

Guidance for Inspectors

How we inspect

apprenticeship programme providers
Inspections from 2023

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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Introduction

Purpose of the guidance handbook 'How we inspect'

This handbook sets out our approach to inspecting apprenticeship programme providers from 2022 onwards. It explains **how** we inspect. The guidance is essential reading for reporting inspectors and all other members of the inspection team. It may also be useful for providers to support their understanding of the inspection mind-set and methodologies.

The guidance should be read alongside 'What we inspect' guidance in work-based learning apprenticeship providers, which outlines the inspection framework. Providers can use this guidance to see how inspections work and to help them in strengthening their own self-assessment and improvement processes.

Where the inspection identifies practice worth sharing, inspectors will invite the provider to write a case study that we will publish on our website. Where the inspection identifies important concerns in relation to standards, quality of education and training or leadership and management, we will arrange follow-up activity to support improvement. Guidance on the different types of follow-up activity is available on our website.

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

Legal basis for the inspection of work-based learning providers

In the post-16 sector, the Learning and Skills Act (2000) requires the Chief Inspector to report on:

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

Policy background

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

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

- Apprenticeship Commissioning programme Wales Framework
- <https://gov.wales/apprenticeship-commissioning-programme-wales-framework-programme-specification-and-guidance>
- Programme for Government priorities – including:
- Young Person's Guarantee : <https://gov.wales/welsh-governments-young-persons-guarantee-officially-launched>
- Race Equality Action Plan : <https://gov.wales/race-equality-action-plan-anti-racist-wales>
- LGBTQ+ Action Plan : <https://gov.wales/consultation-lgbtq-action-plan-html>
- Cymraeg 2050 Action Plan : <https://gov.wales/cymraeg-2050-our-plan-2021-2026-html>
- Coleg Cymraeg Cenedlaethol Further Education and Apprenticeship Welsh-medium Action Plan:
<https://www.colegcymraeg.ac.uk/cy/astudio/addysgbellachaphrentisiaethau/cymraeg2050/>
- Tertiary Education and Research (Wales) Act (2022) :
<https://business.senedd.wales/documents/s126867/Tertiary%20Education%20and%20Research%20Wales%20Bill,%20as%20passed.pdf>

Inspection arrangements

Introduction

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

The reporting inspector (RI) is responsible for the conduct and management of the inspection and for the inspection report. While this guidance focuses mainly on the role of the reporting inspector, all team members must comply with the same inspection requirements.

Context

This guidance relates to the core inspection of work-based learning apprenticeship providers. Estyn regularly inspects aspects of post-16 education and training through other activities. Some of this inspection work results in published evaluations, while other activity does not result in published evaluations.

Apprenticeship programmes link inspector work. Each apprenticeship provider has a link inspector who meets regularly with senior leaders to discuss key topical issues related to education and training, as well as provider progress. The link inspector visits result in dialogue during the visit and oral feedback at the end. The link inspector work informs engagement reports, thematic work or sector summaries in the Estyn Annual Report. In 2021-2022, inspector visits to each of the apprenticeship providers at the start of the new contracting period resulted in published letters and a sector summary in the Estyn Annual Report. Link inspector activity will continue to engage with the sector to not only review their performance, but to identify what is working well and their key challenges.

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

Principles of inspection

Inspectors will:

- ensure that inspection is of high quality and responsive to the needs of all learners
- ensure that judgements are secure, reliable, valid and based on first-hand evidence
- involve providers fully in the inspection process, including the opportunity for the provider to select a nominee
- use the provider's improvement priorities as the starting point for the inspection and to identify key issues for investigation in order to make judgements on the validity of its findings

- include peer inspectors in the inspection process
- keep to a minimum any requirements for documentation and preparation by the provider
- gain the learners', staff and employers' perspective and that of other stakeholders
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate
- be constructive in identifying and supporting providers with important aspects or weaknesses that require improvement

Inspection mind-set

Estyn's approach to inspection is:

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

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

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

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

Code of conduct for inspectors

Our code of conduct explains how we embody the inspection mind-set through their actions. Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards of Estyn's code of conduct.

When conducting engagement with a provider, inspectors will:

- be courteous and professional
- establish and maintain appropriate professional boundaries when talking to young people and adults
- carry out their work with integrity and due sensitivity
- take all reasonable steps to prevent undue anxiety and to minimise stress during inspection activity
- evaluate the work of the provider objectively using clear and robust evidence

- report honestly, fairly and impartially, without fear or favour
- communicate clearly and openly
- act in the best interests of learners
- respect the confidentiality of all information received during the course of their work
- respond appropriately to reasonable requests

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

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

Expectations of inspectors

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

When conducting engagement with a provider, inspectors will:

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

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

Inspectors should inform Estyn of any perceived or actual conflicts of interest whenever they receive notification of engagement, for example that they are part of a provider's inspection team.

Expectations of providers

In order that inspection and regulation are constructive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. We expect inspectors to uphold Estyn's Code of Conduct, but we also expect providers

to:

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

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

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

Safeguarding, including health, safety and well-being issues

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

Responding to a safeguarding allegation

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

Approach to inspection

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

The progress learners make from their starting-points and the standards they achieve are the key measures of the quality of the education and training they have received and of the effectiveness of the leadership and management of the provider. Inspection will focus on the needs of learners, their attitudes to learning and the impact that the provision makes on supporting their progress and the standards they achieve. The inspection period for providers of apprenticeship programmes will be within the Welsh Government contract which started August 2021.

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

The Virtual Inspection Room

The inspectorate will use an electronic system, called the 'Virtual Inspection Room' (VIR), for managing many aspects of the inspection. It is a web-based system that allows providers to upload information before the inspection and to download guidance from the inspectorate about the inspection process. The VIR is also the place where providers and inspectors have designated and restricted areas in which a wide range of information can be accessed, stored and shared.

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

The inspection team

Inspection teams will be led by a reporting inspector (HMI), with other team members drawn from among HMI, peer inspectors (from apprenticeship providers) or additional inspectors (AIs). Additional inspectors may be on secondment or contracted to Estyn.

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

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

We will invite providers to select a senior member of staff, called the nominee, to work with the inspection team. In practice, nearly all providers accept the invitation, but it is not a requirement. The nominee should have sufficient seniority to act as a link between the provider and the inspection team but need not be the leader of the provider. Providers can access the guidance for nominees on preparing for the inspection from links within the initial contact form (ICF), completed by the Inspection Co-ordinator (IC) and available via the VIR.

Contacting the provider before the inspection

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

Following this, Estyn will contact the provider by email to arrange a Teams meeting to discuss the arrangements for the inspection. Inspection co-ordinators (IC) in Estyn will undertake the initial contact with providers. During this discussion, the inspection co-ordinator will:

- explain the purpose of the inspection
- Confirm the date and time for a meeting with the provider and RI. This will include CEO/principal, nominee and key leaders
- discuss the specific information required before the inspection, including the completion by the provider of a self-evaluation form on its provision for safeguarding, and make the arrangements for receiving it in electronic form through the Virtual Inspection Room
- ask if there are any issues or risks the team should be aware of and ask for a general health and safety briefing for the team at the start of the inspection
- confirm the name and agree the role of the nominee and explain the process for completing the nominee guidance
- confirm a meeting at the start of the inspection with the nominee to provide a health and safety briefing for the team
- confirm arrangements for a short presentation for the provider to set out its priorities for improvement and its current stage of development
- provide links and guidance for the completion of online pre-inspection questionnaires for learners, staff, employers and governors (where appropriate)
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection
- organise any domestic arrangements, such as a base for the inspectors, parking and internet access
- confirm the arrangements for feeding back the inspection findings
- agree the arrangements for completing the post-inspection questionnaire
- inform the provider through the initial contact form of the key inspection arrangements

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

- completed subcontractor/partner information template
- completed provider and learner information template
- the provider's most recent quality development plan
- the provider's most recent self-assessment report

- suggest to the provider that the most effective way to enter documents into the VIR to set-up folders for each inspection area and place the documents most relevant for the inspection area into these folders and upload; generic documents can be uploaded individually

It is the role of the reporting inspector to share the timetable for inspection and to give an explanation and clarity around each activity and meeting.

The inspection co-ordinator will ask the provider to inform other consortium members, subcontractors, partners and stakeholders about the inspection.

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

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

Planning the inspection and preparing the team

Taking into account the provider's identified improvement priorities and self-assessment reports, and any information already held by Estyn, the reporting inspector will plan the inspection and allocate responsibilities to members of the inspection team. The reporting inspector will use inspection briefing template. (appendix 1)

Inspections involve a wide range of activity, including observation and meeting with learners on and off-the-job. Inspectors will also observe teaching, training and assessment online as appropriate. In agreement with the reporting inspector, the provider will produce a schedule of visits for each member of the inspection team. The sample will reflect the range of the provider's work. It is important that the reporting inspector checks these schedules to make sure that they cover learning areas and levels appropriately. They also need to make sure they cover all subcontractors and do not involve excessive travelling between visits.

Inspection planning

This planning meeting with the provider will cover both the three-day and five-day activity and be undertaken remotely via a Teams meeting. It is anticipated the meeting will take between one and a half and two hours.

Initial three-day inspection activity

The provider will be notified of inspection 15 days before this activity. The provider will be asked to complete:

- Partner and learner numbers template

An inspection planning meeting (online, Teams meeting) will be scheduled approximately two or three days after notification. The provider will have received the partner and learner numbers template and uploaded the completed document into the provider area of the VIR prior to the meeting. The reporting inspector will review the information and decide what subcontractors to visit and complete the:

- Three-day activity timetable

The inspection planning meeting with the provider will give the opportunity to share the completed three-day activity timetable (on-screen). Following the meeting, the reporting inspector will place a copy of the timetable into the provider area of the VIR. The reporting inspector will confirm with the provider details of a meeting with the provider's CEO or managing director and staff responsible for the quality assurance of the apprenticeship contract during the three-day activity. The inspection planning meeting will also agree details of a meeting with a group of learners (between six to eight learners), either face-to-face or online during the three-day activity. These learners should represent a range of different vocational routes and levels. At the end of the three-day activity there will not be a formal feedback to the provider.

During the planning and preparation time before the three-day activity, the reporting inspector will also discuss with the provider the timetable for the five-day activity (which follows on from the three-day activity).

5 day activity

The reporting inspector will discuss with the provider about the following considerations for the five-day activity:

- Set-up folders for each inspection area
- Populate these folders with the documents that will show inspectors the provider's position in relation to the areas identified in the inspection framework
- Upload to the provider area in the VIR
- Arrange workplace visits for 10 inspectors on the days and times identified in the five-day activity timetable
- The visits need to cover all sub-contractors as far as possible
- They need to be proportionate to the size of contract
- The visits should cover as many vocational areas as possible
- The visits should cover all levels of apprenticeship programme
- Allow for reasonable travelling time between visits and team meetings
- Inspectors should see a range of activity, including assessments, and include a few learner progress reviews

The RI will agree a date for these schedules to be placed in the VIR.

During the inspection

Initial three-day inspection activity

During the initial three-day inspection activity a small team of inspectors (normally three inspectors) will visit subcontractors and partners to undertake a meeting with key managers and leaders and meetings with learners. The reporting inspector will

use the completed partner and learner numbers contact details proforma to plan the visits for each team member.

Five-day activity

In the initial meeting of the inspection team, there should be a health and safety briefing from a member of the provider staff. The provider should provide a brief position statement on its strategic priorities and its current stage of development.. Arrangements should be confirmed for those inspectors who may need to access this presentation remotely as some inspectors will be starting their activities in different geographical regions. The presentation should be recorded to allow inspectors in a few cases to access it later that day if they are conducting visits. During the initial meeting the reporting inspector will share the main findings from the three-day activity. and may also identify areas for the team to look into when undertaking their visits.

Inspectors will sample, test and validate the provider's own priorities and its evaluations of its strengths and areas for improvement and any other strengths and areas for improvement which the reporting inspector identifies. Inspection evidence will be secured from on and off-the job training and assessment observations, sampling learners' written work, and interviews with learners, staff, employers and other stakeholders.

Gathering and reviewing inspection evidence

The reporting inspector will plan the inspection so that they can cover the reporting requirements within the five inspection areas. The team will ensure that they have enough time to review the key evidence they need to make their evaluations. The main forms of evidence are:

- documentary evidence, including information on learners' performance and progress
- observation of teaching, training, assessment and other activities
- samples of learners' work
- survey responses from learners, staff, employers and governors (where appropriate)
- discussions with learners, leaders and other key stakeholders

The team will use direct observation of learners' practical skills and written work wherever possible to gather evidence to support their judgements. Inspectors may select an additional sample of learners' work to meet the needs of a particular emerging question or to further their investigation of a specific aspect.

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

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

Providers should make information available to the inspection team about the standards achieved by learners, particularly the results of any initial and diagnostic assessments and other assessments of additional learning needs (ALN). This will help inspectors to judge learners' progress, to come to a view about the standards learners achieve compared to their starting-points and the way teachers, trainers and assessors use the information.

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

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

Recording inspection evidence

Inspectors will use Their TIF to note and to collate their findings and evaluations.

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

Team meetings

The main purpose of team meetings is to arrive at an accurate, reliable, valid and corporate view of standards and the quality of provision and leadership. The team meeting at the end of the day may be undertaken with inspectors joining remotely where appropriate. Meetings will provide opportunities for inspectors to:

- test the evaluations in the provider's quality development planning and self-assessment processes
- discuss emerging issues
- review visits to learners
- identify any gaps in the evidence base
- consider main inspection findings and any recommendations

Professional dialogue

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

The main focus of the discussion should be on the learners, the progress they make during the session and the standards they achieve during the activity. The inspector should stress that these are emerging, interim findings on one aspect of the evidence base and that these may be amended, on reflection, after scrutiny of learners' work or talking to learners, or as the result of moderation within the team. Inspectors should focus on any strengths or areas for development in relation to the specific activity seen.

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

Observation of online learning

Observation of online learning will be proportionate to the level of online learning delivered by the provider. This is likely to mainly be in learner progress reviews. When undertaking observations of online learning the RI will need to confirm with the provider:

- the proportion and timetable for online teaching, learning or assessment activity
- protocols for activity

Formal feedback

At the end of the five-day on-site part of the inspection, the team will provide oral feedback to provider leaders. The provider should invite a representative from the Welsh Government to this meeting. The feedback should focus on the main evaluations for each of the five inspection areas and the reasons for these.

The feedback meeting provides the opportunity for leaders to hear and to reflect on the evaluations. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. The reporting inspector should explain to the provider that factual matters may be corrected and evaluations may be clarified, although they are not negotiable.

During all core inspections, the inspection team will consider whether the provider needs any follow-up activity. The reporting inspector will inform the provider if any follow-up activity is required.

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

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

Complaints about the conduct of the inspection

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

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

After the inspection

The inspection report

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

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

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

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

About the provider

Summary

Case studies

Recommendations

Main findings

- Inspection area 1 Learning
- Inspection area 2 Well-being, support and guidance
- Inspection area 3 Teaching, training, assessment and learning experiences
- Inspection area 4 Leadership and management

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

The factual accuracy check

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

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

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

Assuring the quality of inspections

Estyn is committed to:

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

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

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

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