedures result in high levels of participant achievement.

Highly effective systems for monitoring and reviewing all aspects of performance result in continuous improvements to provision.

| Actions required | Priority H/M/L |
|---|---|
| None | ☐ High  ☐ Medium  ☐ Low |

**TEACHING, LEARNING AND ASSESSMENT**

**Provider's strengths**

The Provider's highly qualified, experienced and motivated staff are committed to providing high standards of training.

A comprehensive library of high-quality course materials is provided electronically to all participants to support learning.

Small group sizes and high levels of individual coaching effectively promote progress and achievement.

| Actions required | Priority H/M/L |
|---|---|
| None | ☐ High  ☐ Medium  ☐ Low |

**PARTICIPANT WELFARE**

**Provider's strengths**

Access to a personal mentor from the start of the course ensures that individual learning and welfare needs are promptly met.

Pre-course information and induction are comprehensive and enable participants to settle quickly onto their course.

Very positive relationships throughout the Provider enhance the learning experience.

| Actions required | Priority H/M/L |
|---|---|
| None | ☐ High  ☐ Medium  ☐ Low |

**PREMISES AND FACILITIES**

**Provider's strengths**

Classrooms and specialist training areas are spacious and well equipped.

| There is very good attention to health and safety. | |
|---|---|
| Participants have good access to flight simulators for practice outside training times. | |
| **Actions required** | **Priority H/M/L** |
| None | ☐ High  ☐ Medium  ☐ Low |

## ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

**Provider's strengths**

| The online learning component is very well designed to provide and consolidate the required theoretical learning. | |
|---|---|
| Participants have access to suitable sources of support for online learning at all times. | |
| **Actions required** | **Priority H/M/L** |
| None | ☐ High  ☐ Medium  ☐ Low |

## RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

| The Provider should further develop appraisal procedures for administrative staff to support performance enhancement. |
|---|
| It is recommended that appraisal records for staff involved in course development should be extended to acknowledge their contributions to ongoing or completed projects and include targets for the following year. |
| The Provider is recommended to provide ongoing information on local events and activities to increase opportunities for participants to socialise. |

## COMPLIANCE WITH STATUTORY REQUIREMENTS

|  |
|---|
|  |