



**BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**  
**Short Course Provider (SCP) Full Inspection/  
Stage 3 inspection**

**NAME OF PROVIDER:** Highland Aviation Training Limited

**ADDRESS:** Unit 101  
Inverness Airport  
Inverness  
IV2 7JB

**HEAD OF PROVIDER:** Mr Will Roomes and Mr Nick Taggart

**DATE OF INSPECTION:** 30 January - 1 February 2023

**ACCREDITATION STATUS AT INSPECTION:** Non-accredited

**DECISION ON ACCREDITATION:**

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- Award of accreditation to be withdrawn

**DATE:** 23 March 2023

### 1. Background to the provider

Highland Aviation Training Limited (the Provider) is a privately-owned company that holds Approved Training Organisation (ATO) status with the United Kingdom (UK) Civil Aviation Authority (CAA). It offers part-time and full-time approved CAA training courses. The Provider also offers professional development courses for licensed pilots.

Highland Aviation Training Ltd was established in 2009 at Inverness Airport. In October 2017, one of the current Directors purchased a fifty per cent share of the company, and in February 2019, the other current Director purchased the remaining fifty per cent share and are, therefore, the joint owners.

The Provider is based at Inverness Airport, Scotland. The building has access to both landside and airside facilities. The Provider also rents hangar space for engineering, maintenance, and aircraft storage.

The Provider aims to provide a one-stop shop that leads, develops, and supports everyone from the complete novice to the professional pilot. It also aims to provide the highest quality training through safe, consistent, and professional pilot training in a friendly and supportive environment.

The Provider's two proprietors are also the company's Directors. They are supported by the Head of Training (A), the Maintenance Manager and administrators. One of the proprietors leads on training and fulfils the role of the Accountable Manager for approved training status. The other proprietor is the designated Safeguarding Lead and Administrative and Business Lead Manager.

### 2. Brief description of the current provision

The Provider offers a range of CAA-approved licensing courses, CAA-approved courses and CAA-approved rating training for licensed pilots. The approved licensing courses include UK Commercial Pilot Licence for gyroplanes (CPL(G)), UK Private Pilot License for gyroplanes (PPL(G)), UK Part-FCL Private Pilot Licence for aeroplanes (PPL(A)), UK Part-FCL Light Aircraft Pilot Licence (LAPL(A)) for aeroplanes, and LAPL(A) to PPL(A) Conversion Licence for aeroplanes. The crew licensing courses meet the legislative aviation frameworks of both the UK and Europe.

Other training courses include the Beach Landing Course, Mountain Flying Course for aeroplanes and Short-Field Course for aeroplanes. Rating courses approved by the CAA include Instrument Meteorological Conditions (IMC) Rating for aeroplanes, Night Rating for aeroplanes and Instructor course rating. This allows licensed pilots to add ratings to their existing pilot's licence.

All courses include theoretical or landside and practical or airside training. Course delivery is in person and includes a requirement for self-study. A minimum number of hours are required to meet CAA requirements for both theoretical training and flight time for all types of courses. This can range from a minimum of one-hour theoretical training and five hours' flight time to 125 hours' theoretical training and 45 hours of flight time. There is a requirement of solo flight time for all licenses and the night rating training. However, the hours can vary depending on the skills and aptitude of each participant.

Training is offered on a part-time and full-time basis. The average completion of a part-time course is 18 months and for a full-time course is six to eight weeks. Upskilling rating courses can be completed in one day.

During the inspection, the courses called UK Part-FCL PPL for aeroplanes, UK PPL for gyrocopters, UK Part-FCL LAPL for aeroplanes, and UK Flight Instructor for gyrocopters were being delivered. Eight participants were attending the training. The majority of participants are male, over the age of 18 and from the UK. Other countries

represented include Italy and Pakistan. Two participants are under the age of 18. The Provider has the capacity to offer training to 250 participants.

Participants enrol on a continuous enrolment basis. Entry requirements include a satisfactory medical and a suitable level of English Language proficiency. Some of the ratings courses have specific pre-entry requirements as they are more advanced.

### **3. Inspection process**

One inspector completed the inspection over three days. Interviews were held with the Directors, the Training Managers, administrators, trainers, and a cross-section of participants. A tour of the premises and facilities was conducted, including groundside and airside. Observations of teaching and learning were conducted. A range of documentation was scrutinised. The Provider cooperated extremely well and responded promptly to all requests for information.

## PART B – JUDGEMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

### INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

There is a management organisation chart that is clear, accurately identifies the management structure of the Provider and includes specific roles and responsibilities. This results in all staff understanding the roles of the Directors and other senior staff.

The Directors and other senior staff are very well qualified and experienced. The Directors have qualifications and experience in teaching in educational settings and training within the aviation industry. One of the Directors is an examiner for the CAA, the approval awarding body used by the Provider. All members of the senior management team are very effective in carrying out their specific role and responsibilities. This results in a well-led and very effectively managed organisation.

There are a range of informal and formal communication channels which results in all staff feeling well informed and supported. This includes formal monthly meetings, opportunities for one-to-one meetings and good use of email and social media facilities.

A mission statement and set of goals are included on the Provider's website and within staff and participant handbooks. These statements inform all aspects of business planning, are effectively implemented as part of a five-year plan and are reviewed annually.

The Provider has a written risk management strategy which is part of the business planning process, and which is effectively implemented and reviewed on a regular basis.

#### 2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Administrators have high levels of qualifications and extensive experience and understand their role and responsibilities very well. This results in staff and participants benefiting from the efficient administration of the organisation. The administration team is of a good size and is very effective in ensuring the smooth running of the organisation.

Clear roles and responsibilities of all staff, including administrators, are well developed and documented in the staff handbook. Staff understand their role and responsibilities and those of the rest of the team.

All administrative policies and procedures are well developed and well communicated. Policies include a description of the scope, range, purpose and the intended application of the policy, and include a clear set of procedures that ensures each policy is implemented effectively. Policies and procedures are regularly reviewed and are in the staff handbook and on the Provider's online management information system. Booking systems for participant training sessions and other online systems are maintained up to date and effectively support the efficient administration of the Provider.

Very effective electronic data collection and collation systems are used to support the administration of the Provider. Participant enquiries, pre-course interviews, enrolment information, booking details, individual training timetables, attendance and punctuality are collected and used to inform management actions.

Comprehensive and detailed participant and trainer personal records are kept and regularly updated by the Head of Training and trainers. Participants' personal details include contact details, emergency contact numbers, application forms, interview outcomes and personal identification evidence. Trainers' personal records include application forms, curriculum vitae, interview details, references, disclosure and barring certificates, personal identification evidence and evidence of qualifications and previous training.

A well-developed data protection policy and robust security systems protects the data of participants and staff. Any electronic data is password protected and restricted to named members of staff. Any hard copy personal information is kept securely in a safe which has restricted access for the Directors.

**3. The provider recruits appropriate staff**

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

- |     |   |   |
|-----|---|---|
| 3.4 | There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 3.5 | Managerial and administrative staff are appropriately supported in their continuing professional development.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Provider has an effective staff recruitment policy which clearly identifies the procedures for the recruitment of staff. This includes an application form including personal identification requirements, a face-to-face interview, the collection of references and where appropriate, a disclosure and barring certificate.

Staff do not start employment until all checks are conducted and evidence verified. Self-employed trainers have a clear contract of employment which states the terms and conditions of employment which is signed by the employer and trainer.

Experience and qualifications are robustly checked, verified and accurate records are maintained.

There are no trainers working remotely.

An effective annual appraisal process identifies personal and professional goals and any areas of professional development. The process includes the opportunity for staff to self-evaluate prior to the appraisal to inform the discussion with their line manager.

Regular informal observations of trainers are conducted and outcomes are recorded, inclusive of any actions on appraisal documentation which are monitored in one-to-one meetings.

Staff are very well supported in their continuing professional development. This results in good levels of progression and is highly valued by staff. Staff reported they felt enabled and empowered to develop their professional goals. Inspection findings confirm this view.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The website and publicity materials provide an accurate depiction of the Provider's location, premises and facilities. The range and nature of resources and what is offered by the Provider are accurately and comprehensively depicted.

Course information on the website and in publicity materials is very comprehensive and up to date. Information includes fees, an overview of the courses and mode of study, examination requirements, expected time commitment and potential progression opportunities. This leads to participants being well informed prior to application.

The Provider has included appropriate key policies on privacy, fees and the refund policy on the website.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Provider has very effective processes and procedures to ensure that participants are recruited to courses that meet their needs. Participants complete an application form and receive an early telephone call from the Provider to assess their suitability. Thereafter, a pre-course interview is arranged, and participants are informed of the requirements of particular courses such as legal pre-requisites and a successful medical report. Previous qualifications required for some of the rating courses are explained at this stage. Participants are also informed of the requirements of self-study and the demands of the course theory content and examination requirements.

An essential part of all courses is a flying practical and all participants are offered the opportunity to take a short introductory flight on either the fixed wing aeroplane or gyrocopter to inform their decision making. This results in participants being well informed when deciding on appropriate courses.

Clear and well-presented information on pre-entry requirements for the courses are on the website and in publicity materials. This includes medical and language requirements and where appropriate, prior qualifications and experience. All participants complete an application form and attend an interview to ensure participants meet the pre-entry requirements.

Applicants receive comprehensive information on all aspects of the courses, including delivery methods, requirements of self-study, examination requirements and potential time commitments. Participants are informed of the minimum hours required to complete the course and the average hours participants may need to achieve. Participants are encouraged to contact the Provider if additional information is required prior to registration.

Participants' enquiries are responded to promptly. Reception staff are well informed of all course information. Heads of Training speak to potential participants if available or respond within 24 hours if potential participants require additional information.

The Provider does not make use of overseas recruitment agents.

The Provider uses the application form and pre-course interview to identify any potential barriers to achieving the objectives of the course, such as special educational needs and disabilities. Appropriate support is available when

required, for example, adaptations to the training plan in the event that a participant needs longer to acquire the necessary skills and knowledge.

**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**

A clear and comprehensive policy on attendance and punctuality is well communicated. The policy is on the website, in the participant handbook and is discussed at interview and induction sessions.

Accurate and secure records of attendance and punctuality are maintained on the Provider's online management system. These records are regularly reviewed by trainers and heads of department.

Participants are contacted on the day of absence and a discussion is held to review the impact of their absence. Where required, additional theory classes are offered to ensure that participants continue to make good progress.

**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 Provider has effective systems for monitoring and reviewing all aspects of their performance. A well-developed and comprehensive five-year business plan identifies targets and actions which are formally reviewed annually and at key points in the year by the Directors and in wider team meetings. The Provider has completed a self-evaluation report which has identified areas for improvement to enhance the participant experience.



The Provider has effective systems to gather participant feedback. Informal spoken feedback is gathered by trainers and Heads of Training and a formal questionnaire is completed annually. Staff are actively encouraged to provide feedback and are actively involved in improving the participant experience and their working environment at regular team meetings. Formal feedback is gathered through the annual appraisal.

Participant feedback gathered by trainers and Heads of Training is discussed at team meetings and recorded in minutes. The Directors and the wider team are involved in analysing the feedback and act where appropriate. For example, as a result of participant feedback, a summer barbecue was organised to respond to requests for social activities. Results of the formal questionnaire are analysed by the Directors. Participant feedback demonstrates high levels of satisfaction.

7.5 The Provider has not yet developed a formal mechanism to inform participants of what has changed as a result of their feedback.

A comprehensive and improvement-focused performance report is compiled annually and measures performance against the goals and targets of the five-year plan. Data is analysed and includes reference to participants' informal and formal feedback. A range of action plans informs meeting agendas which are recorded and regularly reviewed by the teaching team and Directors. Actions from the performance report review process also inform target actions for the team which are formalised at appraisal and reviewed at regular one-to-one meetings.

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Well-qualified and experienced Heads of Training manage course delivery and support the trainers effectively. There are two Heads of Training who are also responsible for the training of the participants, and both have qualifications and experience in aviation training as well as particular expertise in their area of training. One of the Directors is also a Head of Training and has qualifications and experience in managing teaching and learning in an educational setting at a senior level. He also takes the lead in the oversight of the quality of the participant experience.

The Director/Head of Training is an examiner for the CAA and supported the Provider to become an ATO. The Director is also the main contact for the ATO and is responsible for the quality of the provision, meeting audit requirements and ensuring any actions are met.

Training sessions are timetabled very effectively and ensure that participants have access to the required minimum hours of theoretical and practical training to meet the standards required of the ATO. Delivery is one to one and the timetabling reflects a highly effective teaching and learning model which combines theory, practice and reflective learning time.

Consistency of the learning experience and delivery is excellent. Participants are allocated a trainer who remains with them throughout the time of their course. The Heads of Training regularly monitor the quality of training, elicit regular feedback from participants and ensure support is of a high standard by mentoring new trainers during their three-month probationary period. Standardised training resources are used by all trainers. Regular trainer meetings include opportunities for sharing of best practice.

There are appropriate policies and procedures for the acquisition of training and learning resources. Course content and materials are of a high quality and have been developed effectively to support the progress and achievement of participants within the context of this specialised training. Course content and materials have been well-developed to ensure all legislative and ATO standards are met. The theory manuals include comprehensive information on learning outcomes, required assessment and how competency has to be demonstrated.

The content of the theoretical courses effectively underpins the development of the necessary practical aviation skills. High-quality study cards, which provide prompts to help participants remember processes during flight training, have been developed for the instructor course. These are very effective in supporting participants during flight training.

There is a strong sense of team ownership of course content and materials which consistently drives improvement. The trainers regularly provide feedback on how to improve content and materials based on participant feedback and their professional discussions with the senior managers.

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

- |     |   |   |
|-----|---|---|
| 9.1 | The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 9.2 | Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or which meet the needs of their employers. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support material.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.4 | Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 9.5 | Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.6 | The courses are designed so that participants are encouraged and enabled to develop independent learning skills.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.7 | The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.                              | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The courses' design and content are current and reflect legal aviation and ATO approval standards. Course content is regularly reviewed and updated to reflect changes in the legislative framework or approval standards. Course design is highly effective in ensuring participants can progress and achieve. Course design is also reflected in each participant's individual training plan, with the design of the course reflecting the individual needs of each participant. Course design ensures participants have the underpinning knowledge required for the practical aspects of aviation practice.

Every training session includes the opportunity for a learning and skills evaluation, which then informs individual training plans and any additional learning or practice time required. This leads to a highly effective structure that ensures the personal development of individual participants' skills and knowledge, resulting in very high pass rates and the development of participants' confidence.

Course materials are of a high quality, effectively standardised and very effective in supporting a range of training at different levels of experience and expertise. The materials include well-developed presentations, theory support materials, support materials for examinations and materials that effectively support flight instructor training. Course materials also include high quality digital resources and textbooks. Participants also have access to a range of fixed wing aircraft and gyrocopters for the development of aviation competences to meet external examination requirements.

Course delivery plans and associated materials and resources demonstrate that the course content and the delivery of the training sessions are very effective in meeting learning objectives, developing expected competences and maintaining an appropriate focus on the assessment outcomes. This focus ensures that the participants are well prepared for summative assessments and make very good progress.

A requirement for self-study supports the effective development of independent learning. Independent learning is also supported by a range of paper-based and digital online learning resources. Participants verified they had developed strong independent learning skills whilst on their courses.

Individual training plans are effective in demonstrating how the courses meet the different backgrounds and needs of participants. The plans include evidence of intervention and additional class-time opportunities that are provided to ensure that the participants progress appropriately in their theoretical training.

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

10.1 Trainers have a level of subject knowledge, 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**

Trainers have excellent subject knowledge and effective pedagogic and communication skills which ensure that participants make very good progress in the training sessions. Course delivery is very effective in meeting the individual needs of participants.

Trainers are very well supported in their professional development and are provided with good opportunities to develop their pedagogic skills. Trainers have access to a good range of professional development opportunities, which are supported by the Heads of Training and the Directors, to enable the trainers to deliver a wider range of courses and where relevant, to progress onto more advanced training.

Trainers are mentored by Heads of Training and have access to opportunities to share best practice and internal training opportunities which enable them to further develop their pedagogic skills. This results in an enhanced learning experience for participants, ensuring their individual learning needs and learning styles are met.

All participants have an individual training plan which demonstrates that trainers have developed a training experience which reflects the different backgrounds and support needs of the individual participants. The training plans include evidence of effective intervention to support good progress.

Highly effective question and answer techniques, regular formative assessment, self-evaluation opportunities and one-to-one trainer feedback after each training session ensure the very active participation of participants in training

sessions. These methods also enable the effective checking of participants' learning and understanding. This results in participants making very good progress and gaining good levels of confidence.

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

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. Participants are informed in the student handbook that external assessment is on a continuous basis and is available when all theoretical and practical competences have been demonstrated and verified by the trainer.

Rigorous and regular formative assessment activities very effectively support the development of participants' skills and knowledge and prepare them very well for the external examination. Formative assessment planning is very closely linked to learning outcomes and competences and is evidenced in course manuals. This results in participants being very well prepared for external examinations which is demonstrated through very high pass rates.

Assessment outcomes are rigorously monitored, and prompt intervention is made to address any concerns about progress. If required, participants are offered additional support or advised of other courses or options.

All outcomes of formative assessment are evidenced in a course overview sheet at the end of each training session and recorded on the electronic tracking system. Participants are able to track their own progress, which includes visual and numerical data that clearly show progress towards their target level of achievement.

Feedback is provided at the end of each training session. Participants are encouraged to assess their own performance against the expected skills and knowledge. Trainers provide extensive and thorough feedback on participant performance. The outcomes of the feedback session inform the individual training plan for the next training session.

This results in participants being well informed of their progress and demonstrate clear understanding of what skills and knowledge they still need to demonstrate competence in.

Participants are provided with the contact details of their trainer and are encouraged to contact their trainer outside course delivery time for support and guidance if required.

Highly effective measures are in place to ensure participants are unable to cheat and participants are actively discouraged from doing so. There are appropriate procedures in place to inform participants of the actions taken if cheating occurs. These are stated in the participant handbook. Participants take all external examinations on a one-to-one basis. The Provider ensures that all the examination requirements of the awarding body are met. These include the use of a password-protected online portal, use of Closed-Circuit Television (CCTV) and invigilators. This has resulted in the external audits from the awarding body confirming the validity of the examination process and outcomes.

Assessment opportunities are offered on a continuous basis during the course allowing flexible and realistic assessment dates. Assessment is demand-led and planned when the trainer has evidence that the participant is well prepared to take the formal assessment and dates and deadlines are discussed with the participant in advance. Where required, additional training sessions are planned prior to the assessment which are evidenced in individual training plans.

Participants have a training plan which includes suggested assessment dates which are very effectively monitored, and intervention is swift and effective if participants miss any set deadlines. If required, adaptations are made to individual training plans which include additional training and support activities.

**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**

The Provider offers approved courses by the CAA, which is the awarding body and the UK regulating aviation training body.

**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**

The Provider has systematically and rigorously complied with all required examination security arrangements and administration to ensure the secure delivery of external assessments. The examination arrangements include the use of an online portal that is password protected, as well as the use of CCTV and invigilators.

**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**

Participants have good access to well-informed advice and guidance. Participants are informed at interview of potential progression opportunities, particularly to higher qualifications and employment opportunities in commercial airlines.

During, and at the end of the course, participants are informed of potential progression opportunities to instructor qualifications, conversion courses and the rating course.

The Provider does not offer courses preparing participants for higher or further education.

**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 an 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

There is a named member of staff who has responsibility for participant welfare, including responsibility as the designated safeguarding lead. The member of staff is accessible to all participants to provide any guidance as required. The member of staff is very experienced and has undertaken a range of formal training.

Participants are provided with comprehensive information, advice and guidance on course requirements, pre-entry requirements and examination arrangements in an initial telephone discussion and at a face-to-face interview prior to enrolment.

Participants have an informal one-to-one induction at the start of the course which provides clear and comprehensive information on course requirements, key policies, contact information, health and safety, support intervention, progress recording and examination details.

Participants are provided with out of hour's contact details, including for emergencies, at induction and information is provided in the participant handbook.

The Provider has a comprehensive policy to avoid discrimination which is available in the participant handbook. There are well developed staged procedures for dealing with abusive behaviour and cyberbullying which are also available in the participant handbook.

There is a well-developed safeguarding policy which includes the policy's scope and purpose, arrangements for regular reviews, codes of conduct for staff and participants and clear reporting procedures including whistleblowing. The policy also includes clear and appropriate procedures for reporting any safeguarding issues. The policy is included in the staff and participant handbooks and covered at induction.

There is an appropriate staff recruitment policy that includes requirements to check and verify references and provide evidence of an enhanced Disclosure and Barring Service (DBS) check. A central register of all staff checks is appropriately maintained, including arrangements to ensure DBS checks are up to date. Staff are not employed until all evidence is verified. Pre-course interviews are used to identify any support needs or potential vulnerability. The company director responsible for safeguarding delivers safeguarding awareness training for staff at team meetings and covered at induction.

16.6 However, formal safeguarding training has not yet been delivered for all staff, including the designated safeguarding lead.

There is a well-developed policy on how to protect participants from the risks associated with radicalisation and extremism and a risk assessment has been conducted. Staff have completed training on the prevention of radicalisation and extremism. Relevant information is included in the staff and participant handbooks.

A clear e-policy is in place which references codes of conduct and is available in the staff and participant handbooks. The policy includes use of on-site social media and devices including laptops, tablets, cameras and mobile telephones.

The Provider collects details for participants, including next of kin which staff can easily access from a digital system.

**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 continues 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**

**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**

Participants are well informed of the contractual terms and conditions on the website, in the application form and at interview. The terms and conditions include when and how the refund policy applies, the 14-day cooling off period.

Participants have access to a fair and staged complaints procedure which is included in the participant handbook and made available at the start of the 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 which 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 which 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 homestay 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 is 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 at events and other leisure activities which 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

Participants are provided with appropriate information about social and leisure activities that will enhance their experience. They are provided with useful information on local activities in Inverness and the Provider leaves it up to the participants whether they attend.

There is no planned social programme as participants receive one-to-one training and there is no group delivery. Participants would not have the time to join any regular social activities as they either work or live too far away.

## 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

The Provider has a secure ten-year lease for the premises that expires in 2028.

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

23.1 Access to the premises is appropriately restricted and secured.  Yes  No

23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No

23.3 There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.  Yes  No  NA

23.4 General guidance on health and safety is made available to participants, staff and visitors.  Yes  No

23.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No

23.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.  Yes  No

23.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

23.8 There is adequate heating and ventilation in all rooms.  Yes  No

This standard is judged to be:

Met  Partially Met  Not Met

## Comments

Access to the premises is secure and appropriately restricted. Participants and staff have to carry personal identification and a receptionist is always present. Access to airside is restricted by a key code and is further secured by high fencing.

The premises are in a very good state of repair and cleanliness, with a very good standard of decoration.

General guidance on health and safety is provided and is visible throughout the premises and displayed on a health and safety notice board. Visitors are made aware of the restricted airside exit and entry points and are made aware of the health and safety notice board. Participants and staff receive comprehensive health and safety information and guidance at induction.

Appropriate and helpful signage is visible inside and outside the premises. There are a number of notice boards which contain general information which is helpful to staff and participants.

The premises are of a good size for the number of staff and participants. An area sufficient in size, near reception is available to receive visitors.

Toilet facilities are appropriate and accommodate male, female and disabled participants, staff and visitors. They are of a high standard of cleanliness.

The premises are well heated and ventilated.

#### **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 which 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 rooms are of a high standard and provide very good accommodation for the training sessions.

Training rooms are well equipped and contain a range of resources, including whiteboards and interactive whiteboards. Study materials and other training resources, for example aircraft training models, are available in each room.

Appropriate rooms for conducting external paper-based and online examinations are available.

#### **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**

Participants have access to a study space if they need to carry out private work. The space includes the provision of books and appropriate IT facilities. There is also access to study materials to support preparation for the examinations.

Trainers have access to good space for the individual preparation of training sessions, including IT resources. There is a space available for team meetings.

Participants and staff have access to a clean, airy and well-resourced kitchen area, which includes tea and coffee making resources, a refrigerator and a microwave. The kitchen includes a seating area for relaxation and the consumption of food and drink. Staff and participants have access to additional nearby facilities in the local airport.

Rooms are of a good size to hold private and large staff meetings.

Administrative offices are of a good size and well-resourced for effective administration. Staff have access to their own workspace, IT resources and telephony.

**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

Inspirational leadership and highly effective management have resulted in very high levels of staff and participant satisfaction rates.

Actions Required	Priority H/M/L
7.5 The Provider must develop a formal mechanism to inform participants of actions taken as a result of their feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

Excellent course design and high-quality training has resulted in very high participant pass rates.

Highly effective assessment strategies and feedback have resulted in confident, well-prepared participants who make very good progress and succeed well.

Actions Required	Priority H/M/L
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### PARTICIPANT WELFARE

#### Provider's Strengths

Participants are provided with comprehensive information and advice and guidance on course requirements which enables them to make well informed decisions on the appropriate course and training plan.

Actions Required	Priority H/M/L
16.6 All staff and trainers must complete appropriate safeguarding training at the required level.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### PREMISES AND FACILITIES

#### Provider's Strengths

Premises and facilities are of a high quality and provide staff and participants with a pleasant working and learning environment.

Actions Required	Priority H/M/L
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

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**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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