

# Introduction

The purpose of the guidance is to help inspectors to communicate effectively with learners in order to gain their views as part of the inspection process.

In addition, the guidance may help providers to gather the views of learners as part of the process of their self-evaluation.

Children have the right to have their views taken into account in decisions that affect them, as set out in the United Nations Convention on the Rights of the Child. It is good practice for learners of all ages to have their views taken into account in decisions that affect them. Estyn will give every learner the opportunity to share their views during an inspection, either through a survey or direct contact with inspectors.

The views of learners are a key source of evidence of achievement, attitudes and wellbeing. Learners' views can also influence the questions we ask the provider.

By listening to learners, inspectors will give learners the opportunity to show their knowledge and understanding of their work, how they are doing and what they need to do to improve. It will also give them an opportunity to share whether they feel supported, and to what extent the provider contributes to their wellbeing.

The learners that are to be interviewed should be selected carefully to provide a valid and reliable source of evidence. There are no set questions for inspectors to ask because the questions will be determined by the emerging questions inspectors have after reviewing the provider's self-evaluation and supporting evidence.

Learners will also be able to express their views through surveys that will be carried out before an inspection.

This guidance offers further assistance to inspectors in listening to learners of all ages. It places specific emphasis on listening to learners who may represent particularly vulnerable groups. It describes some of the ways in which inspectors may include these learners and ensure that their views contribute effectively to the process of inspection.

However, inspectors should take a balanced account of the views of all learners, as well as of the evidence gained from direct observations and scrutiny of work.