

A self-assessment
manual for



Welsh for adults
2010

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Foreword

I am very pleased to introduce this first edition of the self-assessment manual for Welsh for adults. Self-assessment has become increasingly embedded across education and training in Wales, and has contributed to improving quality and provision raising the attainment and achievement for all learners.

As a reflective professional process, self-assessment enables Welsh for adults centres to get to know themselves well, identify their agenda for improvement and promote innovation and sector-leading practice. Crucially, where the self-assessment process focuses on impact and outcomes, self-assessment leads to improvements in the educational experiences and outcomes for learners.

This guidance is designed to support Welsh for adults centres' self-assessment activities, including annual quality development planning. Estyn has promoted the development of self-assessment across all sectors for many years. Self-assessment is also at the core of the Quality and Effectiveness Framework of the Welsh Government for post-16 providers.

While the guidance is comprehensive, it is not intended to be definitive. There are references to other useful tools and sources of information that Welsh for adults centres may wish to draw upon.

I am delighted to commend this guidance to you in taking forward our collective commitment to continuous improvement and excellence for all.



Ann Keane

Her Majesty's Chief Inspector of Education and Training in Wales

1 Introduction

The prime purpose of self-assessment is to improve the standards achieved by learners. While every aspect of a Welsh for adults centre's provision is a legitimate focus for self-assessment, there should be a rationale based upon the impact that that aspect has upon standards.

There is no single formula or approach for self-assessment. Welsh for adults centres are complex organisations and there are many different ways in which they can pursue the achievement of excellence in the various aspects of their work. Welsh for adults centres may already use different self-assessment frameworks as well as using Estyn's Common Inspection Framework (CIF).

Self-assessment is not an exercise that can be carried out by leaders or a task-group working in isolation. It can be influential only when all staff and learners contribute to the process, are aware of the findings and take action based upon them.

The manual provides information on assessing the work of Welsh for adults centres in the context of Estyn's CIF. It includes questions for Welsh for adults centres to ask in order to help improve the quality of their work.

The manual includes a list of various self-assessment tools that Welsh for adults centres may find useful.

Who is the manual for?

This manual is for everyone who works in a Welsh for adults centre to support and to improve the standards and learning experiences of Welsh learners. The manual may also be helpful for stakeholders who work in partnership with providers of education and training, including local authorities, agencies, community groups and others.

What does this manual do?

This manual is designed to support the Welsh for adults centre's own self-assessment activities and improvement planning. While the manual is comprehensive, it is not intended to be definitive or exhaustive. The manual does not cover all of the things which providers do as part of their self-assessment process. However, it does focus on aspects of self-assessment that inspection and research have shown to be particularly important.

The manual starts by identifying these important aspects of self-assessment, taking account of the Quality Effectiveness Framework.

The manual then provides information on evaluating the work of providers in the context of Estyn's CIF. In this section, there are questions for providers to help them evaluate the quality of their work.

The manual concludes with a list of various self-assessment tools that providers may wish to use to support their scrutiny and to focus on areas for development.

2 Effective self-assessment

The process of self-assessment

Self-assessment is a process, not an event. It is the first, essential step in a cyclical process of bringing about change and improvement. It is based on professional reflection, challenge and support among practitioners. Effective self-assessment involves taking wide-ranging decisions about actions, which result in clear benefits for all learners. Most of all, it is about striving for excellence.

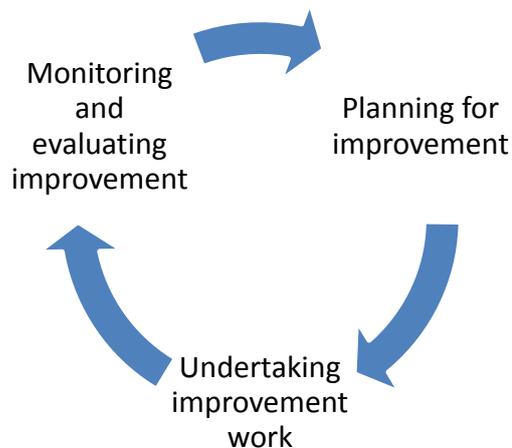
At the heart of self-assessment are three questions:

- How well are we doing?
- How do we know?
- How can we improve things further?

While every aspect of a Welsh for adults centre's provision is a legitimate focus for self-assessment, the emphasis should always be on learner outcomes, ie on an assessment of the impact of each aspect of provision on the standards and wellbeing of learners.

The process of self-assessment should be continuous and a regular part of a Welsh for adults centre's working life. Self-assessment should be based on a wide range of information about strengths and areas for improvement which is collected throughout the year (though it will often be appropriate to conduct some aspects of self-assessment at longer intervals, and not necessarily each year). Welsh for adults centres should use information from self-assessment to plan for improvements, to undertake improvement work, and to ensure a regular cyclical process of monitoring and assessment that leads to further improvement.

The diagram below shows the cyclical nature of effective self-assessment:



It is a mistake to view self-assessment as a one-off event. Welsh for adults centres and their constituent providers and partners should undertake a regular cycle of self-assessment activities. This work may include the following regular activities:

- analysis of data from the outcomes from learners work. This can include data from accredited courses and qualifications successfully attained, along with outcomes and achievements from non accredited sessions at the level of individuals, courses, designated geographical areas and across the whole Welsh for adults centre;
- evaluating the quality of learners' oral, reading and written work;
- observations of teaching and training by peers and managers;
- evaluating the quality of curriculum planning and assessment, recording and reporting;
- sampling the views of learners, staff, employers and other stakeholders;
- auditing practice against policies and procedures, such as those for safeguarding or health and safety;
- reviewing progress against development plans; and
- benchmarking against best or different practice from other Welsh for adults centres.

Self-assessment is not an exercise that can be carried out by the Welsh for adults centre senior managers alone. It is influential only when all staff contribute to the process, are aware of the findings and take action based upon them.

Any self-assessment programme should include observation of teaching/training and learning activities in addition to those done for staff appraisal and/or performance management. These observations provide important evidence of learners' achievements and progress in learning.

A session observation programme could include:

- observations of staff by senior staff each year as part of the self-assessment process of the Welsh for adults centre;
- observation of a sample of curriculum and/or geographical areas in detail by senior managers as part of a cycle of detailed self assessment;
- observations by staff from other Welsh for adults centres or the Adult Community Learning partnership; and
- peer observations by staff across the Welsh for adults centre as a part of the Welsh for adults centre's self assessment process.

Over time, records of this work will build up to provide a profile of session grades, which can be used to come to a view on standards and teaching/training as well as highlight areas for improvement.

Evidence from learners' views is a key source of evidence of achievement, attitudes and wellbeing. It is also likely to be useful in evaluating the quality of teaching and assessment. Learners should have opportunities to be involved in self-assessment. This can be done by consulting with and listening to learners through focus groups or representative groups of learners and by developing their skills to contribute to decision-making and improvement planning. Further education institutions, local

authorities, and other Department for Education and Skills (DfES) funded partners might also use the Learner Voice or other questionnaire that is a key part of the Quality and Effectiveness Framework. Other partners may use their own learner evaluations to build a picture of learner views across the Welsh for adults centre and the Adult Community Learning partnership.

Self-assessment should take account of the views of a wide variety of stakeholders including employers, governors and the wider community served by the Welsh for adults centres.

Key characteristics of effective self-assessment

Effective self-assessment

- is open and honest;
- has learners' achievements and experiences as the principal focus;
- is a continuous process;
- is embedded in strategic planning and draws on regular quality assurance procedures;
- involves staff at all levels in assessing outcomes and their performance;
- systematically seeks the views of learners systematically and consults other stakeholders, such as employers and partners, where appropriate;
- seeks to make judgements in the light of measurable performance data and to identify trends over time;
- leads to development plans which are monitored against clear targets and success criteria; and
- results in improvement in standards and quality for learners.

The judgements made during self-assessment should be:

- **secure** – based on sufficiently robust, reliable and accessible evidence;
- **first-hand** – based on direct observation;
- **reliable** – based on common, well-understood criteria;
- **valid** – accurately reflecting what is achieved and provided;
- **free of bias** – valuing equality of opportunity and diversity; and
- **corporate** – reflect the collective view of learners, staff, community and other relevant stakeholders.

3 Self-assessment and improvement planning

Welsh for adults centres should use information from self-assessment to plan for improvement and to ensure a regular, cyclical process of monitoring, assessment and improvement planning.

The information collected from the programmes of the Welsh for adults centre self-assessment will lead into the Welsh for adults centre's quality development plans and other plans for improving the quality of provision. It is probable that some aspects of quality and standards will be evaluated more frequently than others. The cycle of development planning will need to take account of this.

Key characteristics of effective quality development plans

Effective quality development plans:

- are based on the outcomes of self-assessment and are cross-referenced to evidence;
- contribute to self-assessment;
- are embedded in the Welsh for adults centre's planning cycles;
- have clear priorities, targets, timescales and specific actions;
- identify persons responsible for actions, timescales and resource implications;
- specify clear outcomes against which progress can be measured; and
- give details of how, when and by whom progress will be monitored and evaluated.

4 Self-assessment and the Quality and Effectiveness Framework

The aim of the Quality and Effectiveness Framework for post-16 learning is to improve educational experiences and life-chances for all learners. The aim of it is to make sure that all learning is high quality and responsive to the needs of learners, employers and the communities they serve.

As part of the framework, providers are required to submit an annual self-assessment report (SAR) and Quality Development Plan (QDP) to DfES based on Estyn's CIF. In addition, DfES requires providers to incorporate a focus on a number of strategic priorities; additional guidance on this is given in the annexes to the DfES guidance.

A Welsh for adults centre is not required to undertake a separate self-assessment report for inspection purposes. Estyn will request a copy of the Welsh for adults centre's most recent self-assessment report from DfES four weeks before an inspection.

5 Self-assessment and the Common Inspection Framework

The CIF provides a comprehensive checklist of all the key matters that Welsh for adults centres should review when conducting their own self-assessment. Estyn anticipates that all Welsh for adults centres will produce an annual self-assessment report that covers the issues in the CIF. In order to help Welsh for adults centres evaluate outcomes, provision and leadership, this section of the manual provides questions on each of the quality indicators and aspects of the CIF. The CIF has been developed in association with, and is complementary to, the Quality and Effectiveness Framework.

Our new inspection arrangements recognise that many providers across Wales have developed comprehensive systems for self-assessment and development planning over many years. This progress is reflected through a more proportionate approach to inspection from September 2010. The starting point for all inspections is the Welsh for adults centre's assessment of its own performance. Inspectors do not inspect all aspects of work in depth during a core inspection. They sample evidence to test the Welsh for adults centre's own assessment of its work.

The following sections are written from the perspective of the Welsh for adults centre themselves and 'we' is used to refer to centre staff.

Key Question 1: How good are outcomes?

How do we evaluate standards? (CIF 1.1)

Strong self-assessment looks first at standards. Monitoring standards helps in evaluating the impact of the quality of provision and of leadership.

Effective self-assessment makes judgements in the light of measurable performance data. In Welsh for adults centres, data from LLWR is useful at the level of individual main qualification aims. A rigorous analysis of this data enables Welsh for adults centres to identify good features as well as areas for improvement.

How good are our results and trends in performance compared with national averages, similar providers and prior attainment? (CIF 1.1.1)

In evaluating performance, we need to use a range of different analyses and should not concentrate on one particular indicator or one type of analysis.

The starting point for assessing Welsh for adults centres performance is the success rates for the whole- Welsh for adults centres provision as analysed by LLWR and other relevant benchmarking tools. We should analyse performance by course level and geographical areas as well as by length of courses. We will also consider as a Welsh for adults centre the outcomes for learners in their success in attaining credit for their learning.

We should compare the performance of our learners with those at other Welsh for adults centres with similar cohorts of learners.

We should assess our performance over a period of time, usually three years, rather than concentrating on performance in a single year. We need to consider whether our performance is improving, declining or fluctuating over time.

We should recognise that the local communities which the Welsh for adults centre serves will have unique characteristics and we need to take account of factors that influence the learner profile when comparing results to national averages. We should take account of the performance of learners from disadvantaged communities.

We also need to evaluate the progress learners make from their previous stage of learning by using value-added data. However, it is important that we interpret any value-added data in the light of performance on other indicators.

Questions we should consider about results and trends in performance compared with national averages, similar providers and prior attainment on community learning provision

- Are we are doing as well, or even better, than we were three years ago?
- Are we are doing as well as we could be or is there any room for improvement?
- Do we know if learners make enough progress between courses and from one course level to another?
- In which geographic areas do learners do best? In which learning and geographic areas do learners do less well? What are the factors that contribute to this variation and do they vary over time?
- Do learners from disadvantaged communities do as well as anticipated?
- How well is credit used to create flexible learning programmes?
- How well do older learners use award of credit to gain new skills and knowledge?
- How well does non-accredited provision improves learners' health and well-being?
- How well do learners improve their self-confidence and progress in learning new skills?

How good are the standards of groups of learners? (CIF 1.1.2)

We need to analyse the attainment of particular groups of learners, including the performance of learners with additional learning needs (ALN). The full list of groups of learners included under ALN is included in Annex 5 of the inspection guidance handbook.

Judgements about achievement of learners with ALN should take account of their achievements in relation to achieving agreed learning goal in their individual learning plans.

Judgements about achievement of older learners should take into account previous attainment levels and the factors influencing the local community profile.

Questions we should consider about standards of groups of learners

- What is the achievement of learners in Communities First and other areas of low educational achievement compare with the success of other learners?
- How well do learners with previous low educational achievement and attainment use Welsh for adults centre's programmes to progress in their learning?
- How well do learners with ALN achieve their agreed learning goals?

How good are learners' achievement and progress in learning? (CIF 1.1.3)

Aside from using data, assessment of learners' achievement and progress should be based on session observations, scrutiny of learners' work and discussions with learners. We should evaluate how well learners recall previous learning, develop thinking skills, acquire new knowledge, understand and use skills, and apply these to new situations. Where possible we should evaluate the standards reached by learners and judge whether these are appropriate to learners' ability. Judgements on achievement should recognise learners' progress and development from a given starting point, relative to the context in which they learn. For learners with ALN, judgements about achievement will be influenced by information about their individual needs and abilities.

Over time we should build up an ongoing profile of session grades which comprise one source of evidence on standards (at the same time we should build up a profile on the quality of teaching and training).

Apart from session observation we can also evaluate standards through scrutiny of learners' work and teachers' plans. Questionnaires for learners, and listening to the views of learners, members of the community and where appropriate carers, employers and other stakeholders can also provide some useful information.

Questions we should consider about learners' achievement and progress in learning

- Do learners achieve well in learning sessions?
- Do learners recall previous learning well?
- Do learners acquire new knowledge, understanding and skills?
- Do learners apply their knowledge, understanding and skills to new situations appropriately?
- Do outcomes for those returning to learn improve on their past attainment record?

How good are learners' skills? (CIF 1.1.4)

In evaluating skills, we need to focus on whether all learners have the skills in communication, numeracy and ICT needed to access the whole curriculum, and how well the wider curriculum itself develops learners' skills. Overall, we need to give most weight to literacy skills as these are likely to have the greatest impact on improving access to all areas of the curriculum.

We need to consider any outcomes across the Welsh for adults centre in:

- where available, initial and diagnostic screening assessments; and
- results of other relevant assessments.

Questions we should consider about learners' skills

- Do all learners have the skills in communication, numeracy and ICT needed to access the curriculum?
- Do learners develop skills well in the wider curriculum?
- Do learners attain well in the award of credits?
- Do learners achieve well in relevant assessments?
- Do all learners, including those who speak English as a second language, have the skills needed to access the curriculum?
- Do learners apply their skills without support?
- Do learners make good use of their individual learning plans to understand their own progress in both accredited and non-accredited sessions and courses?

How good are learners' Welsh language skills? (CIF 1.1.5)

In evaluating learners' Welsh language skills, we need to take account of the linguistic background and context of our Welsh for adults centre and the area we serve.

Questions we should consider about learners' Welsh language skills

- Do learners have good opportunities to continue to use their Welsh language skills in different contexts, such as in group discussions and in extra-curricular activities?
- Do learners make progress in acquiring Welsh language skills?

How do we evaluate wellbeing? (CIF 1.2)

The mental, physical and emotional wellbeing of learners are essential pre-conditions for successful learning. The aspects in this quality indicator are learners' attitudes to keeping healthy and safe, the extent and quality of learners' participation and enjoyment in learning, community involvement and decision-making and their social and life skills.

To evaluate wellbeing, we need to:

- take account of learners' views;
- consider the extent to which learners participate in learning;
- judge whether learners make decisions about things that affect their experiences with the Welsh for adults centre; and
- consider whether learners have the skills needed to improve their own learning, to work with others and to take responsibility for their actions and their work.

We need to obtain evidence on participation and enjoyment in learning, as well as behaviour and attitudes, through session observations. There are many other ways of gaining an insight into learners' views through, for example, questionnaires and interviews with elected learner bodies, focus groups and course representatives. DfES has produced questionnaires for learners called the Learner Voice, which Welsh for adults centres can use regularly to identify trends and changes in attitude. This questionnaire is not the only questionnaire available; we will use others, especially if we wish to focus on specific issues in detail.

Regular surveys of learners' views, as well as listening carefully to what learners have to say in focus groups, through elected groups and in similar situations, can provide good evidence for evaluating wellbeing.

Although some of the evidence for this quality indicator will depend on learners' perceptions and lesson observations, there is also some useful outcome data. This includes attendance rates and data on punctuality.

How good are learners' attitudes to keeping healthy and safe? (CIF 1.2.1)

When considering the extent to which learners feel healthy, we need to assess whether learners have a secure understanding of how they can become healthy, through both what they eat and the physical activity they undertake.

When considering the extent to which learners feel safe, we may look at the extent to which learners feel free from physical and verbal abuse. A systematic and structured review of the incidents of bullying or harassment will help provide some evidence of the extent to which learners feel safe.

Questions we should consider about learners' attitudes to keeping healthy

- Do learners use opportunities well to access information about how to stay well and healthy through courses and sessions in the curriculum?

Questions we should consider about learners' attitudes to keeping safe

- Do learners feel free from physical and verbal abuse in sessions?
- Do learners feel safe when using local community venues?
- Are there incidents of bullying or harassment? Is the number increasing or decreasing over time?

How much learners participate in and enjoy their learning? (CIF 1.2.2)

When evaluating participation and enjoyment in learning, we need to consider attendance, behaviour and attitudes, and the extent to which learners have a say in what and how they learn.

When evaluating attendance, we need to consider the overall attendance rate, noting any variations between particular groups of learners.

When evaluating behaviour and attitudes, we should consider the extent to which learners demonstrate good behaviour in lessons. To do this, we need to have a programme of session observations, and observing behaviour should be a standing item on any observation. We should observe whether learners are considerate and courteous, and relate well to each other and staff. In addition, we should look at learners' attitudes to learning, in particular their interest in their work, their ability to sustain concentration and how well they engage in tasks.

When evaluating what input learners have to what and how they learn, we should consider:

- whether learners' views about what and how they learn are taken seriously;
- how learners discuss the topics to be covered and help to plan schemes of work and activities; and
- whether learners make choices about how and what they learn.

Questions we should consider about learners' attendance

- Are there any variations between particular groups of learners?

Questions we should consider about learners' behaviours and attitudes

- Do learners demonstrate good behaviour in sessions?
- Do learners demonstrate positive attitudes to their learning?
- Are there any variations between particular groups of learners?
- Is the number of learners who withdraw from courses decreasing?

Questions we should consider about the input learners have into what and how they learn

- Do learners make choices about how and what they learn?
- Are learners' views about what and how they learn taken seriously?
- Do learners discuss the topics to be taught and help to plan schemes of work and activities?

How good is our learners' involvement in the community involvement and decision-making? (CIF 1.2.3)

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

We should consider learners' participation in decision-making, including the effectiveness of any focus groups, and any elected learners groups. We should judge the extent to which the Welsh for adults centre gives learners an opportunity to be involved in decision-making, gives them responsibility and makes them feel valued.

Questions we should consider about community involvement and decision making

- Do learners take part in extra-curricular activities that helps to support the work of the Welsh for adults centre?
- Do learners take part and volunteer in activities in the community?
- Are learners involved in discussions and decisions about learning and teaching, and what impact does this have?
- Are all learners, including those from different groups, involved in making decisions about their life in the Welsh for adults centre?
- Are structures in place to ensure good liaison between representative learners and the governing/supervisory body?
- Are learners involved in the Welsh for adults centre self-assessment?

How good are learners' social and life skills? (CIF 1.2.4)

When evaluating learners' social and life skills, we need to consider how well learners show respect, care and concern for others, and whether they take on responsibility for their actions and their work. We should also consider the emotional skills of learners, including their self-confidence and self-esteem.

In addition, we should examine whether learners have the skills needed to improve their own learning, to work with others, to solve problems and to develop their thinking to move on to the next stage of learning. We should consider how well they are prepared for life and work outside college.

Questions we should consider about learners' social and life skills

- Are learners able to develop new skills that they can use in their life and work?
- Do learners show respect, care and concern for others?
- Do learners take responsibility for their actions and their work?
- Do learners develop emotional skills of learners, including their self-confidence and self-esteem?
- Do learners have the skills needed to improve their own learning, work with others, solve problems and develop their thinking to move on to the next stage of learning?

Key Question 2: How good is provision?

This section includes important aspects of provision, including the curriculum, teaching and assessment; care, support and guidance and the learning environment. The focus here is not on whether we do or do not just do the activities listed below, but instead it is on what impact our activities have on learners' standards and wellbeing. The provision has a clear function and that is to help make standards and wellbeing as good as they can be.

How do we evaluate learning experiences? (CIF 2.1)

The main issue in evaluating the curriculum is on how well the model of delivery meets the needs of learners across the Welsh for adults centre.

It is not just the curriculum that is shown on the learners' programmes that we should consider. We should also look at the nature and extent of the out-of-classroom activities. It is important for us to see how effective the arrangements are for delivering and how they go together with the planning of the learning programmes.

How well do we meet the needs of learners, employers and the community? (CIF 2.1.1)

Questions we should consider about how well we meet the needs of learners, employers and the community

- Does the curriculum allow learners to follow learning experiences that are engaging, challenging and stimulating?
- Do we consider the type of model of delivery used within courses?
- Are courses equally accessible to all and, if there are constraints on learner choice, is it in learners' best interests?
- Do learners have access to appropriate qualifications, credit bearing courses and non-accredited provision that meet their interests, abilities, needs and learning styles?
- Do we provide opportunities and pathways that enable learners to access a range of formal, non-formal and informal learning opportunities?
- Does the curriculum meet the requirements of Learning and Skills (Wales) Measure (2009) and where appropriate the 14-19 Learning Pathways?
- Are we successful in overcoming barriers to learners' learning?
- Do learners, especially those who plan to return to work, have good opportunities to undertake courses that improve their prospects for employment?
- Are learners offered flexible learning opportunities where the use of credit is used well?
- Do out-of-classroom learning and extra-curricular activities impact positively on learners' experiences and learning?

How well do we provide for skills? (CIF 2.1.2)

Questions we should consider about how well we provide for skills

- Do learning activities across the curriculum meet learners' needs in gaining and using skills, particularly in oracy and also the literacy skills of reading and writing?
- Do teachers and managers use the results of initial assessment well to plan for differentiation in all sessions?
- Do we make sure learners' development of skills takes place in all sessions?
- Does the provision for skills meet learners' individual skill needs, engage their interest, develop their confidence and promote successful learning?

- Is the provision for skills properly co-ordinated so that skills are contextualised into learners' main course or area of interest?
- Is the provision for skills monitored and evaluated across the curriculum?

How well do we provide for the Welsh language and the Welsh dimension? (CIF 2.1.3)

Questions we should consider about how well we provide for the Welsh language and the Welsh dimension

- Does the quality of our provision for Welsh language development enable learners to achieve good standards, taking account of the linguistic background and context of the Welsh for adults centre?
- Does the Welsh for adults centre encourage and support learners to maintain and to develop further their existing Welsh language skills?
- Do we encourage learners to take up and to achieve qualifications in Welsh enough?
- Do we contribute to the learners' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales?

How well do we provide for sustainable development and global citizenship (ESDGC)? (CIF 2.1.4)

Questions we should consider about how well we provide for ESDGC

- Do we ensure that ESDGC occurs in courses across the curriculum as a whole?
- Do we give learners the opportunity to develop ESDGC through extra-curricular work and projects?
- Do we measure the impact of ESDGC?
- Do we act sustainably?
- Do we enable learners to recognise the importance of taking individual responsibility and action to make the world a better place?
- Do we enable learners to gain an appropriate level of awareness and understanding of sustainable development and of the knowledge, understanding, skills, attitudes and values necessary to become a global citizen?

How do we evaluate teaching and training? (CIF 2.2)

Monitoring and assessment of the quality of teaching and training needs to focus on observation of teaching, training and assessment practices. Evaluation of the information on standards may lead to judgements about what is going well and not so well, but it is only through observation that we will find out the reasons why. The key task in judging quality of teaching and training is the impact it has on learning and the standards achieved. It should not focus on the use of a particular process in isolation from its impact. Similarly when scrutinising assessment, we should focus on what impact it has on learning.

How well do we evaluate the range and quality of teaching and training approaches? (CIF 2.2.1)

Questions we should consider about the range and quality of teaching and training approaches

- Do we have high enough expectations of all learners?
- Do we plan effectively and have clear objectives for learning sessions and other learning experiences?
- Is a range of teaching and training methods and resources used to interest learners and to stimulate and to challenge them to achieve highly?
- Are we successful in providing demanding work to meet the needs of all learners, for example those with ALN and those who are more able and talented?
- Do we communicate effectively with learners?
- Do we establish good working relationships that foster learning?
- Do we manage learners' behaviour effectively?
- Do we use learning support staff effectively, when available?

How well do we raise learners' achievement through assessment of and for learning? (CIF 2.2.2)

Questions we should consider about how well we assess of and for learning

- Do learners regularly review their own learning, understand their progress and are involved in setting their own learning targets?
- Are different types of formative feedback used effectively to inform learners about their learning?
- Do we encourage learners to take note of feedback?
- Does the assessment process inform future planning?
- Do we analyse examination results as well as other assessments?
- Do we provide clear, systematic, manageable, consistent and useful records on each learner?
- Do we use records effectively to track learners' progress, to compare outcomes with benchmarks and intervene in individual cases if necessary?
- Do we work together well to review outcomes for Welsh for adult learners?
- Do we produce reports and reviews on learners that are clear, consistent and informative, and set out areas for improvement?
- Do we enable learners, employers and the community to contribute to the contents of reports and reviews, where appropriate?
- Do we encourage the local community to respond to reports on progress?

How do we evaluate care, support and guidance? (CIF 2.3)

The main focus here should be on the impact of care, support and guidance on learners' standards and wellbeing rather than merely on the procedures and arrangements. It is vital that any assessment of care, support and guidance looks at the extent to which the arrangements have a beneficial effect on vulnerable learners. It is also important to keep in mind that there should be a clear link between any

judgements made about care, support and guidance and those on standards and wellbeing.

How well do we meet the provision for health and wellbeing? (CIF 2.3.1)

Questions we should consider about how well provide for health and wellbeing

- Do we have appropriate policies and arrangements for promoting healthy living and learners' wellbeing and how well do these support learners to achieve emotional and physical wellbeing?
- Do we consider the views of learners and parents/employers/community?
- Do we encourage learners to be healthy?
- Does our provision provide a good choice of curriculum on a variety of curriculum areas that develops further understanding of employment, family life, and learning for older learners?
- Do we have suitable arrangements to report health and safety issues?
- Do we have effective arrangements for dealing with harassment and bullying including our arrangements for helping learners to manage their feelings and to develop self-confidence, self-awareness and self-respect?
- Do our learners enjoy learning in their communities and do we promote good behaviour and attendance?
- Do all learners know who to approach if they have a concern?

How well are learners supported with specialist services, information and guidance? (CIF 2.3.2)

Questions we should consider about how well our learners are supported with specialist services, information and guidance

- Do we provide learners with individual support on educational and other issues?
- Do we provide access to a wide range of information for learners?
- Do learners have full access to impartial guidance services?
- Do we enable learners to make use of professional support both from within the Welsh for adults centre and from specialist service providers?
- Do we liaise effectively with specialist agencies, such as the police, health, psychological, counselling, housing, financial and social services?
- Do we ensure that we have effective arrangements to ensure that all learners receive their basic entitlement to guidance and support?
- Do we consider the coherence and effectiveness of the provision for personal and specialist support, including the advice given to all learners on careers education and guidance?

How good are our safeguarding arrangements? (CIF 2.3.3)

Questions we should consider about how our safeguarding arrangements

- Are our arrangements for safeguarding children and/or vulnerable adults appropriate and do we comply with best practice?

- Do our policies and procedures ensure that all staff are trained and that they respond and comply with our safeguarding arrangements?
- Do our individual institutional policies set out:
 - ▲ the named senior member of staff's responsibilities for dealing safeguarding issues and for providing advice/support to other staff;
 - ▲ clear procedures that reflect the All Wales Child Protection Procedures 2008 and the Safeguarding Vulnerable Groups Act 2006; and
 - ▲ arrangements for training?
- Do we have effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers and whether our arrangements meet legal requirements?

How well do we meet the needs of learners with ALN? (CIF 2.3.4)

Questions we should consider about how well we meet the needs of learners with ALN

- Do learners with ALN receive the short or long-term support required for their needs?
- Do learners have initial and diagnostic assessments of their additional learning needs?
- Do learners receive additional support with basic skills to help them to meet the demands of their main qualification and credit aims?

How do we evaluate the learning environment? (CIF 2.4)

We need to provide a learning environment that helps learners to succeed as well as they can. To be fully effective, our Welsh for adults centre needs to be an inclusive community, where learners receive equal access to all areas of the Welsh for adults centre's provision. In effective Welsh for adults centres, there is a clear emphasis on recognising, respecting and celebrating diversity.

It is also important that learners have access to resources of good quality that are well matched to their needs. In addition, learners need accommodation of good quality that is well-matched to their needs and is easy for them to access.

How well do we evaluate the ethos, equality and diversity of our Welsh for adults centres? (CIF 2.4.1)

Questions we should consider about how our ethos and provision for equality and diversity

- Do we establish an ethos that is inclusive across the Welsh for adults centre?
- Do we take into account and value the diversity of learners' backgrounds and act appropriately on this information?
- Do we offer equal access to the curriculum and challenge stereotypes in learners' attitudes, choices, expectations and achievements?
- Do we develop tolerant attitudes and ensure that all learners and staff are free from harassment?

- Do we promote the prevention and elimination of oppressive behaviour including bullying, sexism, racism, ageism and homophobia?
- Are our policies and procedures effective in dealing with specific instances of discrimination or oppressive behaviour?
- Do we take reasonable steps to ensure that current and prospective learners with disabilities do not suffer less favourable treatment in across the Welsh for adults centre?
- Do we have a well-understood equality scheme and action plan that promotes equal opportunities and human rights? Do our policies meet statutory requirements?
- Do we have an action plan that ensures delivery of our policies?
- Do we provide appropriate equality training for staff (and employers, where appropriate)?
- Do we monitor and effectively address any related issues or complaints that arise?

How well do we ensure that the physical environment is appropriate for learners' needs? (CIF 2.4.2)

Questions we should consider about how whether the physical environment is appropriate for learners' needs

- Are resources well matched to learners' needs in all learning environments?
- Does the accommodation provide a stimulating and well-maintained learning environment to support teaching, training and learning?
- Is the accommodation sufficient for the number of learners and the activities offered?
- Are community venues near to where learners live?

Key Question 3: How good are leadership and management?

The most crucial and central role is played by the principals or chief executives. Any assessment of that role needs to focus on how effective he or she is in improving provision, quality, standards and learners' wellbeing.

Effective Welsh for adults centre leadership also requires that staff at all levels with leadership and management roles make an important contribution, understand and are committed to their job roles. Staff need to focus on how their work can lead to improvements.

Effective Welsh for adults centre leadership also ensures that learners are properly encouraged and supported to become involved in decision-making on issues that affect their learning and wellbeing.

Successful leadership enables staff, governing, or supervisory bodies and learners to be involved in the formulation of aims, values and policies, and the procedures, which arise from them. Successful leadership teams work effectively together and have a shared commitment to excellence.

How do we evaluate the effectiveness of our leadership? (CIF 3.1)

When thinking about strategic direction, we need to consider the extent to which we share a common vision of what we want to achieve and where we want to go as a Welsh for adults centre.

Plans and processes are only as good as the extent to which they are effective in sustaining high quality and improving provision and standards. Good leadership must have an impact.

We need to consider how well the governing, supervising or lead body fulfils its statutory obligations and takes full account of relevant legislation and guidance. We will also need to consider how well the governors and supervising bodies not only support our Welsh for adults centre through effective stewardship, but also challenge it to do better.

How good is our strategic direction and what is the impact of our leadership? (CIF 3.1.1)

Questions we should consider about strategic direction of leadership

- Do we have clear aims, strategic objectives, plans and policies that are focused on meeting learners' needs?
- Are our plans appropriately focused and are implemented and monitored in a timely way?
- Do our senior managers work well as a team?
- Are lines of communication clear and effective?
- Are roles and responsibilities defined and are the spans of responsibility in senior and middle management teams viable and balanced?
- Do all staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities?
- Do leaders manage their own time effectively and prioritise activities responsively?
- Do meetings focus on important issues of performance and core business and generate clear action points which are carried out as agreed?
- Are our management and committee structures coherent with the strategic direction of the Welsh for adults centre and address core issues?
- How well do we use data to monitor performance?
- Do we communicate high expectations to those we manage?
- Do we agree and achieve challenging and realistic targets for ourselves and others?

Questions we should consider about the impact of leadership

- Do we communicate our vision for the Welsh for adults centre well, and explore how to achieve it, in collaboration with others?
- Do we model and promote professional behaviours and values that contribute positively to creating an ethos where our learners and staff feel valued?
- Do we actively support and challenge everyone to do their best?

- How well do we manage the performance of our staff in order to help them to improve their practice?
- Do we address issues of underperformance robustly and directly where necessary?
- Does our performance management identify individual and whole-Welsh for adults centre training and development needs clearly and do we prioritise these appropriately and address them fully?
- Do all our staff have targets for improvement that support the delivery of the strategic aims in our Welsh for adults centres development plans and other action plans?

How good is the work of our governors? (CIF 3.1.2)

Questions we should consider about the work of our governors or other supervisory boards

- Do we make sure that the strategic direction of our Welsh for adults centre links well to local area planning networks for adult community learning?
- Do we know how well we are doing compared to other Welsh for adults centres?
- Do we fulfil their statutory obligations and take full account of relevant legislation and guidance?
- Do we understand our roles?
- Do we have good information about the performance of our Welsh for adults centres and issues that affect it?
- Do we provide a sense of direction for the work of our Welsh for adults centre?
- Do we support our Welsh for adults centre as a critical friend?
- Do we hold our Welsh for adults centre to account for the standards and quality we achieve?
- Do we participate in training to help them to do their work?
- How well do we listen to the views of learners and take these into account when making decisions?
- Are all complaints dealt with promptly and fairly?

How well do we meet national and local priorities? (CIF 3.1.3)

Questions we should consider about national and local priorities

- Are we clear about local and especially national priorities and do we have a consistent and systematic view and strategy of how we will respond to them?
- Are we successful in meeting priorities such as:
 - ▲ the Quality and Effectiveness Framework;
 - ▲ requirements of the Learning and Skills (Wales) Measure (2009);
 - ▲ local community partnership and consortia agreements;
 - ▲ the Transformation agenda;
 - ▲ strategies that relate to Welsh-medium education; and
 - ▲ Children and Young People's Partnership plan and Learning Pathways 14-19, where it applies to post-16 learners
- Aware of the purpose of these priorities and how they can improve learners' outcomes and wellbeing?

- Do we respond to the educational challenges of the local area by working with colleges, local authorities and other providers and agencies in the areas served by the Welsh for adults centre?

How do we improve the quality of what we do? (CIF 3.2)

The key purpose of this manual is to improve standards and the quality of provision through effective self-assessment.

The processes of self-assessment and development planning should be a regular and routine part of the work of every teacher and trainer's professional practice. The focus of our Welsh for adults centre's self-assessment should be on identifying priorities for improvement, monitoring provision and assessing outcomes. The process should involve a rigorous review of all aspects of Welsh for adults centre's life and, most importantly, how these impact on the standards that learners achieve. A key consideration is whether our Welsh for adults centre is managed on the basis of an accurate assessment of our strengths and weaknesses. Our leadership and management are unlikely to be good if we do not have effective self-assessment procedures.

Improvement planning should flow naturally from our self-assessment activities. The priorities in any improvement plan should be based on the findings of our self-assessment. The test of good improvement planning is whether the actions have led to clear improvements. If our improvement planning is good, then we should have a well-evidenced track record of improvements.

Where necessary, there will need to be direct intervention and support to improve performance. It should not be seen as a response to failure, but instead it should be seen as intervention and support that leads to substantive improvements. Intervention and support for some more vulnerable groups of learners are likely to involve working across the Welsh for adults centre as whole as well as with other agencies.

How well do we carry out self-assessment, including listening to learners and others? (CIF 3.2.1)

Questions we should consider about self-assessment

- Do we use evidence to identify and to confront underperformance or coasting performance, to identify improvement activity and to set high but realistic targets and standards?
- Is self-assessment a regular part of our Welsh for adults centre's working life and embedded in our strategic planning?
- Is there a thorough assessment and monitoring of data on standards and the quality of education, including consideration of trends and progress over time?
- Do we draw on first-hand evidence of the quality of teaching, training and learning?
- Do we involve all staff in assessing outcomes and their own performance?
- Do we encourage learners to share their views and raise issues?

- Do we take account of the views of our staff, employers, community and other stakeholders?
- Where appropriate, do we draw upon reviews by external agencies?
- Does our self-assessment activity lead to the formulation of our development plans and results in improvement in standards and quality?

How do we carry out planning and securing improvement? (CIF 3.2.2)

Questions we should consider about planning and securing improvement

- Do we use information from self-assessment to set priorities and appropriately challenge targets for improvement?
- Have we prioritised the matters that we wish to improve?
- Are we implementing sound strategies that are likely to bring about the desired improvements?
- Do all staff play their part in implementing the strategies?
- Where necessary, do we take early and direct intervention and support to improve performance?
- Have we defined the actions for improvement in specified and realistic timescales and allocate responsibility for their delivery?
- Have we made sure that our priorities are supported by the allocation of resources?
- Have the actions we have taken had a positive effect and, where relevant, have led to measurable improvements in standards?
- Do we have a good or excellent track record in making improvements in standards and the quality of provision over recent years?

How are we involved in networks of professional practice? (CIF 3.2.3)

A network of professional practice is a group of teachers and trainers who work together to improve practice in their own institution as well as driving change across a network of providers.

These networks work to secure higher standards and wellbeing through teacher and trainer collaboration within and across providers. Teachers and trainers work together to share and develop professional expertise and knowledge that has positive impacts on learner outcomes.

They can also give Welsh for adults centres access to emerging knowledge about leadership, learning, teaching and wellbeing.

Our Welsh for adults centre should be developing as a strong learning community and achieving a culture of collaboration within and across providers and Welsh for adults centres. This process needs arrangements to support the involvement of all staff in increasing their professional knowledge, understanding and skills.

As part of self-assessment in relationship to 3.2.3, we also need to scrutinise the effectiveness of the Welsh for adults centre's arrangements for Continuous Professional Development.

Questions we should consider about networks of professional practice

- Are staff involved in networks within and beyond the Welsh for adults centres?
- Does our involvement in networks give us access to emerging knowledge about provider leadership, learning, teaching, training, standards and wellbeing?
- Are we achieving a culture of collaboration within and across Welsh for adults centres and with other providers and agencies?
- How good are our arrangements to support the active engagement of all our staff in increasing their professional knowledge, understanding and skills, including participation in whole-Welsh for adults centres professional learning experiences?
- Are all our staff supported well by continuous professional development?
- Are all our staff acquiring new knowledge and skills to develop innovative approaches to learning teaching and training?
- Are all our staff involved in direct observation of learning?
- Do we reflect on our own practice and evaluate the impact of our professional learning on learners' learning and wellbeing?

How do we evaluate the effectiveness of our Welsh for adults centre working? (CIF 3.3)

We all share the aim of working in partnership to improve provision and improved standards and wellbeing. To be effective at working with each other and others, we need to:

- be relevant to our local community and to the lives of learners which goes beyond the classroom experience;
- engage with the broader community, other statutory agencies and the voluntary sector; and
- work in a joined-up way with other agencies to improve the standards and wellbeing of individual learners.

A Welsh for adults centre's work should lead to better quality and standards. We need to consider how well our Welsh for adults centre collaborates with other providers to deliver coherent programmes and choices. To do this, we need to have effective structures and processes which contribute well to joint working practices. We should consider how our staff works with each other and wider partners to plan, manage, and quality assure provision, for example through pooling our funding and resources.

When considering the planning and provision of lifelong learning, we need to consider the effectiveness of our Welsh for adults centre with schools, further education, higher education, the county voluntary councils and other community agencies. These partnerships should provide a widened access to a range of suitable vocational and general education courses.

We should consider the impact of partnership working on improving outcomes, particularly achievement, for those learners who learn in community venues, with voluntary organisations and high education provision. A good test of the effectiveness of partnership working is how well leaders monitor and evaluate the

standards and provision of their learners on collaborative courses and programmes with other providers.

How strategically do we work with our partners to improve learners' standards and wellbeing? (CIF 3.3.1)

We need to consider how strategically our Welsh for adults centre works with its partners to improve learners' standards and wellbeing. Partners include:

- the local authority education services, further education institutions and those involved in community and economic regeneration;
- other adult community learning providers, including higher education and the third sector;
- the county voluntary council;
- Careers Service;
- Community focused schools;
- the community;
- DfES;
- sector skills councils; and
- a range of multi-disciplinary agencies, specialist and voluntary organisations.

As an individual organisation in the Adult and Community learning partnership we should be clear about our roles and responsibilities within the partnership.

Our Adult and Community learning partnership will depend on good liaison, trust and clear communication between partners.

Questions we should consider about our institution in the partnership.

- Do we have key roles in making sure that our work is relevant and effective and benefit our learners?
- Do we work in a joined-up way with other providers and agencies to improve the standards and wellbeing of individual learners?
- Are we clear about our role and responsibilities within our partnership?
- Do we use the partnership to help us to build our capacity for continuous improvement?
- Do we ensure that there is good liaison, trust and clear communication between our institution and our partners?
- Do we engage with the broader community, including third sector, employers and other statutory and specialist agencies to benefit our learners?

How well do we collaborate with others to deliver coherent programmes and choices? (CIF 3.3.2)

Questions we should consider about joint planning, resourcing and quality assurance

- Do we have effective structures and processes which contribute well to joint working practices?

- How well do we work across the partnership and with partners to plan, manage and assure the quality of provision?

Questions we should ask ourselves about our work with our partners in education and training

- Do we work with our partners to ensure our learners have access to a range of suitable vocational and general education courses?
- Do we ensure our learners access the courses in an efficient and safe way?
- Do we ensure partnership working improves outcomes, particularly achievement?
- Do we monitor and evaluate the standards and provision of collaborative courses and programmes in other providers?
- Do we know what is going on and has action been taken when weaknesses have been discovered?
- Do we work with partners to make best use of our available resources?

How do we evaluate resource management? (CIF 3.4)

Leadership requires that resources, including staff, time and finances, are used effectively to improve provision, standards and wellbeing. When evaluating the management of resources, we should look at how well we plan and implement effective strategies to ensure that we deliver value for money in the way we manage resources.

One important task is to judge how efficiently and effectively we plan and carry out strategies to manage our staff and available resources. We should be aware that there may be some features of our management that contribute to or detract from the efficient management of resources.

When we look at financial matters, we should not focus only on the detail of our financial budgets. Instead, the focus should be on the extent to which our Welsh for adults centre's spending decisions and broad financial planning are based on priorities for expenditure and on improvement over time.

Another important focus for evaluating value for money is whether our Welsh for adults centre is effective in achieving good or excellent outcomes for learners. It might be useful to try to make an overall assessment of value for money. This means judging whether our Welsh for adults centre offers excellent, good, adequate or unsatisfactory value for money for the learner in terms of the use made of the available income. We should also judge how effective our Welsh for adults centre is at generating income from sources other than the Welsh Government.

How well do we manage our staff and resources? (CIF 3.4.1)

Questions we should consider about managing staff and resources

- Do our staff have appropriate knowledge and skills to deliver the curriculum?
- Do we deploy our staff to make best use of their time, expertise and experience?

- Do we identify and meet the development needs of all our staff through appraisal and performance management systems?
- Do we manage and deploy our support staff well?
- Do we provide the best standards of accommodation possible?
- Do learners have enough appropriate learning resources?

Questions we should consider about financial matters

- Are our spending decisions and broad financial planning based on priorities for expenditure and on improvement over time?
- Do we know the costs of existing programmes and activities, keep them under review and question whether they are cost-effective, for instance in relation to small group sizes?
- Do we identify priorities and areas for development and allocate resources appropriately and according to clear criteria to reflect our agreed objectives?
- Do we have systematic and accurate budgeting arrangements?

Do we provide value for money? (CIF 3.4.2)

Questions we should consider about value for money

- Is our provision effective in securing appropriate outcomes for our learners?
- Do we balance the effectiveness of our provision against costs, including staffing costs?
- Do we make good use of the funding we receive?
- How effective are we at generating income from sources other than Welsh Government?
- Do we make effective use of income generated from other sources?
- Are we managing our resources sustainably?

6 Self-assessment and inspection

Welsh for adults centres should use information from self-assessment to feed into their strategic planning and contribute towards an annual self-assessment update. An annual self-assessment update provides an opportunity to identify strengths and celebrate and share good practice. This annual self-assessment update should identify areas for Welsh for adults centre improvement, which can be prioritised in improvement planning.

The Quality and Effectiveness Framework recognises the importance of a Welsh for adults centre's annual self-assessment update based on the CIF.

Inspections provide an important external assessment of the work of Welsh for adults centres. Inspection can help Welsh for adults centres to focus on what needs to be done and on how to bring about a step change in the quality and consistency of learning.

The starting point for inspection is the Welsh for adults centre's assessment of its own performance, supported by relevant performance information. Inspectors will not inspect all aspects of work in depth during a core inspection. The Welsh for adults centre's self-assessment report will guide how inspectors sample evidence to test the Welsh for adults centre's assessment of its work.

A good self-assessment report should:

- be analytical, evaluative and concise;
- identify areas for improvement as well as strengths;
- indicate excellent and sector-leading practice, where appropriate;
- give clear judgements on each quality indicator in the CIF;
- ensure that judgements derive from evidence and include cross-references to it;
- comment on statistical data about outcomes over recent years;
- refer to recent assessments or reviews of provision; and
- relate clearly to the quality development plan and targets.

7 Tools to support self-assessment

There are a range of existing tools to support self-assessment. A few examples are included here but you will be aware of others as well. The list will be updated at intervals.

Estyn self-assessment tools

Welsh for adults centres and other providers may find some of Estyn's remit reports useful when carrying out self-assessment. The following list is not exhaustive:

- English for Speakers of Other Languages: The impact of increased demand;
- Listening to Communities: How good are providers at finding out the learning needs of adults in their communities;
- Evaluation of the quality and value of the education and training funded through the Wales Union Learning Fund (WULF);
- Education for Sustainable Development and Global Citizenship in adult and community-based learning and youth work in Wales;
- Merging the boundaries in adult community learning. Demand for 'English for speakers of Other Languages' (ESOL) courses outstrip supply;
- Listening to Learners;
- Race equality and the promotion of good relationships and English as an additional language;
- Education for sustainable development and global citizenship;
- Welsh Baccalaureate Qualification;
- Healthy Living;
- Learning Pathways 14-19;
- Leadership and strategic management in further education, work-based learning and adult community learning sectors; and
- What makes a good training provider?

Other self-assessment tools

Inquiry into lifelong learning – Summary Document

The summary report from an independent inquiry set up by the National Institute of Adult Continuing Education (NIACE) in 2007. Commissioners have identified from a wide range of evidence a broad consensus for the future of lifelong learning in the UK.

<http://www.niace.org.uk/lifelonglearninginquiry/docs/IFLL-summary-english.pdf>

Basic Skills Quality Standards

The all-age Basic Skills Quality Standards recognise providers that make clear progress in improving their basic skills provision.

<http://wales.gov.uk/topics/educationandskills/allsectorpolicies/basicsskillscymru/schoolsandproviders/qualitystandard/?skip=1&lang=en&ts=1>

A Value Added Toolkit to support the Recording and Recognition of Progress and Achievement (RARPA) in non-accredited learning

<http://www.niacedc.org.uk/rarpa-toolkit>

Community focused schools toolkit

http://www.continyou.org.uk/wales_cymru/resources/community_focused_schools_toolkit

The Quality and Effectiveness Framework for post-16 Learning

DfES has established a Quality and Effectiveness Framework (QEF) for post-16 learning. The aim of the QEF is to support post-16 providers' self-assessment processes and to ensure that they deliver education and training programmes of high quality that meet the needs of learners.'

<http://wales.gov.uk/topics/educationandskills/learningproviders/raisingqualityandstandards/?lang=en>

Education for Sustainable Development and Global Citizenship (ESDGC) - A Strategy for Action

<http://wales.gov.uk/docrepos/40382/4038232/403821/683829/esdgcG192-e.pdf?lang=en>

WBQ: Wales, Europe and the World (WEW)

A self-assessment tool with questionnaire

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/guidanceresources/waleseuropeworld/?skip=1&lang=en>

Do we meet your standards? National Children and Young People's Participation Standards self-assessment pack

This pack develops and promotes a set of standards for children and young people's participation in Wales. The document has been endorsed by all members of the Welsh Government's Children and Young People's Cabinet Sub-committee.

<http://www.savethechildren.org.uk/assets/images/standards-pack.pdf>

Participation standards self-assessment pack

This is a tool to help providers reflect on their own practice in relation to the National Participation Standards for children and young people. It gives ideas about how providers could meet the Participation Standards and what evidence they might use to demonstrate their work. There is a self-assessment tool for providers to complete with children and young people's involvement.

<http://www.participationworkerswales.org.uk/userfiles/file/Final%20Report%20July%20'09.pdf>

Self-assessment tools from other countries

Raising standards – a contextual guide to support success in literacy, numeracy and ESOL provision

These Raising Standards Guides, produced by the Skills for Life Strategy Unit, are intended to help practitioners, leaders and managers to improve the quality of teaching and managing literacy, numeracy and language provision by using the five CIF questions in their particular context.

<http://www.excellencegateway.org.uk/page.aspx?o=138202>

An enterprising approach to self-assessment

This self assessment toolkit is interactive. It includes action planning and looks at the impact on children and young people. It also looks at engaging stakeholders. It provides a format for recording key strengths and achievements, identifying aspects for improvement and planning next steps

<http://www.ltscotland.org.uk/enterpriseineducation/selfassessment/index.asp>

Good practice in college self-assessment (LSN, 2006)

This is a practical guide for leaders and managers. It clarifies what self-assessment and why institutions are required to do it. This is followed by an identification of the critical success factors in self-assessment. Other sections provide advice and guidance on compiling a self-assessment report.

http://www.eauc.org.uk/sorted/good_practice_in_school_self-evaluation_and_col

Self-assessment – updated guidance for the further education system

This guidance is intended for Further Education providers in England. It has been produced to support all providers in their work on self assessment

<http://readingroom.lsc.gov.uk/lsc/National/nat-selfassessmentguidancefe-oct08.pdf>

Preparing learners for learning in Scotland's colleges: a toolkit for self-assessment and quality enhancement

The toolkit can be used to look at provision for specific groups of learners. For example, it could be used to look at part time, full time, adult learners, long term unemployed etc. A specific example would be using the toolkit in conjunction with community in the planning and monitoring of transition from informal learning to college programmes. Self-assessment is organised under 3 main headings; management, leadership and organisation in preparing learners for learning; Arrangements for preparing learners prior to entering college programmes; Arrangements for preparing learners on entry to college programmes.

<http://www.hmie.gov.uk/documents/publication/plfl.pdf>