



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

**Nominee handbook  
for independent specialist colleges**

**from**

**September 2019**

**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ all-age schools
- ▲ special schools
- ▲ pupil referral units
- ▲ independent schools
- ▲ further education
- ▲ independent specialist colleges
- ▲ adult community learning
- ▲ local authority education services for children and young people
- ▲ teacher education and training
- ▲ Welsh for adults
- ▲ work-based learning
- ▲ learning in the justice sector

**Estyn also:**

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others
- ▲ makes public good practice based on inspection evidence

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## Introduction

This handbook is designed for nominees. The nominee will act as the college's representative and is a member of the inspection team during the inspection. The handbook has been developed primarily with the needs of senior managers in mind and there is a strong emphasis on practical application. It responds to the frequently asked question - What do I have to know to be an effective nominee? Taking time to read through the handbook will provide you with the information you need to prepare for your inspection and to understand the importance of the role as the college's nominee.

### Who should be a nominee?

The nominee plays a vital role in the conduct of an inspection. It is essential that the nominee has a senior role in the organisation and has a good understanding of the work of the provider. The inspectorate only allows one nominee for an inspection.

The nominee handbook is in four parts:

**Part 1:** Before the inspection

**Part 2:** During inspection

**Part 3:** After the inspection

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

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

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

It will be helpful to have your copy of the Estyn 2019 sector inspection guidance to refer to as you go through the handbook. It is vital that you are familiar with your sector [inspection guidance](#) before the inspection.

**In order to act as a nominee on an inspection, you must have read the nominee handbook, completed the online revision guide and be in receipt of an up-to-date certificate of completion of the online revision guide.**

Please keep the certificate safe as the reporting inspector (RI) will ask to see this at the start of the inspection.

The fact that you may have attended training in the previous inspection cycle does not make you eligible to be a nominee on inspections from September 2019.

Part 4 of this handbook will explain how you can access the online revision guide when you receive notification from Estyn of the date of your inspection. You should not complete the online revision guide until you receive this formal notification of the inspection.

## Part 1: Before the inspection

This part is in three sections.

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

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

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

### Section A: Roles and responsibilities

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

This section should enable you to:

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

#### Background

Inspections provide an opportunity to involve colleges actively in the inspection process by enabling a nominee from the organisation to work with the inspection team. The presence of a nominee helps to strengthen the partnership between the inspection team and the college. It also gives colleges a better insight into the inspection process as well as providing valuable opportunities for professional development.

We invite colleges to select a nominee who will:

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

#### The nominee

As nominee, you should be a sufficiently senior member of staff to act as a link between the college and the inspection team. Inspectors value the role and contribution of the nominee highly as the nominee contributes significantly to ensuring that the inspection runs smoothly.

If the college decides not to identify a nominee, the reporting inspector (RI) will still need to establish a climate in which the college values the inspection and to maintain a good working relationship with the senior staff.

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

## **An effective nominee**

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

Before the inspection you should:

- become familiar with the inspection guidance handbook for inspection
- become familiar with Estyn's guidance on the role of the nominee
- play a key role in the college's self-evaluation procedures
- become familiar with the inspection documentation
- attend all team meetings and be aware of the emerging questions provided by the RI immediately before the inspection
- make appropriate administrative arrangements for the inspection
- collate college documentation and evidence required for the inspection

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

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

## **Summary**

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

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

## **Section B: Self-assessment**

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

The college has the key responsibility for raising standards and the quality of its provision or maintaining those at a high level. Self-assessment lies at the heart of this process. It feeds into improvement planning, identifying good features and areas for development, setting performance targets and measuring progress against them.

For self-assessment to be truly effective it needs to be open and honest and fully understood by staff, managers, governors and other relevant stakeholders. The college will be disadvantaged if something is noted by the inspection team that

members of staff do not seem to know about, or if the college's self-assessment does not accurately reflect its current performance. All colleges will have areas that they wish to improve or develop – the issue is what processes are in place to identify these areas and what is the college doing to address them? Over time, the college should review all aspects of its life and work, but the key emphasis should always be on the progress made by learners, the outcomes they achieve, and the quality of the college's provision and its impact on learners' progress and wellbeing

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

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

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

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

## Summary

In this section you have read about the key features and purpose of self-assessment in the Common Inspection Framework. If you want to learn more about self-assessment, please see the [supplementary guidance on self-evaluation](#) on Estyn's website.

## Section C: Gathering evidence

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

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

## **Judging the application of learners' skills**

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

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

Inspectors will report on learners' standards in literacy, communication, numeracy and ICT. When inspecting skills, the focus will be on how well learners use their literacy, communication, numeracy and ICT skills appropriately in their work across the curriculum and outside the classroom.

Where available, inspectors will consider the results of other relevant assessments, such as those of learners' reading ability, when coming to a view about learners' literacy skills.

Inspectors will judge standards in skills based on first-hand evidence, for example from observations of learners in lessons, learning walks, scrutiny of learners' work and discussions with learners. Careful observation of learners in lessons and talking to learners will provide evidence of their speaking and listening skills, their numeracy skills and their ability to think. Scrutiny of work will provide evidence on how well learners can write clearly and read for understanding, how well they can use their numeracy skills at appropriate levels in a range of subjects and whether they are acquiring a useful range of skills and knowledge in ICT.

Inspectors will consider the extent to which the level of learners' communication and thinking skills support or hinder their progress in classroom interaction with tutors and with other learners. They will consider how well learners develop their creativity and their physical skills, in the classroom and outdoors, and how enterprising they are.

Where relevant, inspectors will consider the extent to which learners develop their fine and gross motor skills, their mobility and their independent living skills. They should consider the extent to which learners develop the skills they need to prepare them for future life. Inspectors will evaluate how effectively learners develop their social skills, including their ability to relate to other learners, staff and visitors to the school.

### **How will inspectors gather evidence?**

The inspection team will undertake learning walks and lesson observations during their time in college. They will also undertake interviews with a selection of learners and talk to them about their work and their time in college. They will scrutinise a sample of learners' work.

Inspectors will use the timetables provided by the college before the inspection to identify the lessons they will observe and the learning walks they will undertake.

Inspectors will not notify staff of the lessons they will observe. When observing lessons, inspectors will expect to see learners using and applying their literacy,



numeracy and ICT skills in ways appropriate to the lesson. There is no expectation that pupils should be using these skills in every lesson in a formulaic way.

Inspectors will be aware that learning activities can place a range of demands on learners' application of their literacy, numeracy and ICT skills. As a result, in some activities, learners may demonstrate skills at a basic level because the learning activity only requires that level of skill. Inspectors will also be aware that not all subjects will include opportunities for learners to use and to develop all of these skills. Nevertheless, you and your staff should make certain that inspectors are able to gather the evidence they will need to make judgements about how well learners' skills give them access to the curriculum.

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

Inspectors may focus a proportion of their time on inspecting the progress made by learners who receive specific support to develop their literacy, numeracy and ICT skills. Observations of these learners in class and during learning walks will provide inspectors with evidence of how well they achieve in day-to-day learning tasks and activities.

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

This is an important aspect of inspection activity. All inspectors will determine learners' views of how well they are doing in terms of developing and applying their skills and will find out if learners know how much progress they have made and what they must do to improve. Inspectors will talk to learners in classroom observations and during learning walks.

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

Inspectors will scrutinise samples of learners' work to meet the needs of the lines of inquiry identified by the inspection team. If required, inspectors will tell you which samples of learners' work they will need.

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

In **Inspection Area 1 (Standards)**, inspectors will report on whether all learners have appropriate skills in literacy, numeracy and ICT needed to access the whole curriculum. They will also report on the extent to which learners acquire the broader range of skills that help them to prepare for their future life, including creativity and physical skills, fine and gross motor skills and independent living skills.

In **Inspection Area 3 (Teaching and learning experiences)**, inspectors will report on the provision for skills. In the overall judgement on teaching and learning experiences, inspectors will take account of how well teaching and the planning of the curriculum, helps to meet learners' needs, including the development of their skills.

In **Inspection Area 5 (Leadership and management)**, inspectors will consider how well leaders and managers develop, support, monitor and evaluate the college's strategies and policies for developing learners' skills.

## Emerging questions

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

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

At the pre-inspection stage, the RI will formulate emerging questions after scrutinising the self-assessment report and other information provided by the college as well as any information already held by the inspectorate. The RI will plan the inspection so that the team can pursue the emerging questions that are specific to the college and cover the requirements of the common inspection framework that all inspections will address.

The RI will arrange to share the emerging questions with you just before the on-site inspection. The RI will discuss the emerging questions in the first briefing with the inspection team at the college.

The following case study shows how inspectors may plan to gather evidence in response to emerging questions.

### **Example A**

Inspectors have identified an emerging question that focuses on the quality of induction programmes that help learners to settle quickly into college and understand their rights and responsibilities. This has emerged as a result of some critical comments from parents in response to a statement in the parents' questionnaire relating to 'My child was helped to settle in well when he or she started at the college'.

As a result, inspectors may choose to:

- speak to groups of learners who are new/relatively new to the college about their experiences
- seek the views of parents/carers on induction arrangements during the meeting with parents
- talk with the nursery/reception staff about transition arrangements
- examine the college policy and procedures for induction
- scrutinise documentary evidence of links with other schools and colleges, including pastoral and curricular links

Inspectors may also use surveys as an additional source of evidence to support the college's judgements. Example B illustrates this.

### **Example B**

The college in its SER has evaluated its assessment of learning, recording and reporting arrangements as very strong. The documentation provided supports the college's evaluation and the pre-inspection survey responses from parents compliment the college on the ways it ensures that they know how well their child is progressing. Discussions with learners also shows that learners have a good idea of the progress that they are making, know their personal learning targets and can explain what they need to do to improve further. In this situation, the inspectors may decide that this aspect of assessment is good and no further inspection activity in this area of the college's work is required.

### **Documentation**

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

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

Almost all of your contact before the inspection will be with the Inspection Co-ordinator (IC). The IC will contact you by telephone three weeks before the inspection to let you know the date of the inspection. During this telephone call he/she will provide you with details of your inspection team and discuss the detailed arrangements for the inspection. Once you have been notified that an inspection is to take place, you will be asked to provide the following information for the virtual inspection room:

- key background information on the college, such as that contained in your college prospectus, and any change in the nature of the college since the last inspection
- a copy of your most recent self-assessment report and improvement plan
- the latest data on learner progress and attainment
- a full plan of all the intended activities during the inspection week, including lesson timetables for all classes

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

### **Summary**

In this section, you read about how inspectors judge skills, the sources of evidence they will use to make their judgements and how they will report on skills. You also read about how inspectors may identify emerging questions and the documentation that inspectors will request before the inspection.

You may wish to consider how this information can be shared with managers and staff so that they gain an understanding of the inspection process.

## Part 2: During the inspection

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

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

**Section C** explains how documentary evidence requested by the inspection team during the inspection supports any emerging questions

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

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

### Section A: Role and responsibilities

This section will provide you with information about your role and responsibilities during the inspection.

**During** the inspection you should:

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

### Summary

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

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

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

- what the inspection team will do during the inspection
- your role in team meetings

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

A very important feature of the inspection process is the **team meetings**. As a nominee and part of the inspection team, you should attend all team meetings, including the pre-inspection team meeting. Below is an example of an agenda for the pre-inspection team meeting. It is a good idea to familiarise yourself with this agenda beforehand as you may be asked your advice about where the team can obtain certain evidence or the best person to see on a specific emerging question.

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

Welcome and introductions

- domestic arrangements, health and safety issues, and safeguarding arrangements
- where appropriate, specific issues/activities during the week that will affect the inspection program;
- team responsibilities – allocation of Inspection Areas and writing sections of the report and the supporting evidence within the inspection judgement forms
- emerging questions – hypotheses, including references to SER
- issues arising from the pre-inspection surveys
- arrangements for meeting with learners
- interviews with staff and chair of governors
- identification of samples of learners' work for scrutiny
- recording of evidence, including the use of the judgement forms and arrangements for collating the team's findings
- arrangements for the parents' meeting
- timetable and arrangements for after-college team meetings for the rest of the inspection
- arrangements for reporting /feeding back on the last day of the inspection
- any other business

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

### **Summary**

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

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

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

You should note that inspectors will sample the evidence provided by the college as they seek to cover the requirements of the Common Inspection Framework and to answer any emerging questions. The following examples focus on the types of documentary evidence that inspectors may request to pursue an emerging question. In addition to documentary evidence, they may observe the implementation of policies and procedures in practice and seek the views of learners, parents and staff.

### **Example A**

In college A, inspectors have identified an emerging question that focuses on how well subjects provide contexts for developing and consolidating learners' communication, numeracy and ICT skills. Inspectors may choose to examine:

- whole college literacy, numeracy and ICT policies
- curriculum planning to determine how well learners' experiences effect the development and application of their skills
- information about the monitoring of learners' literacy, numeracy and ICT skills, curriculum plans and policies
- the college improvement plan

### **Example B**

In college B, inspectors have identified a line of enquiry that focuses on how well the residential provision supports learners with additional learning needs. Inspectors may choose to examine:

- information that shows how well the college encourages parents/carers and corporate parents to become actively involved with their children
- documentation that shows the extent of the liaison between the college and the residence
- evidence of programmes, for example to boost independence or self-care skills or physical skills
- documentation that illustrates the provision for ensuring all key staff are aware of the contents of learners' statements and care plans as well as evidence of the arrangements for staff to contribute to any review that takes place

## **Summary**

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

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

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

All inspections will be Estyn-led, i.e. the RI will be a member of the inspectorate.

A percentage of colleges will be visited by one HMI for one day, who will monitor and evaluate the quality of the inspection. Inspection teams will receive 24 hours' notice of such a visit. The monitoring inspector will not make any classroom observations, but may well attend any meetings planned during the inspection.

The inspectorate will moderate and validate the findings of every inspection report prior to publication on its website. It will also evaluate the quality of all inspection reports. The validation and moderation process involves consideration of the report's findings and judgements, scrutiny of the evidence that supports the judgements, challenge to judgements and findings, where appropriate, and reflection on the findings in relation to previous inspection outcomes within the sector.

Monitoring inspections and inspection reports allows the inspectorate to:

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

## Summary

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

## Section E: Frequently asked questions

This section will provide you with details of a few frequently asked questions and replies. You may find it useful to read these through before continuing to read the handbook.

### Frequently asked questions

#### 1 Do we have to change our timetables if the RI asks?

The inspectorate is keen for colleges to continue as normal during an inspection. It is best for teachers and learners to undertake their usual activities at the usual times. Therefore, the RI should not normally ask for any changes to the normal college timetable.

#### 2 If I am a member of the team, can I go to the parents' meeting?

As the nominee, you cannot attend the parents' meeting unless you are a parent. If you are a parent, you may attend the parents' meeting as a parent and should make your contributions to the meeting in that role.

**3 As I lead a very small college, have a substantial teaching commitment, and want to attend the team meeting first thing in the morning, can I ask the RI not to observe my teaching until later in the day?**

It is important that you discuss these issues with the RI. RIs are sympathetic in such circumstances and would normally try and accommodate this request. RIs recognise the specific challenges that face leaders and managers in very small settings.

**4 If I think the team has not seen something important what do I do?**

It is very important that you bring any significant evidence to the team's attention. This does not have to be confrontational, but you should ensure that the RI knows the significance that you place on this particular evidence.

**5 If we have something special on in college during the on-site inspection should I let the lead inspector know?**

Of course, and please make sure that you mention this to the Inspection Co-ordinator when they announce the inspection. Also, please make this obvious in the timetables you send to the IC or contractor before inspection. Although inspectors cannot guarantee that they will be able to make time for this, most will.

**6 If the team mention that they have not seen learners using any ICT in sessions can I go and tell the staff this?**

No. Team discussions are confidential. However, you may want to ensure that the team has received any significant evidence relating to learners' use of ICT in class, if it is available.

**7 If I disagree with what the team says in the meeting about skills or inspection areas what can I do?**

You may bring any additional information and evidence to the attention of the team. While they will consider this information, this may not be reflected in a change of judgement. The team will come to its own view.

**8 Will the judgement for an inspection area be affected if I don't have statutory requirements in place?**

Possibly. For example, if you do not have an appropriate safeguarding policy and procedures in place, the judgement for inspection area 4 (care, support and guidance) may be unsatisfactory and needs urgent improvement.

**9 Can I be asked to leave a team meeting?**

It can be challenging to listen to an inspection team deliver judgements on your college, especially where those are not in line with your own views, and you may often feel the urge to interject. However, you need to remember that the nominee's role is not to defend the college, but to direct the team to relevant evidence and to facilitate the inspection. It is rare for the RI to ask a nominee to leave a team meeting. However, if your behaviour is such that it is disrupting the inspection, such as constantly challenging the team's judgements, then the RI may ask you to leave the meeting. Before this occurs, the RI will remind you about the protocol that was agreed and explain that you are stepping outside the terms of the agreement.



**10 Do all the learners in the college have to complete a learner survey?**

No. The number of learners who will have the opportunity to complete a survey will depend on the size of the college. The IC will discuss the survey arrangements with you.

**11 Can I choose the learners for the inspection team to meet?**

No. The team will choose learners from lists that you supply in order to provide evidence for the Common Inspection Framework requirements and/or to answer emerging questions. In practice, the RI will wish to discuss this with you to take account of learners' individual needs, particularly any communication difficulties they may have.

**12 Do I need to make sure that the team have a representative selection of learners' work from all groups?**

It is likely that the inspection team will ask for a sample of learners' work as a reference sample during the inspection, for example to provide evidence in relation to an emerging question. The RI will discuss the exact nature of the sample when they contact you before the inspection.

**13 Will the inspectors meet with all my staff?**

Again, this will depend on the emerging questions and to what extent the team feel that it needs to explore issues further with the staff. In a large college, it is unlikely that the inspection team will meet all staff. They are far more likely to select a small sample to meet. In smaller colleges, it is likely that they will meet with all staff at some stage in the inspection process.

**14 As nominee, can I see the Judgement Forms completed by members of the inspection team?**

No, these are confidential to the inspection team.

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

This section reviews, briefly, the role of the nominee after the on-site inspection is complete. After the inspection you should:

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

The online revision guide will explore a few issues relating to your role post inspection.

You have now read through the handbook and can begin to prepare for your inspection. You may now find it useful to read Estyn's guidance on preparing for inspection. On the website, there is a range of documents that may prove helpful, including supplementary guidance on a range of inspection issues and guidance on follow-up arrangements.

### **Part 4: Completing the online revision guide**

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

## Annex 1: A walk through the inspection week

### Monday afternoon

Monday morning will usually be used for travelling. Normally, the reporting inspector, team inspector(s) and the peer inspector will arrive at the college around 12-12.30 on Monday for a **team meeting**, which the nominee will also attend.

During the meeting, the reporting inspector will discuss the college's self-assessment report and any emerging questions. The reporting inspector will also explain how the team will gather evidence to support the common inspection requirements and any emerging questions that may arise during the on-site inspection. The reporting inspector will plan interviews with learners and teachers and learning walks and lesson observations at least for the first full day of the inspection. Details of lesson observations **will not** be shared with the college. Inspectors can begin inspection activity, for example learning walks, from lunchtime on the first day, usually Monday lunchtime, if required.

During the evening, the reporting inspector and team inspector will meet with parents/carers. It is likely that the reporting inspector will also arrange to meet with the proprietor at the end of the meeting and before the parents/carers meeting.

### Inspection activity Tuesday to Thursday – the on-site inspection and reporting of findings

The number of days actually spent inspecting the college will depend on its learner numbers and the nature of its provision. During this time, the team will make classroom observations, learning walks, interviews with learners, reviews of learners' work and documentary evidence and meetings with relevant staff. .

Each evening there will be a team meeting, where aspects of the inspection are discussed. These meetings are an opportunity for you to contribute to team discussions, but not to take an active part in the team's judgements. The focus in the meetings will be on weighing up the strengths and areas for improvement under inspection areas. There will also be daily discussions with you to agree any new arrangements, discuss matters of concern, clarify inspection issues and discuss emerging findings.

Feedback will take place at the end of the on-site inspection to the principal and senior staff as well as the proprietor, where appropriate.

### A possible overview of the organisation of inspection in an independent specialist college

Day	Activity
Monday am	<ul style="list-style-type: none"><li>inspection team travels to the college</li></ul>
Monday pm	<ul style="list-style-type: none"><li>inspection team meeting, attended by the nominee</li><li>meeting with proprietor</li><li>meeting with parents/carers</li><li>inspection activity</li></ul>

Tuesday am and pm	<ul style="list-style-type: none"> <li>• inspection activities – learning walks, lesson observations, interviews with learners and staff, scrutiny of documentation and learners’ work</li> <li>• team meeting at the end of the day, attended by the nominee</li> </ul>
Wednesday am and pm	<ul style="list-style-type: none"> <li>• inspection activities – learning walks, lesson observations, interviews with staff and learners, and scrutiny of documentation and learners’ work</li> <li>• team meeting at the end of the day, attended by the nominee</li> </ul>
Thursday am	<ul style="list-style-type: none"> <li>• inspection activities, if necessary</li> <li>• inspection team meet to agree and moderate findings</li> </ul>
Thursday pm	<ul style="list-style-type: none"> <li>• inspection team feed back judgements and findings to senior staff/proprietor and leave the college</li> </ul>