



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/ Stage 3 inspection

NAME OF PROVIDER: Skyborne Aviation Training Limited

ADDRESS: Skypark Flight Centre
Gloucestershire Airport
Staverton
Cheltenham
Gloucestershire
GL51 6SR

HEAD OF PROVIDER: Ian Cooper

DATE OF INSPECTION: 3-5 August 2022

ACCREDITATION STATUS AT INSPECTION:

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 22 February 2023

1. Background to the provider

Skyborne Aviation Training Limited (Skyborne/the Provider) is a private limited company which provides flight training. The training is for aspiring pilots with no experience through to military pilots, to acquire United Kingdom (UK) commercial pilot qualifications.

Skyborne began offering courses in August 2018 when it gained its licence from the Civil Aviation Authority (CAA).

Skyborne operates out of a purposely designed building at Gloucestershire Airport which has two flight simulators and four aircraft. The building also comprises a maintenance hangar, five classrooms, briefing rooms and administrative offices.

Skyborne's goals are to be recognised as the most respected and trusted airline training academy in the industry, through the consistent delivery of better trained, more competent and more resilient pilots.

Skyborne is overseen by a board comprising three directors. On a day-to-day basis Skyborne is coordinated by the Centre Director who reports, on a monthly basis, to the board. The Centre Director is supported by a number of managers, including the Safety and Compliance Monitoring Manager, the Head of Recruitment, the Sales Manager and the Head of Training.

In 2021 Skyborne began running flying courses in Florida, United States of America (USA). For some courses, participants study in both the UK and the USA. British Accreditation Council accreditation is sought for the UK-based courses only.

2. Brief description of the current provision

The training courses provided by Skyborne are full time, and participants can enrol for the full integrated course or enrol on a modular basis. The courses include the Air Transport Pilots Licence (ATPL) Theoretical Knowledge, Private Pilot's Licence (PPL), Commercial Pilots Licence and Instrument Rating (CPL/IR), Advanced Upset Recovery Training (AUPRT) and Airline Pilot Standard Multi-Crew Cooperation Course (APS MCC).

All the courses are conducted in person at the Provider's premises and are supported with computer-based training.

The ATPL qualification is a theoretical pilot course and does not include flight time, while all other courses include flight training. Classroom-based training is delivered to groups of up to 20 participants, whereas flight training is conducted on a one-to-one basis with instructor-led briefings before and after flights.

At the time of inspection, there were 83 participants enrolled on courses. All were from the UK and aged 18 years or over. The majority of the participants were male.

Courses commence every other month, totalling six start dates per year. Participants must meet entry requirements which vary for different courses offered. General Certificate of Secondary Education passes in maths, science and English language proficiency for second language speakers, are an example of such requirements.

3. Inspection process

The inspection was carried out over three days by one inspector. One day of the inspection was carried out online and two days were carried out onsite at Skyborne's premises at Gloucester Airport. Meetings took place with the Chief Executive Officer, Centre Director, Safety and Compliance Monitoring Manager, Head of Recruitment, Sales

Manager, Head of Training, Chief Theoretical Knowledge Instructor and Deputy Chief Theoretical Knowledge Instructor. A range of classes, briefings and debriefings were observed. The inspector also met with a group of instructors and a group of participants. The premises were inspected, and documentation was scrutinised. The Provider's staff co-operated very well throughout the inspection process.

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

The management structure is very clearly defined and documented. It is communicated to staff through a staff handbook and during induction. The extent of the authority of the directors and shareholders is clear.

The directors and the management team are highly experienced in working in the field of flight training and are, therefore, very well placed to carry out their responsibilities effectively. Members of these teams must meet CAA standards for experience and qualifications in order to work in their roles within the Provider. The directors and managers have clearly defined roles.

There is a very good range of channels of communication. There are weekly departmental meetings, as well as frequent informal conversations. Formal meetings are recorded appropriately and are organised according to an established meeting governance protocol. Most communication is in person, although there are also good communication systems in place for all staff who are working remotely.

The Provider has a very clear mission which was developed when Skyborne was founded. Plans for the future development of Skyborne are documented and well known by managers and directors. The mission and goals are communicated to relevant team members through training, induction, and staff meetings.

The Centre Director has monthly meetings with the Chief Financial Officer, as well as regular recorded meetings with the board. These meetings all have risk management as a standing item, and as a result, risks are clearly identified and there are effective plans for their mitigation.

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

While most managers carry out their own administration tasks, there is an administration team who are suitably qualified with a clear understanding of their roles.

There is a sufficient number of administrators to ensure that they can effectively cover all aspects of the Provider's administration and ensure that Skyborne runs effectively on a day-to-day basis.

There are comprehensive detailed job descriptions which match the needs of the organisation and the regulations of the CAA. The administrative structure is clearly communicated to staff through an administration manual, handbooks, and regular team meetings.

There are appropriate administrative policies, procedures, and systems in place. These are disseminated effectively through a procedures manual and staff handbooks which are shared with staff, ensuring that they are clearly understood. As a result, the administrative team members know what is expected of them and managers understand the nature of the administrative support which is available.

Data collection and storage is detailed and highly effective. The Provider has a number of suitable databases which support administrative functions. These databases store participant and trainer information effectively and are appropriately accessible to those that need to retrieve or amend the information. The system is secure and robust and appropriate policies are in place regarding data protection.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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

Staff recruitment is managed by the Head of Recruitment supported by the Centre Director and follows very clearly documented policies and procedures. Staff and instructors are suitably experienced and qualified. All staff sign the Employee Handbook which ensures that the Provider's professional standards are clearly understood.

Experience and qualifications are verified by the Head of Recruitment with thorough checking of applicants' Curricula Vitae, screening of certificates, and checking of references. All staff recruited have a minimum of two interviews, one of which is in person. All instructors have at least one practical simulator session where they are assessed. As a result, new staff are very clear about Skyborne's expectations, and the processes employed ensure that staff are appropriately qualified and experienced.

There are comprehensive appraisal and review systems in place for all staff. Administrative staff have a formal annual review. Instructors are appraised through regular observed training sessions and annual appraisal meetings, as well as standardisation checks conducted internally, and a licence check carried out by the CAA on a yearly basis. This results in effective reviews of their teaching and performance.

Management, administrative staff, and instructors are effectively supported in their Continuing Professional Development (CPD). Annual reviews have a strong focus on CPD and training opportunities, ensuring that both individuals and the team have a good range of appropriate skills and the opportunity to develop new skills.

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 Skyborne website provides an accurate depiction of all aspects of the courses and services on offer.

The information on the courses is comprehensive and up to date and includes accurate details of location, costs, and content.

Key policies are made available on the website.

In addition, the Provider has appropriate social media channels that also include a realistic and accurate depiction of its courses and services.

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

Participants' needs are matched to the courses for which they are registered through a clear and detailed registration process. The registration process includes e-mail communication, telephone calls, events, and assessment processes.

Entry requirements are clearly stated on the Provider's website and are reiterated throughout the application and registration processes. Applications are monitored by the Centre Director and Head of Recruitment to ensure that all applicants meet the entry requirements.

The application process is highly personalised and includes attendance at an open day, and opportunities to speak with current participants and instructors, as well as with the Centre Director or Head of Recruitment. The process is formalised and documented, with clear steps that participants must complete in order to enrol. The Centre Director and Head of Recruitment monitor all applications and are able to advise participants individually on their eligibility and choice of programme.

The customer service team has a suitable 24-hour target response time for enquiries. Participants commented on the excellent response times, general information and personalised advice and support available at the application stage. This was confirmed by the application enquiries and responses sampled during the inspection.

Skyborne asks participants to declare any additional needs on the application form. The Centre Director and Head of Recruitment review all applications in detail and assess any additional learning needs and required learning support. This ensures that additional learning support needs are identified and planned for where appropriate.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a clearly documented attendance policy which is communicated to participants through their induction manual and in the code of conduct which they sign.

There is an appropriate daily registration process and records are kept on a secure database which ensures that participants' attendance is effectively monitored.

Unexplained absences are rare. When they occur, they are followed up by members of the customer services team, who take appropriate action. The Centre Director is made aware of any absences.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider thoroughly reviews its performance through management and training review board meetings. Performance is discussed formally during recorded director and shareholder meetings. In addition, examination results and frequent audits by external organisations, including the CAA, provide opportunities for further reviews.

The Provider formally collects feedback from participants at a number of stages during a course via feedback forms. In addition to completing feedback forms, participants are able to provide feedback to the management team directly. Staff feedback is collected informally through conversations with staff and at meetings. The resulting feedback is analysed on a regular basis. There is no formal mechanism for staff to give their feedback, which could result in some of the staff's views of the provision not being taken into account.

The response rate of participant feedback is very low, which means that there are missed opportunities to obtain a wider view of the quality of the provision.

Feedback is reviewed by management and appropriate action is taken in response to it.

7.5 There is currently no mechanism for reporting to participants what has been done in response to their feedback, resulting in participants having little knowledge of how their feedback contributes to any improvements made by the Provider.

All feedback data is collated into annual reports by the Head of Recruitment and analysed by the Centre Director to inform action planning. Action taken as a result of feedback is appropriately recorded in minutes of meetings and in formal communications.

The Directors discuss annual reports and other performance reviews carried out by the Head of Recruitment and analyse feedback data, financial data and progress against their action plans at their Director meetings. The records of these meetings feed into a regularly reviewed action plan which is implemented by the Head of Recruitment, the Centre Director and their teams.

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

The training management team consists of the Head of Training, Chief Flight Instructor, Chief Theoretical Knowledge Instructor and Deputy Chief Theoretical Knowledge Instructor supported by operational and administrative staff. The members of the team are suitably qualified and highly experienced, enabling them to manage the team of instructors, training operations and course delivery well.

All courses are clearly timetabled and are planned effectively, with appropriately allocated start and finish times and multiple breaks. Flight training is well planned in advance.

Instructors are allocated to particular courses and modules according to their skills and experience. They are allocated for complete modules to ensure a consistent learning experience. When a new instructor is allocated to a module, they have opportunities to shadow an experienced instructor as they deliver the module and are then appropriately monitored and supported.

Course materials are managed by the training management team, although they may be adapted by individual instructors. All participants are provided with materials at the beginning of the course, as well as specific additional materials which may be required for particular modules.

The majority of training resources are standardised and planned in advance. The acquisition and development of training resources is managed by the training management team in consultation with instructors. This system is effective in making teaching and learning resources available in line with the course requirements and to meet participant needs.

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

All training course content and learning outcomes are based on CAA standards which are set out in a manual provided by the CAA. The training management team and instructors are all experts in their fields and develop the CAA guidelines into presentations which form the content of the course. This ensures that courses reflect current standards and practices.

Course design is based around outcomes which are set by the CAA. These outcomes reflect the skills and knowledge required of participants by the aviation industry. Learning outcomes for flight training are set by flight instructors and are personalised according to participants' individual needs and targets, and in line with CAA requirements.

Course materials are made up of electronic participant manuals and handouts for specific modules. Materials are well presented and comprehensive. Participants reported that the course materials are extremely useful in order to meet the course objectives. Inspection findings confirm this view.

Modules are clearly focused on specific and detailed learning outcomes which are communicated to participants at the beginning of each training session. Assessment objectives are clearly stated and made available to all participants. All modules include a number of assessments to ensure that participants can demonstrate their progress and achievements in relation to the learning outcomes. All flight training includes briefing and debriefing sessions which outline and then review learning and assessment objectives.

Appropriate course objectives are clearly focused on the skills and knowledge needed to work independently within the industry. In particular, flight training places significant emphasis on peer and self-assessment to encourage participants to develop their practice independently.

Participants are asked about their specific needs during the application process, and courses are adapted by instructors accordingly and where possible.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All instructors are highly experienced pilots and instructors. There are excellent systems in place for the induction and monitoring of new instructors and effective ongoing support and monitoring for the whole instructor team. In addition, all instructors' teaching and professional profiles are regularly monitored by the CAA. These systems ensure that the teaching staff are suitable for the courses they deliver and assess.

Instructors maintain and update their subject knowledge through regular updates of industry standards and practices, with which they are required to engage. They must be revalidated as instructors by the CAA once per year. Instructors receive regular teaching observations with written feedback from the training management team.

10.2 However, instructors do not receive sufficient support in developing their pedagogic techniques, meaning that they are not aware of a range of techniques and strategies which could enhance the participants' learning.

Instructors respond to participants' support needs during sessions by presenting and rephrasing content and through questioning techniques. In addition, they offer additional support and time to participants who need it.

Instructors demonstrate excellent technical knowledge and good communication skills to pass knowledge onto participants.

10.4 However, instructors' questioning strategies are limited and meaning that participants' engagement and understanding during classes are not always checked.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored			
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input 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

All training courses are planned to include a schedule of assessments. These are clearly laid out in participant and instructor manuals. Ongoing assessment consists of a number of marked practice tests which clearly reflect the content, standards, and format of the end-of-module assessment.

Assessment outcomes are effectively monitored by instructors and the training management team, using a standardised system. Assessment scores are clearly recorded on an online platform to which managers, instructors and participants have access.

There is a weekly participant review meeting where any participant needs or issues are discussed. This allows for the identification of participants who are not making satisfactory progress. In these cases, prompt intervention is made by the instructor in the form of additional training and support.

Participants have access to the online platform where their learning and progress is record. This learning ensures that they have a clear understanding of how their progress relates to their targeted level of achievement. High quality individual oral and written feedback for all flight training is central to the Provider's teaching and learning methodology. Feedback is given to all participants by their instructor periodically for classroom-based study, and after every flight training session.

Instructors are available to participants at break and lunch times and at the end of the day. Participants reported that they felt that instructors' availability outside of the scheduled course delivery time was excellent.

All assessments are carried out under strict examination conditions. The examinations are monitored by instructors, the compliance manager, and by the CAA who provide examination invigilators. Participants receive guidance from instructors and the code of conduct to prevent and discourage cheating and plagiarism.

Participants receive clear and regular guidance and instructions on the work schedule and deadlines to ensure these are met.

When work is unsatisfactory, instructors take prompt action, offering support, feedback, and where appropriate, additional training sessions to help participants and to rectify the situation.

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 is a CAA centre, and all courses lead to accredited awards granted by the CAA.

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

The Provider does not offer unaccredited or internal awards.

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 examinations are administrated on Skyborne's premises within CAA guidelines.

Skyborne ensures that examinations take place securely, providing locked rooms and a safe for the storage of examination materials. The CAA sends an invigilator to every examination and formally audits the examination procedure on a two-year cycle.

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

Skyborne organises visits by industry experts to discuss career opportunities, and participants are introduced to a recruitment specialist.

Instructors and managers have excellent connections within the airline industry and are well positioned to advise participants on career paths.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

A designated welfare team takes responsibility for participant welfare, under the overall direction of the Centre Director. Four members of staff are first aid trained, including in mental health and are available to participants for advice and support. Participants reported that they felt very well looked after by the welfare team and by their instructors. Inspection findings confirm this.

Pre-course information is detailed and comprehensive. Participants are encouraged to contact Skyborne directly with any questions that they have. Participants commented that the pre-course information and guidance were excellent.

Participants receive a comprehensive full-day induction at the start of the course which provides relevant information and sets clear expectations for participants. Participants reported that the induction was very useful and met their needs at the start of the course.

Participants are issued with an out-of-hours telephone number, and the participants spoken to during the inspection knew which number to call in case of an emergency.

The Provider has clear and documented policies in place to avoid discrimination, to deal with inappropriate behaviour and to set out clear expectations of the participants. These are clearly accessible in the terms and conditions and in the code of conduct which all participants sign.

Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. These are clearly documented in the relevant policies and associated handbooks, as well as in a risk assessment. Staff are appropriately trained, and the code of conduct sets clear expectations for participants.

There is detailed guidance in the participant handbook and welcome pack covering the appropriate use of social media and technology.

Participants' next-of-kin details are collected by the Provider and stored securely on an online database. Relevant staff have access to the database which is also accessible remotely.

17. International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

- | | | | |
|------|---|------------------------------|-----------------------------|
| 17.3 | Information and advice specific to international participants continues to be available throughout their course of study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The Provider does not enrol any participants from overseas.

18. The fair treatment of participants is ensured

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

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

Comments

Terms and conditions are fair, transparent, and published on Skyborne's website. They include appropriate arrangements for refunds. All participants sign a detailed training agreement which reinforces the terms and conditions.

The Provider's complaints process is clearly described in the terms and conditions.

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

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

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

Comments

Residential accommodation is clean, safe, and comfortable. Participants commented favourably about the accommodation and that it met their needs

There are appropriate fire safety measures in place, and the accommodation is secure. There are clear rules and procedures in place to ensure the safety and security of participants, and these are communicated appropriately through noticeboards and participant briefings.

Supervision levels are suitable for participants with on-site support available during the day and emergency support available out of hours.

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

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

Comments

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

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

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

Comments

There is no formal organised social programme provided.

Participants receive information about local events and other leisure activities through social media channels and information provided as part of the induction. This information meets the participants' needs.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The Provider has access to suitable external premises of a temporary or occasional nature for training purposes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

The Provider has a secure long-term lease in place for the premises which were purpose built for Skyborne's use, ensuring that it has secure access to a suitable facility.

The Provider has access to external premises for study, should it require them.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.8 | There is adequate heating and ventilation in all rooms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The premises are safe, secure, and clean, and only accessed by the staff team and participants.

The facilities are in an excellent state of repair, decoration, and cleanliness. All spaces are redecorated periodically, and maintenance is effectively managed.

Visitors and staff receive general health and safety information when arriving at the building, ensuring that they know what to do in case of fire or other emergency.

23.3 There is a lack of health and safety information made available to staff and visitors who are entering the hangar space of the premises. This results in them not being aware of the risks specific to this space, including danger to self and to operating aeroplanes.

In other areas, the Provider has clearly documented guidelines for staff, participants and visitors that outline the health and safety requirements. Visitors' attention is drawn to this information when they sign in upon arrival. There are clear notices regarding fire and health and safety procedures throughout the premises.

Notice boards, screens, and white boards display appropriate information in common areas, and more specific information in briefing rooms. There is very good signage outside the premises.

The facilities are of a generous size and offer ample space for participants and staff to work and to relax, as well as for receiving visitors.

There are appropriately allocated toilet facilities that are clean and maintained daily. Heating and ventilation systems, including central heating and air conditioning, ensure that all the spaces are appropriately ventilated and heated.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	There are facilities suitable for conducting the assessments required for each course.	<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

Training and briefing rooms and flight simulators which make up the training areas provide excellent facilities for the number of participants enrolled and for the nature of the courses.

Training spaces are very well equipped, with up-to-date equipment and resources to ensure that courses are delivered effectively, and that participants are exposed to industry-standard facilities. Flight simulators are periodically inspected by an external regulator.

There is an assessment room which is used exclusively for assessment purposes. The room has appropriate facilities, technology and security in place for assessments to take place effectively.

25. There are appropriate additional facilities for participants and staff

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

25.5 Administrative offices are adequate in size and are resourced for the effective administration of the Provider. Yes No

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

Comments

There is ample space for participants to work and study. All participants work from their own tablet device which allows them to access all course-related materials.

Instructors have a preparation room and plenty of alternative spaces in which to prepare their classes.

Staff and participants can relax and consume food and drink in a large kitchen area, with comfortable seating. Additionally, staff and participants can make use of the reception area and outdoor spaces for relaxation.

There is a designated meeting room which provides a suitable space to hold private meetings and staff briefings. There are numerous additional rooms which can be used for meetings and briefings.

The Provider has a number of administrative offices for individuals and teams throughout the building. These are of a good size and provide appropriate resources to aid the effective administration of the Provider.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

The directors and management team are highly experienced and very well placed to carry out their responsibilities effectively.

There are comprehensive appraisal and review systems in place for all staff so that they know what they do well and what they need to improve.

The application process is highly personalised and thorough, ensuring that only suitable candidates are registered for courses.

Actions Required	Priority H/M/L
7.5 The Provider must put a mechanism in place for reporting to participants what has been done in response to their feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Course materials are well presented and comprehensive.

Assessment objectives are clearly stated and made available to all participants and are reflected in learning outcomes of each module.

Assessment outcomes are effectively monitored and participants who are not making satisfactory progress are promptly identified and supported.

Instructors' availability to support participants outside of the scheduled course delivery time is excellent.

Actions Required	Priority H/M/L
10.2 The Provider must offer more support to instructors in developing their pedagogic techniques.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
10.4 Instructors' questioning strategies must ensure the involvement of all participants.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's Strengths

There is excellent welfare provision in place for participants, ensuring that their pastoral needs are effectively met.

Induction procedures for participants are thorough and comprehensive, ensuring that they are well prepared to start their courses.

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

PREMISES AND FACILITIES

Provider's Strengths

The facilities are in an excellent state of repair, decoration, and cleanliness.

Training and briefing rooms and flight simulators provide excellent facilities for the number of participants enrolled and for the nature of the courses running.

Training spaces are very well equipped with up-to-date appropriate equipment and resources to ensure that courses are delivered effectively.

Actions Required	Priority H/M/L
23.3 The Provider must ensure that appropriate health and safety information is made available to staff and visitors who are entering the hangar space.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Provider develops appropriate formal recorded means for staff to provide their feedback.

It is recommended that the Provider increases the response rate of participant feedback.

COMPLIANCE WITH STATUTORY REQUIREMENTS

There is no up-to-date fire risk assessment of the residential accommodation.