BAS Aircraft Engineering Training Centre

07 - 09 October 2024

Location
Muharraq

Learning Areas
- **Aviation**

Total Enrollment
90

Overall effectiveness
Good

Aspect 1:
Assessment and Learners' Achievement

Aspect 2:
Learners Engagement and Support for Learning

Aspect 3:
Leadership and Management

Review Summary

Overall, BAS Aircraft Engineering Training Centre (BAETC) offers 'Good' training, supported by a leadership and management team that actively pursues ambitious initiatives, with governance playing a crucial role in ensuring accountability and effectively guiding the Centre's strategic direction. The Centre's success is also attributed to its experienced and qualified trainers, who accommodate the varying needs of learners to accelerate performance and enhance their learning experience. Learners receive effective guidance throughout their educational journey in a positive and supportive environment, featuring well-equipped workshops and industry-standard tools for aircraft engineering. The majority of learners develop essential vocational skills and core competencies, with nearly half successfully completing their modules on the first attempt and a minority passing on subsequent second and third attempts.

Key Positive Features

- A well-structured assessment process evaluates learners' acquisition of the programme's Intended Learning Outcomes (ILOs), supported by a clear system for controlling its administration.
- The majority of learners develop essential vocational skills, core competencies, and the necessary international standards in aircraft engineering.
- The experienced and qualified trainers, with in-depth knowledge of their subject matter.
- Close monitoring of learners' performance at BETAC informs decision-making and offers valuable advice on employment opportunities and career progression.
- The role of leadership and management in guiding the Centre's strategic direction and actively pursuing ambitious initiatives.

Recommendations

- Strengthen training strategies to effectively engage learners and foster their critical thinking skills.
- Further strengthen the assessment moderation process to guarantee consistent and formal implementation across assessments.
- Enhance the effectiveness of session observations to closely monitor and improve the quality of training and learning.

Assessment and Learners' Achievement

Good

- BAETC mainly offers internationally recognised programmes in aircraft engineering, accredited by the European Aviation Safety Agency (EASA) for Part 66, B1 (Aeroplane Turbine) and B2 (Avionics) licenses. These programmes consist of 2,400 hours of instruction over two years, encompassing various core modules, followed by an additional two years of working experience through on-the-job training. In addition, the Centre offers specialised aircraft rating programmes for various Airbus aircraft, forming part of a comprehensive programme offering, and it accounted for (2%) of total enrolment. These programmes cater to both individuals entering the industry without prior experience and experienced professionals already working in the field. The programmes have been approved by the local aviation regulatory body, confirming their credibility and compliance with aviation industry standards. BAETC is in the process of placing these programmes on the National Qualifications Framework (NQF) as per agreement with the licensing body.
- The Centre employs structured assessment processes to measure the collective acquisition of ILOs at the end of each module. Assessments are rigorously verified to ensure they align with the ILOs and comply with EASA guidelines. These assessments are endorsed and approved by EASA, affirming their adherence to the programme's standards. Furthermore, the Centre actively and regularly reviews, verifies, and updates the assessment tools to maintain compliance with regulatory standards, following a well-defined process that governs the administration of assessments and ensures consistency, integrity and reliability.
- The Centre follows a comprehensive assessment procedure for theoretical and practical modules. Learners to be eligible for the final theoretical examinations must achieve a minimum attendance rate of 90% on each module, must pass all core modules to meet the EASA programme ILOs' to be qualified with licenses (B1 or B2), achieving a minimum score of 75% in each module. It is worth mentioning that learners are allowed six attempts for these assessments, with three months between the first three attempts and one attempt each subsequent year.

- BAETC employs a comprehensive grading system that includes clearly defined answer keys, evaluation criteria, and rubrics to guarantee fair and consistent assessment of learners' work and competency levels. Practical assessments are assessed by trainers, and whilst EASA requires learners to pass relevant practical assessments, these grades do not contribute to the final mark for the module.
- Based on these assessments, trainers provide individualised useful feedback to the learners throughout their learning journey. Actual numerical results or percentages are not disclosed to learners, instead, learners receive Pass/Fail results for each module. Performance reports are issued every four months and can be requested by learners or their parents at any time. However, the written feedback included in these reports is generic.
- In light of the aircraft engineering industry standards and requirements adhered to by BAETC, the overall success rate aligns with recommended practices and is comparable to industry benchmarks. Retention rates have been consistently high across different modules over the years. The majority of learners develop the necessary international standards, essential vocational skills, and core competencies in aircraft engineering, with nearly half succeeding in their modules on the first attempt, and a minority passing on subsequent second and third attempts.
- Both learners and employers express their satisfaction with the vocational skills acquired and their application in the workplace, which positively impacts their employability and opportunities for promotion. It is noteworthy that a minority of learners successfully achieved their desired qualifications within the EASA time limit.

Learners Engagement and Support for Learning

Good

- Training at BAETC is delivered in a positive and supportive environment featuring well-equipped workshops and industry-standard tools essential for the delivery of aircraft engineering programmes. The learning environment prioritises safety, ensuring it is free from hazards and complemented by a purposeful range of career-focused resources. This efficient setup equips learners with practical skills while fostering the engagement and confidence of learners.
- The BAETC's admission arrangements are consistently and fairly implemented to determine learners' eligibility for their intended programmes. BAETC programmes have clear admission procedures, which include an admission test and a panel interview with well-defined evaluation criteria. These processes are guided by detailed manuals outlining prerequisites and basic requirements. Moreover, the arrangements are closely monitored by the Centre to ensure that learners unequivocally meet the eligibility criteria for specific programmes.
- Learners receive targeted guidance and support throughout their educational journey by different means along with the academic advisors and complemented by a variety of purposeful opportunities. To promote lifelong learning and enhance personal capabilities, learners gain valuable experience by participating in various aircraft and engineering-related activities. Additionally, they are guided in applying for job opportunities, with some securing employment during the on-job training period or through the Centre's referrals to suitable positions.
- BAETC trainers possess a well-matched experience that effectively enables them to deliver both the theoretical and practical aspects of the subjects. Their deep understanding allows them to present engaging content relevant to real-world applications. Trainers utilise a variety of methodologies to accommodate diverse learning styles, ensuring learners grasp complex concepts. Furthermore, by leveraging available resources, trainers enhance the learning experience and support learners' engagement through interactive hands-on activities. However, there are instances where some of the utilised methodologies are not effective enough to engage learners productively throughout the session.

- Trainers distinctly assess learners' understanding through targeted and open-ended questions, providing valuable instant feedback that accelerates learners' performance and enhances the learning experience. It is worth mentioning, only in a few observed sessions, trainers employ further questioning techniques to challenge and stimulate critical thinking.
- Training sessions are delivered in a progressive and systematic manner ensuring that the sessions are well-managed and structured to accommodate learners' varying needs. However, there are instances where less active learners are insufficiently attended.

Leadership and Management

Outstanding

- The leadership and management team at BAETC has a well-defined strategic direction aimed at improving and diversifying the programme offerings. By leveraging their deep understanding of market needs and cultivating strong relationships with the sector. The strategic directions are articulated, with the management team actively pursuing ambitious initiatives and relevant targets. The management team effectively contributes to the self-assessment process and continually assesses and monitors these initiatives to maintain their effectiveness and alignment with the Centre's strategy.
- The Centre's governance plays a crucial role in maintaining accountability among leadership for the Centre’s performance. This governance structure significantly contributes to shaping the Centre’s strategic direction and sustainability, reinforcing a commitment to achieving long-term objectives.
- A well-structured quality assurance process is implemented in compliance with regulatory requirements, playing a crucial role in the Centre's commitment to quality improvement. The results of these processes are utilised effectively to uphold and enhance the quality of the Centre’s offerings. The Centre's quality assurance practices are meticulous, featuring comprehensive policies and procedures that are consistently enforced.
- BAETC maintains accurate and reliable data on learners' performance, supported by a robust moderation process to ensure grading accuracy. These data and analyses of learners' performance are kept in organised and secure records ensuring that all information is protected. Yet, issues related to the formalisation of the moderation process have led to inconsistent implementation, with some instances not meeting the established standards.
- The Centre produces an extremely useful statistical report that provides valuable insights into programme completion and the employment rate of alumni in aircraft engineering and aviation industries. The outcomes of this report, along with the analysis of learners’ performance are discussed in relevant management meetings to inform strategic planning and self-assessment processes.
- The Centre has sufficient and qualified human resources to effectively meet its objectives, fulfil provision requirements, ensuring robust support for learning and training initiatives. BAETC ensures maintaining a strong alignment between trainers' qualifications, experience and the vocational areas or subjects they teach, in accordance with the regulators' requirements.

- A well-structured induction programme ensures that newly recruited staff gain a comprehensive understanding of the Centre's vision, plans, and procedures. This process also familiarises them with their roles in maintaining the quality of the provision.
- Staff and trainers' performance is regularly monitored through annual appraisal, and necessary technical training is provided as part of the regulatory requirements. Trainers' performance inside the classrooms and workshops is monitored through an annual session observation; however, these observations are not sufficiently critical to identify opportunities for improvement in training delivery.