

**Rescue and Fire Fighting Service (RFFS)**



# **Oversight of Training Providers**

**Information Paper**

**IP-11**

**Information on the oversight of training providers**

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## **Preface**

The following document is made available on the Civil Aviation Authority (CAA) website to promote and develop best practice within the RFFS. It is offered as information to the RFFS and Training Providers and should not be seen as CAA policy, requirements or guidance which are normally communicated by Civil Aviation Publications (CAPs) or Notices to Aerodrome Licence Holders (NOTALs).

This information paper is based on the handbook for inspecting work-related and adult community learning published by Ofsted, and has been produced in consultation with them.

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## 1 INTRODUCTION

Civil Aviation Publication (CAP) 699 deals with the standards for the competence of Rescue and Fire Fighting Service (RFFS) personnel. In Chapter 2 it sets out the requirements for training providers in Tiers 1-4.

This Information Paper gives more information on best practice in learning and development, in particular for Tiers 2-4, and draws on guidance issued by Ofsted (the Office for Standards in Education). Ofsted carries out themed and subject-specific inspections and issues findings and recommendations on wider issues within its remit. The core guidance on carrying out its inspections is contained in the Common Inspection Framework (CIF).

The following sections set out the key areas that will form the basis of assessing training providers and include questions that will form part of assessments both during the application process and the subsequent ongoing oversight arrangements.

## 2 ACHIEVEMENT AND STANDARDS

*This area focuses on how well learners achieve.*

In particular:

- learners' success in achieving challenging targets, with trends over time, and any significant variations between groups of learners;
- the standards of learners' work in relation to their learning goals;
- the extent to which learners enjoy their work;
- the acquisition of workplace skills;
- the behaviour of learners;
- the extent to which learners adopt safe practices and a healthy lifestyle.

### Question 1 – How well do learners achieve?

Achievement is judged in three ways:

- the proportion of learners who complete the programme and the proportion who achieve their learning goals;
- the standard of competence and skills that learners achieve and how that compares with the level of competence and skills they had when they started their programmes;
- the assessment of any added value, such as more effective ways of working, that learners obtain as their learning programmes progress.

**Evaluate learners' success in achieving challenging targets, including qualifications and learning goals, with trends over time and any significant variations between groups of learners.**

Success rates over time should show improvement, or be maintained at a high standard.

Success rates for different groups of learners, including gender and ethnic groups, should show equally high standards of performance, or be moving towards parity.

### **The standards of learners' work in relation to their learning goals.**

Consider:

- the level of skills and knowledge shown by learners at work;
- the standard of learners' literacy, numeracy and language skills, appropriate to their role;
- the standard of learners' work for their certificate and any other applicable qualification e.g. First Aid;
- the extent to which learners' occupational and personal skills improve while they are on their programmes.

### **The extent to which learners enjoy their work.**

Consider the degree to which learners show interest and participate in their learning sessions and take pride in their achievements in learning and at work.

Sources of evidence could include:

- numbers of learners starting and completing their programmes;
- providers' data trends over several years;
- learners' written and practical work, including portfolios of evidence;
- interviews with learners about their achievements;
- interviews with employers about the standard of learners' work;
- learners' initial assessment records and individual learning plans;
- records of learners' progress reviews;
- records of learners' attendance;
- evidence from employers about learners' progress at work.

## **3 THE QUALITY OF PROVISION**

### ***The teaching, training and learning should be effective.***

In particular:

- the teaching, training and resources should promote learning, address the full range of learners' needs and meet programme requirements;
- suitable and rigorous assessment should be used to plan and monitor learners' progress;
- additional learning needs should be identified and provided for.

### ***The programmes and activities should meet the needs and interests of the learner.***

In particular:

- programmes or activities should match learners' aspirations and potential and build on prior attainment and experience;
- programmes should meet CAP 699 requirements;
- employers' needs should be met;
- the programme should contribute to the learners' capacity to stay safe and healthy.

**Guidance and support for learners.**

In particular:

- there should be care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards;
- there should be good quality, accessible information, advice and guidance to learners in relation to programmes.

**Question 2 – How effective are teaching, training and learning?**

This question is about:

- the effectiveness of the learning process in enabling learners to acquire the competence, skills and knowledge that contribute to their learning goals;
- the quality of staff, including trainers, workplace supervisors, staff who manage and coordinate the training and those in subcontracted organisations, and how well they are deployed;
- the quality of the accommodation, equipment, materials and learning resources, in the workplace and in off-the-job training locations;
- how effectively learners are assessed, on entry and throughout their learning programmes.

Quality improvement judgements will include how well the quality of learning and assessment is monitored and the effectiveness of steps taken to improve it. Consider providers' observations of training sessions, how well learners' and trainers' evaluations of learning activities are used, and internal verification of assessments.

**How well teaching and/or training and resources promote learning, address the full range of learners' needs and meet course or programme requirements.**

Consider:

- the extent to which teaching staff possess technical competence and up-to-date expertise consistent with effective teaching and assessment of the course or programme;
- whether staff use appropriate methods for dealing with learners from a wide range of backgrounds and in different types of provision;
- to what extent staff use methods and styles of teaching consistent with the aims of their programmes and learners' personal objectives;
- whether tutors select and use appropriate programmes and teaching methods for learners;
- whether teaching builds on existing experience and knowledge, and helps learners to extend their repertoire of learning styles;
- the significance of workplace experience in developing learners' competence and confidence;
- the roles of trainers, assessors and other specialists, and whether there are enough suitably qualified and experienced staff to meet the demands of the programme and the range of learners;
- whether staff challenge and inspire learners and motivate them by finding new ways for learners to look at themselves and their environment;
- the extent to which staff, with learners, develop individual learning plans guided by initial assessment, which are reviewed and updated regularly, and whether learning plans reflect learners' identified learning needs, interests and aspirations, as well as their prior learning;
- whether learning plans are updated to take account of learners' progress;

- to what extent staff use suitable, up-to-date learning materials and equipment that are available and used at all venues;
- if accommodation provides a suitable setting for good teaching and learning and support for learners, and whether that accommodation is conducive to learning, irrespective of whether the provider owns the building;
- whether resources, including information learning technology, are used to best effect to promote learning;
- to what extent learning resources and accommodation allow all learners to participate fully, and all parts of the premises are accessible to learners with restricted mobility;
- to what extent additional or adapted learning and communications equipment is available for those who need it;
- to what extent staff use materials and teaching methods that promote equality of opportunity and ensure that the presentation and content of materials value diversity positively;
- whether learners work in a safe and healthy environment.

### **The suitability and rigour of assessment in planning and monitoring learners' progress.**

Consider the effectiveness of:

- initial assessment of learners' vocational skills, key skills, and literacy, numeracy and language skills and knowledge;
- initial assessment in developing an individual learning plan;
- assessment and review of information throughout a programme, in monitoring progress and the planning of learning;
- the summative assessment of knowledge and competence; judgements will be made about the suitability and thoroughness of assessment;
- feedback to learners about the quality of their work and what they need to do to improve.

### **The identification of, and provision for, additional learning needs.**

Consider the effectiveness of:

- initial assessment in identifying learners' literacy, numeracy and language needs and other specific requirements, such as those for people with dyslexia.
- support for additional needs;
- teaching and training methods and styles for developing these skills;
- differentiated teaching and training to meet all learners' needs.

Sources of evidence could include:

- observations of training and assessment;
- observations and records of progress reviews;
- interviews with learners about:
  - how well their training needs are met;
  - what they think of their assessments;
  - the quality of the feedback they receive about their progress;
- interviews with trainers, assessors and internal verifiers;
- individual learning and assessment plans;
- learning and assessment materials and resources, including information learning technology;
- records of assessment, internal and external verification, learners' progress and achievement;
- learners' assessment portfolios;

- records of progress reviews;
- plans and materials for induction programmes;
- records of communication between all those involved in training;
- feedback from learners as gathered from employer/provider surveys or other sources;
- staff qualifications, and staff training and development records;
- health and safety monitoring records and training materials.

### **Question 3 – How well do programmes and activities meet the needs and interests of learners?**

This question is about how effective the training is in meeting the expectations of learners.

Evaluate:

#### **The extent to which programmes or activities match learners' aspirations and potential, building on prior attainment and experience.**

Consider:

- if, where appropriate, learners can achieve suitable qualifications to enhance their career and employment prospects;
- to what extent training programmes are well planned and coherent, involving activities that become progressively more complex and demanding.

#### **How far programmes or the curriculum meet external requirements and are responsive to local circumstances.**

Consider:

- whether programmes meet the needs of employers;
- whether the programmes meet the requirements of CAP 699;
- whether multi-site provision and resources are integrated effectively to provide coherent learning programmes.

Sources of evidence could include:

- interviews with learners about the content and context of their programmes;
- interviews with employers, workplace supervisors and providers' staff;
- providers' strategic and development plans;
- individual learning plans;
- promotional literature and advice given to prospective learners;
- feedback from learners as gathered from employer/provider surveys or other sources.

### **Question 4 – How well are learners guided and supported?**

This question is about the arrangements that a provider uses to support and guide its learners. It covers:

- the effectiveness of induction programmes in enabling learners to settle quickly into their programmes;
- the effectiveness of support systems in maximising the learner's ability to achieve his or her learning goals, and minimising the risk of them not achieving their potential.

Quality improvement judgements will include how well providers evaluate the pre-course guidance, induction, and additional support to identify good practice and areas for improvement.

Equality of opportunity judgements will include how effectively induction programmes enable learners to understand their rights and responsibilities.

Evaluate:

**The care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards.**

Consider:

- how accurately learners' individual learning needs are diagnosed;
- the extent to which learners receive effective additional support throughout their training, including access to specialist support;
- how well induction programmes for on- and off-the-job training prepare learners for the demands of their programmes.

**The quality and accessibility of information, advice and guidance to learners in relation to courses and programmes.**

Sources of evidence could include:

- interviews with learners about the quality of care, guidance, advice and support that they receive;
- individual learning plans;
- interviews with training providers' staff;
- interviews with employers;
- observation of induction sessions and examination of induction materials and records;
- observations and records of additional learning support sessions;
- interviews with staff and managers about additional support;
- advice and guidance materials;
- promotional literature;
- procedures for monitoring attendance, punctuality and performance;
- appropriateness of residential accommodation and recreational facilities;
- feedback from learners as gathered from employer/provider surveys or other sources;
- agreements between employers and training providers.

#### **4 LEADERSHIP AND MANAGEMENT**

***Leadership and management should be effective in raising achievement and supporting learners.***

In particular:

- performance is monitored and improved through quality assurance and self-assessment;
- leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high quality care, education and training;
- equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential;
- there are adequate and suitable staff to ensure that learners are well taught;
- there is adequate and suitable specialist equipment, learning resources and accommodation.

**Question 5 – How effective are leadership and management in raising achievement and supporting all learners?**

This question is about:

- the strategic leadership of learning, including the effect of policies;
- the operational management of learning, including the quality of staff and other resources and how effectively they are used;
- quality improvement arrangements;
- the promotion of equality of opportunity.

Evaluate:

**How effectively performance is monitored and improved through quality assurance and self-assessment.**

Consider:

- whether the provider has comprehensive and effective quality improvement arrangements that cover all the training, ensuring that training is never less than satisfactory and that the provision is continuously improved;
- the extent to which action is taken to improve teaching, learning and assessment;
- the extent to which quality improvement arrangements are systematic and take into account all relevant views;
- whether staff understand and are part of the provider's quality improvement arrangements;
- the extent to which the provider carries out thorough self-assessment, recognises strengths and weaknesses in training and takes appropriate action to rectify identified weaknesses;
- how effectively accurate data about success rates is used;
- whether managers and staff can obtain accurate data about learners' performances;
- if data is used effectively to plan improvements to the training process and improve the learners' experiences.

**How effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high-quality care, education and training.**

Consider:

- the clarity of direction given through strategic objectives and targets that are fully understood by staff;
- the extent to which the provider engages with employers and other stakeholders to help make decisions about the provision;
- the effectiveness of communications between staff, with subcontractors, with employers and other external agencies;
- the extent to which all staff understand the performance targets and know what they need to do to contribute to successful programmes;
- how well performance is monitored and compared with the targets;
- how effective performance management, staff appraisals and reviews are in improving the quality of provision.

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**How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential.**

Consider:

- how well providers and employers understand and meet their statutory obligations regarding equality;
- the extent to which explicit aims and values promoting equality for all are reflected in the provider's work;
- the effectiveness of measures to eliminate oppressive behaviour, including all forms of harassment, and to ensure that learners are aware of what constitutes harassment and know what to do if subjected to it;
- the extent to which learners are protected from harassment and discrimination at all times, including work situations;
- whether the provider has a system for dealing with harassment, and records show that this is effective;
- whether the training provider considers complaints and grievances promptly and effectively, using procedures which are understood by all staff and learners.

**The adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected.**

Consider:

- whether there are enough qualified and experienced teaching, training and support staff to carry out training, assessment, internal verification and, where necessary, counselling;
- if all workplace supervisors have relevant, current occupational experience and are able to devote sufficient time to on-the-job training. Some will have occupational qualifications and will have been trained as assessors or internal verifiers;
- whether the staff appraisal process is effective as a means of helping staff to identify their training needs and improve their performance;
- to what extent the professional development of staff contributes to their effectiveness and updates their knowledge and skills.

**The adequacy and suitability of specialist equipment, learning resources and accommodation.**

Consider:

- whether learners have access to good learning materials, equipment and facilities when they need them, and are able to use them safely on their own to make progress towards their learning goals;
- the extent to which learning resources and equipment comply with health and safety requirements and industry standards;
- whether the accommodation provides a suitable setting for good teaching, training and learning, and support for learners.

**Sources of evidence could include:**

- interviews with staff and managers about their own development and their understanding of the organisation's quality improvement procedures and promotion of equality of opportunity;
- policy and operating statements;
- visits to subcontractors;
- business plans;
- targets for staff and monitoring of progress towards them;
- staff development plans and activities, including those for equality of opportunity;
- quality improvement procedures and arrangements;
- development and action plans;
- management information;
- arrangements for monitoring and recording learners' progress;
- agendas and minutes of meetings;
- procedures for dealing with bullying and harassment;
- equal opportunities statistics;
- complaints and appeals procedures and associated records;
- interviews with learners about providers' promotion of equality of opportunity;
- observations of training;
- interviews with employers;
- interviews with learners;
- interviews with trainers, assessors, and internal verifiers;
- staff qualifications and staff training and development records;
- references to resources in the provider's business plan;
- learning materials and equipment for on- and off-the-job training;
- visits to subcontracted training facilities.

**5 OVERALL EFFECTIVENESS**

***The training provision and related services should be effective and efficient in meeting the full range of learners' needs.***

In particular:

- the overall effectiveness of the provision, its main strengths and weaknesses;
- the capacity to make further improvements;
- the effectiveness of any steps taken to promote improvement.

**6 FURTHER READING**

- The Common Inspection Framework for inspecting education and training, Ofsted, HMI 2434, [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- Work Based Learning, Department for Innovation, Universities and Skills, [www.dius.gov.uk](http://www.dius.gov.uk)

## Appendix A

## Approved Training Provider – Evidence Requirements

| Area                                     | Requirement   | Evidence   |
|--|---|--|
| Management of internal quality assurance | A quality assurance system is in place.   | Quality Assurance paperwork including policy, procedures, records.                         |
|  | Quality improvement is planned and managed.   | Quality improvement plans and progress.  |
|  | That SLP's meet CAP 699 requirements.   | Evidence of cross-mapping CAP 699 to SLP content.  |
|  | Health and safety requirements are assessed and managed.                                    | Health and safety management documentation.  |
|  | Students and employers provide feedback.  | Process to undertake and collate feedback.   |
|  | Training observations take place.   | Identified staff and process to observe training sessions. Records of observations.        |
|  | A self-assessment report is in place.   | Self-assessment report.  |
|  | The quality assurance system covers training and assessments to a recognised standard.      | A detailed process and records covering the quality assurance of training and assessments. |
| Management of information                | SLP syllabi.  | Copies of syllabi.   |
|  | Documents are controlled.   | Document control procedure.  |
|  | Industry updating of staff and procedures.  | Industry updating procedure.   |
|  | Information meets the syllabi and SLP requirements.   | Cross-mapping of information to syllabi.   |
|  | A database of students is in place (CAP 699 5.4).   | Database procedure and records.  |
|  | Business/strategic plan is used and known by all staff.                                     | Business/strategic plan.   |
| Resource management                      | Suitable media are in place as learning aids to students.                                   | Course notes, teaching media.  |
|  | Suitable assessments are carried out.   | Assessment policy, programming and records.  |
|  | Training resources are suitable, in particular practical training areas, vehicles, PPE, BA. | Details of practical training resources.   |

|                                  |   |   |
|----------------------------------|---|---|
|                                  | Lesson plans are in place.                                    | Lesson plans.   |
|                                  | Any sub-contracts are managed.                                | Sub-contract management arrangements.                                 |
|                                  | Presentations are available.                                  | Presentations.  |
|                                  | Environmental protection is in place.                         | Environmental impact assessment, environmental protection procedures. |
| Management of staff              | Suitable qualified staff for each SLP.                        | Evidence of staff qualifications. Cross-mapping of syllabi to staff.  |
|                                  | Suitable support staff.                                       | Staffing and management structure.                                    |
|                                  | Suitable administration arrangements.                         | Administration procedures. Staff meeting minutes/notes.               |
|                                  | Staff are engaged and participate.                            | Staff participation forum details.                                    |
|                                  | Bullying/harassment measures in place.                        | Bullying/harassment policies and processes.                           |
|                                  | Competence of staff is assessed and managed.                  | Appraisal systems.  |
|                                  | Plans are in place to develop staff.                          | Staff development plans.  |
| Management of candidates         | Pre-course requirements.                                      | Joining instructions.   |
|                                  | Induction is comprehensive and focused.                       | Induction programme.  |
|                                  | Welfare arrangements are in place and communicated.           | Welfare information.  |
|                                  | Accommodation is suitable.                                    | Accommodation details.  |
|                                  | Learning needs are assessed and provided for.                 | Pre-course questionnaire and process to assess learning abilities.    |
|                                  | Learning support is in place.                                 | Learning support arrangements.  |
|                                  | Diversity and equality is embedded into the care of students. | Diversity and equality policies and procedures.                       |
|                                  | Students receive progress reports and support.                | Progress review arrangements.   |
|                                  | Employers are consulted.                                      | Employer consultation arrangements.                                   |
| Complaints and grievance process | A process is in place to deal with complaints and grievances. | Complaints and grievance process.                                     |
| Appeals                          | A process is in place to deal with any appeals.               | Appeals process.  |