



Guidance for Inspectors

How we inspect in Independent Specialist Colleges

Providers registered on the Welsh Government list of independent special post-16 institutions from September 2024



This guidance is also available in Welsh.

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

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Introduction

Estyn's vision

Estyn's vision is to improve the quality of education and training and outcomes for all learners in Wales. Our mission is to support education and training providers to develop a self-improving and learning culture through our advice, inspection and capacity building.

Purpose of the guidance handbook 'How we inspect'

This handbook sets out our approach to inspecting independent specialist colleges. These are the providers registered as independent special post-16 institutions with Welsh Government. It explains **how** we inspect. The guidance is essential reading for reporting inspectors and all other members of the inspection team. It may also be useful for providers to support their understanding of the inspection mind-set and methodologies.

The guidance should be read alongside '[What we inspect](#)' guidance in independent specialist colleges, which outlines the inspection framework. Providers can use this guidance to see how inspections work and to help them in strengthening their own self-evaluation and improvement processes.

Where the inspection identifies practice worth sharing, inspectors will include a spotlight on this practice as part of the inspection report. Where the inspection identifies important concerns in relation to learning and teaching, well-being, support and guidance and leading and improving, we will arrange follow-up activity to support improvement. Guidance on follow up activity is available on p 17 of this handbook..

There is further information about inspections on our website www.estyn.gov.wales

Legal basis for the inspection of independent specialist colleges

Once commenced¹, section 57 of the Tertiary Education and Research (Wales) Act requires the Chief Inspector to report on:

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

The Act also outlines Estyn's right of entry and access to premises and information to enable it to carry out such functions. It also states that it is an offence intentionally to obstruct HMCI (and inspectors deployed by HMCI) in the exercise of functions in relation to inspection.

¹ Until commencement of the quality provisions in this Act, the legal basis for inspection will be section 77 of the Learning and Skills Act 2000

Policy background

While not governed directly by the following policies and conventions, the guidance handbook takes account of the following:

- the Well-being of Future Generations (Wales) Act 2015
<http://gov.wales/topics/people-and-communities/people/future-generations-act>
- the United Nations Convention on the Rights of the Child, adopted by the Welsh Government in 2004 as the basis for policy-making for children and young people
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- the Additional Learning Needs and Education Tribunal (Wales) Act 2018
<https://gov.wales/additional-learning-needs-and-education-tribunal-wales-act>

Programme for Government priorities – including:

- Young Person’s Guarantee: <https://www.gov.wales/young-persons-guarantee.html>
- Race Equality Action Plan: <https://www.gov.wales/anti-racist-wales-action-plan>
- LGBTQ+ Action Plan: <https://www.gov.wales/lgbtq-action-plan-wales>
- Cymraeg 2050 Action Plan: [https://www.gov.wales/cymraeg-2050-welsh-language-strategy-action-plan-2024-2025.html#:~:text=The%20%27Cymraeg%202050%27%20strategy%20includes,\)%20to%2020%25%20by%202050.](https://www.gov.wales/cymraeg-2050-welsh-language-strategy-action-plan-2024-2025.html#:~:text=The%20%27Cymraeg%202050%27%20strategy%20includes,)%20to%2020%25%20by%202050.)

Part 1: Arrangements for engagement with providers

Introduction

This section applies across the breadth of Estyn’s engagement with providers. We expect all inspectors, including those contracted to Estyn and those working as peer inspectors, to adhere to these principles.

Context

This guidance relates to the core inspection of each independent specialist college that takes place during the inspection cycle². In addition, Estyn also regularly inspects aspects of this provision through monitoring visits to provide advice to the Welsh Government to support the maintenance of their list of providers. This guidance also explains the arrangements for these monitoring visits.

Thematic reports

Each year, the Welsh Government asks Estyn to produce national reports on a range of themes. Estyn will typically visit a sample of providers or survey all providers as part of this work. The visits result in oral feedback and national reports that feature summaries of the effective practice of individual providers in the form of spotlights and case studies where relevant.

² From 2024 onwards, the inspection interval cycle will revert to six years; as outlined in the Inspection of education and training (Wales) regulations 2024, once commenced.

Overview of engagement with independent specialist colleges

Initial registration of a new independent specialist college

- Registration inspection to advise the Welsh Government on the proposed provision by the college
- There is no published report for this visit

Changes to arrangements

- The Welsh Government may request Estyn to complete a visit and provide advice where a provider seeks to make changes to arrangements related to their registration
- There is no published report for this visit

Core Inspection

- A full inspection focusing on the three inspection areas
- There is a published report for this visit
- These will typically take place once per inspection cycle
- Providers have 15 working days' notice for these visits

Monitoring Visit

- Monitoring visit to review the college's strengths, areas for development and progress against recommendations left at the last inspection or visit
- There is a published report for this visit
- Providers typically have 10 working days' notice for these visits
- These typically take place every two years
- These visits may be more frequent when part of a follow up process if a provider is causing concern or the quality of education is not adequate to meet the reasonable needs of those receiving the education or undertaking the course

Principles of our work

We expect our inspectors to work according to a number of key principles. They:

- take a learner-centred approach to any activity and engagement
- always focus strongly on the quality and effectiveness of teaching and learning
- focus each activity on the specific provider and adapt our approaches accordingly
- use a range of tailored methodologies and approaches to evaluate the breadth of the provider's work robustly and fairly
- adopt a constructive approach that makes the interaction with the provider a professional learning experience for their staff

During core inspections, we expect inspectors to consider everything in the 'what' and 'how' we inspect guidance documents, but only report on the key strengths and weaknesses

In addition, our inspectors will:

- ensure that our activity and engagement is responsive to the needs of all learners
- ensure that our evaluations are secure, reliable, valid and based on first-hand evidence
- keep to a minimum any requirements for documentation and preparation by the provider
- gain the perspective of learners and other stakeholders
- apply the principle of equality for Welsh and English to all our activity

In core inspections particularly, our inspectors will:

- involve the provider fully in the inspection process, including the opportunity for the provider to select a nominee
- take suitable account of the provider's chosen improvement priorities, in addition to other key areas identified by the inspection team
- include peer inspectors in the inspection process

Our mind-set

Estyn's approach to inspection and engagement activity is:

Fair and impartial – this means that we work to be independent, objective and balanced. We are robust and consistent in our work. We weigh the evidence and its significance to provide an honest, credible and accurate view of the provider's strengths and areas for improvement.

Supportive – we work to guide providers to implement improvements that benefit learners. We encourage innovation and recognise good intentions. We are friendly but always professional in our approach. We support educational reform. We work hard to develop meaningful relationships with providers and local and regional organisations.

Reflective – we are open-minded. We listen to a wide range of stakeholders and reflect on their responses. We are thoughtful, measured and careful. We plan opportunities to think carefully about the inspection findings and to discuss them with others in the team.

Transparent – we are well informed and communicate clearly, directly and succinctly. We use efficient and effective inspection methodologies to respond to the provider's unique situation. We plan inspection activity and report on strengths and areas for improvement in ways that reflect the particular circumstances of each individual provider. As a result, our actions promote trust and respect.

Expectations of inspectors

Our expectations of inspectors explains how we embody our mind-set through our actions. Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the expected standards of behaviour and conduct.

When conducting the inspection, inspectors will:

- be courteous and professional
- establish and maintain appropriate professional boundaries when talking to both young people and adults
- carry out their work with integrity and due sensitivity
- take all reasonable steps to prevent undue anxiety and to minimise stress during inspection activity
- evaluate the work of the provider objectively using clear and robust evidence
- report honestly, fairly and impartially without fear or favour
- communicate clearly and openly
- act in the best interests of learners
- respect the confidentiality of all information received during the course of their work
- respond appropriately to reasonable requests

It is important that we evaluate the effectiveness of provision and leadership on their impact and not on the basis of any preferences for particular methods. The key to the evaluations is whether the methods and organisation are fit for the purpose in supporting all learners to achieve high standards and strong levels of well-being.

Inspectors should inform Estyn of any perceived or actual conflicts of interest as soon as they receive notification that they are part of the provider's inspection team.

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. We expect inspectors to uphold Estyn's Expectations of Inspectors, but we also expect providers, including members of the governing body to:

- be courteous and professional, treating inspectors and inspection support staff with respect
- act in the best interests of learners
- provide evidence – or access to evidence - that enables inspectors to conduct the inspection in an open, honest and objective way
- recognise that inspectors need to observe practice and to talk to staff, learners and other stakeholders without the presence of a manager or senior leader
- work with inspectors to take all reasonable steps to minimise disruption, stress and bureaucracy
- maintain a purposeful dialogue with the reporting inspector and other inspectors
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee
- give due regard to the health and safety, and well-being of inspectors while on the premises
- maintain the confidentiality of meetings and inspection findings until the final publication of the report
- ensure that inspection teams have access to a private area to discuss inspection evidence and hold confidential discussions

- refrain from taking photographs or videos during the inspection process, including of draft evaluations developed during the inspection

Any CCTV and recording equipment should be brought to the attention of the team during the initial team meeting.

At the point of the inspection notification, providers should review the composition of the inspection team. It is the provider's responsibility to highlight any perceived or actual conflicts of interest prior to the start of any engagement, for example prior to their on-site inspection or visit.

The Welsh language

We will carry out any engagement, including inspections, in line with our [Welsh Language Policy](#), available from our website.

Safeguarding, including health, safety and well-being issues

Inspectors will carry out inspections in accordance with Estyn's guidance on inspecting safeguarding. If they observe anything that they think constitutes, in their opinion, a real risk to the safety of staff, visitors or learners, inspectors should alert managers at the provider.

If an inspector becomes aware of a safeguarding allegation/suspicion in respect of a young person or vulnerable adult, they should follow the procedures set out in the current version of '[Estyn's policy and procedures for safeguarding](#)', which is available on our website.

In all cases, inspectors should record details of the concern. They should inform the Reporting Inspector (RI) who should then contact one of Estyn's safeguarding lead officers. The lead officer will advise the RI of the next steps to take including what to record in the evidence base for the appropriate inspection area. This includes any risks relating to learners' health, safety and well-being. The officer will also advise the RI whether or not to share the concern with the college.

Where these risks are a serious concern during core inspection activity or visits, inspectors should include a short comment in the report's text and a recommendation in the report. We will send a well-being letter to the provider asking them to outline how they will address the shortcoming and would inform the Welsh Government about this as well.

If an inspector identifies a site security concern, they should inform the RI. If the RI considers that the concern can be addressed quickly, they should inform the college who will be expected to provide evidence of the concern being resolved within a week.

If the concern/s is more serious and cannot be addressed quickly, the RI should inform the IC who will issue a health and safety letter to the college. It will be their responsibility to ensure that the issue/s is addressed. The Welsh Government should also be informed of this. If a less significant issue is not addressed satisfactorily within a week, then this process will also apply.

Part 2: Core inspection activity

Approach to inspection

The starting point for inspection is the college’s evaluation of its own performance and priorities, supported by relevant evidence. Inspectors will not inspect all aspects of work in depth during a core inspection. They will sample evidence to test the college’s own evaluation of its work.

The progress learners make from their starting-points and the standards they achieve are the key measures of the quality of the education and training they have received and of the effectiveness of the leadership and management of the college. Inspection will focus on the needs of learners, their attitudes to learning and the impact that the provision makes on supporting their progress and the standards they achieve.

The Virtual Inspection Room

We will use an electronic system, called the ‘Virtual Inspection Room’ (VIR), for managing many aspects of the inspection. It is a web-based system that allows providers to upload information before the inspection and to download guidance from us about the inspection process. The VIR is also the place where providers can access the post-inspection questionnaires (PIQs) following a core inspection.

We ensure the security of information uploaded by subjecting the VIR to penetration testing. This testing evaluates system security. We identify and implement any actions to prevent unauthorised access. All users of Estyn’s VIR system have a username and password which are recorded and maintained securely within an active directory. The system also has features to ensure password protection including threat detection and conditional access.

The inspection team

There are different roles within the inspection team.

Team member	Explanation	Role
Reporting inspector (RI), may also be referred to as the lead inspector	The RI for an inspection will be one of the following: HMI (His Majesty’s Inspector of Education and Training in Wales) – HMIs are appointed by the crown. They are civil servants employed directly by Estyn. AI (Additional Inspector) – AIs normally join Estyn temporarily, for example on secondment from providers.	The RI leads and manages the inspection team. They liaise with the college and the team ahead of the inspection, and quality assure their team’s work. The RI is the first point of reference for everyone during the on-site part of the inspection process.
Team inspectors (TI)	The number of team inspectors is determined by the size of the provider. Team inspectors may be HMI or	Team inspectors may take responsibility for gathering evidence to inform the

	contracted additional inspectors who have been trained by Estyn.	team’s evaluation of different aspects of the inspection. The RI directs and manages the team inspectors’ work.
Peer inspector (PI)	A peer inspector is a serving leader or manager from another provider who has completed Estyn’s PI training and assessment. All inspection teams have a peer inspector as a team member.	The PI also takes responsibility for gathering evidence to inform the team’s evaluations. They are an integral part of the inspection team. The RI directs and manages the PI’s work.
Nominee (from the provider being inspected)	We will invite providers to select a senior member of staff, called the nominee, to work with the inspection team. In practice, nearly all providers accept the invitation, but it is not a requirement. The nominee should have sufficient seniority to act as a link between the provider and the inspection team but need not be the leader of the provider.	Providers can access the guidance for nominees on preparing for the inspection from links within the initial contact form (ICF), completed by the Inspection Co-ordinator (IC) and available via the VIR.

We may also invite, whenever possible, an international peer inspector/reviewer from one of the education and training inspectorates in the UK, namely ETI (Northern Ireland), Education Scotland, Ofsted, Quality and Qualifications Ireland (QQI) Eire or Europe. They will be able to bring an international benchmarking perspective to the inspection, facilitate the sharing of effective practice and enable better networking of providers in Wales with their international peers.

Contacting the provider before an inspection

The provider will receive 15 working days’ notice of a core inspection and 10 days’ notice of a monitoring visit.

Following this, the inspection co-ordinator will contact the provider by telephone to set up the arrangements for the inspection. During this discussion, the inspection co-ordinator will:

- explain the purpose of the inspection and discuss an outline programme for the inspection
- discuss the specific information required before the inspection, including the completion by the provider of a safeguarding self-evaluation form, and make the arrangements for receiving it in electronic form through the Virtual Inspection Room
- 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 provider wishes to have a nominee and, if it does, agree the role of the nominee and explain the process for completing the nominee guidance
- arrange a meeting at the start of the inspection with the nominee to provide a

health and safety briefing for the team

- arrange a meeting at the start of the inspection for the provider to set out its priorities for improvement and its current stage of development
- provide links and guidance for the completion of online pre-inspection questionnaires for learners, staff, and governors (where appropriate)
- agree arrangements for setting up a meeting with governors (where appropriate).
- arrange the availability of supporting evidence, including 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
- organise any domestic arrangements, such as a base for the inspectors, parking and internet access
- set up the arrangements for feeding back the inspection findings
- agree the arrangements for completing the post-inspection questionnaire (PIQ)
- inform the provider through the initial contact form of the key inspection arrangements

The inspection co-ordinator will request the following information from the provider through the virtual inspection room as soon as possible after the formal notification of the inspection:

- key background information on the provider
- the provider's most recent quality development plans and self-evaluation reports
- the number of learners, including those part-time and full-time learners and their location
- details of the provider's timetables for the period of the inspection
- arrange a date (as agreed with the RI) for an initial planning meeting

If the inspection is to take place early in the academic year, providers may wish to share samples of learners' work from the previous year with inspectors, if available. If providers are unable to share learners' previous work, inspectors will take this information into account when discussing work and progress with staff and learners.

When we notify providers of the inspection, they will receive information on how to access online questionnaires for learners, parents/carers and staff. The outcomes of the pre-inspection questionnaires will form part of the pre-inspection- evidence and support inspectors to form their evaluations of the provider's work.

The team will also consider the most recent survey of learners' perceptions conducted by the provider.

During the inspection, inspectors may interview a sample of learners, teaching, assessment and learning support staff as part of their gathering of evidence.

Planning the inspection and preparing the team

Taking into account the provider's identified improvement priorities and self-evaluation reports, and any information already held by Estyn such as the findings of monitoring visits and thematic reviews, the reporting inspector will plan the inspection and allocate responsibilities to members of the inspection team.

Inspections involve observations of teaching and learning, including the observation

of extended periods of teaching sessions and also shorter duration observations as part of learning walks. Observations of teaching and learning and scrutiny of learners' work may be conducted in-person or online as appropriate.

We require providers to place a full plan of all the activities during the inspection week in the VIR. The reporting inspector will plan the team's activities based on the information provided.

During the inspection

Initial team meeting

In the initial meeting of the inspection team, there should be a health and safety briefing from a member of the college staff. The college should provide a brief position statement on its strategic priorities and its current stage of development. After that, the team should discuss with senior leaders the improvement priorities identified by the college and the progress that it is making in its improvement work. The reporting inspector will confirm these arrangements with the college during the pre-inspection phone call.

Inspectors will sample, test and validate the college's own priorities and its evaluations of its strengths and areas for improvement and any other strengths and areas for improvement which the reporting inspector identifies. The discussions will also consider the evidence that inspectors need to review. This will include learning walks, session observations, sampling learners' written work, and interviews with learners, staff and other stakeholders.

The reporting inspector will confirm these arrangements with the nominee during the pre-inspection planning meeting.

Gathering and reviewing inspection evidence

The team will plan the inspection so that they can cover the reporting requirements within the three inspection areas. The reporting inspector will plan the inspection activity flexibly, in response to the provider's bespoke, individual circumstances. This means that the activities planned in one provider may not mirror those planned in another. In addition, inspectors report 'by exception'. This means that the team will always consider everything within the inspection areas but the final report may not include every aspect of the framework.

The main forms of evidence are:

- documentary or electronic evidence, including information on learners' performance and progress
- observation of teaching, training, assessment and other activities, including evidence gathered through learning walks
- samples of learners' work
- survey responses from learners, staff, parents and governors (where appropriate)
- discussions with learners, leaders, managers, governors (or board of directors where appropriate) and other key stakeholders

The team will use direct observation of learners' practical skills and written work

wherever possible to gather evidence to support their evaluations. Inspectors may select an additional sample of learners' work if required, to support their evaluations of a specific aspect.

Inspectors will undertake a range of activities to gather evidence for their evaluation of learners' progress and the quality of the provider's provision. This may include session observations, including sampling online lessons, learning walks, where inspectors move relatively quickly through a number of teaching or training sessions looking at a specific aspect of the provision, discussions with individual teachers, about learners' progress in their training sessions and how they plan work to meet their needs.

The voice of learners is a key source of evidence for inspectors. Inspectors will speak with learners in learning sessions, in focus groups or informal settings. Conversations with learners will provide an opportunity to explore learners' perceptions of their progress and their learning experiences. It will also help inspectors to gauge how well they feel the college supports learners and contributes to their well-being.

Colleges should make information available to the inspection team about the standards and progress achieved by learners, including the results of any initial and diagnostic assessments of literacy, numeracy or digital skills, or and other assessments of additional learning needs (ALN). This will help inspectors to judge learners' progress, to come to a view about the standards learners achieve compared to their starting points and the way teachers, use the information.

The team will need to consider stakeholders' views about the college and test out the validity of those views during the inspection.

Where the nominee is not the principal, it is important that the reporting inspector holds a brief daily meeting with the principal and nominee to clarify inspection issues and the broad, emerging findings of the inspection team.

Recording inspection evidence

Inspectors will complete their forms electronically as part of Estyn's digital system for collecting, collating and recording inspection findings.

Professional dialogue

Throughout the inspection, inspectors will engage in professional dialogue with practitioners. This dialogue may include meeting with individual teachers or trainers, often in their classrooms to discuss their planning and assessment of learners' work. Inspectors may want to meet with groups of support staff, for example to understand the providers' arrangements to support learners with ALN. Inspectors may decide to meet with leaders, either individually or as a group, to understand the impact of the provider's leadership on bringing about improvements to learners' outcomes.

Professional dialogue enables inspectors to gain first-hand evidence from practitioners that can be triangulated with other sources of evidence. The dialogue will provide emerging, interim findings on aspects of the evidence base. These findings may be amended, on reflection, for example after scrutiny of learners' work or talking to learners or as the result of moderation within the team.

Normally, following a session observation, inspectors will offer a brief professional dialogue with the member of staff on the learning seen. It may be necessary, in some cases, to conduct this discussion later during the inspection.

At all times, the main focus of the discussion should be on the learners, the progress they make during the session and the standards they achieve. Inspectors should try to focus on any strengths or areas for development in relation to the specific activity seen.

Due to the nature of learning walks, and the spread of the activity across a number of activities within a relatively short period of time, inspectors will not be in a position to offer professional dialogue to individual teachers, or trainers after learning walk activity.

Team meetings

The main purpose of team meetings is to arrive at an accurate, reliable, valid and corporate view of learning and the quality of provision and leadership. Meetings will provide opportunities for inspectors to:

- test the validity of the college's self-evaluation processes and priorities for improvement
- discuss emerging issues
- review visits to learners
- identify any gaps in the evidence base
- consider main inspection findings and any recommendations

Towards the end of the inspection, the team will hold a meeting to review the draft evaluations. The purpose of this meeting is to moderate findings and come to a collective view of the strengths and areas for improvement for each inspection area for the partnership. The nominee will have a full opportunity to participate in this meeting.

The team will also identify any recommendations to help focus the partnership's improvement, spotlights of effective or interesting practice to be highlighted in the report and if any formal Estyn follow-up is required.

Causing concern

During all inspections, the inspection team will consider whether the provider is causing concern and requires follow-up activity. This may be related to an aspect or aspects of education and training which is inadequate to meet learners' needs. The Tertiary Education and Research Act (Wales) 2022 states that 'the quality of tertiary education, or of a course of tertiary education, is inadequate if it is not adequate to meet the reasonable needs of those receiving the education or undertaking the course.'³

The potential reasons for identifying that a provider is causing concern are:

- a high proportion of learners underachieving over time or a considerable decline

³ Section 52 (3) Tertiary Education and Research (Wales) Act 2022

- in achievement over time
- if the provider is failing to give its learners an acceptable standard of education and training
- if the provider is performing significantly less well than it might in all circumstances reasonably be expected to perform
- if the persons responsible for leading, managing or governing the provider are not demonstrating the capacity to secure the necessary improvement
- serious safeguarding concerns
- failure to address shortcomings identified during previous inspections or through other internal or external activity
- any other concern that presents a significant risk to the well-being or achievement of learners

The inspection team must report as they find and be able to substantiate their judgements on the basis of sound evidence. If the evidence points to the conclusion that the provider is causing concern, inspectors must make that decision.

At all times, our inspectors should remember that the main emphasis in post-16 inspections is on the outcomes for learners.

In judging the extent to which senior leaders have the capacity to bring about improvements, inspectors will need to consider how well these leaders know and understand the strengths and areas for improvement in their organisation. Inspectors should also establish if senior leaders show the ability to tackle the areas for improvement through the sense of purpose and direction they provide, and through decisions and actions taken to address concerns. Discussions with senior leaders should provide evidence of how they are tackling these issues and if they are giving attention to the right things. Where relevant, inspectors should also take account of how well-informed governors or board members are about areas for improvement and how well they use this information to take effective and appropriate decisions.

In all circumstances, it is vital that inspectors evaluate the work of the provider in the context in which it is currently operating. They should not be unduly influenced by recently prepared plans for improvement that have yet to be implemented or the recent appointment of staff, such as a new principal, CEO or senior leader, or the provider stating that they can address areas of concern quickly. This is because, in these cases, the effect or impact of improvements will not have taken place. Inspectors must judge the provider's current performance and outcomes rather than speculative or good intentions, plans and an aspirational outlook.

Team discussions should take account of any mitigating factors to ensure the validity and reliability of evaluations before coming to a decision that a provider is causing concern.

If the provider is judged to be causing concern, the reporting inspector should take the following steps:

- inform the appropriate inspection co-ordinator
- inform the Assistant Director or Strategic Director of the judgement (who will in turn inform HMCI)

If the provider is judged as causing concern, the reporting inspector should tell the principal/CEO at the end of the inspection that the team has reached this conclusion and complete the relevant section on the reporting form.

After moderation and validation of the agreed inspection outcomes within Estyn, we will write a letter of confirmation to the provider explaining that inspectors will review the progress made by the provider. Estyn will monitor the provider's progress in addressing the recommendations highlighted in the report using the arrangements noted below in this guidance.

Formal feedback

At the end of the on-site part of the inspection, the team will provide oral feedback to college leaders and governors. The college should invite representatives from the governing body (or other supervisory board) to this meeting. The feedback should focus on the main evaluations for each of the three inspection areas and the reasons for these.

The feedback meeting provides the opportunity for leaders and governors to hear and to reflect on the team's findings. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them, including the recommendations. The reporting inspector should explain to the college that issues may be clarified and factual matters may be corrected. However, the purpose of the meeting is for the provider to understand rather than negotiate the inspection team's findings.

During the inspection, the team will also consider if there is any effective practice in the college that is worthy of sharing with other colleges. Where this is the case, the reporting inspector will include a spotlight on this practice as part of the inspection report.

All the evaluations reported during an inspection are provisional and subject to moderation and validation by HMCI. They are confidential to the college's staff and governors. They should not be communicated beyond this group, including via social media, until we publish the report on our website.

Complaints about the inspection process

If there are any issues about the inspection process or the conduct of individual inspectors, then the college, through the nominee, should raise these directly, and as soon as possible, with the reporting inspector. The college should not wait until after the inspection but should raise any issues while the team is on site. Issues occasionally arise due to misunderstandings, and these can usually be resolved quickly and satisfactorily in college close to the time when they occurred.

There is guidance on our complaints handling procedures on our website.

There are some things that we do not address through our complaints-handling procedure, for example complaints, or challenges, about evaluations or follow-up decisions made after an Estyn inspection or review. This is because, before and during an inspection, the provider has the opportunity to provide all of the evidence needed for the inspection team to reach its evaluations accurately and fairly.

After the inspection

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 provider.

When writing reports, inspectors should take account of Estyn's writing guidance which is available on our website www.estyn.gov.wales.

We will publish reports bilingually, where colleges have made this request, in line with Estyn's Welsh Language Policy.

We base the structure of the inspection report on a Common Inspection Framework and the report will take the following form:

About the college

Overview of the main findings

Recommendations

What happens next

Main evaluations

Inspection Area 1 – Teaching and learning

Inspection Area 2 – Well-being, care, support and guidance

Inspection Area 3 – Leading and improving

The evidence base of the inspection

The main evaluations will include narrative text of the strengths and areas for improvement, and spotlights on interesting or effective practice. At the end of each inspection area text, there will be bullet points of aspects to consider for further improvement.

We will produce the report within statutory or agreed sector timescales.

We will not report on learning or attitudes to learning where there are 5 or fewer learners observed during an inspection or monitoring visit. This is because the number of learners present at the time of the inspection would be too few to report on without identifying individual learners.

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the provider.

When writing reports, inspectors should take account of Estyn's writing guidance, which is available on our website www.estyn.gov.wales.

We will publish reports bilingually, where providers have made this request, in line with our Welsh Language Policy.

The factual accuracy check

Estyn will give the college a draft of the report prior to publication, to help check the factual accuracy of the content. The college will normally have five working days in which to consider the draft report and to identify any errors.

The focus of the check is on resolving any factual inaccuracies in the inspection report. It does not focus on the findings. There is further guidance for providers on the nature and scope of this check on Estyn's website.

Assuring the quality of inspections

We are committed to:

- effective selection, training, briefing, support and deployment of inspectors, including peer inspectors and additional inspectors
- effective training, briefing and support to allow the nominee to play an active role
- regular dialogue with the nominee and principal during inspection
- criteria and recording systems that comply with inspection guidance
- careful review and analysis of evidence
- providing clear verbal feedback of the team's main findings and the detail for each inspection area
- producing accurate and well-presented reports

As part of our quality assurance procedures, we invite colleges to complete a post-inspection questionnaire (PIQ). The questionnaire will be available to colleges in the VIR. Colleges should complete the first part of the PIQ immediately after the on-site inspection and submit it electronically to Estyn through the VIR system. Colleges can complete the second part of the PIQ after the publication of the inspection report, again through the VIR system.

We apply a robust quality assurance process to all of our inspections. The reporting inspector will quality assure the team's work in the first instance. After the end of on-site activity, the report and evidence base are quality assured by an experienced HMI who has not been involved in the inspection thus far. The full evidence base is scrutinised and matched to the report text, to ensure that the two align. In addition, the quality assurance process considers the appropriateness of the level of follow-up, and the recommendations emanating from the inspection. As part of the quality assurance process, recommendations may be amended, removed or added.

There is then a further moderation process. The evidence base and the report are scrutinised by the appropriate assistant directors. Whenever the outcome of an inspection is statutory follow-up, in addition to an assistant director, the strategic director moderates the report alongside the evidence base, on behalf of HMCI. On a very few occasions, this moderation process may result in a change to the level of follow-up.

In addition, we quality assure a sample of inspections through on-site visits. Our full arrangements for assuring the quality of inspections are available on our website www.estyn.gov.wales.

Monitoring visit arrangements

Introduction

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

The provider will receive 15 working days' notice of a core inspection and 10 days' notice of a monitoring visit.

The principles of inspection, inspection mindset, code of conduct and expectations of providers remain the same as for a core inspection.

Inspection activity

During a monitoring visit the team will focus on the college's main strengths and areas for development and the progress towards any recommendations left from the last inspection.

Other approaches to activity on these visits, such as use of the VIR and collecting evidence are as above, in a core inspection.

After the inspection

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 provider.

When writing reports, inspectors should take account of Estyn's writing guidance, which is available on our website.

We will publish reports bilingually, where providers have made this request, in line with our Welsh Language Policy.

We base the structure of the inspection report on our inspection framework. The report will take the following form:

About the Provider

Strengths

Areas for development

Progress against previous recommendations

Recommendations

We will produce the report within statutory or agreed sector timescales.

We will not report on learning or attitudes to learning where there are 5 or fewer learners observed during an inspection or monitoring visit. This is because the number of learners present at the time of the inspection would be too few to report on without identifying individual learners.

The factual accuracy check

We will give the provider a draft of the report to help check the factual accuracy of the content. The provider will normally have five working days in which to consider the draft report and to identify any errors.

The focus of the check is on resolving any factual inaccuracies in the inspection report. It does not focus on the findings. There is further guidance for providers on the nature and scope of this check on our website.

Part 3: Follow-up arrangements

There will be one category of follow-up for post-16 inspections: ‘causing concern’. The guidance below sets out how we will work with a provider where an aspect or aspects of education and training are not adequate to meet the reasonable needs of those receiving the education.

Post-inspection action plan link visit

Around three months after the inspection, we will arrange for the post-16 link inspector to visit the provider, meeting with senior leaders and governors (where relevant) and any other key stakeholders where relevant, such as Welsh Government. Where possible, we will also involve the reporting inspector from the inspection. The purpose of this would be to check that the provider has fully understood the reasons for the inspection recommendations, and to check that the provider is developing appropriate plans to address shortcomings. We will send a formal notification three weeks in advance of the visit but will aim to ensure that the date is suitable before we issue this notification.

Following the visit, Estyn will send a letter to the principal/chief executive officer of the provider. This letter will confirm the degree of assurance inspectors received during the visit that the provider understands the reasons why there is an aspect or aspects causing concern and that suitable plans are being developed to address shortcomings. The letter will also confirm how the provider is planning to address the concern.

Monitoring visits/activity

Following the post-inspection action plan link visit, we will develop a schedule of monitoring visits or activity with the provider. The views of the provider will be taken into account in developing the schedule.

These monitoring activities will be used to check how well the provider is progressing with its plans to address the recommendation(s) from the inspection, and what

impact their actions are having. Monitoring activity will be bespoke to the provider and may include a desk-based activity, online meeting or visit to the provider.

We will carry out the first monitoring activity around nine months after the post-inspection action plan link visit. Further visits or activity, if required, will be scheduled six months after the previous visit/activity. We will formally notify the provider three weeks in advance of a monitoring visit but will aim to ensure that the date is suitable before we issue this notification.

We will usually involve the reporting inspector from the inspection in at least the first monitoring visit/activity. The size of the team and design of the activity or visit will be tailored to the specific context of the provider and the nature of the recommendations. Monitoring visits will typically be spread over two days, starting and finishing at lunchtime on the first and last day, but ultimately, we will work with the provider to agree a suitable timetable of activities. Other monitoring activity, such as online meetings or desk-based reviews will take place over a shorter period, typically two days.

A VIR will be set up for each monitoring activity which will allow the provider to share a few key documents and supporting information that is relevant.

During the monitoring activity, inspectors will consider how well the provider has addressed each of the recommendations and how much progress has been made overall. If the provider is no longer causing concern, then inspectors will recommend that the provider be removed from follow-up.

Following each monitoring visit or activity, we will send the provider a short report within four weeks, copied to Welsh Government Post-16 Quality team. This report will confirm the degree of assurance inspectors received during the visit that the provider's actions since the inspection are having the desired impact on the areas for improvement. In the report, inspectors may include recommendations for the provider to support further improvement in its plans to address the concern. If the provider has made sufficient progress, they will be removed from follow-up.

If inspectors are not satisfied with progress, we will plan a time for a further monitoring visit or activity in six months' time. If there is not enough progress after two years in follow-up, we will send Welsh Government a report explaining the reasons why the provider still has an aspect or aspects of education and training which are not adequate to meet the reasonable needs of those receiving the education.

Removing follow-up

After any monitoring visit, inspectors could recommend to HMCI that the provider is no longer causing concern and can be removed from follow-up. To be in this position, inspectors would need to be assured that enough progress has been made in addressing each recommendation from the inspection.

If HMCI agrees, then the report for the monitoring visit will include an evaluation of progress for each recommendation, and an overall judgement that sufficient progress

has been made that follow-up can be removed as the provider is no longer causing concern.

A brief letter which explains that the provider is no longer causing concern will be published on our website.