

9

A-Z of inspection

This booklet provides:

- general background information about inspection
- a quick way to locate information in the toolkit
- answers to frequently asked questions

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Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) is a non-departmental public body committed to improving quality and standards for adult learners and for young people in work-based and work-related learning. We do this not only through inspection, but also by sharing the results of inspection, promoting good practice, and working in partnership with funding bodies. We inspect provision funded by the Learning and Skills Council (LSC) and Jobcentre Plus, as well as carrying out privately commissioned inspections.

Our remit for inspection is very broad, and includes work-based learning for young people and adults, New Deal and Workstep provision, adult and community learning, prisons, **learnirect**, European Social Fund projects and nextstep. With Ofsted, we inspect colleges of general further education and independent specialist colleges.

The ALI is based in Coventry, and consists of approximately 110 office staff, 130 full-time inspectors and 600 associate inspectors. You can find out more about the ALI and the inspection process by visiting our website, **www.ali.gov.uk**.

Enquiries and support

■ **ALI website:**
You can find comprehensive guidance notes on the ALI website, together with all published inspection reports www.ali.gov.uk

- For guidance notes, follow the About Inspection link.
- For inspection reports, follow the Inspection Reports and Statistics link.
- For quality improvement information and resources and guidance on preparing for inspection, visit the Excalibur section of the ALI's website: **www.ali.gov.uk/excalibur**

■ **enquiries regarding notification about inspection:**

You may call the ALI inspection planning helpline on **02476 716640** where you can leave a message and the most appropriate person will return your call. Alternatively, you can email your enquiry to: **inspection.notification@ali.gov.uk**

■ **regarding details of your inspection:**

If you have been notified of inspection, please remember that your lead inspector will be in contact with you in the next few weeks and will be able to answer questions about your particular inspection

About this A-Z

The **A-Z** contains general background information about ALI inspections, especially information that does not fit naturally into the stages of inspection covered in the other booklets.

It also serves as an index, referring you to the most relevant booklets within the toolkit, along with page numbers to help you find the information you need. In some instances, the **A-Z** refers you to other Excalibur products or external sources of information.

In addition, responses to frequently asked questions are provided at the end of the **A-Z**.

About the inspection toolkit

Aims of the inspection toolkit

This inspection toolkit is one of a set of products that the ALI provides through Excalibur to help providers prepare for inspection and improve the quality of their provision. The toolkit aims to:

- clarify the inspection process so that providers know what is expected at each stage
- provide a range of materials, including booklets, CDs and planners, to assist providers in planning for, and managing, the inspection process

Using the toolkit

- references to booklets or other resources that form part of the toolkit are given in both bold and italics, as in ***The nominee***
- other published sources, including ALI resources, are given in italics only, as in *Handbook for Inspectors*
- pages in the **A-Z**, are referred to in italics, with the A-Z page number, as in *Self assessment, A-Z, page 19*
- the margins of each booklet give references to other useful pages in the booklet or in the toolkit, or to other resources. You do not need to look these up in each case, but they are reminders of where to look if you wish to check something quickly. If you are using the booklets from the CD or the ALI website, you can use these references as links, to move quickly between one resource and another. These references also use the following colour-coded icons throughout the toolkit:



CD



Booklet



Page



Data form

First things first

If you haven't done so already, please see *Preparing for inspection: what do I need to do first?* in the **Notification of inspection** booklet of this toolkit. This gives you an easy-reference checklist of what you need to do immediately after Notification of inspection.

If you received this toolkit with your formal letter of notification, there are a number of actions that you will need to complete quickly, including acknowledging the letter of notification and choosing a nominee to represent your organisation during the inspection. You will find several planners in the toolkit which you can use to help you plan the key stages leading up to your inspection. Stickers are provided to help you remember the key activities that need to be completed.

Action plans

Please see the booklet in this toolkit, **Self assessment and inspection**, especially the sections on *What inspectors expect* and on judgements about providers' capacity to improve, pages 10 and 16. For guidance on action plans, or development plans, see *Building Better Practice*, a web-based resource provided by the ALI, through Excalibur: www.ali.gov.uk/excalibur/betterpractice.

ALI website

The ALI's website address is: www.ali.gov.uk. This is given on the back of all the booklets in the toolkit, in case you need to find it quickly. The website contains information on:

- what the ALI does; the types of provision we inspect; our work with partners; our structure and governance; and recruitment
- the purpose of inspection; areas of learning; what happens during inspection; grading; and changes to inspection after April 2005
- inspection reports and statistics
- news and publications, including the ALI's *Handbook for inspectors*
- Excalibur website and links to the Good Practice Database, Building Better Practice, Quality Champions, and much more: www.ali.gov.uk/excalibur

Areas of learning

15 areas of learning

From 1 August 2005, 15 new areas of learning were introduced to replace the multitude of sector and subject frameworks used previously by different education bodies. As a result, all those education bodies can now report publicly in a consistent way across the breadth and range of education developments in England, Wales and Northern Ireland.

Where can I find out more?

A list of the 15 areas of learning used to collect data for inspection is given in the inspection toolkit booklet, **Providing data: an overview**, page 5 to 7. These areas are also used for grading purposes.

Please note that providers who are being reinspected following an inspection that used the former 14 areas of learning will be reinspected using those 14 areas of learning.

For details of the ALI's contributory areas, see Appendices 1 and 2, **Providing data: an overview**.

Grading areas of learning

The lead inspector will discuss with the nominee which areas of learning will be graded and whether it is appropriate to give contributory grades for some or all areas of learning. For reduced intensity inspections, not all areas of learning will be graded.

- see *Right Touch inspection*, **A-Z**, page 18
- see *Reduced intensity inspection*, **A-Z**, page 16
- see *The grading meeting*, in **During inspection**, page 22

Associate inspectors

Associate inspectors do not work for the ALI full time, but are commissioned for individual inspections. They are inspectors only for the duration of an inspection and not, for example, if they are doing consultancy work. There is a thorough selection process for associate inspectors, who are experts in their field as well as having management responsibilities. For more about our recruitment and training process, see *Who will inspect us?* on page 22 of this booklet.

The background of all inspectors is checked with the Criminal Records Bureau.

Base room

The base room is the equivalent of the inspectors' office during inspection. Most paper-based inspection evidence, such as your policies and procedures, learner files, self-assessment reports for previous years, and similar material, should be collated there for inspectors to read.

The best location for the base room is on your own premises, where it is easy for you to gather evidence. The lead inspector will discuss the base room with you at the planning meeting. It is worth thinking about possible rooms in advance. If you do not have anywhere suitable, discuss this with your lead inspector. If necessary, we can hire a room nearby but it is much more convenient to be in your organisation.

Capacity to make further improvements

A judgement will be made at the end of the inspection about your capacity to make further improvements. If you have been inspected previously, this judgement will also include a statement about the effectiveness of any steps you have taken to improve quality and raise standards since the last inspection.

This judgement is given during the grading meeting. It is based on past and present performance, and is not a prediction of what might happen in the future. It is important that you consider this carefully in your own self-assessment report and provide evidence of any improvements.

- see: ***During inspection***, page 22
- see: ***Self assessment and inspection***, page 16

Changes to inspection

We have evaluated the way we carry out inspections and have taken into account feedback from all stakeholders in the inspection process. These changes are part of our commitment to raising standards and carrying out inspections efficiently. The changes have been phased in from April 2005.

A ***Changes in inspection*** booklet and CD are available from the ALI. Information about these changes is also available on our website at www.ali.gov.uk.

Children Act 2004 and inspection

The Children Act 2004 is the legislative basis for a wider strategy for improving the lives of children, young people, and those under the age of 25 with learning difficulties. Its overall aim is to promote the better integration and co-ordination of services, and of individual and joint inspections, in local authorities. The main inspections of this work will be led by Ofsted and conducted by a range of agencies and inspectorates, including the ALI, through joint area reviews of local authorities. All inspections of settings, institutions or providers, except those making provision solely for adults, will contribute to the joint area reviews, which will be carried out in every local authority area in England over a three-year period from September 2005.

For more detailed information regarding the Children Act see: www.dfes.gov.uk/publications/childrenactreport

Common Inspection Framework

What is the *Common Inspection Framework*?

The *Common Inspection Framework* meets the requirements in the Learning and Skills Act 2000. It provides a general framework for all inspections conducted by the ALI and Ofsted. It identifies key aspects for inspection, organised under five key questions and a section on overall effectiveness. This is known as the common inspection schedule and inspectors must always ask these questions if they are relevant to the provision. The *Common Inspection Framework* also includes a list of the principles behind inspection, and a code of conduct for inspection.

Providers need to familiarise themselves with the *Common Inspection Framework*. Most providers use it as the basis of their self-assessment process, so that they can make direct comparisons with inspection findings.

A copy of the *Common Inspection Framework* is provided in this toolkit. It is also available on the ALI and Ofsted websites.

The framework is a flexible but comprehensive tool that lends itself to many kinds of inspection. The ALI provides detailed guidance about how the *Common Inspection Framework* should be interpreted for different types of provision, such as for Jobcentre Plus, E2E, nextstep and **learnirect**. This guidance is also available on the ALI's website.

What changes were introduced to the *Common Inspection Framework* in 2005?

- a reduction in the number of key questions from seven to five
- a common grading scale for all inspection grades, see *Grading scale, A-Z*, page 9
- a section requiring judgements on the overall effectiveness of the provision, see *Overall effectiveness grade, A-Z*, page 14

Complaints procedure

We receive few complaints about inspections and most feedback from providers is very positive. Nevertheless, the intensity of the inspection period can lead to misunderstandings and sometimes small incidents can expand quickly and disproportionately. As nominee you may decide to deal with any concerns raised by your staff, just as the lead inspector will handle any concerns raised by individual inspectors.

If you feel the lead inspector needs to be aware of any emerging difficulties, let them know as soon as possible. They will want to work with you to resolve any misunderstandings and problems, and to improve the situation.

At the end of the inspection process, if you still feel that complaints have not been dealt with adequately, the ALI's complaints procedure is available. All complaints are investigated by a senior member of the ALI's staff and ultimately by an independent adjudicator. Details about this are in our publication *Making a complaint*, a copy of which is included in the toolkit.

Conflicts of interest

Your lead inspector will give you the professional profile of each member of the proposed inspection team. You must check these profiles when you receive them and if there is a genuine conflict of interest you should let the lead inspector know immediately. Conflicts of interest might include such instances as the proposed inspector having worked for you in recent years, as a member of staff, consultant or external examiner, or them working for one of your subcontractor organisations or partners.

Consortia

The consortium lead contractor will be responsible for assuring the quality of the work of other consortium members. The consortium lead contractor will be expected either to include the operation of the consortium within its own self-assessment report or, alternatively, to provide a separate self-assessment report to focus exclusively on the work of the consortium. For these arrangements to work effectively, the consortium and individual providers will be required to maintain management information systems that allow them to monitor the retention and achievement rates for each separate provider. Consortium members may be inspected each in their own right.

Your lead inspector will advise you if any of these arrangements apply to your organisation.

Contributory areas of learning

Inspectors may inspect and grade contributory areas of learning. You can find details of these in ***Providing data: an overview***, pages 5 to 7. The ALI's further divisions for areas such as for area 14 Preparation for life and work, can be checked on our website at **www.ali.gov.uk**.

Inspectors will provide separate grades for two or more contributory areas within an area of learning if there are sufficient numbers to make this worthwhile. Normally, this would be for contributory areas of learning where there are 20 or more learners.

Custodial establishments

Inspection of custodial establishments is not normally announced. The inspection toolkits and other inspection information are sent out as general mailings to custodial establishments, as there is not an opportunity to do this through notification. Separate guidance and forms for collecting data, as well as guidance on how the *Common Inspection Framework* applies to custodial establishments, are available from your lead inspector.

Cycle 2

Providers are normally inspected once during a four-year cycle. The ALI has been inspecting some provision such as work-based learning and **learndirect** for more than four years, and this provision is now in the second round of inspection, cycle 2. Other types of provision will enter cycle 2 when they have been inspected for four years. Cycle 2 inspections are not reinspections. They are a new cycle of first inspections. The sequence of inspections and reinspections for cycle 1 and cycle 2 is as follows:

Cycle 1

- cycle 1 first inspection (the first four-year cycle of ALI inspections for your type of provision, i.e. adult and community learning, work-based learning, **learndirect**)
- cycle 1 reinspection, (if a provider was judged inadequate at the first inspection) see *Reinspection*, **A-Z**, page 17
- cycle 1 quality monitoring inspection visit (for provision judged to be mostly grade 3, or else following a successful reinspection). See *Quality monitoring inspection visits*, **A-Z**, page 16.

Cycle 2

- cycle 2 first inspection (within the ALI's second four-year cycle for your type of provision)
- cycle 2 reinspection if graded 4 at the cycle 2 first inspection
- cycle 2 quality monitoring inspection visit (if mostly grade 3 provision or following a successful reinspection).

Data

The data required for each type of provision varies, depending on what is appropriate and what has been agreed with funding bodies.

Separate forms are provided for each type of provision, where relevant, on the accompanying CD, along with detailed guidance. The starting place for responding to data requirements is the booklet, **Providing data: an overview**. However, you will also need to check the guidance booklet for your type of provision on the CD. Each booklet gives details of where you can get extra support and help if needed.

Where you are required to return data to the ALI, this must be on the forms provided on the CD.

- see: *New measures of success*, **A-Z**, page 12
- see: *Provider performance report*, **A-Z**, page 16

Defining the focus for inspection

Since April 2005, a different method has been used for identifying what will be in scope for a particular inspection, especially for subcontracted and consortium provision. As a result, provision that is subcontracted from another provider may be inspected if it forms a significant part of the learners' programme. On the other hand, provision that a contract holder subcontracts out to another provider may be inspected as part of that subcontractor's own inspection.

The aim is to reduce the burden of inspection for providers who are also subcontractors to other providers, and to ensure that consortium members are inspected in their own right. This will not apply to reinspections of provision originally inspected before 31 March 2005.

The ALI works with Ofsted to produce a co-ordinated programme of inspections to minimise the number of separate inspection visits to individual providers. The result of this co-ordinated approach, wherever possible, is a single institutional inspection visit for all types of learning provision. Your lead inspector will advise you about arrangements relating to your organisation.

European Social Fund

Usually, where providers offer European Social Fund (ESF) provision in addition to other provision funded by the LSC and/or Jobcentre Plus, the ESF-funded provision would be covered as part of the same inspection. Where providers offer only ESF-funded provision, this is inspected under different arrangements. More details of this are provided on our website.

Evidence

- an indicative list of the evidence required by inspectors is provided in *Appendix 4*, in ***Planning and preparing for inspection***, page 31
- information about data requirements is given in ***Providing data: an overview***, and on the CD
- guidance on collating evidence to demonstrate your capacity to make further improvements is provided in ***Self assessment and inspection***, page 15

Excalibur

Excalibur is part of the ALI. Its work is unique in that it draws directly on the results of ALI inspections in order to develop materials, events and activities that promote quality improvement. Excalibur works closely with funding bodies and other agencies regionally and nationally, to share good practice and to assist providers in preparing for inspection and raising standards. Excalibur's main products are:

- *The Good Practice Database* a web-based resource with many examples of good practice found on inspection, which can be adapted or inspire new ideas. See **www.ali.gov.uk/excalibur/goodpractice**
- *Building Better Practice* offers information, hints and tips to enable you to improve your daily working practices. It also provides links to relevant examples within the *Good Practice Database*. See **www.ali.gov.uk/excalibur/goodpractice**
- *The Inspection Toolkit* booklets and CDs, with guidance, planners, checklists and forms to assist providers through the inspection process. See **www.ali.gov.uk/excalibur/toolkit**
- *Preparing for Inspection* events for providers who have just been notified of inspection. See **A-Z**, page 15 and **www.ali.gov.uk/excalibur/preparation**

Quality Champions awards for quality improvement, offered through a partnership between the ALI and the Chartered Management Institute. Achievement of three of the awards, using the right combination of units, can lead to a level 4 NVQ in quality management. See **www.ali.gov.uk/excalibur/qualitychampions**

Information about new products can be found on the Excalibur website **www.ali.gov.uk/excalibur**

Food and drink

The lead inspector will ask if there are places locally where inspectors will be able to buy lunch during the day. Inspectors need easy access to a kettle, water, milk, tea and coffee in the base room or nearby. They can then make drinks for themselves in between visits and interviews. They will pay for these before they leave. There is no need to provide lunch and inspectors will not expect this.

Good Practice Database – see Excalibur

Grading

What is graded?

Separate grades are normally given for:

- each area of learning
- leadership and management overall
- equality of opportunity
- quality improvement
- overall effectiveness

If an area of learning is given one overall grade, and no grades for contributory areas of learning, it may be given separate grades for each funding stream in that area of learning. For example, the overall grade may be a grade 3, but the grades for each funding stream may be very different.

Grades can also be given for contributory areas of learning and additionally for funding streams, if relevant.

The grading process

Details of the grading process are given in *During inspection*, page 25

Grading scale

A common grading scale is now used in making judgements against the *Common Inspection Framework*. This revised grading scale is used for:

- grading observed learning sessions
- grading areas of learning and contributory areas of learning
- grading leadership and management
- grading overall effectiveness

The grade descriptors are:

- grade 1 outstanding
- grade 2 good
- grade 3 satisfactory
- grade 4 inadequate

This scale does not apply to reinspections of provision originally graded under the five-grade scale. However, any observations of learning in these reinspections will be graded under the new four-grade scale.

Handbook for inspectors

The ALI's *Handbook for inspectors* provides guidance on inspection processes as well as any other inspection-related matters. This handbook can be downloaded from the website and reproduced by providers, if they wish, for non-commercial purposes.

See: www.ali.gov.uk in the *News & Publications* section – *Handbook for inspectors*.

Inspection over time

Inspection over time refers to interim visits that can be made as part of your inspection during the eight weeks before the main inspection visit.

Interim visits take place only if there is no other opportunity to observe certain aspects of your provision or to interview certain people during the main inspection visit.

- see **Planning and preparing for inspection**, page 19
- see *The start of the inspection: interim visits*, **During inspection**, page 2
- for grading on interim visits, see **During inspection**, page 22

Inspection team

The ALI selects inspectors who have expertise in your areas of provision. Inspection teams can have as few as two, or more than 20, members depending on the size of the provider. A typical team consists of:

- your lead inspector (see **A-Z**, page 11)
- an assisting lead inspector
- other full-time inspectors
- associate inspectors (see **A-Z**, page 4)

Each inspector will have different inspection responsibilities. The main inspection responsibilities are for:

- areas of learning and/or contributory areas of learning
- leadership and management overall
- equal opportunities
- quality assurance

An inspector may have responsibility for a particular theme such as literacy and numeracy or for more than one of these reported areas, especially on small inspections, but there may be several inspectors allocated to an area of learning for large inspections.

Internal quality improvement

Internal quality improvement arrangements have brought together the quality assurance and training activities in which inspectors are involved under cycle 2. During each inspection quality improvement is reviewed and reported upon internally. Inspectors meet to discuss ways in which they have managed the inspection process and produce an internal report for the ALI which are used to drive continuous improvement. The internal quality improvement meeting usually takes place shortly after the grading meeting. Nominees do not normally attend this meeting.

Lead inspector

Each inspection team is led by a lead inspector, who is one of our full-time inspectors. The lead inspector is your main contact with the ALI and will manage the inspection from the early stages of its planning to reporting on your provision. They will ensure that the inspection team carries out the inspection properly and that its judgements are accurate. In all but the largest inspections, the lead inspector is also likely to inspect some of the provision.

The relationship between the nominee and the lead inspector is critical to the smooth running of the inspection. You and your lead inspector are the essential links for exchanging information between the inspection team and the provider. In the run-up to the inspection, you should contact each other regularly to raise any questions and resolve any concerns. During the inspection, you should stay in regular contact to provide any further information needed and to deal with any concerns on either side.

Lead inspectors are helped by assisting lead inspectors. Like the lead inspectors, these are full-time inspectors.

Link inspector

The ALI provides regional link inspectors to each regional funding body of the LSC and Jobcentre Plus. With each funding body, they discuss matters such as changes to the provision in the region, the progress of providers going through the reinspection process, and priorities for future inspection and quality monitoring visits. Link inspectors also liaise with the ALI Excalibur developer assigned to each region in order to provide training or information on quality improvement and aspects of preparing for inspection.

Literacy, numeracy and language skills

Inspection reports comment explicitly on the development of learners' literacy, numeracy, and language skills, where relevant, and on the management of this aspect of the provision. Inspectors ask how providers identify and meet learners' development needs, and what action they take to meet those needs. They will be interested in the development of these skills in every area of learning and contributory area that is in scope of inspection, where relevant, and will also look at the leadership and management of these aspects.

Further information about literacy, numeracy and language skills is available on our website.

Local authority providers

Where two or more different types of provision within the same local authority share the same management structure, they may be covered by a single inspection. Where separate divisions are responsible for separate programmes, such as when the education department is responsible for adult and community learning provision, the social services department for Workstep, and a regeneration office for New Deal programmes, the ALI will continue to inspect each separately.

Moderators and moderation

Different aspects of the inspection process are checked by an inspection manager, as part of the quality assurance and quality improvement arrangements for inspection. In this role, the inspection manager is known as a moderator.

- moderators may attend some or all of an inspection, with or without advance notice
- lead inspectors have phone contact with an inspection manager during inspection for an objective discussion of emerging findings
- after an inspection, the lead inspector sends the inspection report for formal moderation. The grades given, and the judgements made, are checked to ensure national consistency in standards
- the report may be checked at several different levels before it is agreed for publication
 - you will be informed of any changes

National or multi-sited providers

Inspections taking place over more than one site often involve inspectors liaising with a named representative on that site and giving oral feedback to them at the end of each day or visit. Your lead inspector will discuss with you how inspection findings will be communicated to that representative. As nominee, you should consider identifying an individual at each site that is being inspected and giving them the responsibility of communicating the events and findings of the inspection visit to you. This will enable you to be better prepared for discussions with your lead inspector and for team meetings. Please note that there can be only one nominee for the inspection, but you may find it useful to have a team of individuals supporting you.

- see: *Supporting the nominee to do the job*, **The nominee**, page 13
- see: *Reports A-Z*, page 17

New measures of success

Since August 2005, the LSC, in partnership with the ALI and Ofsted, has launched the first set of new measures of success. These include new definitions for qualification success rates (overall and timely) and value added/distance travelled measures. In the first instance these measures will apply only to LSC-funded work-based learning which is inspected by the ALI. The measures are being introduced in a new booklet called the *Provider Performance Report* (PPR) and inspectors will use this evidence as contextual information until March 2006. Until then existing learner progression and achievement data will be collected and issued for inspection purposes.

Provisionally, from April 2006 the new measures will be the only source of data used during inspection of work-based learning and learner progression and achievement data will not be collected.

Further, new ways of measuring success for all types of learning are being developed and piloted over time. Providers are informed each quarter of the measures that apply to their funding stream and type of provision, and whether these are being piloted or will be used as inspection evidence and included within reports.

The ALI receives data from your funding body on your performance against the measures of success that apply to you. Your funding body will have kept you informed about these. The ALI analyses this data and uses it to create the provider performance report. Where applicable the provider performance report will be sent to you and the inspection team before the inspection.

Where the new measures of success apply, they will reduce the amount of data that providers have to prepare specifically for inspection. However, providers need to check the data sent to them in the provider performance report and let the lead inspector know if they have any concerns about it.

Nominee

As the ALI regards inspection as something that is carried out with a provider, rather than done to them, we ask providers to nominate a senior member of staff, usually a senior manager, to become part of the inspection team. This person is called the nominee. All members of the inspection team have different roles, and the nominee's role is primarily to represent the provider during inspection. The responsibilities of the nominee generally include:

- responding to notification
- communicating information to different parties
- planning the inspection and pre-inspection visits
- presenting the provider's point of view before and during inspection
- overseeing the inspection within their organisation
- attending meetings before and during inspection
- making an accuracy check of the draft inspection report
- taking forward action following inspection

Further details of the role, and of the skills and knowledge required, are given in the booklet in this toolkit, **The nominee**.

Notification of inspection

As soon as you are notified, there are a number of actions that the organisation needs to take quickly. These are detailed on the first page of the inspection toolkit, and also in **Planning and preparing for inspection** booklet, page 3. These urgent actions are usually performed by the nominee. This means that it is best to appoint a nominee as soon as you are notified.

- see: **Planning and preparing for inspection: what do I need to do first?**
- see: **The nominee**

The nominee is invited to attend a *Preparing for Inspection* event. A few weeks after notification, a lead inspector will be allocated to your inspection and will contact you with the exact dates of your inspection. See:

- *Lead inspector, A-Z*, page 11
- www.ali.gov.uk/excalibur/preparation
- *Preparing for Inspection* events, **A-Z**, page 15

Observers of an inspection

Sometimes, an observer accompanies the inspection team. These are usually members of the office-based staff or new inspectors as part of their training and development. They may assist inspectors with some tasks, but are not normally involved in inspection and do not take part in discussions or grading.

- see: *Inspection team, A-Z*, page 10

Ofsted

The ALI carries out some inspections jointly with the Office for Standards in Education (Ofsted). These are known as joint remit inspections, whereas the ALI's other inspections are known as sole remit inspections.

Joint remit inspections are carried out using Ofsted's procedures. Further details of these are available from Ofsted's website www.ofsted.gov.uk. From a provider's perspective, it normally feels as if there is a single inspection team rather than two separate inspections. Inspection reports for further education colleges are published by Ofsted and can be found on their website.

Overall effectiveness grade

A grade is now given on the provider's overall effectiveness. This is in line with changes to the *Common Inspection Framework*, which also now has a section specifically about overall effectiveness. Inspectors use the five key questions of the *Common Inspection Framework* as the basis for the grading process. More details about this grade are given in **Self assessment and inspection**, page 17 and in **During inspection**, pages 22 to 24 in this toolkit.

Planning meeting

A planning meeting is held, usually at the provider's premises, at about 6-10 weeks before the inspection. This lasts for about two hours, although longer meetings or several meetings may be needed for larger and more complex provision. Providers can make more effective use of planning meetings by preparing for these in advance.

- see **Planning and preparing for inspection**, page 10

Pre-inspection analysis

About six months before inspection, the ALI carries out a pre-inspection analysis in order to work out the provisional number of days allocated to each inspection. This is before you are notified of inspection. It is carried out by small panels of inspectors, each led by an inspection manager, in order to assess the resources required, as part of Right Touch inspection (see **A-Z**, page 18). The panels use evidence such as:

- your previous inspection report and, if applicable, your reinspection report and/or quality monitoring inspection report
- retention and achievement data, measures for success where relevant, and other available performance information
- self-assessment grades
- information from the LSC and Jobcentre Plus
- information from the ALI inspector linked to the LSC/Jobcentre Plus

The analysis will lead to providers receiving the right allocation of inspection days. If an organisation has not previously been inspected, then it would normally be assigned the same number of inspector days as would have been allocated in cycle 1 (see *Cycle 2*, **A-Z**, page 7).

Pre-inspection report

The lead inspector prepares a pre-inspection report to brief the inspection team and to help inspectors with their individual preparations for inspection. In this report, which is not published, the lead inspector gives an evaluative summary of pre-inspection evidence and background information about the provider. A copy is also sent to the nominee, so that the provider is aware of the scope of the inspection and the assumptions of the team.

In preparing the report, the lead inspector uses information from:

- the pre-inspection analysis (see **A-Z**, page 14)
- funding bodies, through their ALI regional link inspectors
- the data provided by you or your funding body (as outlined in the **Providing data: an overview** booklet on the CD)
- the provider, including any gained during the planning meeting
- your previous inspection reports
- your self-assessment report and development plan

The pre-inspection report helps the team to use its time more effectively and gives a starting point for investigation. It provides the team with:

- brief background information about the provider, including their previous inspection history
- information about the scope of the inspection (what will be inspected and what will not), with a rationale for the areas selected for inspection
- an evaluation of pre-inspection evidence
- an outline of the key areas and themes for investigation against all the key questions, drawing attention to any mismatches between performance data and self-assessment judgements
- an outline of the inspection programme, including feedback and reporting arrangements and details about the sample that will be used
- specific information for inspectors who are making interim visits or inspecting on their own in a region
- information of findings related to risk assessment, including health and safety
- details of domestic arrangements for the inspection

Preparing for Inspection events

Preparing for Inspection events are provided free of charge by the ALI, to help nominees to prepare for inspection. They provide an opportunity to:

- talk to inspectors and raise questions about inspection
- hear from a nominee who has already experienced an inspection
- network with other nominees from organisations which are due to be inspected
- attend workshops about collecting evidence and completing data forms

Most nominees attend these events and tell us that they find them extremely useful. For more details, see: **www.ali.gov.uk**.

Provider performance report

When the ALI receives new measures of success data from a funding body (where applicable) it analyses the data in various ways to get a better picture of your provision. It then produces a provider performance report to help with the inspection. This report is not published, but a copy is sent to providers and the inspection team in advance of a planned inspection. Providers have the opportunity to check this information and inform the lead inspector if they find discrepancies or have concerns.

The provider performance report is used by inspectors alongside the existing data which is collected. However, provisionally from April 2006 for inspection of work-based learning it will be the only source of data used when making inspection judgements. The lead inspector will talk through this report with the nominee if needed and let them know which data, if any, will be published in the inspection report.

Quality improvement grade and report

The inspection grade for quality assurance arrangements, as well as the section of inspection reports about quality assurance, have now been replaced with an inspection grade, and a section in the inspection report, for quality improvement. Related judgements are also made on inspectors' confidence in your self-assessment process, and on your capacity to make further improvements.

These changes demonstrate inspection's emphasis on the impact of quality improvement, rather than on systems. You will be able to see this change in the ALI's inspection reports published after June 2005 on the ALI website at www.ali.gov.uk.

Your self-assessment process and report should evaluate the effectiveness of your quality systems in bringing about substantial improvements, and the impact of these on outcomes for learners. For related information, see:

- *Capacity to make further improvements, A-Z*, page 4
- *Overall effectiveness, A-Z*, page 14
- **Self assessment and inspection**, page 16
- **Planning and preparing for inspection**, page 4
- **During inspection**, page 25

Quality monitoring inspection visits

Quality monitoring visits take place usually within one year of your inspection. You are likely to have a quality monitoring visit if your provision was graded as 3, or if you gain a grade 3 after reinspection. Quality monitoring inspection visits can also be triggered if you are successful in putting an emergency action plan into place following reinspection, or if your provision has changed substantially since it was inspected.

- see: **Quality monitoring inspection visits** in this toolkit

Reduced intensity inspections

Reduced intensity inspections are one aspect of Right Touch inspection. These only take place for providers:

- whose grades were good or outstanding at their previous inspection
- whose provision has not changed substantially since then
- whose learners are still achieving well

Reduced intensity means that not all of the provision will be seen and inspection teams will be smaller. They will make their judgements using a smaller sample of observations, interviews and other evidence. As a result, providers who may be eligible for reduced intensity inspection need to consider carefully what is representative of their current provision and discuss this early on with their lead inspector.

Where learners are not achieving well, then normal inspection arrangements will still apply. The ALI reserves the right to change the intensity of an inspection before the inspection, or to extend inspections once the inspection has started, if the need arises.

Extending reduced intensity inspections

If the quality of some aspect or aspects of provision is found to be unsatisfactory during a reduced intensity inspection, the ALI reserves the right to allocate further days to the inspection to obtain a more comprehensive view of quality and standards.

■ see also *Right Touch inspection*, **A-Z**, page 18

Reinspection

Full reinspections apply when a grade 4 is given for overall effectiveness and/or for one third of the areas of learning and/or for leadership and management overall. At full reinspection, all of the provision is inspected.

Partial reinspections occur when the grades for overall effectiveness and for leadership and management overall are grade 3 or above, but where there is inadequate provision in up to one third of the areas of learning. In this instance, only those areas of learning given a grade 4 are reinspected. We do not reinspect a provider if they were given grade 4s only for contributory grades, equal opportunities, or for quality improvement.

The final decision on whether a provider is reinspected rests with the chief inspector of adult learning. Reinspections are normally completed within a year of the publication of your inspection report and usually involve three or four visits by inspection teams. The first visits assess progress, and the final visit leads to judgements and grades.

■ more detailed information about reinspection can be found in the **Reinspection** booklet in this toolkit

Reports

After an inspection, the lead inspector draws together the report and sends it for moderation (see *Moderators and moderation*, **A-Z**, page 12). The report is then edited by the ALI's reports production department so that the text matches the ALI house style.

A few days before publication, you will be sent a final draft of the inspection report to check for factual accuracy along with a covering letter. The letter will include the publication date, the response date (four working days) and a contact name in the ALI reports production department. This is not an opportunity for you to negotiate inspection judgements.

Providers and their funding bodies are sent a bound copy of the published inspection report on, or just after, the publication date. Reports are also published on the website at **www.ali.gov.uk**.

Reports for providers who have 20 or fewer learners at the time of the inspection do not include separate sections for areas of learning. The inspection report will consist of the detailed findings only. There will be bullet points for each area of learning where there are learners, and grades for each area of learning. There will not normally be grades for the contributory areas of learning.

Reports on large national providers who operate under lead and feed arrangements will have a separate short annex relating to each region where they have provision or, alternatively, an additional single report section highlighting regional or local differences.

Inspection reports for further education colleges are published by Ofsted and can be found on their website at www.ofsted.gov.uk.

Published inspection reports

The inspection report is published in two sections. The first section, key findings, is published on our website www.ali.gov.uk, under the heading Published inspection reports, in the Inspection Reports & Statistics section. It contains information about the provider, the scope of the inspected provision, some inspection statistics, inspection grades and a summary of the inspection findings, including key strengths and weaknesses. It aims to use clear, accessible language and to be free of jargon as far as is possible, so that it can be readily understood by non-specialists.

The second section contains the detailed inspection findings and is available on request through our website. It is designed as a management briefing which explains inspectors' judgements in detail.

Our main publication is through the website, but you, your funding body and your lead inspector will each receive a printed copy of the full report, including both sections.

Reports of **quality monitoring** visits are brief, with a short section of contextual information, sections on each of the themes covered during the visit, and the judgements made. Copies are sent to the provider, their funding body, and the funding body's ALI regional link inspector, within three weeks of the visit. These reports are not published.

Right Touch inspection

Right Touch inspection means directing inspection resources where they are most needed. This provides better value for money and, by recognising the quality of good and outstanding providers, reduces unnecessary levels of inspection.

Providers with a successful record and whose provision has not changed significantly since the last inspection, have less intensive inspections. Reduced intensity inspections can only apply, therefore, to providers in the second cycle of inspection and they are unlikely to be used for inspections of custodial establishments.

The extent of the inspection and its focus are determined after a thorough analysis of the provider, known as the pre-inspection analysis. In reduced intensity inspections of providers that offer a number of areas of learning, it will not be possible to inspect everything. To do so would spread an already small inspection resource too thinly. In such cases, your lead inspector will select a sample of areas, ensuring there is a balance of provision, taking into account your performance. The chosen areas will be influenced by the pre-inspection analysis but may also reflect your priorities or those of your funding body and the information that you give the inspector about your quality assurance priorities and areas of good practice.

- *Cycle 2 inspection, A-Z*, page 7
- *Handbook for inspectors*, on the ALI website at www.ali.gov.uk
- **Planning and preparing for inspection**, page 8
- *Pre-inspection analysis, A-Z*, page 14
- *Reduced intensity inspections, A-Z*, page 16

Scheduling of inspections

The ALI plans an annual schedule of inspections in consultation with the DfES, the LSC, Jobcentre Plus, the Qualifications and Curriculum Authority and regional link inspectors. Inspections are then planned against resources on a quarterly basis. See *Pre-inspection analysis*, **A-Z** page 14.

The schedule of inspections for the current quarter can be viewed on the ALI website, at www.ali.gov.uk, under the section *About inspection*.

Self assessment

Self assessment forms an essential role in inspection. The different ways that self assessment is used in planning and in forming judgments are outlined in the **Self assessment and inspection** booklet in this toolkit. As inspectors now make judgements about self assessment and a provider's capacity to make further improvements, there is increased emphasis on a provider's self assessment report and development plan.

Specialist advisers

The inspection team may also include a specialist adviser. If this is needed to provide specific expertise for your inspection, the lead inspector will discuss this with you. Specialists gather evidence and help inspectors form judgements but do not take part in grading the provision.

Subcontracted provision

Inspection of subcontracted provision

Since April 2005, the aim has been to reduce the number of separate inspection visits experienced by each provider. This is achieved by including all publicly funded work within the scope of a single inspection visit, including work that is subcontracted from another provider. This will normally apply only when a large proportion of a learner's programme is delivered through the subcontractor. Inspectors will try to avoid revisiting subcontractors who have already been inspected in their own right.

Significant subcontractors will be named in inspection reports so that it is possible for learners, employers, or others to consult the relevant inspection reports and gauge the quality of their work. Your lead inspector will advise which arrangements relate to your organisation.

Frequently asked questions

1. Why are we being inspected?
2. How has our organisation been selected?
3. When will we be inspected?
4. When will we know the exact dates of our inspection?
5. Can we change our inspection dates?
6. When will my lead inspector contact me?
7. How long will our inspection last?
8. Who will inspect us?
9. Will inspectors understand the context in which we work?
10. How much will the inspection disrupt our operation?
11. What will inspection cost us?
12. Who else might accompany the inspection team?
13. How do inspectors decide what to look at as part of Right Touch inspection?
14. How is it decided whether inspection over time will apply to our inspection?
15. Should we provide lunch?

1. Why are we being inspected?

Most inspections of publicly funded programmes occur as a result of the requirements of the Learning and Skills Act 2000. Inspection is normally part of a provider's contractual arrangements with their funding body. The ALI is increasingly asked to undertake commissioned inspections for privately funded organisations at their own expense.

The aims of inspection are to:

- provide an independent account of the quality of education and training, the standards achieved and the efficiency with which resources are managed
- help bring about improvement by identifying strengths and weaknesses and by highlighting good and poor practice
- keep the Secretary of State and the funding bodies informed about the quality and standards of education and training

2. How has our organisation been selected?

The ALI holds a database of providers who receive funding under the Learning and Skills Act 2000. This database is regularly updated with data provided by the funding bodies. Each quarter we select a representative sample of providers. We consult the funding bodies about these providers, to ensure they are still receiving funding and currently have learners. The funding bodies can recommend that particular providers are considered for an inspection earlier in the cycle. Once the list is finalised we notify the providers themselves.

3. When will we be inspected?

The inspection programme is planned on a quarterly basis. Your notification letter tells you the three-month period in which your inspection will take place. Providers normally have between three and six months' notice before the inspection date. A schedule of forthcoming inspections is available on the ALI website www.ali.gov.uk.

4. When will we know the exact dates of our inspection?

Your inspection will take place three to six months after the date you were notified. During the first few weeks following your notification, a lead inspector will be allocated to your inspection. Once that happens, usually about four weeks after your notification, the lead inspector will phone you to introduce themselves, tell you the exact dates of your inspection, and to begin the planning process.

5. Can we change our inspection dates?

Inspection dates cannot normally be changed. The ALI carries out over 150 inspections each quarter at providers' premises all over the country. This requires meticulous planning.

If there are exceptional reasons why you feel you cannot be inspected during a quarter, you must let us know as soon as you are notified.

It is possible to have your inspection deferred if there are serious and substantial reasons for doing so, such as that you have recently merged with another provider or you have been in business for only a very short time. The ALI will consider your request, but has the right to refuse deferment if the grounds are not substantial.

What to do:

- act quickly
- discuss this with your funding body and agree with them that you can request a deferment
- write to the head of inspection planning and deployment, outlining your reasons and attaching the written support of your funding body. You can either email this to inspection.scheduling@ali.gov.uk or send it to us at the address on the back of this booklet

6. When will my lead inspector contact me?

- about a month after your notification
- the contact will be made with the person who has been named as the nominee
- during the telephone call, your lead inspector will tell you the date of your inspection and ensure that you have each other's correct contact details. They will also gather information about your organisation

Nominees need to prepare for this initial contact. Materials to support this are provided in:

- **The nominee**, Checklist 1, page 15
- **Planning and preparing for inspection**, page 7
- **Planning and preparing for inspection**, Appendices 1 and 2, pages 27 to 29

7. How long will our inspection last?

The lead inspector will determine the length of the inspection. Inspections are planned to suit the circumstances and size of each provider. Most inspections last four days. An inspection may be longer than this where there are several areas of learning, large numbers of learners, or complex or specialised provision, or where there is an unusually large geographic spread. It may take two or even three weeks to inspect large providers. For small providers, less time may be needed.

We aim to match the inspection to your provision. For example, inspections of adult and community learning may involve observation of classes at weekends. We want to see enough of your work to form fair judgements. Your lead inspector will work with you to plan the inspection and determine how long the inspection should take. Your lead inspector will talk this through with you during the first phone call.

The lead inspector will recommend an inspection plan taking into account the size of your provision, the amount of travelling involved and any other relevant issues. This will have to be approved by the lead inspector's inspection manager, who is responsible for assuring the quality of the inspection. The inspection manager will try to ensure that the total number of days inspectors spend at your organisation is similar to the total they would spend inspecting similar providers.

- see the ***Planning and preparing for inspection*** booklet in this toolkit, page 19
- for more about *Inspection over time*, see **A-Z**, page 10

8. Who will inspect us?

A team of inspectors, led by a lead inspector, will be allocated to the inspection, to match the nature of your provision. All our inspectors are subject or occupational specialists with extensive experience of managing education and training. The ALI currently employs 140 lead inspectors and 14 inspection managers. We also contract with around 600 associate inspectors. These people are subject or occupational experts who work for the inspectorate during the period of the inspection. We match their expertise to the specific requirements of each inspection. Our recruitment and selection process is extremely rigorous and we require our inspectors to undergo regular training and professional development. See: *Inspection team*, **A-Z**, page 10.

The lead inspector will send you the professional profile for each member of your team, and ask you to identify any potential conflicts of interest. If you have any concerns about the team, raise these in the first instance with your lead inspector.

9. Will inspectors understand the context in which we work?

Every provider is unique. The ALI has a wide remit ranging across the whole spectrum of adult learning. All inspections are carried out using the *Common Inspection Framework*. The key strength of this document is that it focuses on the experience and expectations of the individual learner. This means it is equally effective and relevant in any learning environment, enabling comparison between the quality of provision offered by different types of provider.

However, in applying the framework to a particular provider, inspectors recognise the context in which different learning is taking place. The ALI has successfully pioneered ways of adapting the interpretation of the framework to suit the diverse – and sometimes unique – contexts in which learning takes place. To help providers understand how the *Common Inspection Framework* can be applied in various contexts, the inspectorate has prepared guidance notes, which are available on our website at **www.ali.gov.uk**.

The need for good basic skills applies to all forms of learning. Inspectors assess the quality of literacy, numeracy and English for speakers of other languages (ESOL) provision across all the areas of learning.

10. How much will the inspection disrupt our operation?

It is inevitable that inspection will cause some disruption to your day-to-day activity during the inspection. Your lead inspector will try to minimise this as far as possible, but inspection is a period of intensive activity and it is important that you are prepared for that. For example, your nominee (the person you choose to represent your organisation on the inspection team) will have a significant amount of preparation work, will be actively involved with the inspection team while the inspection takes place and will have some follow-up duties such as checking the accuracy of the inspection report. See: **The nominee** booklet in this toolkit.

Inspection is a demanding process with a lot at stake. Our inspectors know that it is a stressful time for you and will do everything they can to support you.

11. What will inspection cost us?

The inspectorate will do its best to keep any additional costs incurred to a minimum. Any necessary charges will be borne by the inspectorate. For example, we will cover the cost of room hire if you are not able to find a suitable base room. Inspectors will pay for their own refreshments and food. We also pay for the employment of specialist communicators where these are needed, such as for learners and staff who are selected for interview who use British Sign Language.

12. Who else might accompany the inspection team?

Our inspection managers are responsible for assuring the quality of our inspections. An inspection manager may visit you during the inspection. If this happens, we will give you notice of the visit in advance. The inspection manager will not be a member of the inspection team, but will probably wish to sit in on various meetings and other activities and may wish to talk to the nominee and other staff or learners about their experience of the inspection.

- there may also be observers on an inspection. See: *Observers of an inspection*, **A-Z**, page 13

13. How do inspectors decide what to look at as part of Right Touch inspection?

- not everything can be inspected during a Right Touch inspection
- the lead inspector will decide on a representative sample of your provision for inspection
- the lead inspector will base their decision partly on the information you provide and on the areas you consider should be inspected

14. How is it decided whether inspection over time will apply to our inspection?

Inspection over time can apply if:

- significant aspects of the provision cannot be inspected during the main inspection visits
- those aspects could be seen in the period up to eight weeks before the main inspection
- those aspects would have a significant impact on inspection judgements

Inspection over time is not appropriate for all providers, and such visits are unlikely to take place for inspections of custodial establishments. During the initial phone call, your lead inspector will ask you what aspects of your provision, such as training or support, will be taking place during inspection week and in the eight weeks leading up to the inspection. A form is provided for recording details of what there will be to observe during inspection, see **Planning and preparing for inspection**, page 29.

- see *Inspection over time, A-Z*, page 10

15. Should we provide lunch?

We do not expect you to provide lunch but inspectors might use a refectory or canteen. If you do not have a canteen on your premises, it is helpful to let us know of nearby facilities. Inspectors on the main site will probably buy a sandwich and eat it in the base room. Area of learning inspectors will probably refuel on their travels. Inspectors will pay for their own meals, though we would ask you to ensure that basics such as tea, coffee, milk and water are available during the day. Please talk with your lead inspector about arrangements for paying for this.



Appendix

1 The ALI's dignity at work statement (April 2004)

PHOTO REDACTED DUE TO THIRD
PARTY RIGHTS OR OTHER LEGAL
ISSUES

Statement

The Adult Learning Inspectorate (ALI) will not tolerate any form of bullying or harassment within its own workforce, nor will it tolerate any form of intimidation directed at its employees from individuals or organisations with whom the inspectorate's staff interact in the course of their duties.

Who could be involved?

The ALI's main business is inspection, and its inspection remit encompasses a wide range of learning providers in different contexts. The process involves full-time and associate inspectors, staff from the ALI's office in Coventry and the learners, nominees, trainers, assessors, support staff and managers at all levels within learning providers. Other partners, principally funding organisations, are also involved at various stages.

Context

Inspection should be a positive experience but the process, however well managed, can be a source of tension for all those involved. The ALI is committed to ensuring that all parties involved in the inspection process operate in an atmosphere of mutual respect, maintain the highest standards of professionalism in all that they do and work to maintain the dignity and self-respect of all those with whom they work.

What does this mean in practice?

All parties to the inspection process have the right to:

- be treated with consideration
- be heard
- work in an environment which is free from any form of intimidation, harassment or bullying

The ALI will not tolerate any behaviour which may undermine the dignity of others, from its own workforce, from its partners or from those being inspected.

Examples of unacceptable behaviour include:

- verbal abuse or sexist or racist behaviour
- threats or threatening behaviour
- constant unnecessary interruptions
- interference with a person's legitimate work or expression of their point of view

Assertive behaviour and language are acceptable; aggression and abuse are not. Professional debate about emerging inspection outcomes is a vital part of the inspection process. It should be encouraged and should always be conducted in an open and dignified manner. Definitions of various forms of harassment are detailed in the inspectorate's bullying and harassment policy. This policy extends to any form of unfair and unwelcome behaviour. It does not include the legitimate management practices or procedures necessary to fairly comment on, or deal with, poor work, attitudes or behaviour. Inappropriate treatment may be unintentional. Even so, it is still unacceptable.

What happens if these principles are not observed?

The ALI's primary concern will be to return to dignified working practices as soon as possible. The procedures to be followed will depend on the circumstances of the particular case.

1. Unacceptable behaviour from learning providers

Unacceptable behaviour may arise through telephone calls from providers to the ALI's inspection or office-based staff, conduct during face-to-face meetings, conduct during an inspection, or conduct during events other than inspection visits.

In the first instance, ALI staff will politely point out to the individual responsible that offence is being caused. If the situation is not resolved promptly, the member of staff involved should report the incident to their line manager who will then consider the action to be taken in consultation with the human resources department. Where the incident occurs during an inspection, the lead inspector will discuss the issue informally with the nominee. If the situation is not resolved promptly, the lead inspector will immediately contact an inspection manager.

Following investigation, the ALI may take a number of actions of escalating severity depending on the circumstances and the nature of the issue concerned.

These actions may include:

- a request for an internal investigation by the provider
- escalation to a more senior level within the provider or the lodging of a formal complaint
- informing the funding body of the issues and requesting their assistance (*)
- withdrawal of inspectors from certain inspection activities (e.g. interviews with specific members of staff)
- withdrawal from all contact with the provider, including withdrawal from any current or pending inspections, and reporting the full details to the funding body (*)
- publication on the ALI's website of a brief report (instead of a normal inspection report), explaining that the inspection was cancelled following unacceptable behaviour by the provider (*)

() These are relatively serious sanctions and should be implemented only after consultation with an inspection manager and with the approval of a director of inspection.*

2. Unacceptable behaviour from other individuals or organisations

If ALI staff experience unacceptable behaviour from other individuals or organisations this will be dealt with using similar principles to those outlined for dealing with incidents involving providers.

3. Unacceptable behaviour by the ALI's staff towards providers

If learning providers consider that ALI staff have behaved in an unacceptable manner during the course of an inspection they have recourse to the inspectorate's complaints procedure. Full details of this are described in the ALI's *Making a complaint* booklet, which is issued to all providers and is available on the ALI's website **www.ali.gov.uk**.

During inspections, any issue of this sort should always be raised with the lead inspector in the first instance. However, if it is the lead inspector who is the subject of the complaint and the issue has not been resolved informally, then the nominee should raise the issue with the assisting lead inspector or another full-time inspector.

4. Unacceptable behaviour among ALI staff

The ALI has separate policies and procedures to deal with unacceptable behaviour among its own staff.

Appendix

2 Changes to inspection

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Change	Who does it affect?	When will it take place?	Notes
Inspection over time	All providers within the ALI's sole remit (unlikely to apply to custodial establishments)	All inspections starting from April 2005	
Right Touch inspection	LSC work-based learning (and joint work-based learning and Jobcentre Plus) providers and learndirect providers	All inspections starting from April 2005	Other provision as it moves into the second cycle of inspection
Defining the focus for inspection	LSC work-based learning and Jobcentre Plus	All inspections starting from April 2005	Not for reinspections of provision originally inspected before 31 March 2005
Introduction of 15 areas of learning	All providers	For all inspections due to finish from 1 August 2005 onwards (providers notified from February 2005)	Not for reinspections of provision originally inspected under the 14 areas of learning
Revision of the Common Inspection Framework	All providers	All inspections starting from April 2005	See the revised <i>Common Inspection Framework</i> on our website www.ali.gov.uk
Revised grading scale	All providers	All inspections starting from April 2005	Not for reinspections of provision originally graded under the five-grade scale
A judgement on overall effectiveness	All providers	All inspections starting from April 2005	Not for reinspections of provision originally inspected using the existing reporting system
Revised reporting structure	All providers	All sole remit inspections starting from April 2005	Not for reinspections of provision originally inspected using the existing reporting system



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