

# **Guidance for the inspection of post-16 provision for learners with learning difficulties and/or disabilities**

**October 2002**

**E-publication**

**HMI 716**

**© Crown copyright 2002**

---

© Crown copyright 2002

Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

Telephone 020 7421 6800

Web site: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

---

## Contents

<a href="#"><u>Introduction</u></a>	4
<a href="#"><u>Guidance on using the <i>Common Inspection Framework</i> for inspection of learners with learning difficulties and/or disabilities</u></a>	5
<a href="#"><u>Achievement and standards</u></a>	5
<a href="#"><u>Quality of education and training</u></a>	8
<a href="#"><u>Leadership and management</u></a>	21
<a href="#"><u>Common Inspection Framework</u></a>	24
<a href="#"><u>How inspections are carried out in specialist colleges</u></a>	25
<a href="#"><u>Structure of inspection reports for independent specialist providers</u></a>	26
<a href="#"><u>Grading for independent specialist providers</u></a>	28

---

## Introduction

These guidance notes should be read in conjunction with the *Common Inspection Framework* under the Learning and Skills Act 2000. They refer specifically to the inspection of learners with learning difficulties and/or disabilities in general further education colleges and specialist independent colleges.

Inspection of independent specialist colleges will be carried out jointly by Ofsted and the Adult Learning Inspectorate (ALI) under the direction of Her Majesty's Chief Inspector of Schools (HMCI).

HMCI is responsible for the publication of inspection reports on the quality of provision in independent specialist colleges.

## Guidance on using the *Common Inspection Framework* for inspection of learners with learning difficulties and/or disabilities

### Achievement and standards

#### 1. How well do learners achieve?

To answer this question, evaluate:

<i>Common Inspection Framework</i>	<i>Guidance for the inspection of learners with learning difficulties and/or disabilities</i>
<ul style="list-style-type: none"> <li>• <i>success in achieving challenging targets, including qualifications and learning goals, and trends over time</i></li> <li>• <i>the standards of learners' work in relation to their learning goals</i></li> <li>• <i>learners' progress relative to their prior attainment and potential</i></li> <li>• <i>the development of personal and learning skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>individual success against appropriately challenging educational, vocational, personal, social, support and care targets over time, which may, where appropriate, include accreditation</i></li> <li>• <i>standards of learners' work in relation to their individual learning goals</i></li> <li>• <i>the development of independent living, personal and learning skills.</i></li> </ul>

In making judgements, consider, where applicable, the extent to which:

<p>1a) <i>results and retention rates compare well with local and national averages</i></p> <p>1b) <i>trends in performance over time show continuous improvement or the maintenance of very high standards</i></p> <p>1c) <i>analysis of added value indicates that learners make at least the progress expected of them</i></p> <p>1d) <i>standards are consistently high across the provider's work</i></p> <p>1e) <i>challenging learning goals and targets are achieved</i></p> <p><i>and learners:</i></p> <p>1f) <i>make significant progress towards fulfilling</i></p>	<p>1a) <i>learning outcomes and retention rates compare well with other specialist providers</i></p> <p>1b) <i>standards across the extended curriculum are consistently high</i></p> <p>1e) <i>appropriately challenging learning targets and developmental goals are achieved</i></p>
---	---

<p><i>their goals and their potential</i></p> <p>1g) <i>are prepared for effective participation in the workplace and in the community</i></p> <p>1h) <i>progress to relevant further or higher education, training or employment</i></p> <p>1i) <i>reach appropriate levels in key skills consistent with their main programme of study or training</i></p> <p>1j) <i>develop the skills of critical evaluation, research and analysis</i></p> <p>1k) <i>develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively</i></p> <p>1l) <i>attend regularly and are punctual.</i></p>	<p>1g) <i>learners are prepared for relative independence and participation in an appropriate workplace and/or within the community, where appropriate</i></p> <p>1h) <i>learners are enabled to progress into relevant continuing or higher education, training or employment, where appropriate</i></p> <p>1k) <i>learners develop skills that promote independent working and appropriate social interaction which equip them for adult life.</i></p>
---	--

---

**Possible sources of evidence for key question 1: how well do learners achieve?**

- observation of learning, training, extracurricular, social and leisure activities across the extended curriculum
- retention rates for curriculum areas and courses
- levels of attendance at learning and training sessions and extracurricular activities
- the number of learners completing programmes of study and achievement including qualifications at an appropriate level
- discussions with education and care staff, senior managers, parents, governors, advocates, professionals, learners and local agencies
- records of achievement or progress file, individual learning plans and records of accreditation.

## Quality of education and training

### 2. How effective are teaching, training and learning?

To answer this question, evaluate:

<i>Common Inspection Framework</i>	<i>Guidance for the inspection of learners with learning difficulties and/or disabilities</i>
<ul style="list-style-type: none"> <li>• <i>how well teaching and training meet individuals' needs and course or programme requirements</i></li> <li>• <i>how well learners learn and make progress.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>how well learners learn and make progress both individually and in groups.</i></li> </ul>

In making judgements, consider, where applicable, the extent to which teachers and trainers, therapists and carers:

<p>2a) <i>show knowledge, technical competence and up-to-date expertise at a level consistent with effective teaching, training and assessment of the course or programme</i></p> <p>2b) <i>plan effectively with clear objectives that all learners understand</i></p> <p>2c) <i>use methods and styles of teaching and training consistent with the aims of their programmes and learners' personal objectives</i></p> <p>2d) <i>challenge and inspire learners</i></p> <p>2e) <i>set, use and mark assignments and other tasks in a way that helps learners to progress</i></p> <p>2f) <i>with learners, develop individual learning plans, informed by initial assessment, that are reviewed and updated regularly</i></p> <p><i>and the extent to which learners:</i></p> <p>2g) <i>promote good working relationships that foster learning</i></p> <p>2h) <i>use materials and teaching methods that promote equality of opportunity</i></p> <p>2i) <i>acquire new knowledge and skills,</i></p>	<p>2a) <i>show knowledge and competence and up-to-date expertise and understand the impact of disabilities upon learning</i></p> <p>2b) <i>plan effectively, with clear objectives across the extended curriculum</i></p> <p>2f) <i>with learners, develop individual learning and care plans, informed by initial and ongoing assessments that are reviewed and updated regularly</i></p> <p>2h) <i>use materials, equipment, teaching methods and differentiation to promote equality of opportunity</i></p> <p>2i) <i>acquire new knowledge and skills and</i></p>
--	---



---

*develop ideas and increase their understanding*

*2j) understand and are confident in what they are doing, how well they are progressing and what they need to do to improve*

*2k) apply effort to succeed with their work, work productively and make effective use of their time*

*2l) are stimulated and show interest in their work.*

*achieve developmental milestones for independent living and lifelong learning, and maintain skills and knowledge.*

---

**Possible sources of evidence for key question 2: how effective are teaching, training and learning?**

- curriculum documents
- individual learning, care and support plans
- evidence from direct observations of both formal and informal sessions
- discussions with teachers, trainers, carers, therapists, parents, governors, advocates, learners, professionals and other associated agencies
- learner surveys
- case studies/research evidence.

### 3. How are achievement and learning affected by resources?

To answer this question, evaluate:

<i>Common Inspection Framework</i>	<i>Guidance for the inspection of learners with learning difficulties and/or disabilities</i>
<ul style="list-style-type: none"> <li>• <i>the adequacy and suitability of staff</i></li> <li>• <i>the adequacy, suitability and use of specialist equipment, learning resources and accommodation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>the adequacy and suitability of all teaching, training, care, therapy, medical and support staff</i></li> <li>• <i>the adequacy, suitability and use of specialist equipment, learning resources, accommodation and residential provision.</i></li> </ul>

In making judgements, consider, where applicable, the extent to which:

<p>3a) <i>there are enough qualified and experienced teaching, training and support staff matching the demands of programmes and the range of learners</i></p> <p>3b) <i>the professional development of staff contributes to their effectiveness</i></p> <p>3c) <i>specialist equipment and materials are used, including facilities which are relevant to the workplace and which meet current industrial standards</i></p> <p>3d) <i>accommodation provides a suitable setting for good teaching, training and learning and support for learners</i></p> <p>3e) <i>learners have access to learning resources that are appropriate for effective independent study</i></p> <p>3f) <i>learners work in a safe and healthy environment</i></p> <p>3g) <i>resources are used to best effect in promoting learning</i></p> <p>3h) <i>learning resources and accommodation allow all learners to participate fully.</i></p>	<p>3a) <i>there are enough qualified and experienced teachers, trainers, support and care staff matching the demands of programmes and the range of learners</i></p> <p>3h) <i>learning resources, accommodation and residential provision allow all learners to participate as fully as possible.</i></p>
---	--

---

**Possible sources of evidence for key question 3: how are achievement and learning affected by resources?**

- analysis of full-time and part-time teaching, training, care, support, therapy, administration and volunteer staffing
- job and role descriptions and staff CVs
- discussions with full-time and part-time teaching, training, care, support, therapy, administration and volunteer staff
- evidence from direct observation of sessions
- a map of overall provision, including detached accommodation, residency, outreach and work projects
- observation of the condition, appearance, accessibility and use of buildings, equipment and materials
- initial pre-entry assessment of individual requirements against the funding support matrix.

#### 4. How effective are the assessment and monitoring of learners' progress?

To answer this question, evaluate:

<i>Common Inspection Framework</i>	<i>Guidance for the inspection of learners with learning difficulties and/or disabilities</i>
<ul style="list-style-type: none"> <li>• <i>the suitability and rigour of assessment</i></li> <li>• <i>the uses of assessment in planning learning and monitoring learners' progress.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>the suitability, range and rigour of assessment</i></li> <li>• <i>the uses of assessment in planning individual learning, monitoring and progress over time.</i></li> </ul>

In making judgements, consider, where applicable, the extent to which, for all learners:

<p>4a) <i>forms of assessment and recording are suitable for the courses and programmes being followed</i></p> <p>4b) <i>assessment is fair, accurate and carried out regularly</i></p> <p>4c) <i>initial assessment provides an accurate basis on which to plan an appropriate programme of work</i></p> <p>4d) <i>assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further</i></p> <p>4e) <i>achievements towards learning goals and qualifications are recorded and accredited</i></p> <p>4f) <i>assessment information, including the analysis of performance of different groups of learners, is used to guide course and programme development</i></p> <p>4g) <i>assessment, verification and moderation procedures follow regulatory body requirements</i></p> <p>4h) <i>those with a legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress.</i></p>	<p>4c) <i>initial multidisciplinary assessment provides an accurate basis to plan appropriate programmes of learning, development and support</i></p> <p>4e) <i>achievements towards individual goals for learning, personal and social development and, where appropriate, qualifications which are recorded and accredited</i></p> <p>4g) <i>assessment, verification and moderation procedures for programmes of learning are effective and, where appropriate, meet the requirements of regulatory bodies</i></p> <p>4h) <i>those with a legitimate interest, such as employers, advocates, parents, social services, local health authorities or employment services are clearly and regularly informed about learners'</i></p>
--	--

---

	<i>progress.</i>
--	------------------

---

**Possible sources of evidence for key question 4: how effective are the assessment and monitoring of learners' progress?**

- curriculum documentation
- individual learning, care, support and transition plans
- written, visual and audio records, diaries and journals
- sessional, medium- and long-term planning documents
- learner/parent/advocate surveys
- evidence from direct observation
- discussion with learners, education, training, care and specialist therapists support staff, parents, governors and associated agencies
- risk assessment for individual learners including off-site visits
- baseline or initial assessment and review procedures including monitoring, evaluation, review and amendment of the support matrix when required.

## 5. How well do the programmes and courses meet the needs and interests of learners?

To answer this question, evaluate:

<i>Common Inspection Framework</i>	<i>Guidance for the inspection of learners with learning difficulties and/or disabilities</i>
<ul style="list-style-type: none"> <li>• <i>the extent to which courses or programmes match learners' aspirations and potential, building on prior attainment and experience</i></li> <li>• <i>how far programmes or the curriculum meet external requirements, and are responsive to local circumstances.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>the extent to which courses and programmes across the extended curriculum match and extend learners' aspirations and potential, building on prior development, attainment and experience</i></li> <li>• <i>how far the curriculum meets the specific and individual needs of learners in independent living skills and where appropriate employability within the local community.</i></li> </ul>

In making judgements, consider, where applicable, the extent to which:

<p>5a) <i>learners have access to an appropriate range of courses or programmes, and, where appropriate, achieve suitable qualifications</i></p> <p>5b) <i>the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression</i></p> <p>5c) <i>the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners</i></p> <p>5d) <i>learners have the opportunity to broaden their experience and enhance their personal development through a suitable variety of enrichment activities</i></p> <p>5e) <i>programmes of work take account of community and employer needs</i></p> <p>5f) <i>legal requirements in relation to religious education and collective worship are fulfilled where they apply</i></p> <p>5g) <i>multi-site provision and resources are effectively integrated to give a coherent programme of learning.</i></p>	<p>5b) <i>the extended curriculum and individual programmes of learning, support and care are planned and managed effectively to promote coherence and progression</i></p> <p>5c) <i>individual programmes of work, care and support reflect realistic progression routes that take account of the wider community with effective transition</i></p> <p>5g) <i>multi-site provision, resources and residency are effectively integrated to give coherence across the extended learning programme.</i></p>
---	---



---

**Possible sources of evidence for key question 5: how well do the programmes and courses meet the needs and interests of learners?**

- discussions with learners, parents, employers, community representatives, franchise partners, training providers, college teachers, trainers, support and care staff
- examples of individual learning plans
- examples of individual care and support plans
- schemes of work
- extracurricular, leisure, social care and support programmes
- college promotional literature
- college strategic and operational plan
- findings from any market research activities
- documentary evidence of external links
- transition plans and evidence of past learner destinations
- work placement programmes.

## 6. How well are learners guided and supported?

To answer this question, evaluate:

<i>Common Inspection Framework</i>	<i>Guidance for the inspection of learners with learning difficulties and/or disabilities</i>
<ul style="list-style-type: none"> <li>• <i>the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression</i></li> <li>• <i>the diagnosis of, and provision for, individual learning needs</i></li> <li>• <i>the access learners have to relevant, effective support on personal issues.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>the assessment of, and provision for, individual learning care and support needs.</i></li> </ul>

In making judgements, consider, where applicable, the extent to which:

<p>6a) <i>support arrangements are planned and managed coherently</i></p> <p>6b) <i>impartial guidance enables learners to choose the course or programme which is right for them</i></p> <p>6c) <i>careers education and guidance are effective in guiding learners towards the opportunities available to them when they have completed their studies or training</i></p> <p>6d) <i>procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action</i></p> <p>6e) <i>induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme</i></p> <p>6f) <i>individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training</i></p> <p>6g) <i>learners have effective personal support to help them to complete their course or programme, including access to specialist support services</i></p> <p>6h) <i>guidance and support are sensitive to equal opportunities</i></p>	<p>6b) <i>specialist guidance enables learners and/or their advocate to choose the course or programme which is right for them</i></p> <p>6f) <i>individual learning, support and care needs are accurately assessed and learners receive effective additional support throughout their studies, training or daily living.</i></p>
---	--

---

<i>6i) partnerships with other providers and relevant agencies involved in advice and guidance are effective.</i>	
---	--

---

**Possible sources of evidence for key question 6: how well are learners guided and supported?**

- evidence of recruitment and guidance procedures, group and individual tutorials and the development of literacy and numeracy across the curriculum
- arrangements to support the development of independent living skills
- discussions with learners, trainees, support staff, care staff, key workers, personal tutors and workplace supervisors
- college and course information documents/cassettes/videos in appropriate formats
- information on how individual support needs are assessed and addressed
- tutorial and support policies and procedures
- progression reviews and transitional planning
- evidence of student participation in the college decision-making process.

## Leadership and management

### 7. How effective are leadership and management in raising achievement and supporting all learners?

To answer this question, evaluate:

<i>Common Inspection Framework</i>	<i>Guidance for the inspection of learners with learning difficulties and/or disabilities</i>
<ul style="list-style-type: none"> <li>• <i>how well leaders and managers set a clear direction leading to high-quality education and training</i></li> <li>• <i>how effectively, through quality assurance and self-assessment, performance is monitored and evaluated and steps taken to secure improvement</i></li> <li>• <i>how well equal opportunities are promoted and discrimination tackled so that all learners achieve their potential</i></li> <li>• <i>where relevant, the extent to which governors or other supervisory boards meet their responsibilities</i></li> <li>• <i>how effectively and efficiently resources are deployed to achieve value for money.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>how well leaders and managers set a clear direction leading to high-quality education, training and residential provision</i></li> <li>• <i>where relevant, the extent to which proprietors, governors and/or other supervisory boards meet their responsibilities.</i></li> </ul>

In making judgements, consider, where applicable, the extent to which:

<p>7a) <i>clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work placement providers</i></p> <p>7b) <i>demanding targets for retention, achievement, progression and employment are set and met</i></p> <p>7c) <i>the quality assurance arrangements are systematic and informed by the views of all interested parties</i></p> <p>7d) <i>rigorous self-assessment leads to identified priorities and challenging targets for improvement</i></p> <p>7e) <i>priorities are supported through responsible financial management</i></p> <p>7f) <i>staff understand and are fully involved in</i></p>	<p>7a) <i>clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors, work placement providers and volunteers</i></p>
---	---

---

*the organisation's quality assurance arrangements*

*7g) the information needs of managers and other staff are met and management information is used effectively to the benefit of learners*

*7h) performance management, staff appraisal and review are effective in improving the quality of provision*

*7i) there are explicit aims, values and strategies promoting equality for all that are reflected in the provider's work*

*7j) there are effective measures to eliminate oppressive behaviour, including all forms of harassment*

*7k) there are effective procedures for dealing with appeals and complaints*

*7l) governors or other supervisory boards effectively oversee the provider's strategic direction, and regularly monitor the quality of provision and their own performance*

*7m) the 'best value' principles of comparison, challenge, consultation and competition are applied in securing resources and services*

*7n) efficient and effective use is made of resources.*

*7h) staff appraisal, review or supervision are effective in improving the quality of provision. Appropriate professional development is provided for all staff, managers, teachers, trainers, support and care staff which supports the work within the college.*

---

**Possible sources of evidence for key question 7: how effective are leadership and management in raising achievement and supporting all learners?**

- college mission statement
- strategic development and operational plans
- data on the college's performance in all aspects of its work
- arrangements for communication with staff
- job descriptions/staff CVs
- organisation and management structures
- course and individual timetables
- records/evidence of governing body meetings
- arrangements for informing governors of curriculum, residency and quality issues
- minutes of meetings of governors, managers, teachers, trainers, care and other staff
- quality assurance policies and procedures information relating to their implementation
- college and departmental self-assessment reports and action plans
- surveys of staff and students' views
- moderates and verifies reports
- policies and procedures for equal opportunities, disability, race discrimination and health and care standards and evidence of their implementation
- the views of learners, managers, teachers, trainers, support staff, carers, governors, employers and other interested parties
- staff training records
- records of learners' council, and student unions.

---

## Common Inspection Framework

The *Common Inspection Framework* sets out the principles of the inspections and emphasises the evaluation of achievement, standards, teaching and learning.

The inspection team is primarily involved in assessing the achievement of individual learners and the quality of their experience.

Inspections will focus on experiences of individual learners through evaluation of:

- learners' achievements, taking account of their prior attainment
- the quality of teaching and learning and the effectiveness of learning
- other aspects of the provision that contribute to the standards achieved including content, the range of provision and the support for individual learners
- the effectiveness with which the provision is managed, quality assured and improved, and how the efficiency of the use of resources ensures that the provision gives value for money
- the extent to which the provision is educationally and socially inclusive and promotes equality of access to education and training. This includes provision for students with learning difficulties and/or disabilities.

In the inspection of specialist colleges, the inspection team will normally inspect provision across the extended curriculum within the *Framework*.

The inspection team will also take note of reports from other relevant inspectorates and/or from the Commission for Care Standards and take account of the National Boarding Standards, where appropriate.



---

## How inspections are carried out in specialist colleges

With reference to specialist providers:

The college will be notified of the inspection 6–14 weeks prior to the inspection.

The college will send, within two weeks of notification, a recent self-assessment report, a current strategic plan, a prospectus, summary details of retention attainment and progression, and details of current enrolments by curriculum or occupational area including mode of attendance.

The reporting inspector (RI) and assistant reporting inspector (ARI) will visit and meet with the principal and senior managers to plan the inspection visit. This meeting will usually take two to three hours. A representative of the local Learning and Skills Council (LSC) and/or the national LSC will be invited to attend.

Other than in exceptional circumstances, not less than three weeks in advance of the inspection, the RI and/or the ARI will spend up to two days in the college examining documentation and discussing with managers the inspection programme and team deployment. The RI then completes a pre-inspection commentary for the inspection team.

The inspection generally takes place within a week; with a focus of activity upon direct observation of teaching and training sessions, including discussions with young people, adults, teaching, training and residential staff. Each inspector will offer oral feedback to staff involved following an observation.

On the first day of the inspection week there will be a team meeting. Governors and principals may wish to give a short presentation outlining the particular focus and work of their college.

Observation of teaching sessions, work-based training and residential provision will usually take place during Tuesday and/or Wednesday.

A team moderation meeting will take place at the end of the inspection to record the corporate team judgements, followed by informal feedback to the principal.

The formal feedback to governors, the principal and senior managers is scheduled between one and two weeks after the inspection. A representative of the local LSC and/or the national LSC will be invited to attend.

Shortly after the inspection, the draft report will be shared with the college to enable the accuracy of factual information to be checked. The final report will normally be published within 12 working weeks from the end of the inspection. Copies will be sent to the college, the local LSC and the national LSC and will be published on the Ofsted web site.

---

## Structure of inspection reports for independent specialist providers

The reports will follow the same format as for main-sector colleges as outlined in annex B of the *Handbook for Inspecting Colleges*, with some specific amendments for providers with fewer than 20 learners.

All reports will have:

### Summary

#### Part A with four sections

- Information about the college will be included.
- How effective is the college?
- The quality of provision in individual curriculum areas is discussed, for example, vocational provision; literacy and numeracy, foundation subjects; advanced-level subjects and work-based learning, where appropriate. The New Deal will be summarised with a short summary of the overall judgement for each area. There will also be brief summary judgements on leadership and management, guidance and support and inclusion.
- Where appropriate, students' views of the college will be included.

#### Part B. The college as a whole

In large, medium and small colleges, the report will include four sections.

- **Achievement and standards.** This section summarises the team's findings on key question 1 for each identified group of learners.
- **The quality of education and training.** This section summarises the team's findings on key questions 2–6.
- **Leadership and management.** The team's judgement on key question 7 within the remit for provision funded by the Learning and Skills Council.
- **Areas for further improvement.** This will highlight issues that need to be addressed by governors, managers and staff.

---

## **Part C. Curriculum areas**

This section of the report will only be completed for large and medium-sized colleges where clear curriculum areas can be identified or where the college provides a range of provision across several disability groups.

For smaller colleges, judgements relating to the curriculum areas will be subsumed into Part B of the report.

Each section will include:

- grade and grade description
- bullet points, highlighting strengths and weaknesses
- pass rates on key courses
- a paragraph describing the scope of provision.

Further headings classified under:

- achievement and standards
- the quality of education and training
- leadership and management.

## **Part D. Inspection and performance data**

Reports may include, as appropriate:

- enrolments by age and disability group
- enrolments by curriculum areas, where appropriate
- summary of retention and achievement for 16–19 and 19+ age groups
- summary of grades awarded to teaching and learning.

---

## **Grading for independent specialist providers**

Annex C of the *Handbook for Inspecting Colleges* shows the grades that will be used in inspection reports to denote summary judgements made by inspectors.

### **Curriculum grades**

For larger and medium-sized colleges the curriculum grades represent a summative judgement for each area. For smaller colleges, one composite curriculum grade represents the summative judgement for the provision as a whole.

### **Leadership and management grade**

For larger and medium-sized colleges, the leadership and management will be awarded a grade for the provision funded by the Learning and Skills Council.

Smaller colleges will be awarded one overall composite grade which will include a judgement about leadership and management of the curriculum and provision.

Grades for curriculum areas and leadership and management will be on a five-point scale (see annex C of the *Handbook for Inspecting Colleges*).

Grades will be allocated for teaching, learning and attainment on a seven-point scale for the sessions observed (see annex C of the *Handbook for Inspecting Colleges*).