

GUIDANCE FOR INSPECTORS



WHAT WE INSPECT IN ADULT LEARNING IN THE COMMUNITY

FOR PILOT INSPECTIONS IN 2024

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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Draft — for pilot use only

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Introduction to 'What we inspect'

This handbook sets out what inspectors need to consider when evaluating the three inspection areas in adult learning in the community partnerships. It explains 'What we inspect'. 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 in adult learning in the community partnerships'.

The three inspection areas are set out below:

IA1 Teaching and learning

IA2 Well-being, care, support and guidance

IA3 Leading and improving

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

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 partnership's provision and its impact on learning and well-being. Inspectors will always include clear evaluations in relation to the main foci in each inspection area, as exemplified. However, what inspectors report on within each inspection area may differ depending on the context and relative significance of what they find in each partnership. 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 any interesting or innovative practice that is worthy of sharing more widely, they will include a short cameo within the report (2 or 3 sentences). We will showcase a range of these cameos on our website. Where inspectors identify serious shortcomings in one or more inspection areas, the partnership will normally require follow-up activity. There is further guidance about follow-up activity in 'How we inspect'.

About the partnership

This section of the report will be brief and contain only factual background information about the partnership and will not contain any evaluation of the provision. The reporting inspector normally agrees the content of this section with the nominee of the partnership during the inspection and during the factual check of the draft report prior to publication. Data presented will be the most recent verified and published national data, with the sources acknowledged in footnotes, where possible. 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:

- Local authorities involved with the provider and key delivery partners (as a map)
- Any significant changes since the last inspection
- Number of learners at time of inspection [information from provider]. Number of learners in the previous full academic year [information from LLWR]
- Details of the partnership's programmes, in terms of Welsh Government funded

courses (ESOL and basic skills) and range of other (leisure/cost-recovery) courses

About the learners on the partnership's courses

- Age profile
- Proportion of learners from ethnic minority backgrounds
- Proportion of learners who speak Welsh at home or identify as Welsh speakers
- Percentage of learners from the most deprived areas (top two quintiles in the WIMD – Welsh Index of Multiple Deprivation)

About the population of the partnerships area

- Age profile
- Proportion of learners from ethnic minority backgrounds
- Proportion of learners who speak Welsh at home or identify as Welsh speakers
- Percentage of learners from the most deprived areas (top two quintiles in the WIMD - Welsh Index of Multiple Deprivation)
- The qualification levels of adults in the partnership area

Range of provision included in the inspection

Inspections of adult learning in the community partnerships evaluate all Welsh Government funded core provision for adult basic skills (literacy, numeracy and digital literacy) as well as all education provision for speakers of other languages (ESOL) covered across the geographical area of the partnerships, in the full range of settings and venues. Inspections will also sample Welsh Government funded courses for personal interest and well-being, and full cost recovery provision arranged by the partnership.

Summary

This section provides a summary overview of the main findings in the report

Safeguarding arrangements

Statement to indicate whether the provider's arrangements for safeguarding young people and vulnerable adults give no cause for concern, or whether there are causes for concern

Recommendations

Recommendations should come directly from the content of the report, identify what needs to improve and be written in priority order.

What happens next

The 'What happens next' section will set out what the provider 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.

This section will explain if the provision requires follow-up. The reasons for the level of follow up should be clear in the main body of the report

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 – 3, but they are all equally important.

IA1 – Teaching and learning	IA 2 – Well-being, care, support and guidance	IA3 – Learning and improving
<p>Focus How effectively the partnership supports the learning of all learners</p> <p>1.1 The standards of learners' knowledge, understanding and skills, including their Welsh language skills</p> <p>1.2 Learners' attitudes to learning</p> <p>1.3 The quality of learning experiences, teaching and assessment</p>	<p>Focus How effectively the partnership supports the well-being of all learners</p> <p>2.1 The impact on learners' well-being and personal development</p> <p>2.2 The effectiveness of safeguarding practices and the safeguarding culture</p> <p>2.3 The effectiveness of learner support, advice and guidance to help learners develop as individuals and overcome any disadvantage they may face</p>	<p>Focus How effective is leadership and management</p> <p>3.1 Strategic direction and operational management</p> <p>3.2 Self-evaluation and improvement</p> <p>3.3 Provision planning and oversight</p> <p>3.4 Workforce development and professional learning</p>

There is a series of [supplementary guidance documents](#) available on our website. These provide further information about our approaches to inspecting various aspects of this framework.

2024 Draft framework

Inspection Area 1 –Teaching and learning

How effectively the partnership supports the learning of all learners

1.1 The standards of learners' knowledge, understanding and skills, including their Welsh language skills

1.2 Learners' attitudes to learning

1.3 The quality of learning experiences, teaching and assessment

1.1 The standards of learners' knowledge, understanding and skills, including their Welsh language skills.

(Note : these bullets are in more of a chronological order of learning rather than a hierarchy of importance)

Inspectors should consider how well learners:

- recall previous learning
- develop thinking skills
- acquire new knowledge, understanding and skills
- develop appropriate practical subject, craft or vocational skills
- apply their knowledge, skills and experience to new contexts
- demonstrate creativity, including creative problem solving
- develop their oracy (listening/speaking) and literacy skills (reading/writing)
- develop their understanding and use of Welsh to facilitate their progress along the language continuum, whatever their starting points, to support their future careers and social interaction
- develop numeracy and digital skills
- make progress from their starting points
- achieve strong qualification outcomes at a suitable level and grade where relevant
- progress to positive destinations in education, training, employment, or independent living where appropriate

1.2 Learners' attitudes to learning

Inspectors should consider the degree to which learners:

- attend regularly
- engage fully with the session and sustain concentration
- enjoy their learning
- listen carefully to tutors, other practitioners and other learners to develop knowledge and understanding
- engage in tasks positively and bring them to completion
- persevere when they face difficulties or seek other solutions

- develop confidence and are motivated to learn
- show interest in their work
- contribute their own views constructively to class discussions
- contribute constructively to group and pair work in face to face or online sessions
- show respect to the contributions of others, for example by appropriate use of online etiquette, allowing others to speak or by remaining calm when others disagree with them
- are able to work independently and to undertake work/research in their own time to consolidate, improve and increase their learning
- have a good understanding of their own strengths and areas for development, and know what to do to improve
- are proactive in seeking help when they need it
- are proactive in catching up the work missed when they could not attend
- use feedback from their tutors and others to further progress their learning and learn from their mistakes
- engage with new experiences and ideas
- understand how their learning can help them develop as confident individuals, and lead fulfilling lives as valued members of society, for example, through progression in employment, contributing to their communities or supporting their parenting or caring responsibilities

1.3 The quality of learning experiences, teaching and assessment

When evaluating teaching, inspectors should note that there is no preferred methodology or fixed template that tutors should follow, and tutors 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 knowledge and skills as they move through their programme.

Inspectors should consider the aspects below in light of the difference they make to learning. They should consider how well tutors and other practitioners:

- demonstrate a good understanding of, and apply, the pedagogies and classroom management techniques associated with teaching adults
- have a good understanding of the needs, including past educational experiences and social barriers, additional learning needs, and aspirations of adult learners at the outset of the course in order to plan
- are sufficiently flexible in planning and teaching to allow learners to extend their learning at their own pace and through their own ideas or projects
- ensure learners with additional learning needs have the appropriate support to enable them to progress and achieve
- assess learners' progress formatively and regularly, and provide verbal and/or written feedback highlighting strengths and areas for development
- help learners to reflect on, and articulate, their own progress
- ensure that learners know their strengths and areas for improvement, and what they need to do to improve
- signpost the learners on the completion of the course to 'next steps', as appropriate.
- are aware of local labour market opportunities, where appropriate, and how learning can support employability and strengthen communities.

- ensure their own subject knowledge and digital skills are up-to-date through attendance at relevant professional development
- teach sessions that help the learner to reflect on, and build on, prior knowledge
- plan and teach effectively to meet different levels of learning within one class
- use questioning techniques and activities to engage learners and to progress their learning
- ensure the pace of the session is in line with learners' developing understanding, needs and aspirations
- use resources, materials and mediums to stimulate learners' interest, widen their knowledge and develop their skills

Develop positive attitudes to learning:

- ensure that learning is an engaging and positive experience to help learners develop confidence and motivation
- articulate behaviours expected of tutors, other practitioners and learners in class to promote and ensure that all have equal opportunities to contribute and learn
- welcome learners' contributions to class discussion, and build on these
- provide examples of how learning can open doors to other opportunities in life
- help learners to know how and where to get help to break down barriers to learning
- encourage learners to take responsibility for developing aspects of their learning and to work with other learners to develop extra-curricular events (for example, digital art exhibitions, international cookery tasting, literacy events – such as storytelling and poetry slams).
- understand and reflect in the classroom the policies for which the tutors and other practitioners are working
- ensure resources and materials reflect the diverse nature of society in general and Wales in particular

Develop their own Welsh skills:

- improve their own understanding of bilingual learning in order to support learners who wish to learn bilingually or through the medium of Welsh
- encourage learners who are Welsh speakers to be partners in developing other learners' abilities in Welsh, and draw on their knowledge of Welsh and of Wales to enhance class discussion and activities
- ensure resources, and where possible displays, provide key terminology relevant to the subject area in both Welsh and English
- plan to include examples and references from Welsh heritage, where this is appropriate
- signpost learners as appropriate to adult learning in the community partnership members, or other organisations, where they can develop their Welsh language and/or attend events through which they can further their learning through the medium of Welsh

Across the inspection area, inspectors should consider the impact on the following groups of learners:

- learners from different ethnic minority groups

- learners who are experiencing poverty
- learners with additional learning needs
- learners with protected characteristics
- learners who do not have English or Welsh as a first language

Inspection Area 2 – Well-being, care, support and guidance

How effectively the partnership supports the well-being of all learners

2.1 The impact on learners' well-being and personal development

2.2 The effectiveness of safeguarding practices and the safeguarding culture

2.3 The effectiveness of learner support, advice and guidance to help learners develop as individuals and overcome any disadvantage they may face

2.1 The impact on learners' well-being and personal development taking into account the type of provision in which they take part.

- On the partnership's Welsh Government-funded core provision, how learners plan their time and workload effectively and maintain a healthy work-life balance; develop perseverance and resilience when they encounter difficulties
- On Welsh Government-funded courses that encourage learners to reengage or return to learning, or help learners develop hobbies or health and well-being, or where the partnership facilitates socially orientated classes, inspectors should evaluate how well the courses contribute to learners' overall well-being, and work-life balance
- On Welsh Government funded courses for learners' personal interest and well-being (for example, languages, cookery, craft or art classes), inspectors should consider how well learners benefit from their participation (for example, development of new knowledge, understanding and skills, the benefit of interaction with other learners, development of creativity) and how this learning contributes to their wider lives and well-being
- On full cost recovery provision through the partnership inspectors should consider the health and well-being benefits for learners

Overall, across the different types of provision inspectors should consider the extent to which learners :

- feel safe, secure and free from abuse
- feel treated fairly and with respect
- feel that the partnership providers listen and respond to them effectively
- attend their planned learning activities and sessions
- manage their commitments and prioritise their time effectively
- develop as confident individuals who can lead fulfilling lives as valued members of society
- demonstrate self-awareness
- take on leadership roles and responsibilities
- develop as ethical, informed citizens
- respect and value diversity

- recognise and value healthy relationships
- recognise and respond appropriately to damaging or unhealthy behaviours
- make healthy choices relating to diet, physical activity and emotional well-being, including online safety
- are considerate and supportive of their peers, their teachers, and others
- conduct themselves responsibly and respectfully in all forums, including online
- demonstrate resilience in wider aspects of life as well as their learning
- are ambitious and confident

2.2 The effectiveness of safeguarding practices and the safeguarding culture

Inspectors should consider how effectively the provider's safeguarding arrangements:

- promote safe practices and a culture of safety
- ensure that all learners are protected on-site, off-site and online
- identify learners aged under 18 and vulnerable adults in need or at risk of significant harm.
- ensure safe and robust recruitment practices
- check and record the suitability of staff and others who are in contact with learners and that the partnership maintains a record of these checks
- facilitate appropriate safeguarding referrals
- incorporate policies and procedures that comply with Welsh Government statutory requirements and guidance
- prevent and address discrimination, bullying, harassment and sexual harassment
- develops learners' knowledge and understanding of emotionally damaging or unsafe behaviours, for example grooming, sexual harassment, discrimination, bullying and extremism
- ensure learners are kept safe from the dangers of radicalisation
- ensure all staff across providers know how to respond to safeguarding issues
- uses its intelligence about safeguarding across all partnership providers
- ensure relevant safeguarding training for the designated safeguarding lead officers, and other staff where appropriate
- involve senior leaders across the partnership to oversee and quality assure safeguarding

Inspectors should ensure that:

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

2.3 The effectiveness of learner support, advice and guidance to help learners develop as individuals and overcome any disadvantage they may face

Inspectors should consider how well the partnership:

- provides support for learners' physical and mental health and well-being

- supports all learners' emotional and social needs so that they can enjoy their learning and benefit from the opportunities that it offers
- ensures the attendance of learners for planned learning activities and sessions
- tracks and monitors indicators of learners' progress and well-being, including attendance, engagement and behaviour
- identifies relevant issues and responds appropriately to the outcomes of tracking and monitoring, for example via intervention strategies such as tutoring, mentoring, coaching or counselling
- works in partnerships with other organisations to provide effective support for learners, including securing the services of specialist agencies where appropriate
- provides responsive support based on the progress and well-being of vulnerable learners, such as those with disabilities or ALN, those experiencing poverty, those with caring responsibilities and learners who face other barriers to learning, including personal, domestic, transport and health challenges
- makes provision for learners with ALN in relation to their individual needs and abilities
- supports learners with a history of behavioural and engagement issues to develop appropriate behaviours and attitudes to learning
- helps learners to understand issues relating to equality, diversity and inclusion, and develop values of tolerance and respect
- develops learners' knowledge and understanding of harassment, discrimination and extremism
- challenges stereotypes in attitudes, choices and expectations
- promotes learners' understanding of healthy relationships and the impacts of sexual harassment
- helps learners to develop an understanding of their culture, the local community, Wales and the wider world
- helps learners, including those from vulnerable and minority groups, take on responsibilities and play a part in the wider community
- promotes healthy lifestyle choices including healthy eating and drinking, issues of substance misuse, online safety, mental health and workload management
- provides impartial guidance and advice about the full range of education and training pathways available to them, including before they join the college and as they prepare to progress to further education, higher education or training
- provides impartial guidance and advice, either directly or via external agencies, about their career options and the world of work
- guides them as they prepare to transition to the next phase of learning, employment, and independent living where relevant

Inspection Area 3 – Leading and improving

How effective is leadership and management in terms of:

- 3.1 Strategic direction and operational management
- 3.2 Self-evaluation and improvement
- 3.3 Provision planning and oversight
- 3.4 Workforce development and professional learning

Inspectors should consider the aspects below in light of the difference they make to learners' progress, well-being and development.

3.1 Strategic direction and operational management

Inspectors should consider how effectively leaders:

- have communicated a clear vision and partnership ethos with appropriate aims, strategic objectives, plans and policies that focus on meeting learner needs
- ensure that all partners contribute to the partnership and work collaboratively to meet the needs of their community and learners and drive forward strategic priorities and improvement
- operate a partnership structure that facilitates co-operation and accountability
- promote the beneficial sharing of policies, procedures and protocols
- share positive features of provision across the partnership
- collaborate with other education providers and partnerships within the sector to achieve improvements locally, regionally and nationally
- use strategic alliances and collaboration with other agencies to help build its capacity for continuous improvement and to reduce the impact of poverty on attainment
- develop an effective, engaged team of staff
- set high expectations for staff, learners and themselves
- model and promote professional values and behaviours that contribute positively to the partnership
- ensure that they and staff at all levels understand and discharge their roles and responsibilities effectively
- ensure that they and all staff understand and promote the provider's safeguarding culture
- monitor and manage the performance of delivery partners including the progress and outcomes of relevant learners
- balance immediate, short-term needs with the long term needs of learners, the local community and Wales
- prevent problems from occurring or quickly implement remedial actions when problems do occur
- ensure the progress of all learners, leading to strong outcomes and positive progression, including for learners with disabilities and ALN
- ensure that spending decisions and wider financial planning link to strategic priorities and improvement planning
- ensure the quality and level of staffing and learning resources to deliver the planned provision effectively
- develop effective and engaged staff
- ensure that appropriate accommodation and facilities are available and used effectively and efficiently to support teaching, learning, assessment and well-being. For example the effectiveness of financial planning and allocation of funds and resources including: staffing, curriculum resources, support services, equipment (including IT infrastructure and the extent to which they support teaching and learning of high quality), accommodation and marketing
- consider the costs of existing learning programmes and activities and keep them under review

- ensure that additional funding received for specific purposes, such as to support learners with specific needs including disability or ALN, are used effectively and as intended
- promote the use of the Welsh language and the development of Welsh language skills

3.2 Self-evaluation and improvement

Inspectors should consider how well leaders and managers:

- gather and analyse first-hand evidence to inform evaluation of the partnership's work
- know the partnership's strengths and areas for improvement
- use governance structures to oversee the work of the partnership, and hold senior leaders to account
- collaborate with appropriate partners and stakeholders, as well as with learners themselves, to evaluate and secure improvements
- ensure that identified priorities for improvement link to the outcomes of self-assessment
- define relevant and measurable actions for improvement with suitable timescales and allocate responsibility for their delivery
- ensure that improvement priorities are supported by the suitable allocation of resources
- have a strong track-record in making improvements that have a positive impact on learners' well-being, learning, outcomes and progression
- sustain high quality or improve weak aspects of provision
- prevent problems from occurring in the first place and how quickly they bring about any remedial action required.
- secure improvements based on the recommendations from previous Estyn inspections or from strategic partners
- work to meet national, regional and local priorities, including securing improvements that will help address the climate emergency and increase the use of Welsh

3.3 Provision planning and oversight

Inspectors should consider how effectively partnership leaders and managers ensure that provision:

- responds appropriately to local, regional and national priorities
- is reviewed and planned strategically in collaboration with relevant providers, stakeholders and partnerships to ensure that a coherent provision offer is in place locally and regionally that meets the needs of learners, employers and communities. Inspectors will consider the range and breadth of provision, locations and times of courses and distance learning options and the rationale for offering such distance/remote learning opportunities
- is marketed effectively and accessibly to its target audience
- includes a wide range of engaging and challenging programmes of learning aligned to learners' abilities and aspirations, with clear progression routes to education, employment or training both within and beyond the partnership

- makes additional learning opportunities available, for example well-being classes or courses through which learners can progress and develop their skills to a higher level through activities that use the skills they have learned
- facilitates clubs or voluntary groups to organise their own learning and provision; or offers cost-recovery provision beyond the scope of its Welsh Government funding
- meets the needs of communities and caters for specific groups e.g. those with advanced or little knowledge and skills, and those with ALN or who are EAL/ESOL learners
- caters for learners with complex needs so that they develop independence, communication skills and decision making to help them prepare for their next steps
- supports the development of Welsh language skills and promotes the use of Welsh including the advantages of being bi/multi-lingual
- includes learning activities that reflect the cultural, linguistic and ethnic diversity of Wales and helps learners understand about community and employment opportunities in Wales

3.4 Workforce development and professional learning

Inspectors should consider how effectively leaders and managers:

- manage staff performance to help them improve their practice
- identify and facilitate the sharing of good practice with staff across the partnership
- have established a culture and ethos of supporting professional learning of all staff across the partnership
- ensure that all staff participate in valuable professional learning and performance management activities
- address issues of underperformance in a robust but supportive way
- evaluate the impact of professional learning on learners' progress and well-being
- encourage and support staff to work with other organisations within and outside of the partnership to improve their practice and increase their professional knowledge, understanding and skills
- consider and support the well-being of staff, including workload considerations and the extent to which leaders consider the impact of any new or revised work requirements

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