



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

OXFORD AVIATION ACADEMY (OXFORD) LTD

(Company registration no. – 6277278)

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Principal	Mr Andrew Boomer
Proprietor	Oxford Aviation Academy Reg number: 6277278
Age Range	18+
Total number of students	366
Numbers by age and type of study	18+: 366 FE only: 366
Inspection dates	18 – 20 May 2021

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 CAE Oxford Aviation Academy (Oxford) is part of a worldwide group of aviation training organisations owned by the CAE group. CAE trains aspiring pilots through its network of aviation academies in 9 global locations. With more than 50 training sites worldwide, CAE provide the widest civil aviation training network, providing training on the widest coverage of in-production and in-service types of aircraft. The Academy is located at London Oxford Airport with a second site at Crawley, near Gatwick Airport in West Sussex. The academy was established at its Oxford base in 1964 and became part of CAE in 2012.
- 1.2 The centre manager at Oxford is also the global operations leader for CAE aviation training division reporting to CAE executive board in Montreal, Canada. He is assisted in the day to day running of the academy by a team of senior managers. The aim of the academy is to combine high quality ground school courses with flying instruction to train high quality commercial airline pilots.
- 1.3 CAE Oxford Aviation Academy is a commercial Pilot Training Organisation, regulated under the Danish Transport Authority (DTA) trading since 1964. The curriculum offered is accredited by the United Kingdom Aviation Authority (UKCAA) and by the European Aviation Safety Agency (EASA). The academy offers a range of training courses leading to Commercial Pilot's Licence (CPL). Enrolment is monthly for the integrated Air Transport Pilot's licence (ATPL) and enrolment for other courses are timed to meet individual requirements or those of airline sponsors. Training is carried out at Oxford, Antwerp, Brussels and Gatwick centres; initial flight training takes place at the academy's fair weather base at Phoenix, United States of America (USA). The bases outside the UK were not inspected during this inspection. Ground School of theoretic knowledge is taught at Gatwick with more advanced flight training taking place at the Oxford site.
- 1.4 The selection process involves aptitude testing, mathematics and physics skills tests, personal interview incorporating previous qualifications and experience. Students from outside the UK are required to provide a secure English language test further tested during personal interview. Students may be self-sponsored or supported by an airline or government. Increasingly, courses are delivered in blended format through in-class training and virtual media; students are provided with a tablet computer and supported in the use of the technical programmes.
- 1.5 At the time of the inspection 366 students were enrolled in pilot training. Students under the age of 18 are not accepted. Most students are between the ages of 19-27. The vast majority of students are from the UK or other European countries. Others are from Algeria and the Middle East. Currently 32 students are studying under Student visa arrangements. More than a third of students have a first language other than English. A small minority of students are female, no students have been identified as having special educational needs and/or disabilities (SEND). Accommodation for a small number of students is provided in a hall of residence on the Oxford site although this is scheduled for closure in summer 2021.

- 1.6 The academy was previously inspected on 20 February 2018 when it met all Key Standards and the quality of education was judged to exceed expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The Academy exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Initial assessment is very thorough. Tests of technical skills, aptitude, motivation and leadership are included in addition to English language and mathematics. Information from these tests is used well by instructors to inform teaching. Course provision and delivery are excellent. The academy strategy for blended learning using a Virtual Learning Environment (VLE) has been very effective as a result of careful planning. Most students complete their course successfully. The courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance. The quality of teaching and its impact on learning are excellent. Instructors are well qualified, experienced and have excellent subject knowledge. Assessment tests were effective illustrating excellent progress and high levels of achievement. Records of theoretical knowledge in ground school and flight training enable student to monitor their progress and effectively manage their own performance.
- 2.3 Students' welfare, including health and safety, is excellent. Arrangements for managing the health and safety of staff and students are highly effective. Regular risk assessments are conducted and action taken to minimise risk. Appropriate policies are in place, are thoroughly implemented and regularly reviewed to reflect any changes in national guidelines. Systematic checks are made of alarms and equipment and records kept of fire drills. Emergency planning is effective and staff are suitably trained. All staff and students receive regular briefings demonstrating the high commitment to health and safety. Premises are high quality, well maintained and fit for purpose, security is good. Teaching resources are good and well supported by modern aircraft and flight simulators. Registration and attendance records are very accurate and levels of attendance are high. Pastoral support is excellent. Induction is thorough, highly effective and support for welfare matters and personal issues is good. There is good provision for careers advice and professional placement on qualification.
- 2.4 The effectiveness of governance, leadership and management is excellent. The level of ownership and oversight is excellent. The CAE group provides very effective oversight reflecting its regulatory and statutory accountabilities for training in the aviation industry. CAE leadership sets clear objectives and standards monitoring progress to achieving agreed targets. Effective policies are established, regularly reviewed and accessible through the VLE. Review dates for policies are now added to facilitate effective monitoring. Leadership and management are excellent. The management structure is clear and staff are aware of their roles and responsibilities. There is a culture of continuous improvement; staff recognise the areas for development and contribute towards setting priorities for improvement. There is a rigorous system of performance management supported by staff development

opportunities. Quality assurance is excellent, continuous improvement is strongly supported through CAE group monitoring and target setting. Information is collected systematically through monitoring of appropriate key indicators and used well to demonstrate the organisation's performance. There is an effective complaints policy which allows for records of all stages of the process to be recorded for effective monitoring by management. Staff selection is robust and managed effectively. All appropriate checks are made prior to appointment being confirmed. The academy provided all information requested for inspection in a timely manner.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENT

3.(a) Assessment of students prior to or on arrival

- 3.1 The assessment of student's suitability prior to and on arrival is excellent. Accurate information and guidance on careers and training for the aviation industry is provided through the website and in person. Prospective students have ample opportunity for informal meetings and interview to explain the courses offered. Assessment for all students both self sponsored and those sponsored by airlines is extremely thorough using a comprehensive suite of tests. Assessment is rigorous and conducted by an external agency, provider of the ADAPT (Assess, Develop and Performance Training) tool. Assessment consists of computer based aptitude tests in Physics, Mathematics and a virtual interview which includes assessment of English Language skills. The range of tests are appropriate to the intended careers of students as commercial pilots and assess technical skills, aptitude, motivation, commitment and leadership.
- 3.2 The external assessment agency and CAE work together closely to offer a collection of tests which meets the specific requirements of the aviation industry.
- 3.3 On entry to the course students undertake additional tests in English and mathematics. The information from these tests is used effectively by the instructors to inform their teaching. Appropriate support for students in the use of English language is provided where necessary.
- 3.4 Successful candidates will be offered a placement, unsuccessful candidates are positively encouraged to undertake the assessment again up to 6 months after the initial assessment.

3.(b) Suitability of course provision and curriculum

- 3.5 The suitability of course provision and curriculum is excellent, all of the programmes are highly appropriate for the ages, aptitudes and language capabilities of the students. Instructors demonstrate good comprehension of the background of students and their previous attainments using these well in planning classes. The programmes are well designed and delivered enabling the students to achieve their goals of securing a commercial pilot licence and following professional pilot training. Courses encourage student participation and engage their interest. Learning programmes and activities follow guidelines strictly in accordance with the European licensing arrangements.
- 3.6 The Covid 19 pandemic has adversely affected face to face delivery of teaching and supported learning. A strategic plan implementing blended learning with use of a VLE has been accelerated and is used very effectively to deliver high quality training. As a result of careful planning the outcomes remain very good for the vast majority of students. Most students complete their course successfully.

- 3.7 Courses and course delivery are very structured and highly regulated, designed to provide a coherent and progressive programme of study at different levels. Course delivery, schemes of work, lesson planning and subject matter are fully compliant with the standards and requirements for flight crew licensing laid down by the regulatory body. Evidence from students' subject and progress tests are used to plan teaching and identify areas for improvement.
- 3.8 Students confirm that the information they received before enrolling at the Academy was accurate and informative meeting their expectations very well. CAE Oxford Aviation Academy is currently offering a scholarship programme, 'Women in Flight' which has been successful in encouraging more female students to train as pilots.
- 3.9 Students from diverse cultures and countries are fully integrated within the courses in an environment of mutual respect and tolerance of those with different faiths and beliefs. Teaching does not undermine fundamental British values of democracy, rule of law, individual liberty and does not discriminate against students in any way.
- 3.10 The courses on offer to students on Student visas meet the definition of an approved qualification as set out in the Home Office guidance. All students are registered with the regulatory body at the beginning of their course.

3.(c) The quality of teaching and its impact on learning

- 3.11 The quality of teaching and its impact on learning are excellent. Good progress has been made in meeting the first recommendation from the previous inspection, systematically recording lesson observations to improve how the impact on learning is monitored. Detailed assessment forms are completed for lesson observations identifying the areas for development and recording the impact on learning for future lessons and need for reassessment.
- 3.12 Teaching is effective in promoting students' progress. Instructors have excellent subject knowledge and professional experience which they use effectively to illustrate theoretical elements. Students needs are appreciated and lessons planned appropriately to motivate and maintain student interest. Time is well managed and resources provided through the VLE used effectively to support students' learning
- 3.13 Students develop good understanding and comprehensive knowledge which they are able to apply in a range of different settings. Increasingly students gain high levels of confidence in managing their own learning and in the application of a range of technologies including flight simulators.
- 3.14 Instructors are well trained and subject to regular lesson observations and assessment. All instructors received training on the use of strategies for virtual learning and accordingly displayed some excellent use and application of this medium. Students enjoy their lessons and interaction with instructors and other students through the VLE are positive. All appropriate measures to safeguard staff and students have been taken during the Covid-19 pandemic. .

- 3.15 Lessons are well planned and delivered through the VLE and in person providing consistent content and delivery. Students have ready access to lesson plans and supporting material through the virtual platform on which the course is based. Student performance in progress tests and subject tests are good and illustrate that blended learning with VLE is effective. Results of student outcomes in tests are recorded to monitor levels of success in all elements of the course. Students recognise the advantages and disadvantages of virtual learning as a strategy for theoretical knowledge delivery in ground school but miss the more active involvement in class and group activities with opportunities for peer group learning. Students are well motivated and fully engaged in the class delivery. Clear targets are set by the formal tests in subject matter and progress.
- 3.16 In the best lessons the instructors used good examples from their own experience and background knowledge to illustrate more complex principles. In a small minority of lessons students were not fully engaged and learning through interaction with other students and instructors was not effective.
- 3.17 Students develop management of their own performance and take responsibility for their own learning. The students show good ability in working independently during the theoretical knowledge part of the course in ground school and develop independence and skills of remote learning to complete the course on time. Students follow up any lack of understanding arising from lessons in emails with instructors.

3.(d) Attainment and progress

- 3.18 Attainment and progress are excellent. Excellent progress has been made in meeting the second recommendation from the previous inspection of recording feedback from flight de-briefs to assist memory and learning. All information relating to student flight training is recorded accurately in an electronic log 'ETA Talon' which enables students to easily review their learning from each element of the flight experience and training and appreciate the progress they have made.
- 3.19 Students reach high levels of attainment based on their starting points. Most students who begin courses complete them within the recognised time period. Progress made by students in class time is very good.
- 3.20 Monitoring of student progress during the programme is excellent. Progress tests and subject tests ensure that students are very well aware of their progress and what they need to do to improve. Training reviews provide further evaluation where necessary and allow instructors to identify any difficulties which students may experience and provide appropriate support.
- 3.21 Students report that they are able to monitor their own progress effectively and identify areas for improvement.
- 3.22 The regulatory framework required by the licensing authority EASA enables accurate evaluation of overall student performance at different centres.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Health, safety and security of the premises are excellent. Arrangements for managing the health and safety of staff and students are highly effective and all necessary measures are taken to minimise risks. Appropriate policies are in place, thoroughly implemented and regularly reviewed to conform to any changes in national guidance. The academy has a proper regard for health and safety issues which is reflected in the reporting of health and safety matters to management and to CAE group. All staff receive Health and Safety Training which is regularly updated.
- 4.2 Staff and students receive a comprehensive briefing during their induction and regular updating in health and safety. Comprehensive Information on health and safety are included in their electronic manuals. Regular risk assessments are carried out for each site from which the actions are addressed. Systematic checks are made of equipment and alarm systems. Emergency signage is clear throughout the academy. Fire drills are undertaken regularly and results analysed to improve outcomes. Fire safety conforms to legal requirements.
- 4.3 Emergency procedures are well planned. Key staff are appropriately trained as fire marshals. There is a written first aid policy and procedures are clearly informed. Records of incidents are accurately maintained. The hall of residence also complies fully with health and safety arrangements, has regular fire safety checks and evacuation drills. Staff are trained as fire marshals and are qualified in first aid.
- 4.4 The premises are high quality, well maintained, clean and fit for purpose. Heating, lighting and ventilation of teaching accommodation are satisfactory. Teaching and briefing rooms are well equipped and furnished to a high standard. These are enhanced by a fleet of modern aircraft and flight simulators, computer resources and relevant instruments.
- 4.5 Security arrangements are excellent for buildings and outside areas. Access allows all students including those with disabilities to enter and leave safely. Washroom facilities are adequate. Food preparation, service and consumption areas are hygienic. Drinking water is freely available.

4.(b) Student registration and attendance records

- 4.6 Student registration and attendance records are excellent. Information recorded on initial registration is accurate, conforms to data protection legislation. The academy maintains highly accurate records of attendance. Electronic systems are used to report attendance. Student presence is entered at the beginning of each lesson on a remote attendance register. The systems are used effectively to provide management information and, where necessary, to notify the Home Office for students studying under the Student visa route who fail to enrol or whose attendance does not meet requirements. There are clear arrangements for the fair collection and refund of fees and deposits.

- 4.7 Levels of attendance are very high and conform to the requirements of the regulatory body for the aviation industry. Repeated absences or issues of punctuality are addressed rapidly.

4.(c) Pastoral support for students

- 4.8 Pastoral support is excellent. Students receive a highly effective induction programme on entry to the academy. This is well supported by the provision of electronic handbooks and a briefing on the use of the VLE. Further appropriate information is made available to the students about the site and local facilities. The Student Virtual Welcome briefing document includes contact details, code of behaviour, course and assessment overviews and highlights the importance of communication and mental health. Students are very well prepared for their studies through the induction programme.
- 4.9 Students receive excellent support from academic and support staff with contact arrangements available at all times. Staff are fully aware of the demands of the course and the effect on students. They are able to assist in course related issues and referral to external agencies on personal matters where appropriate. All staff have undertaken mental health first aid awareness training.
- 4.10 Excellent advice and guidance is available through the professional service centre to aid students in locating suitable employment in the aviation industry. Students recognise the importance of this service and appreciate it greatly.
- 4.11 The academy social programme provided opportunities for a range of activities and social events however, this has been limited in the current year by the Covid-19 pandemic.

4.(e) Residential accommodation

- 4.12 Residential accommodation is satisfactory. Students based on the Gatwick site rely on self identification of rented property. On the Oxford site the academy has traditionally provided accommodation through a hall of residence (Langford Hall). Management of the hall of residence is good and complies with national requirements. It has acted as a social focus for events arranged by the academy promoting social interaction between residents in hall and students living in the local area. This has been viewed as important promoting social cohesion between students from different cultures and supporting new students studying at the academy. Increasingly students have sought short-term, rented accommodation, locally in small social groups or individually, which meets their needs for their studies on line. In consequence Langford Hall closes in summer 2021 in favour of more flexible provision to meet the needs of current students. The academy has no involvement in locating rented accommodation for students.
- 4.13 Current provision remains minimal at Langford Hall and meets the requirements of a small number of current students. At Gatwick the vast majority live in local, rented accommodation at Gatwick, Crawley and the remainder at home.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are excellent. The CAE group provides very effective oversight of the academy in accordance with its aims and fully discharges its responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. The relationship between CAE and academy management is good and very supportive. CAE communication is very effective and provides a coherent oversight of corporate management priorities, current themes and areas for development.
- 5.2 CAE has excellent oversight in the working of the academy and is fully engaged in its strategic development. The CAE leadership sets clear objectives and standards, monitoring targets through regular executive meetings which receive departmental reports.
- 5.3 The CAE group fully recognise their responsibilities for welfare, health and safety which they discharge effectively. The CAE executive ensures that there is full legal compliance by the academy.
- 5.4 The CAE group is very successful in attracting well qualified and experienced, high quality staff who are well supported. There is very clear educational direction enhanced through highly effective corporate leadership which includes meeting statutory requirements and provides good quality education and training. This results in high levels of achievement which supports excellent student care as well as meeting the stringent health and safety demands of the aviation industry.
- 5.5 Excellent progress has been made in addressing the fourth recommendation from the previous inspection. CAE fully recognises its responsibilities for setting and implementing policies and procedures to address its regulatory and statutory responsibilities. Policies and procedures are regularly reviewed and a date for subsequent review recorded on each policy. They are assessed for effectiveness and their impact monitored through records of their implementation.
- 5.6 The academy derives benefit from the financial planning and investment provided by CAE group ensuring that there are sufficient quality resources through good financial management and from the opportunities to share good practice with the various training organisations in the group.

5.(b) Management structures and responsibilities

- 5.7 Leadership and management are excellent. The management structure is clear. Staff have clear roles and are fully aware of their responsibilities. Leadership and management provide clear educational direction which is reflected in the quality of students' education and meet the demands for high quality training by the aviation industry.

- 5.8 Leadership and management are effective in self-evaluation, setting priorities and ensuring that they are achieved. Management at all levels recognise the strengths and areas for development and are aware of the priorities for improvement. The self-evaluation report identifies the principal features of the academy's performance but is limited by insufficient use of data.
- 5.9 Excellent progress has been made in addressing the fourth recommendation from the previous inspection. Policies and procedures are regularly reviewed and a date for subsequent review recorded on each policy. They are assessed for effectiveness and their impact monitored through records of their implementation.
- 5.10 The academy is very successful in attracting experienced, high quality staff who are well supported and motivated. Management ensures that they are suitably trained for their roles in welfare, health and safety and to work with students. Staff are provided with effective support and opportunities for professional development.
- 5.11 Communication between all staff is good; there is an effective meetings structure which enables staff to recognise the areas for development and contribute to local changes. In consequence developments are shared in all key areas where they impact on staff and students.
- 5.12 There is a rigorous system of performance management which includes annual appraisal and regular review. This is in addition to the frequent informal meetings between staff and their managers which are highly valued. There are regular observations of instructors which ensures that they are highly competent and that the currency of their skills is maintained through staff development.

5.(c) Quality assurance including student feedback

- 5.13 Quality assurance is excellent, there is a clear commitment to continuous improvement throughout the academy. This is strongly supported through the CAE group monitoring and target setting. The academy demonstrates established and well managed systems that result in quality improvement. The quality assurance process embraces all elements of provision made by the academy. Highly effective arrangements are in place for quality assurance. Information on the organisation's performance is collected systematically through key indicators and used effectively. This conforms to the requirements of the regulatory bodies reflected in all areas of the academy's provision.
- 5.14 Student feedback is collected systematically and analysed to improve provision. The academy is responsive to the views of students and acts upon them in a timely manner.
- 5.15 Excellent progress has been made in the reporting of complaints addressing the third recommendation from the previous inspection. Accurate records of all complaints showing the stage and the way in which they were resolved are retained and have improved monitoring by management. All complaints are reported at senior management level meetings.

5.16 There is a comprehensive complaints policy which is accessible on the academy website. The complaints procedure is clear and effective and makes provision for documentation of all complaints to be retained and the point at which they were resolved. The complaints procedure is managed through the customer services department of the academy. In the event of failure to resolve the complaint at the academy level there is opportunity for recourse to external independent resolution.

5.(d) Staff recruitment, qualifications and suitability checks

5.17 Recruitment is excellent. Recruitment is well managed through the Human Resources Department with selection determined by experienced department managers. The appointments process is thorough. All appropriate checks are made to confirm the identity of staff, their qualifications and experience prior to confirmation of their appointment. Details of all checks are recorded accurately and retained securely in accordance with Data Protection legislation.

5.(e) Provision of information

5.18 The provision of information is excellent. Information relating to careers within the aviation industry and training courses at the Oxford Aviation Academy is clear and comprehensive enabling prospective students to make an informed choice of career and training centre. Relevant policies and contact details are accessible through the website including the recent Educational Oversight report.

5.19 The academy confirmed that all suitability checks were carried out and conformed to legal requirements.

5.20 All Information requested in support of inspection was provided in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

In order to further improve the excellent quality provided, the academy should:

- Monitor the use of the VLE to ensure it is used appropriately and remains effective as a delivery strategy.
- Ensure sufficient data from all areas of the academy is used to support the self-evaluation process.

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 a governors' representative. Inspectors visited residential accommodation. 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
Ms Margaret Arokiasamy	Team Inspector
Ms Jane Beeson	Team Inspector
Dr David Gutmann	Team Inspector
Ms Jacqueline Lawrence	Team Inspector