Inspection arrangements for private further Education colleges and English language schools in Scotland

September 2016

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1   FOREWORD

Education Scotland has a huge amount of experience in inspecting provision in a wide range of school, post-school and non-formal educational contexts. Our engagement in external review and other evaluative and quality enhancement activities with Scotland's publicly-funded college sector extends back many years and is acknowledged to be both robust and supportive in building capacity for improvement. Indeed, the Scottish approach to the inspection of education more generally carries with it a very strong international reputation, gained over many decades.

Against that background, I believe that the extension of our work to provide educational oversight of private further Education colleges and English language schools presents us with an important new opportunity to build on this background and experience and extend the benefits of good quality inspection to a new group of learners across Scotland.

The quality framework created specifically for the inspection of private further Education colleges and English language schools by HM Inspectors is based around the well-proven framework which has been in place for the external review of publicly-funded colleges since September 2008. As well as providing the focus for inspections, it will be a useful framework for providers to adapt as they wish to assist them with their own internal review and self-evaluation activities, as they strive for quality enhancement. It also allows parity between private sector and public sector colleges, where comparable evaluations can now be made.

I firmly believe that our engagement with private further Education colleges and English language schools is an important development for all concerned, not least for the users of services. Educational oversight provides establishments with the opportunity to show that their provision meets the very highest standards of quality. It also affords the exciting opportunity to extend partnership working between Education Scotland and the establishments involved in our combined focus of ensuring high quality experiences and outcomes for all learners.

Private further Education colleges and English language schools gaining a positive inspection report from Education Scotland can be assured of the quality of their provision and can use that outcome with confidence in local, national and international contexts. I hope they will thrive as a result. A healthy, high quality sector providing excellent service for learners can only be good for Scotland.

Dr Bill Maxwell
Chief Executive Officer
Education Scotland

2   EDUCATION SCOTLAND QUALITY FRAMEWORK

2.1   Introduction

The indicators in this framework, *Inspection arrangements for private further Education colleges and English language schools in Scotland, September 2016,* are arranged under **three key principles**, addressing **five questions** which Education Scotland is adopting for evaluation purposes.

The questions are set out under each of the key principles:

Outcomes and Impact

- How well are learners progressing and achieving relevant, high quality outcomes?
- How well do we meet the needs of our stakeholders?

Service Delivery

- How good is our delivery of learning and teaching?
- How good is our management of the delivery of learning and teaching?

Leadership and Quality culture

- How good is our strategic leadership?

These are underpinned by a wider principle on the centre's Capacity for Improvement and the question *How good is our capacity to improve?*

Capacity for Improvement

- How good is our capacity to improve?

The three high level principles are set out in the quality elements within the quality framework. Further advice and guidance can be found in the two documents below which can be found in Education Scotland's National Improvement Hub:

- ***Education Scotland quality framework, September 2016: for reference during the inspection of private further Education colleges and English language schools;***

- ***Education Scotland quality framework, September 2016: for reference during the inspection of private further Education colleges and English language schools (interrogative version).***

2.2 Using the framework of quality indicators during inspection

The Education Scotland quality framework provides a structure for inspection which can be used in different ways according to the particular context of the private further Education college or English language school. It includes indicators which Education Scotland can use to reach a professional judgement of the extent to which a high quality learning experience is being delivered by further Education college or English language schools in Scotland.

This primary set of **14 reference quality indicators (QIs)** will be used by inspectors to consider evaluations of:

Element 1:   Key performance outcomes (QI 1.2 and 1.3)

Element 2:   Impact on users of organisation's services (QIs 2.2 and 2.3)

Element 5:   Education, training and lifelong learning (QIs 5.1 5.2, 5.3, 5.4, 5.5, 5.6, 5.7)

Element 9:   Educational leadership and direction (QIs 9.2, 9.4)

Element 10: Capacity to improve (QI 10.1)

Other QIs may be added at the organisation's request to fully inform evaluations, or where Education Scotland has identified additional risk.

2.3 Using reference quality indicators and sources of evidence

The gathering of evidence on which to base evaluations will be managed by carefully planned sampling of activities and meetings. The key sources of evidence during inspection will derive from:

- professional discussions;
- observations of teaching and learning activities;
- data sets on outcomes; and
- interviews with learners and partner agencies, as well as centre staff and managers.

Where weaknesses in outcomes or practice are identified, inspectors will find it helpful to refer to the written policies, strategies, guidance and documents of the organisation. Such documentation could also include programmes of study, teaching staff plans, programme materials, procedures and guidelines and minutes of meetings.

Similarly, progress reports on quality improvement plans will be checked against what has actually been delivered. The most important factor is ensuring the impact of all the key activities in the organisation upon learners and their learning.

3   INSPECTION METHODOLOGY

3.1   Introduction

This section describes the main features of the Education Scotland inspection methodology to be applied in organisations in Scotland from June 2016. The inspection methodology, and the quality framework around which it is structured, take account of thinking about the changing context of inspection and educational oversight for private further Education colleges and English language schools in Scotland.

3.2   Aims and objectives of inspections

Inspections will be designed to:

- support and promote quality enhancement in organisations to provide the best possible experience for the learner;
- provide information to United Kingdom Visa and Immigration (UKVI) on the quality of the education and training organisations provide, if required;
- provide an independent evaluation to assist organisations in informing prospective and current learners of the quality of the organisation's programmes and services;
- evaluate organisations against the *Education Scotland quality framework, September 2016;* and
- complement organisation-led internal review and self-evaluation.

3.3   Key features of inspections

Inspections will be structured according to the quality framework: *Education Scotland quality framework, June 2016.* This form of inspection will be based on the **reference quality indicators** within the four elements, which enable Education Scotland to evaluate the organisation against the four areas of *Learner progress and outcomes, Learning and teaching processes* and *Leadership, quality culture and capacity to improve*.

The inspection will include a generic inspection of learning and teaching. Education Scotland will agree with organisations the sampling approach to be used on a particular inspection and will take account of the particular context within which the private further Education college or English language school is operating.

The inspection will aim to provide an independent judgement of the quality of learning and teaching in the organisation on the effectiveness of organisation-led internal review and self-evaluation of learning and teaching. Inspectors will report the outcome of inspection in terms of strengths and areas for further development. They will use a six-point grading scale to summarise their evaluations of the organisation.

3.4   The inspection process

Three weeks before the inspection, Education Scotland will notify the organisation about the proposed dates for the inspection to take place. The managing inspector (MI) will brief the private further Education college or English language school by telephone and will confirm the scope of the inspection.

In the pre-inspection period, the MI will liaise with the organisation. The organisation will be invited to provide current information for the inspection team. The MI will agree with the organisation the sampling approach to be used for the generic inspection of learning and teaching.

Stakeholder involvement will take the form of a survey questionnaire inviting learners and staff to make an important contribution to the evidence base for the inspection team.

The inspection will normally last for three days. Over the three-day period, the inspection team will:

- engage with learners;
- observe episodes of learning and teaching and provide feedback to each member of teaching staff or other learning facilitator on strengths and areas for development;
- conduct interviews and undertake other activity required to determine the extent of concordance between documentary evidence and practice;
- evaluate evidence against the **14 reference quality indicators**; and
- identify key strengths and areas for further development.

The inspection team will provide the organisation with oral feedback on the findings of the inspection, including the provisional grades, at the end of the inspection. In the second week following the inspection, Education Scotland will confirm in writing the findings of the inspection and the confirmed grades. A report on the inspection will normally be published within six working weeks following the completion of the inspection.

Prospective learners should make their own enquiries into the financial viability of any private further Education college or English language school in Scotland they may be considering.

3.5 Grades awarded by inspection teams

Grades will be awarded in the following THREE areas:

Outcomes and Impact
Service Delivery
Leadership and quality culture

Inspectors will use a - six point grading scale:
- *excellent - outstanding and sector leading*
- *very good - major strengths*
- *good - important strengths with some areas for improvement*
- *satisfactory – strengths just outweigh weaknesses*
- *weak - important weaknesses*
- *unsatisfactory - major weaknesses*

Grades will be inter-related. For example, it is unlikely that *Leadership and quality culture* will be better than Good, if there are important areas for further development in *Outcomes and Impact* or in *Service Delivery.*

An organisation's capacity to improve will be a professional judgement using an overarching statement which will take account of the evidence and grades from the other questions.

3.6 Composition and deployment of inspection teams

The inspection team will typically include between two and four inspectors. The number of inspectors will be adjusted to take account of the size and complexity of the organisation. All inspectors will carry out the full range of evaluative activities including observation of learning and teaching, interviewing learners, interviewing staff and evaluating policies, records and documentation.

3.7 The organisation-nominated inspection coordinator

Before the inspection, Education Scotland will discuss and agree with each organisation the proposed nature and levels of inspection engagement with managers and staff. Education Scotland will encourage organisation senior managers to work in partnership with inspectors to identify appropriate evidence. Organisations will be invited to identify a senior manager with a comprehensive strategic overview to fulfil the role of **inspection nominee**. This senior manager will be key in supporting the smooth operation of the inspection. The role of inspection nominee is to:

- act as the primary contact and liaison between the Education Scotland inspection team and the organisation;
- clarify managers', staff and team roles and responsibilities;
- direct inspectors to sources of evidence across the organisation, including the appropriate staff with whom to discuss specific issues; and
- be present at evening inspection team meetings.

3.8   Concerns and complaints

Organisations that believe inspectors have not received all available relevant evidence before arriving at an evaluation or grade should submit any additional evidence in writing to the MI within five working days of the oral feedback by the inspection team. The MI, consulting members of the inspection team as necessary, will consider any additional evidence and reply in writing, with a decision on any changes to be made.

Organisation managers who have a concern or complaint about the conduct or the outcomes of an inspection should raise it in the first instance with the MI.
If the concern or complaint is not satisfactorily resolved at this stage, the organisation should contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to The Complaints Manager, Denholm House, Almondvale Business Park, Livingston, EH54 6GA.

3.9   Follow-up to inspections

Organisations will be required to address areas for further development and main points for action identified during the inspection within an agreed timescale if they wish a return visit from an inspection team. The scope of follow-up inspections will be customised to address the specific context of each organisation.

ELEMENT 1:   KEY PERFORMANCE OUTCOMES

This element is concerned with the organisation's progress in achieving key educational aims, objectives and targets and the extent to which the organisation takes action that results in enhancement. It is also concerned with progress against targets and performance indicators associated with learner retention, progress and attainment, and explores the extent of learner progression to further learning or employment where appropriate. It also considers how well the organisation has responded to legislation and national directives.

QUALITY INDICATORS

1.1 Achievement of educational aims, objectives and targets	• Progress on key aims and objectives • Achievement of targets and key performance indicators • Performance data and measures showing improvement against agreed targets over three-year period

1.2 Retention, attainment and achievement trends	• Retention and attainment trends • Wider achievement trends

How effective is the organisation at achieving and maintaining high levels of retention, attainment and achievement for all learners?

1.3 Adherence to statutory principles and fulfilment of statutory duties	• Relevant legislation • Relevant directives and regulations • Requirements of statutory bodies • Meeting expectations regarding access, equality and diversity

How well does the organisation fulfil its statutory duties to comply with legislation?

ELEMENT 2:   IMPACT ON USERS OF ORGANISATION'S SERVICES

This element is concerned with how well the organisation identifies and responds to the needs of learners and other users and provides opportunities for engagement with learners. It looks at the appropriateness, accessibility and effectiveness of its programmes and its services to support learners and learning. It considers how well the range, levels and modes of delivery and assessment assist participation, transition and engagement. It evaluates how effectively learning opportunities are promoted and targeted to specific groups. It evaluates learner progress, attainment and wider achievements in vocational and essential skills, and learner progression to further learning and employment where appropriate. It considers learner satisfaction with the programmes and services of the organisation.

QUALITY INDICATORS

2.1   Accessibility, flexibility and inclusiveness

- Identifying and responding to needs
- Arrangements to support learners and learning
- Range and flexibility of delivery and assessment modes
- Promoting and targeting learning opportunities

How accessible, flexible and inclusive are organisation programmes and services?

2.2   Relevance of provision to learner needs

- Range and levels of programmes
- Extent to which entry and exit points assist transition
- Learner engagement
- Preparation for employment and further learning
- Embedding of ethos of equality and diversity
- Embedding of sustainability
- Learner satisfaction

How well do programmes meet the needs of learners?

2.3   Progress, attainment and wider achievement

- Progress from prior learning and attainment
- Attainment of qualifications
- Success in award schemes and competitions
- Achievement of essential skills including core, personal, learning, employment, citizenship
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How well do learners make progress, attain qualifications and awards and achieve more widely?

ELEMENT 3:   IMPACT ON STAFF

This element is concerned with how well the organisation engages staff in meeting organisation aims and objectives. It focuses on the organisation's effectiveness in promoting a collegiate approach and keeping staff informed about organisation directions and priorities. It evaluates the motivation and engagement of staff in contributing to the work and life of the organisation. It explores how well staff reflect on and share effective practice, and the effectiveness of teamwork.

QUALITY INDICATORS

3.1 Motivation and engagement

- Staff knowledge of and action to achieve organisation aims and objectives
- Communication arrangements
- Staff involvement in planning

How well does the organisation motivate and engage with staff in contributing to the setting and achievement of organisation aims and objectives?

3.2 Reflection and professional dialogue

- Evaluation of learning and teaching and other services
- Identifying good practice
- Sharing and adopting good practice

How well do staff reflect and participate in professional dialogue to improve and enhance the learning experience?

3.3 Effectiveness of teamwork

- Staffing arrangements within cross-organisation teams
- Information sharing within and among teams
- Collaborative working

How effective is teamwork within departments and across the organisation?

ELEMENT 4:   IMPACT ON EMPLOYERS AND COMMUNITIES

This element is concerned with how well the organisation's provision meets the needs of employers and of the communities it serves. It explores the effectiveness of arrangements for engaging with key interests and priorities at local and national levels and evaluates the organisation's responsiveness to current and anticipated needs. It considers the level of satisfaction of employers and communities with the programmes and services of the organisation. It also explores the effectiveness of arrangements for providing programmes and services to meet specific needs.

QUALITY INDICATORS

4.1   Relevance of the provision to the economy and to employer needs

- Links and partnerships with employers and industry bodies
- Use of labour market information and environmental demographics
- Employer participation and influence in the design and evaluation of programmes and services
- Arrangements to meet specific needs of employers
- Employer satisfaction with organisation programmes and services

How well does the organisation meet the needs of local and national employers?

4.2   Relevance of provision to the needs of communities

- Links and partnerships with community and voluntary organisations
- Participation and influence of community organisations in the design and evaluation of programmes and services
- Arrangements to meet specific needs in communities
- Satisfaction in communities with organisation programmes and services

How well does the organisation meet the needs of communities?

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ELEMENT 5: EDUCATION, TRAINING AND LIFELONG LEARNING

This element is concerned with how well the organisation helps its learners to maximise their potential and to make informed choices about their learning and employment goals. It evaluates the effectiveness of arrangements to advise and prepare individuals before entry. The extent to which the organisation helps learners take responsibility for their own learning and in planning towards further learning and employment goals are explored. It considers the effectiveness of learning, teaching and assessment. It explores the extent to which programmes and services aid access and transition and provide support. The effectiveness of collaboration among teaching staff, support staff and external agencies in providing these programmes and services is also evaluated.

QUALITY INDICATORS

5.1 Equality and diversity

- Promotion of equality and diversity
- Curriculum content and resources
- Arrangements to meet needs of specific groups

How proactive is the organisation in targeting services to meet the needs of learners from all backgrounds?

5.2 The learning process

- Learner motivation and active participation
- Use of resources by learners
- Development of independence in learning
- Development of reflective practice
- Learner progress

How well do learners learn?

5.3 Teaching for effective learning

- Application of professional and subject knowledge
- Appropriateness and range of teaching approaches
- Use of resources by staff
- Promotion of achievement and standards

How well does teaching and the use of resources ensure effective learning?

ELEMENT 5:   EDUCATION, TRAINING AND LIFELONG

5.4   Context and planning for learning and teaching

- Quality of relations between and among staff and learners
- Planning of learning activities
- Learner involvement in planning
- Learning environment and climate for learning
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How effective is the context and planning for learning and teaching?

5.5   Assessment for learning

- Planning and scheduling of assessment
- Methods of providing feedback and encouraging reflection on progress
- Arrangements for learners with additional support needs

How well does the organisation use assessment to promote effective learning?

5.6   Information, guidance and support

- Information to potential learners
- Arrangements for learners to set goals and reflect on learning
- Curricular and vocational guidance
- Access to and use of services to support learning

How well does the organisation provide potential learners and learners with relevant information, guidance and support to enhance access, retention and learning?

5.7   Enhancement through self-evaluation and internal review

- Involvement of learners, staff and external stakeholders
- Analysis and evaluation of programmes and services
- Planning for improvement and enhancement
- Effectiveness of action taken

How well does the organisation sustain continuous improvement and enhancement through self-evaluation and internal review activities?

ELEMENT 6: PROVIDING DIRECTION AND FACILITATING CHANGE

This element is concerned with the effectiveness of organisation planning for the range of programmes and services it provides. It considers the range of policies, strategies and plans, the extent to which they are understood and acted on by staff and their impact on organisation operations. It evaluates planning for the delivery of programmes and services and the extent to which the organisation plans for and manages change.

QUALITY INDICATORS

6.1 Planning

- Strategic planning
- Operational planning
- Team planning

How effective are organisation planning processes?

6.2 Implementation of action to achieve aims and objectives of plans

- Communication of plans and associated action and targets
- Identification and agreement of standards for achievement of actions
- Management of the implementation of actions

How effective is the organisation in implementing action to meet aims, objectives and targets of plans?

6.3 Mapping and responding to the environment

- Review and development of policies and procedures across organisation functions
- Review and development of portfolio of programmes
- Response to changing operating conditions
- Managing risk

How effective is the organisation in reviewing and developing the curriculum in response to changing environments?

6.4 Planning for and managing change

- Approach to innovation
- Communication with learners, staff and other stakeholders
- Monitoring and reviewing progress and effectiveness of new developments

How well does the organisation plan for and manage change?

ELEMENT 7:   MANAGEMENT AND SUPPORT OF STAFF

This element is concerned with the qualifications and experience of staff and the quality of their relations with colleagues, learners and external stakeholders. It is concerned with recruitment, selection, deployment and retention of staff and with workforce planning. It addresses the relevance and effectiveness of continuing professional development and review of staff in supporting individuals and supporting the organisation's strategic direction.

QUALITY INDICATORS

7.1 Qualifications and experience of staff

- Relevance and currency of staff qualifications, skills and experience
- Staff links with current practice in subject areas

How relevant and current are staff qualifications, skills and experience?

7.2 Working relationships with staff, learners and external stakeholders

- Among staff
- Between staff and learners
- With external stakeholders

How productive are the relationships between the organisation, its staff, its learners and external stakeholders?

7.3 Recruitment, selection, deployment and retention of staff

- Internal and external recruitment and selection
- Sufficiency of staff
- Clarity and relevance of staff remits
- Arrangements to avoid discrimination and promote equality
- Occupational health arrangements

How effective is the organisation in recruiting, selecting, deploying and retaining staff?

7.4 Workforce planning

- Identification of current and future skills requirements
- Deployment of individuals and teams to meet business needs
- Balance of skills, styles and behaviours within teams

How effective is workforce planning in the organisation?

ELEMENT 7:   MANAGEMENT AND SUPPORT OF STAFF

7.5 Continuing professional review and development

- Professional development of staff to meet business needs
- Professional review of staff to meet business needs
- Professional development of new staff and those undertaking new roles

How effective is the organisation in developing its staff?

ELEMENT 8: PARTNERSHIPS AND RESOURCES

This element is concerned with the effectiveness of the organisation's partnerships with communities, other learning providers, employers and other agencies. It considers how well the organisation seeks out appropriate links and uses them to develop programmes and services to enhance the learner experience. It focuses on collaboration to design programmes and services, support learners, enhance flexibility and promote equality. It also considers the management of resources for learning and the use of management information.

QUALITY INDICATORS

8.1 Partnership working with communities, other learning providers, agencies and employers

- Strategic links
- Collaborative arrangements to promote access and inclusion
- Responsiveness to requirements of other agencies
- Involvement of external agencies

How extensive and productive are organisation partnerships with communities, other learning providers, agencies and employers?

8.2 Management and use of resources and learning environments

- Planning, deployment and monitoring of resources
- Use of management information
- Sufficiency, adequacy and accessibility of accommodation and facilities
- Sufficiency, adequacy and accessibility of ICT resources
- Sufficiency, adequacy and accessibility of learning equipment and materials
- Arrangements for learners with additional support needs
- Arrangements to promote sustainability of resources

How well does the organisation manage the use of resources and learning environments?

ELEMENT 9: EDUCATIONAL LEADERSHIP AND DIRECTION

This element is concerned with the leadership of the organisation's educational provision. It considers the extent to which national policies and local factors influence the senior management team in setting educational aims and objectives. It evaluates the effectiveness of the leadership of planning and delivery of the organisation's programmes and of its services to support learners, learning and teaching. It also explores the extent to which there is a culture of quality improvement and enhancement in the organisation.

QUALITY INDICATORS

9.1 Educational aims, objectives and targets

- Clarity and comprehensiveness
- Responsiveness to national policies and local issues including environmental sustainability
- Staff understanding and commitment
- Match between strategic aims and objectives, and operational planning

How appropriate, clear and influential are the vision, aims, objectives and targets of the organisation?

9.2 Leadership for learning and teaching

- Vision and direction of the curriculum
- Strategies for improving learning and teaching, retention, achievement and attainment
- Team leadership
- Staff development strategies
- Involvement and motivation of staff

How effective is the leadership for learning and teaching?

9.3 Leadership of services to support learning

- Vision and direction
- Responsiveness to legislation and national guidance
- Planning and coordination of services
- Links to external agencies providing resources, services and information

How effective is the leadership of services which support learners?

ELEMENT 9:   EDUCATIONAL LEADERSHIP AND DIRECTION

9.4   Developing and maintaining a quality culture

- Learner engagement in organisation internal review and self-evaluation arrangements
- Staff engagement in organisation internal review and self-evaluation arrangements
- Internal review and self-evaluation policy and arrangements
- Roles and responsibilities for quality enhancement
- Implementation of quality procedures
- Identification of areas for improvement and enhancement
- Action plans
- Improvement and enhancement trends

How effective is the organisation in developing and maintaining a quality culture?

ELEMENT 10: CAPACITY FOR IMPROVEMENT

This element relates to the global judgement based on evidence of all key areas.

QUALITY INDICATORS

10 Developing and maintaining a quality Capacity for improvement

- Overall judgement of evaluations of all mandatory, quality indicators.
- The organisation's internal or external context.
- Confidence in the organisation's capacity to continue to improve.

This is a global statement based on evidence of all key areas, in particular drawing from evidence on outcomes, impact and leadership.

What is the capacity for improvement?

Annex 2:

Excellent	*Outstanding and sector leading*
Very Good	*Major strengths*
Good	*Important strengths with some areas for improvement*
Satisfactory	*Strengths just outweigh weaknesses*
Weak	*Important weaknesses*
Unsatisfactory	*Major weaknesses*

The six-point scale is a tool for grading the quality indicators. It is mainly used by Education Scotland, local authorities and other governing bodies for the purpose of national and/or local benchmarking across a number of establishments. It should be appreciated that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applies.

- An evaluation of **excellent** applies to this aspect of the organisation's work which is of a very high quality. An evaluation of *excellent* represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the current provision. It implies that very high-levels of performance are sustainable and will be maintained.

- An evaluation of **very good** means this aspect of the organisation's work is characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. While an evaluation of *very good* represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to provide learning without significant adjustment. However, there is an expectation that the centre will take opportunities to improve and strive to raise performance to excellent.

- An evaluation of **good** means this aspect of the organisation's work is characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of provision in which the strengths have a significant positive impact. However, the quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the centre should seek to improve further the areas of important strength, but take action to address the areas for improvement.

- An evaluation of **satisfactory** means this aspect of the organisation's work is characterised by strengths which just outweigh weaknesses. An evaluation of *satisfactory* indicates that learners' have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. However, while the weaknesses will not be important enough to

have a substantially adverse impact, they do constrain the overall quality of learners' experiences. It implies that the centre should take action to address areas of weakness while building on its strengths.

- An evaluation of ***weak*** means this aspect of an organisation's work is characterised by some strengths, but where there are important weaknesses. In general, an evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, the important weaknesses will, either individually or collectively, be sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the centre.

- An evaluation of ***unsatisfactory*** means this aspect of an organisation's work is characterised by major weaknesses, requiring immediate remedial action. The learners' experience is at risk in significant respects. In almost all cases, staff responsible for training evaluated as *unsatisfactory* will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the immediate support given by the centre.