



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

# Guidance on the inspection of initial teacher training

September 2007



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;
- ▲ youth and community work training;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; 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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## Abbreviations

ELWa	Education and Learning Wales
DCELLS	Department for Children, Families, Lifelong Learning and Skills
DELLS	Department of Education and Lifelong Learning (now DCELLS)
HEFCW	Higher Education Funding Council for Wales
HEI	higher education institution
ICT	information and communications technology
ITT	initial teacher training
NQT	newly qualified teacher
PSE	personal and social education
QAA	Quality Assurance Agency for Higher Education
QTS	Qualified Teacher Status
SEN	special educational needs
WRE	work related education

## Definition of terms used in this guidance

The terms **learner** and **provider** are used in the Common Inspection Framework. In this guidance, the learner is the trainee. The provider is the partnership between a higher education institution and its partner schools or the recommending body for employment-based routes. The terms tutors and mentors are used to denote the various staff involved in initial teacher training, such as college or university lecturers and school teachers.

## 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](http://www.estyn.gov.uk)

All queries should be addressed to [enquiries@estyn.gsi.gov.uk](mailto:enquiries@estyn.gsi.gov.uk)

## **1 Introduction**

### **1.1 Aim of the guidance**

This guidance explains how inspectors will apply the Estyn Common Inspection Framework for education and training in Wales to initial teacher training (ITT).

The Common Inspection Framework and the Estyn guidance will be used to inspect all courses of ITT leading to the award of Qualified Teacher Status (QTS) in Wales. These courses include those provided by higher education institutions (HEIs) with their partner schools, including distance learning courses. They also include courses by other types of provider, such as school-based and employment-based routes to QTS. The guidance is based on *Becoming a Qualified Teacher* (DELLs Information Document no 021-06). The document sets out:

- standards for the award of QTS; and
- requirements for the provision of initial teacher training courses.

This guidance is intended to:

- contribute to raising standards in schools by promoting excellence in ITT;
- provide a consistent basis for inspecting standards and quality in ITT;
- support providers' self-evaluation so that they can build on good features and rectify shortcomings more effectively;
- help to share good practice and enable providers to compare their performance with that of others; and
- promote issues of national significance related to ITT.

Inspection practice will take account of any changes in legal requirements, including new National Assembly for Wales' circulars as they are introduced. We will also develop the guidance in the light of the experiences of inspectors and the providers. From time to time, up-dated versions of this guidance will be posted on our website. We will inform providers when new versions of the guidance are available. The guidance should not be taken as an exhaustive or definitive interpretation of the Common Inspection Framework.

All our inspection of ITT is carried out in line with our Welsh Language Scheme, available from Estyn.

## **1.2 Legal basis for inspection**

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is independent of, but funded by, the Welsh Assembly Government under section 104 of the Government of Wales Act.

Under the terms of the Teaching and Higher Education Act 1998, Section 20(1), the Chief Inspector may inspect and report on any initial and in-service training of teachers which is provided by a relevant institution. Inspections are conducted by Her Majesty's Inspectors of Education and Training in Wales and/or by additional inspectors.

### **Reinspection**

The legal basis for reinspection is the same as that for inspection. Reinspection will only normally be necessary when one or more key questions are awarded a grade 4 or 5 during inspection. For further guidance on reinspection, see appendix 1

### **Accreditation of institutions that provide ITT**

Under the terms of the Education Act 1994, the Higher Education Funding Council for Wales (HEFCW) has responsibility for accrediting institutions that provide ITT. In this, HEFCW must have due regard to evidence from Estyn. We will inform HEFCW if provision is judged not to satisfy accreditation requirements. Procedures for the withdrawal of accreditation and for the accreditation of new ITT providers are available from HEFCW on request.

Procedures for accreditation or withdrawing accreditation are distinct from the arrangements for inspecting and grading standards and the quality of provision. However, in many cases, provision that is judged a grade 4 or 5 for one or more key questions is also likely to be failing to meet accreditation requirements. In this case, reinspection and withdrawal of accreditation procedures will proceed in parallel.

## **2 Conducting inspections**

### **2.1 Introduction**

In inspecting ITT, we work closely with providers and with relevant national bodies. We work with HEFCW and the Quality Assurance Agency for Higher Education (QAA) to reduce the burden of inspection as far as possible.

For ITT the Common Inspection Framework and guidance was implemented from September 2002 and it applies to all providers funded by the HEFCW. We intend to complete the first cycle of inspections using the Common Inspection Framework by August 2008. We will notify providers formally of inspection, normally one term in advance.

We will use the provider's most recent self-assessment report as the starting point for the inspection and test it during the course of the inspection.

The standard of trainees' teaching is the key measure of the quality of the education and training that they have received and of the effectiveness of the leadership and management of the ITT provider. Inspection will focus on the needs of individual trainees and the impact that training and management has on raising standards.

### **2.2 How inspectors will behave**

**You will carry out their work with integrity, courtesy and due sensitivity.**

As an inspector you must:

- 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.

**You will evaluate the work of the provider objectively.**

As an inspector, you must:

- carry out your 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 framework and this guidance.

**You will report honestly, fairly and impartially.**

As an inspector you must:

- be impartial and be seen to be impartial;
- report your 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.

**You will communicate clearly and openly.**

As an inspector you must:

- be open and transparent in 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.

**You will act in the best interests of learners.**

**You enter colleges and schools in a position of authority and the safety and well-being of learners should be a prime concern.**

As an inspector you must:

- do nothing you do should cause a learner distress or anxiety;
- do nothing that calls into question your relationship with a learner;
- report any concerns about the safety or well-being of a client to the appropriate authority; and
- refrain from interfering personally if you observe 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.**

As an inspector you 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.

You 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 you make may become open to wider scrutiny if someone requests access to that information. You 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.

### **2.3 The scale of inspections**

Inspections of initial teacher training providers are not part of a risk-based cycle of inspection. However, inspection procedures need to be as efficient as possible. The scale of inspection needs to be such that the provider's judgements in the self-evaluation report can be tested on the basis of enough evidence. In considering the scale of inspection, due regard will be given to:

- the judgements of the last inspection report;
- evidence from the general inspector; and
- the quality of the provider's self-assessment.

All inspection reports will cover all elements of the framework. New providers, or those whose standards or quality raise concerns will need inspections that report additionally on standards and quality in each subject area. This detailed reporting will not usually be needed for well-established providers.

We will inform providers of the scale of the inspection when they are notified formally of inspection.

## **2.4 The inspection team**

A reporting inspector leads inspection teams. The team will be made up of HMI. It will also normally involve experienced staff from ITT providers (peer assessors), additional inspectors (contracted inspectors) and a member of staff nominated by the provider being inspected if they so choose (the nominee). The size of inspection teams will vary according to the extent of the provision and take into account the number of trainees, the number of ITT courses and the specialisms offered.

### **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.

As reporting inspector, you 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.

### **Additional inspectors**

Most inspection teams will include additional inspectors. Estyn contracts and trains additional inspectors. They are experienced staff who have worked in ITT. They take responsibility for reporting on the subject and/or key question allocated to them by the reporting inspector. They play a full part in the team and contribute to making corporate judgements.

## Peer assessors

All inspection teams will normally include additional peer assessors, who provide an element of peer evaluation. Peer assessors are experienced staff, from HEIs and schools, 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, neither additional inspectors nor peer assessors will not be able to inspect institution where a conflict of interest has been identified. Additional inspectors and peer assessors must notify the reporting inspector immediately if they become aware of a conflict of interest. Normally, providers will also be able to identify in advance additional inspectors and peer assessors for whom there is conflict of interest from their point of view.

## 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.

As a nominee, you 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 additional inspector or 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 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. The nominee may be present at the meeting when inspectors make final judgements about the grades they award. However, the nominee, does not take part in grading the provision.

Training and support documentation 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 registered inspector, the provider and the nominee must sign a statement of agreement. In the appendix, you will find a protocol and guidance for the role of the nominee, including the statement of agreement.

## **2.5 Before the inspection**

After discussion with providers, Estyn will establish the best time to inspect a representative range of their work. We intend, where possible, to limit the period of inspection to two consecutive terms, not necessarily in the same academic year. The exact timing of inspections depends on many factors, including the particular features of courses.

### **Step 1 – contacting the provider**

During your initial contact with the provider, as **the reporting inspector**, you should:

- establish the overall extent, pattern and location of the training;
- 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.

### **Step 2 – initial preparation**

Taking into account the provider's self-assessment report and information, **the reporting inspector** plans the inspection and allocates responsibilities to members of the inspection team.

### **Step 3 – visiting the provider**

At the meeting with senior staff, as **the reporting inspector**, you should:

- discuss the implications of the self-assessment 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;
- request lists of final-year trainees and their final placements, and the latest assessment of the standard of their teaching;
- agree arrangements for inspectors to discuss with staff, groups of trainees and representatives of partner schools;
- agree arrangements for inspectors to feedback orally to staff and to senior staff; and
- discuss any other inspection and domestic arrangements.

#### **Step 4 – planning the inspection**

Inspections involve observation of college-based training, school-based training and trainees' teaching. On the basis of the information received, and in consultation with the provider, **the reporting inspector** selects a representative sample of schools to visit and trainees to observe. The sample is usually at least 10% of final year trainees. The sample takes account of the need to achieve a balance of trainees' specialisms, types of schools and geographical location.

For the purposes of judging standards of trainees' teaching, observation of trainees' teaching in schools will normally be confined to final year trainees during their final school experience. Most courses in Wales are designed so that trainees demonstrate that they meet the standards relating to practical teaching competence in their final teaching practice. A few providers have designed a training and assessment system that allows trainees to demonstrate that they meet some of these standards in earlier teaching practices. If a course is designed like this, inspectors may wish to visit earlier teaching practices to verify that standards are met and to inspect the effectiveness of the assessment and quality assurance procedures.

#### **Step 5 – preparing the team**

**The reporting inspector** is responsible for ensuring that the inspection team is thoroughly prepared. As the reporting inspector, you should:

- brief the team about the provider, the self-evaluation report and the organisation of the inspection, including any health and safety issues;
- 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 and to draw up personal inspection plans for their area of responsibility, taking care to ensure representative coverage;
- analyse thoroughly the provider's self-assessment report and other pre-inspection documents, and take into account the general inspector's knowledge of the institution, 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.

## 2.6 During the inspection

Inspections start from the provider's self-assessment report. If the self-assessment 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.

Inspectors will test and validate overall gradings and judgements made by the provider. You will then formulate and test further hypotheses and so arrive at your own judgements on standards and quality. Meetings during the inspection will provide an opportunity for interim feedback from the inspection team to provider staff on their emerging findings in relation to the self-evaluation report.

### Introductory briefing meeting

On the first day of the inspection, it is useful to arrange 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-assessment findings to the inspection team, to place provision in its wider institutional context, and for team members to meet staff and make preliminary arrangements for the inspection.

### The reporting inspector

As **the reporting inspector**, you 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.

You 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.

You should also ensure that:

- the nominee is as fully involved in the inspection as possible;
- you monitor his or her work and provide support, as appropriate; and
- you channel requests for additional information and evidence through the nominee.

### Team inspectors

You need to plan and use your time carefully and efficiently to achieve the coverage required. You should be sensitive to the impact of the inspection. All team members

will need to contribute to the inspection of general aspects of the provider's work and certain team inspectors will need to co-ordinate this.

## **Gathering and reviewing inspection evidence**

You should give enough time to collect the range of evidence the team needs to make judgements. You should record the evidence on the appropriate forms as the inspection proceeds.

### **i) Documents**

You must consider fully the provider's self-assessment report and action plan and base your pre-inspection commentary on them. You will need to consider other documentary evidence during the inspection. You should:

- set aside time during the inspection to consider this material;
- judge whether intentions are followed through into effective practice;
- evaluate policies and documents in terms of their impact on standards; and
- analyse assessment and performance information carefully, alongside national data and the context of the provider, to gain evidence of standards and trends over time.

### **ii) Observation**

#### **College-based**

The training sessions observed should be from the normal programme of work. You should not require changes to that programme. You should spend adequate time in sessions in order to provide the basis for making valid and reliable judgements.

In addition to the work seen during the observation of training sessions, you will need to look at the samples of work from trainees of above average, average and below average achievement. 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. You will find it helpful to have trainees' assessment records alongside their written work, if available. You may need to collect separate samples of work from subject areas and evidence of standards in key skills, as necessary.

When occurring during the inspection periods, an inspector will attend mentor training sessions and key quality assurance and partnership meetings. Documentary evidence for the effectiveness of these will be scrutinised, including any evaluations of them by the provider.

#### **School-based**

During the inspection of school-based training, you should aim to observe enough final-year trainees to test the provider's own assessment. The sample will include at least 10% of trainees from each primary course and each secondary subject inspected. Where numbers are small, a sample larger than 10% will be selected.

The sample will include trainees with very good, good and satisfactory standard of teaching. The numbers of trainees from each category in the sample should be broadly proportional to the number in each category across the cohort, as judged by the provider. It will be necessary to inspect the effectiveness of procedures and guidance for dealing with trainees experiencing difficulties.

You may inspect secondary trainees teaching any second subject for which they have been trained, especially where it is an intrinsic part of the first subject training, for instance, biology as part of science or a second modern foreign language.

### **iii) Discussion**

Discussions with staff and others provide important evidence relating to responsibilities, procedures and policies. They are part of the dialogue that we have with staff. They contribute positively to the inspection and help you to establish the context of what is seen. You should arrange discussions at mutually convenient times, ensuring that meetings do not make unreasonable demands on staff. You need to plan carefully and co-ordinate meetings with staff who have several responsibilities.

Effective inspection involves joining individuals and groups of trainees to look at their work and to discuss it with them. In addition, you should arrange to meet with representative groups of trainees to discuss their learning experiences and the support that they have received from the institution. You will be aiming to explore through these discussions the extent to which all trainees, 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 team should agree on overall judgements that are based upon sufficient valid and reliable evidence.

Well-structured meetings help the inspection team to test self-assessment findings and their own hypotheses, consider evidence, address judgements required by the framework and discuss key issues.

The reporting inspector should establish a sense of common purpose and a clear understanding of responsibilities. Meetings should have agendas, and opportunities should be provided for you to:

- test the judgements in the provider's self-assessment 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. There should be a strong link between the grade(s) awarded for standards and the grade awarded for leadership and strategic management (Key Question 5). For each programme (e.g. B.A with QTS, PGCE with QTS), a grade is awarded for standards. These grades will appear in a table in the report and will contribute to the grade for Key Question 1. Individual secondary subjects are also awarded separate grades for standards. However, these grades are expressed in the text for Key Question 1. Where the number of trainees is fewer than five, grades will not be published to ensure individual privacy. An overall grade will not be awarded for the provider as a whole.

All grades reported during the inspection will be **provisional and confidential** and will be reviewed as part of Estyn's internal moderation and quality assurance procedures.

## Giving feedback

Providing feedback at the end of observed training sessions 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 you should find an opportunity for feedback at some other time during the inspection. Dialogue allows trainers to clarify the context of the sessions, and to tell you about future work, as well as to receive a brief evaluation of the quality of the session. The discussion could also explore ideas on developing the work and the wider work of the provider. You should not allow discussion about the work to stray into giving advice, although you might consider the range of options available.

Towards the end of each section of the inspection (such as after the school-based and college-based part of the inspection), you should offer a formal oral feedback on inspection findings to those with responsibilities for particular subjects or areas of learning. 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. The reporting inspector should agree the feedback arrangements with the provider during the pre-inspection visit.

You should:

- conduct meetings in a way that will encourage discussion and the assimilation of judgements; and
- devote enough time to feed back your findings.

When giving feedback on trainees' teaching and on the school-based provision, you should:

- give feedback on good features and shortcomings of trainees' teaching to trainees and to the school (and tutor if present), but not on the overall judgement made on the teaching of individual trainees; and
- give informative feedback to schools on their role in the partnership and the quality of training they provide, and how well they prepare and support trainees, but not on other aspects of their work, unless there is cause for serious concern.

The reporting inspector takes account of issues emerging from the college-based and school-based sections of the inspection to inform subsequent sections. 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. This feedback will include an interim meeting after each section.

## 2.7 After the inspection

As **the reporting inspector**, you should:

- receive and collate all written evidence from team members;
- produce a first draft of the report; and
- give a final oral feedback to senior staff on the main findings and recommendations, within three weeks of the last inspection visit.

### Writing the inspection report

**The reporting inspector** is responsible for producing a final inspection report that must be clear and helpful to the provider. The report is published bilingually in plain Welsh and English. We aim to publish it 15 working weeks after the end of the inspection. The end of the inspection is normally deemed to be the final feedback visit.

As **the reporting inspector**, you should:

- draft the report in line with the publishing schedule;
- send a copy of the first draft to team members with a clear deadline for return of comments;
- receive comments on first drafts from the team members within the stated time;
- produce the final draft and ensure that the report represents the collective judgements of the inspection team;
- supply the provider with the confidential final draft to check for factual accuracy;
- arrange for the provider to produce a response to the findings;
- edit the report and take it forward to publication;
- enter the inspection grades onto the Athene database; and
- upload onto Athene the published version of the report.

The structure of the inspection report is based on the Common Inspection Framework:

**Context**

**Summary and recommendations**

**Standards**

1 How well do learners achieve?

**The quality of education and training**

2 How effective are teaching, training and assessment?

3 How well do the learning experiences meet the needs and interests of learners and the wider community?

4 How well are learners cared for, guided and supported?

**Leadership and management**

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?

**Welsh-medium teaching**

**Provider's response to the report findings**

The report is based on the Common Inspection Framework and includes the following additional elements:

- **Summary and recommendations**

The section summarises main issues and recommendations 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, you should 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.

- **Welsh-medium teaching**

Some ITT providers and trainees receive additional funding for teaching in Welsh. In these cases, the report will contain an additional section on the standards, quality of education and training, and leadership and management of Welsh-medium teaching.

- **Provider's response to the report findings**

Each provider is invited to prepare a short response to the inspection findings that may be included in the published report, with the agreement of the reporting inspector. The purpose of this is to give the provider an opportunity to respond to the findings and to give an early indication of how it intends to tackle the

recommendations in the report. The response can also state to what extent the report will aid the development of the provider and indicate how closely the main findings match the provider's own perceptions. The published response is not the place to raise general issues about the methodology of inspection or specific matters about the conduct of the inspection or its outcomes.

An opportunity to comment on the process of inspection is available separately by completing a questionnaire at the end of the inspection and returning it to Estyn.

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

## **2.8 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. To enable providers to comment on the process of inspection, we will invite them to complete a questionnaire after the inspection, issued at the same time as the inspection report.

Providers should raise any concerns about the conduct of an inspection with the reporting inspector during the inspection. Objections to the findings of inspection should also be discussed with the reporting inspector in the first instance. If complaints about conduct or appeals against findings cannot be settled in this way, then you should write to the Chief Inspector asking for your complaint or appeal to be considered further. A leaflet explaining appeals and complaints procedures in full is available from Estyn.

### **3 Guidance on using the criteria**

#### **Using the criteria**

Inspections evaluate and report on seven key questions. These form the basis 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. This guidance sets out for each criterion a range of features to be considered by inspectors in making judgements.

#### **Sources of evidence**

Documents:

The documents needed in the inspectors' base room during the inspection include:

- self-assessment report and action plans;
- annual course reviews, external examiners' and other quality assurance reports;
- statistical data on completion, pass and employment rates;
- sample of trainees' work, such as teaching files, audit information and assignments;
- records of assessment and of feedback to trainees, including career entry profiles;
- course and subject handbooks and timetables;
- partnership documentation, including responsibilities of tutors and mentors;
- evidence of course evaluation from trainees, mentors and employers;
- minutes of key meetings and committees;
- staff CVs, job descriptions and staff development programmes;
- description of management systems;
- strategic development plans; and
- other policy documents, for example on induction, trainee support and equal opportunities.

Observation:

- lessons taught by trainees (normally trainees in their final year);
- training sessions, lectures and tutorials for trainees in college and in schools;
- feedback to trainees following lesson observation; and
- other staff training, planning or quality assurance meetings.

Discussion:

- with trainees and with staff, including tutors, course leaders, headteachers and mentors.

### 3.1 Context

Inspectors should provide a commentary on:

#### □ 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 provider;
- any significant changes which have taken place recently; and
- partnerships with schools and other providers and educational organisations.

#### □ Its 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 their main aims and objectives from:

- mission statements;
- strategic and operational plans;
- self-assessment reports;
- prospectus; and
- discussions with key stakeholders.

An evaluation of the extent to which the provider succeeds in achieving these will appear in the main body of the report.

These sections will be agreed with the provider.

### 3.2 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 their judgements, inspectors should consider, where applicable, the extent to which learners:</p>
<p><input type="checkbox"/> <b>their success in attaining agreed learning goals</b></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><input type="checkbox"/> <b>the development of their personal, social and learning skills</b></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><input type="checkbox"/> <b>their progress in learning</b></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

Inspectors should evaluate and report on the standards achieved by trainees including:

### □ their success in attaining agreed learning goals

#### **1.1 Do trainees achieve high standards in their knowledge, understanding and skills?**

You should judge the extent to which trainees achieve high standards in their teaching. You should judge the extent to which trainees' demonstrate good knowledge, understanding and skills against the standards for the award of QTS and, where appropriate, the requirements of the ITT National Curriculum, currently set out in 'Becoming a Qualified Teacher' (DELLs Information Document No:021-06). You should take due regard of revisions to the circular and of any subsequent legislation and non-statutory guidance.

The standards for the award of QTS require that trainees demonstrate that they understand that pupils should be given opportunities to develop their knowledge and understanding of Y Cwricwlwm Cymreig. You should judge this by the extent to which trainees:

- have a good knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales;
- know and understand the distinct nature of the National Curriculum Orders for each subject and of the common requirements in Wales;
- plan, resource and provide effective opportunities for pupils to develop their knowledge and understanding of Y Cwricwlwm Cymreig and the distinctively Welsh elements of the National Curriculum; and
- assess pupils' progress in developing their knowledge and understanding of Y Cwricwlwm Cymreig.

#### **1.2 Do trainees achieve agreed learning targets and goals?**

You should judge how well trainees:

- achieve targets that are challenging, specific and help them know what they need to do to improve their teaching;
- are fully aware of the targets they have been set; and
- monitor progress towards their targets carefully.



**1.3 Do trainees reach appropriate levels in key skills, including bilingual competence?**

You should judge trainees' key skills by the extent to which they meet statutory expectations of entrants into teaching, including that they:

- are able to read effectively and communicate clearly and grammatically in spoken and written standard English and, where appropriate, in written and spoken Welsh;
- have attained the standard required to achieve at least a grade C in the GCSE examination in English, mathematics and, for primary entrants, science;
- have developed appropriate bilingual skills; and
- know how to use ICT effectively to teach in their subject or phase, and to support their wider professional role.

**1.4 Do trainees succeed regardless of their social, ethnic, or linguistic background?**

You should judge the extent to which all trainees, regardless of their social, ethnic or linguistic backgrounds:

- are challenged to progress and succeed; and
- make good progress against targets set for them.

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

You should judge trainees' performance against national data, and alongside data and targets produced by providers themselves, including information on:

- recruitment on to courses, including targets for ethnic minority and under-represented groups in initial teacher training;
- entry qualifications and match of qualifications with specialist subjects;
- proportion of trainees gaining QTS;
- proportion of trainees whose teaching is judged good;
- recruitment to teaching posts;
- performance against the provider's own targets; and
- judgements made by external examiners and others.

HEFCW publishes statistical information on the performance of ITT providers. The Chief Inspector's Annual Report and other Estyn reports identify the proportions of trainees' and qualified teachers' teaching that is judged good and the good features and shortcomings of that teaching. You should take care to place data in its proper context. For example, do not assume that low retention is always a weakness, as trainees who are unsuited to teaching may need to be counselled to leave the course.

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

You should judge trends in performance by:

- examining past data over a period of time to see how trends compare with national trends in performance and with those of comparable institutions;
- using current data to gain further evidence of trends; and
- taking account of factors that can have a distorting effect on trends.

**□ their progress in learning**

**1.7 Do trainees acquire new knowledge or skills, develop ideas and increase their understanding?**

You should judge trainees' response to training by the extent to which trainees:

- make good progress in achieving the standards for the award of QTS; and
- complete training tasks and assignments to a good standard.

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

You should judge trainees' capacity for self-evaluation by the extent to which trainees:

- know what to do to improve;
- discuss their progress with insight during regular review meetings;
- keep regular records of the good features and shortcomings of their teaching; and
- plan appropriate action to remedy shortcomings and to build on good features.

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

You should judge trainees' ability to make further progress by the extent to which trainees:

- evaluate their own teaching effectively and plan improvements;
- establish good working relations with tutors, mentors and others;
- assimilate advice and learn from others;
- understand the use of career entry profiles for the effective induction and early professional development of newly qualified teachers; and
- take control and responsibility for their own professional development.

□ **the development of their personal, social and learning skills**

**1.10 Do trainees show motivation, work productively and make effective use of their time?**

You should judge trainees' motivation and use of time by the extent to which trainees:

- organise their time effectively to meet deadlines;
- prepare thoroughly before teaching lessons and for training sessions, tasks and assignments;
- relate training sessions to their classroom experience and teaching;
- show commitment and initiative; and
- contribute confidently to discussion and practical work.

**1.11 Do trainees behave responsibly and show respect for others?**

You should judge trainees' behaviour by the extent to which trainees:

- establish effective working relationships with tutors, colleagues, teachers and other school staff;
- treat pupils with respect and care, showing awareness of their backgrounds, experience and interests, and having concern for their broader development as learners and their safety and welfare;
- set a good example to the pupils they teach, through their own conduct: and
- aim to motivate and inspire all pupils and promote their intellectual and personal development.

**1.12 Do trainees achieve high levels of attendance and punctuality?**

You should judge trainees' attendance and punctuality in college or school against the expectation made of qualified teachers and by inspecting:

- evidence from training sessions observed;
- registers of attendance, where they exist; and
- strategies for improving attendance and punctuality.

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

You should judge trainees' ability to work independently by the extent to which they demonstrate the capacity for:

- reflection and independent critical thought;
- personal enquiry and an appreciation of the benefits of educational research; and
- their ability to recognise their own needs and take responsibility for their own professional development.

- 1.14 Do trainees progress well in their personal, social, moral and wider development?**
- You should judge trainees' progress by how well they:
- develop their wider skills, confidence and self-esteem;
  - demonstrate mutual respect and consideration for their pupils and colleagues and an understanding of their problems, needs and concerns; and
  - understand their wider professional responsibilities, such as their pastoral role.
- 1.15 Do trainees demonstrate an awareness of equal opportunity issues and a respect for diversity within society?**
- You should judge how far trainees:
- are committed to ensuring that every pupil is given the opportunity and encouragement to achieve the high expectations set for them;
  - demonstrate and apply in their teaching a positive regard for others, regardless of their race, culture, disability or age;
  - challenge the stereotypical views of others; and
  - understand how national priorities regarding equal opportunities and diversity relate to education.
- 1.16 Are trainees prepared for effective participation in the workplace and the community?**
- You should judge how well trainees:
- take a full and active part in all aspects of school life including, wherever possible, extra-curricular activities and in-service training opportunities;
  - recognise that learning is influenced by factors outside school and understand the need to liaise effectively with parents and carers and with other relevant agencies; and
  - understand the responsibilities of and work effectively alongside support staff and other professionals involved in young people's learning and welfare.

### 3.3 The quality of education and training

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

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which teachers and trainers:</p>
<p>□ <b>how well teaching and training meet learners' needs and the curricular or course requirements</b></p>	<p>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 and disability equality;                  2.7 meet the language needs of the learners, 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;</p>
<p>□ <b>the rigour of assessment and its use in planning and improving learning</b></p>	<p>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 learners' 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.</p>

## Using the criteria

Training will take different forms and judgements should be based on outcomes and not on preference for particular methods. The teaching methods and organisation adopted should promote the highest standards and exemplify the best teaching practice.

Inspectors should evaluate and report on:

### □ **how well teaching and training meet trainees' needs and the curricular or course requirements**

#### **2.1 Do tutors and mentors stimulate and challenge trainees to achieve excellence?**

You should judge how well training prepares trainees to achieve excellence in their teaching by the extent to which tutors and mentors:

- exemplify the best teaching in their own sessions;
- make sure trainees observe and collaborate with teachers who demonstrate excellent practice in a full range of teaching methods;
- encourage trainees to reflect on how pupils and they themselves learn;
- are innovative in seeking effective methods to introduce trainees to effective teaching practice;
- address national priorities and shortcomings identified through inspection;
- know the strengths and shortcomings of trainees well and provide them with effective feedback; and
- set trainees challenging targets for improving their teaching.

#### **2.2 Do tutors and mentors establish good working relationships that foster learning?**

You should judge the extent to which tutors and mentors:

- work in partnership to create a purposeful and consistent working environment for trainees;
- establish mutual respect between themselves and trainees;
- seek to engage and maintain trainees' interest and motivation; and
- succeed in supporting individual trainees.

**2.3 Do tutors and mentors show good subject knowledge and familiarity with recent developments in their field?**

You should judge tutors' and mentors' subject expertise by:

- their knowledge and understanding of statutory requirements;
- their up-to-date subject and phase knowledge; and
- the extent to which they:
  - work regularly together to maintain recent and relevant experience of each other's work;
  - attend appropriate staff development and conferences; and
  - gain further qualifications, undertake research or contribute to subject associations.

**2.4 Do tutors and mentors plan effectively and have clear objectives for taught sessions and other learning experiences that trainees understand?**

You should judge to what extent planning:

- has clear objectives;
- structures learning experiences carefully and makes good use of time;
- takes into account the differing needs of trainees; and
- shows how college-based and school-based training are linked.

**2.5 Do tutors and mentors use a range of teaching and training methods and resources which secure the active engagement of trainees?**

You should judge the extent to which trainees:

- observe and collaborate with teachers who between them demonstrate a full range of effective teaching methods;
- share good practice with other trainees and take an active role in their training;
- are clear about what they are doing and how it is relevant to teaching pupils in schools;
- are taught how to use a range of teaching methods and to manage different forms of classroom organisation;
- are shown how to challenge pupils to reach the highest standards; and
- are shown how to assess and record pupils' progress systematically and to use these records to plan lessons and set pupils targets.

You should also judge the extent to which tutors and mentors:

- introduce content with knowledge, skill and imagination;
- provide clear explanations and employ questioning that contributes to trainees' understanding;
- draw upon trainees' classroom observation and teaching in training sessions;
- select and use appropriate teaching resources; and
- draw on relevant inspection evidence and research findings.

**2.6 Does the training promote equality of opportunity and actively address issues of gender, race, disability and equality?**

You should judge how well training promotes equal opportunities by evaluating the extent to which trainees:

- are stimulated to think critically about tackling social disadvantage, extending entitlement and related issues;
- apply their knowledge and understanding of these issues in their planning and teaching; and
- are prepared to teach particular groups of pupils so that they take account of and support the varying needs of pupils, boys and girls, including those with special educational needs, those who are disaffected, those who have English as an additional language, those from minority ethnic or religious groups, and gifted or talented pupils.



**2.7 Does the training meet the language needs of the learners, including providing access to bilingual teaching and training?**

You should judge how well the training is planned to meet the language needs of the trainees by the extent to which:

- there are arrangements to support trainees who have English as an additional language;
- there is access to bilingual teaching and training;
- support is available for trainees to undertake school experience through the medium of Welsh; and
- there are opportunities for assessment and accreditation in Welsh.

**2.8 Is the training planned to meet trainees' individual needs flexibly and to monitor and review their progress?**

You should judge whether the provider:

- has effective systems for auditing trainees' knowledge, understanding and skills on entry;
- has suitable arrangements in place to ensure that by the end of the course trainees have enough knowledge, understanding and skills to be able to teach competently;
- is flexible enough to meet trainees' individual needs and targets the support well;
- assesses trainees' levels of understanding and progress accurately;
- monitors progress, has regular reviews and targets areas for development; and
- is consistent in the process of advising and counselling trainees at risk of failing.

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

**2.9 Do tutors and mentors assess trainees' achievements and progress fairly, accurately and regularly?**

You should judge:

- whether trainees receive good quality, detailed, regular feedback on their teaching that:
  - sets out the main good features and shortcomings of teaching briefly and accurately;
  - challenges trainees' misconceptions;
  - places enough emphasis on what pupils achieve and learn; and
  - sets the trainee clear targets for improvement;
- the clarity, validity and relevance of assessment criteria and their match with the standards for the award of QTS;
- whether there are criteria for assessing good and excellent performance;
- whether tutors and mentors apply assessment criteria consistently, rigorously and accurately;
- whether tutors and mentors use a range of assessment methods including relevant tasks and assignments;
- whether trainees' good features and shortcomings are identified and used to inform training;
- the extent to which assessment records are systematic, manageable and useful;
- the balance of formal assessment and self-evaluation; and
- whether all aspects of assessment are moderated.

**2.10 Do assessment arrangements meet statutory requirements, and those of regulatory bodies, for recording and accrediting learners' achievements?**

You should judge whether and to what extent:

- assessment procedures comply fully with the standard for QTS; and
- assessment takes account of trainees' knowledge and understanding of Y Cwricwlwm Cymreig.

**2.11 Do trainees understand the purpose of assessment and are they involved in planning their own progress and improvement?**

You should judge the extent to which tutors and mentors:

- make assessment criteria explicit to trainees and those involved in assessing trainees; and
- use assessment to help trainees understand from an early stage in their course what they need to do to improve.

**2.12 Are all members of the partnership clearly and regularly informed about trainees' progress and achievement?**

You should judge to what extent records and procedures:

- alert tutors effectively to what trainees can and cannot do;
- help mentors identify trainees' individual needs in good time to plan school-based training;
- monitor trainees' progress in meeting the standards for the award of QTS accurately; and
- assist trainees in completing a career entry profile that informs their early professional development.

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

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

## Using the criteria

Inspectors should evaluate and report on:

### □ the extent to which learning experiences meet learners' needs and interests

**3.1 Does the training meet trainees' needs and aspirations and, where appropriate, give them the opportunity to achieve accreditation?**

You should judge to what extent:

- courses meet the needs and expectations of all trainees; and
- training stimulates trainees to reflect, think critically and undertake personal enquiry.

**3.2 Does the training provide balance, breadth, coherence, continuity and progression?**

You should judge whether planning and management ensures balance, breadth, coherence and continuity of training by the extent to which:

- training is designed to enable trainees to meet the standards for the award of QTS;
- trainees are prepared to teach and assess the National Curriculum in the subjects for which they are training;
- training provides a coherent training experience in which all elements combine effectively to develop the trainees' teaching;
- the overall organisation of the course and the distribution of time among subjects and aspects are effective;
- training builds systematically on trainees' existing knowledge, understanding and skills;
- trainees undertake substantial and sustained periods of class teaching in more than one school;
- trainees observe, teach and assess pupils of differing abilities across the full age-range for which they are training;
- account is taken of the need for trainees to contribute to teaching basic and key skills thoroughly;
- trainees are prepared to teach across at least two key stages (where two key stages covers courses covering the Foundation Phase; courses covering key stage 2 and courses covering the 14 – 19 age range);
- trainees are aware of the curricular and teaching arrangements in the key stages or phases before and after the ones for which they have trained; and
- trainees are familiar with the National Curriculum guidance on PSE and WRE relevant to the key stages or phases they are training to teach.

Providers of primary courses need to cover the non-core subjects as listed in Standard 2.1(b), but only to ensure that trainees have enough understanding of a range of work across the required subjects. You should judge the extent to which trainees have the appropriate knowledge, understanding and skills in the key subject against the rationale set out by the provider. This rationale should be included in the documents that the provider gives inspectors before the inspection. The rationale should clearly state the knowledge, understanding and skills that trainees will be expected to have by the end of the course, how this will be audited and taught and how the provider will assess this. .

**3.3 Does the training develop trainees' basic and key skills?**

You should judge the extent to which providers:

- audit trainees' basic and key skills to identify the gaps in their competence; and
- provide trainees with individualised support to meet identified needs.

**3.4 Does the training broaden and enrich trainees' experience through a variety of activities?**

You should judge the extent to which standards of trainees' teaching and professional development benefit from:

- the nature and extent of additional activities;
- optional taster courses; and
- sport, clubs, visits and special events.

**3.5 Do learning experiences promote trainees' personal development - including their spiritual, moral, social and cultural development?**

You should judge trainees' spiritual, moral, social and cultural development by:

- the quality of the day-to-day life of the course as a whole;
- the example set by tutors and other staff; and
- the extent to which trainees promote pupils' spiritual, moral, social and cultural development in schools.

**3.6 Are the experiences provided enriched by effective partnerships with other providers and with all interested parties?**

For most providers, the most important partnership is that between the HEI and its partner schools. You should judge the extent to which this partnership is one:

- of respect between equals; and
- to which all partners contribute fully to the planning, delivery, management and evaluation of the training.

You will also need to evaluate the provider's efforts to collaborate with:

- other ITT providers, for example for joint provision or to produce common teaching materials;
- local education authorities, for example for induction or early professional development arrangements; and
- further education colleges and work-based settings for post-16 education, nursery settings or other educational organisations.

**3.7 Does the training meet legal and course requirements?**

You should judge whether training programmes are designed to meet statutory requirements, including those currently set out in DELs Information Document N0 021-06 for:

- standards for the award of QTS; and
- requirements for all courses of ITT.

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

**3.8 Do the trainees' learning experiences provide effective work-related education?**

You should judge the quality of work-related education by the extent to which providers:

- ensure that school placements are well-matched to trainees' needs;
- ensure that the content of school-based training complements and builds on college-based training; and
- monitor the quality of placements, for example through surveys of trainees' views, tutor visits and Section 10 inspection reports.

**3.9 Do the trainees' learning experiences promote their bilingual skills and reflect the languages and culture of Wales?**

You should judge the provision for promoting bilingual skills by the extent to which:

- there are adequate opportunities for trainees to learn or to improve their Welsh, including suitable extra-curricular activities;
- trainees take up the opportunities to learn Welsh and make progress in learning the language and in developing their bilingual competence;
- there are opportunities to use bilingual skills across the course and in schools: and
- trainees are able to support and develop pupils' bilingualism.

Schools in Wales are required to provide a curriculum that reflects the languages, culture, economy, environment and history of Wales. In all subjects, there are statutory orders for attainment targets and programmes of study specific to Wales. The requirements for all courses of ITT specify that providers must ensure that courses take account of Y Cwricwlwm Cymreig. ITT providers in Wales offer courses that are designed to cover not only the National Curriculum subject orders and other legislation in force in Wales, but also those applicable in England. You should take these factors into account when making your judgements.

You should judge the effectiveness of the training for Y Cwricwlwm Cymreig by the extent to which:

- courses give adequate and appropriate attention to Y Cwricwlwm Cymreig;
- trainees make progress in their knowledge and understanding of Y Cwricwlwm Cymreig; and
- trainees use their skills, knowledge and understanding of the languages and culture of Wales in planning, teaching and self-evaluation.



**3.10 Do trainees' learning experiences tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all trainees?**

You should judge how well providers do this by the extent to which they:

- give careful consideration to how to make their courses accessible to under-represented groups;
- provide marketing and publicity material accessible to all potential applicants and their advocates;
- have effective recruitment strategies to remove barriers to inclusion;
- demonstrate success through the applications made, places offered and places accepted by trainees that reflect the diversity of the population;
- monitor progress towards inclusion and set and monitor targets for under-represented groups;
- provide additional support so that particular groups of trainees or trainees with specific needs can successfully undertake their course; and
- make sure trainees are aware of and apply their understanding of these issues to their teaching.

**3.11 Does the provider promote education for sustainable development?**

You should judge:

- the extent to which trainees are aware of and apply their understanding of sustainable development and related issues to their teaching.

**3.12 Do the learning experiences take account of employers' needs?**

You should judge the quality of learning experiences by the extent to which the provider:

- seeks the views of headteachers, particularly those in partner schools or who have appointed trainees, and takes these into account in course design.

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

You should judge the extent to which provision:

- prepares trainees for employment in education through developing a range of skills in line with national priorities.

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

You should judge the extent to which:

- national priorities for tackling social disadvantage, equality of opportunity and sustainable development feature in provision; and
- course design, delivery and development plans show a commitment to these priorities.

**Key Question 4: How well are learners cared for, guided and supported?**

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which providers:</p>
<p>□ <b>the quality of care, support and guidance to learners</b></p>	<p>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 or 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 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;</p>
<p>□ <b>the quality of provision for additional learning needs</b></p>	<p>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;</p>
<p>□ <b>the quality of provision for equal opportunities</b></p>	<p>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</p>

	<p>areas of activity;</p> <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

Inspectors should evaluate and report on:

#### □ the quality of care, support and guidance to trainees

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

You should judge the extent to which the provider:

- systematically plans, monitors and adapts its care arrangements; and
- provides a good role model for trainees.

**4.2 Does the provider work in partnership with parents, carers and employers, and take account of their views?**

You should judge:

- how effectively the views of headteachers who have employed trainees are gathered, analysed and used.

**4.3 Does the provider give information on all the opportunities available and impartial guidance that help potential trainees to choose the course that is right for them?**

You should judge the extent to which providers:

- aid potential applicants to explore the possibilities of a career in teaching;
- make available publicity material in Welsh and English that refers to Y Cwricwlwm Cymreig and to opportunities for learning Welsh;
- involve school staff in the selection of trainees;
- base interviews and selection tasks on consistently applied criteria;
- recruit trainees who meet entry requirements and selection criteria, while giving careful consideration to academic equivalence, relevant experience, personal qualities and motivation;
- assess thoroughly the academic level of non-standard entry trainees and their ability to benefit from the course;

- meet recruitment targets and recruit high calibre entrants of both sexes and from under-represented groups;
- have accurate and reliable data on entry qualifications and completion rates;
- track, analyse and act upon information about destinations and employment rates; and
- monitor all trainees progress rigorously and, where appropriate, counsel out trainees who prove to be unsuitable for teaching.

**4.4 Does the provider have induction programmes that help trainees to settle in quickly, and to understand their rights and responsibilities and the demands of the course or the programme?**

You should judge this by the extent to which induction:

- supports trainees in understanding course and assessment requirements;
- tells trainees how to access support;
- helps trainees to understand their rights and responsibilities; and
- makes trainees aware of complaints and appeals procedures.

**4.5 Does the provider provide high quality personal support and guidance for learners, including access to personal and social education, tutorial programmes and specialist services?**

You should judge support and guidance for trainees by the extent to which they all have easy access to and are aware of a range of support services including:

- confidential guidance on personal, health and financial matters from appropriately qualified counsellors;
- tutorial support to meet trainees' individual needs on personal and study matters;
- support for trainees making limited academic progress or are unable to access provision by traditional means;
- effective links between tutors and mentors to ensure continuity of personal support throughout the training; and
- additional funding to help trainees in need of financial support.

- 4.6 Does the provider monitor the trainees' punctuality, attendance, behaviour and performance, and take early and appropriate action where necessary?**
- You should judge provision for ensuring that trainees develop appropriate values and qualities by the extent which it:
- communicates high expectations to trainees;
  - monitors regularly punctuality, attendance, behaviour and performance;
  - intervenes at an early stage where trainees are not meeting these expectations;
  - ensures that members of the partnership are working together to promote these values; and
  - helps trainees to deal sensitively with confidential issues.
- 4.7 Is there effective careers education and guidance that helps trainees to make informed choices?**
- You should judge the quality of careers education and guidance by the extent to which it:
- helps trainees to understand the different career paths open to them in education;
  - supports trainees in the process of applying for teaching posts; and
  - works with schools and LEAs to help trainees gain employment.
- A few trainees are not suited to teaching. You should judge whether these are properly and sensitively counselled to leave in the early stages of the course and provided with suitable careers advice.
- 4.8 Does the provider assure the well being of all trainees?**
- You should judge arrangements to assure the well-being of trainees by the extent to which:
- providers have health and safety policies in place; and
  - trainees demonstrate good awareness of health and safety issues in their teaching.
- 4.9 Does the provider have effective procedures for the protection of children and young people, including dealing with appeals and complaints?**
- You should judge these procedures by the extent to which the provider:
- complies with the legal requirements for vetting trainees;
  - makes sure that trainees understand the most recent national guidance on child protection including the Code of Practice deriving from the Children Act 1989 and the Children's Commissioner for Wales 'Clwyd' report into child abuse; and
  - monitors, reviews and adapts its policies and procedures for dealing with complaints.

□ **the quality of provision for additional learning needs**

**4.10 Does the provider effectively diagnose individual learning needs?**

You should judge arrangements by the extent to which they:

- identify individual trainees' learning needs through high quality diagnostic assessment.

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

You should judge the quality of the additional support by the extent to which:

- there are appropriate arrangements for individual trainees to overcome difficulties they may have;
- suitable resources and trained staff are available to support trainees; and
- the provider monitors, reviews and adapts its support arrangements.

**4.12 Is there appropriate support for trainees whose behaviour impedes their progress and those of others?**

You should judge the quality of the support by the extent to which the provider:

- identifies behaviour which may impede trainees' progress;
- makes appropriate arrangements for trainees to overcome any difficulties they may have; and
- monitors, reviews and adapts its support arrangements.

A minority of trainees may develop personal problems during their training. Support may involve counselling, developing an individual training plan, counselling the trainee to defer or to not to continue with the course.

□ **the quality of provision for equal opportunities**

**4.13 Does the provider support and guide trainees appropriately taking account of their social, educational, ethnic or linguistic background?**

You should judge the quality of support and guidance by the extent to which all trainees:

- are aware of, and access the support and guidance available to them; and
- demonstrate progression on their course as a result.

**4.14 Does the provider promote gender equality and challenge stereotypes in learners' choices and expectations?**

You should judge this by the extent to which:

- training for trainees, tutors and mentors incorporates these issues;
- the provider seeks the views of trainees in relation to their experiences on the course and modifies it as necessary; and
- trainees demonstrate a good grasp of these issues in their teaching.

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

You should judge the extent to which:

- there are policies and plans in place to promote race equality;
- that policies and plans are implemented and that there are procedures to monitor, review and adapt policies and plans when necessary;
- training for trainees, tutors and mentors incorporates these issues;
- the provider seeks the views of trainees in relation to their experiences on the course and modifies it as necessary; and
- trainees demonstrate a good grasp of these issues in their teaching.

**4.16 Does the provider have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment?**

You should judge whether there are:

- effective anti-harassment policies, procedures and disciplinary measures in place that are known to and acted upon by all members of the partnership;
- guards in place against institutional racism through providing appropriate training for partnership staff; and
- appropriate steps in place to monitor, review and adapt policies and procedures.

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

You should judge whether the provider:

- secures equal treatment of disabled trainees;
- makes reasonable adjustments to avoid putting disabled trainees at substantial disadvantage;
- provides facilities to support disabled trainees' learning and physical needs;
- has effective policies and procedures in place which are known and acted upon by all members of the partnership; and
- takes appropriate steps to monitor, review and adapt policies and procedures.



**4.18 Does the provider recognise and respect diversity?**

You should judge the extent to which training enables trainees:

- to develop an understanding of diversity and come to value the contributions of others; and
- to identify and meet the diversity of pupils' needs in their teaching.

### 3.4 Leadership and management

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

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which leaders and managers:</p>
<p>□ <b>how well leaders and managers provide clear direction and promote high standards</b></p>	<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; 5.2 have explicit aims and values that promote equality for all, and which are reflected in the provider's work; 5.3 take account of national priorities and local partnerships and consortia agreements; 5.4 set and meet challenging, realistic targets and goals; 5.5 manage and improve the performance of individual staff, teams and departments; and 5.6 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision;</p>
<p>□ <b>how well governors or other supervisory bodies meet their responsibilities</b></p>	<p>5.9 the extent to which governors and other supervisory board members:</p> <ul style="list-style-type: none"> <li>• help to set the provider's strategic direction;</li> <li>• regularly monitor the quality of provision; and</li> <li>• meet regulatory and legal requirements.</li> </ul>

## Using the criteria

Inspectors should focus on the quality of leadership and not on leadership styles. Inspectors should evaluate and report on:

### □ **how well leaders and managers provide clear direction and promote high standards**

**5.1 Is clear direction given through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services?**

You will judge the extent to which:

- values and aims are stated explicitly and succinctly in documents;
- all partners demonstrate a sense of common purpose in their work;
- the provider builds a team whose members are representative of all partners and are willing to contribute their individual strengths; and
- the work of leaders and managers bears directly on the improvement of the quality of provision and on the standards achieved by trainees.

**5.2 Are there explicit aims and values that promote equality for all, and which are reflected in the provider's work?**

You should judge the extent to which:

- there is equality of opportunity for staff and trainees in the work of the provider;
- staff and trainees are actively involved in the formulation of policies and procedures that promote equality for all and take account of legal requirements;
- steps are taken to ensure that all staff and trainees understand these policies; and
- these are reflected in the work of partnership and kept under review.

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

You should judge the extent to which leaders and managers:

- take account of nationally identified priorities as a priority, such as tackling social disadvantage; and
- seek innovative means to contribute toward these priorities.

You should judge the management of the partnership between HEIs and schools by the extent to which:

- there are arrangements to prepare, train and support all tutors and mentors involved in training;
- partners understand the division of training roles and responsibilities;
- partners contribute to the planning, management, delivery, review and evaluation of the training;
- there is effective communication between the partners and between the partners and trainees;
- criteria and procedures for the selection and de-selection of partner schools take account of inspection reports, performance data and other evidence of the school's ability to train trainees;
- placements are made in secondary subject departments or primary classes whose teachers can support and train trainees well; and
- there is moderation of the assessment of trainees' teaching to ensure consistency.

**5.4 Are challenging, realistic targets and goals set and met?**

You should judge how well managers set and meet targets by the extent to which they:

- use a range of evidence such as that provided by trainee and mentor questionnaires, external examiner reports, and Estyn inspection and survey reports to establish priorities for improving training courses; and
- develop measures of how well their trainees teach compared with those from other institutions or with qualified teachers.

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

You should judge the extent to which leaders and managers:

- have set up suitable structures, committees and lines of communication;
- identify targets for individual staff and teams; and
- demonstrate that they track and evaluate improvements in performance, particularly in terms of the impact on trainees' teaching.

**5.6 Are staff appraisal or review and professional development effective in promoting professional development and improving the quality of provision?**

You should judge the quality of professional development of staff by the extent to which:

- it has an impact on the quality of training, particularly in terms of addressing long-standing shortcomings such as assessment for learning and consistent approaches to mentoring;
- there are effective arrangements for inducting all staff new to the partnership, and for those assuming new roles and responsibilities; and
- the impact of staff training, research time, and opportunities for HEI and school staff to work together are evaluated and adapted.

**□ Where relevant, the extent to which governors or other supervisory bodies meet their responsibilities**

**5.7 How well do governors or other supervisory boards help to set the provider's strategic direction?**

You should judge this by the extent to which:

- the contributions of high level boards and committees are informed by an understanding of initial teacher training; and
- the proceedings of these boards and committees enable them to fulfil their responsibilities for strategic planning.

**5.8 Do governors and or other supervisory bodies regularly monitor the quality of provision?**

You should judge this by the extent to which:

- the records and action plans that arise from committees indicate regular monitoring and evaluation of the quality of provision.

**5.9 Do governors and or other supervisory bodies meet regulatory and legal requirements?**

You should judge this by the extent to which:

- the records and action plans that arise from committees indicate compliance with statutory requirements.

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

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

**Using the criteria**

Inspectors should 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 use the information effectively?**

You should judge this by the extent to which leaders and managers:

- have a good understanding of relevant national standards, trends, priorities, issues and organisations;
- use a variety of approaches to evaluate the performance of the area for which they are responsible against agreed criteria, including using numerical data and information from systematic observation of training sessions; and
- demonstrate that they are able to implement vigorous and effective strategies that are likely to bring about improvements.

HEFCW statistical information and Estyn reports provide benchmarks that help HEIs to review their standards against national averages and the performance of other providers.

**6.2 Are self-evaluation arrangements comprehensive, systematic and based on first-hand evidence?**

You should judge self-evaluation arrangements by the extent to which they:

- use a range of appropriate strategies, including the use of external examiners;
- result in improvements in the standards of trainees' teaching;
- are part of regular quality assurance procedures;
- have a focus on every aspect of the provision; and
- evaluate progress against clear success criteria and measurable performance targets that are linked to the standards of trainees' teaching.

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

You should judge:

- the effectiveness of consultative groups or questionnaires in gaining trainees' views of provision;
- how quickly and effectively providers respond to trainees' views;
- to what extent action plans take into account issues raised by trainees;
- to what extent managers and leaders draw systematically on the views of mentors and of partner schools;
- to what extent managers and leaders draw systematically on the views of headteachers of schools where trainees have been appointed; and
- whether these views are used to bring about improvements in college-based and school-based elements of courses.

**6.4 Do all those involved in providing training and other services understand the self-evaluation arrangements and are they fully involved in them?**

You should judge this by the extent to which all staff in the HEI and in partner schools:

- understand their responsibilities within the self-evaluation process and the extent and nature of their involvement is clearly documented;
- are effectively involved in self-evaluation of both school-based and college-based provision;
- receive high quality feedback on their performance; and
- are supported to implement action plans and improve their performance.



□ **the effectiveness of planning for improvement**

**6.5 Are clear priorities and actions set to bring about improvement?**

You should judge the extent to which:

- teams are working well together to bring about improvement;
- staff in HEI and in partner schools are clear on their distinctive and joint contribution to improvement; and
- action planning conforms to good practice as set out in this guidance.

**6.6 Are priorities supported through adequate allocation of resources?**

You should judge this by the extent to which:

- there are enough training and briefing sessions for school mentors and college tutors;
- enough money, time, training and equipment are made available to implement the improvement strategies; and
- suitable resources are available to support partner schools in their training role, including ICT communication links.

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

You should judge this by the extent to which:

- identified shortcomings have been addressed quickly and effectively;
- issues raised by inspection and external examiners have been followed up effectively; and
- use has been made of the information about newly qualified teachers in their first year of teaching.

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

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which:
<input type="checkbox"/> <b>the adequacy, suitability and use made of staffing, learning resources and accommodation</b>	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 learners;
<input type="checkbox"/> <b>how efficiently resources are managed to achieve value for money</b>	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.

#### Using the criteria

Inspectors should evaluate and report on:

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

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

You should judge this by the extent to which:

- there are enough well-qualified and experienced staff to meet the training requirements, including Y Cwricwlwm Cymreig;
- the institution assures that staff who visit schools in the course of their work are suitable to come into contact with children and young people;
- all staff deployed to work with trainees have the necessary level of skill in classroom observation and judgement of teaching competence; and
- staff involved in training update their own professional and subject knowledge and teaching expertise.

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

You should judge this by the extent to which:

- there are enough books and other resources for assignment tasks and personal study purposes;
- there is a range of current learning resources in common use in schools for trainees;
- there are enough ICT resources relevant to the age ranges and to subjects offered;
- trainees have access to resources and equipment necessary to select or make teaching materials for their classes;
- trainees use resources well in private study, training time and their own teaching;
- staff make effective use of resources; and
- resources reflect Y Cwricwlwm Cymreig.

**7.3 Does accommodation provide a suitable setting for good teaching, learning and support for all trainees?**

You should judge this by the extent to which:

- there are enough specialist facilities to support trainees' learning and teaching;
- there are appropriate facilities for trainees to read and study in their non-contact time;
- the accommodation is suitable for the intended learning and teaching;
- there is a good model of teaching accommodation and display;
- accommodation reflects a Welsh ethos through exhibitions and displays; and
- the Welsh language is used in direction and location signs.

**□ how efficiently resources are deployed to achieve value for money**

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

You should judge this by the extent to which providers:

- budget systematically for all expenditure and know the costs of major developments and activities, including those involving partnership arrangements;
- identify priorities for development and areas where savings can be made;
- keep existing courses under review and question whether they are cost-effective;
- have effective mechanisms for identifying resource needs and the delegation of budgets;
- regularly monitor and evaluate the impact of accommodation and learning resources on standards and quality; and
- make decisions about priorities according to clear criteria.

**7.5 Are teaching, training and support staff deployed, managed and developed effectively?**

You should judge this by the extent to which providers:

- have effective mechanisms for managing and deploying staff; and
- have careful and accurate budgeting for staff and staff development based on regular appraisal of need.

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

You should judge this by the extent:

- that a strategic vision of the aims of the provision is the starting point for matching resources to proposed curriculum developments; and
- resources are re-allocated effectively in response to major changes.

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

You should judge this by the extent to which providers:

- spend public money wisely by applying best value principles to the decisions they make;
- compare costs and the quality of their provision with those of other providers;
- consult widely with staff, trainees, and headteachers and the wider education and teaching community about their decisions; and
- are prepared to make challenging changes in the light of comparisons and consultations.

You should judge value for money by the extent to which providers successfully balance the effectiveness of their provision against costs. You should judge the effectiveness of the provision principally by the standards of trainees' teaching and the quality of the education and training provided for them. You should judge the costs by the costs of running courses, mainly staffing costs, and the appropriateness of the resources and accommodation available.

### 3.5 Welsh-medium teaching

Schools in Wales are required to provide a curriculum that reflects the languages, culture, economy, environment and history of Wales. This includes the teaching of Welsh, either as a first or second language. Welsh-medium or bilingual schools also use the language as a medium of instruction in other areas of the curriculum. Some ITT providers have provision for preparing trainees to teach Welsh or Welsh as a second language or to teach other subjects in Welsh. Some of these providers and their trainees receive additional funding for preparing to teach in Welsh. In these cases, the report will contain an additional section on the standards, quality of education and training, and leadership and management of Welsh-medium teaching.

The **standard of trainees' teaching** is judged by the extent to which they:

- have a proper command of written and oral Welsh, including specialist terminology;
- complete assignments in Welsh to a good standard and participate well in discussions;
- know about the needs of bilingual pupils and the implications for teaching pupils with differing degrees of fluency in Welsh;
- are sensitive to the appropriate use of Welsh and English;
- plan and adjust the resources, tasks and language of their teaching appropriately;
- use a range of strategies to help pupils learn or improve their Welsh;
- make appropriate provision for SEN in Welsh-medium teaching; and
- know about organisations involved in supporting Welsh-medium teaching.

The **quality of the education and training** is judged by the extent to which:

- first language Welsh speakers can pursue their course and be assessed in Welsh;
- first and second language Welsh speakers benefit from provision to maintain and improve their Welsh;
- non-Welsh speakers take up opportunities to learn Welsh;
- training helps trainees use Welsh in the classroom;
- links between methods of teaching Welsh as a second language and other forms of language teaching are exploited;
- trainers provide a good model of using Welsh;
- Welsh-medium teaching issues are addressed in the training; and
- the selection and quality of trainee intake meets the needs of Welsh-medium education.

The **quality of leadership and management** is judged by the extent to which:

- partners involved in Welsh-medium education know how much attention they need to give and its nature in training for teaching in designated-Welsh schools, naturally-Welsh schools and bilingual schools;
- there is a match between trainees' training and the linguistic nature of the schools in which trainees teach;
- staff qualifications and experience ensure appropriate training for different linguistic situations; and
- there are enough good quality Welsh-medium resources which are readily available to trainees so that they can select or make Welsh-medium teaching materials for use with their classes.

### 3.6 Recommendations

Inspectors should provide:

#### □ **clear recommendations for improvement**

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. You should write the recommendations in plain English or Welsh and in order of priority. The recommendations should arise from the main findings and should provide a clear and practicable basis on which the provider can act. You should emphasise raising standards of trainees' teaching and improving the quality of provision. **Only those issues of greatest priority are appropriate here; 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 the inspection highlights issues already identified as priorities in the provider's development plan, you should refer to this in this section. The report should draw attention to any recommendation that reiterates a key issue in the last inspection report.

## **4 Self-evaluation and action planning**

### **4.1 Introduction**

The prime responsibility for raising standards and quality lies with the provider. Self-assessment 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.

Self-assessment is an established part of quality assurance arrangements in HEIs and their partner schools. The general inspector for a HEI will be familiar with the provider's processes and documents. The general inspector may attend quality assurance activities and together with the nominee is responsible for ensuring that inspection teams are informed of the relevant background.

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

### **4.2 Carrying out self-assessment**

The processes of self-assessment 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 trainees' teaching 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.

Partnerships between HEIs and schools benefit from a rich variety of quality assurance processes and experiences. A partnership needs to consider how best to employ these processes and experiences to achieve a coherent and balanced joint self-assessment of the provision across the partnership.

## Characteristics of effective self-assessment

Effective self-assessment:

- 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 trainees 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-assessment 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 framework; and
- **corporate** - findings reflect the collective view of staff.

A good self-assessment 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 assessments;
- 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-assessment looks first at standards and judges:

- how well trainees teach;
- what proportion of trainees' teaching is good or better;
- how well trainees teach compared with the national picture in the Chief Inspector's Annual Report and compared with the standards attained by qualified teachers;
- have common good features and shortcomings in trainees' teaching been identified against the standards for the award of QTS;
- whether employers and schools agree with the overall assessment;
- what use is made of measurable outcomes to judge standards and trends over time; and
- what proportion of trainees goes on to gain teaching posts.

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

## **Assessing the quality of education and training**

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

You 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 trainees make progress towards achieving the standards for QTS?
- Does the design and content of the training programme as a whole enable trainees to make the best possible progress? Is the training sufficiently direct and innovative?
- Does the provision build on strong links with schools?

There are several methods of assessing the effectiveness of training, including use of trainee questionnaires and focus groups. Systematic observation of education and training is relatively rare in ITT providers. As a result, staff may lack the shared understanding of good practice that they need in order to raise standards.

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

## **Assessing 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-evaluation. Self-assessment should lead to personal, team and institutional 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.

### **4.3 Preparing for inspection**

Inspection complements self-assessment. Both inspection and internal self-assessment 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, list the essential areas that a comprehensive self-assessment report needs to cover. It is helpful to base a self-assessment 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-assessment report and so arrive at their own judgements. The inspection report compares the judgements made in the self-assessment report with those of the inspection team. Inspectors' judgements on leadership and management take account of the quality and accuracy of self-assessment and of the self-assessment report.

#### **4.4 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 45 working days of receipt of the letter.

An opportunity to comment on the process of inspection is available to the provider by them completing a questionnaire at the end of the inspection and returning it to Estyn.

Implementation of the action plan will be followed up, usually through visits by the general inspector.

#### **4.5 Action planning**

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 trainees' teaching 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-assessment 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 1

### **Guidance on reinspection**

The following guidelines describe the processes that Estyn will use when reinspecting an initial teacher training provider and in publishing the reinspection report.

These guidelines should be read in conjunction with the Common Inspection Framework and the Guidance on the Inspection of Initial Teacher Training (ITT).

The legal basis for reinspection is the same as that for inspection and is set out in the Guidance on the Inspection of ITT. Under the terms of the Teaching and Higher Education Act 1998, Section 20(1), the Chief Inspector may inspect and report on any initial and in-service training of teachers which is provided by a relevant institution.

### **When will Estyn reinspect?**

In the original inspection, inspectors grade the seven key questions of the Common Inspection Framework using 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

Reinspection will only normally be necessary when one or more key questions are awarded a grade 4 or 5.

Estyn will usually undertake the reinspection within 18 months of the original inspection.

### **What will be reinspected?**

The reinspection will focus on the key questions awarded a grade 4 or 5.

How effectively the post-inspection action plan has been implemented and the progress made in addressing recommendations relating to other key questions will be followed up during a separate visit. Judgements relating to these will not be published and will not lead to re-grading.

### **What will be the outcome of the reinspection?**

The reinspection will result in the publication of a report on the Estyn website. The report will only cover the key questions awarded a grade 4 or 5 in the original inspection report.

The reinspection will grade the relevant reinspected key questions, which may result in a change of grade(s) from those awarded in the original inspection report.

The provider will be invited to submit a response to the reinspection that will, with the agreement of the reporting inspector, be published as part of the report.

### **When will the college be notified of reinspection?**

The implications of awarding a key question a grade 4 or 5 will be made clear during the original inspection.

Estyn will aim to give the institution at least 13 weeks formal notice of the exact date of the reinspection.

### **How will Estyn carry out the inspection?**

The process of reinspection will be similar to the original inspection. It will follow the procedures and use the criteria in the Common Inspection Framework and the Guidance on the Inspection of Initial Teacher Training.

The composition of the inspection team will, wherever possible, include the inspectors who took part in the original inspection, including the reporting inspector, additional inspectors and the inspectors with responsibility for the key questions graded 4 or 5. The amount of time allocated to the reinspection will depend upon the size of the provision and the number and nature of the key questions being reinspected.

There will be pre-inspection discussions between the reporting inspector and the provider. The reporting inspector will confirm the scope of the reinspection and the documents needed from the provider, including an updated self-assessment report. The provider will need to make sure that inspectors have every opportunity to consider all significant improvements that have been made.

Representatives from the provider will be invited to a formal feedback meeting at the end of the reinspection. This will follow a similar format to that in the original inspection. New strengths, recommendations and provisional grades for all the re-inspected key questions will be presented. These will be subject to further moderation within Estyn.

### **What does the provider need to do?**

The provider will initially need to follow the usual action planning procedures that follow an inspection. Following publication of the original inspection report, Estyn will have written to the provider asking it to draw up an action plan to address the issues raised in the report. This will include all the areas in which the grade awarded was 4 or 5. A copy of the action plan should be sent to Estyn within 45 working days of receipt of the letter. The purpose of the action plan is to ensure that all the issues raised in the inspection report are addressed successfully. Criteria used in assessing action plans are available in the Guidance on the Inspection of Initial Teacher Training.

In addition to the above, the provider will be asked to provide Estyn with an updated self-assessment report, about six weeks before the inspection. The self-assessment report presents the provider's judgement on how effectively it has acted upon the recommendations in the original report and in particular those relating to the key questions awarded a grade 4 or 5. The self-assessment report should cross-reference each judgement to supporting evidence. The characteristics of effective self-assessment are available in the Guidance for inspection of ITT. The Estyn re-inspection report will comment on the extent of agreement between the judgements in the college's self-assessment report and the findings of the reinspection team.

### **What support will the college receive?**

The reporting inspector and the Managing HMI with responsibility for ITT within Estyn will keep the college fully informed at all times. The college may contact Estyn if it requires further advice.

### **What is the role of the Higher Education Funding Council for Wales?**

Under the terms of the Education Act, 1994, institutions in Wales have to be accredited to provide initial teacher training. HEFCW has responsibility for accrediting institutions in Wales. In relation to this responsibility, HEFCW is required by the 1994 Act to have regard to evidence from Estyn. HEFCW also has regard to Estyn evidence in respect of the maintenance and withdrawal of accredited status.

If during the original inspection, provision is judged by HMI to be failing to satisfy accreditation requirements, Estyn will inform HEFCW within two weeks of the completion of the inspection, indicating the main issues and recommendations for action. HEFCW will then instigate procedures for the withdrawal of accreditation. These procedures are available from HEFCW.

The procedures for withdrawal of accreditation are distinct from the arrangements for reinspection. However, in many cases, provision that is judged a grade 4 or 5 for one or more key questions is also likely to be failing to meet statutory requirements. In this case, reinspection and withdrawal of accreditation procedures will proceed in parallel.

HEFCW will report the reinspection grades of the reinspected key questions in its annual ITT Performance Information Booklet alongside the inspection grades of the key questions that were not reinspected.

### **What will happen if one or more key questions are again awarded a grade 4 or 5 on reinspection?**

If on reinspection, one or more key questions are again awarded a grade 4 or 5, Estyn will write to HEFCW recommending that sanctions be imposed on the provider.

## Appendix 2

### **Briefing pack for nominees**

The Estyn Common Inspection Framework seeks to involve Initial Teacher Training (ITT) providers actively in the inspection process. There is an invitation to each provider to nominate a member of staff (the nominee) to work with the inspection team.

The involvement of a nominee will enhance the quality of the inspection process. It will also enable ITT providers to gain a better insight into the inspection process, develop a full understanding of the inspection findings and provide valuable opportunities for professional development for the nominee.

### **Who should the provider choose?**

The choice of nominee is very important, as the role is a difficult and demanding one. The nominee will normally be a senior member of staff who acts as the main link between the Head of Education, or equivalent and the inspection team. The nominee makes sure that the inspection team has access to all relevant evidence.

### **To be fully effective the nominee needs to:**

- hold a senior management position;
- have easy access to the Head of Education or equivalent;
- be acceptable to all staff within the provider;
- have an in-depth knowledge of how the provider works;
- have a detailed understanding and experience of teacher training;
- understand the provider's quality assurance procedures;
- have a thorough knowledge and understanding of the provider's self-evaluation report and action plan and be able to direct inspectors to evidence used to support the report;
- be familiar with the Estyn Common Inspection Framework and Guidance for the Inspection of ITT;
- be prepared to challenge inspectors' findings constructively and to help the inspection team to reach fair and accurate judgements;
- exercise the objectivity appropriate to an external inspection process;
- understand that the role is neither that of advocate nor defender of the provider;
- look on the inspection as a valuable learning process which helps the institution to move forward; and
- respect the strict confidentiality of all inspection discussions.

### **Before the inspection, the reporting inspector in discussion with the provider will:**

- establish whether the provider wishes to take up the invitation to nominate a member of staff to act as the nominee;
- discuss the nature of the nominee's role with senior staff; and
- ensure that the nominee is fully briefed about the role.



## **The nominee's responsibilities**

The nominee will:

- liaise with the reporting inspector about administrative aspects of the inspection including domestic arrangements and organising meetings;
- be fully informed about the provider's self-assessment procedures, report and action plan;
- ensure that inspectors are fully informed about the context of the provider's work;
- make sure that inspectors have access to reliable and accurate data;
- respond to team requests for additional information;
- assist in resolving any problems that arise;
- attend meetings of the inspection team;
- receive emerging findings;
- exercise the objectivity appropriate to an external inspection process;
- uphold the strict confidentiality of all inspection discussions;
- contribute to the preparation of the provider's response to the inspection;
- contribute to the checking of the factual accuracy of the draft of report; and
- play a full part in devising the action plan following the inspection.

### **1 The reporting inspector's responsibilities**

The reporting inspector will:

- discuss and agree the role of the nominee with the provider;
- keep the nominee fully briefed about the conduct and process of the inspection;
- brief the inspection team about the role of the nominee; and
- ensure that the nominee withdraws from team meetings when gradings are being discussed.

### **2 The provider's responsibilities**

The provider will:

- discuss and agree the role of the nominee with the reporting inspector;
- channel any issues, concerns and further evidence through the nominee to the inspection team;
- be sympathetic to the demands placed on the nominee;
- provide support for the nominee in undertaking their task;
- respect the confidentiality under which the nominee is working; and
- ensure that the nominee has a thorough knowledge and understanding of the provider's self-evaluation procedures and report.

## Specific activities relating to the role of the nominee

### 3 Before the inspection

<b>Nominee</b>	<ul style="list-style-type: none"><li>• Become familiar with the Framework and Handbook for inspections and Estyn's guidance on the role of the nominee.</li><li>• Be fully informed of the provider's self-assessment procedures, report and action plan.</li><li>• Become familiar with the inspection documentation.</li><li>• Forward all documentary evidence required in advance of the inspection to the reporting inspector by agreed deadlines.</li><li>• Take part in the discussions with the reporting inspector in the pre-inspection visit.</li><li>• Arrange for the reporting inspector to brief the provider's staff about the process and scale of the inspection.</li><li>• Forward administrative information as agreed with the reporting inspector by agreed deadlines.</li><li>• Continue to liaise with the reporting inspector.</li></ul>
<b>Reporting inspector</b>	<ul style="list-style-type: none"><li>• During the first contact with the provider, clarify the role of the nominee.</li><li>• Ensure that the nominee is involved in discussions in the pre-inspection visit.</li><li>• Agree the deadline for receiving specified documentary evidence and administrative information.</li><li>• Fully brief the nominee in the same way as the other team members about the arrangements for the inspection week.</li><li>• Agree the documentary evidence to be provided during the inspection.</li><li>• Ensure that the nominee receives all key inspection documents.</li><li>• Fully brief the other team members about the role of the nominee.</li><li>• Ensure that the nominee is invited to attend the pre-inspection team meeting.</li></ul>
<b>Provider</b>	<ul style="list-style-type: none"><li>• During the first contact with the reporting inspector, clarify the role of the nominee.</li><li>• Ensure that the nominee is involved in discussions in the pre-inspection visit.</li><li>• Clarify the role of the nominee with the nominee.</li><li>• Ensure that the nominee attends the pre-inspection team meeting.</li></ul>

#### 4 During the inspection

<b>Nominee</b>	<ul style="list-style-type: none"> <li>• Liaise with the reporting inspector about administrative arrangements, emergency procedures and other housekeeping arrangements.</li> <li>• Introduce the inspection team to key staff.</li> <li>• Make sure that documentary evidenced required during the inspection is available in a secure location.</li> <li>• Respond to team requests for additional information.</li> <li>• Assist inspectors in arranging interviews and feedback meetings.</li> <li>• Make arrangements to update senior staff on emerging strengths and weaknesses each day.</li> <li>• Assist the reporting inspector to make arrangements for the formal feedback meeting.</li> <li>• Assist in resolving any problems that arise.</li> </ul>
<b>Reporting inspector</b>	<ul style="list-style-type: none"> <li>• Monitor the work of the nominee and provide support as appropriate.</li> <li>• Ensure that the nominee is as fully involved in the inspection as possible.</li> <li>• Channel requests for additional information and evidence through the nominee.</li> <li>• Ensure that the nominee withdraws from team meetings when gradings are being discussed.</li> </ul>
<b>Provider</b>	<ul style="list-style-type: none"> <li>• Liaise with the inspection team through the nominee.</li> <li>• Channel any issues or concerns through the nominee.</li> <li>• Provide support for the nominee in undertaking their task.</li> <li>• Respect the confidentiality under which the nominee is working.</li> </ul>

#### 5 After the inspection

<b>Nominee</b>	<ul style="list-style-type: none"> <li>• Attend meetings held after the inspection.</li> <li>• Contribute to the preparation of the provider's response to the inspection.</li> <li>• Contribute to the checking of the factual accuracy of the draft of report.</li> <li>• Play a full part in devising the action plan following the inspection.</li> </ul>
<b>Reporting inspector</b>	<ul style="list-style-type: none"> <li>• Liaise with the provider about any issues that arise after the inspection through the nominee.</li> </ul>
<b>Provider</b>	<ul style="list-style-type: none"> <li>• Involve the nominee in the preparation of the provider's response to the report.</li> <li>• Involve the nominee in checking the factual accuracy of the</li> </ul>

	draft of the report. <ul style="list-style-type: none"> <li>• Involve the nominee in devising the action plan.</li> </ul>
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**Statement of agreement between the reporting inspector, provider and nominee**

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

**The nominee**

<b>Before the inspection</b>	
• Become familiar with the Framework and Guidance for inspections	
• Become familiar with Estyn’s guidance on the role of the nominee	
• Play a key role in the provider’ self-assessment procedures	
• Become familiar with the inspection documentation	
• Take part in the discussions with the reporting inspector in the pre-inspection visit	
• Attend any meetings held before the inspection	
• Make administrative arrangements for the inspection	
• Collate documentation required for the inspection	
<b>During the inspection</b>	
• Liaise with the reporting inspector about administrative arrangements	
• Respond to team requests for additional information;	
• Assist in resolving any problems that arise	
• Contribute to discussions about good features and shortcomings in team meetings, but take no active part when gradings are being awarded	
• Examine samples of trainees’ work	
• Be proactive in providing additional evidence following team meetings	
• Where appropriate, ask the inspection team to clarify its judgements	
<b>After the inspection</b>	
• Attend the meetings held after the inspection	
• Contribute to the preparation of the provider’s 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

<b>Before the inspection</b>	
• Discuss the role of the nominee during the first contact with the provider	
• Brief the provider about the role of the nominee	
• Ensure that the nominee is involved in discussions in the pre-inspection week	
• Brief the nominee fully 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	
<b>During the inspection</b>	
• 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

<b>Before the inspection</b>	
• Establish the role of the nominee during the first contact with the reporting inspector	
• Ensure that the nominee is involved in discussions in the pre-inspection visit	
• Clarify the role of the nominee with the reporting inspector and the nominee	
• Ensure the nominee is present at the meeting before the inspection	
<b>During the inspection</b>	
• 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	
<b>After the inspection</b>	
• Involve the nominee in preparing the school's 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 reporting inspector: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of head of education: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 3

### **Avoiding conflicts of interest**

Inspectors and additional inspectors 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.

Before attending training, additional inspectors will declare any possible personal or professional conflicts of interest he/she might have in respect of other providers. Additional inspectors who successfully complete their training, will be placed on a list that will contain information about their names, addresses, place of work and specialisms. Estyn will use the list only for the purpose of deploying additional inspectors. Subsequently, additional inspectors must advise Estyn of any change to their status.

### **To avoid a conflict of interest, all inspectors and additional inspectors 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 additional inspectors adhere to the following general guidelines, to make sure that there are no conflicts of interest:**

- inspectors and additional inspectors should not accept gifts;
- inspectors and additional inspectors should not accept hospitality at other than at a modest level;
- inspectors and additional inspectors should pay for refreshments provided during inspection;
- additional inspectors must not inspect a provider for which they act as an external examiner or consultant or with whom they have a similar relationship; and
- additional inspectors should not contract with a provider for other services after an inspection is complete.

## Appendix 4

### Concerns about health and safety

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

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:

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

The note should be signed and dated.