



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

Guidance handbook for the inspection of Welsh for Adults providers

from September 2020

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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

Purpose of the guidance handbook

This guidance sets out the way the inspectorate will conduct inspections of Welsh for Adults providers from September 2019. It sets out the inspection arrangements for providers and offers guidance to inspectors on making inspection judgements.

Welsh for Adults providers can use this guidance to see how inspections work and to help them in carrying out their own self-evaluation.

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

Legal basis for the inspection of Welsh for Adults providers

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
- 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

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/?lang=en>

Part 1: Inspection arrangements

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 (RI) 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, reliable, valid and based on first-hand evidence
- involve providers fully in the inspection process, including the opportunity for the provider to select a nominee
- use the provider's self-assessment 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 where appropriate
- keep to a minimum any requirements for documentation and preparation by the provider
- gain the learners', staff and governors (where appropriate) 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
- be constructive in identifying and supporting providers with important aspects or weaknesses that require improvement

Code of conduct for inspectors

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

- 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
- 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 in supporting all learners to achieve high standards and strong levels of wellbeing.

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

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 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 the provision objectively against the Common Inspection Framework
- use Estyn's electronic systems for managing inspections as required
- provide evidence that will enable inspectors to report honestly, fairly and reliably about the provider
- maintain a purposeful dialogue with the inspector and other inspectors
- recognise that inspectors need to observe practice and talk to staff, learners and other stakeholders without the presence of a manager or senior leader
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee or senior manager
- work with inspectors to minimise disruption and stress throughout the inspection
- ensure the health and safety of inspectors while on their premises
- maintain the confidentiality of meetings and inspection findings until the final publication of the report

At the point of the inspection notification, providers should review the composition of the inspection team. It is the responsibility of providers to highlight any perceived or actual conflicts of interest prior to the start of their inspection.

Health and safety and wellbeing issues

Inspectors will carry out inspections in accordance with the inspectorate's guidance on inspecting safeguarding. If they observe anything that they think constitutes a real risk to the safety of staff, visitors or learners, inspectors should alert managers at the provider. In all cases, inspectors should make a separate electronic note of the threat and that they informed managers of it. Inspectors should report on obvious breaches of health and safety legislation under inspection area 4 (care, support and guidance). Where these breaches are a serious concern, inspectors should include a recommendation in the report and Estyn will send a wellbeing letter to the provider asking them to outline how they will address the shortcoming.

Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult, they should follow the procedures as set out in the current version of 'Estyn's policy and procedures for safeguarding', which is available on Estyn's website.

Approach to inspection

The starting point for inspection is the provider's evaluation of its own performance, 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 provider'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 provider. 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 inspection period and number of inspectors may vary according to the size of the provider.

Each Inspection report will cover all inspection areas covered by the common inspection framework.

We will carry out inspections in line with our Welsh Language Policy, available from the inspectorate's website www.estyn.gov.wales

The Virtual Inspection Room

The inspectorate 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 the inspectorate about the inspection process. The VIR is also the place where providers can access the emerging questions from the reporting inspector at the start of the inspection and the post-inspection questionnaires.

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. Each team will also have peer inspectors from other Welsh for Adults providers. Peer inspectors will not be used in the inspection of the National Centre for Learning Welsh.

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

We will invite providers to select a senior member of staff, called the nominee, to work with the inspection team. In practice, most 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.

Contacting the provider before the inspection

The provider will receive 15 working days' notice of the inspection.

Following this, the inspectorate will contact the provider by telephone to set up the arrangements for the inspection. Inspection co-ordinators (IC) in Estyn will undertake the initial contact with providers. 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 and make the arrangements for receiving it in electronic form through the Virtual Inspection Room (VIR)
- 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
- agree arrangements for setting up a meeting with partners if appropriate
- arrange the availability of supporting evidence, including samples of learners' work if appropriate
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection
- arrange for a member of the governing/managing body (where appropriate) to meet inspectors during the inspection period (e.g. Head of Faculty, School etc.)
- 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
- inform the provider that the key matters of the arrangements will be confirmed in writing

The inspectorate 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
- a copy of the provider's most recent self-evaluation and their quality development plan (QDP)
- the number of learners and their locations
- information on learner outcomes
- details of the provider's timetables for the period of inspection
- a date (as agreed with the RI) for the initial planning discussion

When we notify providers of the inspection, they will receive information on how to conduct a confidential online survey of learners. Estyn will also provide a pre-inspection online questionnaire for all teaching, and support staff directly employed by the provider. The outcomes of the surveys will form part of the pre-inspection evidence and help inspectors to form emerging questions to investigate.

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

Planning the inspection and preparing the team

Taking into account the provider's self-evaluation 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 provider from the National Centre for Learning Welsh.

The reporting inspector will use the pre-inspection information to guide the initial inspection activity of the team. The provider will receive the emerging questions via the VIR on the morning of the first day of the inspection. On arrival, the reporting inspector will brief the team during the initial team meeting.

Inspections involve observation of teaching, training, and other work with learners. Providers are expected to send the reporting inspector a full plan of all the intended activities, including informal learning, during the inspection week. This will include off-site activities and the locations of community learners. On the basis of the information received, the reporting inspectors will plan their observations of teaching, learning.

During the inspection

Initial team meeting

In the initial meeting of the inspection team, there should be a health and safety and safeguarding briefing from a member of the provider staff and the provider can provide a brief position statement on its current strategic priorities and stage of development. After that, the team should discuss the strategy for the inspection, focusing initially on the emerging questions from the provider's self-evaluation. Inspectors will sample, test and validate the evaluations made by the provider. The discussions should centre on the evidence that needs to be reviewed. This will include observations, learning walks, scrutinising learners' written work, and interviews with learners, staff and other stakeholders.

Gathering and reviewing inspection evidence

The team will plan the inspection so that they can cover the reporting requirements within the five inspection areas and the emerging questions from the review of the pre-inspection information. The team will ensure that they have enough time to review the key evidence that is needed to make their judgements. The main forms of evidence are:

- information and data from the National Centre for Learning Welsh

- documentary evidence, including information on learners' outcomes, performance and progress
- observation of teaching, training, and other activities
- scrutiny of learners' work, including oral work observed during the inspection
- the views of learners, staff and other stakeholders
- discussions with learners, leaders, managers, governors or supervisory boards.

The team will use direct observation of learners' practical skills and written work wherever possible to gather evidence to support their judgements. Inspectors may select an additional sample of learners' work to meet the needs of a particular emerging question or to further their investigation on 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 learning walks (where appropriate), where inspectors move relatively quickly through a number of training sessions looking at a specific aspect of the provision, conversations with selected learners about their work, and discussions with individual tutors about learners' progress in their training sessions and how they plan work to meet their needs. They may also undertake longer classroom observations.

The voice of learners is a key source of evidence for inspectors. Discussions with learners will provide an opportunity to explore learners' knowledge and understanding of their work and skills. It will also help inspectors to gauge how well they feel the provider supports learners and contributes to their wellbeing.

Providers should make information available to the inspection team about the standards achieved by learners. 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 tutors and trainers use the information.

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

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

Recording inspection evidence

Inspectors will use various forms to note and to collate their findings and judgements.

Wherever possible, inspectors will complete their forms electronically as part of Estyn's electronic system for collecting, collating and recording inspection findings.

Team meetings

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

- test the judgements in the provider's self-evaluation
- discuss emerging issues

- review visits to learners
- resolve pre-inspection issues and emerging questions
- identify any gaps in the evidence base
- consider main inspection findings and any recommendations

Professional dialogue

At the end of a lesson observation, inspectors should have a brief professional dialogue with the member of staff involved in the activity. It may be necessary, in some cases, to conduct this discussion later during the inspection.

The main focus of the discussion should be on the learners, the progress they make during the lesson and the standards they achieve during the activity. The inspector should stress that these are emerging, interim findings on one aspect of the evidence base and that these may be amended, on reflection, after scrutiny of learners' work or talking to learners, or as the result of moderation within the team. Inspectors should try to focus on any strengths or areas for development in relation to the specific activity seen. Due to the sharply focused nature of learning walks, if used during inspection activity, 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, trainers or assessors after learning walk activity.

Formal feedback

At the end of the on-site part of the inspection, the team will provide oral feedback to leaders and managers. The provider should invite representatives from Welsh Government, and The National Centre for Learning Welsh to this meeting. The feedback should focus on the main judgements for each of the five inspection areas and the reasons for awarding them.

The feedback meeting provides the opportunity for leaders and managers to hear 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 should explain to the provider that factual matters may be corrected and judgements may be clarified, although they are not negotiable.

During the inspection, the team will also consider if there is any effective practice in the provider that is worthy of consideration by other providers. Where this is the case, the reporting inspector will ask the provider to prepare a case study (or studies) for dissemination on Estyn's website.

All the judgements reported during an inspection are provisional and subject to moderation and validation by HMCI. They are confidential to the provider's staff and governors (where appropriate). They should not be communicated beyond this group, including via social media, until Estyn publishes the report on its website.

Complaints about the conduct of the inspection

If there are any issues about the conduct of the inspection overall or the conduct of individual inspectors, then the provider, through the nominee, should raise these

directly, and as soon as possible, with the reporting inspector. The provider should not wait until after the inspection, but should raise any issues during the on-site inspection. Issues often arise due to misunderstandings and these can usually be resolved quickly and satisfactorily close to the time when they occurred.

There is guidance for providers on Estyn's complaints handling procedures on Estyn's website.

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 this has been requested, in line with Estyn's Welsh Language Policy.

The structure of the inspection report is based on the Common Inspection Framework and will take the following form:

About the provider

Summary

Recommendations

What happens next

Main findings

- 1 Standards
- 2 Wellbeing and attitudes to learning
- 3 Teaching and learning experiences
- 4 Care, support and guidance
- 5 Leadership and management

The evidence base of the inspection

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

The factual accuracy check

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

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

The provider should raise any complaints about the conduct of the inspection during the on-site inspection. However, if the provider continues to have unresolved complaints about the conduct of the inspection after the end of the on-site inspection, then it should refer to Estyn's complaints handling procedures on Estyn's website. The focus of the procedures is on the conduct of the inspection and not the findings or the judgements arrived at by the inspection team.

Assuring the quality of inspections

The inspectorate is 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 senior manager 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 team's findings and judgements for each inspection area
- clear, accurate and well-presented reports

As part of its quality assurance procedures, the inspectorate invites providers to complete a post-inspection questionnaire (PIQ). The questionnaire will be available to providers in the VIR. Providers should complete the first part of the PIQ immediately after the inspection and submit it electronically to Estyn through the VIR system. Providers can complete the second part of the PIQ after the publication of the inspection report, again through the VIR system.

Providers should raise any concerns about the conduct of an inspector during the inspection as soon as possible with the reporting inspector.

The reporting inspector will carry out the quality assurance of the inspection in the first instance. The inspectorate will quality assure a sample of inspections on site and will assure the quality of all inspection reports before their publication on Estyn's website. Estyn's arrangements for ensuring the quality of inspections and the arrangements for dealing with complaints are available on the inspectorate's website www.estyn.gov.wales.

Part 2: Inspection areas and reporting requirements

The guidance that follows sets out inspectors should approach the various sections of the inspection report and what they need to consider when evaluating the five inspection areas of the common inspection framework.

The Common Inspection Framework

The five inspection areas of the common inspection framework are set out below.

Each inspection area contains reporting requirements. These are the aspects that the inspection team must cover when reporting on each provider

The Common Inspection Framework

1 – Standards

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Standards and progress in skills

2 – Wellbeing and attitudes to learning

- 2.1 Wellbeing
- 2.2 Attitudes to learning

3 – Teaching and learning experiences

- 3.1 Quality of teaching
- 3.2 The breadth, balance and appropriateness of the provision
- 3.3 Provision for skills

4 – Care, support and guidance

- 4.1 Tracking, monitoring and the provision of learning support
- 4.2 Personal development
- 4.3 Safeguarding

5 – Leadership and management

- 5.1 Quality and effectiveness of leaders and managers
- 5.2 Self-evaluation processes and improvement planning
- 5.3 Professional learning
- 5.4 Use of resources

Making judgements

The inspection team will award each inspection area a judgement from the four-point scale below.

Excellent – Very strong, sustained performance and practice

Good – Strong features, although minor aspects may require improvement

Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement

Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths

Inspectors will arrive at their judgements by considering and weighing the importance of the strengths and weaknesses in each inspection area. The report on each inspection area will reflect and support the relevant judgement.

Weaknesses become important where they have a significant impact on standards and/or wellbeing. Strengths are often present where there are important aspects that require improvement. However, where there are important aspects that require improvement then the appropriate judgement will normally be 'Adequate and needs improvement', or 'Unsatisfactory and needs urgent improvement'.

Inspectors will always include clear evaluations in relation to the reporting requirements in each inspection area. They will also consider all aspects of these reporting requirements as set out in the inspection guidance handbook. However, what inspectors report on within each reporting requirement may differ depending on the relative significance of what they find in each provider.

Inspectors may report 'by exception'. This means that they may report on some aspects only where there are particular strengths or significant weaknesses.

About the provider

This section of the report should be brief and should contain factual background information about the provider. The section should not contain any evaluation of the provider or its provision. The reporting inspector normally agrees the content of this section with the provider during the inspection and during the provider's factual check of the draft report prior to its publication. Where there is disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section will contain brief information on:

- the size, nature and location of the provider
- the type and level of teaching programmes delivered
- the number of learners receiving education
- consortium/partnership members if relevant

- the National Centre for Learning Welsh contract value
- any significant changes since the last inspection
- the month and year of the provider's previous inspection
- any other relevant factors

Summary

This section of the report will contain a short summary statement (usually 100-200 words) on the inspection findings.

The summary should report on the key strengths and any important aspects or weaknesses that require improvement. It should be consistent with the findings in the body of the report. It should not contain one overarching judgement on the provider as a whole.

Recommendations

The recommendations should give the provider a clear and specific indication of the areas for improvement that it will need to address. Inspectors should write the recommendations in order of priority. The recommendations should arise from the main judgements in the inspection areas and should provide a clear and practicable basis on which the provider can move forward

What happens next?

This section of the report will set out what the provider needs to do following the inspection. The progress against recommendations will be monitored in the subsequent inspections of the National Centre for Learning Welsh. The report will also indicate whether Estyn has asked the provider to provide a case study in relation to any aspect(s) of its work.

Inspection areas

For each inspection area, there is guidance on what it covers and the considerations that inspectors need to keep in mind when evaluating the area.

Within each inspection area, the reporting inspector may report on the aspects in the order they appear in the guidance handbook, or they may choose to sequence the aspects differently in order to reflect their findings. For example, in Inspection Area 1 – Standards, they may begin with standards and progress in skills, then specific groups and standards, and progress overall at the end. In Inspection Area 3 – Teaching and learning experiences, they may begin with the curriculum and then teaching if this makes the findings of the team clearer.

There is supplementary guidance on the inspection of various aspects of the work of providers on Estyn's website: www.estyn.gov.wales/inspection/supplementary-guidance

1 Standards

1.1 Standards and progress overall

Inspectors should evaluate the standards that learners attain overall, and judge whether these are appropriate for learners' ability. Inspectors should acknowledge learners' progress, particularly their progress towards gaining their qualifications or achieving their personal aims.

Inspectors' evaluation of learners' achievement and progress should be based on session observations, scrutiny of learners' work and discussions with learners. Inspectors should evaluate how well learners recall previous learning, acquire knowledge, understanding and new skills, and apply these to new situations.

Inspectors should look at performance data that covers a period of time, usually over at least the last three years, when it is available, to identify trends in performance. Inspectors should analyse verified data from the Lifelong Learning Wales Record, including benchmarking data, where appropriate. Inspectors should consider performance data, including completion and progression rates, in light of their own evidence from formal observations, informal learning and discussions with learners, and scrutiny of written work.

Although inspectors should consider a wide range of information about learners' standards and progress, they should usually only report on performance data where outcomes are compiled nationally and verified externally.

Inspectors should comment on the proportion of learners who gain Welsh for Adults qualifications, where appropriate.

1.2 Standards and progress of specific groups

Inspectors should evaluate the progress of specific groups of learners, for example learners at different levels and types of courses e.g. intensive courses, Welsh for the Family and workplace courses, in addition to learners from disadvantaged backgrounds and those from ethnic minority groups, if the relevant data is available.

For learners with ALN, judgements on achievement will be influenced by the information about their individual needs and abilities. Inspectors should consider the rate of progress made by these learners in relation to their individual targets and starting points.

Inspectors should consider whether learners make as much progress as they could, considering their starting points; for example, inspectors should consider how well learners with more developed skills achieve, and the extent to which the work that they do stretches them to achieve as well as they could.

1.3 Standards and progress in skills

Inspectors should evaluate to what extent learners have the skills that are needed to take advantage of progression opportunities, where appropriate.

Inspectors should consider to what extent learners use the Welsh language incidentally in classes when communicating with each other and the tutor. They should judge how well learners make progress in their ability to use what they have

learnt in classes in other situations and contexts. Inspectors should judge learners' progress in speaking Welsh with increasing confidence and fluency in a range of situations outside the classroom, and/or spontaneously with other adults. They should consider what is reasonable to expect, by considering how long learners have been learning Welsh, and the level and nature of the course that they are following currently.

Inspectors should judge standards in skills based on first-hand evidence, for example by observing learners in sessions, scrutinising learners' work and through discussions with learners. Observing learners carefully in sessions and speaking with learners will provide evidence of their speaking and listening skills and their literacy skills.

Inspectors should place the most weight on learners' speaking and listening skills.

Inspectors should evaluate how well learners develop and improve their skills individually from their individual starting points. Inspectors should consider the progress that learners make towards their individual aims and targets. They should speak with learners to assess their understanding of their targets and the progress they have made in learning Welsh since starting the course.

2 Wellbeing and attitudes to learning

2.1 Wellbeing

Inspectors should evaluate to what extent learners enjoy their learning, feel safe and are free from physical and verbal abuse. Inspectors should consider responses to pre-inspection questionnaires from learners and staff in relation to learners' wellbeing. Inspectors should consider evidence from observations of learners interacting with their peers and teaching staff, in addition to evidence from discussions with individuals and groups.

2.2 Attitudes to learning

Inspectors should evaluate to what extent learners develop the key behaviours that are required for lifelong learning. They should evaluate to what extent learners are ambitious, confident and independent learners. Inspectors should decide how well learners use their time outside the classroom to complete their work. They should look at how well learners engage with new and unfamiliar experiences, ideas and people. They should judge learners' interest in their work, their ability to maintain concentration and to avoid distractions. They should consider how easily learners undertake and complete tasks.

Inspectors should evaluate how well learners persevere when facing difficulties or search for other answers when their first method of dealing with a problem is unsuccessful. They should look at how well learners are able to work in a variety of ways; for example, independently, in small groups and in whole class settings. Inspectors should consider how well learners treat other people's contributions with respect, for example by allowing other learners to speak or by remaining calm when other learners disagree with them. They should observe whether learners are considerate and relate well to each other and other adults.

When evaluating participation and enjoyment in learning, inspectors should consider evidence from sessions, scrutinising learners' work, interviews with learners, observing their engagement during lessons, and other informal learning activities.

Inspectors should determine learners' attitudes towards their participation, and the extent of their participation in activities outside the classroom, including during break times; for example, the extent to which learners use the Welsh language through learner support programmes or in the community, or Focus on Community Learning hours in order to develop and practice their linguistic skills.

Inspectors should also consider the voluntary nature of Welsh for Adults courses in most cases. When evaluating attendance as evidence of participation and learners' engagement in learning, inspectors should report by exception, i.e. where there is a clear trend of very poor or very strong attendance in sessions and training that are held by the provider, in settings and external workplaces. However, inspectors should also consider mitigating factors, when there is sound evidence to support them.

3 Teaching and learning experiences

3.1 Quality of teaching

The evaluation of teaching does not necessarily have to be the first section of the inspection area as inspectors may begin with the quality of learning experiences or the provision for skills if this makes their findings clearer.

When evaluating teaching or training, inspectors should note that tutors will not follow a specific template, and they can use a range of different methods over time. The key consideration is whether or not the teaching or training is successful in terms of engaging learners' interest and effective in terms of developing their language skills, their knowledge and understanding to an appropriately high level.

Inspectors should evaluate to what extent tutors have high expectations of all learners. They should consider to what extent tutors have clear objectives for learners' learning and use a range of methods and resources to engage learners' interest, and challenge them to achieve as well as they could.

Inspectors should judge how well staff use various questioning techniques to highlight and develop learners' responses and ideas further, where appropriate. They should evaluate how well tutors manage learners' behaviour and make their sessions stimulating and fun places in which learners across the range of ability can learn productively.

Assessment in this inspection area focuses on classroom practice. Inspectors should evaluate how well learners develop and apply a wide range of language skills that are appropriate for their level.

Inspectors should evaluate how well oral and written feedback from tutors help learners to know how well they are doing and what they need to do to improve. They should consider how well tutors give learners opportunities to assess their own and other learners' performance, where appropriate. Inspectors should judge to what

extent learners engage with assessment in order to improve their work. Inspectors should evaluate to what extent tutors track each learner's progress and use this information to inform future planning.

Inspectors should evaluate the role of tutors in supporting learners to review their own learning regularly.

When making evaluations on teaching, inspectors should use the full range of evidence that is available to them. This is likely to include evidence from learners' course books, tutors' planning, information about learners' progress and achievement, session observations, and discussions with learners. Inspectors should not allocate a judgement to an individual session, but should report on the strengths and shortcomings in teaching across the provider(s).

3.2 The breadth, balance and appropriateness of the provision

Inspectors should evaluate to what extent learning experiences across the provision stimulate and challenge learners so that they engage fully in their learning and make the best possible progress.

Inspectors should consider the number who register for the different types of courses, particularly the proportion of learners who choose to follow intensive courses and higher level courses. Inspectors should evaluate how well the provision caters for specific groups of learners, particularly those with well-developed understanding and skills. Inspectors should consider to what extent the training and learning staff give full consideration to the needs of individual learners to support them effectively. Inspectors should consider the way in which the provider offers fair opportunities for learning to meet the needs of a range of learners, for example those who are not often represented adequately in education, such as those who are returning to learning and those who live in disadvantaged areas.

Inspectors should evaluate the breadth of provision and the way in which providers investigate and meet the needs of learners, employers and the local community. Inspectors should consider how well the provider plans to meet the needs of the wider community, employers and individual learners, in addition to national, regional and local priorities.

Inspectors should consider whether there is an appropriate range of courses across the area that it serves, with clear routes of progression; for example, community sessions, tailored provision to meet the specific needs of employers and other groups, sufficient opportunities within a reasonable distance to choose courses of different levels of intensity, local opportunities for progression onto higher level courses, and the availability of combined or online courses.

Inspectors should consider the nature and extent of additional learning opportunities outside the classroom, for example the use that is made of the Welsh language during break times, and programmes and activities to support learners, which provide opportunities for learners to use their language skills in a variety of contexts, including with fluent Welsh speakers. Inspectors should consider whether an adequate proportion of learners take advantage of these opportunities.

3.3 Provision for skills

Inspectors should evaluate to what extent the teaching arrangements ensure that learners acquire the necessary skills in the fluency of oracy and literacy to support their linguistic development. Inspectors should place a strong emphasis on oracy and literacy skills. They should assess to what extent providers differentiate teaching for learners who are above and below the level of the main session. They should assess to what extent providers challenge more able learners.

Inspectors should consider how well learners are made aware of the advantages of learning Welsh and becoming bilingual.

4 Care, support and guidance

4.1 Tracking, monitoring and the provision of learning support

Inspectors should evaluate how well the provider tracks and monitors learners' progress. Inspectors should consider how well the provider uses information about learners' performance when considering the progress of specific groups, for example those learners whose circumstances can make them vulnerable to underachievement or those who are more able. They will need to consider how well the provider identifies relevant issues and responds appropriately to the results of tracking and monitoring, for example by providing appropriate challenge and support, using intervention strategies, mentoring or training individuals or groups.

Inspectors should consider how well the provider supports learners with emotional and social needs so that they can enjoy and benefit from their learning.

4.2 Personal development

Inspectors should consider the other guidance and support that providers give learners to promote their wellbeing and promote their personal development.

Inspectors should look at how well the provider helps learners to understand issues relating to equality and diversity, and develop the values of tolerance and respect. They should consider to what extent the provider challenges stereotypes in learners' attitudes, choices and expectations. They should consider how well the provider develops learners' knowledge and understanding of harassment, discrimination and the dangers of radicalisation. Inspectors should evaluate how well the provider helps learners to develop understanding of their culture, the local community and the wider world.

Inspectors should evaluate to what extent the provider helps learners, including those from different groups, to undertake responsibilities and play a full part in their learning community. When evaluating the learner's voice, inspectors should consider whether learners' views about what and how they learn are taken seriously, and how providers communicate with them effectively and meaningfully.

Inspectors should evaluate the effectiveness of the impartial guidance and advice that providers give learners before they start their programme. They should judge the effectiveness of sources of information, such as prospectuses, course leaflets and the provider's website and other electronic media.

They should consider to what extent learners switch between non-intensive and intensive provision, according to changing needs and aspirations.

Inspectors should consider the coherence and effectiveness of the provision for personal and specialist support for learners. This will include the services of specialist agencies that are available at the provider and from external agencies, particularly for learners who face significant barriers to learning, including personal, financial, domestic, transport, health and family care responsibilities.

4.3 Safeguarding

Inspectors should evaluate to what extent the provider's safeguarding arrangements ensure safe recruitment in terms of staff, and how well the provider safeguards learners. Arrangements should include identifying learners who are in need or at risk of significant harm and the keeping of records on staff suitability and having suitable safeguarding arrangements. There is no legal requirement for providers to check Welsh for Adults tutors unless their activities fit into a category that requires a legal check. However, inspectors should check whether providers have conducted risk assessments on Welsh for Adults classes, and that providers have undertaken pre-employment checks on all staff. Inspectors should also check how well the provider promotes safe practices and a culture of safety. Inspectors will report on whether the provider's arrangements for safeguarding learners meet requirements and give no cause for concern.

Inspectors will consider the provision for safeguarding, including health and safety (for example health and safety checks on external teaching locations), bullying, harassment and discrimination. Inspectors should consider how the provider keeps learners safe from the dangers of radicalisation.

Inspectors should consider whether the provider has rigorous procedures for checking the suitability of staff and other people who are in contact with learners, and that all staff are aware of what to do in response to safeguarding issues. Inspectors will need to consider whether the provider has appropriate policies, procedures and reporting arrangements.

Leadership and management

5.1 Quality and effectiveness of leaders and managers, including the governing body

Inspectors should evaluate to what extent leaders and managers have established and conveyed a clear vision and aims, strategic objectives and plans, consistent with the aims of the National Centre, and appropriate policies that focus on meeting learners' needs.

Inspectors should reflect on how well leaders and managers at all levels set high expectations for staff, learners and themselves. They should consider how well leaders and managers develop an effective and engaged team of support staff. They should consider to what extent leaders and managers model and promote professional values and behaviours that contribute positively to improving the provision and effective co-operation between staff and other providers. They should

consider how well staff at all levels understand and fulfil their roles and responsibilities, and how well they work together when developing strategic and improvement priorities.

Inspectors should consider a wide range of evidence when evaluating the quality of leadership and management; for example, minutes from a variety of recent meetings, interviews with staff, improvement action plans and reports on implementing them, recent self-assessment by leaders and managers, and analysing information about learners' performance.

Inspectors should consider how well leaders and managers act in line with the sustainable development principle, and how well they make decisions and set priorities for improvement that balance the immediate, short-term and long-term needs of learners, the local community and Wales.

Inspectors should look at the extent to which leaders and managers maintain high quality provision or improve weak aspects of provision. They should consider how well leaders and managers prevent problems from occurring in the first place and how quickly they instigate any remedial actions that are required.

Inspectors should consider to what extent leaders and managers succeed in achieving sector-specific national and local priorities that are set by the National Centre for Learning Welsh.

Inspectors should consider how well leaders and managers share the positive features of provision with staff and work with other providers and education partners in the sector to achieve improvements locally, regionally and nationally. Inspectors should focus on how well the provider uses strategic partnerships and co-operation with other agencies to help to nurture its ability to improve continuously.

Inspectors should evaluate how well leaders at all levels understand and fulfil their roles and responsibilities. They should consider how well they are familiar with the provider's strengths and areas for development, and the extent to which they take part in setting the provider's strategic priorities. They should consider whether there is an appropriate balance between support and challenge in the way in which the management or governing body holds senior leaders to account.

5.2 Self-evaluation and planning for improvement processes

Inspectors should evaluate how accurately leaders and managers know the provision's strengths and weaknesses. They should consider how well leaders and managers gather and analyse first-hand evidence of the provision's standards, including teaching and assessment, and as a result of including and consulting with a wide variety of appropriate partners and stakeholders, such as other Welsh for Adults providers, professional learning networks and the National Centre for Learning Welsh.

Inspectors should consider the quality of planning for improvement and how well the priorities for improvement that have been identified link with the provider's self-assessment outcomes. Inspectors should consider how well leaders and managers ensure that priorities are supported by allocating resources. They should evaluate

how well leaders and managers define relevant and measurable actions for improvement within specific and realistic timescales and allocate responsibilities for achieving them.

Inspectors should evaluate how well the provider uses data with other providers and the National Centre for Learning Welsh to compare learners' outcomes locally and nationally through benchmarking activities, where appropriate.

Inspectors should investigate the provider's record of making improvements and the extent to which they have led to a positive effect on learners' learning and wellbeing, for example through improvements to the quality of teaching and training. Where appropriate, inspectors should consider how well the provider has responded to the recommendations from Estyn's previous inspection or recommendations from strategic partners or the National Centre, and whether the provider's actions have led to improvements.

5.3 Professional learning

Inspectors should evaluate to what extent leaders have created a culture and ethos to support the professional learning of all members of staff, including arrangements to support all staff to apply themselves actively to increase their knowledge, understanding and professional skills. They should consider the extent to which staff participate effectively in professional learning experiences, evaluation and performance management.

Inspectors should evaluate the effect of leaders in the way in which they manage staff performance in order to help staff to improve their practice. They should also judge whether leaders and managers address issues of underperformance rigorously and immediately, where necessary.

They should consider professional learning that is undertaken by staff, and its effect on learners' learning and their own practice. They should investigate to what extent staff have shared professional development outcomes with other staff. They should look at how well leaders have identified good practice within the provider and ensure that other staff are able to benefit from it. They should also consider how well the staff work with professional development providers to help them to develop their professional practice. They should investigate how well the staff take part in national professional development opportunities led by the National Centre for Learning Welsh, for example professional development fora, training programmes and the National Qualification in Teaching Welsh to Adults.

5.4 Use of resources

Inspectors should evaluate to what extent the provider's decisions on expenditure and its broad financial planning link appropriately with its strategic priorities and the provider's planning for improvement. In terms of decisions on expenditure, inspectors should consider how well the provider balances short-term needs with learners' long-term needs and national priorities set by the National Centre for Learning Welsh.

Inspectors should consider to what extent leaders and managers know the costs of current training programmes and activities, review them and question whether or not they are cost effective. Inspectors should consider the size of any surplus or deficit

in comparison with the provider's budget. They should consider whether there is a consistent trend of expenditure that is significantly higher or lower than the annual delegated budget and investigate the reasons for this, where it occurs. The National Centre for Learning Welsh monitors expenditure, including determining that expenditure on activities other than teaching is limited to no more than 15% of the total allocated expenditure. Inspectors should check the effectiveness of these processes.

Inspectors should consider whether there is an appropriate level of staffing and learning resources to deliver the proposed provision effectively. Inspectors should consider whether the provider uses settings effectively and efficiently, and the extent to which the accommodation and equipment, in internal and external settings, support or hinder teaching and learning of high quality.

The evidence base of the inspection

The report will contain a brief overview of the evidence base of the inspection. In this section, reporting inspectors will summarise the activities undertaken by members of the inspection team and the sources of evidence that they considered before, during and after the inspection to ensure that the findings of the inspection are valid, accurate and reliable.

Appendix 1: Guidance for inspections of the National Centre for Learning Welsh (Welsh for Adults) from September 2020

This guidance outlines the way in which the inspectorate will conduct inspections of the National Centre for Learning Welsh. It provides guidance for inspectors on evaluating the work of the National Centre for Learning Welsh in relation to its strategic work in leading Welsh for Adults nationally.

1. The National Centre for Learning Welsh is responsible for all aspects of the Learn Welsh sector – from the curriculum and resources for tutors, to research, marketing, communication and e-learning.
2. The National Centre acts as an arm's length body from the Welsh Government, which provides it with funding, and University of Wales Trinity Saint David, which won the tender to establish it.
3. The National Centre is responsible for 11 providers that hold courses on its behalf, as follows:

Local brand	Organisation	Local authority areas
Learn Welsh North West	Bangor University	Gwynedd, Anglesey, Conwy
Learn Welsh North East	Coleg Cambria/ Popeth Cymraeg	Denbighshire, Flintshire, Wrexham
Learn Welsh Ceredigion – Powys – Carmarthenshire	Aberystwyth University	Ceredigion, Powys, Carmarthenshire (a particular part of provision)
Learn Welsh Carmarthenshire	Carmarthenshire County Council	Carmarthenshire (a particular part of provision)
Learn Welsh Swansea Bay Region	Swansea University	Swansea, Neath and Port Talbot
Learn Welsh Pembrokeshire	Pembrokeshire County Council	Pembrokeshire
Learn Welsh Gwent	Coleg Gwent	Monmouth, Newport, Blaenau Gwent, Torfaen, Caerphilly
Learn Welsh The Vale	Vale of Glamorgan Council	Vale of Glamorgan
Learn Welsh Cardiff	Cardiff University	Cardiff
Learn Welsh Glamorgan	University of South Wales	Rhondda Cynon Taf, Merthyr Tydfil, Bridgend
Learn Welsh Nant Gwrtheyrn	Canolfan Nant Gwrtheyrn	National

The National Centre is also responsible for running other national schemes, such as Work Welsh and partnerships such as Clwb Cwtsh.

All Learn Welsh providers are inspected at least once during the inspection cycle. There is no follow-up activity, but rather inspectors will evaluate the progress of Learn Welsh providers in inspections of the National Centre for Learning Welsh. Inspectors will inspect the work of the National Centre for Learning Welsh by identifying strengths and areas for improvement, but will not set summative grades. Inspectors will evaluate progress against recommendations during the subsequent inspection of the National Centre.

Inspectors will consider whether the National Centre is a cause for significant concern or not and requires appropriate activity. If follow-up activity is required the provider will have to formulate a post-inspection action plan to address any areas for improvement. Inspectors will monitor progress made against this action plan.

Possible reasons for identifying that the National Centre is a cause for significant concerns are as follows:

- a high proportion of learners underachieve over time or a significant decline in achievement over time
- a high proportion of Learn Welsh providers are judged to be offering a low standard of provision during inspections of those providers
- failure to address shortcomings that were identified during previous inspections of individual Learn Welsh providers or previous inspections of the National Centre itself, or through other internal or external activity
- important shortcomings in senior leadership
- any other concerns that pose a significant risk to learners' wellbeing or achievement

Estyn is keen to promote excellence in areas of education. If the inspection team has identified significant strengths, then Estyn will work with the National Centre to share its work with other sectors.

Where possible, inspectors will observe specific learning programmes that are provided by the Centre itself, for example Work Welsh programmes.

All reports will include a summary of composite inspection outcomes for the Learn Welsh providers that were inspected for each inspection area. Where it is possible to inspect supplementary provision that is supported by the National Centre for Learning Welsh, such as Work Welsh, inspectors will evaluate these in line with the inspection framework for Learning Welsh. In addition, inspectors will evaluate the strategic leadership of the National Centre for Learning Welsh as follows:

Planning provision

Inspectors should evaluate the breadth of provision and the way in which the National Centre investigates and meets the needs of learners, employers and the community. Inspectors should consider how well the National Centre co-ordinates the providers' planning to meet the needs of the wider community, employers and individual learners, in addition to national, regional and local priorities. Inspectors should consider the effectiveness of any partnerships with other organisations in achieving this.

Inspectors should consider whether there is an appropriate range of courses across Wales, with clear routes of progression, for example social learning, tailored provision to meet the specific needs of employers and other groups, adequate opportunities within a reasonable distance to choose courses of different levels of intensity, local opportunities for progression to higher level courses and the availability of blended courses, remote courses or online courses.

Inspectors should evaluate the effectiveness of impartial guidance and support that the Centre gives to learners through its electronic portal or other methods before they start their programme. They should judge the effectiveness of information sources, such as prospectuses, course leaflets, the Centre's website and other electronic media nationally, and how the Centre coordinates and ensures consistency across the providers.

Inspectors should consider to what degree learners are able to change between providers or intensive and non-intensive provision, or face-to-face provision and remote/blended/online provision, in line with changing needs and aspirations.

Inspectors should consider the numbers that register for the different types of courses, both nationally and within individual providers, particularly the proportion of learners that choose to pursue intensive courses and higher level courses. Inspectors should evaluate how well the Centre provides for specific groups of learners. Inspectors should consider to what degree training and teaching staff give full consideration to the needs of individual learners in order to support them effectively. Inspectors should consider the way in which providers offer fair opportunities for learning in order to meet the needs of a range of learners, for example those who are often under-represented in education, such as those who are returning to learning and those who live in disadvantaged areas.

Inspectors should evaluate the Centre's effectiveness in ensuring and monitoring that individual providers' safeguarding arrangements ensure safe recruitment in terms of staff, and how well providers safeguard learners.

Inspectors should consider the nature and extent of additional learning opportunities outside classes across the providers and throughout Wales, and the processes to monitor this, for example the use of the Welsh language during break times, and learner support programmes and activities that provide opportunities for learners to use their language skills in a variety of contexts, including with fluent Welsh speakers and opportunities in learners' workplaces for learners to put what they have learned into practice. Inspectors should consider whether adequate proportions of learners take advantage of these opportunities.

Quality and effectiveness of leaders, managers and governance procedures

There is a strong link between outcomes, provision and leadership and management. If leaders and manage are working effectively, this is usually reflected in the quality of providers and in outcomes for Welsh learners. Inspectors should assess the quality of internal leadership that is provided by the National Centre, in addition to its leadership, or the contribution of any partnership arrangements to the leadership and its effect on learners' outcomes. They should also look at the quality of the relationship between the National Centre and its providers and other partners in terms of their effect on outcomes for learners throughout Wales.

Inspectors should look at performance data that covers a period of time, usually at least the least three years, when available, to identify trends in performance. Inspectors should analyse data published by the National Centre itself through Open Data, including benchmarking data, where appropriate. Inspectors should consider the National Centre's effect on increasing the numbers that are aware of Welsh lessons, increasing the numbers that learn Welsh and achieve fluency by attending courses and using Welsh outside the classes. Inspectors should evaluate the effectiveness of national and local marketing and the strategic guidance and practical support that is given to providers. They should consider whether marketing reflects the sector's strategic objectives.

Inspectors should evaluate how effectively the National Centre works with providers in order to ensure the progress of specific groups of pupils, for example learners on different levels and types of courses e.g. intensive courses, Work Welsh, Welsh for the Family, other courses in the workplace, in addition to learners from disadvantaged backgrounds and those from ethnic minority groups, if relevant data is available. Inspectors should consider how consistent and equal learners' teaching and learning experiences are across providers. For example, the type of courses and opportunities that are provided to use the Welsh language, in addition to the materials and assessment arrangements that are used by providers throughout Wales.

Inspectors should comment on the proportion of learners that gain Welsh for Adults qualifications or other relevant qualifications, where appropriate. Inspectors should consider that Welsh for Adults qualifications are not compulsory.

Inspectors should evaluate how well the National Centre ensures that the sector (providers and the Centre itself) tracks and monitors learners' progress. Inspectors should consider how well the National Centre works with providers to use information about learners' performance when considering the progress of specific groups, for example learners whose circumstances may make them susceptible to underachievement or those who are more able. Inspectors should consider the National Centre's coordination of, and influence on, the effectiveness of provision for personal and specialist support for learners across providers.

Inspectors should consider how well the National Centre works with providers to support learners with emotional and social needs, so that they are able to enjoy their learning and benefit from it. They should consider the guidance that the National Centre offers to providers to develop learners' wellbeing and promote their personal development.

Inspectors should evaluate the extent to which leaders and managers have established and conveyed a clear vision and aims, strategic objectives, plans and appropriate policies that focus on meeting the needs of all learners. They should judge whether leaders and managers create and support a joint understanding of needs and priorities that have been identified clearly for learners among staff at the National Centre and providers.

Inspectors should consider how well leaders and managers make decisions and set priorities for improvement that balance immediate short-term needs with the long-term needs of learners, providers and Wales, including Welsh Government policies to increase the number of those who speak and use the Welsh language in Wales.

Inspectors should reflect on how well leaders and managers at all levels set high expectations for officials, providers and partners. They should consider how well leaders and managers develop an effective team of staff.

They should consider the extent to which leaders and managers model and promote professional values and behaviours that make a positive contribution towards improving providers and effective co-operation between staff and providers. They should consider how well staff at all levels fulfil their roles and responsibilities, and how well they co-operate in developing strategic priorities and plans for the Welsh for Adults sector.

Inspectors should judge whether the leadership has made difficult decisions in a timely manner, where necessary, and follow a thorough and open process of audit and consultation that is consistent with strategic objectives.

Inspectors should look at the extent to which leaders and managers maintain high quality or improve weak aspects of provision. They should consider how well leaders and managers identify and assess risks, prevent problems from happening in the first place, and how quickly they instigate appropriate remedial steps when problems arise.

Inspectors should judge, by scrutinising documents, interviews and inspection reports, how clearly and transparently the National Centre conveys its vision, its intentions and expected outcomes to providers, learners and other stakeholders, and consults with them.

Inspectors should consider how well the National Centre commissions, co-ordinates, oversees and monitors any contracted provision or services. For example, provision for specific sectors.

Inspectors should consider whether stakeholders, including providers, contractors or partners, are aware of the targets for provision or services, and are committed fully to achieving them.

Inspectors should evaluate the usefulness of scrutiny processes. Inspectors should judge the clarity and honesty of data and information, in addition to the associated analysis and evaluation that are submitted to the board of directors and advisory board.

Self-evaluation and planning for improvement processes

Inspectors should evaluate how accurately leaders and managers know the strengths and weaknesses of the Welsh for Adults sector as a result of established processes for self-evaluation, monitoring and quality assurance.

Inspectors will evaluate the extent to which self-evaluation is part of the National Centre's usual improvement cycle, supported by relevant information about performance and evidence such as performance reports, progress reports and data analyses provided to the appropriate committees and boards.

Inspectors should evaluate how well the National Centre includes stakeholders, and considers stakeholders' views in its evaluation and planning for improvement processes, including learners, providers and partners.

They should evaluate the extent to which the National Centre encourages and uses learners' voice processes locally and nationally. When evaluating the effect of the learners' voice, inspectors should consider whether learners' views are taken seriously and how the Centre communicates effectively and meaningfully with them and providers in order to operate appropriately.

Individual providers are responsible for wellbeing and care for individual learners and relevant procedures to ensure this within their own organisations. However, inspectors should, during the inspection of the National Centre for Learning Welsh, evaluate how well the National Centre monitors these aspects and the steps that they take to rectify any difficulties that arise.

Inspectors should consider the quality of planning for improvement and how well priorities for improvement link with the National Centre's self-evaluation findings, and are informed by audit, needs assessments and data analysis.

Inspectors should check the accuracy and co-ordination of plans with providers, and externally with partners. Inspectors should consider how leaders and managers ensure that priorities are supported by allocating resources. They should evaluate the extent to which leaders and managers define relevant and measurable actions for improvement, and the extent to which they are achievable. They should consider how well plans include specific and realistic timetables, and allocate appropriate responsibility for achieving them.

Inspectors should judge the effectiveness of corporate performance management arrangements and their effect on staff, services, partners and workforce development.

Inspectors should consider how well the National Centre has responded to recommendations from recent inspection reports, thematic reviews and providers' reports, including the recommendations made during those inspections. Inspectors should judge the extent to which the National Centre's actions have led to improvements in standards and quality internally or within the providers themselves. They should consider the pace of progress and the sustainability of any improvements.

Professional learning

Inspectors should evaluate the extent to which the National Centre leads on developments relating to teaching and learning to ensure that learners receive teaching of the highest quality wherever and however they pursue their courses.

Inspectors should evaluate the extent to which leaders have created a culture and ethos to support the professional learning of all members of staff, including arrangements to support all staff to apply themselves actively to increase their knowledge, understanding and professional skills. They should consider the extent to which staff participate effectively in professional learning experiences, evaluation and performance management.

Inspectors should evaluate the effect of leaders in the way in which they manage internal staff performance in the National Centre itself, in addition to Welsh for Adults providers, in order to help staff to improve their practice. They should also judge whether leaders and managers address issues of underperformance rigorously and immediately, where necessary.

They should consider professional learning that is undertaken by staff, and its effect on learners' learning and their own practice. They should investigate the extent to which staff in the sector have shared professional development outcomes with other staff. They should look at how well national leaders have identified good practice within providers and ensure that other providers and staff are able to benefit from it. They should also consider how well the staff work with professional development providers to help them to develop their professional practice. They should investigate how well the staff take part in national professional development opportunities led by the National Centre for Learning Welsh, for example professional development fora, training programmes and the National Qualification for Welsh for Adults Tutors.

Use of resources

Inspectors should evaluate the extent to which the National Centre's decisions on expenditure and its broad financial planning link appropriately with its strategic priorities and the providers' planning for improvement. In terms of decisions on expenditure, inspectors should consider how well the National Centre balances its short-term needs with learners' long-term needs and national priorities, including the use of technology to widen access and improve learners' experiences.

Inspectors should consider the extent to which leaders and managers know the costs of providers' current training programmes and activities, review them and question whether or not they are cost effective. Inspectors should consider the size of any surplus or deficit in comparison with the National Centre's budget and providers' budgets. They should consider whether there is a consistent trend of expenditure that is significantly higher or lower than the annual delegated budget and investigate the reasons for this, where it occurs. The National Centre for Learning Welsh monitors expenditure, including determining that expenditure on activities other than teaching is limited to no more than 15% of the total allocated expenditure. Inspectors should check the effectiveness of these processes.

Inspectors should consider whether there is an appropriate level of staffing and learning resources to deliver the proposed provision effectively. Inspectors should consider whether the National Centre uses settings effectively and efficiently, and the extent to which the accommodation and equipment, in internal and external settings, support or hinder teaching and learning of high quality.