



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

Nominee handbook for Welsh for Adults

September 2021

This document is also available in Welsh.

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:

- ▲ reports to Senedd Cymru and provides advice on quality and standards in education and training in Wales to the Welsh Government and others
- ▲ makes public good practice based on inspection evidence

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:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website:

www.estyn.gov.wales

© Crown Copyright 2021: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

| Contents | Page |
|---|-------------|
| Introduction | 1 |
| Part 1: Before the inspection | 2 |
| Section A: Role and responsibilities | 2 |
| Section B: Self-evaluation | 3 |
| Section C: Gathering evidence | 4 |
| Part 2: During the inspection | 10 |
| Section A: Role and responsibilities | 10 |
| Section B: A walk through the inspection period | 11 |
| Section C: Documentation required during the inspection | 12 |
| Section D: The inspectorate's quality assurance processes | 13 |
| Section E: Frequently asked questions | 14 |
| Part 3: After the inspection | 16 |
| | |
| Annex 1: A walk through the inspection week | 17 |
| | |
| Annex 2: Protocol and guidance for nominees | 18 |

Introduction

This handbook is for nominees who will be the provider's representative on the inspection team during their organisation's inspection. The handbook has primarily been developed with the needs of senior managers in mind. It tries to provide answers to the 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 your role as the provider nominee.

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

The nominee handbook is in three parts.

- Part 1: Before the inspection
- Part 2: During inspection
- Part 3: After the 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 after the inspection.

It will be helpful to have a copy of the Estyn 2019 inspection guidance handbook for Welsh for Adults to refer to as you go through the handbook. It is very important that you are familiar with the inspection guidance handbook for Welsh for Adults before the inspection.

- **In order to act as a nominee on an inspection, you must have read the nominee handbook, and** provide the reporting inspector (RI) with a copy of the signed agreement form that you will undertake the role of nominee in accordance with the responsibilities outlined in this guidance (see page 22).

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 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 provider nominee.

This section should enable you, as the provider nominee, to:

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

Background

By inviting providers to choose a nominee for the inspection to work closely alongside the inspection team, we aim to involve providers actively in the inspection process. The presence of a nominee helps to strengthen the partnership between the inspection team and the provider. It will also give providers a better insight into the inspection process and provide valuable opportunities for professional development.

We invite providers to select a nominee who will:

- ensure that inspectors are fully informed about the context of the provider's work
- contribute to meetings of the inspection team
- 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 provider 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 provider decides not to identify a nominee, the RI will still need to establish a climate in which the provider values the inspection and to maintain a good working relationship with the senior staff.

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

An effective nominee

The role of the nominee is demanding. It requires you to exercise the objectivity essential to an external inspection process. **You will also be required to respect the strict confidentiality of all inspection discussions. Your role is not that of an advocate or defender of the provider, but to facilitate the inspection process, for example by ensuring that the team has access to the evidence and information it requires to come to a valid and reliable judgement about the provider's work.**

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

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

In the core inspection model, the nominee has a particular role in making sure that all the evidence to support the findings within the provider's self-evaluation report is readily available. If evidence is not available, the inspection team may not have time to search it out. This may affect the judgements of the inspection team, particularly where the lack of evidence is due to weak management of provider-based information. In these cases, it may lead the inspection team to consider that inspection area 5 on leadership and management may be adequate and needs improvement.

Summary

In this section, you have read about your role and responsibilities as the provider's nominee. It will be useful for you now to share your understanding of your role with staff and senior managers/members of management or governing body (if appropriate).

It is also a good idea to brief staff and senior managers/governors fully about any changes to the inspection processes in general.

Section B: Self-evaluation

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

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

For self-evaluation to be fully effective it needs to be open and honest and fully understood by staff, senior managers/governors and other relevant stakeholders. The provider will be disadvantaged if the inspection team identify significant issues that the provider does not seem to know about or if the provider's self-evaluation does not accurately reflect its current performance. All providers will have areas that they wish to improve or to develop, but inspectors will also focus on what processes are in place to identify these areas and what is the provider doing to address them. Over time, the provider 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 provider's provision and its impact on learners' progress and wellbeing.

The link between self-evaluation and provider improvement planning is crucial. Detailed and comprehensive processes for self-evaluation are of little value unless self-evaluation outcomes link clearly to provider improvement targets.

Performance information of high quality, both quantitative and qualitative, is essential in making sure that the provider can 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-evaluation judgements.

Self-evaluation 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 and other stakeholders

The inspection framework places great importance on the provider's **self-evaluation** as the **starting point** for inspection. As the provider's nominee, you are expected to play a key role in writing the provider's self-evaluation report (SER). Inspectors will seek evidence during the inspection to validate the provider's own judgements. If the evidence is not available, the team may decide that there are significant weaknesses in the provider's leadership and management.

Summary

In this section, you have read about the key features and purpose of self-evaluation in the new Common Inspection Framework. If you want to learn more about self-evaluation, 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
- how inspectors identify and follow emerging questions

- the types of documentation that inspectors may request before the on-site part of inspection

1 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 each of the skills of speaking and listening, reading and writing in Welsh.

In particular, inspectors will evaluate whether all learners have the required skills in literacy (Welsh) needed to their course/qualification level.

Inspectors will judge standards in oracy and literacy skills based on first-hand evidence, for example from observations of learners in lessons and informal learning sessions, scrutiny of learner's work and discussions with learners. Careful observation of learners in sessions and talking to learners will provide evidence of their speaking, and listening skills as well as their understanding of their work. Scrutiny of work will provide evidence on how well learners can write clearly and read for understanding and how well they can use their literacy skills at appropriate levels in a range of settings. Inspectors will consider the extent to which learners' literacy/oracy skills support or hinder their progress in interactions with other learners, tutors and Welsh speakers.

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

- cope with the demands of their learning
- make good progress
- cope with the literacy demands of everyday life, relevant to their course level

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

Inspectors will take account of learners' level of ability when considering evidence and coming to their judgements.

How will inspectors gather evidence?

The inspection team will undertake lesson observations, and observation of informal learning sessions and learning walks (where appropriate) during their time with the provider. They will also talk to learners about their work and their time with the provider. They will scrutinise learners' work.

Inspectors will use the timetables provided by the provider 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, inspectors will expect to see learners using and applying their literacy skills in ways appropriate to the session. There is no expectation that learners should be using these skills in every session in a formulaic way.

Will inspectors talk to learners?

This is an important aspect of inspection activity. Inspectors will talk with groups of learners and/or individual learners about the recent work they have completed to see how well they are doing. Inspectors will ask learners to show them their work and to talk about it.

Will inspectors scrutinise samples of learners' work?

Inspectors will scrutinise samples of learners' work to meet the needs of any emerging questions and to cover the requirements of the Common Inspection Framework.

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, needed to complete their course/qualification and progress to the next level.

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 training is successful in engaging learners' interest and how well it develops their oral fluency and literacy skills.

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

2 Emerging questions

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

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

At the pre-inspection stage, the RI will formulate emerging questions after scrutinising the self-evaluation report and other information provided by the provider 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 provider 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 provider's premises.

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

An example of an emerging question and the activity that emerges from it

In Anytown Provider, the SER indicates that provision for learners' oracy and literacy skills is good and learners apply these skills well in lessons and informal learning sessions. In order to confirm this judgement and to fulfil the common inspection framework requirements, inspectors may establish an emerging question, such as 'How well do learners apply their oracy and literacy skills in their work? As a result, the inspection team may choose to:

- ask inspectors to focus on the provision of skills during lesson observations and during learning walks (if appropriate)
- examine learners' work that provide evidence of learners' application of their literacy skills
- scrutinise a sample of schemes of work to see how well these provide contexts for developing and consolidating learners' skills as they move through their learning
- hold discussions with learners to see how well they are doing and if learners know what they must do to improve
- meet staff and managers to discuss arrangements for literacy/oracy development
- scrutinise the provider's quality development plan and the agendas of middle and senior managers' meetings
- examine the range of staff training that has occurred
- enquire about the way that staff gain the views of learners when gathering evidence
- meet senior managers to establish how well they drive forward policies to develop learners' skills, how they co-ordinate the provider's work in this area and how well they monitor and evaluate learners' application of their skills

When you receive notification of your inspection, the Inspection Co-ordinator (IC) will explain the arrangements for the pre-inspection surveys. The surveys provide an opportunity for learnerstutors and staff to give their views about the provider. These surveys will form part of the pre-inspection evidence. The provider will not receive a summary of the survey outcomes. They remain confidential to the inspection team. This is to support the confidentiality of the individual survey responses.

Please refer to the Welsh for Adults handbook for more information about pre-inspection surveys. You, as nominee, have an important role in organising and co-ordinating these surveys. Please make sure that you discuss the arrangements you need to put in place with the IC.

Inspectors may use the pre-inspection surveys to establish emerging questions. The example below illustrates how the RI may plan to gather evidence that relates to an issue raised through the surveys.

Example A

Inspectors have identified an emerging question that focuses on the quality of induction that help learners to settle quickly into their course. This has emerged as a result of some critical comments from learners in response to a statement in the learner questionnaire.

As a result, inspectors may choose to:

- speak to groups of learners who are new/relatively new to the provider about their experiences
- examine the provider policy and procedures for induction
- scrutinise documentary evidence of links with other stakeholders

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

Example B

The provider in its SER has evaluated its assessment of learning, as very strong. The documentation provided supports the provider's evaluation and the pre-inspection survey responses from learners compliment the provider on the ways it ensures that they know how well they are progressing. Discussions with learners and lesson observations also show 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 provider's work is required.

3 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 15 working days before the inspection to let you know the date of the inspection. During this telephone call, the IC will give you details of the 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 lead inspector:

- a copy of your organisation's most recent SER and quality development plan (National Quality Framework)

- key background information on the provider
- outcomes information
- the number of learners and their location
- a full plan of all the intended activities during the inspection week, including lesson timetables for all lessons/sessions in Excel format with filters for days/locations/levels/individual tutors etc.
- arrange a date (as agreed with the reporting inspector) for initial planning discussion
- details of progress against any recommendations given following your organisation's last inspection
- details of progress against actions within your organisation's quality development plan

Estyn will also ask you to complete a self-evaluation of the provider's safeguarding arrangements. The IC will provide a copy of this self-evaluation through the virtual inspection room (VIR).

During your planning discussion with the reporting inspector, you will discuss the:

- requirements for availability of supporting evidence including samples of learners' work
- allocation of base room(s) and domestic arrangements
- purpose of interviews with senior and provider managers as well as staff with other responsibilities if appropriate
- examples of evidence that should be made available in the VIR
- arrangements for meetings with partners, consortium members, and senior managers/governors where appropriate
- arrangements for feedback of the inspection findings to the provider manager during the inspection

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. In this section, 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 you can share this information with staff so that they gain an understanding of the inspection process.

Part 2: During the inspection

This part is in five sections:

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

Section B: provides information about what happens during the on-site 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 RI about administrative arrangements
- respond to team requests for additional information
- assist in resolving any problems that arise
- take no active part when the team are making judgements
- 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
- where appropriate, ask the inspection team to clarify its judgements

Summary

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

Section B: A walk through of the inspection period

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

- what the 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 on-site inspection period. It will be useful to share this information with staff and governors (where appropriate) before the inspection.

A very important feature of the inspection process is the **team meeting**. 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

- 1** Welcome and introductions
 - H&S briefing/CP procedures and position statement on the provider from nominee/provider manager/ Nominee advises the team of any specific issues/activities during the week that will affect inspection programme.

Provider guidance on IT access
- 2** Domestic arrangements for the inspection team (tea/coffee, toilets, lunches)
- 3** Code of conduct – provider to bring any issues to RI’s attention asap.
- 4** Team roles and responsibilities – reminder about allocation of roles:
 - explanation of inspection areas and aspects
 - team responsibilities
 - word ranges for evaluations
- 5** Recording evidence
- 6** Inspection judgements - definitions – see guidance handbook
- 7** Emerging questions and any other points of interest/issues arising from the RI’s scrutiny of pre-inspection materials, including learner and staff questionnaires
- 8** Clarify staff roles and responsibilities
- 9** Inspection arrangements for the inspection period including:
 - meetings with learners (learner voice/focus groups)
 - meetings with staff/leaders/managers, when required

- meetings with senior manager or chair of management body/GB
- review of provider documentation

10 QA issues – monitoring of JFs, completion of IEFs

11 Confirmation of formal feedback arrangements at the end of the inspection

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 provider. A good nominee is well prepared, well briefed and contributes positively to team discussions. Do not be afraid to ask for clarification if there is something that you do not understand. After all, you are the person who is most likely to be asked to explain the inspection findings to other staff and to help move the provider forward following the inspection so it is important that you know why inspectors have come to their judgements.

Summary

In this section, you read about the inspection week. You may wish to consider how this information can be shared with 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 work of the provider in relation to the Common Inspection Framework.

You should note that inspectors will sample the evidence provided by the provider 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 and staff.

Example A

In provider A, inspectors have identified an emerging question that focuses on how well courses provide contexts for developing and consolidating learners' communication/literacy skills. Inspectors may choose to examine:

- provider skills policies
- planning to determine how well learners' experiences effect the development and application of their skills within and outside of classroom based activities
- information about the monitoring of learners' literacy skills, policies and procedures
- the provider quality development plan

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 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 assures the quality of inspections.

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

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 leadership of the reporting inspector and the management of the inspection team
- 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 inconsistency in practice from inspection to inspection
- challenge the inspection team
- use the information to determine the award of contracts 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 and senior managers/members of management boards/governing 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 providers to continue as normal during an inspection. It is best for staff and learners to undertake their usual activities at the usual times. Therefore, the RI should not normally ask for any changes..

2 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.

3 If we have something special on during the 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 schedules you prepare for each inspector. Although inspectors cannot guarantee that they will be able to make time for this, most will.

4 If the team mention that they have not seen learners using their ICT skills 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 or outside of sessions, if it is available.

5 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.

6 Can I be asked to leave a team meeting?

It can be challenging to listen to an inspection team deliver judgements on your provider, 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 provider, 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.

7 Do all the learners in the provider have to complete a learner survey?

We will provide a survey to be sent to all learners who will then have the opportunity to complete it. The IC will discuss the survey arrangements with you.

8 Do I need to make sure that the team have a selection of learners' work from all classes?

It is possible that the inspection team will ask for a sample of learners' work to act 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.

9 Will the inspectors meet with all managers and co-ordinators/development officers?

Again, this will depend on the emerging questions and whether the team feel that it needs to explore issues further. In some instances, they may not meet any co-ordinators/development officers if the team have gathered sufficient evidence in other ways.

10 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 devising the action plan following the inspection

You have now read through the handbook and can begin to prepare for your inspection. You may now find it useful to look at Estyn's website to see if there is any further guidance that may prove useful to you. .

Annex 1: A walk through the inspection week

Walk through the week

Each inspection will normally take place from Monday to Friday. The size of the team will vary according to the size of the provider.

Day One

Morning:

- Travel, arrive at the provider between 12:00-12:30.

Afternoon:

- Brief team meeting (12.30 – 13.30) - opportunity to meet team and nominee, H&S briefing and position statement on the provider from nominee/provider manager, RI leads discussion around the emerging questions and any other issues/points of interest raised by pre-inspection information and activity, arrangements for the inspection 'on the ground'
- Quick tour of the site, if appropriate, for orientation and so staff and learners can see the team - no more than 30 minutes (13.30 – 14.00)
- Scrutiny of key documents by team (14.00 – 15.30).
- Meeting with senior manager/member of governing body (15.30 - 16.30)
- Complete document scrutiny, lesson observations commence from 18.00 (18.00-21.00)

Day Two and Three

- Focus is on learners and learning. Inspectors in lessons and around the provider.
- Meetings with learners and staff as required.
- Team meeting 16.00-18.00
- Lesson observations throughout the day and between 18:00 - 21.00

- The outcomes of Day 2 will inform the activities for Day 3.

Day Four

- The outcomes of Day 3 will inform the activities for Day 4.
- Meetings with learners and staff as required
- Team Meeting 16.00 : a check on whether team members have what they require to form judgements and a review of key findings/broad outline of likely judgements
- Lesson observations throughout the day and between 18:00 - 21.00 if required

Friday (Day Five)

- RI on site between 08:00-08:30
- Complete writing tasks and prepare for final team meeting 09.00 - 11.00
- Finalise findings and judgements in team meeting 11.00 – 13.00
- Feedback to provider at 13:30
- Leave provider at around 14:00

Annex 2: Protocol and guidance for nominees

Background

Inspections will provide an opportunity to involve providers actively in the inspection process by enabling a nominee from the provider to work with the inspection team. This will ensure greater involvement by the provider and strengthen the partnership between the inspection team and provider staff. It will also enable providers to gain a better insight into the inspection process as well as provide valuable opportunities for professional development. However, it is not a requirement that the provider has to put forward a nominee.

Providers are invited to select a nominee who will:

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

The nominee

The nominee will be a sufficiently senior member of staff to act as a link between the provider and the inspection team.

Before the inspection, the inspectorate will discuss:

- whether the provider wishes to take up the invitation of having a nominee
- the training for nominees

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

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

In order to act as a nominee on an inspection, the member of staff must be familiar with the nominee handbook. This ensures that they are aware of the confidentiality issues that may arise during an inspection and how they are expected to react to these. Provider staff already trained as peer or additional inspectors, and who are intending to take on the role of the nominee in inspection, still need to read this handbook.

Reporting inspectors should ask nominees to show their signed agreement form (see page 22). No-one may normally undertake the role of the nominee unless they are in possession of this signed agreement form.

The rest of this annex sets out the:

- role of the nominee
- responsibilities of the nominee, the reporting inspector and the provider
- activities to be undertaken in the different stages of the inspection

Role of the nominee

The role of the nominee is demanding and requires that person to exercise the objectivity essential to an external inspection process. The nominee will be required to respect the strict confidentiality of all inspection discussions. The role is not that of an advocate or defender of the provider. In Welsh for Adults providers, a provider manager or other senior manager normally fulfils the role of nominee. The statement of agreement (see below) must be signed by all parties before the inspection. It should later be stored along with other inspection evidence.

Nominees will need to:

- liaise with the reporting inspector about administrative aspects of the inspection such as coverage, documents and meetings
- respond to team requests for additional information during the inspection
- assist in resolving any problems that arise throughout the inspection process
- participate in team meetings where good features and shortcomings are being discussed, but he or she must take no part in deciding judgements to be awarded or have access to the confidential Judgement Forms of the inspection team
- provide any additional evidence that is needed following the team meetings or scrutiny of learners' work

Responsibilities

The nominee will:

- sign the nominee agreement form
- be familiar with the Welsh for Adults guidance
- be familiar with the nominee handbook
- be familiar with the inspectorate's guidance on the role of the nominee
- have a thorough understanding of the provider's SER and action plan
- liaise with the reporting inspector about administrative aspects of the inspection such as coverage, documentation and meetings
- ensure that inspectors are fully informed about the context of the provider's work
- respond to team requests for additional information
- respect the confidentiality of all information received during the course of the inspection
- assist in resolving any problems that arise
- contribute to meetings of the inspection team
- avoid being defensive or an advocate for the provider
- hear emerging findings

The reporting inspector will:

- discuss with the provider and the nominee his or her role
- ask to receive a copy of the nominee’s signed agreement form that they will undertake the role of nominee in accordance with the responsibilities outlined in this guidance (see page 22)
- keep the nominee fully briefed about the conduct of the inspection
- brief the inspection team about the role of the nominee
- make sure that the nominee feels fully involved with the inspection team
- plan the work of the nominee during the inspection week through negotiation with the provider
- ensure that the nominee is aware of the arrangements for team meetings and for the scrutiny of learners’ work
- ensure that the nominee takes no active part in the awarding of judgements or have access to the confidential Judgement Forms of the inspection team

The provider will:

- agree the role of the nominee with the nominee and with the reporting inspector
- normally channel any issues, concerns and further evidence through the nominee to the inspection team
- be sympathetic to the demands placed on the nominee
- provide support for the nominee in undertaking his or her task
- respect the confidentiality under which the nominee is working
- ensure that the nominee has played a key part in the provider’s self-evaluation procedures
- brief the senior management team and governing body (if appropriate) about the role of the nominee

Activities in the inspection process

Before the inspection

| | |
|----------------------------|--|
| Nominee | <ul style="list-style-type: none"> • Become familiar with the Welsh for Adults guidance for inspection and the nominee handbook • Become familiar with inspectorate’s guidance on the role of the nominee • Play a key role in the provider’s self-evaluation procedures • Become familiar with the inspection documentation • Attend the all team meetings • Make administrative arrangements for the inspection • Collate provider documentation required for the inspection |
| Reporting Inspector | <ul style="list-style-type: none"> • Discuss the role of the nominee during the first contact with the provider • Ask to see the nominee’s signed nominee agreement form • Brief the nominee fully in the same way as the other team members about the arrangements for the inspection week • Plan the work of the nominee during the inspection week • Ensure that the nominee receives all key inspection documents • Fully brief the other team members about the role of the nominee |
| Provider | <ul style="list-style-type: none"> • Establish the role of the nominee during the first contact with the reporting inspector • Clarify the role of the nominee with the reporting inspector and the nominee • Brief the senior management team and governing body (if appropriate) about the role of the nominee |

During the inspection

| | |
|----------------------------|--|
| Nominee | <ul style="list-style-type: none"> • Liaise with the reporting inspector about administrative arrangements • Respond to team requests for additional information • Assist in resolving any problems that arise • Take no active part when judgements are being awarded • Contribute to discussions about good features and shortcomings in team meetings • Be proactive in providing additional evidence following team meetings or the scrutiny of learners' work • Where appropriate, ask the inspection team to clarify its judgements |
| Reporting Inspector | <ul style="list-style-type: none"> • Monitor the work of the nominee and provide support as appropriate • Ensure that the nominee is as fully involved in the inspection as possible • Normally, channel requests for additional information and evidence through the nominee • Ensure that the nominee takes no active part in the awarding of grades |
| Provider | <ul style="list-style-type: none"> • Use the nominee to liaise with the inspection team • Normally, channel any issues or concerns through the nominee • Provide support for the nominee in undertaking their task • Respect the confidentiality under which the nominee is working |

After the inspection

| | |
|-----------------|--|
| Nominee | <ul style="list-style-type: none"> • Attend the feedback meeting at the end of the inspection • Contribute to the preparation of the provider's response to the inspection • Contribute to checking the factual accuracy of the draft of report • Play a full part in devising the action plan following the inspection |
| Provider | <ul style="list-style-type: none"> • Senior staff, as agreed with the reporting inspector, to attend the feedback meeting at the end of the inspection • Contribute to the preparation of the provider's response to the inspection • Contribute to checking the factual accuracy of the draft of report • Play a full part in devising the action plan following the inspection |

I agree that I will undertake the role of nominee in accordance with my responsibilities as set out above and that I fully understand my role.

Name of nominee:

Signature: **Date:**

I agree to working with the nominee as outlined above.

Name of reporting inspector:

Signature: **Date:**

(When the nominee is not the provider manager) I agree to facilitate the nominee in undertaking their role as outlined above.

Name and status senior manager:

Signature: **Date:**