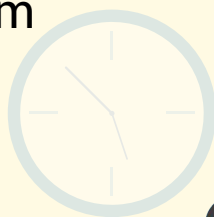




Guidance for inspectors

What we inspect

Further education colleges -
for pilot inspections from
2022



This document is also available in Welsh.



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

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 2022: 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.

Introduction to ‘what we inspect’	1
Evaluating each inspection area	2
About the college	2
Overview	2
Recommendations	3
What happens next?	3
The evidence base of the inspection	3
Inspection areas	4
1 Learning	4
2 Well-being and attitudes to learning	6
3 Teaching and learning experiences	7
4 Care, support and guidance	10
5 Leadership and management	11

Introduction to 'What we inspect'

This handbook sets out what inspectors need to consider when evaluating the five inspection areas in further education colleges. It explains 'What we inspect'. It should be read in conjunction with the document '[How we inspect](#)', which sets out our approach to inspection in light of the COVID-19 pandemic.

The guidance is essential reading for reporting inspectors and all other members of the inspection team, including the nominee. It may also be useful for providers to support their understanding of the inspection guidance. There is a separate handbook that explains the inspection process and methodology, '[How we inspect](#)'.

The five inspection areas are set out below.

Inspection areas

IA1 – Learning

1.1 Standards and progress in learning and skills

IA2 – Well-being and attitudes to learning

2.1 Well-being

2.2 Attitudes to learning

IA3 – Teaching and learning experiences

3.1 The breadth, balance and appropriateness of the provision

3.2 Quality of teaching, training and assessment

IA4 – Care, support and guidance

4.1 Personal development

4.2 Safeguarding

IA5 – Leadership and management

5.1 Quality and effectiveness of leaders and managers

5.2 Self-evaluation processes and improvement planning

5.3 Professional learning

Evaluating each inspection area (IA)

Inspection teams will not give overall grades for each inspection area. However, they will make a robust and thorough evaluation of the college's provision and its impact on learners' learning and well-being.

Inspectors will always include clear evaluations in relation to the reporting requirements in each inspection area, as exemplified in this handbook. However, what inspectors report on within each inspection area may differ depending on the relative significance of what they find in each college. Inspectors may report 'by exception'. This means that they may report on some aspects only where there are particular strengths or weaknesses.

Where inspectors identify serious areas for improvement in one or more inspection areas, the college will normally require follow-up activity. There is [further guidance](#) on the nature of follow-up activity on our website.

About the college

This section of the report will be brief and contain only factual background information about the college and will not contain any evaluation of the provision. The reporting inspector normally agrees the content of this section with the college during the inspection and during the college's factual check of the draft report prior to its publication. If 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 number and nature of learners
- the size, nature and location of the college sites (including a brief explanation of how individual college brands operate part of a group structure, where this is applicable)
- the range and levels of learning programmes offered
- the features of the areas served by the college
- any important changes since the last inspection
- any other relevant factors, such as the proportion of learners with additional learning needs (ALN)¹

Overview

This section of the report should:

- contain a short overview of the main findings (200-300 words), outlining the key strengths and any important weaknesses that require improvement
- make the link between learners' outcomes, the quality of provision and the effectiveness of leadership
- be consistent with the findings in the body of the report

¹ We have used the term 'additional learning needs', but we acknowledge that the terms 'learning difficulties and/or disabilities' and 'special educational needs' may also be used in this context during the period of implementation of reforms.

Recommendations

The recommendations should:

- link closely to the main evaluation areas of the inspection guidance, with the weightiest recommendations reflected in the overview
- give the college a clear and specific indication of the area(s) that require improvement
- help the college to understand clearly what they should do to make the necessary improvements
- be written in order of priority, not in the order of the guidance

What happens next?

The 'What happens next' section will set out what the college needs to do following the inspection. In all cases, leaders will need to respond to the recommendations by putting in place the actions needed to make the improvements identified by the inspection team.

It should exemplify any interesting or innovative practice case studies that we have invited leaders to share.

The section will explain whether the college requires any level of follow-up activity by Estyn. The overview will make a brief explanation of the reasons for follow-up.

The evidence base of the inspection

Inspectors will use a wide range of evidence to make sure that their findings are valid, accurate and reliable. This section of the report will explain the sources of evidence that inspectors used as well as the range of activities that they carried out during their visit.

Inspection areas

The following section explains what each inspection area covers and what inspectors need to keep in mind when evaluating each one.

The inspection areas are numbered 1 – 5, but they are equally important. Within each inspection area, the report will not always cover the aspects in the order they appear in this handbook. Inspectors may choose to sequence the aspects differently in order to reflect their findings. For example, in Inspection Area 3 – Teaching and learning experiences, inspectors may write about teaching before the learning experiences and provision if this makes the findings of the team clearer or they may combine elements of teaching and the provision to explain their findings where appropriate.

The report on each inspection area will normally be around 500 to 700 words.

There is supplementary guidance on the inspection of various aspects of the work of colleges on our website: www.estyn.gov.wales/inspection/supplementary-guidance.

Inspection area 1: Learning

1.1 Standards and progress in learning and skills

Inspectors should evaluate the standards reached by learners overall and judge whether these are appropriate to learners' abilities. Inspectors should recognise learners' progress, especially their progress towards achieving their qualifications.

Inspectors' evaluation of learners' achievement and progress should be based on first hand evidence, for example from observations of learners in sessions, learning walks, assessment and development of vocational or academic skills, scrutiny of learners' work (including work created digitally) and discussions with learners. Inspectors should evaluate how well learners recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations.

When evaluating the progress of specific groups of learners, inspectors should evaluate the progress of particular groups of vulnerable learners. These include, but are not limited to:

- learners from minority ethnic groups
- young people and adults who offend
- learners educated otherwise than at school
- refugee and asylum seekers
- young parents and pregnant young women
- lesbian, gay, bisexual and transgender learners
- learners with English as an additional language
- disabled learners
- migrant workers
- learners with Basic Skills needs
- young carers

- care leavers and looked after young people
- Gypsy, Roma and Traveller learners
- the digitally deprived
- learners with medical needs, including those with mental health needs
- more able and talented learners
- learners with low attendance, engagement or at risk of falling behind in their studies who may be targeted for additional support
- learners with additional learning needs

For learners with additional learning needs (ALN), evaluations about achievement should take account of information about their individual needs and abilities. Inspectors should consider the rate of progress these learners make in relation to their individual targets, agreed learning goals and starting points. Where relevant, inspectors should evaluate the extent to which learners with additional learning needs develop:

- their fine and gross motor skills, their mobility and their independent living skills
- their social skills, including their ability to relate to other learners, staff and visitors to the college
- the skills they need to prepare them for future life

Where appropriate, inspectors should consider the differences between the progress of learners with different types of additional learning needs, for example autistic learners and those with profound and multiple learning difficulties.

Inspectors should look at the progress of learners with relatively weak literacy, numeracy and digital skills who do not receive support for additional learning needs.

Inspectors should also consider whether specific groups of learners are making as much progress as they could, in relation to their starting-points and their ability. For example, inspectors should consider how well learners with more developed vocational skills achieve and the extent to which the work they undertake stretches them fully to achieve as well as they could.

When evaluating skills, inspectors should evaluate to what extent learners develop the literacy, numeracy and digital skills required to complete their qualifications or course programmes.

Inspectors should report clearly on learners' standards in each of the skills of speaking and listening, reading and writing (in Welsh/English), numeracy and digital skills. When inspecting skills, the focus should be on whether learners have the required skills in literacy (Welsh/English), numeracy and digital skills appropriate to their qualification level.

Inspectors should judge standards in literacy, numeracy and digital skills based on first-hand evidence, for example from observations of learners in sessions, scrutiny of learners' work and discussions with learners. Careful observation of learners in sessions and talking to learners will provide evidence of their speaking and listening skills, their literacy, numeracy and digital 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 literacy, numeracy and digital skills at

appropriate levels in a range of learning areas. Inspectors should consider the extent to which learners' communication and higher-order thinking skills support or hinder their progress, and their interaction with other learners and teachers.

Inspectors should consider learners' standards in Welsh. They should consider the progress learners make from their starting points in developing and using their Welsh language skills in the context of their vocational programmes (particularly for key priority areas as identified by Welsh Government), or progression to higher education and how they are developing skills for future employment in Wales.

While inspectors should consider a wide range of information on learners' standards and progress, they should normally only report on historic performance data where the outcomes are both collected nationally and externally verified. The absence of comparative learner outcomes data for 2019 -2020, 2020-2021 and 2021-2022 means that inspectors will not be able to identify trends in learner outcomes data in further education colleges. Inspectors should base their evaluation of learners' standards and progress in learning on own evidence from session observations, discussions with learners and scrutiny of written, practical and digital work. They will consider how well the college uses its own assessment and outcome information to monitor and support the progress of individuals and groups of learners in inspection areas 1 and 3 (learning, and teaching and learning experiences); and self-evaluation in inspection area 5 (leadership and management).

2 Well-being and attitudes to learning

2.1 Well-being

Inspectors should consider the extent to which learners feel safe and secure, and free from physical and verbal abuse. They should consider how well learners understand how to make healthy choices relating to diet, physical activity and emotional well-being, including how to keep themselves safe online. They should consider how well learners use this understanding in their own lives, in college or in preparing them for higher education.

Inspectors should consider the extent to which learners, including those from vulnerable groups, are ready to take on leadership roles and responsibilities and to play a full part in the life and work of the college, for example as course representatives, members of the governing body or learner ambassadors. They should consider whether learners feel that the college listens to their views and takes them into account in decisions that affect them.

Inspectors should consider responses to the pre-inspection questionnaires from learners, staff, and governors carefully in relation to learners' well-being and develop emerging questions, where appropriate. Inspectors should also consider evidence from observations of learners interacting with their peers, teachers and other staff, as well as evidence from discussions with individuals and groups.

Inspectors should consider how well learners show confidence and resilience in their lives, for example in the way they interact with new people and with their peers. Inspectors should consider how well learners are developing as ethical, informed citizens, for example through their awareness of fairness, equality, sustainability and tolerance.

2.2 Attitudes to learning

Inspectors should evaluate to what extent learners are developing the key attitudes and behaviours required throughout their lives. In particular, inspectors should evaluate to what extent learners are developing their employability skills and the extent to which learners are ambitious, confident, capable and independent learners. They should look at how well learners engage with new, unfamiliar experiences and ideas. They should judge learners' interest in their work, their ability to sustain concentration and to avoid distractions. They should consider how readily learners engage in vocational tasks and bring them to completion. They should evaluate how well learners persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a problem is unsuccessful. They should look at how well learners manage time effectively, prioritising tasks and are able to work to deadlines.

Inspectors should consider to what extent learners are able to work in a range of ways, for example independently and in small groups, or remotely. Inspectors should consider how well learners demonstrate strong team working skills, including respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them, or by appropriate use of online etiquette where appropriate.

Inspectors should consider the extent to which learners demonstrate self-awareness, present a professional, positive image to others and conduct themselves appropriately in sessions and around the college. They should observe whether learners are considerate and relate well to each other, teachers and other adults.

When evaluating participation and enjoyment in learning, inspectors should consider the evidence from teaching or training sessions, scrutiny of learners' work (including work created digitally) and interviews with learners. They should consider to what extent learners develop confidence and are motivated to learn.

Reports should not contain an evaluation of rates of attendance over recent time, due to college closures during the pandemic.

Inspectors will, however, consider the college's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

Inspectors should consider how the COVID-19 pandemic, and any interruption to learning caused by the pandemic, has impacted on learners' well-being, participation and engagement with learning.

3 Teaching and learning experiences

3.1 The breadth, balance and appropriateness of the provision

Inspectors should evaluate the extent to which learning experiences across the provision stimulate and challenge learners so that they engage fully in their learning and make the best possible progress. They should consider whether the range of learning programmes offered provide learners with suitable progression routes into further and higher education as well as employment and training. For learners with

complex needs, inspectors should consider the extent to which learning programmes prepare learners for their chosen destinations.

Inspectors should consider the college's strategic approach to planning the provision and the extent to which it helps learners to become ambitious, confident, aspirational and well-informed individuals. Inspectors should consider the extent and appropriateness of arrangements for learners to undertake sufficient, relevant and high quality work related experience. They should consider whether these learning experiences develop learners' vocational and employability skills well enough.

Inspectors should consider how well the provision caters for specific groups of learners, especially those with advanced vocational skills and understanding, those with additional learning needs and learners with English as an additional language. Inspectors should consider the extent to which teachers might include provision for learners with little prior knowledge.

Inspectors should consider the extent to which leaders, managers and governors use the funding for learners with high needs so that their individual learning programmes challenge learners to: develop their independence; improve their communication skills; make relevant personal choices and decisions; and prepare themselves for adult life.

Inspectors should consider the ways in which the college develops a programme of learning activities that reflects the cultural, linguistic and ethnic diversity of Wales.

Inspectors should consider the nature and extent of additional learning opportunities. For example, educational visits, participating in occupational skills competitions, achieving additional qualifications and charity and fund raising events.

Inspectors should evaluate the extent to which the teaching and training arrangements ensure that learners acquire the necessary skills in literacy (Welsh/English), communication, numeracy and digital skills to support their work. Inspectors should consider how well the college has taken account of the development of learners' literacy, communication, numeracy and digital skills in the planning of learners' vocational, academic or wider skills experiences.

Inspectors should evaluate the extent and quality of the provision for the development of Welsh language skills from their starting points, in the context of their vocational areas, academic subjects or for further study. They should consider how well learners are made aware of the advantages of learning Welsh and becoming bilingual. Inspectors should comment on the arrangements that colleges have to support learners' Welsh language skills development.

The main evaluations, context and summary should not report directly that the provider has achieved any named awards, including those that are publicly funded. However, there may be reference to named awards in the evidence base, particularly where the award has had an impact on improving standards or provision.

3.2 Quality of teaching, training and assessment

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, inspectors should note that there is no preferred methodology or fixed template that teachers and other practitioners should follow, and teachers may use a range of different approaches over time. The key consideration is whether the teaching is successful in engaging learners' interest and how well it develops their literacy, communication, numeracy and digital skills, vocational, academic or wider skills and knowledge and understanding to an appropriately high level as they move through their programme.

Inspectors should evaluate the extent to which teachers and other practitioners have high expectations of all learners. They should consider the quality of planning and how well their planning meets the needs of the learning programme. They should consider the extent to which teachers have clear objectives for learners' learning and use a range of approaches and resources to engage learners' interest and to challenge them to achieve as well as they can.

Inspectors should judge how well teachers and other practitioners use various questioning techniques to draw out and further develop learners' responses and gauge their understanding. They should consider the clarity of instructions and explanations and how well the learners develop their literacy, numeracy, digital and vocational skills, knowledge and understanding as a result. They should evaluate how well the teachers motivate and direct learners and make their sessions, including online sessions, stimulating and engaging places in which learners can learn productively. Inspectors should judge how successfully technical and support staff support learning.

The focus on assessment in this inspection area is on vocational, academic or other skills relevant to the learning programme. Inspectors should evaluate how well learners develop and apply a wide range of skills and knowledge appropriate to their qualifications or agreed learning goals, including considering the extent to which they develop transferable employability skills to meet the needs of the local economy or for further study at a higher level. Inspectors should also evaluate the verbal and written feedback from assessors to help learners to know how well they are doing and what they need to do to improve. They should consider how well learners understand how to assess their own performance.

Inspectors should evaluate the extent to which the senior management and staff track and keep records on the progress of each learner and report on these clearly to meet the needs of learners and employers. They should consider how well teachers ensure that their assessments are valid, timely, accurate and reliable.

Inspectors should evaluate whether learners regularly review their own learning, understand their progress and are involved in setting their own learning targets, including the use of person-centred approaches for learners with additional learning needs.

In coming to evaluations on teaching and assessment inspectors should use the full range of evidence available to them. This is likely to include evidence from learners' files or portfolios (including those completed online), schemes of learning, assessment records, and information on learners' progress, session observations, and discussions with learners. Inspectors should not allocate a judgement to an individual session or teacher, but should report on the strengths and weaknesses in the quality of teaching and assessment across the college.

4 Care, support and guidance

4.1 Personal development

Inspectors should evaluate the effectiveness of impartial guidance and advice provided to learners before the start of their programme from the college and other external agencies.

Inspectors should evaluate the effectiveness of the provision for personal and specialist support for learners. This will include the availability of services of specialist agencies, especially for groups of vulnerable learners, such as those with additional learning needs and learners who face considerable barriers to learning, including personal, financial, domestic, transport, health and family care responsibilities.

Inspectors should evaluate the college's arrangements for promoting healthy lifestyle choices, for example in relation to healthy eating and drinking, substance misuse, online safety, mental health issues and work life balance. Inspectors should consider the guidance and other support provided to safeguard the welfare of learners and promote their personal development.

Inspectors should look at how well the college helps learners to understand issues relating to equality and diversity, and develops the values of tolerance and respect. They should consider how well the college develops learners' knowledge and understanding of harassment, discrimination and extremism. They should also consider how well the college responds to and manages any incidents relating to bullying, harassment and discrimination. They should consider to what extent the college challenges stereotypes in learners' attitudes, choices and expectations.

Inspectors should evaluate the extent to which learners, including those from different groups take on responsibilities and play a part in the wider community.

Inspectors should consider how well the college:

- makes provision for learners with additional learning needs in relation to their individual needs and abilities
- supports all learners' emotional and social needs so that they can enjoy their learning and benefit from the opportunities that it offers
- provides well-considered support for learners' physical and mental health and well-being, for example in relation to the COVID-19 pandemic
- helps learners to develop an understanding of their culture, the local community and the wider world
- tracks and monitors learners' progress and well-being, including attendance, engagement and behaviour
- uses this information to consider the progress of specific groups, for example those learners whose circumstances may make them vulnerable to underachievement, those with additional learning needs, or those who are more able
- identifies relevant issues and responds appropriately to the outcomes of tracking and monitoring, for example through the provision of appropriate support and challenge, the use of intervention strategies, the mentoring or coaching of individuals or groups
- uses partnerships with others to provide effective support for learners

4.2 Safeguarding

Inspectors will report on whether the college's arrangements for safeguarding learners meet requirements and give no cause for concern. Where arrangements are a serious cause for concern, inspectors should include a recommendation in the report and Estyn will send a well-being letter to the college asking them to outline how they will address the shortcoming(s).

Inspectors should evaluate to what extent the college's safeguarding arrangements ensure that all learners are protected, whether on-site, off-site or online.

Arrangements should include the identification of learners aged under 18, and vulnerable adults in need or at risk of significant harm, safe recruitment practices and having appropriate arrangements for safeguarding referrals. Inspectors should also consider how well the college promotes safe practices and a culture of safety. The Welsh Government has issued specific statutory requirements and guidance about these safeguarding matters and colleges should have in place policies and procedures that comply with them.

Inspectors will look at how effective college's arrangements are for preventing and addressing bullying, harassment and discrimination. They should consider how the college keeps learners safe from the dangers of radicalisation.

Inspectors should consider whether the college has robust procedures for checking the suitability of staff and others who are in contact with learners and that the college maintains a record of these checks. Inspectors should check that all staff know what to do to respond to safeguarding issues and that the designated lead officer and lead governor, and other staff where appropriate, have received relevant safeguarding training.

Inspectors should evaluate how well the college uses its intelligence about safeguarding matters, both within its own provision and that of any sub-contractors, and how well reporting processes are used to quality assure safeguarding by senior managers.

5 Leadership and management

5.1 Quality and effectiveness of leaders and managers

Inspectors should evaluate the extent to which leaders and managers have established and communicated clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting learner needs. They should consider the priority that leaders have given to ensuring that all staff understand and promote the college's safeguarding culture.

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, engaged team of staff. They should consider to what extent leaders and managers model and promote professional values and behaviours that contribute positively to college improvement and effective collaboration between staff and with other providers. They should consider how well staff at all levels understand and discharge their roles and responsibilities and how well they collaborate in driving forward strategic priorities and improvement.

Inspectors should consider a wide range of evidence when evaluating the quality of leadership and management, for example minutes from a range of recent meetings, interviews with staff, improvement action plans and reports on their implementation, recent self-assessment from leaders and managers and the analysis of information on learner performance.

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

Inspectors should look at the extent to which leaders and managers sustain high quality 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 bring about any remedial action required.

Inspectors should consider the extent to which leaders and managers are purposeful and successful in meeting national and local priorities. Inspectors should evaluate the extent to which leaders and managers plan strategically to provide purposeful opportunities for learners to develop their Welsh language skills in formal and informal situations.

Inspectors should consider how well leaders and managers share positive features of provision with staff and collaborate with other education providers and partners within the sector to achieve improvements locally, regionally and nationally. Inspectors should focus on how well the college uses strategic partnerships and collaboration with other agencies to help to build its capacity for continuous improvement and to reduce the impact of poverty on attainment.

Inspectors should evaluate how well governors understand and discharge their roles and responsibilities. They should consider how well they know the college's strengths and areas for development and the degree to which they have participated in setting the college's strategic priorities. They should consider whether there is an appropriate balance between support and challenge in the way the governing body holds senior leadership to account.

Inspectors should evaluate the extent to which the college's spending decisions, contract management, including arrangements for sub-contractors, where appropriate, and broad financial planning link appropriately to its strategic priorities and its improvement planning. In relation to spending decisions, inspectors should consider how well the college balances its short-term needs alongside the long-term needs of learners.

Inspectors should consider the extent to which leaders and managers know the costs of existing learning programmes and activities, keep them under review and question whether they are cost-effective. Inspectors should consider the size of any surplus or deficit relative to the college's budget. They should consider whether there is a consistent trend of spending that is significantly above or below the annual delegated budget and explore the reasons for this, where it occurs.

Inspectors should consider whether there is an appropriate level of staffing and learning resources to deliver the planned provision effectively. They should consider how well the college promotes the welfare and well-being of its staff.

Inspectors should consider whether the college uses its accommodation effectively and efficiently, and the extent to which the accommodation supports or detracts from teaching and learning of high quality. Inspectors should consider the quality of learner workplaces and the opportunities they have to undertake the full range of learning and assessment activities.

5.2 Self-evaluation processes and improvement planning

Inspectors should evaluate how accurately leaders and managers know the college's strengths and weaknesses. They should consider how well leaders and managers gather and analyse first-hand evidence of standards of provision, including teaching and assessment, and as a result of involvement and consultation with a wide range of appropriate partners and stakeholders, such as other further education colleges, professional learning networks, and through learner voice or involvement.

Inspectors should consider the impact of improvement planning processes and how well identified priorities for improvement link to the outcomes of the college's self-assessment. Inspectors should consider how well leaders and managers ensure that priorities are supported by the allocation of resources. They should evaluate how well leaders and managers define relevant and measurable actions for improvement in specified and realistic timescales and allocate responsibility for their delivery.

Inspectors should investigate the college's track-record in making improvements and the extent to which they have led to a positive impact on learners' learning and well-being, for example through improvements to the quality of teaching and training. Where appropriate, inspectors should consider how well the college has responded to recommendations from previous Estyn inspections or from strategic partners and whether the college'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 staff, including the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills. They should consider the extent to which staff participate effectively in professional learning experiences, appraisal and performance management.

Inspectors should evaluate the impact of leaders in the way they manage the performance of staff in order to help staff to improve their practice. They should also judge whether leaders and managers address issues of underperformance robustly and directly where necessary.

They should consider professional learning undertaken by staff and its impact on learners' progress and well-being and their own practice. They should explore the extent to which staff have shared professional development outcomes with other staff. They should look at how well leaders have identified good practice within the college and ensured that other staff may benefit from it. They should also consider

how well staff work with other providers of professional development to help them develop their professional practice and keep their vocational skills and technical knowledge up-to-date.