Guidance for the inspection of adult community learning

from

September 2010

Estyn

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

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 authorities;
- ⚲ primary schools;
- ⚲ secondary schools;
- ⚲ special schools;
- ⚲ pupil referral units;
- ⚲ independent schools;
- ⚲ further education;
- ⚲ adult community learning;
- ⚲ youth and community work training;
- ⚲ local authority education services for children and young people;
- ⚲ teacher education and training;
- ⚲ work-based learning;
- ⚲ careers companies; and
- ⚲ offender learning;

Estyn also:

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

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Introduction

Purpose of this guidance

This guidance sets out the way the inspectorate will inspect adult community learning partnerships for the six-year inspection cycle from 2010. It will be reviewed during 2012-2013 in preparation for the second half of the inspection cycle.

The purposes of inspection are to:

- provide accountability to the users of services and other stakeholders through our public reporting on providers;
- promote improvement in education and training; and
- inform the development of national policy by Welsh Assembly Government.

The inspectorate conducts a core inspection for all providers in each sector of education and training. This guidance explains how we will carry out core inspections. Where the inspection identifies a concern in relation to standards, quality of education and training or leadership and management, then the inspectorate will conduct follow-up activity with the provider. This guidance contains information about follow-up activity in Annex 7.

This guidance has two parts that are about:

- carrying out inspection; and
- making judgements.

Adult community learning partnerships can use this guidance to see how inspections work and to help them in carrying out their own self-assessment. In addition, partnerships can use the inspectorate's self-assessment guidance that is aligned with the Quality and Effectiveness Framework (QEF).

Further information and guidance about inspections can be found on the inspectorate's website www.estyn.gov.uk.

Legal basis for the inspection of adult community learning partnerships

In the post 16 sector, the Learning and Skills Act (2000) requires the Chief Inspector to report on:

- the quality of the education and training provided;
- the standards achieved by those receiving education and training; and
- whether the financial resources made available to those providing education and training are managed efficiently and used to provide value for money.

This guidance interprets these areas in more detail.

Part 1: Carrying out inspections

Introduction

This section is set out in a way that reflects the sequence of work before, during and after a core inspection.

The reporting inspector is responsible for the conduct and management of the inspection, and for the inspection report. While this guidance focuses mainly on the role of the reporting inspector, all team members must comply with the same inspection requirements.

Principles of inspection

Inspectors will:

- ensure that inspection is of high quality and responsive to the needs of all learners;
- ensure that judgements are secure, evidence-based, first-hand, reliable and valid;
- involve adult community learning partnerships fully in the inspection process, including the use of nominees;
- use the partnership's self-assessment report as the starting point for the inspection and to identify key issues for investigation in order to make judgements on the validity of its findings;
- include peer inspectors in the inspection process;
- keep to a minimum any requirements for documentation and preparation by the partnership;
- gain the learners' perspective and that of other stakeholders;
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate; and
- be constructive in identifying and supporting adult community learning partnerships with important areas for improvement.

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards in Estyn's code of conduct. When conducting the inspection, inspectors should:

- carry out their work with integrity, courtesy and due sensitivity;
- evaluate the work of the provider objectively;
- report honestly, fairly and impartially;
- communicate clearly and openly;
- act in the best interests of learners; and
- respect the confidentiality of all information received during the course of their work.

It is important that inspectors judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work of all learners.

You should be aware that requests for disclosure of information may be made for details contained in inspection evidence, letters and emails. All information (written or electronic) should be recorded in a way that is fit for the public domain.

Expectations of providers

In order that inspection and regulation are constructive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. Inspectors are expected to uphold Estyn's Code of Conduct but we also expect providers to:

- be courteous and professional;
- apply their own codes of conduct in their dealings with inspectors;
- enable inspectors to conduct their inspection in an open and honest way;
- enable inspectors to evaluate provision objectively against the Common Inspection Framework;
- provide evidence that will enable inspectors to report honestly, fairly and reliably about their provision;
- maintain a purposeful dialogue with the reporting inspector and the inspection team;
- recognise that inspectors need to observe practice and talk to staff, learners and other stakeholders without the presence of a manager or a senior leader;
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee or senior leader;
- work with inspectors to minimise disruption and stress throughout the inspection; and
- ensure the health and safety of inspectors while on their premises.

Health and safety

Inspectors will carry out inspections in accordance with the inspectorate's guidance on health and safety. If you observe anything that you think constitutes an obvious danger to the safety of staff, visitors or learners, you should alert managers at the provider being inspected. You should also notify them if less than obvious threats are noticed. In all cases you should make a separate electronic note of the threat and that managers were informed of it. This should be copied to the health and safety leader officer in the inspectorate. You should report on obvious breaches of health and safety legislation in Key Question 2.

Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult, that inspector will follow the procedures as set out in Section 4 of the Estyn's Policy and Procedures for Safeguarding 2009.

The reporting inspector has a crucial role in this process and is responsible for making a safeguarding referral, reporting to the inspectorate's safeguarding officer and informing the provider that a referral is being made.

As directed by the safeguarding policy and pocket guide, staff and inspectors have a duty to:

- report any concerns to the inspectorate's safeguarding officer or deputy;
- follow their instructions regarding information sharing;
- record details on the inspectorate's safeguarding log; and
- avoid investigating matters relating to safeguarding concerns.

Approach to inspection

This guidance sets out the procedures for core inspections of adult community learning partnerships. These inspections will be complemented by follow-up activity in those partnerships that we have found, through their core inspection, to be underperforming.

The starting point for inspection is the partnership's assessment of its own performance, supported by relevant performance information. Inspectors will not inspect all aspects of work in depth during a core inspection. They will sample evidence to test the partnership's own evaluation of its work. The self-assessment report will guide how the team samples the evidence, but the main focus will always be on the standards that learners achieve.

The standards achieved by learners and the progress they make are 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 partnership. Inspection will focus on the needs of learners and the impact that education and training have on raising standards.

In partnership inspections, inspectors may use current evidence from individual provider's institutional inspections where it deals with adult community learners. The reporting inspector will discuss with the partnership the evidence which may be brought forward to a partnership inspection.

We will inspect all partnerships during a six-year programme of inspections.

The inspection period is normally one working week although the number of days taken up by individual inspectors will vary according to the size of the partnership.

Inspection reports will cover all key questions, quality indicators and aspects of the common inspection framework.

All inspections are carried out in line with our Welsh Language Scheme, available from the inspectorate's website www.estyn.gov.uk and supported by supplementary guidance on inspecting Welsh language development.

Inspections of adult community learning partnerships should focus on learning which takes place in community-based settings, including college main sites and schools when this is appropriate. Inspections in most cases should be mainly concerned with learners who are studying at level 2 or below but may also deal with learners at higher levels and who:

- are from disadvantaged or under-represented groups;
- are working to improve their basic skills or use of English; and
- wish to progress to employment, further training, voluntary work or voluntary activity in community settings.

In addition, inspections should also include level 3 provision and Access to Higher Education courses where they are delivered in community settings and form part of a progression route to further learning.

Characteristics of adult community learning

Adult community learning has traditionally been difficult to define. It is learning provision for adults which is particularly designed to reach out to places and people which other forms of learning do not reach (WAG July 2009). The following characteristics help to define the approach and what may be included in an inspection.

The learner

Adult learners are often over the age of 19 and include lifelong learners, family groups and older learners.

These learners are often targeted by providers and partnerships due to one or several of the following reasons;

- they may be under-represented in the learner cohort or be non-traditional participants;
- they may have low levels of formal qualifications or be returning to learning;
- they may be learners associated with issue-based work such as ex-offenders, the homeless, or be adults at risk such as those with drug addiction; and
- they may be individuals and groups with social, physical and/or mental disadvantages and/or disabilities.

Adult community learning is often:

- provided in community venues near to where learners live emphasising accessibility for all learners. Venues can include specialist venues, schools, or college outreach centres;
- informal because of the nature of the curriculum and provides the opportunities for individual personal development and preparation for active citizenship;
- a mix of both accredited and/or non-accredited provision;
- devised to offer opportunities to embed Welsh, Adult Basic Education, ESOL and ITC in the curriculum to support learner's progression and development of skills;
- offered to groups of learners, for example a tenants or residents group linked to community development and renewal;
- delivered to part-time rather than full-time learners, most usually for two-hour sessions per week in the evening or daytime with support from Saturday schools, workshop drop-in sessions and one-day courses;
- delivered across a range of curriculum areas to help learners improve their knowledge, skills and understanding. These curriculum areas include vocational activities as well as activities for learners to develop their interests; and
- taught by part-time staff.

While none of these characteristics would on its own be sufficient to define adult community learning, taken together they are helpful in providing a broad profile of this provision.

Main focus of inspections of adult community learning partnerships

The main focus of inspections of adult community learning partnerships will be on the quality and impact of the partnerships own processes and systems for improving standards for learners. Inspections will also be concerned with how partnerships engage with all providers of adult community learning in their area and make sure that individual providers contribute to common national, and local strategic and operational aims and objectives. While the inspectors will come to a view of how well learners achieve, they will be equally concerned with the performance of the partnership in helping learners secure these achievements.

The inspection team

Inspection teams will be led by a reporting inspector (HMI or additional inspector) with other team members drawn from among HMI or additional inspectors. Additional inspectors may be on secondment or contract to the inspectorate. Inspection teams will include staff currently working in the sector (peer inspectors).

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

The adult community learning partnership will be invited to select a senior member of staff, called the nominee, to work with the inspection team. The nominee should have sufficient seniority to act as a link between the providers within the partnership and the inspection team but need not be the most senior leader of all of the providers.

The adult community learning partnership will be invited to select a number of quality contacts to represent the range of different providers within the partnership. Quality contacts should be senior members of staff who can work with the nominee to enable good communication with the inspection team.

The nominee and quality contact team will meet regularly with the inspection team to discuss the progress of the inspection.

Contacting the partnership before the inspection

Adult community learning partnerships will receive four weeks written notice of the inspection. Following this the inspectorate will contact the lead partner by telephone to set up arrangements for the inspection. During this discussion the inspectorate will:

- explain the purpose of the inspection and discuss an outline programme for the inspection;
- discuss the information required before the inspection and make the arrangements for receiving it in an electronic form if possible;
- ask if there are any issues or risks the team should be aware of and ask for a general health and safety briefing for the team at the start of the inspection;
- establish whether the partnership wishes to have a nominee and, if it does, agree the role of the nominee;
- arrange the availability of supporting evidence, including any samples of learners' work;
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection;
- arrange for member(s) of the governing bodies/supervisory bodies or equivalent to meet inspectors during the inspection period;
- organise any domestic arrangements such as a base for the inspectors and parking;
- set up the arrangements for feeding back the inspection findings;
- agree the arrangements for completing post-inspection questionnaires; and
- inform the partnership that key matters of the arrangements will be confirmed in writing.

The inspectorate will request the following information as soon as possible:

- key background information on the adult community learning partnership; and
- details of the partnership's timetables for the period of the inspection.

If the inspection is to take place early in the academic year, the inspectorate may ask for samples of learners' work from the previous year.

The inspectorate will contact the provider for the latest version of the SAR and QDP.

The inspectorate will ask the partnership to inform other partners and stakeholders about the inspection. The inspectorate will inform the partnership about the procedures for gaining the views of learners.

The inspection team will use the evidence from the responses made by a sample of learners to a questionnaire provided by Estyn, the most recent survey of adult community learners' perceptions conducted by the partnership and/or the most recent learner voice survey conducted through DCELLS to assess the views of learners. The results of these surveys will form part of the pre-inspection evidence. However, when providers are notified of inspection we may ask a sample of learners to complete questionnaires. The results of the surveys used will form part of the pre-inspection evidence. A commentary on learner views will appear in the annex to the inspection report.

Inspectors will also carry out oral surveys during the inspection with groups of learners to gain their perspective on issues as well as to follow identified lines of enquiry.

Planning the inspection and preparing the team

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

The inspectorate will arrange to obtain information on the partnership from DCELLS.

The reporting inspector will complete a pre-inspection commentary (PIC). This will include hypotheses based on the self-assessment report and other information that inspectors will use to direct lines of enquiry during the inspection. The PIC will be available to the nominee and the inspection team on the first morning of the inspection.

Inspections involve observation of teaching, training, and work with learners. Partnerships are expected to send the reporting inspector a full plan of all the planned provision they make during the inspection. This will include off-site activities and the locations of community learners. Based on the information received, inspectors will select a small sample of sessions to observe and to evaluate. The sample will reflect the range of the partnership's work and support the investigation of lines of enquiry suggested by inspectors' initial hypotheses.

During the inspection

Initial team meeting

In the initial meeting of the inspection team, there should be a health and safety briefing from the partnership. After that, the team will discuss the strategy for the inspection. This should start with the partnership's self-assessment report and the PIC.

Inspectors will sample, test and validate the evaluations made by the partnership. The discussions should centre on the evidence that needs to be reviewed. This will include observations, sampling learners' work and interviews with learners, staff and other stakeholders.

Gathering and reviewing inspection evidence

Inspectors will evaluate the provision and make two overall key judgements. These overall judgements will derive from the judgements made on the three key questions. Each key question is broken down into quality indicators which have a number of aspects.

The team will plan the inspection so that they can cover the aspects and pursue the identified lines of enquiry that are specific to the partnership.

The team will ensure that they have enough time to review the key evidence that is needed to make judgements. The team will need to ensure that it focuses on the key evidence that can be used to substantiate its judgements. The main forms of evidence are:

- information from DCELLS;
- documentary evidence, including data on learners' outcomes, performance and progress;
- observation of teaching or training sessions and other activities;
- samples of learners' work;
- the views of learners and other stakeholders; and
- discussion with staff, leaders and managers, governors or supervisory boards and others.

Details of the main sources of evidence are included in Annex 2

Direct observation of work will be used wherever possible to gather evidence to support judgements. Inspectors may spend between 30% and 50% of their time on the inspection in observing learning, teaching and training. Inspectors will normally spend no less than 30 minutes observing a learning activity.

Inspectors may select an additional sample of learners work to meet the needs of particular lines of enquiry.

Listening to learners is a key source of evidence of learners' achievement, attitudes and wellbeing. Discussions will provide an opportunity to explore learners' knowledge and understanding of their work, how well they feel they are being supported, and to what extent the partnership contributes to their wellbeing.

The learners that are to be interviewed should be selected carefully to provide evidence for particular lines of enquiry. The inspection team may request lists based on various categories, for example those with additional learning needs, Welsh speakers, more able and talented learners, learners from disadvantaged backgrounds and minority ethnic groups, across all aspects of the provision the partnership makes. The partnership should also inform the inspection team about existing learner forums, groups or branches.

Adult community learning partnerships should make information available to the inspection team about the standards achieved by learners, including the results of any initial screening tests and assessments. This will help inspectors to judge learners' progress and to come to a view about the standards learners achieve compared to their starting-points.

The team will need to consider stakeholders' views on the partnership and test out the validity of those views during the inspection in order to inform judgements.

It is important that the reporting inspector holds regular meetings with the nominee and quality contact team to agree new arrangements, discuss emerging findings and matters of concern, clarify inspection issues and obtain further information.

Recording inspection evidence

Evaluation forms should be used to record all evidence and judgements.
A judgement form must be completed that summarises the evidence from the inspection. This includes observation of learning activities, discussions with learners, interviews with staff, interviews with leaders and managers, scrutiny of documentation, performance information and samples of learners' work.

Team meetings

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

- test the judgements in the partnership's self-assessment report;
- discuss emerging issues and lines of enquiry;
- resolve pre-inspection issues and hypotheses;
- discuss any gaps in the evidence base; and
- consider main inspection findings and recommendations.

Giving feedback

At the end of an observation, inspectors should, as far as practicable, provide feedback on the work seen. It may be necessary, in some cases, to give fuller feedback at a later time and this should be arranged at the end of the session. The member of staff should be told that these are interim judgements on one aspect of the evidence. All judgements may be amended, on reflection, after scrutiny of learners' work or talking to learners, or as the result of moderation within the team. For this reason, inspectors will not discuss any judgements that they may have awarded as a result of the observation.

At the end of the on-site part of the inspection, the team will provide oral feedback to leaders and managers. A representative from DCELLS may also attend.
The feedback should convey the main judgements and the reasons for them.

The feedback meeting provides the opportunity for leaders and managers to assimilate and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement, and the factors that contribute to them.
The reporting inspector will explain to the partnership that issues may be discussed and factual matters may be clarified, but judgements are not negotiable. There should be broad consistency between the evaluations that are fed back and what

appears in the written report unless the evaluations are required to change as a result of internal moderation within the inspectorate after the on-site part of the inspection.

All the judgements that are reported during an inspection are provisional and confidential until the report is published. Provisional judgements will be shared with DCELLS.

After the inspection

Follow-up activity

During all core inspections, the inspection team will consider whether the college needs any follow-up activity. Annex 7 outlines the inspectorate's guidance on follow-up activity.

The inspection report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the adult community learning partnership. We will publish reports bilingually where this has been requested, in line with the Estyn's Welsh Language Scheme. In most cases, the main body of the report should be no longer than five pages.

The structure of the inspection report is based on two overall summary judgements, three key questions and 10 quality indicators and will take the following form:

Context

Summary

- overall judgement on current performance
- overall judgement on prospects for improvement

Recommendations

Main findings

Key Question 1: How good are outcomes?

- standards
- wellbeing

Key Question 2: How good is provision?

- learning experiences
- teaching and training
- care, support and guidance
- learning environment

Key Question 3: How good are leadership and management?

- leadership
- improving quality
- partnership working
- resource management

Annexes

The two overall summary judgements, the judgements on the three key questions and the 10 quality indicators will be based on a four-point scale.

Excellent
Good
Adequate
Unsatisfactory

The report will be produced within statutory or agreed sector timescales. The reporting inspector will give the senior managers of the adult community learning partnership a late draft report to help check the factual accuracy of the content. The partnership has five working days in which to consider the draft report and raise concerns about factual accuracy.

Meeting statutory requirements

The adult community learning partnerships work is governed by a range of statutory requirements. The inspectorate expects adult community learning partnerships to evaluate how they meet these requirements effectively through their own normal self-assessment procedures. Partnerships should indicate how well they meet these requirements in the self-assessment report. Inspectors may use the self-assessment report and other information to identify any issues in relation to how effectively a partnership meets its statutory requirements. Inspectors will investigate these issues further during the inspection where they are likely to have a significant impact on standards and quality.

Failure to meet statutory requirements that affect quality and standards will be reported in the text and may result in a judgement no higher than adequate for the relevant quality indicator.

Details of the relevant statutory requirements are included in Annex 3.

Assuring the quality of inspections

The inspectorate is committed to:

- effective selection, training, briefing, support and deployment of inspectors, including peer inspectors;
- effective training, briefing and support to allow the nominee to play an active role;
- regular dialogue with the other senior managers and quality contacts during inspection;
- criteria and recording systems that comply with the common inspection framework and guidance;

- careful review and analysis of evidence;
- unambiguous oral feedback on the summary judgements, key questions and quality indicators;
- consistently clear, accurate and well-presented reports; and
- maintaining appropriate internal moderation and quality improvement activities, including monitoring inspections as appropriate.

Adult community learning partnerships should raise any concerns about an inspection with the reporting inspector during the inspection. Any objections to the findings of inspection should also be discussed with the reporting inspector as they arise during the inspection. The quality assurance of the inspection will always be carried out by the reporting inspector in the first instance and a sample of inspections will be quality assured by the inspectorate.

If complaints about the inspection, inspection findings or the report cannot be resolved at this informal stage, then the partnership should write to the inspectorate's Feedback and Complaints Manager, asking for their complaint to be considered further. A leaflet explaining the inspectorate's feedback and complaints procedure in full is available from the inspectorate's website at www.estyn.gov.uk.

Part 2: Writing the report

The guidance that follows shows how to complete the context, summary and recommendations of the report.

About the partnership

The context section of the report should contain brief information about the adult community learning partnership. This section should normally be agreed with the partnership. Where there are any disagreements about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section must include information on;

- the number and nature of learners:
- the location of the partnership venues;
- the features of the area served by the partnership;
- any significant changes since the previous inspection; and
- any other relevant factors.

Summary

The summary contains the two overall judgements on the adult community learning partnership's current performance and prospects for improvement. There should be a brief explanation of the reasons for the judgements. The summary must be consistent with the text in the body of the report and the oral feedback to the partnership. The supporting statements for the top two judgements need to explain briefly, in two or three sentences, why the judgements have been made.

Overall judgement on the partnership's current performance.

The overall judgement should be based on the judgements made on the three key questions. The greatest weight should be given to the judgement about Key Question 1.

Normally, the overall judgement grade will be no higher than the lowest level of judgement awarded to any key question. The overall judgement can be one level higher than the lowest level of judgement awarded to any key question, but the reasons for this exception must be explained clearly and fully in the report. During the process of moderating the inspection judgements, such exceptions will be carefully considered.

Overall judgement on the partnership's prospects for improvement

The second overall judgement represents inspectors' confidence in the partnership's ability to drive its own improvement in the future.

The judgement on prospects for improvement should normally relate closely to the overall judgements for the quality indicators for leadership and/or improving quality, or to significant aspects within those quality indicators that support the overall judgement.

In coming to a judgement on prospects for improvement, inspectors will consider whether leaders and managers have:

- the capacity and capability to make improvements and implement plans;
- a successful track record in managing change, addressing recommendations from previous inspections and securing improvements;
- clear priorities and challenging targets for improvement;
- coherent and practical plans to meet targets;
- resources to meet the identified priorities; and
- appropriate systems to review progress, identify areas for improvement and take effective action to remedy them.

Judgement descriptions

The following descriptions are intended as guidance to help inspectors to make judgements by considering the relative balance and significance of strengths and areas for improvement.

Inspectors will need to check which judgement descriptor is the best fit for any quality indicator and key question for which a judgement on the four-point scale has to be made.

Excellent	–	Many strengths, including significant examples of sector-leading practice
Good	–	Many strengths and no important areas requiring significant improvement
Adequate	–	Strengths outweigh areas for improvement
Unsatisfactory	–	Important areas for improvement outweigh strengths

Judging key questions and quality indicators

The judgement for Key Question 1 cannot be above adequate when completion and attainment data show trends over three years at levels lower than national averages for a range of key performance indicators, taking account of the partnership's context.

There is a strong link between outcomes, provision and leadership and management. If leaders and managers are working effectively then this should be reflected in the provision and in the standards that learners achieve. Hence, normally, the judgement for Key Questions 2 and 3 will not be at a level higher than the judgement for Key Question 1. Where there are differences between the judgements awarded to Key Questions 1, 2 and 3, these should be explained in the text of the report.

Normally, the overall key question judgement should reflect the judgements awarded to quality indicators within the key question and should be no more than one level higher than the lowest level awarded to any quality indicator.

If the partnership does not have an appropriate safeguarding policy or procedures in place, the judgment for 2.3 (care, support and guidance) should be unsatisfactory.

The judgement on resource management as a quality indicator should not normally be higher on the scale than judgements for Key Question 1, but it may be lower.

Recommendations

The recommendations should give the adult community learning partnerships clear and specific indication of the areas for improvement that it will need to address in its action plan. Inspectors should write the recommendations in order of priority. The recommendations should arise from the main judgements and should provide a clear and practicable basis on which the partnership can act. You must refer to any significant matters noted in the report where the partnership's practice does not comply with legal requirements.

Key questions and quality indicators

The 10 quality indicators used in inspections are set out below under the three key questions. For each quality indicator, there is a range of aspects. Guidance on how to inspect each quality indicator is set out under each key question.

Inspectors should provide an overall evaluation of all key questions and quality indicators and comment on all aspects. When writing reports, inspectors should take account of Estyn's writing guidance which is available on our website www.estyn.gov.uk.

Exemplification paragraphs for each good and unsatisfactory judgement illustrate each quality indicator. These paragraphs should not be used as crude checklists but as a reference to support the process of coming to a judgement. They should be used in conjunction with the judgement descriptions. Inspectors should weigh up the evidence and determine judgements on the basis of a best fit with the judgement descriptions.

Key Question 1: How good are outcomes?

In coming to an overall judgement for this key question, inspectors should give the greater weight to judgements about standards.

1.1 Standards

1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
1.1.2 standards in different groups of learners
1.1.3 achievement and progress in learning
1.1.4 skills
1.1.5 Welsh language

Issues in inspecting the quality indicator

Inspectors should always consider carefully whether the overall judgement is consistent with the available data. When information on data is not reflected in inspectors' judgements in this quality indicator, the report should explain clearly why this is so.

1.1.1: results and trends in performance compared with national averages, similar providers and prior attainment

In coming to a judgement on this quality indicator, inspectors should take into account a range of data on learner performance.

In looking at information on learner performance, inspectors analyse verified data provided from LLWR including where appropriate, benchmarking data. Inspectors analyse the data in a variety of ways in order to see how well learners complete and attain their qualifications and awards. Inspectors will look at data outcomes over three years in order to identify trends in performance. They will also consider information on how well learners are achieving compared to their starting points and

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what proportion of learners achieve high grades where appropriate. Inspectors will consider how well learners progress from one level to the next and across levels. They will look in particular at completion, attainment and success rates. Completion rates show what proportion of learners complete the course after enrolling on it. Attainment rates show what proportion of learners gain the qualification after completing the course. Success rates show what proportion of learners gain the qualification after enrolling on the course. For adult community learners on entry and level 1 programmes, attainment of qualifications may not always fully reflect standards of achievement. Many learners on these programmes achieve well without gaining formal qualification. Where results are either well below or well above national averages, inspectors should analyse the factors that contribute to the variation, taking into account the backgrounds and challenges faced by different groups of learners.

When looking at data on learner performance, inspectors should consider and analyse whole-provider data, data on outcomes for main qualifications in each curriculum area and trends in completion for non-accredited courses along with outcomes in key or essential skills.

Annex 6 provides guidance on the use of data in the inspection of colleges and other post-16 providers.

Inspectors should consider the rates at which learners progress:

- to and in employment or volunteering;
- to higher education; and
- to higher levels of further education.

1.1.2: standards of groups of learners

Inspectors will look at the performance of learners on different levels and types of course. They will take account of factors that may lead to variation from national averages including the backgrounds and challenges faced by different groups of learners. Inspectors may look at the relative performance of different groups of learners including:

- learners from disadvantaged backgrounds;
- learners with ALN;
- learners from different ethnic groups; and
- male and female learners.

1.1.3: achievement and progress in learning

Inspectors' evaluation of learners' achievement should be based on evidence from lesson observation, discussions with learners and the scrutiny of written and practical work. You should evaluate how well learners recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills and apply these to new situations. You should evaluate the standards of their oral, written and practical work and how far it meets the standards of the relevant validating and award bodies where appropriate. Learners in adult community learning partnership may have achieved various awards of credit which will give indications of progress made across a number of subject areas.

For non-accredited courses you should use learner's individual learning plans to judge how well learner's progress and achievements are recorded. Inspectors should assess how well learners use initiatives such as RARPA or similar schemes to record their own progress and achievements.

1.1.4: skills

The focus of inspectors' work in looking at skills should be on the standards and progress that learners' achieve in literacy (communication), numeracy (application of number) and ICT. You should give most weight to communication skills, particularly the literacy and writing as these underpin the language of numeracy and ICT and facilitate access to the wider curriculum. You should evaluate how well learners are developing and improving their skills on an individual basis from their individual starting points.

Care should be taken when making judgements about attainment of qualifications and credit which are below the level of the learners' ability or below the level of literacy and numeracy qualifications that they already hold.

You should consider the interim progress learners make towards their individual targets and goals and also towards any essential skills qualifications. You should examine tracking documents and judge how well learners record their progress and attainment in individual learning plans where they exist. You should talk to learners to assess their understanding of their skills targets, the role of the individual learning plan and the progress that they have made in skills since the start of the course. You should ask the learners for specific examples of how the new skills that they have learnt have helped them with their other subject coursework and in life outside the classroom.

You should take a case study approach to evaluating the skills of learners. You should select a number of classes and examine on an individual basis the level of skills qualifications and award of credit that learners are taking. Inspectors should pay particular attention to in essential skills classes to any initial and diagnostic assessment results and how these inform individual learning plans and goals. You should assess if the level is high enough to challenge each individual learner and how well learner's individual abilities are taken into account to differentiate their learning. In order to improve their skills learners should be working towards one level above their initial assessment result. You should follow up on individual case studies selected from the classes whose results you have scrutinised. You should evaluate the selected learners' course folders and assignments and discuss with them their understanding of the work being covered and the gains they have made.

Where appropriate you should judge how well initial and diagnostic assessment results inform individual learner's targets and goals. You should judge how well these targets and goals are reflected in individual learning plans. You should judge how well learners use their individual learning plans to track their own progress and inform future targets.

In non accredited learning you should judge how well learners use individual learning plans to develop skills as independent learners.

Learners who receive support with literacy and numeracy and learners whose first

language is not English or Welsh should, where appropriate, be a particular focus for inspectors. You will also need to consider how well learners are applying their skill in other areas of learning.

1.1.5: Welsh language

In coming to an overall judgement on learners' Welsh language skills, inspectors should consider what it is reasonable to expect taking into account the linguistic background and context of the institutions in the partnership and the area it serves before coming to a corporate judgement about standards in Welsh. Inspectors will report on standards in the Welsh language where appropriate.

You should consider:

- the learners' starting point and the progress that they make in relation to this; and
- learners in the context of the aims and policy of the provider or partnership in relation to its Welsh Language Scheme.

Inspectors should comment on the proportion of learners who obtain qualifications through the medium of Welsh, where appropriate.

Good standards

Overall, the rates at which learners complete and attain qualifications and credit are above those in other similar providers and have improved over the last three years. Most learners make at least the achievement and progress expected of them in relation to their previous attainment. Most learners gain new skills and have a clear understanding of how well they are progressing. Most learners use and practise their new skills in class and in their daily lives. Most learners make good progress.

Most learners taking non-accredited courses have improved their knowledge, skills and understanding and have made good progress. They are able to put their learning to good use in a range of situations outside of the classroom.

Many learners use individual learning plans, or other records, well to help them learn.

Unsatisfactory standards

The rates at which learners complete and attain qualifications and credit are below those in other similar providers. The rates at which learners on accredited courses complete and attain their qualifications is unsatisfactory in comparison with rates at which learners succeed in other similar providers. A minority of learners are unaware of their learning goals and do not know how well they have progressed. They do not use individual learning plans, or other records, effectively to help them learn. Learners do not use their knowledge, skills and understanding outside of the classroom. Many learners do not make enough progress in relation to their level of skill and previous achievements.

Where appropriate, learners do not use their Welsh language skills in the classroom or in informal situations.

1.2 Wellbeing

1.2.1 attitudes to keeping healthy and safe
1.2.2 participation and enjoyment in learning
1.2.3 community involvement in decision-making
1.2.4 social and life skills

Issues in inspecting the quality indicator

The focus in this key question is on outcomes rather than provision. Other key questions, particularly Key Question 2, should cover the partnership's work in promoting the wellbeing of learners.

Inspectors should try to judge as far as possible those matters over which the providers in the partnership have some influence. You should try to make sure that enquiries focus on the impact of the partnership's work in this area. Inspectors should take account of evidence from any relevant surveys of learners' views.

1.2.1: attitudes to keeping healthy and safe;

Inspectors should consider the extent to which learners feel safe from any form of physical and verbal abuse either in the partnership provision or in their place of work. You should judge, where appropriate, how well learners have a secure understanding of how they can keep safe and healthy, including through what they eat and through physical activity.

1.2.2: participation and enjoyment in learning

When evaluating participation and enjoyment in learning you should consider attendance, behaviour and attitudes and the extent to which learners have a say in what and how they learn. You should consider attendance rates on different types and levels of courses.

Inspectors should concentrate on the extent to which learners show enthusiasm for their learning and develop their own learning skills. In addition, inspectors should evaluate whether learners enjoy learning and participate fully in all aspects of their learning. Inspectors should determine the extent to which learners demonstrate independent learning skills and how well their learning increases their ability to make decisions about issues that impact on them. In the case of absence from class, inspectors should judge how well learners use their time outside of the class to complete their work. Low attendance should not automatically be taken as an indicator that learners are unable to complete their course.

When evaluating what input learners have to what and how they learn, inspectors should consider:

- whether learners' views about what and how they learn are taken seriously;
- how learners discuss the topics to be covered and help to plan schemes of work and activities; and
- whether learners make choices about how and what they learn.

1.2.3: community involvement in decision-making

Inspectors should take account of the ways in which learners contribute to their provider's learning community through participation in any of its representative bodies. For example, as a class representative or a student member on the board of governors, partnership group, branch or similar body.

Inspectors should consider how learning impacts on the ability of individuals and groups to play active roles in their communities and take part in decision making about community issues.

1.2.4: social and life skills

Inspectors should judge how well learners develop personal, social and learning skills and how well they apply their learning to a variety of situations, for example supporting their children or grandchildren, taking part in community activities, using their skills in work, and how well they use their skills to further their own personal enjoyment. You should take account of learners' development of employability and citizenship skills where appropriate. You should take account of learner's development of the skills and confidence that they need to improve their own learning and progress to the next stage of learning.

When evaluating attitudes you should assess how learners show respect, care and concern for others, how well they support each other in their work and whether they grow in confidence to take responsibility for their actions and their work and how well learners understand their options for progression.

Good levels of wellbeing

Most learners feel safe, positive and confident in their learning environment and are confident to contribute to community activities if they wish to. Where appropriate, they understand how to keep safe and healthy and eat well. Most learners have gained effective independent learning skills and continue their learning outside of the classroom. They make good use of their skills in community settings, at work or with their families. They improve their self-esteem and confidence. They demonstrate high levels of motivation and are enthusiastic. They attend well or make sure they catch up on work they miss. They show respect and concern for each other and listen attentively. Many learners take responsibility for their learning. They contribute well to group discussion. All learners enjoy their learning. They understand their rights and responsibilities both to themselves and to others.

Many learners are involved as partners in the planning process, working on management groups or forums or in special meetings both in their place of learning and where appropriate, in the community.

Unsatisfactory levels of wellbeing

A minority of learners do not contribute to class discussion or activities. Many learners are too dependent on the tutor to further their learning. They do not practise or research their learning outside of the classroom. They make only adequate progress in their development. The minority of learners have poor attendance and do

not make arrangements to catch up with any work they miss. A minority of learners are late to class. Learners do not feel safe and confident in the learning environment. Many learners do not understand how too keep safe and healthy and do not respect the rights of others.

Key Question 2: How good is provision?

In coming to an overall judgement for this key question, inspectors should give equal weight to each quality indicators.

2.1   Learning experiences

2.1.1   meeting the needs of learners and employers/community
2.1.2   provision for skills
2.1.3   Welsh language provision and the Welsh dimension
2.1.4   education for sustainable development and global citizenship

Issues in inspecting the quality indicator

2.1.1: meeting the needs of learners and employers/community

When evaluating the extent to which the partnership meets needs, inspectors should take into account the context in which the partnership works. This may relate to other education and training provision, the socio-economic factors, the nature of employment opportunities and community needs in the area. Inspectors should consider how well the partnership conducts audits of local provision available across the area to consider:

- the needs of the wider community and individual learners; and
- national, regional and local priorities.

Inspectors should assess how well the partnership plans at operational level to deliver an appropriate curriculum. Inspectors should take into account data regarding how well the partnership recruits learners from priority groups. In particular, account should be taken of the needs of learners who have had little successful experience of structured learning, especially learners with basic skills needs.

Inspectors should assess the appropriateness of the skills and qualifications offered in light of the above and the extent to which learners have access to support to help them overcome barriers to learning. Inspectors should also assess the range of actual choice and progression opportunities available to learners within the partnership area or elsewhere. Inspectors should assess how well partnerships collaborate with others to provide progression opportunities.

Inspectors should also take account of the way in which fair opportunities for learning are offered to meet the needs of a range of learners, for example those who are often under-represented in education, learners whose first language is neither English nor Welsh, asylum seekers, refugees, people living in remote areas, people returning to learning and people living in areas of deprivation.

2.1.2: provision for skills

Inspectors should consider how well partnership plans embed essential skills across the curriculum to improve the experiences of learners who wish to develop further their literacy (communication), numeracy (application of number), and ICT skills. You should place a strong emphasis on literacy skills as these are essential for learners to access other areas of the curriculum and community life.

You should evaluate how well teachers, trainers and managers;

- use the results of any initial and diagnostic assessments in planning for differentiation in all sessions across the curriculum;
- exploit opportunities for developing essential skills in all course sessions;
- meet learners' individual skills needs, engage their interest, develop their confidence and promote successful learning; and
- contextualise essential skills into learners courses and areas of interest.

You should scrutinise a sample of schemes of work and session plans to judge how well staff have embedded skills, in particular literacy skills, across subjects. You should assess how well teachers and trainers differentiate teaching for learners at levels above and below the main session level. You should assess the extent to which providers challenge more able learners. You should also judge how well these plans develop learners skills in communication, critical thinking and working with others in groups

You should evaluate the impact of any policies or arrangements which aim to develop essential skills throughout the partnership provision over time and in a broad range of contexts. You should assess the partnership's self-assessment report and quality development plan to evaluate the partnership's commitment to essential skills. You should talk to teachers and trainers to establish if the partnership's skills policy is shared at a whole staff level.

You should evaluate the effectiveness of strategies for developing learners' essential skills. These may include;

- embedded development of skills though learners' chosen courses, where skills are taught by specialist essential skills teachers or through paired or shared teaching within the learners' classes;
- development of skills contextualised to the learners' course or an area of interest taught as a discrete class by either a specialist or vocational teacher; and
- separate essential skills classes taught by essential skills specialists.

You should assess how well the partnership monitors and evaluates essential skills data and uses the data to plan for improvement. You should evaluate how well the partnership uses this data to plan for additional support needs through learning support.

You should assess the extent to which the partnership encourages **all** learners to develop their skills, particularly those learners returning to learn who have GCSE English and mathematics and those who should be developing skills at level 3.

You should talk to learners and teachers and trainers and evaluate any tracking

documents and ILPs to evaluate how well the teachers and trainers track the progress of learners at an individual level.

In judging the quality of provision, you should take account of the support provision the partnership has in place for developing language skills for learners who do not have English or Welsh as a first language.

2.1.3: Welsh language provision and the Welsh dimension

Inspectors should assess the extent of Welsh-medium or bilingual learning opportunities offered to learners. They should take into account the language characteristics of the partnerships area, the number of Welsh speakers living in the area, the use of Welsh by tutors and learners in the classroom and the range of Welsh medium course materials and resources.

You should take account of the range of enrichment activities and other opportunities for learners to broaden their experiences and extend their personal development.

You should judge the extent to which the partnership promotes the development of learners' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

2.1.4: education for sustainable development and global citizenship

Learners should have opportunities to extend their knowledge of global citizenship and sustainable development (ESDGC).

Inspectors should consider the extent to which the curriculum and extra-curricular activities help learners to develop the knowledge, skills and values of ESDGC; for example;

- the development of a social justice perspective;
- an appreciation of global diversity;
- the development of citizenship

Good learning experiences

The partnership provides a good range of courses and learning opportunities at levels appropriate to learners' needs in the area. The partnership carries out audits of community needs. They use this information well to organise the delivery of the curriculum in a way that reflects the needs and interests of learners and the wider community. Nearly all learners have a good choice of provision with clear progression routes that match their choices and needs. The partnership is responsive to the needs of the community and other external requirements. Many learners from groups that are under-represented in education enrol on courses provided by the partnership. There is a good range of enrichment activities that are accessible to all learners. The partnership has effective and coherent arrangements for improving the literacy, numeracy and ICT skills of learners of all abilities. Most learners have good opportunities to learn about global citizenship and sustainable development as well as to develop their knowledge of Wales and the Welsh language. All providers in the partnership work in a non-competitive way to reduce duplication and to fill identified gaps in the overall provision.

Unsatisfactory learning experiences

The partnership does not analyse learners and community needs systematically and as a result there is an unsatisfactory match between these needs and the range and level of courses provided by the partnership. The partnership does not offer learners a wide enough range of opportunities to progress to higher levels of learning or to courses offered by other providers. The curriculum offered to learners mirrors the pattern of previous years. The partnership's arrangements for improving, skills in learners' literacy, numeracy and ICT skills are limited and lack coherence. The partnership does not do enough to widen participation in education and many groups such as adult women returners to work do not have good enough opportunities to extend their skills, confidence and knowledge. The partnership does not do enough to extend learners' knowledge of Wales and the Welsh language as well as learners' knowledge of global citizenship, sustainable development. The enrichment activities are very limited and very few learners take part in them.

2.2   Teaching or training

2.2.1   range and quality of teaching/training approaches
2.2.2   assessment of and for learning

Issues in inspecting the quality indicator

The focus should be on the impact of teaching/training on learning and not on the use of a particular process in isolation from its impact.

2.2.1: range and quality of teaching/training approaches

Inspectors will evaluate the effectiveness of teaching and training strategies but will not be prescriptive about teaching methods.

Inspectors should evaluate the extent to which teachers and trainers:

- use up-to-date subject and technical knowledge;
- have high expectations of all learners;
- plan effectively and have clear objectives for taught sessions and other learning experiences;
- use a range of teaching and training methods and resources that interest stimulate and challenge learners;
- focus appropriately on the development of learners' skills, particularly in literacy;
- are themselves good language models;
- establish good working relationships that foster learning;
- use technical and learning support staff effectively; and
- are effective in providing demanding work to meet the needs of all learners, irrespective of their ability.

2.2.2: assessment of and for learning

Inspectors should evaluate whether teachers and trainers ensure that learners regularly review their own learning, understand their progress and are involved in setting their own learning targets. Inspectors should evaluate how well teachers and

trainers have assessed the level of individual learner's knowledge, skills and understanding at the beginning of their current learning. This should include how well teachers and trainers use individual learning plans to record a learner's starting point, what their learning aspirations are and the progress they make.

You should evaluate;

- how well oral and written feedback and enable learners to know how well they are doing and what they need to do to improve;
- the appropriateness of formative and summative assessment and its use in planning and improving learning; and
- how well learners are involved in assessing their own progress and achievements and how well they understand how to improve.

Good teaching/training

Teaching and training provide learners with appropriate challenges. Teachers and trainers match the needs of most learners well by planning experiences and activities that support learning. Lessons and learning experiences are well planned. Teachers and trainers use up-to-date subject and technical knowledge well. Most teachers and trainers use learning resources well and use assessment well to improve learners' knowledge, skills and outcomes. They keep appropriate records of learners' achievements and provide learners with good written or oral feedback on what they need to do to improve the standard of their work. They help learners make good use of individual learning plans to measure their progress and identify what they need to do next.

Unsatisfactory teaching/training

Teaching and training is often inadequate because teachers and trainers do not challenge and interest many of the learners. A significant minority of teachers and trainers have inadequate subject or technical knowledge for the level of the course. Many of the teachers and trainers fail to use an appropriate variety of learning methods. Often teachers and trainer do not plan assessment well enough and do not give learners enough written or oral feedback on how they have progressed and what they need to do to improve the standard of their work. They do not challenge learners well enough to help them improve their knowledge, skills and understanding. Many teachers and trainers keep poor records of learners' assessments. Many teachers and trainers do not pay enough attention to individual learners.

2.3 Care, support and guidance

2.3.1 provision for health and wellbeing
2.3.2 guidance, information and specialist services
2.3.3 safeguarding arrangements
2.3.4 additional learning needs

Issues in inspecting the quality indicator

The main focus in this quality indicator should be on the impact of care, support and guidance on adult community learners' standards and wellbeing rather than on the

procedures and arrangements. In particular, inspectors should evaluate how well the arrangements have a beneficial effect on vulnerable learners. In evaluating care, support and guidance, there should be a clear link to the judgements about standards and wellbeing.

2.3.1: provision for health and wellbeing

Overall, inspectors should evaluate the partnership's arrangements for promoting health and wellbeing. This may include the availability of courses such as healthy eating and courses which promote physical and mental health as well as guidance and other support that the partnership provides to safeguard the welfare of learners and promote their personal development.

Inspectors should report on obvious breaches of health and safety legislation under this quality indicator.

2.3.2: guidance information and specialist services

Inspectors should judge the effectiveness of impartial guidance in enabling all learners to make realistic choices about their learning. You should assess the access that adult community learners have to independent advisers both within the partnership and, from external agencies. You should judge the effectiveness of sources of information such as prospectuses, course leaflets and the partnership's or its members' websites.

Inspectors should take account of the coherence and effectiveness of the provision for personal and specialist support for adult community learners. This will include the effectiveness and access to the services of specialist support agencies. Community-based learners often have support needs that can hinder their participation in learning. Many factors can pose considerable barriers to community learners, including personal, financial, domestic, transport, health and family care responsibilities. You should assess how well providers within the partnership make specialist support services available to learners from other providers within the partnership where possible.

2.3.3: safeguarding arrangements

The inspectorate reports on whether the arrangements for safeguarding children and vulnerable adults are appropriate. The inspectorate expects all partnerships to comply with best practice. Reference to the legislation that covers this area is included in Annex 3.

Inspectors will need to find out whether the partnership providers have appropriate policies and procedures in place in respect of safeguarding.

A policy should set out the following:

- the named senior member of staff's responsibilities for dealing with child protection and safeguarding issues and providing advice/support to other staff;
- clear procedures that reflect current statutory guidance such the All Wales Child Protection Procedures 2008; and
- arrangements for training.

If the partnership providers have appropriate policy and procedures, the report will state: 'The partnership providers have an appropriate policy and procedures for safeguarding.'

If a partnership providers do not have an appropriate safeguarding policy or procedures in place, the overall judgement on 2.3 (Care, support and guidance) should be unsatisfactory. In these cases, the report will state: 'The partnership providers do not have an appropriate policy for safeguarding. Procedures for dealing with safeguarding issues are not fully developed.'

You will need to find out whether the provider has in place effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers. These arrangements should meet legal requirements. There is no requirement for staff appointed prior to 2002 to have a current CRB check or for the college to carry out three-yearly checks on staff. However, inspectors should confirm that the college has carried out appropriate checks against list 99 and on written references.

2.3.4 additional learning needs

The term additional learning needs (ALN) applies to learners of all ages, adults and children, whose learning needs are additional to the majority of their peers.

See Annex 5 for further guidance.

Inspectors should evaluate the overall effectiveness of the provision that the partnership makes for any category of learners with additional learning needs. This is likely to include the additional support arrangements that the providers make to meet individual needs as well as providing additional learning support for learners who have been identified as needing additional support with basic skills.

Good care, support and guidance

All adult community learners have good access to unbiased information and advice to help them choose the right course at the right level with the right provider. Partnerships make sure that they provide appropriate support to all learners with additional learning needs to learn including the provision of special equipment and adaptations. All providers have stringent policies and procedures for safeguarding adults and their children and all staff know how to implement these. All learners know the range of support services they are able to access. Providers within the partnership make their specialist service available to other partnership providers.

Unsatisfactory care, support and guidance

Many learners are not assessed well. Providers do not make enough use of individual learning plans to set out learners' additional learning needs and where appropriate, find suitable ways to address them. The partnership does not provide many learners with additional learning needs with specialist equipment or adaptations to help them learn. Procedures for risk assessment vary too much and arrangements for resolving issues are too vague. Teachers and trainers do not know how to implement procedures for safeguarding adults or their children. Many learners are unaware of the support services available to them. Partnership providers do not share their specialist services.

2.4 The learning environment

2.4.1 ethos, equality and diversity
2.4.2 physical environment

Issues in inspecting the quality indicator

2.4.1: ethos, equality and diversity

Inspectors should judge how well the partnership:

- establishes an ethos that is inclusive;
- challenges all forms of discrimination or inequality for all groups who potentially could suffer lack of fair opportunities for learning and/or employment;
- offers fair access to the curriculum and challenges stereotypes in learners' choices;
- develops tolerant attitudes and makes sure that all learners and staff are free from harassment; and
- promotes the prevention and elimination of oppressive behaviour through its policies and procedures.

You should evaluate whether the partnership:

- shares well-understood policies that promotes equal opportunities and human rights;
- has an action plan that ensures delivery of the policy;
- provides appropriate equality training for staff; and
- monitors and addresses any related issues or complaints that arise.

2.4.2: physical environment

Inspectors should judge whether;

- there are enough resources that are matched to learners' needs;
- accommodation provides a stimulating learning environment to support learning, teaching, training;
- accommodation is convenient and welcoming for community learners;
- specialist accommodation and equipment is up to date; and
- accommodation in all centres used by the partnership is sufficient and well maintained.

Good learning environment

There are effective systems and procedures to monitor and eliminate all forms of discrimination and harassment. Learners show a good level of knowledge and understanding of the principles underpinning equality of opportunity. The partnership has a good approach to social and educational inclusion. There are effective systems in place to promote and monitor the participation of learners from disadvantaged backgrounds including, minority ethnic communities, disabled learners, learners from deprived areas and people for whom English is not their first

language. Nearly all the learning resources and accommodation are fit for purpose and many close to where people live. Learners are able to access a good standard of ICT facilities and there are good learning resources available.

Unsatisfactory learning environment

There are inadequate systems and procedures for monitoring discrimination and harassment and the partnership does not keep any useful records of incidents of discriminatory behaviour. Many learners are not familiar with the principles of equality of opportunity. A significant minority of the partnership's venues are not suited to the purpose for which they are being used. A significant minority of teaching rooms in all settings do not have good enough learning resources. Partnerships do not have a good understanding of the demographic characteristics of their learner cohort and have few initiatives to promote and increase the participation of learners from under-represented groups or disadvantaged backgrounds. Venues are not well located and provide a poor environment for learning. Learners are unable to access a good standard of ICT facilities and there are few learning resources available.

Key Question 3: How good are leadership and management?

In coming to an overall judgement for this key question, inspectors will give equal weight to each quality indicator.

3.1 Leadership

    3.1.1 strategic direction and the impact of leadership
    3.1.2 governors or other supervisory boards
    3.1.3 meeting national and local priorities

Issues in inspecting the quality indicator

3.1.1: strategic direction and the impact of leadership

The main responsibility of the chief officers and senior managers in the partnership is to make sure that all learners get a high standard of education and training regardless of the level or area of study that they choose. Inspectors should consider the extent to which leaders have clear aims, strategic objectives, plans and policies that are focused on meeting adult community learners' needs. You should take appropriate account of the judgements on standards achieved by learners and their wellbeing when making a judgement on leadership and management.

In evaluating the strategic direction and impact of the leadership, you should judge:

- how effectively leaders work together and with other stakeholders to promote the partnership's strategic direction;
- the effectiveness of communication within the partnership;
- the impact of leaders on the culture and morale of the partnership.
- how well roles and responsibilities are defined and shared across the partnership and whether the spans of control and lines of accountability in senior and middle management teams are viable and balanced;

- the extent to which staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities;
- how effectively leaders manage their own time to prioritise activities appropriately;
- the coherence of management and committee structures;
- how effectively meetings are scheduled and run to improve the partnership's business and learner performance; and
- the effectiveness of leaders' use of data to monitor and challenge performance.

Inspectors should consider carefully the role of the leaders of the providers and senior corporate officers in setting the tone of the partnership and setting high standards for staff and learners and establishing shared values.

Inspectors should consider whether leaders:

- tackle underperformance robustly; and
- use target setting to drive improvements.

Inspectors should evaluate the impact of leaders in the way they manage the performance of staff in order to help staff to improve their practice. You should also judge whether leaders and managers address issues of underperformance robustly and directly where necessary. You should judge whether performance management identifies training and development needs clearly and whether these are prioritised appropriately and addressed fully. You may identify whether staff are set appropriate targets for improvement that support the delivery of strategic aims in development plans and other action plans.

3.1.2: governors or other supervisory boards

In ACL partnership inspections, when coming to an overall judgement for this key question, inspectors should give the greatest weight to judgements about strategic partnerships. In this context 'supervisory boards' refers to local area planning networks for ACL.

You should evaluate how well the partnership:

- sets an appropriate strategic direction as well as agreeing the nature and scope of provision;
- develops and understands its roles and responsibilities;
- provides challenge to each member provider to continually improve provision;
- oversees the standards and quality achieved by learners in all parts of the partnership; and
- oversees the partnership's procedures and practices in relation to complaints and appeals.

3.1.3: meeting national and local priorities

Inspectors should judge the partnership's response to local and national priorities for education. You should also take account of the responsiveness of the partnership to changes in local and national priorities such as;

- the Quality and Effectiveness Framework;
- the Credit and Qualifications Framework for Wales (CQFW);

- the Transformation agenda of the Welsh Assembly Government; and
- approaches to financial and resource management that help the partnership to improve its educational priorities.

Good leadership

Chief officers and senior managers have a strong commitment to working in partnership with other providers in the partnership and agree who should take the lead in particular areas of work. They give good direction to their staff. Staff morale is generally good and staff help to develop and own the strategic priorities of the partnership.

All providers and interested parties in the area are involved with the partnership. They work well together to set up a clear structure for the management and co-ordination of adult community learning. Partnerships often establish a formal group to manage the work.

Unsatisfactory leadership

The most senior managers in the local authority, further education Institution, regional language centre, and county voluntary council and higher education institutions do not give a strong lead to their staff to work in partnership. They distance themselves from responsibility for standards. Staff morale is unsatisfactory. The arrangements for communication are limited so that the partnership has no clear management structure for the co-ordination of adult community learning and there are no groups designated with the responsibility for managing the partnership or its work.

3.2 Improving quality

3.2.1 self-assessment including listening to learner and others
3.2.2 planning and securing improvement
3.2.3 involvement in networks of professional practice

Issues in inspecting the quality indicator

3.2.1:self-assessment, including listening to learner and others

Accurate and comprehensive self-assessment is at the heart of all arrangements for quality improvement. The focus of self-assessment should be on identifying priorities for improvement, monitoring provision and assessing outcomes. It is unlikely that the quality of management and leadership can be good if the partnership does not have effective self-assessment procedures.

Inspectors should:

- evaluate how well the partnership uses the outcomes of learner and staff surveys to plan for improvement;
- take account of the ways in which the partnership analyses and responds to any concerns raised, particularly by learners;
- assess the extent to which the partnership involves and informs all staff in assessing outcomes and performance;
- judge how well the partnership uses the outcomes of consultations with learners to inform self assessment;.
- evaluate the effectiveness of what the partnership does to improve learning

experiences and outcomes;

- judge the extent to which self- assessment draws on first-hand evidence of the quality of teaching and learning;
- evaluate how well the partnership uses data with each other and other providers to compare learners' outcomes through benchmarking activities;
- judge how well it compares its performance with that of similar providers in other UK countries, especially for specialist provision;
- judge how well the partnership's arrangements for quality improvement will be closely integrated with other arrangements for improving quality, such as the performance management of staff; and
- judge how well self-assessment is embedded in strategic planning.

Inspectors should not prescribe any one particular model of quality improvement.

3.3.2: planning and securing improvement

Inspectors should evaluate how effective the partnership is in working together to improve the quality of all its work, including that delivered in partnership with other providers.

You should evaluate how well:

- the cycles of quality improvement are integrated with other planning cycles;
- the partnership prioritises the plans for improvement through the allocation of resources and responsibilities;
- the partnership sets specific and realistic timescales for bringing about improvement; and
- actions taken have had a positive effect and, where relevant, have led to measurable improvements in standards.

Inspectors should also consider how the partnership has responded to the recommendations of the last inspection report and whether the actions taken have led to improvements in standards and quality.

3.2.3: involvement in networks of professional practice;

Inspectors should judge how well partnerships are actively engaged with national organisation such as Colegau Cymru/Colleges Wales and Community Learning Wales that involve sharing and comparing practices and data on learner outcomes as well as management practices. You may consider how the partnership has regard the agreed National Occupational Standards for post-16 practitioners in Wales and ensures the active engagement of staff in increasing their professional knowledge, understanding and skills.

Taking into account your judgements under 2.2 in relation to teaching and training, you should judge the extent to which staff:

- are supported by the partnership to take part in continuous professional development;
- acquire new knowledge and skills to develop more effective approaches to learning, teaching and training;
- share good practice with other teachers and trainers both within and outside the

partnership;
- reflect on their own practice; and.
- ensure that their professional learning impacts on learners' achievements and wellbeing.

Partnerships should actively seek to share staff and management development programmes that help staff to develop new skills and knowledge and improve their professional practice. Inspectors should include an evaluation of the appropriateness and impact of the partnership's programme for continuous professional development and of the arrangements for performance management and how well these motivate staff and improve their performance.

Good quality improvement

Partnerships have effective systems and procedures to identify and monitor its performance. The partnership has a good understanding of how well it is performing. It uses performance data well to identify strengths and weaknesses in outcomes for learners and in the quality of teaching on individual courses. It analyses information on learners' progression to higher levels of study or to different courses at the same level. It compares outcomes across the partnership, with national comparators, where they exist, and with those achieved by similar providers within other adult community learning partnerships. Targets for improved performance are set and used well at all levels. Self-assessment processes are evaluative and the judgements are a reasonable match to those of the inspection team. Most staff are involved in the process of self-assessment and the identification of areas for improvement. Learners are involved in processes to improve the quality of their learning and the partnership makes sure it takes action on the outcome of this work.

Unsatisfactory quality improvement

The overall partnership performance has not improved or it has deteriorated since it was last inspected. The partnership does not analyse data and set targets on learner outcomes systematically enough. It is not able to judge how successful learners are at achieving their qualifications or learning aims across all providers in the partnership. The partnership is not able to plan well for learners to progress. Few leaders and managers share information on learner outcomes openly within the partnership to see what is working well and what is not. There is a climate of competition between providers that makes it difficult for leaders and managers to be honest and open about their weaknesses. Partnerships do not have clear or robust processes in place for involving learners in improving the quality of their own learning.

3.3 Partnership working

3.3.1 strategic partnerships
3.3.2 joint planning, resourcing and quality assurance

Issues in inspecting the quality indicator

3.3.1: strategic partnerships

Inspectors should evaluate how strategically the partnership works with its partners

to improve learners' standards, wellbeing and opportunities.

Partners can include:

- the local authorities in the area that the partnership serves ;
- other providers of adult and community learning;
- higher education institutions;
- county voluntary councils;
- community and voluntary groups;
- secondary schools in the area; and
- other colleges.

The most significant link in the partnership is likely to be between the local authority and the colleges in the area. A variety of the departments in the local authority may be involved for example education service (LAES), economic regeneration and communities first programmes. Leaders and managers of these bodies or departments should work with other providers in the area such as other further and higher education institutions and local voluntary organisations to develop and implement appropriate plans for adult community learners.

Inspectors should evaluate the impact of these partnerships and the extent to which providers work together and share responsibility in taking leading and/or strategic roles in establishing a strong partnership with high levels of trust between the different providers.

3.3.2: joint planning, resourcing and quality assurance

Inspectors should evaluate the how well the partnership works together to plan and deliver coherent programmes and choices that take full account of all learners' needs. Inspectors should judge the effectiveness of the partnership's planning and quality assurance arrangements. You should also consider the impact of the partnership in improving outcomes for learners who take part in courses that are delivered through partnership arrangements.

Good partnership working

The partnership is strong and effective with an appropriate range of providers. Together these providers develop good joint working practices. They work well to develop trust between themselves. Individual providers always have the best interests of all learners when considering the arrangements for partnership working. The partnership is open, inclusive and proactive at all levels in its approach to working with others. Providers work together in the partnership to put the learning needs of the learner and the area first rather than the needs of individual organisations.

Unsatisfactory partnership working

Not all providers participate and many play a minor role in any partnership activity in the area. The partnership has contacts with many external stakeholders but these relations are often inconsistent and are not used systematically to develop or improve partnership working. Managers working with the partnership frequently do not attend

meetings of its management and working groups. There is a strong feeling of distrust between partners and little sharing of working practices. The providers in the partnership seek to protect their individual current working practices and autonomy to the disadvantage of learners.

3.4 Resource management

3.4.1 management of staff and resources
3.4.2 value for money

Issues in inspecting the quality indicator

Normally, the overall judgement on this quality indicator should be the same as the judgement for Key Question 1, but it may be lower.

When inspecting the management of resources, inspectors should judge how well the partnership plans and carries out effective strategies to ensure and to monitor that they manage resources well and deliver value for money.

3.4.1: management of staff and resources

Partnerships are large and complex with many streams of both income and expenditure. You should take account of the extent to which the partnerships strategic plans make good use of the various funding sources available to partners.

You should consider how well leaders and managers:

- manage finance and resources in ways that help the partnership to achieve its educational priorities;
- make sure that the partnership is appropriately staffed to deliver the curriculum effectively;
- deploy teaching and support staff to make best use of their time and skills;
- meet the development needs of staff, however they are identified;
- use benchmarking information to direct resources to areas where they are most needed;
- provide the best standards of accommodation; and
- make sure that learners have access to appropriate learning resources wherever they may be studying.

3.4.2: value for money

When inspecting value for money, inspectors should judge the effectiveness of the partnership in achieving learner outcomes of high quality in Key Question 1. However, you should also take into account how well the partnership manages its resources. If resources are poorly managed, even if outcomes are good, the overall judgement should reflect the areas for development identified.

Inspectors should evaluate:

- the effectiveness of provision in securing appropriate outcomes for learners overall;

- the extent to which the partnership successfully balances the effectiveness of its provision against costs, including staffing costs; and
- the extent to which it makes good use of the funding it receives.

You should state in the report that the partnership offers excellent, good, adequate or unsatisfactory value for money for its learners in terms of the use made of its income.

Good resource management

The partnership manages its resources effectively. Managers across the partnership use information from benchmarking surveys well to identify opportunities to redirect resources to improve both effectiveness and efficiency. The partnership plans across providers to improve the quality of its accommodation and resources. The partnership shares resources where appropriate. The partnership evaluates the effectiveness of measures that it takes to improve the performance of teachers and other staff and provides joint training and continual professional development where appropriate. The partnership provides good value for money for its learners.

Unsatisfactory resource management

The partnership makes very little use of benchmarking information to support its plans for improving accommodation and its use of resources. The partnership does not undertake any reviews of accommodation and venues it uses in order to improve their quality. Staff development undertaken by partnership staff members is not linked to its strategies for quality improvement and curriculum development. It does not evaluate the effectiveness of its staff development programme or how well staff are deployed. The partnership does not share resources or staff training opportunities. The partnership provides unsatisfactory value for money for its learners.

Annex 1: Common Inspection Framework

KQ	Quality Indicators	Aspects
1 **O U T C O M E S**	**1.1 Standards**	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.1.2 standards of groups of learners 1.1.3 achievement and progress in learning 1.1.4 skills 1.1.5 Welsh language
	1.2 Wellbeing	1.2.1 attitudes to keeping healthy and safe 1.2.2 participation and enjoyment in learning 1.2.3 community involvement and decision making 1.2.4 social and life skills
2 **P R O V I S I O N**	**2.1 Learning experiences**	2.1.1 meeting the needs of learners, employers/community 2.1.2 provision for skills 2.1.3 Welsh language provision and the Welsh dimension 2.1.4 education for sustainable development and global citizenship
	2.2 Teaching	2.2.1 range and quality of teaching approaches 2.2.2 assessment of and for learning
	2.3 Care, support and guidance	2.3.1 provision for health and wellbeing 2.3.2 specialist services, information and guidance 2.3.3 safeguarding arrangements 2.3.4 additional learning needs
	2.4 Learning environment	2.4.1 ethos, equality and diversity 2.4.2 physical environment
3 **L E A D E R S H I P**	**3.1 Leadership**	3.1.1 strategic direction and the impact of leadership 3.1.2 governors or other supervisory boards 3.1.3 meeting national and local priorities
	3.2 Improving quality	3.2.1 self-assessment, including listening to learners and others 3.2.2 planning and securing improvement 3.2.3 involvement in networks of professional practice
	3.3 Partnership working	3.3.1 strategic partnerships 3.3.2 joint planning, resourcing and quality assurance
	3.4 Resource management	3.4.1 management of staff and resources 3.4.2 value for money

Annex 2: Sources of evidence

The main sources of evidence with particular relevance to key questions and quality indicators

	Key Question 1		Key Question 2				Key Question 3			
	1.1	**1.2**	**2.1**	**2.2**	**2.3**	**2.4**	**3.1**	**3.2**	**3.3**	**3.4**
Observation:										
Observation of teaching, training and learning sessions, workplace training and tutorials.	✓	✓		✓	✓	✓	x	x	x	
Scrutiny of learners' current and previous work, including portfolios, audio and video recordings and photographic evidence of any work done at work as well as marking, comments and follow-up work.	✓	✓		✓						
Observation of recruitment, and guidance procedures.			✓		✓					
The available learning resources, including library/learning resource centres on different sites. The range of an appropriate range of books, ICT resources, practical equipment and audio-visual materials to support learning, teaching and training, including specialist equipment to support learners with learning difficulties and/or disabilities.	✓	✓		✓	✓	✓				✓
The condition, appearance, use and fitness for purpose of accommodation on all sites where teaching, training and leaning take place.						✓				✓
Specialist accommodation, equipment, aids and other resources.						✓				✓

Documents:										
The self-assessment report and quality development plan.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The most recent QEF report.	✓		✓	✓		✓	✓	✓	✓	✓
The most recent DCELLS briefing on the college.	✓		✓	✓		✓	✓	✓	✓	✓
The most recent data on outcomes from LLWR as well as more recent data as provided by the partnership.	✓									
Data on learner retention, attainment, progression, value-added, attendance and punctuality across the partnership. This should include non-accredited work college.	✓	✓								
Records of diagnostic testing, the take-up of learning support and its impact.	✓				✓	✓				
Arrangements to support learners with learning difficulties, and/or disabilities.	✓	✓	✓		✓	✓				
Data on learners in partnership provision, including the percentage they represent of the age cohort in the areas served by the partnership as well as quality improvement arrangements for the provision and the outcomes for any learners engaged in partnership provision.	✓							✓		
The partnership's representation on boards and committees responsible for the planning and the delivery of the other providers for example Communities First boards. Local health boards.							✓	✓	✓	✓
Information about the targets for improvement set by the partnership.	✓						✓	✓	✓	✓
Learners' and employers' views as expressed in questionnaires (or other similar documents).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Evidence								
Strategic, operational and business plans as well as policies and procedures relating to quality improvement, learner support, health and safety, diagnostic testing, equal opportunity and diversity, race equality, and the protection of children and vulnerable adults operating within the adult community learning partnership.					✓	✓	✓	✓
Management statistics and other data used for planning and monitoring provision.	✓					✓	✓	✓
The partnerships provider prospectuses, websites and any other marketing materials.			✓		✓	✓	✓	
Labour market information, market research and the evidence of the use made of it.			✓		✓			
Documentation on links and relationships with other institutions and sub-contractors.						✓	✓	✓
Curriculum documentation, schemes of work and lesson plans for adult community learning.			✓	✓			✓	
Information on staffing, including management structure/s within the partnership, job descriptions of all grades of staff and policies and plans for staff development within the partnership as well as records of CPD activities and any staff handbooks and guidance materials.					✓			✓
Arrangements for performance management and records of observations of lessons. Copies of internal reviews undertaken by the partnership.				✓			✓	
Teachers and trainers' assessments and records of learners' progress and achievement, including progress reports to parents and employers.	✓		✓	✓				
Learners' individual learning plans.	✓		✓		✓			
Records of the accreditation of learners' prior learning and experience.			✓	✓	✓	✓		

	1	2	3	4	5	6	7	8	9	10
External and internal verifier reports.			✓				✓		✓	
The Welsh Language scheme/s operating in the partnership.	✓				✓		✓		✓	
Records of any benchmarking activity undertaken by the partnership within and outside Wales as appropriate for adult community learning.							✓	✓		
Value added data and records of how it is used in quality improvement.	✓			✓						✓
Minutes of staff, course teams, management and governors' meetings including sub-committees of the partnership.							✓		✓	
Information about budget management arrangements within the partnership, including arrangements for allocating funds to budget heads, and charging policies.										✓
Discussion:										
Discussion with learners, staff, employers governors, visiting specialists and stakeholders.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex 3: Regulations and guidance

The documents listed below are a combination of regulations, measures and circulars and are provided as a reference for inspectors. The list is not exhaustive and it is not intended to be a checklist for inspectors to review a partnership. They are provided only as a resource for an inspection team should the need arise. Inspectors need to be aware that regulations and measures are statutory documents. All of the documents are relevant to Key Question 1 in terms of their impact on outcomes for learners.

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Accessibility Plan:		✓		✓	✓	✓			
Disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act 2001) DDA, Part IV. DDA, Part III;		✓		✓	✓	✓			✓
Curriculum: Learning Pathways 14-19 Guidance II Learning and Skills (Wales) Measure 2009 Circular 17/2006 Collaborative Arrangements Between FE Institutions and Schools 007/2009 February 2009; Transforming Education and Training Providers in Wales: Delivering Skills that Work for Wales ISBN 978 0 7504 4787 4		✓		✓		✓			
Delivering Skills that Work for Wales (NEETs strategy not yet published)		✓		✓		✓			
Community Learning policy (adult community learning provision in Wales not yet published)		✓			✓		✓	✓	✓
Disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act 2001) DDA, Part IV. DDA, Part III.				✓	✓	✓			
Education for Sustainable Development and Global Citizenship:		✓				✓			

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
A Strategy for Action 055/2008 April 2008									
Fire Safety Policy and Procedures: (Health and Safety at Work Act) (Fire Safety) Order 2005).				✓	✓	✓			
Freedom of Information: a college must maintain and publish a Publication Scheme (Freedom of Information Act 2000 section 19).						✓			
Governance Government of Further Education Corporations (Wales) Regulation 2006						✓			
Race Equality & Equal Opportunities: Race Relations (Amendment) Act 2000.				✓	✓	✓			
Safeguarding: All Wales Child Protection Procedures; and NAW circular 34/02 'Child Protection: preventing unsuitable people from working with children and young persons in the education service'. Safeguarding Vulnerable Groups Act 2006: Controlled Activities Wales; In Safe Hands: implementing adult protection procedures in Wales, 2000;				✓		✓			
Quality and Effectiveness: Quality Effectiveness Framework for post-16 learner in Wales March 2009 ISBN 978 0 7504 4928 1 The Learning Country August 2001 ISBN 0 7504 2735 3 The Learning Country: Vision into Action The Beecham Review 'making the Connections' and 'Beyond Boundaries' Welsh Assembly Government 2006						✓	✓	✓	

Annex 4: Learner survey

Listening to learners is a key source of evidence of learners' achievement, attitudes and wellbeing. Inspectors will consider the outcomes of surveys of learners' views when deciding upon lines of enquiry at the pre-inspection stage. Learners' views will also influence inspectors when making evaluative judgements about how well the provider/partnership meets the needs of learners.

Inspectors should include a short commentary on learner perceptions of the provider/partnership. The commentary may be based on an analysis of learner perception questionnaires conducted by Estyn or on a learner survey conducted by DCELLS.

The commentary should focus in particular on learners' views about the quality of advice, support and guidance they receive, how well the teaching meets their needs and engages their interest, how much they feel their voice is heard and how it influences decision-making about their course, the provider and the partnership as a whole.

Annex 5: Learners with additional learning needs (ALN)

Learner and other stakeholder views are sources of evidence for all key questions. Inspectors must ensure that evaluation of the ten quality indicators includes the achievements, attitudes and well-being of all learners, taking particular account of outcomes for learners with additional learning needs (ALN).

The term ALN applies to learners of all ages, adults and children, whose learning needs are additional to the majority of their peers. Learners with ALN include those who:

- have special educational needs (SEN);
- are disabled;
- have medical needs;
- have emotional, social and behavioural difficulties and/or mental health needs;
- are more able and talented;
- are learning English as an additional language; and
- have basic skills needs.

Learners are more likely to have ALN when they also belong to vulnerable groups including:

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- looked-after children (LAC);
- young parents and pregnant young women;
- young offenders;
- adults, children and families in difficult circumstances;
- learners at risk of homophobic bullying;
- young carers; and
- gypsies and travellers.

Annex 6: Guidance on the use of data in the inspection of adult community learning partnerships

Issues in inspecting the quality indicator

Inspectors should read this guidance in conjunction with the guidance on inspecting standards (1.1.1).

Inspectors use a four-point scale when looking at data on performance, where such data is available. The scaling shows how well the provider is performing in relation to national benchmarks:

Excellent = 15% or more above the national comparator
Good = 5% to15% above the national comparator
Adequate = 5% above to 5% below the national comparator
Unsatisfactory = More than 5% below the national comparator

Estyn produces tables of data for inspection teams based on the most up-to-date LLWR data available. These tables focus on outcomes at the level of the whole provider and at the level of each learning area. The tables also contain relevant national comparators and colour-coded indications of where the provider performance comes on the four-point scale outlined above.

Where these tables are available for ACL provision, they also indicate, for the internal scrutiny of inspectors, how the provider performance ranks against other providers in Wales. Inspectors should consider the rank ordering in order to calibrate their judgements further and to guide them in identifying potential lines of enquiry for the inspection.

Inspectors may consider data on learner performance that is not captured by the LLWR database. Inspectors may look at the grades awarded to learners and how these compare to national comparators. They may consider learners' achievement of credit, where this is a feature of their individual learning plans and course of study. Inspectors may also use data provided by awarding bodies to inform their judgements, especially in relation to vocational qualifications and award of credit.

Inspectors may take account of any analyses of value added performance by learners, which may include any non-accredited learning delivered by providers. This analysis looks at how well learners have performed compared to their starting points. This can provide important information on learner performance, especially where learners are not attaining the higher grades but nonetheless have performed very well from a low starting point. It can also show how learners have used and practised their skills outside of the classroom.

Inspectors may also focus in more depth on a sample of learning areas, in order to pursue a specific line of enquiry. Inspectors may look carefully at the data on learner performance in these learning areas. This analysis also gives inspectors an important insight into how well the provider manages its data on learner performance.

Inspectors may look at the outcomes in qualifications and award of credit in the sample of learning or occupational areas. They may calculate the success rates for the group of qualifications or awards of credit in each of the sampled areas and compare these to the national comparators for the same group of qualifications. This provides a very useful insight into learner performance in each of the learning areas. It is also important because this analysis can put into context the range of long and short courses providers deliver.

In ACL often the very latest information on learner performance may still not be verified or is not available consistently for all learning areas. In these cases, inspectors should also ask providers to provide unverified data in relation to completion, attainment, achievement and success rates which reflects their current provision. They should choose a small sample of the data and ask to see returns from examination and awarding bodies to check on the robustness of the sampled data. They should also check to see if the providers undertake any monitoring of unaccredited learning and its outcomes for learners performance.

Unverified data is particularly useful when looking at trends in performance and to see whether recent actions taken by the provider are bearing fruit in relation to improved learner outcomes.

Normally, inspectors should attach the greatest weight to verified data. Inspectors may, however, take account of unverified, recent data where they are able to check records from original sources, such as returns from awarding bodies.

Inspectors may also consider how well specific groups of learners perform, for example learners on long and short courses, male and female learners, full-time and part-time learners, learners from ethnic minority groups, learners from disadvantaged areas, learners at specific levels, learners following credit-based courses or, learners studying similar courses but in differing venues across a geographical area.

Where parts of a provider are performing very well and other parts of a provider are underperforming, inspectors should explore what the provider is doing to bring the performance of the weaker areas up to the same standard as the best.

Annex 7: Guidance on follow-up activity

Background

During all core inspections, the inspection team will consider whether the provider needs any follow-up activity. The same approach will apply to partnership inspections, with the lead partner acting as the provider.

There are five types of follow-up activity:

1   Excellent practice case study
2   Post-16 Link inspector monitoring visit
3   Estyn team monitoring visit
4   Re-inspection, with referral to DCELLS

The first follow-up activity involves action by the provider to produce a 'good practice' case study for dissemination by Estyn. The second involves a visit from the post-16 link inspector. The third is a visit from a small team of Estyn inspectors. The last involves re-inspection and subject to the outcome, referral to the DCELLS team responsible for contact management. Apart from the good practice case study, follow-up activity involves increasing levels of intervention in proportion to need. The type of follow-up needed by a provider will be decided on a case-by-case basis.

DCELLS will be informed of the outcomes of inspection that require either further visits by Estyn inspectors or re-inspection. DCELLS officers will be kept informed, following monitoring inspections by Estyn, of subsequent progress made by the provider and may carry out its own monitoring of providers' progress where appropriate. If the prospects for improvement are unsatisfactory DCELLS may undertake its own performance monitoring and will request targeted follow-up by a post 16 link inspector. If the provider fails to submit a satisfactory action plan following receipt of an adequate or unsatisfactory overall judgement, DCELLS may take remedial action, including withdrawal of funding.

1 Excellent practice case study

If a provider gains an excellent judgement for at least one of the two overall judgements then the inspection team will have identified one or possibly more examples of sector-leading practice at the provider that warrant wider dissemination. This possibility should be discussed during team meetings, when sector-leading practice will have been a key consideration in reaching any excellent judgement.

In such cases, the Registered/reporting inspector will invite the provider to prepare a written case study of no more than 600 words, accompanied by any appropriate illustrative material if appropriate[1], describing the sector-leading practice. It should be made clear to the provider that the inspectorate reserves the right to edit the content and presentational style. The case study should describe the context and

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[1] Photographic images of children and young people require the necessary clearance.

background of the best practice, the exact nature of the strategy or activity and what the impact has been on outcomes for the learners, trainees or clients. The case study must be one that can be held up as sector-leading practice to the scrutiny of other providers in the same sector or possibly other similar sectors.

The case study should be sent to Estyn within four weeks of the end of the on-site part of the inspection. The case study should be accompanied by a letter or email showing that it has been approved for use by the inspectorate and signed off by the senior leader of the provider.

The provider may at a later stage also be invited to showcase their sector-leading practice at one of Estyn's best practice conferences. The example might be disseminated through various media, including the inspectorate's website, newsletters, best practice publications for the sector, in HMCI Annual Reports and at best practice events. Case studies will normally have a publication life of three years, after which they will be removed from the Estyn website, to ensure that they remain topical and at the forefront of excellent practice.

2 Post-16 Link Inspector monitoring visit

The least intensive follow-up activity is required when the provider is identified as a generally good provider, but it may have a small number of specific areas for improvement that require monitoring to ensure improvement.

In such cases, the two overall judgements for the provider might be good, but a small number of key questions or quality indicators may be judged to be adequate, indicating some areas for improvement. This would include instances where there is a failure to meet statutory requirements that affects quality or standards.

If the provider is judged to monitoring by the Estyn post-16 link inspector, the reporting inspector should tell the senior leader of the provider at the end of the core inspection that the team has reached this judgement and inform the relevant Assistant Director and Strategic Director.

3 Estyn team monitoring visit

Normally, this level of activity will be required when at least one of the overall judgements for a provider in a core inspection report is adequate, but the provider is not causing concern to the extent of requiring re-inspection at this stage.

To receive this level of follow-up activity, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged as good. However, the provider would have some important areas for improvement that require monitoring.

If the provider is judged to require an Estyn monitoring visit, the reporting inspector should tell the senior leader of the provider at the end of the core inspection that the team has reached this judgement and inform the relevant Assistant Director and Strategic Director.

Subject to moderation, the inspectorate will write a letter to the provider, copied to DCELLS, identifying the areas that require improvement and explaining that a small team of Estyn inspectors will visit the provider to judge progress around a year later. If the team judges that insufficient progress has been made then the provider may be judged to require significant improvement and this might result in re-inspection.

4 Re-inspection by Estyn

Normally, this level of activity will be required when at least one of the overall judgements for a provider in a core inspection report is unsatisfactory.

To receive this level of follow-up activity, one or more key questions or quality indicators would be judged to be unsatisfactory. It would be possible that at least some key questions and quality indicators have been judged as adequate. However, the provider would have important areas for improvement that require re-inspection.

If the provider is judged to require re-inspection, the reporting inspector should tell the senior leader of the provider at the end of the core inspection that the team has reached this judgement and inform the relevant Assistant Director and Strategic Director.

The inspectorate will write a letter to the provider, copied to DCELLS, identifying the areas that require improvement and explaining the timing of the re-inspection.

After the re-inspection, Estyn will publish a report evaluating the progress made by the provider in those areas of the original inspection judged to be unsatisfactory.

Referral to DCELLS

If the team judges that insufficient progress has been made at the end of a re-inspection then this will be reported to DCELLS as part of their contract management procedures. This information will be used in making decisions over continuation or withdrawal of the DCELLS contract with the provider,

Follow up activity

The table below summarises the types of follow-up activity that may result from a core inspection. The table is an internal Estyn document and provides a broad indication of likely outcomes in order to guide consistency across sectors. The type of follow-up needed by a particular provider will be decided on a case-by-case basis, using detailed guidance set out in the inspection handbooks for each sector. The various boundaries may need to be revised with experience.

Current Performance	Prospects	Other	Possible outcome - Post-16
Excellent for at least one overall judgement		Where Estyn identifies the need for dissemination of sector-leading practice	Provider writes case study
Good	Good	Any KQ or quality indicator adequate. Failure to meet statutory requirements that affects quality and standards	Post-16 link inspector monitoring visit
Adequate	Good or better		Estyn team monitoring visit*
Good or better	Adequate		Estyn team monitoring visit*
Adequate	Adequate	One or more quality indicators good or better	Estyn team monitoring visit*
Adequate	Adequate	Any KQ unsatisfactory or one or more quality indicator unsatisfactory or all adequate	Estyn team monitoring visit*
Unsatisfactory	Adequate		Re-inspection*
Adequate	Unsatisfactory		Re-inspection*
Unsatisfactory	Unsatisfactory		Re-inspection*

* DCELLS informed of measures taken and of progress