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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Guidance for the Inspection of Youth Support Services

**August 2007
(Revised version)**



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE



The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ the education, guidance and training elements of The Department for Work and Pensions funded training programmes.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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How to obtain Estyn publications

Estyn publications referred to in this guidance are available from Estyn, Anchor Court, Keen Road, Cardiff, CF24 5JW and on the website www.estyn.gov.uk. All queries should be addressed to enquiries@estyn.gsi.gov.uk.

Part 1 – Conducting Inspections

Introduction

This handbook contains guidance on how inspectors will apply the common inspection framework for education and training in Wales to the inspection of providers of youth support services. This guidance is in the first instance addressed to inspectors. However, it is also designed to help providers to assess the quality of their own provision.

Definition of terms used in this guidance

The term ‘partnership’ refers to those arrangements led by the local authority, which plans, coordinates and oversees all youth support services in an area. These partnership arrangements are set out in the Learning and Skills Act 2000, and the Welsh Assembly Government policy as described in *Extending Entitlement* and associated guidance¹. Under the Children Act 2004² this statutory responsibility for partnership planning can be fulfilled through a young people's partnership, children and young people's partnership or a framework partnership.

‘Youth support services’ are those services for young people aged between 11 and 25, which are provided, procured or facilitated by a local authority and identified in the partnership plan and/or self assessment report. They are those, which in the opinion of the Welsh Assembly Government:

“will encourage, enable or assist young persons (directly or indirectly)

- to participate effectively in education or training;
- to take advantage of opportunities for employment; or
- to participate effectively and responsibly in the life of their communities.³”

In this handbook we use the term ‘learning experience’ to mean all the activities young people undertake through their involvement with youth support services.

We use the term ‘staff’, to include all those who work with young people in youth support services. The work may be in formal or informal youth support services’ settings and will be characterised by the principles set out in *Extending Entitlement*.

¹ *Extending Entitlement* and the accompanying directions and guidance for its implementation extend the legal basis in Wales for the provision of youth support services. In these documents the Welsh Assembly Government has set out frameworks within which local authorities in Wales will provide youth support services.

² Stronger Partnerships for Better Outcomes Guidance (2006) **National Assembly for Wales Circular No: 35/2006**

³ *Extending Entitlement: supporting young people in Wales* Report by the Policy Unit The National Assembly for Wales 2000, p83

The term 'provider' is used throughout this document. This term may be used to refer to:

- an individual provider of services;
- all the providers contributing youth support services through a local partnership; and
- a local partnership procuring or facilitating youth support services.

Detail specific to youth support services

Range of inspection

This handbook sets out for each criterion the range of features specific to youth support services that inspectors should consider in making judgements. It also identifies the sources of evidence that will help them to do this.

We will use the common inspection framework and this guidance for a range of work including, for example, the inspection of:

- partnership arrangements for coordinating youth support services in a local authority area;
- a local authority youth service;
- a single project or centre providing youth work or youth support activities;
- a single organisation providing youth work or youth support services; and
- a particular theme in work with young people.

When we inspect the work of a partnership, we use the partnership's self-assessment report, strategic plan and delivery plan to identify the scope of the services provided. We also use the strategic and delivery plan of individual providers within the partnership. We will focus on the aspects of provider's work that contribute to the provision of youth support services. We will agree the amount and scope of provision to be inspected with the provider before the inspection.

All our inspections are carried out in line with our Welsh Language Scheme, available from Estyn.

Inspectors will focus on the experiences of young people and will evaluate and report on the **seven key questions** set out in the common inspection framework. These are:

- 1 How well do young people achieve?
- 2 How effective is work with young people?

- 3 How well do learning experiences meet the needs and interests of young people and the wider community?
- 4 How well are young people guided and supported?
- 5 How effective are leadership and strategic management?
- 6 How well do leaders and managers evaluate and improve quality and standards?
- 7 How efficient are leaders and managers in using resources?

Notification

The Chief Executive of a local authority will normally be notified of inspection between six and 12 months in advance.

Re-inspection

The legal basis for re-inspection is the same as that for inspection. Where provision falls below the quality threshold, a re-inspection will usually take place between 12 and 18 months of the publication of the report. Estyn will re-inspect youth support services provision where either one or more of key questions 1, 3, or 5, are awarded a grade 4 or 5 during an inspection. Further guidance on the re-inspection of youth support services can be found in appendix H.

How inspectors will behave

Inspectors will carry out their work with integrity, courtesy and due sensitivity

An inspector should:

- carry out inspections effectively and efficiently;
- be well briefed and fully prepared;
- treat all staff with courtesy, respect and sensitivity;
- minimise disruption and stress; and
- ensure positive working relations throughout the inspection.

Inspectors will evaluate the work of the provider objectively

An inspector must:

- carry out their work with independence and objectivity;
- undertake inspections without bias or preconceptions;
- keep demands for information and other material to a realistic minimum;
- collect sound evidence from a range of sources and weigh it carefully; and
- evaluate against the criteria in the common inspection framework and this guidance.

Inspectors will report honestly, fairly and impartially

An inspector must:

- be impartial and be seen to be impartial;
- report findings objectively and without bias, identifying and reporting both good features and shortcomings;
- identify and report difficult issues that need resolution so that the provider can improve;
- make sure that the published report is a fair and just representation of the work of the provider; and
- make sure that oral feedback is consistent with the published report.

Inspectors will communicate clearly and openly

An inspector must:

- be open and transparent in have removed your dealings with those involved in the inspection;
- keep managers informed of emerging issues and findings;
- make sure that communication is effective throughout the inspection and particularly during oral feedback; and
- make sure that complex information and possibly unwelcome judgements are as clear and accessible as possible.

Inspectors will act in the best interests of learners

Inspectors enter providers in a position of authority and the safety and well-being of learners should be their prime concern.

An inspector must:

- do nothing that should cause a learner distress or anxiety;
- do nothing that calls into question their relationship with a learner;
- report any concerns about the safety or well-being of a learner to the appropriate authority; and
- refrain from interfering personally if he or she observes indiscipline or bad behaviour unless someone's safety or welfare is in danger.

Inspectors will respect the confidentiality of all information received during the course of their work

An inspector must:

- ensure the confidentiality of all information received during the inspection;
- make sure that the findings of the inspection are confidential to the team and the provider until the final report is published; and
- not seek or try to obtain confidential staff appraisal information.

Disclosure of information

Estyn is committed to making its business as open as possible. It responds to any requests for information made by the public unless there are clear legal reasons for not doing so or it can clearly be shown that it is not in the public interest.

Individuals already have the statutory right of access to their personal information under the Data Protection Act 1998. Personal data includes any expression of opinion about an individual and any indication of the intentions of any person in respect of the individual. As far as inspections are concerned, this means that information about a teacher is personal data even before his or her identity is established because it is likely that the inspection will produce other identifying information.

From January 2005, the Freedom of Information Act 2000 extends the right to allow access to all types of information held, whether personal or non-personal, by public authorities. Anyone, wherever in the world, can exercise their right to access information held by public authorities. The Act applies to public authorities and those providing services to them.

The basic requirement under the Freedom of Information Act 2000 is for the right of access to recorded information held by public authorities. This gives 'retrospective effect' and Estyn will have to make available information they are holding, not necessarily information created after the bringing into force of the Freedom of Information Act 2000.

As the original material obtained during inspection is the property of Estyn, it will deal with any requests under the Acts and decide what information should be disclosed. Subject to the exemptions in the Freedom of Information Act 2000, Estyn must inform any person who makes a request for information whether the information is held, and if so, must supply that information.

Inspectors should be aware that requests for disclosure of information under the Data Protection Act 1998 and Freedom of Information Act 2000 may be made for details contained in inspection evidence, letters and e mails. Any comment inspectors make may become open to wider scrutiny if someone requests access to that information. Inspectors must therefore ensure that all information is documented in an objective manner and that all comments can be supported should they need to be disclosed.

The inspection team

An HMI will lead the inspection team and is usually known as the 'reporting inspector'. The team will also normally involve Additional Inspectors, experienced staff from other youth support service providers or partnership managers, (peer assessors) and may include a member of staff (nominee) chosen by the provider being inspected. The size of inspection teams will vary according to the range of areas to be inspected, the number of learners, and the geographical spread of the provider's work.

The reporting inspector

The reporting inspector manages the inspection team and the whole inspection process, and is the first point of reference for everyone involved in the inspection.

The reporting inspector should:

- lead and manage the inspection;
- establish a climate in which the inspection is valued by the provider;
- maintain effective links with senior staff;
- plan the inspection, allocate responsibilities to the team and brief the team fully about the provider and the organisation of the inspection;
- monitor the work of the team, chair meetings of the team and ensure that team members collect and evaluate enough evidence;
- ensure that the team comes to sound corporate judgements;
- oversee oral feedback arrangements and the writing of the final report; and
- assure the quality of the inspection.

Team Inspectors

Team inspectors are either HMI or Additional Inspectors. HMI are full-time inspectors employed by Estyn. Additional Inspectors are experienced staff from youth support services who are trained by Estyn and work under contract to Estyn for the duration of the inspection.

Peer assessors

Inspection teams include peer assessors, who provide an element of peer evaluation. Peer assessors are experienced staff from youth support service providers who are nominated by providers and trained by Estyn. The participation of peer assessors in inspection:

- contributes well to the expertise of inspection teams and to the sense of ownership the sector has for the inspection process;
- promotes understanding of inspection;
- enables the sharing of good practice; and
- helps to develop the skills required by institutions to carry out their own self-evaluation effectively.

To make sure that they are independent and objective in making judgements and to secure the confidence of those being inspected, peer assessors will not be able to inspect institutions, services or partnerships where a conflict of interest has been identified. Peer assessors must notify the reporting inspector immediately if they become aware of a conflict of interest.

The nominee

Inspections will involve providers actively in the process. Providers are invited to select a member of staff, called the nominee, to work with the inspection team, if they so choose. Where the work of the nominee is also being inspected, the reporting inspector will also make suitable arrangements to overcome any difficulties.

A nominee should:

- liaise with the reporting inspector about administrative aspects of the inspection such as coverage, documents and meetings;
- ensure that inspectors are fully informed about the context of the provider's work;
- contribute to discussions during meetings of the inspection team;
- hear emerging findings;
- be present during feedback sessions to senior staff;
- respond to team requests for additional information; and
- assist in resolving any problems that arise.

The nominee may be a trained peer assessor and should be a sufficiently senior member of staff to act as a link between the provider and the inspection team. It is not usually appropriate for the senior member of the provider, to whom the reporting inspector reports, to be the nominee.

The nominee role is a demanding one and requires the nominee to exercise the objectivity appropriate to an external inspection process. The nominee will be required to respect the strict confidentiality of inspection discussions. The role is not that of an advocate or defender of the provider.

Training and support will be available to assist the nominee in understanding the demands of the role. The exact scope of the work involved will be agreed before each inspection. Once this has been agreed, the reporting inspector, the provider and the nominee sign a statement of agreement (appendix H).

Before the inspection

After discussion with providers, Estyn will establish the best time to inspect a representative range of their work.

Contacting the provider

The reporting inspector during the initial contact with the provider should:

- establish the overall extent, pattern and location of the provision;
- agree and confirm the dates for inspection;
- agree to a limited amount of pre-inspection documentation needed by the inspection team, including self-evaluation report and action plan, timetables and statistical data;
- agree a date, normally some six weeks before the inspection, by which the provider will supply pre-inspection documents;

- agree whether a member of staff will be nominated to work with the inspection team and clarify the details of the role of the nominee;
- arrange initial meetings with senior staff; and
- offer to meet staff to explain inspection procedures.

Initial preparation

Taking into account the provider's self-evaluation report and any information already held by Estyn, the reporting inspector will plan the inspection and allocate responsibilities to members of the inspection team.

Visiting the provider

At the meeting with senior staff, the reporting inspector will:

- discuss the implications of the self-evaluation report for the inspection;
- establish any health and safety implications for inspectors;
- agree on what bilingual inspection services are required;
- outline the membership and responsibilities of the inspection team and check for any conflict of interest;
- indicate the documents needed in the inspectors' base room during the inspection;
- agree arrangements for inspectors to discuss issues with managers, staff, groups of learners and any relevant partners;
- agree arrangements for inspectors to feed back orally to staff and to senior staff; and
- discuss any other inspection and domestic arrangements.

Planning the inspection

Inspections involve observation of teaching, training, and work with learners. Providers are expected to send the reporting inspector a full plan of all the provision they make. On the basis of the information received, inspectors will select a representative sample of sessions to observe and evaluate. The sample will take into account the need to achieve a balance across the range of the provider's work.

Preparing the team

The reporting inspector is responsible for ensuring that the inspection team is thoroughly prepared. The reporting inspector will:

- brief the team about the provider, the self-evaluation report and the organisation of the inspection, including any health and safety issues;
- contact peer assessors (or ask programme area leaders to do this), to familiarise the peer assessors with details of the inspection;
- distribute copies of relevant documents;
- prepare a programme for the inspection, including timetables and agendas for team meetings;
- ask team members to identify issues for inspection;

- where required to do so by the reporting inspector, draw up personal inspection plans for their area of responsibility, taking care to ensure representative coverage;
- analyse thoroughly the provider's self-evaluation report and other pre-inspection documents to identify key issues for inspection;
- provide the inspection team with these issues and inspection strategies in advance, in order to provide a clear focus for the inspection and to enable the team to use its time effectively; and
- plan for the efficient collection and analysis of evidence during the inspection.

During the inspection

Inspections will evaluate and report on the seven key questions of the Common Inspection Framework. Each is broken down into elements, for which there are criteria based on good practice to help inspectors make judgements.

Documents

A list of documents that might be needed in the inspectors' base room can be found in appendix C.

The provider's self-evaluation report

Inspections start from the provider's self-evaluation report. If the self-evaluation report has not been prepared immediately prior to the inspection, it should be accompanied by an action plan that provides up-to-date information about progress made in addressing issues.

The inspection team will test and validate overall evaluations and gradings, where appropriate, made by the provider. The team will then formulate and test further hypotheses and so arrive at corporate judgements on standards and quality. Meetings during the inspection will provide an opportunity for interim feedback from the inspection team to the nominee on the emerging findings in relation to the self-evaluation report.

Introductory briefing meeting

On the first day of the inspection, there will usually be a meeting between the inspection team and key members of the provider's staff. This is an opportunity for senior staff to present their self-evaluation findings to the inspection team, to place provision in its wider context, and for team members to meet staff and to discuss any arrangements for the inspection.

Regular contact

The reporting inspector should meet senior staff regularly to clarify inspection issues and resolve difficulties. Both senior staff and reporting inspectors value these meetings. They contribute a great deal to the smooth running of an inspection and the maintenance of good relationships.

The reporting inspector should:

- ensure appropriate coverage of the provision;
- arrange for the effective collection, recording and evaluation of evidence;
- check that inspectors comply with the common inspection framework and this guidance;
- draw an emerging picture of the provision from the gathering evidence to inform team discussions and aid the securing of corporate judgements;
- arrange meetings for interim feedback and discussion; and
- identify problems early and resolve them effectively.

Gathering and reviewing inspection evidence

Team inspectors will take lead responsibility for one or more key questions. They will also contribute to gathering evidence and making judgements for other key questions. Team inspectors should give enough time to collect the range of evidence the team needs to make judgements. They should record the evidence on the appropriate forms as the inspection proceeds. They must consider fully the provider's self-evaluation report and action plan. They should consider other documentary evidence during the inspection, including policies, assessment information and performance data to gain evidence of standards and trends over time.

In addition to the work seen during the observation of sessions, inspectors will also look at the samples of work from learners. The reporting inspector and senior staff should agree on the sample during pre-inspection visits. Examples of past and present work should be available in order to establish the range of work covered over time and to evaluate progress.

When occurring during the period of the inspection, inspectors may attend tutorials, quality assurance and partnership meetings, and meetings of the governing body or management group.

Discussions with staff and others provide important evidence relating to responsibilities, procedures and policies within a provider. They are part of the dialogue that we have with staff. They contribute positively to the inspection and help to establish the context of what is seen. Inspectors will try to arrange discussions at mutually convenient times, ensuring that meetings do not make unreasonable demands on staff, especially where staff have several responsibilities.

Inspectors will arrange to meet groups of learners to discuss their experiences and the support that they have received from the provider. Inspectors aim to explore through these discussions the extent to which all learners, regardless of background, have had the opportunity to achieve their potential and have their learning needs met.

Team meetings

The main purpose of team meetings is to arrive at an accurate and thoroughly tested corporate view of standards and quality. The whole inspection will agree on overall judgements that are based upon sufficient valid and reliable evidence. Meetings will have clear agendas and there will be opportunities for inspectors to:

- test the judgements in the provider's self-evaluation report;
- discuss emerging issues;
- resolve pre-inspection issues and hypotheses;
- discuss any weakness in the evidence base; and
- consider main inspection findings and recommendations.

Grading

Inspectors will use a five-point scale:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

A grade will be awarded to the provider as a whole for each of the key questions of the Common Inspection Framework. All the grades that we report during an inspection are provisional. They will be reviewed as part of Estyn's internal moderation and quality assurance procedures before they are finally published on Estyn's website within the text of the final report.

Giving feedback

Providing feedback at the end of any observed teaching or training session is always desirable, but it may not always be possible to have more than a brief exchange at the time. If that is the case, then inspectors should find an opportunity for feedback at some other time during the inspection.

The reporting inspector will agree the feedback arrangements for the end of the inspection during the pre-inspection visit. Usually the reporting inspector will provide a summary feedback to senior managers and then inspectors will feedback to other managers, staff, young people and the voluntary sector as agreed with the provider.

Feedback focuses on judgements on good features and shortcomings in standards and quality. Those attending may discuss issues, clarify factual matters and present additional evidence, but they cannot negotiate judgements.

Reporting inspectors will try to conduct meetings in a way that will encourage discussion and the assimilation of the team's judgements.

During the inspection, the reporting inspector will provide regular feedback to senior staff so that the main findings and recommendations in the final report do not come as a surprise.

Completing the inspection

Writing the inspection report

The reporting inspector is responsible for producing a final inspection report that is clear and helpful to the provider. The report is published bilingually in Cymraeg Clir/Plain English.

The structure of the inspection report is based on **seven key questions**.

Summary and recommendations

This section summarises main issues and key issues for action arising from the report. It is consistent with the text in the body of the report, team discussions and oral feedback to the provider.

In the summary, the reporting inspector will include a table of grades and an evaluative comment on the effectiveness with which the provider has addressed issues identified in the last inspection, indicating those issues on which significant progress has been made and any outstanding matters that need attention.

Inspection reports will make clear recommendations for improvement where required. These recommendations will give providers a clear and specific indication of the shortcomings that they need to address in their action plans.

The recommendations will arise from the main findings and will provide a clear and practicable basis on which the provider can act. Only those issues of greatest priority will be mentioned in this part of the report; the body of the report will refer to others. The recommendations should be those that would make the greatest contribution to improvements in standards and quality.

Where appropriate, inspection reports will include brief case studies of innovative or exemplary practice.

Guidance on preparing a response to the inspection report

A copy of a draft report is sent out by Estyn prior to publication in order to provide the institution with the opportunity to consider the findings and to support the action planning process. Providers are requested to check the factual accuracy of the report and alert Estyn to any potential inaccuracies.

Providers are invited to prepare a brief response (about half a side A4) to the inspection findings, which will be included in the inspection report with the agreement of the reporting inspector. The response also enables the provider to give an early indication of how they intend to take action to follow up the recommendations made

in the report. Providers may also wish to comment on the value of the report to the future development of their institution. In general terms the response should:

- indicate how closely the main findings of the report match the provider's own perceptions of itself;
- give an early indication of how the provider intends to respond to the recommendations; and
- indicate how the institution will use the report to raise quality standards.

If providers wish to comment on the conduct of an inspection – whether their comments are complimentary or adverse – they should complete the post-inspection questionnaire, which is forwarded to them with the initial letter notifying them of the inspection. Alternatively they can write separately to the Chief Inspector. The procedures to deal with complaints about the conduct of inspections are set out in the feedback and complaints procedure which is available on the Estyn website.

Assuring the quality of inspections

Estyn is committed to:

- effective selection, training, briefing, support and deployment of inspectors, including additional inspectors who provide an element of peer assessment;
- regular dialogue with the provider during inspection and the active role of the nominee;
- criteria and recording systems that comply with the common inspection framework and guidance;
- careful review and analysis of evidence;
- comprehensive and unambiguous oral feedback;
- consistently clear, accurate and well-presented reports; and
- maintaining appropriate internal moderation and quality improvement activities including the occasional monitoring of inspections.

We are committed to continuous improvement in inspection. We have a detailed set of criteria for the quality assurance of inspections. We judge the effectiveness of each inspection against these criteria and look robustly and critically at each inspection we undertake. We respond actively to suggestions for improvement and investigate complaints thoroughly

Part 2 – Using Inspection Criteria

The Common Inspection Framework

The following is an outline of what will appear in the inspection report before we address the key questions in the common inspection framework. It provides brief information on the nature of the partnership or the provider and their priorities and targets. It is important to agree the content of this with the partnership or the provider. This section also outlines the scope of the inspection.

□ the nature of the provider

What is the nature of the provider?

This section should include brief information on:

- the size and nature of the partnership or the individual provider and the area served;
- particular characteristics of the provision;
- the background and circumstances of young people, for example, social disadvantage or deprivation, ethnicity and linguistic background; and
- any significant changes which have taken place recently.

□ their priorities and targets

What are the provider's priorities and targets?

This section of the report should include a brief description of the provider's priorities and targets. You can obtain information on the partnership's or the provider's main aims and objectives from:

- the partnership's 5 year strategy and delivery plans;
- the mission statements;
- strategic and delivery plans;
- self-assessment reports;
- publication of available publicity and programme literature; and
- discussions with key stakeholders.

An evaluation of the extent to which the provider succeeds in achieving these aims and objectives, and the extent to which they are delivering Universal Entitlement to young people, will appear in the main body of the report.

Standards

Key Question 1: How well do learners achieve?

<p>Inspectors should evaluate and report on the standards achieved by learners, including:</p>	<p>In making judgements, you should consider, where applicable, the extent to which learners:</p>
<p>their success in attaining agreed learning goals</p>	<p>1.1 achieve good standards in their knowledge, understanding and skills; 1.2 achieve agreed learning targets and goals; 1.3 reach appropriate levels in key skills, including bilingual competence; and 1.4 succeed regardless of their social, ethnic or linguistic background.</p> <p>and the extent to which:</p> <p>1.5 results and retention rates compare well with national averages and local and national benchmarks; and 1.6 trends in performance show continuous improvement or the maintenance of high standards.</p>
<p>their progress in learning</p>	<p>1.7 acquire new knowledge or skills, develop ideas and increase their understanding; 1.8 understand what they are doing, how well they are progressing and what they need to do to improve; and 1.9 make good progress towards fulfilling their potential and moving on to the next stage of learning.</p>
<p>the development of their personal, social and learning skills</p>	<p>1.10 show motivation, work productively and make effective use of their time; 1.11 behave responsibly and show respect for others; 1.12 achieve high levels of attendance and punctuality; 1.13 develop the capacity to work independently, including the skills necessary to maintain lifelong learning; 1.14 progress well in their personal, social, moral and wider development; 1.15 demonstrate an awareness of equal opportunity issues and a respect for diversity within society; and 1.16 are prepared for effective participation in the workplace and the community.</p>

Using the criteria

How well do young people achieve?

You will evaluate and report on the standards achieved by young people including:

□ their success in attaining agreed learning goals

1.1 Do young people achieve good standards in their knowledge, understanding and skills?

Evaluate the extent to which young people achieve high standards by assessing to what extent they:

- 1.1.1 achieve as a result of their participation in a particular activity both as individuals and as groups;
- 1.1.2 develop new skills and interests;
- 1.1.3 gain in knowledge, understanding and awareness;
- 1.1.4 understand the issues facing them, their peers and other young people; and
- 1.1.5 achieve against the principles set out in Extending Entitlement (Wales Assembly Government 2000) and the Youth Work Curriculum Statement for Wales (Wales Youth Agency 2000).

Further guidance

Observe targeted and universal sessions, practical activities and consultation and participation work. Speak and listen to young people and evaluate their educational, personal and social development as a result of the activity they are taking part in. Photographic or filmed evidence, scrapbooks, young people's own records and assessments of activities and of work for awards are also useful sources of evidence of progress and achievement.

Evaluate any written and practical work to determine young people's knowledge and understanding of the subject or activity, particularly when inspecting projects that support formal learning, and those which lead to forms of accreditation. Where individual young people or groups are set objectives, these should match their needs and young people should understand them. Assess young people's progress against the criteria in the Youth Work Curriculum Statement for Wales.

All young people, including those with learning difficulties and disabilities, should be challenged to make progress and succeed in their own way.

1.2 Do young people achieve agreed learning targets and goals?

Evaluate how well young people:

- 1.2.1 achieve the standards set out in the awards they are working towards;
- 1.2.2 have progressed since they started a programme or activity and are meeting their own goals or any negotiated with them;
- 1.2.3 follow through activities to their conclusion;
- 1.2.4 in projects that support formal learning, improve their previous attitudes and achieve targets set as a result of their initial assessments;
- 1.2.5 gain qualifications or credits for their work; and
- 1.2.6 where appropriate, can demonstrate that the progress they make in youth support services improves their standards in formal education.

Further guidance

Young people will not always have set targets and learning goals. Where they do, such as in an Individual Learning Plan (ILP), targets for changes in attitude and behaviour may be difficult to measure. For example, a challenging young person may be set a target linked to their behaviour over a set period of time. Staff will be able to give different types of evidence, including anecdotal evidence, of how young people have reached targets and goals. There are several recognised systems which measure young people's personal progress, including emotional intelligence. You will need to check whether or not managers and staff are using mechanisms for recording and assessing all types of achievement.

1.3 Do young people reach appropriate levels in key skills, including bilingual competence?

Evaluate how well young people:

- 1.3.1 improve their skills in communication, application of number and information and communications technology (ICT);
- 1.3.2 develop wider skills of problem solving, working with others and reviewing their own learning performance;
- 1.3.3 where relevant, for example in youth projects that support formal learning, achieve the standards appropriate to the qualifications and programmes that they are following; and
- 1.3.4 where appropriate, achieve bilingual competence in both Welsh and English.

Further guidance

See Inspecting Bilingualism Guidance

1.4 Do young people succeed regardless of their social, ethnic or linguistic background?

Evaluate the extent to which all young people:

- 1.4.1 engage actively with the services and provision available; and
- 1.4.2 succeed whatever their social, ethnic or linguistic backgrounds.

Public authorities, including schools, colleges and local authority youth services have a specific duty to monitor, by reference to racial groups, the admission and progress of young people. See Inspecting Race Equality Guidance.

1.5 Do results and retention rates compare well with national averages and local and national benchmarks?

Evaluate the extent to which:

- 1.5.1 young people's results compare favourably with those achieved by young people receiving similar services elsewhere;
- 1.5.2 where appropriate, for example in projects that support formal learning, young people's results and retention rates compare with those of young people in mainstream learning; and
- 1.5.3 young people who are not aiming to achieve a qualification complete individual learning plans and achieve learning objectives; and
- 1.5.4 young people achieve against the provider's own targets.

Further guidance

This quality statement does not apply to all types of youth support service. However, providers are increasingly becoming more skilled at providing evidence of young people's achievements and making comparisons.

National benchmarking data does not cover results and retention rates, but partnerships, local authorities and individual projects may have collected their own local data. If this is the case, analyse and make a judgement on this information.

1.6 Do trends in performance show continuous improvement or the maintenance of high standards?

Where possible evaluate trends in performance by:

- 1.6.1 analysing any available data from individual providers or the partnership, to assess any progress in the development and performance of young people;
- 1.6.2 making comparisons using data available on young people's performance before the intervention of youth support services such as projects that support formal learning and work with young people with offending behaviour; and
- 1.6.3 analysing data to see how trends in performance compare with those of similar providers or projects.

□ **their progress in learning**

1.7 Do young people acquire new knowledge or skills, develop ideas and increase their understanding?

Evaluate how far young people:

- 1.7.1 show increased ability to make choices and influence events in their own lives and communities;
- 1.7.2 seek to take up enhanced roles amongst their peers or in the community; and
- 1.7.3 participate in a mature way in consultation activities about issues concerning them or others.

Further guidance

Consider the value of the activity in which young people are engaged, talk with them and decide if it is helping them to progress and mature. Consider the extent to which they are acquiring new knowledge and developing new skills and interests. Judge the effectiveness of the activity in increasing their understanding, self-awareness and sensitivity to the needs of others.

1.8 Do young people understand what they are doing, how well they are progressing and what they need to do to improve?

Evaluate the extent to which young people:

- 1.8.1 are partners in the learning process and in decision-making structures which affect their own and other people's lives;
- 1.8.2 can explain the purpose of their activity and the goals they are working towards;
- 1.8.3 show initiative in seeking and using information;
- 1.8.4 express a sense of achievement or enjoyment in what they are doing;
- 1.8.5 are involved in regular reviews of their progress and understand the purpose of their activities; and
- 1.8.6 understand the purpose of targets and action plans and make progress as a result.

Further guidance

Speak to young people about the activities they are involved in. Ask them to describe what they are doing and to evaluate the progress they are making. You may want to ask them how the activity could be improved and what they need to do in order to gain more from what they are doing.

1.9 Do young people make good progress towards fulfilling their potential and moving on to the next stage of learning?

Evaluate the extent of young people's progress by assessing their:

- 1.9.1 progress in contributing to planning and running their own projects/activities;
- 1.9.2 ability to manage their own consultation sessions and facilitate consultation with other young people;
- 1.9.3 self-awareness and capacity to make rational decisions; and
- 1.9.4 readiness to progress to more challenging learning activities.

Further guidance

Ask young people how they feel that they have benefited from their activity and how they consider they have progressed and developed as a result of it. In targeted projects and projects that support formal learning, evaluate young people's achievements and compare this with what they could do when they started. Assess how far young people have gained additional skills and knowledge beyond those anticipated at the start of the project or activity.

□ the development of their personal, social and learning skills

1.10 Do young people show motivation, work productively and make effective use of their time?

Evaluate young people's commitment and effort by evaluating:

- 1.10.1 how effectively they use time spent in activities to develop and practice their skills and extend their knowledge;
- 1.10.2 how well they plan and organise their own activities, and activities for others;
- 1.10.3 the extent to which they are active participants or passive receivers of services; and
- 1.10.4 assess how effectively young people use unsupervised time and direct their own learning.

Further guidance

Assess how purposefully young people participate in youth support services. They may be attending a youth club or activity for purely recreational purposes, but speak to the young people, and evaluate how well they respond to the interventions of youth workers.

1.11 Do young people behave responsibly and show respect for others?

Evaluate young people's behaviour on the basis of:

- 1.11.1 the extent to which they establish and maintain good relationships with staff, other adults and other young people;
- 1.11.2 enhanced self-esteem and growing maturity in their relationships with adults and peers;
- 1.11.3 their sensitivity to the needs of others and their ability and willingness to cooperate; and
- 1.11.4 their ability to take responsibility for themselves and others.

1.12 Do young people achieve high levels of attendance and punctuality?

Evaluate:

- 1.12.1 the levels of attendance at open access, targeted projects, and other services and compare these with any local or national benchmarking information; and
- 1.12.2 the attendance and punctuality of young people by observation and by scrutinising registers.

Further guidance:

Consider attendance profiles and make a judgement on the patterns of attendance, bearing in mind the nature of the project.

You should consider:

- how often young people attend;
- the age range of participants;
- social groupings;
- the degree of compulsion or voluntary nature of the activity;
- ethnicity and gender; and
- disability.

Make an overall judgement about the extent to which young people maintain their interest and involvement in the provision.

Further guidance

Where relevant, make comparison with previous attendance at education or training provision and evaluate the effectiveness of the project in improving attendance and punctuality. You will need to consider if/why young people attend more regularly and/or more punctually and the extra measures the project is able to take, such as collecting young people from home, or assisting with bus fares or other transport costs. In projects where young people are supervised by the YOT, consider improvements in attendance and punctuality.

1.13 Do young people develop the capacity to work independently, including the skills necessary to maintain lifelong learning?

Evaluate how well young people are able to:

- 1.13.1 organise and run activities and projects, for themselves and others;
- 1.13.2 act upon information and advice they are given;
- 1.13.3 seek out information themselves on issues affecting young people;
- 1.13.4 pass on information to others and take part in peer education activities;
- 1.13.5 set their own targets effectively and develop their own learning skills;
- 1.13.6 operate without being unduly dependent on staff; and
- 1.13.7 know where, how and when they can access their entitlements.

1.14 Do young people progress well in their personal, social, moral and wider development?

Evaluate young people's progress through assessing the extent to which they are:

- 1.14.1 showing awareness about the issues facing them. These may include:
 - education and training;
 - employment and careers advice;
 - independent living;
 - relationships;
 - health and sex education;
 - parenthood;
 - drug and alcohol abuse;
 - information and access to services;
 - offending behaviour;
 - money and debt;
 - housing; and
 - local issues.
- 1.14.2 enjoying their activities;
- 1.14.3 developing their wider skills through participating in activities and interacting with others;
- 1.14.4 increasing the level of their confidence and self-esteem;
- 1.14.5 where appropriate, progressing in relation to targets set for improved behaviour; and
- 1.14.6 demonstrating mutual respect for their peers and others they come in contact with.

Further guidance

Establish if there is a youth charter or code of participation and assess the input young people have made into its development and implementation. Do young people understand the moral messages underlying some types of activities? e.g. crime prevention projects and sex education.

1.15 Do young people demonstrate an awareness of equal opportunity issues and a respect for diversity within society?

Evaluate:

- 1.15.1 how far young people demonstrate a positive regard for others, regardless of their race, culture, disability or age;
- 1.15.2 the extent to which young people are aware of other languages, cultures and beliefs;
- 1.15.3 their awareness of the Welsh language and bilingual issues and the cultures of Wales;
- 1.15.4 the maturity of young people's awareness of life outside their own communities and their willingness to take up opportunities to travel; and
- 1.15.5 the extent to which young people challenge the stereotypical views of others.

Further advice

Decide to what extent activities are gender specific and if sessions and/or activities are dominated by one gender or group of young people to the exclusion of others. Assess the extent to which the young people accept other young people into 'their' provision. See Inspecting Race Equality Guidance.

1.16 Are young people prepared for effective participation in the workplace and the community?

Evaluate how well young people:

- 1.16.1 demonstrate the skills required in the workplace and an understanding of employers' needs and expectations;
- 1.16.2 show consideration for others and an understanding of their problems, needs and concerns;
- 1.16.3 are developing wider social and interpersonal skills;
- 1.16.4 effectively take-up opportunities for volunteering in the community;
- 1.16.5 are aware of the issues facing the communities in which they live; and
- 1.16.6 are aware of wider issues facing Wales, the United Kingdom and the world.

The Quality of Education and Training

Key Question 2: How effective are teaching, training and assessment?

Inspectors should evaluate and report on:	In making judgements, you should consider, where applicable, the extent to which teachers and trainers:
how well teaching and training meet learners' needs and the curricular or course requirements	<ul style="list-style-type: none"> 2.1 stimulate and challenge learners to achieve excellence; 2.2 establish good working relationships that foster learning; 2.3 show good subject knowledge and familiarity with recent developments in their field; 2.4 plan effectively and have clear objectives for taught sessions and other learning experiences that learners understand; 2.5 use a range of teaching and training methods and resources which secure the active engagement of learners; 2.6 promote equality of opportunity and actively address issues of gender, race, disability and equality; 2.7 meet the language needs of the learner including providing access to bilingual teaching and training; and 2.8 plan to meet learners', individual needs flexibly and to monitor and review their progress.
the rigour of assessment and its use in planning and improving learning	<ul style="list-style-type: none"> 2.9 assess learners' achievements and progress fairly, accurately and regularly; 2.10 meet statutory requirements, and those of regulatory bodies, for recording and accrediting learner's achievements; 2.11 ensure that learners understand the purpose of assessment and are involved in planning their own progress and improvement; and 2.12 inform those with a legitimate interest about learners' progress and achievements.

Using the criteria

How effective is work with young people and assessment?

You will evaluate and report on:

- **how well work with young people meets young people's needs and the curricular or course requirements**

2.1 Do staff stimulate and challenge young people to achieve excellence?

Evaluate how effectively staff:

- 2.1.1 encourage young people to take part in activities and projects;
- 2.1.2 inspire them to excel in a wide variety of activities;
- 2.1.3 help them progress from dependence to independence;
- 2.1.4 help young people to mature;
- 2.1.5 prepare young people for a role as active citizens in their communities; and
- 2.1.6 prepare them for further education, training and work;

Further guidance

Evaluate how far staff are motivating young people to achieve excellence because they are offered a wide range of challenging, interesting and exciting opportunities and activities. Decide how effectively staff use their relationships with young people to inspire and encourage them to achieve. Do they work to remove barriers to the achievement of young people? How much regard, understanding and knowledge do staff have of the Ten Entitlements (Appendix A) and the Youth Work Curriculum Statement for Wales. Consider how work with young people helps them to understand and make sense of the world around them. All staff should have high expectations of all young people. They should give young people feedback on their achievements and celebrate their participation and success through publicity, awards and celebration events.

2.2 Do staff establish good working relationships that foster learning?

Evaluate the extent to which staff:

- 2.2.1 form and maintain constructive and mutually respectful relationships with young people which are based on friendship and trust and which are conducive to effective progress;
- 2.2.2 foster a positive atmosphere within the centre, project or activity;
- 2.2.3 relate effectively to young people as individuals, or as groups;
- 2.2.4 encourage young people to interact with others and take part in shared learning through group activities;

- 2.2.5 work with one another and with young people to plan activities for young people; and
- 2.2.6 work effectively within the partnership, across sectors and with voluntary agencies to provide varied and integrated activities.

2.3 Do staff show good subject knowledge and familiarity with recent developments in their field?

Evaluate whether or not staff are sufficiently aware of, knowledgeable about and fulfil their responsibilities to young people in respect of:

- 2.3.1 Extending Entitlement and Welsh Assembly Government policies for young people;
- 2.3.2 The Youth Work Curriculum Statement for Wales;
- 2.3.3 the issues facing young people and youth culture;
- 2.3.4 the communities in which they work, and social, economic and cultural issues;
- 2.3.5 safeguarding children and vulnerable adults; health and safety and other legal requirements when working with young people;
- 2.3.6 youth information services and other specialised services for young people;
- 2.3.7 methods of consultation with young people; and
- 2.3.8 young people's basic and key skills needs.

Further guidance

Consider the extent to which staff are sensitive to young people's needs and to issues and circumstances in the local community. Judge to what extent they meet with other workers within the partnership and from other organisations in order to update their knowledge and share experience and good practice.

2.4 Do staff plan effectively and have clear objectives for taught sessions and other learning experiences that young people understand?

Evaluate how well staff plan work with young people. This planning should meet the needs of young people and the requirements of Extending Entitlement and Welsh Assembly Government priorities for young people, including Learning Pathways 14-19 where relevant. Where relevant, plans should meet the requirements of awarding bodies, and meet health and safety and safeguarding requirements. Plans should indicate how staff aim to:

- 2.4.1 keep young people safe;
- 2.4.2 develop young people's knowledge, understanding and skills;
- 2.4.3 adapt the work to meet the needs of young people with different abilities and who work at a different pace;
- 2.4.4 include information about the resources required including learning support materials;

- 2.4.5 provide strategies for behaviour management;
- 2.4.6 allow time for dealing with young people's personal problems as and when they arise; and
- 2.4.7 identify proposed activities and expected learning outcomes in plans and share them with young people, so that they can understand what they are expected to achieve in individual sessions as well as in the overall programme.

Further guidance

All staff should plan effectively and have clear objectives for all types of provision, including open-access, group work, peer-led work, consultation work, information work, mobile sessions, drop-in sessions and outreach and detached work. Consider how suitable, purposeful and well-planned activities are for the particular young people accessing the services. Decide how useful the objectives and targets are. Consider the extent to which young people are involved in the planning processes and how aware they are of the purposes of their activity.

Consider how well planning for individual sessions fits in with the partnership delivery plan and the plans and activities of other providers in the area.

2.5 Do staff use a range of teaching and training methods and resources which secure the active involvement of young people?

Evaluate how well staff:

- 2.5.1 involve young people in the planning and delivery of activities;
- 2.5.2 use a wide range of activities including sport and the arts as a vehicle to involve young people in learning;
- 2.5.3 encourage young people to think independently and seek information for themselves;
- 2.5.4 use a variety of leadership skills and strategies to engage young people;
- 2.5.5 communicate effectively, stimulate interest and motivate all young people;
- 2.5.6 develop the capacity of young people to act and learn independently;
- 2.5.7 have concern for individual learning needs and use appropriate methods to stretch stronger and support weaker participants;
- 2.5.8 challenge young people and encourage them to enjoy their activity; and
- 2.5.9 show sensitivity to and deal appropriately with young people who may not wish to participate at a particular time or in a specific activity.

Further guidance

Use observation and discussion to evaluate the extent to which staff are innovative, and design challenging activities for young people. Does the work with young people contribute to young people's development?

Assess the use made of ICT and other equipment to enhance work with young people. This will include the use of:

- computers available for homework and research;
- technology to enhance the learning experience;
- information points; and
- appropriately managed Internet access.

Is ICT equipment dominated by males or used inappropriately? Assess the range and use made of other equipment, including over dependence on pool and table tennis tables.

2.6 Do staff promote equality of opportunity and actively address issues of gender, race and disability equality?

Assess how well staff:

- 2.6.1 promote equal opportunities and challenge stereotypical images and views throughout the provision;
- 2.6.2 treat all young people equally, irrespective of their race, gender or disability;
- 2.6.3 challenge perceptions of gender roles; and
- 2.6.4 actively promote the inclusion of young people with learning difficulties and physical disabilities.

Further guidance

Activities, ICT software and other recreational or learning materials, should not contain any allusions to gender, race, religion or disabilities which could cause offence to any young people or discourage them from participating. See Inspecting Race Equality Guidance.

2.7 Do staff meet the language needs of the young people including providing access to bilingual teaching and training?

Evaluate how well staff meet the language choice needs of young people by:

- 2.7.1 providing activities bilingually and through the medium of Welsh;
- 2.7.2 implementing the agreed Welsh Language strategy for Youth Services in Wales - 'Opening both Doors';
- 2.7.3 providing information services in both Welsh and English;
- 2.7.4 where reasonable and appropriate, providing suitable provision in minority ethnic languages; and
- 2.7.5 arranging signing support for young people who need it.

Further guidance

Refer to Guidance on Inspecting Bilingualism and Guidance on Inspecting Race Equality which includes a section on English as an additional language.

2.8 Do staff plan to meet young people's individual needs flexibly and to monitor and review their progress?

Evaluate how well staff:

- 2.8.1 plan activities to meet the needs of individuals and specific groups;
- 2.8.2 target appropriate activities and types of work with young people where there is specific need, either in terms of young people or communities;
- 2.8.3 seek specialist support and advice for young people when needed;
- 2.8.4 work together with partners to meet young people's individual and group needs;
- 2.8.5 involve young people in monitoring and reviewing their progress;
- 2.8.6 acquire prior information about individual young people in order to plan provision;
- 2.8.7 assess young people's skills, abilities and competences on entry to the project;
- 2.8.8 set challenging targets appropriate for individual young people;
- 2.8.9 arrange to provide additional support with literacy and/or numeracy where these needs have been identified; and
- 2.8.10 monitor and report on the progress of young people, and involve them in reviewing their own work.

□ the rigour of assessment and its use in planning and improving learning

2.9 Do staff assess young people's achievements and progress fairly, accurately and regularly?

Evaluate the extent to which staff:

- 2.9.1 develop a variety of ways of assessing the progress and achievements of young people;
- 2.9.2 keep appropriate individual and group records that are up-to-date and evaluated;
- 2.9.3 record achievements imaginatively, clearly and systematically;
- 2.9.4 share these achievements with staff in other settings dealing with the same young people and assess the impact of progress made in youth support service on the young people's formal achievements;
- 2.9.5 seek accreditation and certification for young people's work where appropriate;
- 2.9.6 discuss young people's progress and achievements with them;

- 2.9.7 carry out regular assessment that contributes fully to helping young people to achieve their learning and other objectives;
- 2.9.8 give feedback to young people so that they know how they are progressing; and
- 2.9.9 encourage young people to improve their own performance.

Staff in formal learning settings (schools and colleges)

Assess how well staff:

- 2.9.10 take into account achievements and progress made by young people in youth support service settings when measuring and recording young people's formal achievement and attainment.

Further guidance

Assess evidence of young people's achievements collected by a project or centre. This may include photographic or filmed evidence. You should consider evidence of young people's progress, or incremental steps taken in general life-skills and maturity. Many staff now find different ways to gain accreditation for young people's more formal work or skills development. Young people may be developing their life-skills and emotional intelligence. Note evidence of this, including from use of Demonstrating Success tools, and collect any available data.

Speak to young people and staff. Reasonable anecdotal evidence of young people's progress and achievement is acceptable, but if possible should, within reason, be verified.

2.10 Do staff meet statutory requirements, and those of regulatory bodies, for recording and accrediting young people's achievements?

Evaluate evidence to ensure that:

- 2.10.1 there are appropriate arrangements in place to meet the assessment criteria of the awarding bodies.

Further guidance

Awarding bodies or systems might include the Open College Network, the Duke of Edinburgh's Award and Youth Achievement Awards. In projects that support formal learning, young people may be working towards other more traditional qualifications. Consider how this process is managed and if procedures and arrangements are satisfactory.

2.11 Do staff ensure that young people understand the purpose of assessment and are they involved in planning their own progress and improvement?

Evaluate the extent to which staff ensure that:

- 2.11.1 young people understand the purpose of assessment and how and what they are achieving; and
- 2.11.2 they are involved in assessing their own progress.

Further advice

Evaluate the extent to which evaluation, assessment and the gaining of awards and qualifications gives young people a sense of their own achievement and self-worth.

2.12 Do staff inform those with a legitimate interest about young people's progress and achievement?

Evaluate how far staff:

- 2.12.1 use efficient systems to inform other professionals and partner agencies about young people's progress and achievements;
- 2.12.2 in projects that support formal learning, ensure that schools and colleges are aware of how well young people are progressing;
- 2.12.3 keep parents or guardians aware of young people's achievements where appropriate; and
- 2.12.4 celebrate young people's achievements.

Further guidance

Staff may be required to report on individual young people's, or a group's progress, to teachers, social workers, youth offending teams (YOTs), managers, the partnership or the Welsh Assembly Government. Consider whether or not young people are fully involved in this process and if, where appropriate, their permission to share information is sought.

Assess the effectiveness of the mechanism for informing the school and other professionals about a young person's progress and achievements. Schools and providers of support services should be mutually aware of young people's progress and achievements. They should also know the impact support services have on these achievements. Young people are being supported by a variety of professionals; staff need to be aware of the contributions of all providers. Assess the effectiveness of Keeping in Touch protocols in enabling staff to support young people well.

Key Question 3: How well do learning experiences meet the needs and interests of young people and the wider community?

<p>Inspectors should evaluate and report on:</p>	<p>In making judgements, you should consider, where applicable, the extent to which learning experiences:</p>
<p>the extent to which learning experiences meet learners' needs and interests</p>	<p>3.1 meet learners' aspirations and, where appropriate, give them the opportunity to achieve accreditation;</p> <p>3.2 provide balance, breadth, flexibility, coherence and progression;</p> <p>3.3 develop learners' basic and key skills;</p> <p>3.4 broaden and enrich learners' experience, through a variety of activities, including out-of-hours and off-site provision;</p> <p>3.5 promote learners' personal development, including their spiritual, moral, social and cultural development;</p> <p>3.6 are enriched by effective partnerships with other providers and with all interested parties; and</p> <p>3.7 meet legal and course requirements.</p>
<p>the extent to which learning experiences respond to the needs of employers and the wider community</p>	<p>3.8 provide work-related education;</p> <p>3.9 promote learners' bilingual skills and reflect the languages and cultures of Wales;</p> <p>3.10 tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all learners;</p> <p>3.11 promote education for sustainable development;</p> <p>3.12 take account of employers' needs;</p> <p>3.13 develop the entrepreneurial and other skills needed to support economic development; and</p> <p>3.14 reflect national priorities for lifelong learning and community regeneration.</p>

Using the criteria

How well do learning experiences meet the needs and interests of young people and the wider community?

You will evaluate and report on:

- **the extent to which learning experiences meet young people's needs and interests**

3.1 Do learning experiences meet young people's aspirations and, where appropriate, give them the opportunity to achieve accreditation?

Evaluate the extent to which providers and staff:

- 3.1.1 provide or support access to appropriate 14-19 learning pathways for young people;
- 3.1.2 provide activities and services that are appropriate to the needs and aspirations of young people;
- 3.1.3 have consulted with young people about the services they require;
- 3.1.4 provide young people with the information they need in accessible locations and at appropriate times;
- 3.1.5 ensure that activities and services are successful in assisting young people to develop;
- 3.1.6 ensure that activities are safe, purposeful, challenging, enjoyable and exciting; and
- 3.1.7 offer young people a range of opportunities to achieve appropriate accreditation.

3.2 Do learning experiences provide balance, breadth, flexibility, coherence and progression?

Evaluate the extent to which services and activities provided for young people:

- 3.2.1 offer a wide range of experiences and opportunities to suit varied needs and aspirations;
- 3.2.2 provide opportunities for young people to develop their skills and progress to higher levels if they wish; and
- 3.2.3 give them universal access to the 10 Entitlements.

Further guidance

The range of opportunities should include:

- open access sessions;
- social and leisure activities;
- consultation sessions;
- youth forums;
- access to impartial information services;
- formal and informal educational activities;
- dance, drama and the arts;
- access to ICT facilities;
- sports;

- outdoor pursuits;
- trips and exchanges;
- activities in the community; and
- opportunities to volunteer.

This list is not exhaustive.

Decide if the range of activities has a broad base, or if there is an over-emphasis on one type of activity e.g. activities on offer in youth centres, and whether activities are too gender specific, or dominated by one group of young people. Is there a particular group of young people who do not have access to all entitlements? How does the provider ensure that, for example, young people living in rural areas or valley communities are able to reach the facilities they need?

The partnership is required to work with the 14-19 Network to produce the annual **Prospectus of Activities for 14-19 year olds** including **learning and leisure activities** web-based as well as published. Check how broad the range of activities within this.

3.3 Do learning experiences develop young people's basic and key skills?

Where appropriate, evaluate how well providers and staff:

- 3.3.1 identify the basic and key skills needs of young people;
- 3.3.2 provide young people with opportunities to improve and develop basic and key skills;
- 3.3.3 secure effective training in the use of ICT; and
- 3.3.4 arrange for the accreditation of young people's work where appropriate.

Further guidance

There should be opportunities for young people to develop basic and key skills in formal and informal settings. Consider if, and how effectively this is done. It is not appropriate for all settings to formally pick up on and address basic skills needs. However, in most settings, staff should be aware of the needs of the young people they are working with. If it is not appropriate for staff to deliver basic skills directly, they should find ways to point young people towards those settings where these needs can be addressed.

In particular consider how the partnership works with the 14-19 Network in creating and extending the range of wider opportunities and experiences for young people to develop and apply essential skills, including outdoor and residential experiences.

3.4 Do learning experiences broaden and enrich young people's experience through a variety of activities, including out-of-hours and off-site provision?

Evaluate and assess the extent to which providers:

- 3.4.1 offer provision at times and in locations that are convenient and accessible for young people; and
- 3.4.2 provide appropriate outreach and detached work.

Further guidance

Partnerships, and where appropriate providers, should provide a wide range of youth support services, based on consultation with young people and on well researched need. Provision should be available in a variety of settings, during the day, in the evenings, at weekends and in the school holidays. Assess the availability of residential opportunities, exchanges and foreign travel.

3.5 Do learning experiences promote young people's personal development, including their spiritual, moral, social and cultural development?

Evaluate the effectiveness of youth support services in promoting young people's personal and social development by:

- 3.5.1 providing them with opportunities to;
 - form judgements;
 - take responsibility for their own actions;
 - think for themselves;
 - move to more independent ways of living;
 - make decisions and choices;
 - participate in decision making about services that effect them and issues that effect their lives; and
 - act in a way that is sensitive to and respectful of other people's rights, beliefs, feelings and aspirations.
- 3.5.2 the extent to which staff help young people to understand the value of the activities or services, and what they are getting out of them.

Further guidance

The type of activities provided that will help to develop young people in this way will include opportunities to participate in voluntary and cultural activities for example exchanges, competitions, community projects, concerts, exhibitions and social learning events. Assess if young people are given opportunities to experience communities other than the ones within which they live.

3.6 Are learning experiences enriched by effective partnerships with other providers and with all interested parties?

Evaluate how effectively providers:

- 3.6.1 work together with other agencies and local providers, both statutory and voluntary, to provide youth support services;
- 3.6.2 respond to the needs of the local and wider community;
- 3.6.3 encourage partners to contribute to the planning, management, delivery, review and evaluation of services;
- 3.6.4 involve young people as key partners in every aspect of provision;
- 3.6.5 work in partnership with parents and carers; and
- 3.6.6 involve elected members and key professionals.

Further guidance

Partnerships and individual providers will be working in varying degrees with organisations including, for example:

- schools and colleges;
- training organisations and careers companies;
- representatives of the business community;
- health professionals;
- providers of social services;
- youth justice and youth offending teams (YOTs);
- the police;
- church organisations;
- sports organisations; and
- community organisations.

You will need to assess the quality of the partnership between, for example, the school/college and the sexual health project; including how well the partnership works to maintain young people's participation in education and training. You will need to assess how effectively specific partnerships work together to meet the needs of young people – e.g. 14-19 network, CCET (Community Consortium for Education and Training), Crime and Disorder Partnership; Children and Young People's Partnership; and Regeneration Partnership.

There should be knowledge of, and good relationships with providers of services to young people who may not be represented on the partnership or included in the delivery plan.

There should be evidence of documentation mapping the available services and identifying gaps. Discover whether or not the partnership has recognised gaps in services and identified ways and means of filling those.

3.7 Do learning experiences meet legal and course requirements?

Evaluate the extent to which youth support services, where appropriate:

- 3.7.1 comply with course requirements of formal qualifications and award schemes; and
- 3.7.2 fully meet the legal requirements of relevant legislation such as:
 - Learning and Skills Act (2000);
 - the Adventurous Activities Licensing Act (1996);
 - the United Nations Convention on the Rights of the Child (1999);
 - the Freedom of Information Act (2000);
 - the Sex Discrimination Act (1975);
 - the Children Act (1989) (2004) (2006);
 - Welsh Language Act (1993);
 - the Race Relations Amendment Act (2000); and
 - the Disability Discrimination Act (1995) & (2005).

□ the extent to which the learning experiences respond to the needs of employers and the wider community

3.8 Do learning experiences provide young people with work-related education?

Where appropriate evaluate the extent to which:

- 3.8.1 youth support services provide a preparation for the world of work;
- 3.8.2 in projects that support formal learning, work experience provided is useful and has positive outcomes for young people; and
- 3.8.3 young people are consulted about issues concerning work.

Further guidance

Evaluate the contribution of links with the business and industrial community. Assess whether the activities provided improve young people's chances of employment and how in touch staff are with the needs of local employers.

Consider whether young people are given sufficient and high quality:

- careers information;
- work experience opportunities;
- information and advice about jobs and work;
- advice on suitable part-time employment;
- information on their rights and responsibilities as employees; and
- opportunities to meet with employers or take part in mentoring schemes.

3.9 Do learning

Evaluate how well providers:

experiences promote young people's bilingual skills and reflect the languages and culture of Wales?

- 3.9.1 create opportunities for young people to take part in and access services through the Welsh language;
- 3.9.2 enable them to develop their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales; and
- 3.9.3 help them to understand the responsibilities of growing up as effective, and responsible citizens within a Welsh context.

Further guidance

See Inspecting Bilingualism Guidance

3.10 Do learning experiences tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all young people?

Evaluate how well providers:

- 3.10.1 offer a universal entitlement to young people in the spirit of Extending Entitlement;
- 3.10.2 promote the achievement of high standards for all;
- 3.10.3 ensure equality of opportunity and access for all young people;
- 3.10.4 target specific and under-represented groups; and
- 3.10.5 ensure that they challenge all types of stereotyping and prejudice.

Further guidance

Scrutinise the community profile, and talk to young people to judge whether or not the youth support services adequately reflect the needs of young people in the area. Judge if reasonable steps have been taken to remove barriers to ensure equality of opportunity and access to services, this includes promotional materials publicising the provider.

3.11 Do learning experiences promote education for sustainable development?

Evaluate the extent to which providers:

- 3.11.1 ensure that services and activities help to make young people aware of the issues surrounding sustainable development; and
- 3.11.2 provide opportunities that help young people understand what is needed to promote sustainable communities.

Further guidance

Sustainable development relates both to the environment and the economy. Both need to be sustainable and should be evident in the policies of the provider. Environmental sustainability is concerned with everyday activities such as energy use, recycling,

waste minimisation in all its forms and supporting healthier lifestyles.

Providers may raise awareness of issues and engage young people in activities to promote sustainable development. Practical sustainable development may be evident in the normal day-to-day running of centres. For example, there may be policies on:

- energy use;
- recycling;
- waste minimisation; and
- supporting healthy lifestyles.

Economic and community sustainability is concerned with the need to develop the local and national economy in a way that will continue in the long term. It is concerned, for example, with understanding economic pressures on local businesses and maintaining the infrastructure and fabric of community life. Youth support services can make a strong contribution to this by developing the capacity of young people to develop their skills and use them to contribute to local employment, local issues, and the quality of life in the community.

3.12 Do learning experiences take account of employers' needs?

Evaluate how well providers:

- 3.12.1 consult with and involve employers in the provision of services; and
- 3.12.2 liaise with relevant departments within the local authority and other bodies to provide activities, which reflect the priorities of local economic development planning.

See also 3.8 above.

3.13 Do learning experiences develop the entrepreneurial and other skills needed to support economic development?

Evaluate the extent to which providers:

- 3.13.1 arrange activities, which encourage business-related skills.

Further guidance

Such activities may include for example, opportunities to:

- run tuck shops and coffee bars;
- run small enterprises within centres or as part of projects; and
- engage in innovative business related fundraising ventures.

3.14 Do

Evaluate how well providers:

**learning
experiences
reflect national
priorities for
lifelong
learning and
community
regeneration?**

- 3.14.1 systematically identify and respond to local community needs through market research;
- 3.14.2 use this understanding to devise interesting, relevant and innovative activities for young people;
- 3.14.3 respond flexibly to changes in need;
- 3.14.4 use local information to target groups with specialist needs; and
- 3.14.5 promote lifelong learning with young people.

Further guidance

Evaluate the effectiveness of relationships with members and organisations from the local community. Decide how well services prepare young people to play a responsible, full and active part in their communities.

Evaluate young people's participation in Communities 1st activities or links with town and community councils.

Key Question 4: How well are young people cared for, guided and supported?

Inspectors should evaluate and report on:	In making judgements, you should consider, where applicable, the extent to which providers:
the quality of care, support and guidance to learners	4.1 plan and manage care arrangements and support services effectively; 4.2 work in partnership with parents, carers and employers, and take account of their views; 4.3 provide information on all the opportunities available and impartial guidance that helps learners choose the course which is right for them; 4.4 have induction programmes that help learners settle in quickly, understand their rights and responsibilities and the demands of the course and programme; 4.5 provide high quality personal support and guidance for learners, including access to personal and social education, tutorial programmes and specialist services; 4.6 monitor learners' punctuality, attendance, behaviour and performance, and take early and appropriate action where necessary; 4.7 provide effective careers education and guidance that helps learners to make informed choices; 4.8 assure the healthy development, safety and well-being of all learners; and 4.9 have effective procedures for the protection of children and young people and for dealing with appeals and complaints.
the quality of provision for additional learning needs	4.10 effectively diagnose individual learning needs; 4.11 provide additional support to meet individual needs, including those for learners with learning and/or physical disabilities, sensory impairments and other special needs; and 4.12 provide appropriate support for learners whose behaviour impedes their progress and that of others.
the quality of provision for equal opportunities	4.13 support and guide learners appropriately, taking account of their social, educational, ethnic or linguistic background; 4.14 promote gender equality and challenge stereotypes in learners' choices and expectations; 4.15 promote good race relations across all areas of activity;

	<p>4.16 have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment;</p> <p>4.17 secure equal treatment of disabled learners and make reasonable adjustments to avoid putting them at substantial disadvantage; and</p> <p>4.18 recognise and respect diversity.</p>
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Using the criteria

How well are young people cared for, guided and supported?

You will evaluate and report on:

□ The quality of care, support and guidance to young people

4.1 Does the provider plan and manage care arrangements and support services effectively?

Evaluate whether or not the provider:

- 4.1.1 has clear and comprehensive policies that are reviewed regularly;
- 4.1.2 has procedures in place to give young people support when they need it and at times and locations suitable to them;
- 4.1.3 regularly reviews their support mechanisms and practices;
- 4.1.4 ensures that staff effectively implement policies; and
- 4.1.5 ensures that staff receive basic training, particularly in child protection issues, confidentiality, and reinforcing positive behaviour.

Further guidance

In particular consider how the partnership works with the 14-19 network to develop a multi-agency personal support framework to enable young people to access a wide range of support inside and out of the learning setting.

Support may be provided directly or the provider may arrange support from another provider for young people. The range of support on offer may include:

- good quality impartial information and advice services;
- counselling services;
- interview rooms or areas in locations where youth support services are provided, suitable for quiet or personal discussions;
- established mechanisms for accessing services from health

- professionals;
- advice on sexual matters and contraception;
- help with problems related to drug and alcohol misuse and with mental health problems;
- housing information and advice for young people who are homeless;
- legal advice; and
- support and advice provided for young people who are looked after, leaving the care of social services and young carers.

4.2 Do staff work in partnership with parents, carers and employers, and take account of their views?

Evaluate how well the staff:

- 4.2.1 find out the views of parents, carers and other professionals; and
- 4.2.2 work together with them to provide support and guidance for young people.

4.3 Are young people provided with information on all the opportunities available and impartial guidance that helps them to choose the course, which is right for them?

Evaluate:

- 4.3.1 the appropriateness, quality and accessibility of information and advice provided for young people through:
 - information shops/centres/cafes/drop-in centres;
 - information zones in clubs, project premises, community centres and other shared accommodation; and/or
 - information points run by youth workers provided in schools, libraries and suitable public places that are accessible to young people.
- 4.3.2 how far the advice available is up to date and to what extent it is provided in a way that is attractive and appealing to young people;
- 4.3.3 the use made of ICT, including web sites, to provide and deliver information services;
- 4.3.4 the effectiveness of policies and protocols for the provision of information to different age groups;
- 4.3.5 the extent to which advice and guidance are available bilingually and where appropriate and reasonable, to speakers of other languages in their preferred language; and
- 4.3.6 the quality and effectiveness of agreements with other providers of advice and guidance.

Further guidance

Consider how far advice and guidance equip young people to make effective decisions about educational and training choices and other issues which affect their lives.

Consider whether information service providers have received the Canllaw Online Quality Mark.

4.4 Do induction programmes help young people to settle in quickly, understand their rights and responsibilities and the demands of the course and programme?

Evaluate:

- 4.4.1 how quickly young people settle in the first time they attend a centre, project or session;
- 4.4.2 the induction procedures for young people on all projects, but especially that support formal learning or specialised activities;
- 4.4.3 the procedures for showing young people how to access and use information systems in information centres;
- 4.4.4 how in youth forums and consultation activities, the nature, purpose and type of consultation is explained to the young people;
- 4.4.5 if there are group contracts and/or behaviour guidelines that the young people know about and understand; and
- 4.4.6 whether or not young people understand their rights and responsibilities when taking part in an activity or session.

Further guidance

Talk to young people and decide if they understand the activities or process that they are taking part in. Evaluate the effectiveness of the procedures for making them aware of safety procedures and the 'house rules' or group contract.

4.5 Are young people provided with high quality personal support and guidance, including access to personal and social education, tutorial programmes and specialist services?

See 4.1 above

Evaluate to what extent:

- 4.5.1 youth support services and Young People's Partnerships effectively provide the support element of the 14-19 learning pathways where appropriate;
- 4.5.2 young people have access to an appropriate range of support services, including childcare where appropriate;
- 4.5.3 young people and staff are aware of the range of services available and how to use them;
- 4.5.4 in youth projects that support formal learning, the links between staff, and teachers and personal tutors ensure that all young people have effective personal support throughout their involvement with a project; and

4.5.5 staff providing support and guidance have relevant skills and qualifications.

4.6 Does the provider monitor young people's punctuality, attendance, behaviour and performance and take early action where appropriate?

Where appropriate, evaluate how effectively providers:

- 4.6.1 set targets, monitor and report on punctuality, behaviour and attendance;
- 4.6.2 provide support for young people who have problems with behaviour; and
- 4.6.3 respond to young people's problems which may be causing inappropriate behaviour or hampering achievement.

Further guidance

Emphasis on issues of punctuality will apply in the main to projects that support formal learning, other specialist work or, for example, membership specific groups. In some of the more informal work settings, punctuality and attendance may not be relevant at all.

4.7 Is there effective careers education and guidance that helps young people to make informed choices?

Evaluate the availability of opportunities for young people to have:

- 4.7.1 suitable and unbiased guidance on careers and other choices available to them;
- 4.7.2 a good understanding of the education, training and employment opportunities open to them when they complete a project that supports formal learning, or are ready for transition;
- 4.7.3 individual assistance in making applications for jobs and for places in further education; and
- 4.7.4 appropriate Welsh medium or bilingual guidance.

Further guidance

It may not be appropriate for careers information to be provided in all youth support service settings. However, the facility should be available to young people within the overall partnership provision. Arrangements suitable to the young people should be in place to refer them to information and guidance on careers choices.

See 4.3 above.

4.8 Do providers assure the healthy development, safety and well being of all young people?

Evaluate whether or not providers:

- 4.8.1 have, in place, policies that assure the health and safety and well-being of young people;
- 4.8.2 ensure that individual projects and partner provision have policies, and monitor them regularly;
- 4.8.3 ensure that young people, staff and managers have awareness of health and safety arrangements; and
- 4.8.4 ensure that projects and partners are aware of the procedures for reporting any health and safety issues.

See also 7.3.

4.9 Does the provider have effective procedures for the protection of children and young people and for dealing with appeals and complaints?

Evaluate whether providers:

- 4.9.1 operate according to the guidance given by the Welsh Assembly Government to promote young people's welfare and protect them from abuse and neglect;
- 4.9.2 ensure that individual projects have suitable child and vulnerable adult protection procedures; have a designated and suitably trained person with responsibility for child protection issues;
- 4.9.3 ensure that there are effective procedures to deal with racism, bullying, harassment and any other form of oppressive behaviour;
- 4.9.4 have effective complaints procedures for young people and make sure that they are aware of them; and
- 4.9.5 keep records of all appeals and complaints and analyse these regularly.

Further guidance

It is the responsibility of both partnership and provider to ensure that Child and Vulnerable Adult protection policies meet the requirements of the Area Child Protection Committee (ACPC) or Local Safeguarding Children Boards (LSCB). All staff and volunteers should have a current CRB check.

□ the quality of provision for additional learning needs

4.10 Does the provider effectively diagnose individual learning needs?

Evaluate how effectively providers:

- 4.10.1 diagnose the individual learning and wider needs of young people;
- 4.10.2 put suitable arrangements in place to meet these needs; and
- 4.10.3 liaise with other professionals dealing with a young person, particularly in projects that support formal learning and the youth justice system.

Further guidance

In all types of youth support services, staff should have ways of identifying and dealing with young people's individual needs. For example, this might include help with literacy and numeracy or mental health problems. Issues highlighted during initial assessments should be incorporated into an individual action plan, which should have clear milestones and/or targets for improvement.

4.11 Is there additional support to meet individual needs, including those for young people with learning and/or physical disabilities, sensory impairments and other special needs?

Evaluate how effectively providers:

- 4.11.1 integrate additional learning support within the delivery of youth support services;
- 4.11.2 ensure that young people with physical disabilities and/or sensory impairments and other special needs can access appropriate specialist equipment;
- 4.11.3 provide suitably trained staff to assist with individual support; and
- 4.11.4 monitor and evaluate the uptake of youth support services by young people with special needs.

See also 5.2.

4.12 Is there appropriate support for young people whose behaviour impedes their progress and that of others?

Evaluate whether or not:

- 4.12.1 providers have effective policies and procedures for dealing with challenging behaviour;
- 4.12.2 young people understand how they should behave when attending groups and clubs and taking part in activities;
- 4.12.3 clubs and projects have an agreement or contract with young people, as a group or as individuals, which identifies and agrees appropriate behaviour;
- 4.12.4 arrangements to help individual young people overcome their difficulties are suitable;
- 4.12.5 all staff are given training in dealing with challenging young people; and
- 4.12.6 there is appropriate support for young people in or leaving care, young people leaving the secure estate, those in receipt of anti social behaviour contracts or orders and young people on a tagging system.

Further guidance

Measures to deal with disruptive behaviour may include exclusion from services for fixed periods of time. Assess how

well these procedures are managed and how effective they are in improving young people's behaviour. However, you will need to take account of the nature and background of the young people in some of the settings you will evaluate. In some circumstances you will see young people with challenging behaviour, mental health issues and additional learning needs.

□ the quality of provision for equal opportunities

4.13 Do providers support and guide young people appropriately, taking account of their social, educational, ethnic or linguistic background?

Evaluate how well youth support services:

- 4.13.1 provide for young people from different ethnic backgrounds and minority or disadvantaged and hard to reach groups including travellers;
- 4.13.2 have procedures in place to encourage groups of young people who have not traditionally taken part, to attend projects and activities and implement these procedures appropriately; and
- 4.13.3 monitor the participation rates of different groups to ensure that provision reflects the needs of the local community; and take action to address imbalances.

Further guidance

Young people in Wales have a universal entitlement to youth support services. Marginalised or hard to reach groups may include young women, young carers, and young people from minority ethnic backgrounds, young asylum seekers, young travellers and young people with special needs and/or disabilities. Assess how well providers take diversity and/or particular needs into account. However it is also important that particular areas of work do not exclude mainstream young people by over-targeting specialist groups.

4.14 Do providers promote gender equality and challenge stereotypes in young people's choices and expectations?

Evaluate:

- 4.14.1 how well providers challenge gender stereotyping and offer provision that helps young people to consider possibilities and choices in life;
- 4.14.2 the effectiveness of the provider's policies on equal opportunities; and
- 4.14.3 how well promotional and marketing materials present positive images of a wide range of young people.

Further guidance

Consider how well:

- all provision actively promotes gender equality, challenges stereotypes and actively encourages young men or young women to take part in the activities of their choice;

- staff discuss and challenge traditional occupational roles with young people; and
- projects work with other agencies to try to encourage employers not to be gender specific when offering employment or training opportunities.

Assess how young people behave during activities, and decide if it is dominated by one gender. For example consider the extent to which:

- males dominate activities in clubs and particularly ICT equipment;
- girls serve behind the coffee bar and clean at the end of the session;
- males are encouraged to attend sex education and parenting sessions;
- it is made acceptable for males to take part in art and craft sessions; and
- girls are offered the chance to participate in sports and challenging outdoor pursuits.

4.15 Does the provider promote good race relations across all areas of activity?

Evaluate:

- 4.15.1 how policies and practices show that youth support services welcome young people from a wide range of backgrounds, abilities and cultures and promote good race relations;
- 4.15.2 to what extent young people from minority ethnic backgrounds, who live in the community, attend open access provision;
- 4.15.3 the extent to which good race relations are promoted in areas where there are few young people from minority ethnic backgrounds;
- 4.15.4 how well providers and the partnership monitor and implement race relations policies; and
- 4.15.5 how well any racial incidents are monitored and dealt with.

Further guidance

A racial incident needs to be defined according to the perceptions of the perpetrator and victim. For example it may include racist name-calling, exclusion from activities or more overt violent behaviour.

The Stephen Lawrence case, which resulted in the McPherson Inquiry, suggested that racism exists across all sections of society. Youth support services should acknowledge that the prevention of racism involves the usual, spiritual and cultural development of all young people. (See RRA 2000 and guidance on inspecting race equality.)

4.16 Do providers have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment?

Evaluate:

- 4.16.1 the effectiveness of arrangements for making sure that young people are free from any form of discrimination or harassment. These will include measures to eliminate oppressive behaviour, racial discrimination and bullying;
- 4.16.2 how well providers monitor the effectiveness of these arrangements by consulting with young people;
- 4.16.3 how well the provider monitors and responds to complaints about harassment and checks that it has taken prompt and effective action; and
- 4.16.4 whether provision is open, welcoming, non-discriminating and non-threatening. This atmosphere should be promoted equally by staff and young people.

4.17 Does the provider secure equal treatment of disabled young people and make reasonable adjustments to avoid putting them at substantial disadvantage?

Evaluate:

- 4.17.1 how far policies and practices show that the provider welcomes young people with disabilities and makes reasonable adjustments to facilities and equipment to enable them to take part in all appropriate activities; and
- 4.17.2 how well promotional and marketing materials inform disabled young people of the facilities available and how they can access them. If there have been difficulties in this area you should indicate how these have been addressed.

Further guidance

The DDA (1995) and the SEN and DDA (2001) makes it illegal for providers to discriminate against disabled people. This includes the provision of education and associated services the community. You will need to assess whether the provider has taken reasonable action to ensure that disabled young people do not suffer from less favourable treatment. You will also need to determine to what extent the providers have taken steps to eliminate discrimination.

4.18 Does the provider recognise and respect diversity?

Evaluate whether or not:

- 4.18.1 all young people have equal opportunity to take part in youth activities;
- 4.18.2 there are appropriate arrangements in all provision for recognising and respecting diversity through the implementation of clear policies and procedures;
- 4.18.3 policies and procedures on diversity are reviewed regularly to maintain their relevance;
- 4.18.4 staff, and young people understand, value and promote diversity; and
- 4.18.5 providers analyse all grievances and complaints relating to equality of opportunity.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Inspectors should evaluate and report on:	In making judgements, you should consider, where applicable, the extent to which leaders and managers:
how well leaders and managers provide clear direction and promote high standards	<p>5.1 give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services;</p> <p>5.2 have explicit aims and values that promote equality for all, and which are reflected in the provider's work;</p> <p>5.3 take account of national priorities and local partnerships and consortia agreements;</p> <p>5.4 set and meet challenging, realistic targets and goals;</p> <p>5.5 manage and improve the performance of individual staff, teams and departments; and</p> <p>5.6 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision.</p>
how well governors or other supervisory bodies meet their responsibilities	<p>the extent to which governors and other supervisory board members:</p> <p>5.7 help to set the provider's strategic direction;</p> <p>5.8 regularly monitor the quality of provision; and</p> <p>5.9 meet regulatory and legal requirements.</p>

Using the criteria

How effective are leadership and strategic management?

You will evaluate and report on:

- **how well leaders, managers provide clear direction and promote high standards**

5.1 Do leaders and managers give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services?

Evaluate whether or not:

- 5.1.1 leaders and managers have a clear mission statement and aims and objectives in line with Extending Entitlement and the Youth Work Curriculum Statement for Wales;
- 5.1.2 these are effectively communicated throughout the provision and reflected in all aspects of the provision within the area;
- 5.1.3 the provider effectively sets, monitors and coordinates targets across the partnership provision;
- 5.1.4 providers effectively set and monitor targets within their own provision;
- 5.1.5 action to secure continuous improvement is an integral part of the process; and
- 5.1.6 providers secure organisational and management structures that result in improvement.

Further guidance

In evaluating the role of senior managers, focus on the planning of the provision. Consider how well youth support services are planned, and how services complement other strategies for the improvement of opportunities for all those living and working in the local area. Consider the contribution made by quality managers and other staff by evaluating their understanding of and commitment to the aims and objectives of the provision and the contribution of these staff to setting targets and improving standards and quality.

5.2 Do leaders and managers have explicit aims and values that promote equality for all, and which are reflected in the provider's work?

Evaluate:

- 5.2.1 the extent to which the policies of the provider incorporate aims and values that promote equality for all; and
- 5.2.2 how well these policies are implemented monitored and understood.

Further guidance

You should establish how staff are involved in the formulation of aims, values and policies and of the procedures that arise from them. You should also find out what steps are taken to ensure that all staff, including those newly appointed, understand them. The test is whether they are reflected in the work of the provider and

kept under review regularly. You should judge whether there is equality of opportunity for learners and staff, and identify whether opportunities are denied to certain groups or individuals.

5.3 Do leaders and managers take account of national priorities and local partnerships and consortia agreements?

Evaluate how well providers:

- 5.3.1 take account of the Welsh Assembly Government priorities outlined in Extending Entitlement;
- 5.3.2 implement the guidance issued for children and young people's partnerships and young people's partnerships;
- 5.3.3 plan and provide services based on the principles of the Youth Work Curriculum Statement for Wales;
- 5.3.4 take account of other national policy documents such as The Learning Country, ETAP and Communities First;
- 5.3.5 integrate their own organisation's or project's priorities and aims with national priorities; and
- 5.3.6 work together to plan and provide services for the benefit of all young people.

Further guidance

Assess how well national organisations, particularly large voluntary bodies, work together with the partnership to integrate their own specific missions, aims and objectives with local priorities and national policies.

Consider the effectiveness of partnerships at different levels, between providers of youth support services such as the youth service, schools or colleges, social services department, the health authority, the police or youth justice services and the partnership. Assess how well they fit in with the overall strategy of the partnership and government priorities.

Judge the overall effectiveness of the partnership and assess whether it is working to the benefit of young people.

5.4 Do leaders and managers set and meet challenging, realistic targets and goals?

Evaluate:

- 5.4.1 the overall quality of the partnership strategy;
- 5.4.2 the process of and quality of target setting by the partnership and individual providers;
- 5.4.3 how SMART these targets are at all levels. (SMART is an acronym meaning 'specific, measurable, achievable, resourced and time-constrained');
- 5.4.4 the extent to which partner organisations, local authority departments, management bodies and staff have ownership of the targets;

- 5.4.5 how much responsibility staff carry for achieving targets;
- 5.4.6 the extent to which providers monitor progress towards their targets; and
- 5.4.7 the extent to which providers meet their targets.

5.5 Do the leaders and managers improve the performance of individual staff, teams and departments?

Evaluate:

- 5.5.1 how effectively the provider monitors the performance of individual elements of the provision;
- 5.5.2 the effectiveness of the provider's arrangements for monitoring its own performance;
- 5.5.3 the support and training given to staff to meet these targets;
- 5.5.4 the procedures used to deal effectively with low achievement and underperformance; and
- 5.5.5 how well leaders and managers monitor and evaluate improvement in performance to determine the impact on the quality of the services and the standards of achievement reached by young people.

5.6 Do leaders and managers undertake effective staff appraisal or review to promote their professional development and improve the quality of provision?

Evaluate the extent to which:

- 5.6.1 leaders and managers make effective staff development programmes available;
- 5.6.2 staff update their knowledge and skills;
- 5.6.3 appraisal helps staff to review personal effectiveness and assists them in evaluating and improving their practice;
- 5.6.4 leaders and managers make effective use of performance management with their staff;
- 5.6.5 leaders and managers respond to individual training needs and requirements needed for provision of the overall strategy for provision;
- 5.6.6 workers from different sectors and projects are given the opportunity to train together;
- 5.6.7 leaders and managers prepare new staff effectively for work;
- 5.6.8 staff training meets their needs and makes them more effective in responding to the needs of young people;
- 5.6.9 young people are involved in the training of staff and receive effective training themselves; and
- 5.6.10 targets set for improvement are linked to the achievement of the strategic and operational aims of the partnership and the individual providers.

□ **how well supervisory bodies meet their responsibilities**

5.7 Do supervisory bodies help to set the provider's strategic direction?

Evaluate:

- 5.7.1 the effectiveness of the annual delivery plan;
- 5.7.2 how well managers and staff understand their roles as providers;
- 5.7.3 the extent to which supervisory bodies include young people as representatives of their peers; and
- 5.7.4 the extent to which supervisory bodies consult with young people on a regular basis and act on the results of the consultation.

Further guidance

The term 'supervisory bodies' includes local partnership arrangements. Consider the extent to which supervisory bodies are involved in:

- strategic planning;
- target setting and monitoring;
- devising, agreeing and monitoring policy and procedure documents; and
- staff development and appraisal.

Supervisory bodies take many forms. In some cases this will be a management committee. Larger voluntary organisations may be governed by national and local management boards. Local authority departments, cabinet committees or scrutiny committees are involved in the management of youth support services including the local authority youth service. Where possible, scrutinise the papers of these bodies, and trace the impact of decisions on providers' work.

5.8 Do supervisory body members regularly monitor the quality of provision?

Evaluate:

- 5.8.1 any documents provided for supervisory board members to see if they provide accurate and clearly presented information about the quality of provision;
- 5.8.2 the extent to which this information helps elected members and supervisory bodies to take effective and appropriate decisions; and
- 5.8.3 how well informed elected members and supervisory bodies are about issues which affect young people.

Further guidance

A meeting with members of supervisory bodies provides an opportunity for inspectors to discuss the extent of members' involvement in the services provided.

5.9 Do supervisory body members meet regulatory and legal requirements?

Evaluate:

- 5.9.1 the training and updating that supervisory bodies have received and whether it occurs regularly enough;
- 5.9.2 where appropriate, whether the range of skills in the supervisory body matches the needs of the type of provision; and
- 5.9.3 whether or not members of supervisory bodies understand the duties set out in education legislation and the duties imposed on them by other legislation.

Further guidance

Relevant legislation includes the Race Relations (Amendment) Act 2000, Welsh Language Act (1993), Disability Discrimination Act (1995) amended by the Special Educational Needs and Disability Act 2001 - Code of Practice Post-16 (2002), the Children Act 1989, and the Sex Discrimination Act 1975 and subsequent amendments.

Supervisory body members also need to understand the duties associated with the 1974 Health and Safety at Work Act. Please raise any specific and urgent issues with the local authority health and safety officer and the Welsh Assembly Government via the reporting inspector.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Inspectors should evaluate and report on:	In making judgements, you should consider, where applicable, the extent to which leaders and managers:
how effectively the provider's performance is monitored and evaluated	<p>6.1 are well informed about the performance of the areas for which they are responsible and use the information effectively;</p> <p>6.2 establish self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence;</p> <p>6.3 seek out, and take account of, the views of learners staff and other interested parties; and</p> <p>6.4 make sure that all those involved in providing education, training and other services understand and are fully involved in the self-evaluation arrangements.</p>
the effectiveness of planning for improvement	<p>6.5 set clear priorities and actions to bring about improvement;</p> <p>6.6 make sure that priorities are supported through adequate allocation of resources; and</p> <p>6.7 can show that actions taken have resulted in measurable improvements.</p>

Using the criteria

How well do leaders and managers evaluate and improve quality and standards?

You will evaluate and report on:

□ how effectively the provider's performance is monitored and evaluated

6.1 Are leaders and managers well informed about the performance of the areas for which they are responsible and do they use the information effectively?

Evaluate:

- 6.1.1 the quality of self-assessment reports;
- 6.1.2 whether or not the report includes a clear statement about the quality of the self-assessment process;
- 6.1.3 how well the findings of the self-assessment report match those of external inspectors;
- 6.1.4 the match between the findings of the self-assessment report and the associated action plans;
- 6.1.5 how much leaders and managers know about performance in the areas for which they are responsible;
- 6.1.6 the accuracy of management information systems in providing relevant data; and
- 6.1.7 how well leaders and managers use objective information systematically to evaluate performance and drive improvement.

Further guidance

Both the partnership and, where appropriate, individual providers, should produce a self-assessment report. When considering the quality of the report consider the following sources of evidence:

- the partnership strategy and delivery plan;
- project development plans;
- the results of consultation with young people;
- young people's perception about the provision, and other surveys;
- peer observation;
- national and local benchmarking information and comparators;
- comparison with similar providers;
- self-assessment and planning against the standards within the National Service Framework for Children, Young People and Maternity Services;
- information from the Welsh Assembly Government's Youth and Adult Learning Opportunities Division (YALO) and Estyn reports; and
- individual providers' plans and evaluations.

6.2 Do leaders and managers establish self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence?

Evaluate:

- 6.2.1 whether or not the self-assessment process focuses on improvement in the standard of achievement of young people;
- 6.2.2 how effectively managers prioritise the matters they wish to improve and implement sound strategies to bring about desired improvements;
- 6.2.3 whether or not all youth support services are managed on the basis of an accurate assessment of strengths and weaknesses;
- 6.2.4 how well staff and young people contribute to the process of self-assessment, are aware of the findings, have ownership of the outcomes and take action based upon them;
- 6.2.5 whether or not self-assessment is a continuous process; and
- 6.2.6 whether or not the self-assessment report covers all aspects listed in the Estyn framework for inspection.

Further guidance

Every aspect of the provision is a legitimate focus for self-evaluation.

Discussions with senior managers, the partnership coordinator, members of supervisory bodies and young people should help you to evaluate the extent of their awareness of quality and standards. Focus on the outcomes of the self-assessment process and, in particular, on the actions taken to build on strengths and remedy weaknesses.

6.3 Do leaders and managers seek out, and take account of, the views of young people, staff and other interested parties?

Evaluate how effectively providers:

- 6.3.1 carry out consultation with young people, both users and non users;
- 6.3.2 target consultation with 'hard to reach groups' and those who do not traditionally make use of youth support services;
- 6.3.3 train staff in methods of consultation with young people;
- 6.3.4 take into account the views of youth forums and school councils;
- 6.3.5 consult with staff and other stakeholders;
- 6.3.6 consult with representatives of the voluntary sector through for example the Council for Welsh Voluntary Youth Services (CWVYS), or the local council for voluntary services;
- 6.3.7 attempt to measure their success in satisfying the needs of participants and the community; and

- 6.3.8 make good use of a range of formats, including for example, newsletters and the Internet, to share information and inform young people of changes that have been made as a result of consultation.

Further guidance

Stakeholders will include for example, all other providers in an area, elected members, community groups, other professionals working with young people and the police. Partnerships should be developing local participation strategies. You will need to consider:

- how consultation is organised in an area, and how effective it is;
- how representative the youth forum is;
- the existence of local area forums;
- whether they are run and managed by adults or by young people;
- the use made of ICT to consult with young people;
- varying levels of governance;
- how effectively the local authority includes young people on its consultation processes; and
- how effectively young people are given support and training to develop their capacity to consult with others and to respond to consultation in a meaningful way.

6.4 Do leaders and managers make sure that all those involved in providing education, training and other services understand and are fully involved in the self-evaluation arrangements?

Evaluate:

- 6.4.1 how far providers work together effectively to bring about improvement across the provision;
- 6.4.2 how well staff, and other service providers contribute to self-evaluation and how effectively they use it to plan for improvement;
- 6.4.3 how well internal and evaluative feedback is sought and considered and how effectively it is used to improve quality;
- 6.4.4 the mechanisms in place to ensure that action follows self assessment and the methods used to inform staff and users of the changes made as a result of assessment; and
- 6.4.5 where provision is contracted out or made on behalf of other funders, the efficiency of the arrangements to audit quality.

□ **the effectiveness of planning for improvement**

6.5 Do leaders and managers set clear priorities and actions to bring about improvement?

Evaluate the extent to which the provider:

- 6.5.1 plans for improvement on the basis of up-to-date, accurate and easily accessible data on demography, socio-economic and other needs, resources and current levels of participation;
- 6.5.2 uses information from self-assessment to set appropriate targets for staff in order to develop services which will encourage young people to achieve;
- 6.5.3 makes use of specialist quality standards associated with aspects of their work such as Investors in People (IIP), European Framework for Quality Management (EQFM), The Duke of Edinburgh's Award's Quest for Quality and Practical Quality Assurance System for Small Organisations (PQASSO); and
- 6.5.4 ensures that managers and staff work together to bring about improvement.

When assessing the provider's responses to priorities for improvement, consider:

- how well the providers plan and co-ordinate programmes of activities which meet the needs and interests of young people and satisfy the requirements of Welsh Assembly Government policy;
- how much planning is based on up-to-date, accurate data on demography, young people's needs, resources and current levels of participation; and
- the breadth, relevance and accessibility of projects and activities.

You will also need to consider these issues when making a judgement on the overall effectiveness of the partnership.

6.6 Do leaders and managers make sure that priorities are supported through adequate allocation of resources?

Evaluate whether or not leaders and managers:

- 6.6.1 provide enough resources to meet priorities and objectives;
- 6.6.2 seek external sources of funding to provide and improve youth support services;
- 6.6.3 take account of a wide range of resource needs, including money, buildings, resources needed for activities and time when allocating budgets; and
- 6.6.4 consider the contribution of all partners.

6.7 Can leaders and managers show that actions taken have resulted in measurable improvements?

Evaluate whether;

- 6.7.1 actions taken have had a positive effect, for example, by evaluating how well leaders and managers have identified shortcomings and addressed them quickly and effectively;
- 6.7.2 actions have led to measurable improvements in youth support services, and in the achievements of different groups of young people; and
- 6.7.3 leaders and managers have, where appropriate, measured the impact of achievements of young people in youth support services on their achievement and attainment in school and college setting, and how youth support services are contributing to reaching the targets set in The Learning Country: Vision into Action.

Further guidance

Give careful attention to action plans prepared as a result of self-assessment activities. Effectiveness in addressing shortcomings identified will give a good indication of the commitment of the provider and the partnership to continuous improvement.

Key examples of improvement might be:

- the range of provision;
- the accessibility of provision;
- the inclusiveness of provision;
- the availability of Welsh language provision;
- effective methods of consultation with young people;
- the effectiveness of young people's participation in services and decision making;
- availability of advice, health and legal services for young people; and
- the quality of partnership working.

Key question 7: How efficient are leaders and managers in using resources?

<p>Inspectors should evaluate and report on:</p>	<p>In making judgements, you should consider, where applicable, the extent to which:</p>
<p>the adequacy, suitability and use made of staffing, learning resources and accommodation</p>	<p>7.1 there are enough qualified specialist and experienced teaching, training and other support staff; 7.2 all learners have access to appropriate learning resources that match the demands of their learning experiences; and 7.3 accommodation provides a suitable setting for good teaching, learning and support for all students.</p>
<p>how efficiently resources are managed to achieve value for money</p>	<p>7.4 economic, efficient and effective use is made of available resources; 7.5 teaching, training and support staff are deployed, managed and developed effectively; 7.6 resources are matched to the provider's priorities for development; and 7.7 the use of resources is regularly reviewed in order to ensure value for money.</p>

Using the criteria

How efficient are leaders and managers in using resources?

You will evaluate and report on:

□ the adequacy, suitability and use made of staffing, learning resources and accommodation

7.1 Are there enough qualified staff, specialist and experienced teaching, training and support staff?

Evaluate whether or not:

- 7.1.1 there are enough staff who are appropriately qualified and bring to their work an appropriate blend of experience, knowledge and understanding;
- 7.1.2 there are enough qualified or experienced staff to provide specialist activities and services;
- 7.1.3 there are enough staff who can, where appropriate, deliver bilingual services or work with young people through the medium of Welsh;
- 7.1.4 good use is made of volunteers where appropriate and whether or not they are given suitable training and support;
- 7.1.5 the roles of all staff and volunteers are clearly defined and understood;
- 7.1.6 job descriptions are up-to-date and reflect the work that staff do and the needs of the provider;
- 7.1.7 staff development policies include plans to ensure that those who are not qualified can become qualified;
- 7.1.8 youth workers work together with other staff and managers to plan provision and devise ways to record young people's achievements and to record their progress;
- 7.1.9 the system of staff appraisal identifies staff development needs;
- 7.1.10 providers identify poor performance and make sure that support is effective in helping staff to improve;
- 7.1.11 all providers have a suitable staff handbook; and
- 7.1.12 there is an overall staff development policy and staff appraisal and training procedures are coordinated across the provision.

7.2 Do all young people have access to appropriate learning resources that match the demands of their learning experiences?

Evaluate whether or not:

- 7.2.1 providers have an overall policy for the use of equipment;
- 7.2.2 the level of resources, their use and condition enhances the quality of services;
- 7.2.3 resources and equipment are of good quality and sufficient for the delivery of specific services;
- 7.2.4 ICT resources, including access to the Internet, are accessible, of a good quality and regularly monitored;
- 7.2.5 ICT software is appropriate;
- 7.2.6 there is appropriate use of resources;

- 7.2.7 young people have access to a library, learning resources and that school, college and other organisations' equipment and materials are shared freely where appropriate;
- 7.2.8 young people are consulted about what equipment they need, or would like for their activity;
- 7.2.9 providers' budgets for resources are enough;
- 7.2.10 there is an effective replacement policy; and
- 7.2.11 there is an effective mechanism for sharing equipment across the partnership provision. For example:
 - mini-buses;
 - video cameras and film equipment;
 - audio and disco equipment;
 - lap-top computers and other ICT equipment; and
 - sports and outdoor pursuits equipment.

Further guidance

Consider the extent to which partnerships, providers and individual projects have a clear policy for the management of resources. Assess the quality and availability of resources and how this affects the quality of provision and the achievements of young people. Examine the providers' funding arrangements and decide if funding is adequate in the light of needs.

Consider whether or not the partnership has taken steps to audit and negotiate the use of other equipment and facilities in the area. For example, are youth support services able to make effective use of additional resources managed by other public bodies or voluntary organisations? These might include sports facilities, museums, galleries and theatres.

7.3 Does accommodation provide a suitable setting for good learning, education and support for all young people?

Evaluate whether;

- 7.3.1 the accommodation is easily accessible and where young people want it to be;
- 7.3.2 the accommodation reflects the culture of users;
- 7.3.3 young people are consulted regularly on the use and suitability of accommodation;
- 7.3.4 the accommodation facilitates the achievement of the aims and objectives of the work with young people;
- 7.3.5 there is sufficient accommodation to ensure the effective and efficient provision of the activities, and to provide good spaces for young people and staff;
- 7.3.6 the accommodation provides a welcoming, orderly, clean, well-maintained and safe environment for staff and young people;

- 7.3.7 the accommodation provides a positive learning environment;
- 7.3.8 there is easy access for wheelchairs and for young people with other physical impairments;
- 7.3.9 the provider has an overall policy on accommodation;
- 7.3.10 the use of accommodation is regularly monitored and evaluated by the provider; and
- 7.3.11 there are established protocols for the use of shared accommodation.

Further guidance

Evaluate the overall quality of accommodation, including outdoor areas, and whether or not these provide stimulating and well-maintained learning environments. Consider the nature of the property and the degree to which the building may present a barrier to access for young people with disabilities.

Where the provider has negotiated the use of suitable commercial facilities to house the provision of youth support services in an area, consider whether or not the accommodation is suitable. For example, space in a local shopping centre, cinema complex or bowling alley for use as an information and advice outlet for young people.

□ how efficiently resources are managed to achieve value for money

7.4 Is economic, efficient and effective use made of available resources?

Evaluate whether the partnership and the provider:

- 7.4.1 has a good overview of the overall resources available;
- 7.4.2 has enough resources to run effectively and manages its own resources efficiently; and
- 7.4.3 coordinates priorities and the available resources for the effective realignment of budgets.

Evaluate how effectively providers:

- 7.4.4 deploy staff and resources to deliver effective provision;
- 7.4.5 identify additional resources needed;
- 7.4.6 take spending decisions and use the available resources to achieve the best possible outcomes for all young people and to deliver value for money;
- 7.4.7 budget systematically for all expenditure and are clear about the costs of any developments that are taking place; and
- 7.4.8 delegate budgets where appropriate.

Evaluate whether or not:

- 7.4.9 the local authority ensures that Welsh Assembly Government advice is followed when apportioning funding for youth support services;
- 7.4.10 voluntary sector partners have sufficient resources to play a full and active role in the partnership and the provision; and
- 7.4.11 individual projects have enough funding to deliver services effectively.

Further guidance

The statutory members of the young people's partnership have considerable access to resources. WAG policy clearly states that providers must realign budgets to meet local and national priorities and the needs of young people.

The partnership may commission work from within its partner organisations or others. Consider how effective the commissioning process is used within the partnership.

Consider how leaders and managers manage the resourcing of training for example through grants received by the partnership or individual providers.

7.5 Are youth workers, and other staff deployed, managed and developed effectively?

Evaluate:

- 7.5.1 the effectiveness of procedures for Criminal Records Bureau checking of staff and volunteers;
- 7.5.2 staff development policies and the extent to which plans are in place to make sure that those who are not qualified gain appropriate qualifications;
- 7.5.3 whether or not there are enough staff to deliver services effectively;
- 7.5.4 whether or not the ratio of staff to young people is appropriate for the activity;
- 7.5.5 how well staff are deployed across the partnership to achieve a wide range of provision;
- 7.5.6 how well staff are deployed to make the best use of their expertise and to meet the needs of individual projects and activities;
- 7.5.7 the effectiveness of plans to recruit and train staff from the local community;
- 7.5.8 how well managers plan for the use, training and support of volunteers where appropriate;
- 7.5.9 how clearly staff and volunteer roles are defined and understood;
- 7.5.10 how effectively providers plan for and manage staff absence;

- 7.5.11 how well the system for staff appraisal identifies staff development needs;
- 7.5.12 the way in which the provider identifies poor performance; and
- 7.5.13 the procedures for supporting staff to improve their performance.

7.6 Are resources matched to the provider's priorities for development?

Evaluate:

- 7.6.1 how well resources are linked to the strategic vision of the provider;
- 7.6.2 the agreements that the provider has with partners to deploy resources most effectively; and
- 7.6.3 how flexible the provider is in their deployment of resources.

7.7 Is the use of resources regularly reviewed in order to ensure value for money?

Evaluate how well the provider:

- 7.7.1 uses value for money principles to secure resources for youth support services;
- 7.7.2 analyses management statistics to gauge efficiency;
- 7.7.3 makes value for money principles an integral part of management for the future, rather than applied to past action only;
- 7.7.4 compares provision with that of other partnerships and providers;
- 7.7.5 consults with others and particularly young people about resource decisions;
- 7.7.6 makes changes in response to the challenges they have set themselves;
- 7.7.7 successfully balances the effectiveness of the provision against costs;
- 7.7.8 considers the achievements of young people and the quality of the services when securing resources;
- 7.7.9 has an open and transparent link between resources and need;
- 7.7.10 ensures that roles and responsibilities meet need without overlap or duplication; and
- 7.7.11 uses data and statistics to benchmark value for money.

Evaluate how well the provider:

- 7.7.12 ensures that responsibilities for financial control are understood and implemented effectively at all appropriate levels of management;
- 7.7.13 encourages staff at all levels to be responsive and entrepreneurial in planning youth support services in order to secure value for money; and

7.7.14 ensures that the amount of time spent on different areas of activity reflects partnership priorities as well as their own.

Further guidance

The role of the inspector is not to be an auditor or an accountant, but to evaluate how far processes to secure value for money are in place on the basis of the evidence available to them. Many youth support services are based on partnership arrangements and depend on shared use of premises and other resources. Although some projects receive funding they are run by volunteers. You will need to judge the quality of the provision resulting from partnership arrangements against the actual cost of the provision.

Part 3 – Self-evaluation and action planning

Introduction

The prime responsibility for raising standards and quality lies with the provider. Self-evaluation lies at the heart of this process of continuous improvement and is essential to good management. It feeds into action planning by identifying good features and shortcomings. A key element in this is assessing outcomes and provision against national standards, criteria and benchmarks, and then setting performance targets and measuring progress against them.

Providers are best placed to decide how to carry out self-evaluation. We accept that a summative self-evaluation report may be presented in a variety of formats. The self-evaluation report may have several purposes, such as meeting internal or other external quality assurance requirements.

Carrying out self-evaluation

The processes of self-evaluation and action planning should be a regular part of the provider's working life. Everyone should be encouraged to participate in identifying priorities for improvement, monitoring provision and assessing outcomes. It is a mistake to view producing a self-evaluation report as a one-off event.

The observation and assessment of standards of learners' work and of the quality of education and training should be based on well-understood criteria. The common inspection framework provides nationwide criteria for judging standards and quality. The framework states clearly the characteristics of high standards and excellent education and training.

Inspectors will look closely at partnership arrangements, especially where there is a shared responsibility for the delivery of education and training and for quality assurance measures. A partnership needs to consider how best to employ these processes and experiences to achieve a coherent and balanced joint self-evaluation of the provision across the partnership.

Characteristics of effective self-evaluation

Effective self-evaluation:

- is open and honest;
- principally addresses standards and the quality of the education and training;
- is embedded in strategic planning and draws on regular quality assurance procedures;
- involves all staff at all levels in evaluating and assessing outcomes and performance;
- systematically seeks the views of learners and consults other stakeholders, such as employers and partners, where appropriate;

- seeks to make judgements in the light of measurable performance data and to identify trends over time;
- leads to action plans which are monitored against clear targets and success criteria; and
- results in improvement in standards and quality.

The judgements made during self-evaluation should be:

- **secure** - based on sufficiently robust, reliable and accessible evidence;
- **first-hand** - based on direct observation;
- **reliable** - based on common well understood criteria;
- **valid** - accurately reflecting what is achieved and provided;
- **free of bias** - valuing equality of opportunity and diversity;
- **comprehensive** - covering all parts of the common inspection framework; and
- **corporate** - findings reflect the collective view of staff.

A good self-evaluation report should:

- be evaluative and concise;
- identify shortcomings as well as good features;
- give clear overall judgements or grades on each element in the common inspection framework;
- provide overall graded evaluations;
- ensure that judgements match the evidence and cross-reference to the supporting evidence;
- provide and comment on statistical data about outcomes over recent years;
- refer to recent assessments or reviews of provision; and
- relate clearly to an action plan and targets.

Evaluating standards

Effective self-evaluation looks first at standards and judges:

- how well learners achieve;
- what proportion of work with learners is good or better;
- common good features and shortcomings in learners' work have been identified clearly, including against national benchmarks and the standards expected by awarding bodies;
- what use is made of measurable outcomes to judge standards and trends over time; and
- what proportion of learners progress onto higher levels of learning or into appropriate employment.

The monitoring of outcomes should result in examining the impact of the quality of education and training.

Evaluating the quality of education and training

Assessing and supporting the quality of education and training are central to improvement.

Providers should judge education and training by their impact on learners and decide how effective it is overall.

- Do the teaching techniques and strategies contribute well to helping learners make progress?
- Does the design and content of the training programme as a whole enable learners to make the best possible progress? Is the education and training sufficiently direct and innovative?
- Does the provision build on strong links with partners, where appropriate?

Systematic monitoring of the quality of education and training, carried out to agreed criteria, is a good starting point. However, this is of limited value unless the outcomes are discussed and staff are supported and motivated to improve.

Evaluating leadership and management

The ability to generate a commitment among staff to assessing their own work critically is a key test of how well a provider is led.

Leadership and management is most effective where there is:

- rigorous analysis of standards;
- continuous monitoring of the quality of education and training;
- wholehearted commitment from staff to change and improve;
- a set of easily understood objectives and realistic but challenging targets; and
- support for development and improvement.

Feeding back

It is essential to have an agreed format for feeding back the outcomes of self-assessment. Self-assessment should lead to personal, team and provider action plans. These should include targets for improvement against which progress can be monitored. It is important that management support these through providing staff with appropriate professional development, resources and the opportunity to share expertise with others.

The link between self-evaluation and inspection

Inspection complements self-evaluation. Both inspection and internal self-evaluation are concerned with providing an accurate assessment of quality and standards and with identifying what needs to be done to improve them. During an inspection, there will be opportunities for providers to test their perceptions against those of impartial, external evaluators. Making the most of the discussions during feedback supports self-evaluation.

The common inspection framework and guidance, as well as setting out inspection procedures and criteria, lists the essential areas that a comprehensive self-evaluation report needs to cover. It is helpful to base a self-evaluation report on the same criteria as those used in this handbook. Providers can use the procedures in this guidance to award overall grades for standards, quality and management to provide a clear comparison with inspection findings and other providers.

Inspectors use the common inspection framework and guidance to test and validate the reliability of the judgements made in the self-evaluation report and so arrive at their own judgements. The inspection report compares the judgements made in the self-evaluation report with those of the inspection team. Inspectors' judgements on leadership and management take account of the quality and accuracy of self-evaluation and of the self-evaluation report.

After the inspection

Use inspection to celebrate success. It is essential to recognise what you are doing well in addition to tackling matters that need to be improved. It is important to be forward-looking after the inspection is over.

Each provider is invited to submit a response for inclusion in the report with the agreement of the reporting inspector. The purpose is to enable the provider to respond to the findings and to give an early and brief indication of how it intends to deal with the recommendations.

Following publication of the inspection report, Estyn will write to the provider asking it to draw up an action plan to address the issues raised in the report. A copy of this action plan should be sent to Estyn within 50 working days of receipt of the letter.

Post-inspection action plans

The purpose of the action plan is to ensure that all the issues raised in the inspection report are addressed successfully and that, as a result, the learners' work improves. It is for individual providers to decide how to present action plans. The following criteria are used in assessing action plans.

Characteristics of an effective action plan

The action plan should:

- contribute to self-evaluation processes;
- be a working document that helps achieve the required changes;
- address all the recommendations and issues raised in the report;
- identify steps which will need to be taken to address each issue;
- clarify priorities, targets and timescales;
- identify persons responsible for actions, timescales and the resources and support that will be needed;
- specify clear outcomes, related to improvement in standards and quality, against which progress can be measured; and
- give details of how, when and by whom progress will be monitored.

Writing action plans

There is no need to wait until the final report before starting to draw up an action plan. When the plan is submitted, the provider can give details of what has already been achieved. We will respond to the action plan noting whether the measures proposed are appropriate. Occasionally, we will ask for additional information or for a revised action plan to be submitted.

The length of the plan will depend on the number and complexity of the issues. A concise plan is helpful in giving an overview of the actions to be taken. However, there needs to be enough detail for the issues to be tackled successfully. The action plan can be in any form.

Appendix A: The Universal Entitlement

Every young person in Wales has the basic entitlement of:

- education, training and work experience tailored to their needs;
- basic skills which open doors to a full life and promote social inclusion;
- a wide and varied range of opportunities to participate in volunteering and active citizenship;
- high quality, responsive and accessible services and facilities;
- independent, specialist careers advice and guidance and student support and counselling services;
- personal support and advice where and when they need it and in appropriate formats, with clear ground rules on confidentiality;
- advice on health, housing benefits and other issues provided in accessible and welcoming settings;
- recreational and social opportunities in a safe and accessible environment;
- sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons and promote rounded perspectives including both national and international contexts; and
- the right to be consulted, to participate in decision-making, and to be heard, on all matters which concern them or have impact on their lives.

In an environment where there is:

- a positive focus on achievement overall and what young people have to contribute;
- a focus on building young people's capacity to become independent, make choices, and participate in the democratic process; and
- celebration of young people's success.

Appendix B: Information requirements

Information required from partnerships and providers before the inspection includes:

Essential

- a self-assessment report for the young people's partnership;
- strategic and delivery plans;
- local authority structure showing location of the partnership, the local authority youth service, and other youth support services;
- a full list of partnership members, the providers/organisations they represent and contact numbers;
- full programme for the activities being inspected;
- **suggested** timetable for inspection, to include meetings with partners and stakeholders;
- a list of key staff with telephone numbers;
- map showing the location of the base room; and
- local Child Protection Office and contact details.

Where relevant and not included in the Self-assessment report:

- partnership arrangements, including a list of external agencies with which the partnership or the provider works;
- mission statements and operational/delivery plans;
- self-assessment reports and action plans;
- structure plans: for example;
 - how providers are organised with names of post holders, identifying responsibilities;
- strategic and operational plans for the local authority and how youth support services fit into these;
- where relevant, strategic and operational plans of individual providers;
- relevant publicity or marketing materials;

- brief notes on the background to the organisation, including a short description of the nature of the area served, highlighting key aspects/issues;
- funding map for main sources of public funding and how spent;
- attainment and achievement data; and
- Performance Indicators for partnership's and the Youth Service.

Information required from institutions during the inspection includes:

- maps to centres and outreach locations;
- a scatter map of provision;
- updated statistics;
- details of staff qualifications and experience for full-time and part-time staff;
- examples of job descriptions;
- evidence of young people's work, achievements and attainments;
- evidence files for self-assessment: these might include completed observation forms of sessions, and any other evidence;
- policy papers, including equal opportunities etc.;
- examples of service level agreements/memorandum of understanding;
- demographic data used by partnership and providers to inform policy and planning - including indicators of deprivation;
- monitoring records;
- reports to senior management, elected members, minutes of meetings etc.;
- reports of surveys and evidence from consultation;
- staff handbook and including induction information;
- details of supervision and appraisal arrangements;
- staff development policy and records;
- staff development programme including GEST records;
- examples of marketing and publicity materials;

- examples of research undertaken; and
- centre/project files, including records of detached/outreach work.

Please note that an appropriate sub-set of documentation will be negotiated for each inspection.

Appendix C: Possible sources of evidence

The principal sources of evidence about the quality and standards in service provision are observation of participants engaged in activities, samples of young people's work and records of their achievement. All written evaluations, indicators and other inspection evidence will be considered and discussed at inspection team meetings. Inspectors will then arrive at corporate judgements and award draft grades for the seven key questions.

Key Question 1: How well do young people achieve?

- observation of sessions;
- meetings with young people, staff, managers, parents and other stakeholders;
- providers' self-assessment report;
- data on attendance, retention, attainment, progression and value-added (where available);
- organisation's analysis of data in respect of national averages and benchmarks;
- young people's work;
- where relevant, external and internal verifier reports and awarding body requirements;
- records of achievement; and
- other recorded evidence of achievement.

Key Question 2: How effective is work with young people and assessment?

- observation of sessions/activities;
- numbers and profile of those participating;
- attendance and retention rates;
- observation of involvement of participants in planning;
- where relevant, observation of assessment;
- discussion with staff and young people;
- planning documents;

- evidence of planning of sessions/activities;
- centre/project files;
- records of young people's progress;
- CVs and job descriptions of those involved in youth support services;
- user surveys;
- Documentary evidence of the evaluation of quality and standards; and
- Self-assessment records.

<p>Key Question 3: How well do learning experiences meet the needs and interests of young people and the wider community?</p>
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- service mapping and audits of provision;
- observation of sessions/activities;
- discussion with staff, young people, elected members and other key stakeholders;
- demographic information/data on age, gender, ethnic origin, disability and employment status;
- the partnership five year strategy and delivery plans;
- organisations' mission statements, strategic and operational plans and policy statements;
- scope, profile and timetable of the provision;
- self-assessment reports and action plans;
- policy statements on equality of opportunity;
- marketing and publicity materials and materials aimed at encouraging participation of young people from particular groups;
- labour market information, market research information and analysis;
- evidence of impartial information available to young people, including careers information;
- minutes of meetings;
- evidence of partnership working;

- documentation and service level agreements relating to links and relationships with other organisations;
- management statistics, particularly participation rates, and other data used for planning and monitoring activities;
- user surveys and evidence of consultation with young people; and
- analysis of patterns of participation and volunteering.

<p>Key Question 4: How well are young people guided and supported?</p>

- observation of sessions/activities;
- discussions with young people, managers, staff, parents and other stakeholders;
- mission statement, charters, publicity, recruitment and marketing materials;
- surveys of the views of young people and staff;
- equal opportunities policy and procedures;
- support policies, and procedures for supporting young people;
- evidence of information available to young people;
- evidence of availability advice for young people on for example: health, substance misuse, sex, housing, financial and other issues;
- availability of support for young people with specific needs such as mental health problems;
- availability of counselling services for young people;
- where appropriate:
 - diagnostic assessment and induction materials;
 - young people's individual learning/action plans; and
 - evidence of support with basic and key skills;
- policies relating to young people with learning difficulties, physical disabilities, sensory impairments and other special needs;
- young people's charters;
- appeals and complaints procedures and records of appeals and complaints;

- health and safety policies and procedures;
- arrangements and procedures for additional personal support;
- disability statements;
- local data on equality of opportunity; and
- staff recruitment and employment records.

<p>Key Question 5: How effective are leadership and strategic management?</p>
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- discussion with the partnership, senior managers of the local authority and/or managers of providers;
- discussions with young people, staff and key stakeholders;
- the partnership five year strategy, delivery plans and planning documents of providers;
- staff handbook, quality manual, previous inspection reports, benchmarking and other statistics and self-assessment reports, and other relevant papers;
- minutes of meetings and reports to committees and elected members;
- staffing policy, the staffing structure and job descriptions;
- copies of all published policies and budget management arrangements, including arrangements for allocating funds to budget heads;
- information relating to target setting; and
- information gained throughout the inspection, including session/activity observation, management procedures and organisation, quality arrangements, deployment and use of finance, staff, time, resources and accommodation.

<p>Key Question 6: How well do leaders and managers evaluate and improve quality and standards?</p>
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- observation of the organisation in operation, including attendance at meetings;
- discussion with managers, young people, staff, partners, elected members and other stakeholders;
- self-assessment report and records;
- policies for the management of quality;

- evidence of quality mechanisms to ensure consistency across the whole provision;
- policies, strategies and plans;
- reports to committees and officers;
- minutes of meetings;
- service indicators used in internal monitoring and evaluation;
- use of the results of consultation and other indicators in the planning and development of the service;
- quality of record keeping;
- management of information;
- surveys of user satisfaction and of non-users views;
- staffing policy, the staffing structure and job descriptions;
- staff appraisal systems and staff development policies and practice;
- budget management arrangements, including arrangements for allocating funds to activities/projects/providers;
- CYMORTH and GEST arrangements;
- all information relating to target setting; and
- information gained throughout the inspection, including observation of activities, management procedures and organisation, quality arrangements, deployment and use of finance, staff, time, resources, accommodation and transport arrangements.

<p>Key Question 7: How efficient are leaders and managers in using resources?</p>
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- observation of the organisation in operation, including attendance at meetings;
- inspection of all available accommodation and facilities, including the condition, appearance, accessibility and use of buildings and grounds and the quality of displays;
- inspection of available resources, including learning resources and work experience placements;
- inspection of the quality and availability of information to young people which is accessible and in a suitable format;

- inspection of the availability and quality of information and communications technology resources, practical equipment and audio-visual materials;
- use of outside resources, such as residential facilities, exchanges, trips, visits and community resources;
- observation of activities;
- discussion with young people and staff;
- documentation on staffing, including staff handbook, policy for professional development, job descriptions and timetables;
- copies of all published policies and budget management arrangements, including arrangements for allocating funds;
- all information relating to target setting;
- job descriptions and plans for professional development;
- current budget profile;
- levels of administrative support and balance between professional and administrative staffing levels;
- information gained throughout the inspection, including observation of activities, management procedures and organisation, quality arrangements, deployment and use of finance, staff, time, resources and accommodation;
- benchmarking studies (where available); and
- statistical indicators including contact ratios and unit cost of the provision.

Appendix D: Acronyms and abbreviations

ACCAC	Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru Qualifications, Curriculum and Assessment Authority for Wales
AI	Additional Inspector
ASDAN	Award Scheme Development and Accreditation Network
AWYPO	All Wales Young People's Organisations
CCET	Community Consortia for Education and Training
CP	Children's partnership (0-10)
CWVYS	Council for Wales Voluntary Youth Services
CYPP	Children and Young People's Plan
EFQM	European Foundation for Quality Management
ETAP	Education and Training Action Plan for Wales
HMI	Her Majesty's Inspector(s)
ICT	Information and Communications Technology
liP	Investors in People
ILP	Individual Learning Plan
IT	Information Technology
LEAs	Local Education Authorities
MHMI	Managing HMI
NVQ	National Vocational Qualification
OCN	Open College Network
PA	Peer Assessor
WCVA	Wales Council for Voluntary Agencies
YPP	Young People's Partnership (11-25)
YALO	Youth & Adult Learning Opportunities Division

Appendix E: Health and safety of the inspection team

All inspectors, additional inspectors and peer assessors have a responsibility to make sure that their working practices throughout the inspection are in accordance with health and safety regulations.

Prior to inspection

At the pre-inspection planning meeting, the reporting inspector (RI) should ask the provider to:

- provide copies of their current health and safety policies and procedures, particularly those which relate to visitors at any of their premises and to workplaces where learners are located;
- provide details of their level of indemnity and confirmation of their employer/public liability;
- where appropriate, provide a copy of the current 'Provider Declaration of Health and Safety Management';
- complete the nominee agreement form which includes confirmation that the provider has undertaken all necessary risk assessments. The agreement form should be signed by the RI, head of provider and nominee;
- arrange a generic health and safety induction for all inspectors at the start of the inspection;
- identify further health and safety information that inspectors might need to take account of during the inspection week. This would include information about off-site visits. The provider will need to give particular information relating to the sample of visits and, where appropriate, provide specialist induction for inspectors with specific responsibilities; and
- confirm the name of the designated person responsible for child protection.

In the event that there are concerns, the RI should bring these to the attention of the provider and the MHMI as soon as possible.

Briefing paper

In the inspection briefing paper, the RI should remind peer assessors, additional inspectors and HMI of:

- their responsibilities in relation to the health and safety of themselves and others. This includes the planning of inspection timetables, driving between sites and working patterns;

- the need to use specialist protective clothing and equipment, where necessary; and
- the need to receive an induction into health and safety within their specialist area at the beginning of the inspection.

During the inspection

At the start of the inspection, the reporting inspector should again remind the team of their responsibilities in relation to the health and safety of themselves and others. They should exercise this responsibility by:

- having regard to the advice on health and safety provided:
 - during peer assessor and additional inspector training courses
 - by the reporting inspector on each inspection
 - by the representatives of the provider being inspected
- drawing on their own experience of health and safety practice and their expertise in their own area of work;
- being observant as they go about their business and taking appropriate steps to assure their own safety;
- ensuring that their car is insured for business use and that they do not accept lifts from members of institution staff unless they are assured that appropriate business insurance and other arrangements are in place;
- allowing sufficient time for travel between sites and driving within the law;
- ensuring that they are familiar with Estyn's child protection procedures and acting on these where appropriate;
- having regard to good practice in dealing with people who may be anxious or disturbed, and in protecting their own personal safety and integrity; and
- identifying and withdrawing, where appropriate, from risky situations.

Where there are concerns for health and safety

Inspectors and additional inspectors are not responsible for inspecting providers' compliance with health and safety regulations, which are audited by other authorities. However, they have a duty under the 1974 Health and Safety at Work Act to promptly alert the provider and reporting inspector to hazards they encounter during inspection or if they have concerns about potential health and safety issues.

Where there are specific and urgent issues, the reporting inspector will prepare a note to senior colleagues at Estyn. The note should explain how:

- the nature of the health and safety issue;
- the problem was identified;
- and when the problem was reported to the provider; and
- provider agreed to resolve the issue.

The note should be signed and dated.

Appendix F: Avoiding conflicts of interest

Inspectors and peer assessors must avoid inspecting a provider with whom they have a conflict of interest. This is to make sure that they are independent and objective in making judgements and to secure the confidence of those being inspected.

To avoid a conflict of interest, all inspectors and peer-assessors:

- should decline at once to inspect a provider, where there is a conflict of interest; and
- notify the reporting inspector immediately, if they become aware of a conflict of interest during an inspection.

Reporting inspectors should:

- make sure that providers have enough information at the planning meeting about the inspection team to check that there is no conflict of interest from their point of view;
- request a replacement if notified of a conflict of interest before an inspection;
- check again with the provider in the case of changes to the inspection team; and
- if a conflict of interest becomes apparent during an inspection, check with the managing HMI to agree a way to resolve it.

Estyn requires that its inspectors and peer assessors adhere to the following general guidelines, to make sure that there are no conflicts of interest:

- inspectors and peer assessors should not accept gifts;
- inspectors and peer assessors should not accept hospitality at other than at a modest level;
- inspectors and peer assessors should pay for refreshments provided during inspection;
- additional inspectors and peer assessors must not inspect a provider for whom they act as an external verifier or those for whose work they are regional or national verifiers;
- additional inspectors and peer assessors, who are connected with bodies which have a contractual or regulatory function, must decline to inspect providers with whom they have a relationship through their employment outside the inspectorate; and
- additional inspectors and peer assessors should not contract with a provider for other services after an inspection is complete.

Appendix G: Guidance for the re-inspection of youth support services

These guidelines set out the arrangements for the re-inspection of youth support services.

Estyn will re-inspect youth support services provision where either one or more of key questions 1, 3, or 5, are awarded a grade 4 or 5 during an inspection.

As a result of the re-inspection, where key questions 1, 3 or 5 fall below the quality threshold, these key questions will be re-graded. Inspectors will use the following grade descriptors.

Grade 1: good with outstanding features

Grade 2: good features and no important shortcomings

Grade 3: good features outweigh shortcomings

Grade 4: some good features, but shortcomings in important areas

Grade 5: many important shortcomings

Estyn will aim to give providers at least 26 weeks notice of the date for re-inspection. Re-inspection will normally take place within 12 to 18 months of the publication of the original inspection report. However, where appropriate, re-inspection may be incorporated into another local authority area inspection. The re-inspection will follow the Estyn Common Inspection Framework.

Since Estyn leaves copies of good features and recommendations with providers at the end of inspections, it is reasonable to expect providers to begin to address the recommendations as soon as possible after the inspection. When the first draft of the inspection report is sent to the provider, (around 6 weeks after the inspection), it is expected that action plans will be submitted to Estyn within 50 days after the publication of the final draft of the inspection report.

Documentation

Estyn holds the following documents on file for each provider they inspect:

- the self-assessment report, submitted prior to the original inspection;
- the inspection report and supporting evidence files; and
- the provider's post-inspection action plan approved by Estyn.

Six weeks before the re-inspection, the provider will forward the following documents to the reporting inspector:

- a self assessment report on progress against the targets set out in the post inspection action plan and the key questions to be re-inspected;
- further information requirements tailored to the needs of the particular re-inspection to be discussed with the reporting inspector.

Process of re-inspection

As in the original inspection, there will be a pre-planning meeting between the reporting inspector and the provider nominee. At this meeting, the scope of the re-inspection will be discussed including, where appropriate, identifying a sample of observations, a single provider, meetings with young people, staff, managers, partners, elected members and other stakeholders. The reporting inspector will also confirm the requirements for documentary evidence. The provider will need to make sure that inspectors have every opportunity to consider all significant improvements that have been made. Inspectors will evaluate how effectively progress has been made.

Wherever possible, the team will include inspectors who took part in the original inspection, but Estyn cannot guarantee this. The Managing HMI will normally moderate inspection findings and grades. The number of days over which the re-inspection will take place and the number of inspectors in attendance will depend on the number of key questions that fell below the threshold in the original inspection. The formal feedback meeting at the end of the re-inspection will be to leaders and managers.

Following the re-inspection

The re-inspection will result in the publication of a report. The report will:

- grade key questions 1, 3 and 5 if they fell below the threshold on the original inspection;
- provide an in depth comment on how well the provider has met the recommendations identified at the time of the original inspection for all key questions which fell below the threshold;
- comment on how well the provider has met all the other recommendations identified and how effectively the action plan has been implemented; and
- comment on the degree of agreement between the judgments made in the self assessment and inspectors' findings.
- may identify new strengths and areas for improvement;

The findings of the re-inspection will be published on the Estyn website. The report will cover all aspects that have been re-inspected.

Re-inspection will not affect a provider's place in the normal six-year inspection cycle.

If key question 1, 3 or 5 remain graded below the quality threshold Estyn will inform the Welsh Assembly Government.

Where there has not been sufficient progress against the original action, providers will be required to produce a subsequent action plan.

Appendix H: Statement of agreement between the reporting inspector, provider and nominee.

Inspection of XYZ youth support services
Date:

Statement of agreement between the reporting inspector, provider and nominee.

Agreed roles and responsibilities regarding the nominee (please tick where appropriate).

The nominee

Before the inspection	
• Become familiar with the Inspection Framework and associated guidance	
• Become familiar with Estyn's guidance on the role of the nominee	
• Attend a one-day briefing with the lead inspector prior to the inspection or nominee training	
• Play a key role in the self-evaluation procedures	
• Become familiar with the inspection documentation	
• Take part in the discussions with the lead inspector in the pre-inspection visit	
• Attend the pre-inspection team and briefing meetings	
• Make administrative arrangements for the inspection	
• Collate documentation required for the inspection	
• Prepare inspection timetable	
During the inspection	
• liaise with the reporting inspector about administrative arrangements	
• respond to team requests for additional information	
• contribute to discussions about good features, shortcomings, areas for improvement and barriers to improvement in team meetings	
• be proactive in providing additional evidence following team meetings or other inspection activities	
• complete notes on inspection activities as appropriate	
• correct factual accuracy during the inspection and moderation process	
• where appropriate, ask the inspection team to clarify its judgements	
After the inspection	
• Attend the oral feedback meeting	
• Contribute to the preparation of the response to the inspection	
• Contribute to checking the factual accuracy of the draft of report	
• Play a full part in devising the action plan following the inspection	

The reporting inspector

Before the inspection	
• Discuss the role of the nominee during the first contact with the provider	
• Provide a one-day briefing or training event for the nominee prior to the inspection	
• Ensure that the nominee is involved in discussions in any pre-inspection visits	
• Brief the nominee fully in the same way as the other team members about the	

arrangements for the inspection week	
• Plan the work of the nominee during the inspection week	
• Ensure that the nominee receives all key inspection documents	
• Fully brief the other team members about the role of the nominee	
• Ensure that the nominee attends the pre-inspection team and briefing meetings	
• Work with nominee on the timetable	
During the inspection	
• Monitor the work of the nominee and provide support as appropriate	
• Ensure that the nominee is as fully involved in the inspection as possible	
• Normally, channel requests for additional information and evidence through the nominee	
• Ensure that the nominee takes no active part in the awarding of grades	

The provider

Before the inspection	
• Establish the role of the nominee during the first contact with the lead inspector	
• Enable the nominee to attend a one-day briefing with the lead inspector or training event prior to the inspection	
• Ensure that the nominee is involved in discussions in any pre-inspection visits	
• Clarify the role of the nominee with the lead inspector and the nominee	
• Ensure that the nominee attends the pre-inspection team and briefing meetings	
During the inspection	
• Use the nominee to liaise with the inspection team	
• Normally, channel any issues or concerns through the nominee	
• Provide support for the nominee in undertaking their task	
• Respect the confidentiality under which the nominee is working	
After the inspection	
• Ensure that the nominee attends the oral feedback meeting	
• Involve the nominee in preparing the response to the report	
• Involve the nominee in checking the factual accuracy of the draft of the report	
• Involve the nominee in devising the action plan	

Name of nominee

Signature

Date

Name of lead inspector

Signature

Date

Name of Line Manager

Signature

Date