



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**Nominee handbook  
for post-16 education and training**

**from**

**January 2013**

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

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## Introduction

This handbook is designed for nominees who will act the provider's<sup>1</sup> representative on the inspection team during their inspection. The handbook has been developed primarily with the needs of senior managers in mind and there is a strong emphasis on practical application. It responds to the frequently asked question - "What do I have to know to be an effective nominee?". Taking time to read through the handbook will provide you with the information you need to prepare for your inspection and to understand the importance of the role as the provider's nominee. Where we refer to provider, this also refers to partnership or consortium where appropriate.

### Who should be a nominee?

The nominee plays a vital role in the conduct of an inspection. It is essential that the nominee plays a senior role in an organisation and has a good understanding of the work of the whole provider, consortium or partnership. The inspectorate only allows one nominee for an inspection. If you are a nominee covering a wide-ranging provision such as adult community learning or a work-based learning provider with many partners and sub-contractors, you may wish to consider setting up a small network of quality contacts from other providers within the partnership or consortium. If you need to get additional information for the inspection team, these contacts may be able to help you. You may wish to meet with this group following inspection team meetings to discuss how the contacts can support you for the following day. However, you must bear in mind that the discussions that take place in the inspection team meetings are confidential.

The nominee handbook is in four parts:

**Part 1:** Before the inspection

**Part 2:** During inspection

**Part 3:** After the inspection

**Part 4:** Completing the online revision guide (to be available online at a later date)

We hope that you find the handbook informative and, most of all, easy to use in preparing for your inspection.

Part 1 and part 2 contain the critical information and actions needed at different times throughout the period of the inspection. Part 3 briefly touches on the role of the nominee post inspection, while part 4 explains in a little more detail about the online revision guide.

It will be helpful to have your copy of the Estyn 2010 sector inspection guidance to refer to as you go through the handbook. It is vital that you are familiar with your sector inspection guidance before the inspection.

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<sup>1</sup> Throughout the handbook the term 'provider' is used to include work-based learning, further education and adult community learning.

In order to act as a nominee on an inspection, you will be better informed if you have read the nominee handbook, completed the online revision guide (this will be available shortly) and be in receipt of an up-to-date certificate of completion of the online revision guide. Please keep the certificate safe as the inspection co-ordinator will need to place it in the virtual inspection room before the inspection begins.

## **Part 1: Before the inspection**

This part is in four sections.

**Section A** will help familiarise you with your role and responsibilities.

**Section B** provides guidance on working with the reporting inspector (RI) to put your organisation in context.

**Section C** allows you to explore briefly the key aspects of effective self-evaluation.

**Section D** provides guidance on gathering evidence for the team.

### **Section A: Roles and responsibilities**

This section will explain your role and responsibilities as the provider nominee.

This section should enable you to:

- have a good understanding of the role of the nominee; and
- know and understand the protocol that guides the work of the nominee.

#### **Background**

Inspections provide an opportunity to involve providers actively in the inspection process by enabling a nominee from the organisation to work with the inspection team. This is to provide greater involvement by the provider and strengthen the partnership between the inspection team and provider staff. It will also give providers a better insight into the inspection process as well as providing valuable opportunities for professional development.

Providers are invited to select a nominee who will:

- ensure that inspectors are fully informed about the context of the provider's work;
- contribute to meetings of the inspection team; and
- hear emerging findings of the team.

#### **The nominee**

As nominee, you should be a sufficiently senior member of staff to have a good overview of the work and quality assurance systems of the provider, consortium or partnership to act effectively as a link between the provider and the inspection team. The role of the nominee is valued highly by inspectors as the nominee contributes significantly to ensuring that the inspection runs smoothly and that inspectors see all the relevant evidence so that they can make valid and reliable judgements.

If the provider decides not to take up the offer of having a nominee, this will not prejudice the inspection. The fact that a provider does not have a nominee will have no impact on the judgements made by the inspection team.

### **An effective nominee**

The role of the nominee is demanding and requires you to exercise the objectivity essential to an external inspection process. You will also be required to **respect the strict confidentiality of all inspection discussions**. Your role is not that of an advocate or defender of the provider. Your role is to help inspectors access all the evidence they need to see, to listen to discussions to understand inspectors' reasoning and to signpost inspectors to further evidence, personnel where this is needed.

Guidance in the sector handbook tells you that before the inspection you should:

- become familiar with the sector guidance for inspection;
- become familiar with the inspectorate's guidance on the role of the nominee;
- play a key role in the provider's self-evaluation procedures;
- become familiar with the inspection documentation;
- attend all team meetings;
- make administrative arrangements for the inspection; and
- collate provider documentation and evidence required for the inspection.

In the new 2010 inspection model, the nominee has a particular role in making sure that all the evidence to support the provider's self-assessment is readily available and to hand. If evidence is not available the inspection team will not have time to search it out. The effectiveness of the nominee in signposting inspectors to evidence will inevitably have an impact on the judgements awarded by the inspection team.

Please see the Estyn website for the nominee protocol and agreement.

### **Summary**

In this section, you have read about your role and responsibilities as the provider nominee. It will be useful for you now to share your understanding of your role with staff, senior managers, directors and members of supervisory bodies such as governors prior to the inspection.

It is also a good idea to fully brief staff, senior managers, directors and members of supervisory bodies about changes to the inspection processes in general.

## **Section B: Putting the provider in context**

This section provides you with guidance on working with the Reporting Inspector (RI) to put your organisation in context.

Each provider operates in widely different circumstances with different challenges. As the nominee you have a key role in helping the inspection team to understand the context in which you work. If you are unfamiliar with the sort of evidence that the

inspection team will look for in writing the context section of the report, then it may be useful for you and the RI to agree this during the inspection.

Please refer to the guidance in your sector handbook

### **About the provider organisation**

The information that you provide about your organisation will inform inspectors judgements about learners' standards of achievement and attainment, as well as possibly providing them with lines of enquiry.

The 'About the provider' section should contain brief information on:

- size, nature and location of the provider;
- the background and circumstances of the learners, including socio-economic disadvantage, ethnicity, SEN or mobility;
- the linguistic background of the learners;
- the features of the area served by the provider (including demographic and labour market information);
- any other relevant factors; and
- any significant changes since the last inspection.

The following example illustrates how inspectors use the provider context to inform judgements.

#### **Example A**

The RI in reviewing the provider's data notes that the provider has not compared favourably with similar providers over the last two years. The nominee produced information to show that during this period, redundancies of work-based learners had adversely affected attainment. The additional information provided by the nominee, together with evidence from training sessions, discussions with learners and scrutiny of learners' work, allowed the inspection team to consider all the evidence before making a judgement about standards.

Remember it is very important to have the evidence available to support the provider's analysis about your provision and the context that it operates in, as well as evidence to support your self-evaluation.

### **Summary**

In this section you have read about the sort of information that is needed to put your organisation in context.

#### **Section C: Self-assessment**

This section on self- assessment revisits what makes effective self-assessment and its importance in the new inspection arrangements.

The provider has prime responsibility for raising standards and quality.

Self-assessment lies at the heart of this process. It feeds into improvement planning, identifying good features and areas for development, setting performance targets and measuring progress against them.

For self-evaluation to be truly effective it needs to be open and honest and fully understood by staff, managers, governors and other relevant stakeholders. The provider will be disadvantaged if something is noted by the inspection team that members of staff do not seem to know about, or if the provider's self-assessment does not accurately reflect its current performance. All providers will have areas that they wish to improve or develop – the issue is what processes are in place to identify these areas and what is the provider doing to address them? Over time, all aspects of the life and work of the provider should be reviewed, but the emphasis should always be on how good are outcomes and the quality of provision.

The link between self-assessment and provider improvement planning is crucial. Detailed and comprehensive processes for self-assessment are of little worth unless self-assessment outcomes are clearly linked to the provider's improvement targets.

High-quality data, both quantitative and qualitative, are essential in making sure that the provider has the necessary information to make secure judgements about its performance and to prioritise its future actions. Set out below are criteria that you should use when gathering information to support your self-assessment judgements.

Self-assessment judgements should be:

- secure – based on sufficiently robust, reliable and accessible evidence;
- first-hand – based on direct observation; reliable – based on common, well-understood criteria;
- valid – accurately reflecting what is achieved and provided;
- free of bias – valuing equality of opportunity and diversity;
- comprehensive – covering all aspects of the Common Inspection Framework;  
and
- corporate – reflect the collective view of staff, managers, and other stakeholders.

The new 2010 inspection framework places great importance on the provider's self-assessment as the starting point for inspection. As the nominee you may play a key role in writing the provider's self-assessment report. Inspectors will seek evidence during the inspection to validate the provider's own judgements. If the evidence is not available the team may decide that a follow-up visit is necessary at a later date. Please refer to details of follow-up inspections in your sector handbook.

## **Summary**

In this section you have read about the key features and purpose of self-assessment in the new Common Inspection Framework. If you want to learn more about self-assessment please see the Estyn website for the Post-16 self-assessment manuals.



## **Section D: Gathering evidence**

This section on gathering evidence for inspection will enable you to:

- understand how inspectors judge the application of learners' skills;
- understand how inspectors identify and follow lines of enquiry; and
- be aware of the types of documentation that inspectors may request before the on-site part of inspection.

Judging the application of learners' literacy, numeracy and Information Technology and Communication (ITC) skills.

This part of the handbook will provide you with information about the skills that inspectors will judge and the sources of evidence they will use to make their judgements. It will help you to know which evidence you should provide and how inspectors will make their judgements.

### **How will inspectors judge learners' skills?**

In particular, inspectors will evaluate whether all learners have the skills in communication, literacy, numeracy and ICT.

Inspectors will give the most weight to learners' literacy and numeracy skills, particularly reading and writing. Inspectors will also report on learners' numeracy and ICT skills where these areas are particularly good or are underdeveloped and have a detrimental effect on their progress.

Inspectors will judge how well learners' skills give them access to the curriculum based on evidence from observations of lessons, scrutiny of learners' work and by talking to learners. For example, talking to learners will provide evidence of their speaking and listening skills, what progress they have made in developing the literacy and numeracy skills, as well as their understanding of their work or job role. Scrutiny of work will demonstrate whether learners can write clearly and read for understanding at the appropriate levels. Inspectors will consider the extent to which learners' communication skills support or hinder progress in classroom, off-the-job-training or workplace interaction with tutors, employers and with peers.

Inspectors will seek evidence to determine whether learners have the skills to:

- cope with the demands of their learning;
- make good progress across the curriculum/areas of learning, learning pathway or at work; and
- cope with the communication, numeracy and ICT demands of everyday life.

Inspectors will consider learners' preparedness to develop and use the skills they have acquired in different, new or unfamiliar situations, as well as how well they apply their skills without support.

Inspectors will take account of learners' level of ability when considering evidence and determining judgements.

### **Which training sessions/visits will inspectors observe?**

The inspection team will spend between 30% and 50% of their time during the inspection observing teaching, assessment or training sessions. Inspectors will observe a sample of sessions across all training programmes to obtain evidence of how well learners apply their skills.

Inspectors will use the timetables/activity schedules provided by the provider before the inspection to identify the sessions/visits they will observe.

Inspectors will not always notify staff of the sessions they will observe.

### **Will inspectors observe support programmes, such as essential and basic skills and literacy and numeracy support sessions?**

Learners who receive specific support to develop their communication, numeracy and ICT skills, such as essential /basic skills programmes, will always be a focus for inspectors to judge how well they are doing. Observations of these learners in training sessions or at work will provide inspectors with evidence of how well these learners achieve in day-to-day learning tasks and activities.

### **Will inspectors talk to learners?**

Inspectors will determine learners' views of how well they are doing in terms of developing and applying communication, literacy, numeracy and ICT skills and will find out if learners know how much progress they have made and what they must do to improve. Inspectors will choose learners from lists that you supply in order to follow lines of enquiry and gain evidence for the common inspection framework requirements.

### **Will inspectors scrutinise samples of learners' work?**

Inspectors will choose samples of learners' work to meet the needs of the lines of enquiry identified by the inspection team. Inspectors will tell you which samples of learners' work they will need. You should make certain that these samples provide evidence of learners' application of communication, literacy, numeracy and ICT skills.

### **Where will inspectors report on learners' skills in the Inspection Framework?**

In Key Question 1, inspectors will report on whether all learners have the skills in communication, literacy, numeracy and ICT needed to access the whole curriculum and help them progress at work.

In Key Question 2, inspectors will report on the provision for skills. In the overall judgement on teaching, training and assessment inspectors will take account of how well these meet learners' needs, including the development of their practical skills.

In Key Question 3, as part of their judgements about leadership and quality assurance, inspectors will consider how well leaders and managers develop, support, monitor and evaluate the provider's strategies and policies for developing learners' skills.

## **Lines of enquiry**

This part of the section will provide you with information about how inspectors identify and follow lines of enquiry.

The guidance handbook for your sector explains that the starting point for inspection is the provider's assessment of its own performance, supported by relevant performance information. You should be aware that inspectors will not inspect all aspects of work in depth during an inspection. They will sample evidence to test the provider's own judgements about its work.

The reporting inspector will formulate lines of enquiry after scrutinising the self-assessment report and other information provided by the organisation as well as any other information held by the inspectorate. These lines of enquiry will be shared with the nominee and a senior management representative on the first day of the inspection.

The inspection will be planned so that the team can pursue the identified lines of enquiry that are specific to the provider and cover the requirements of the common inspection framework that all inspections will address in each post-16 sector.

Hypotheses and lines of enquiry will be recorded in a pre-inspection commentary (PIC), which will be shared with you on the first day of the inspection. The PIC will be discussed in detail by the RI in the briefing with the inspection team at the start of the inspection.

From May 2013 inspectors will use Learner Voice outcomes and benchmarks to assess and make judgements on learners' views about their learning. Inspectors may also want to scrutinise any in-house learner questionnaires carried out by your provider. As nominee, it will be useful if you will make sure that collated results from these in-house questionnaires are available to the team. Inspectors may use the questionnaires to pursue a line of enquiry.

## **Documentation**

This final part of this section will provide you with information about the documentation that inspectors will request before the inspection to help them inform their judgements.

Part 2 of the handbook will provide you with information about which documentation may be required during the inspection. You will find full details of the sources of evidence in Annex 2 of the guidance handbook.

### **Documentation required before the inspection**

Almost all of your contact before the inspection will be with the Inspection Co-ordinator (IC). The IC will contact you by telephone about four weeks before the inspection to let you know the date of the inspection. During this telephone call he/she will provide you with details of your inspection team and discuss arrangements for the inspection. Once you have been notified that an inspection is

to take place, you will be asked to provide the following information for the virtual inspection room:

- key background information on the organisation;
- a copy of your most recent self-assessment report and improvement plan;
- the latest unverified attainment data; and
- a full plan of all of your staffs' intended activities during the inspection week.

If the inspection is to take place early in the contract year, you will be reminded that samples of learners' work from the previous year may be needed during the inspection. You should make these samples available to inspectors during the on-site part of the inspection at their request.

The inspectorate will ask you to inform other consortium members, sub-contractors, partners and stakeholders about the inspection so that inspectors may gain their views.

## **Summary**

In this section, you read about how inspectors judge skills, the sources of evidence they will use to make their judgements and how they will report on skills. You also read about how inspectors may identify a line of enquiry and the documentation that inspectors will request before the inspection. You may wish to consider how this information can be shared with managers and staff so that they gain an understanding of the inspection process.

## Part 2: During the inspection

**Section A** will familiarise you with your role during the inspection

**Section B** provides information about what happens during the onsite part of the inspection

**Section C** explains how documentary evidence requested by the inspection team during the inspection supports lines of enquiry

**Section D** clarifies the inspectorate's quality assurance processes

**Section E** contains a series of frequently asked questions

### Section A: Role and responsibilities

This section will provide you with information about your role and responsibilities during the inspection. Guidance in the sector handbook tells you that during the inspection you should:

- liaise with the reporting inspector about administrative arrangements;
- respond to team requests for additional information;
- assist in resolving any problems that arise;
- contribute to discussions about excellent and unsatisfactory features in team meetings;
- be proactive in providing additional evidence following team meetings or the scrutiny of learner's work;
- take no active part in the final team meeting when judgements are being awarded; and
- where appropriate, ask the inspection team to clarify its judgements.

#### Summary

In this section you read about your role and responsibilities during the inspection. It will be useful to share this with managers and staff so that they have a better understanding of what you will be expected to do.

### Section B: A walk through the inspection period

This section will enable you to have a better understanding of:

- what the inspection team will do during the inspection week;
- and your role in team meetings.

Annex 1 provides a possible model of how inspectors may use their time during the inspection. It will be useful to share this information with managers, staff and governors before the inspection.

A very important feature of the inspection process is the team meetings. As a nominee and part of the inspection team, you can and should attend, all team meetings, including the pre-inspection team meeting. Below is an example of an agenda for the pre-inspection team meeting. The reporting inspector will share this alongside the pre-inspection commentary on the first day of the inspection. It is a good idea to familiarise yourself with this agenda beforehand as you may be asked your advice about where certain evidence can be obtained or who to speak to confirm lines of enquiry.

### **Pre-inspection team meeting sample agenda:**

- welcome and introductions;
- domestic arrangements, health and safety issues, and safeguarding arrangements;
- where appropriate, specific issues/activities during the week that will affect the inspection programme;
- team responsibilities – allocation of key questions and quality indicators, and writing sections of judgements forms;
- pre-inspection commentary – hypotheses, issues and lines of enquiry ;
- issues arising from Learner Voice reports or other learner questionnaires;
- session or visit observation timetable – allocation of team members to sessions or visits lessons;
- arrangements for listening to learners; interviews with staff and senior managers, governors, partners stakeholders;
- identification of samples of learners' work for scrutiny;
- completion of Judgement Evaluation Forms;
- team meetings for the rest of the inspection; and
- arrangements for reporting/feeding back on the last day of the inspection, including notifying and inviting DfES representative .

It is important that, as the nominee, you pay due regard to the nominee protocol. This is particularly the case in team meetings where discussions will cover the strengths and weaknesses of the organisation. A good nominee is well prepared, briefed and contributes positively to team discussions. Do not be afraid to ask for clarification if something is said that you don't understand. After all, you are the person who is likely to be the key to helping move the organisation forward following the inspection so it is important that you know why things are being said.

### **Summary**

In this section, you read about the inspection week. You may wish to consider how this information can be shared with managers and staff so that they gain a better understanding of the inspection process.

### **Section C: Documentation required during the inspection**

This section will provide you with information about the range of documentation that inspectors may request to help them judge the provider's work in relation to the Common Inspection Framework.

Annex 2 in your sector handbook contains details of the main sources of documentary evidence. Please read the information in this annex before continuing.

Now that you have read about the main sources of documentary evidence, you will be aware of the type of information inspectors may request. You should note that inspectors may not request all of this information, but will choose the evidence they need to support their lines of enquiry. The following examples focus on the types of

documentary evidence that inspectors may request to pursue a line of enquiry. In addition to documentary evidence, they may observe the implementation of policies and procedures in practice and seek the views of learners, employers and staff.

### **Summary**

In this section, you have read about how documentary evidence may be requested in order to support a line of enquiry. It will be useful to share this information with managers and staff so that they have a better understanding of the inspection process.

## **Section D: The inspectorate's quality assurance processes**

This section will provide you with information about how the inspectorate quality assures inspections.

Monitoring inspections and inspection reports allows the inspectorate to:

- assess the work of team inspectors on inspection visits, as well as that of the reporting inspector; check how well the nominee understands his/her role and the nominee protocol;
- ensure that all inspectors comply with the requirements of the relevant inspection framework and guidance;
- raise issues of consistency in practice from inspection to inspection;
- challenge the inspection team;
- use the information to determine the quantity of future work for inspectors directly employed by the inspectorate; and
- use all quality assurance information to inform training and further guidance.

### **Summary**

In this section, you have read about how the inspectorate monitors the quality of work of its own inspectors and contracted inspectors. It will be useful to share this information with staff and governors so that they are well prepared if the inspection is quality assured.

### **Part 3: After the inspection**

This section reviews, briefly, the role of the nominee after the onsite inspection is complete. Guidance in the sector handbook tells you that after the inspection you should:

- attend the feedback meeting at the end of the inspection;
- contribute to checking the factual accuracy of the draft of report; and
- play a full part in updating the action plan following the inspection.

You have now read through the handbook and can begin to prepare for your inspection. You may now find it useful to read Estyn's guidance on preparing for inspection. Please see the Estyn website for the for Inspections handbooks.

### **Part 4: Completing the online revision guide (this will be available at a later date)**

When you receive the date of your inspection you must complete the online revision guide. The revision guide should take approximately one hour to complete and is designed to consolidate your understanding of your role as the provider nominee. The revision guide consists of a series of activities to check your understanding of your role and the new inspection framework. All activities are accompanied by answers to allow you to judge how well prepared you are to take on the nominee's role. After completion of the revision guide you will automatically be issued with a certificate. Please keep this safe as the RI may ask to see it.



## Annex 1: A walk through the inspection week

The following information is intended to provide further general information about the model of Estyn inspections. Nominees should also note that model outlined below will vary slightly according to the size of the provider and to the sector being inspected.

Each inspection will take place from Monday to Friday. If there is any variation from this, the IC will let you know when Estyn informs you about the date of inspection. The size of the team will also vary according to the size of the provision.

Please note that the beginning of the inspection on-site may vary from inspection to inspection depending on the circumstances of the provision. For example, inspectors may begin inspection visits on the Monday morning, whilst travelling to the base room. The RI and inspectors who live locally may arrive at the provider earlier in the morning and undertake some visits or meetings as appropriate. The RI will discuss this with the nominee prior to the inspection.

The timetable below is a basic model of an inspection week. However, each inspection may vary slightly due to the context.

Day	Team member	Activity
<b>Monday</b>		
<b>12.00</b>	<b>RI/DRI</b>	Meet with either the CEO, SMT, Principal, MD to share lines of enquiry.
<b>12.30</b>	<b>All team</b>	Meeting at the base room. Short team meeting to confirm activities, the inspection program and lines of enquiry.
<b>13.30</b>	<b>All team and provider staff</b>	Welcome and short presentation by the either the CEO, Principal, Director of Education, SMT and nominee to provide a context for the inspection. <b>Health, safety and safeguarding briefing for the inspection team.</b>
<b>14.15</b>	<b>All team</b>	Inspection planning, orientation, confirming visit and transport arrangements with the nominee.
<b>14.30</b>	<b>All team</b>	Interviews and visits as per individual schedule. (SMT/ESW/Safeguarding/Support etc.).
<b>14.30</b>	<b>KQ</b>	<b>Meeting with SMT members or staff with key responsibility for aspects of the CIF, such as ESW, Safeguarding</b>
		<b>No team meeting tonight.</b>

<b>Tuesday</b>		
<b>09.00</b>	<b>All team</b>	Interviews and meetings as per individual schedules
<b>15.30</b>	<b>KQ teams</b>	KQ cluster meetings. Lead HMI to determine main findings for feedback meeting.
<b>16.00</b>	<b>All team and nominee</b>	Team meeting to discuss emerging findings.
<b>17.00</b>	<b>RI and DRI</b>	Meeting with either CEO, MD, Director of Education or Principal if required
<b>Wednesday</b>		
<b>09.00 to 14.00</b>	<b>All team</b>	Interviews, meetings and visits as scheduled. Documentation and portfolio scrutiny.
<b>10.00</b>	<b>KQ</b>	<b>Meeting to be arranged with consortium members, sub-contractors and/or partners</b>
<b>15.30</b>	<b>KQ teams</b>	KQ cluster meetings. Lead HMI to determine main findings for feedback meeting.
<b>16.00</b>	<b>All team and nominee</b>	Team meeting to discuss emerging findings. <b>KQ lead HMI only to present findings.</b>
<b>17.00</b>	<b>RI and DRI</b>	Meeting with either CEO, MD, Director of Education or Principal if required.
<b>Thursday</b>		
<b>09.00</b>	<b>All team</b>	Report writing. KQ Lead HMI, HMI and PIs to agree provisional judgements, and two key recommendations.
<b>14.00</b>	<b>All team and nominee</b>	Moderation meeting. Inspectors to report main findings, strengths, good practice and areas for improvement. <b>Team to discuss and agree:</b> <ul style="list-style-type: none"> <li>• Judgement for each key question</li> <li>• Providers' current performance</li> <li>• Providers' prospects for improvement</li> <li>• Recommendations</li> </ul>
<b>Friday</b>		
<b>09.30</b>	<b>All team</b>	Confirm main findings and recommendations. Prepare for feedback.

<b>12.00</b>	<b>RI and KQ Lead HMI</b>	Formal feedback to a small group of senior staff. The may include CEO, Principal, MD Senior Management, Consortium Leads and DfES representative. Nominee to invite the DfES representative.  Short oral feedback on main findings, judgements, recommendations and prospects for improvement.
<b>13.00</b>		Inspection team departs.