



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER  
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

**MONITORING VISIT**

**FLYING TIME AVIATION**

Full Name	<b>Flying Time Aviation</b>
Address	Wingfield House, Shoreham Airport, Shoreham-by-Sea, West Sussex, Worthing, BN43 5FF
Telephone Number	01273 455177
Email Address	jonathan@flyingtime.co.uk
Website	www.flyingtime.co.uk
Principal	Mr Jonathan Candelon
Proprietors	Mr Anthony Realff Mr Dick Rust Mr Jonathan Candelon
Age Range	15+
Total number of students	81
Numbers by age and type of study	18+: 81 FE only: 81
Inspection date	<b>5 August 2014</b>

## PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Flying Time Aviation (FTA) is a flight training company limited by shares based at Shoreham Airport, West Sussex. The board of directors consists of the previous managing director who is the majority shareholder, present managing director, who acts as principal and a third shareholder who is the finance director. Founded in 2006 following the merger of two flying clubs its aim is to deliver the best pilot training in the industry directly to major carriers around the globe.
- 1.2 The college provides both full time and part time courses in flight training. There are no set enrolment dates for the commercial and private pilot licence since courses are tailored to meet individual student requirements. The exceptions are airline transport pilot licence ground school and the integrated flight deck programme, both of which begin at approximately two monthly intervals. Selection is by school or university examination results and by personal interview. English language ability is confirmed during interview. Students from outside the United Kingdom are required to provide a secure English language test (SELT) certificate and those from the European Union (EU) evidence of English language ability.
- 1.3 At the time of inspection there were 81 students. The vast majority of students are over the age of 18, with very few younger students who undertake the private pilot licence (PPL). There are currently no students under 18. Most students are male and have either European, Arabic or African backgrounds. There were no students requiring support for learning difficulties or disabilities (SEND) at the time of inspection
- 1.4 The last inspection was 10 September 2013. The recommendations from the previous report are:
  - Provide a formal standardised system of initial assessment to identify and meet individual student needs.
  - Provide integrated information on student performance for instructors to use in planning appropriate individual academic support.
  - Formalise systems of staff appraisal and lesson observation to further improve levels of student learning and achievement.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 10 September 2013 the college was found to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Satisfactory progress has been made in developing appropriate initial skills assessment procedures. It is not clear how the outcomes of these assessments are used by instructors and theory teachers to plan flying instruction and theory sessions which meet individual student needs. English language skills are not tested and some students experience difficulty with technical language. Students are not sufficiently motivated to make use of the English language support available. Good progress has been made in the development of information technology to record student performance in a coherent way and this enables students to record their progress and set targets for improvement. Flying instruction is outstanding; students are highly motivated towards practical sessions, but less so for theory sessions where active participation is lower.
- 2.3 Students' welfare, including health and safety, is excellent. Policies and procedures for health and safety are in place and well understood by staff and students. There are thorough systems to ensure reporting and management of incidents which may compromise safety. Risk assessments are conducted efficiently and include all aspects of the work environment. Trained first aid staff and fire marshals provide full cover. Security is good; electronic access to the premises is linked to effective attendance management. The premises are most appropriate for the delivery of the programmes including specialist resources and flight simulators. The college owns a fleet of modern aircraft which are well maintained on site to Civil Aviation Authority (CAA) standards. There is a positive relationship between staff and students and arrangements for pastoral care are very good. There is an effective safeguarding policy in place, managed by a senior member of staff who is accountable as reporting officer. All staff have received training in safeguarding awareness.
- 2.4 Governance, leadership and management are excellent. There is a clear direction supported by effective communication. Finance and resource allocation are managed most efficiently and responsibly. All legal accountabilities are discharged appropriately. Strategic planning is well managed through regular data reports which underpin the organisation's key performance indicators. There is a clear management structure and all staff have well-defined roles. There is a well-structured performance management strategy which includes appraisal and is linked to staff development. This operates effectively to raise standards. The quality management systems meet compliance criteria for CAA and actively serve to improve the quality of education and training. All appropriate checks are made prior to staff appointments although information retained on staff files is incomplete in some cases. Employees are well supported by the organisation.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendations in this area from the previous inspection report are:
- Provide a formal standardised system of initial assessment to identify and meet individual student needs.
  - Provide integrated information on student performance for instructors to use in planning appropriate academic support
- 3.3 Satisfactory progress has been made in meeting the first recommendation. Initial assessment is good. Students are encouraged to complete a skills assessment test on line and bring this with them. They do not undertake formal tests on arrival but qualifications and results of skills tests, in addition to the outcomes from a learning styles inventory, are collected on the electronic portfolio system. However it is not clear how this information is used by teachers to determine individual student needs and plan provision.
- 3.4 All students receive an admissions pack which contains details of the courses, career prospects within the aviation industry and information about enrolment. Students are interviewed either in person, by telephone or via the internet to determine level of commitment and attitude to learning. English language skills are not tested on arrival as a score of 4 on the International English Language Testing System (IELTS) is the minimum requirement for acceptance on the courses. Visa students are required to submit a Secure English Language Test (SELT) result but some of these, and some EU students who do not require a visa, may experience difficulties with technical English. Links have been established with the local English language centre to identify ways of assessing students and providing suitable support. Students have not been motivated to make use of the opportunities made available for additional English language support.
- 3.5 The college has made good progress in addressing the second recommendation through the introduction of aviation specific, virtual learning environment (VLE) software. All instructors are provided with tablet computers and are able to complete details of flights and assessments which students may accept or reject by using an electronic signature. Students can access this information on line and are able to monitor their performance and track progress. Learning materials are also made available through this VLE.
- 3.6 The quality of teaching and its impact on learning is good. Flying instruction is outstanding with excellent preparation by students, clear direction, focussed questioning and assessment. Debriefing sessions make excellent use of interactive technology to support students to identify their performance against expectations, identify areas for improvement and set targets. Students are highly motivated

towards practical flying sessions but less so for theory sessions. These classes are less dynamic and do not encourage students to explore and test new principles or theory; levels of active student participation are low. Instructors are knowledgeable, with extensive flying experience, and use the classroom resources to good effect. Students make good progress with the vast majority achieving their qualification within the expected time.



#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 Arrangements for the welfare, health and safety of staff and students are excellent and the premises are secure. Detailed policies and procedures are in place with designated accountabilities. Students receive thorough training in all areas of health and safety as part of their training programme and are required to carry out safety checks themselves. Compliance with CAA safety regulations are an integral part of the course of study. All incidents and issues of concern in safety are reported, logged and dealt with rapidly. There is an effective safety committee which meets monthly to review all safety matters. A detailed fire risk assessment is updated regularly and all necessary safety equipment is appropriately located and regularly maintained by specialist contractors. Fire safety notices are prominently displayed and exits clearly signposted. There are sufficient qualified first aiders on premises at all times. Additional support for general health and safety management is provided by an external consultancy.
- 4.3 The premises are well maintained and afford a good learning environment. Classrooms are clean and well furnished; smaller rooms are available for individual briefing sessions. The fleet of modern aircraft is regularly maintained to high industry standards by an aeronautical engineering company on site. Single and multi-crew flight simulators are available during extended working hours to develop students' flying skills under supervision.
- 4.4 Admission and attendance registers are accurate and well maintained. Entry to the building is recorded electronically through fingerprint monitoring and regular attendance reports produced. Procedures are in place for recording lapses in attendance and making reports to the Home Office where appropriate. Student information is maintained thoroughly both electronically and on individual files.
- 4.5 Arrangements for pastoral support are very good. The designated point of contact is the welfare officer who is able to provide support on accommodation and visa issues. Students receive a thorough induction supported by an admissions pack. Students are very positive about their interaction with instructors and are confident to approach them on personal and professional matters. There are limited opportunities for socialisation outside working hours although the organisation has initiated some social activities.
- 4.6 There is an effective safeguarding policy in place and clear guidance on the actions necessary in cases of reported abuse. A senior member of staff has designated accountability as reporting officer. All staff have undertaken a safeguarding course and further training is planned. Disclosure and Barring Service (DBS) checks are made for all staff prior to, or at appointment.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 Governance, leadership and management are excellent. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Formalise systems of staff appraisal and lesson observations to further improve levels of student learning and achievement
- 5.3 The college has made good progress in meeting the requirements of this recommendation. There is a comprehensive performance management strategy which incorporates annual staff appraisal, self-evaluation, observation of teaching and learning, target setting and staff development. All staff are employed on a full-time basis and show a high level of commitment and loyalty to the organisation. Members of staff have detailed job descriptions and are clear about their accountabilities. They are well supported by the college. Targets are set for their performance on an annual basis and are regularly reviewed. There is a senior member of staff dedicated to standardisation whose role is to promote continuous quality improvement through raising standards of instruction.
- 5.4 Governance, leadership and management are strong and highly effective. There is a good working relationship between the directors who have a detailed understanding of the organisation and provide thorough oversight. Clear educational direction is reflected in the aims and quality of provision. Responsibilities for educational standards, financial planning and allocation of resources are fully and efficiently discharged. Strategic planning is well managed to ensure appropriate and controlled expansion. Communication is effective at all levels. There are regular board meetings, senior management and staff meetings which are planned and minuted. There is an ethos of shared responsibility for the success of the organisation in which all staff are involved. Monitoring of the organisation's progress through key performance indicators is highly successful; data is used well to inform planning.
- 5.5 Quality management is effective, embracing compliance requirements of the regulatory body CAA and the organisation's own audit criteria. Robust systems are in place for collecting student feedback but it is not always clear what actions are taken as a result and how the impact on student outcomes is assessed. The pre-inspection questionnaire and discussion with students indicated a high degree of satisfaction with the training provided.
- 5.6 Staff suitability is confirmed through all appropriate checks prior to appointment and professional references taken up. Many new appointments are of recent graduates of the college. Information on staff files is incomplete in some instances. Evidence of qualifications, key documents confirming identity and copies of references where staff have been known to managers as past students are not included in all cases.

The organisation provides opportunities for additional qualifications and professional advancement.

- 5.7 Arrangements for the provision of information are good. Prospective students have access to comprehensive guidance on courses through the website and opportunities for wider career discussion through interview on admission.

## **6. ACTIONS AND RECOMMENDATIONS**

The college has maintained the good quality found at the last inspection.

### **Recommendations for further improvement**

In order to further improve the good quality provided, the college should:

- Develop the use of information from initial assessment to inform teaching and learning.
- Implement a strategy for the provision of support for spoken English language where student needs are identified.
- Improve the impact of theory sessions through increased student participation.
- Ensure consistency of information held on staff files.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietor. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Mr. Peter Wood	Lead Inspector
Mrs. Margaret Arokiasamy	Team Inspector
Mrs Jacqueline Lawrence	Team Inspector