

# Public Sector Reform Unit & Ministry of Education

National Inspection Agency  
Framework Document

15 February 2008

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National Inspection Agency  
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## ***ABBREVIATIONS***

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CAA	Curriculum & Assessment Agency
EMIS	Education Management Information System
ICT	Information and Communication Technology
IT	Information Technology
MoE	Ministry of Education
NIA	National Inspection Agency
REA	Regional Education Agency

### **Note:**

The word 'Provider' used within this document is to be interpreted to mean any organisation or institution that provides education and/or education services to young people and adults in Jamaica.

## ***MINISTERIAL FOREWORD***

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I am delighted to be establishing the National Inspection Agency as a statutory body, with immediate effect.

The National Inspection Agency plays a key role in the development of our nation by supporting the Ministry's mission to provide a teaching and learning system that delivers a globally competitive workforce and a disciplined, culturally aware and ethical Jamaica citizenry. The National Inspection Agency will assure and improve the quality of educational provision and the outcomes for all learners through the rigorous and independent inspection of all schools, Regional Education Agencies and other education service providers.

As a statutory body, the National Inspection Agency will be able to ensure that inspection services are delivered to learners more efficiently, effectively and independently and thereby maximise the contribution of education to the attainment of the Government's economic development goals.

This document sets out the framework within which the National Inspection Agency will operate and how it will become a performance based institution. It outlines the managerial freedoms that the Chairman and the Chief Inspector will have in order to run, and be accountable for, the agency's day-to-day operations. It also sets out the areas in which the performance of the agency will be monitored.

I am sure that the establishment of the National Inspection Agency as a statutory body will strengthen Jamaica's efforts to build and maintain an excellent, accessible, accountable, equitable and self-sustaining education system. I, therefore, wish the new Chairman and Chief Inspector, and all the Agency's staff, every success for the future.

**The Honourable Andrew Holness**

*Minister of Education*

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## **1. INTRODUCTION**

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### **1.1 RATIONALE FOR THE AGENCY**

In the 2004 report of the National Task Force on Educational Reform, it was recommended that a National Quality Assurance Authority (NQAA) be established. In line with this recommendation the Government of Jamaica has decided to establish an independent National Inspection Agency (NIA) that is at 'arms length' from the Ministry of Education to ensure an absence of conflicts of interest. To facilitate independence, the NIA will be a statutory board. The Chief Inspector will report annually on the standards achieved in the education system and the quality of provision.

International education experience demonstrates that the involvement of stakeholders in the inspection leads to the findings of inspections being implemented better, having a greater and more lasting impact on both standards achieved and the quality of provision. The NIA will, therefore, place provider self evaluation at the centre of the inspection process and seek the fullest level of stakeholder involvement in inspection.

### **1.2 CONTRIBUTION TO RAISING LEVELS OF STUDENT ATTAINMENT**

In respect of student attainment, the prime responsibility of the NIA is to make an assessment of the standards attained by the students at key points within their education and also of how well students improve, or otherwise, as they progress through their school and learning life. The NIA will make these assessments on the basis of data supplied by the providers and the Curriculum and Assessment Agency (CAA), as well as from evidence obtained through fieldwork in provider organisations during the inspection process.

The NIA will contribute to raising levels of student attainment by assessing and commenting on the quality of teaching, the quality of students' response, the extent to which students have access to the curriculum and the quality of leadership and management of the learning environment in the school or learning institution. The NIA will identify improvements that a school will need to make to improve standards and quality and in subsequent reports will make judgements on the implementation of findings and their impact.

Further contributions to students' attainment will come through the implementation of a system of rigorous annual school self evaluation for all providers which will be at the heart of the inspection process. Both the process and outcomes of self evaluation will form a strong basis for improvement planning by the school or other learning institution. In addition, the findings of inspections will form an integral part of the school's improvement plan.

Whilst the prime responsibility for the implementation of the improvement plan lies within the school, there is an expectation of support from the appropriate officers and staff of the Regional Educational Agency (REA). The NIA will inspect and comment upon the effectiveness of the REA in fulfilling its school improvement and other functions, with particular reference to raising standards of student attainment and value for money.

## 1. Introduction...

In the first instance, priority will be given to the inspection of all state schools covering the primary and secondary age-ranges and to the inspection of REAs. Teachers' college inspection will form the next priority, followed by the inspection of independent schools and other providers of education services, as required. The work of inspecting early childhood education institutions during this period should remain with the Early Childhood Commission, although in time, the NIA will also take responsibility for these inspections.

The NIA will, from time to time, issue guidance, advice and assistance to principals, school boards, school management teams, teachers and other education professionals about effective practice, based on the accumulation of evidence from the school inspections. The NIA will also carry out thematic and subject inspections, will evaluate national and local initiatives and carry out evaluation of the policies of the Ministry of Education in terms of their impact on student attainment. The NIA will publish all findings openly, in accordance with the Access to Information Act, 2002, to aid the development of effective practice in schools, REAs, teachers' colleges and other education providers.

The NIA will employ suitably trained and Licensed Inspectors who will not be drawn from serving Regional Education Agency staff but who will work as either full time NIA Staff Inspectors or as independent contracted inspectors. In order to make a significant contribution to improvement planning, raising standards and improving quality, inspection needs not only to be rigorous, fair and open, but also sufficiently frequent to give the provider with an independent evaluation of its work and outcomes. Therefore, the cycle of inspecting schools and other service providers will be determined from time-to-time by the Chief Inspector, although following a standardising baseline inspection of all providers, further inspection will be predicated upon the principle of 'intervention in inverse proportion to demonstrated success'.

The NIA will also capture, analyse and interpret the data generated from all of its inspection, evaluation and survey work and will thus be in a position to provide policy advice to the Ministry of Education and report directly to Parliament on the standards achieved and the quality of education provided in Jamaica.

### 1.3 FRAMEWORK DOCUMENT

Although the NIA will be a statutory body at arm's length from the Ministry of Education, as a public sector body in receipt of public funds it will be required to demonstrate value for money in the use of those funds. The Permanent Secretary at the Ministry of Education will be the Accounting Officer for the NIA, and so needs to ensure that value for money is being achieved. The Chairman of the NIA will be the Accountable Officer responsible for the disbursement of public funds. This Framework Document sets out the agreed objectives, indicators, targets and arrangements between the NIA and the Ministry that support value for money in the delivery of the NIA's services.



## **2. THE ROLE OF THE NATIONAL INSPECTION AGENCY**

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### **2.1 THE MISSION OF THE NATIONAL INSPECTION AGENCY**

- To assure and improve the quality of educational provision and the outcomes for all learners through the rigorous and independent inspection of all schools, Regional Education Agencies and other education service providers.
- To provide evidence-based advice to the Minister of Education to inform policy development.

### **2.2 STRATEGIC OBJECTIVES**

The overall objective of the National Inspection Agency will be:

- To implement a world class system that objectively, independently and rigorously inspects, assesses and reviews the quality of schools and education services and the standards achieved by learners, and makes recommendations to support improvement in the quality of provision and outcomes for all learners.

In specific terms, The National Inspection Agency will support the vision of the Ministry of Education which states that:

- Each learner will maximise his / her potential in an excellent, equitable, accessible, self sustaining and accountable education system.

<b>Theme: Maximising Human Potential</b>	
<b>Ministry Strategic Objective</b>	<b>NIA Strategic Objective</b>
To provide relevant education in order to maximise learner achievement and to allow continual advancement of learning and life skills	To raise the aspirations of all within the education system in order that all learners can achieve high standards and have better life chances.
<b>Theme: Excellence of Delivery</b>	
<b>Ministry Strategic Objective</b>	<b>NIA Strategic Objective</b>
To deliver quality leadership, teaching and information technology in order to provide high quality learning environments	To provide high quality and objective inspection and evaluation services in order to improve the quality of teaching and outcomes in schools and the quality of services provided by the REAs

## 2. The Role of the National Inspection Agency...

<b>Theme: Accountability</b>	
<b>Ministry Strategic Objective</b>	<b>NIA Strategic Objective</b>
To strengthen governance, management, participation and transparency in order to improve accountability across the learning service	To report inspection findings rigorously, openly and directly in order to improve awareness about, and challenge to, the performance of schools, the REAs and the wider education service.
<b>Theme: Access</b>	
<b>Ministry Strategic Objective</b>	<b>NIA Strategic Objective</b>
To provide sufficient resources, make learning environments safe and secure, and meet the basic needs of learners in order to facilitate access to education	To identify best educational practices in order to drive forward improvement and to provide all learners with access to a relevant and excellent quality of education
<b>Theme: Equity</b>	
<b>Ministry Strategic Objective</b>	<b>NIA Strategic Objective</b>
To improve the equity of education provision in order that more Jamaicans fulfil their learning potential.	To provide targeted inspection of, and support to, poorer performing schools and regions in order to reduce the inequalities of education provision and achievement in Jamaica.
<b>Theme: Self-sustaining</b>	
<b>Ministry Strategic Objective</b>	<b>NIA Strategic Objective</b>
To deliver value for money in the use of resources in order to maximise the level of outputs attained from the education budget	To develop a culture of rigorous school self-evaluation and self-improvement in order to develop a self-sustaining improvement cycle

### 2.3 THE FUNDAMENTAL PRINCIPLES GOVERNING THE CONDUCT OF THE NIA'S OPERATIONS

The NIA will operate according to the following principles:

- The NIA will operate as an 'arms length' statutory body, independent from the Ministry of Education;
- The NIA's reports will be submitted directly to Parliament and will be publicly available;
- Inspections and reporting will be fair, rigorous and impartial;
- Inspectors will judge and report without fear or favour;
- Reporting and advice will be authoritatively based on robust evidence;
- Inspection will be designed to contribute strongly to school improvement;

## 2. The Role of the National Inspection Agency...

- Inspection will place provider self evaluation at its centre to promote stakeholder involvement;
- Inspection will be carried out in strict accordance with NIA Frameworks, Schedules and Handbooks for inspection;
- Inspection will be carried out by inspectors who have passed all specified training and assessment and have been granted Licensed Inspector status;
- Licensed Inspectors will be either employed by the NIA as Staff Inspectors or contracted independent Licensed Inspectors;
- Inspectors will act with courtesy and sensitivity, will respect diversity and will comply with the Code of Professional Conduct for Inspectors
- Inspectors will have no connection with the inspected school or provider, as defined by the Chief Inspector in the Code of Professional Conduct for Inspectors;
- National 'baseline' inspections of all schools, REAs and teachers' colleges will take place at the earliest possible opportunity;
- Providers found to have serious weaknesses will be monitored regularly to ensure that recommended improvements are made;
- Following the initial 'baseline' inspections of all providers, the frequency of subsequent inspections will predicated upon the principle of inspection in inverse proportion to demonstrated success, within the limitations of the declared inspection cycle, determined by the Chief Inspector
- Inspection will involve a wide range of stakeholders;
- Inspection will be a process done *with* providers, not done *to* providers;
- The demands placed on the provider during inspection will be kept to a reasonable minimum;
- Inspection will be carried out openly with those being inspected with appropriate ongoing feedback to providers during the inspection.
- Inspectors will make judgements based upon evidence that is sufficient, reliable and valid.
- All inspection findings will be published openly, in accordance with the Access to Information Act, 2002, in order that schools, Parliament, parents and the general public have full access to information on standards and quality of education;
- All inspection reports and other evaluation and survey findings will be published at the earliest possible opportunity and in full on the NIA website with full public access.
- Inspection reports will be written using plain, clear language that is readily accessible to the reader.
- The NIA will involve inspection contractor organisations to manage and quality assure inspections to specified quality standards where possible.

### **3. FUNCTIONS OF THE NATIONAL INSPECTION AGENCY**

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#### **3.1 OVERALL FUNCTIONS OF THE AGENCY**

The key functions of the National Inspection Agency are:

- To provide an impartial, fair and rigorous evaluation of the effectiveness of the education provided, through the lens of student achievement;
- To inspect, evaluate, monitor and report on the standards and quality of education in all schools at the primary and secondary levels and institutions and other school-based education providers and services.
- To inspect, evaluate, monitor and report on the quality and effectiveness of REAs in supporting school improvement and student performance.
- To inspect, evaluate, monitor and report on the quality and effectiveness of institutions and organisations providing pre-service and in-service training in teachers' colleges.
- To evaluate the impact of Ministry of Education policies for education and report findings and recommendations.
- To provide the Minister of Education with authoritative, evidence based advice about the performance and effectiveness of schools, REAs, other providers, services and national initiatives to inform strategic and policy development.
- To report the outcomes of all inspection and evaluations independently and openly to Parliament, to the Minister and the Ministry of Education, to the REAs, to schools and other providers and to make inspection reports available to parents and the general public. (Access to Information Act, 2002)

#### **3.2 AGENCY PERFORMANCE INDICATORS**

The effectiveness of the NIA must be judged in overall terms by the extent to which it contributes to driving up the quality of education and standards in the Jamaican education system and improves the outcomes for all learners. Whilst the NIA is not itself directly accountable for quality and standards in the system, it shares the responsibility, together with the schools, other providers, REAs and the Ministry of Education for improving the provision for all learners and their achievements. The NIA can achieve its improvement role by ensuring that:

- All schools, REAs and other providers are inspected with high quality within the specified cycle of inspection.
- All schools and other providers with serious weaknesses are monitored regularly for improvement.
- Inspection, evaluation and survey findings are used to improve the quality of education and outcomes for learners.

### *3. Functions of the National Inspection Agency...*

- High levels of satisfaction in the quality of inspection are expressed by principals and senior leaders in other provider organisations;
- A very low level of complaints are upheld against NIA inspection outcomes and conduct at all stages of the complaints procedure.
- The NIA is regarded with high levels of confidence by the education community, the public and Parliament as an organisation of integrity, independence and objectivity.
- Successful outsourcing of inspection functions delivers high quality service and good value for money.
- All inspection, evaluation and survey reports are published openly within set time limits.
- The Auditor General concludes that the NIA is efficient and effective in its use of public resources and provides good value for money.

### **3.3 RELATIONSHIPS OF THE NATIONAL INSPECTION AGENCY WITH EXTERNAL BODIES AND OTHER AGENCIES**

#### **3.3.1 Parliament**

The NIA will be a statutory body, at arm's length from the Ministry of Education. It is recommended that Parliament considers designating a Standing or Select Committee on Education that will be able to call the Chairman and the Chief Inspector of the NIA to appear before it.

The Chief Inspector will report annually to Parliament or at a frequency determined by the said Parliamentary Committee, on the quality of education and standards achieved in the Jamaican education system and separately on the performance, outcomes and outputs of the work of the Agency.

#### **3.3.2 The Responsible Minister**

Since the Mission of the NIA will be to assess the performance of the Ministry of Education, the Government of Jamaica will wish to decide whom should be the Responsible Minister, who will appoint the Chairman. The main options are:

- The Minister for Education: but the independence of the Chairman could come into question;
- The Auditor General: under Section 25(1) of the Financial Administration and Audit Act the Auditor General has the powers to review the performance of any body in receipt of public funds;
- The Prime Minister.

### *3. Functions of the National Inspection Agency...*

#### **3.3.3 The Minister for Education**

Although the Responsible Minister may not be the Minister for Education, only the MoE has the competence to collaborate effectively with the NIA. In view of this, the NIA will become a performance based institution through:

- The Chairman agreeing a Framework Document with the Minister for Education, the Permanent Secretary at MoE, and the Responsible Minister;
- The appointment to a contract post of a CEO, responsible to the Chairman, with a Performance Agreement.

The Chief Inspector will provide the Minister of Education with information and evidence based advice about the performance and effectiveness of schools, REAs and other educational institutions, providers, services and national initiatives to inform policy development. The Minister of Education can request information from the Chief Inspector about the performance and effectiveness of the educational providers, services and national initiatives. The Ministry can also request the Agency to undertake research to inform policy development. The Chief Inspector will report the findings of inspections, evaluations and reviews independently and publicly, in compliance with the Access to Information Act, 2002.

#### **3.3.4 The Permanent Secretary (Education)**

The MoE Permanent Secretary will be the Accounting Officer for the NIA. The Chief Inspector will provide the Permanent Secretary with all the information necessary for monitoring the operations of the Agency, its strategic development and financial planning.

#### **3.3.5 The Ministry of Finance and Planning**

As part of the annual public expenditure budgeting cycle, the CEO will draw up and agree an Agency 3-year Strategic Plan and a 1-year Operating plan that will be agreed with the PS MoE for timely presentation to the Ministry of Finance and Planning (MoFP), and attend meetings with the PS and MoFP officials to discuss them.

#### **3.3.6 The Curriculum & Assessment Agency**

For the conduct of school inspections, the NIA will require student attainment and school performance data from the Curriculum and Assessment Agency. Data will include that obtained from national standardised tests and assessments, differentiated by subject and grade. This data will be required in an aggregated format that enables the school and the NIA to ascertain:

- The performance of the school against national average school performance
- The performance of the school against schools of a similar type
- The trend of school performance over time compared to national trends

### *3. Functions of the National Inspection Agency...*

Over time, there is an expectation that the CAA will provide data that enables schools and NIA to:

- Compare the attainment of schools of similar type, size and social circumstance, including trend information
- Track the performance of cohorts of students as they progress through schools
- Track the performance of individual students and provide value added data on both a cohort individual student basis.

The NIA will work with the CAA to develop a Memorandum of Understanding that defines the data required, the format in which it is supplied and the timescale for receipt of the data.

As a principle, the data provided by CAA should not reveal the attainment or performance of individual named students.

To enable efficient transfer of data the NIA and CAA will have compatible Education and Management Information Systems.

In addition, the CAA will require analysed data and information from the NIA, obtained from inspecting schools, REAs and teachers' colleges and from thematic inspections, evaluations and surveys. In the case of school inspection, such information might include judgements on the attainment and achievement of students, the quality of teaching and students' response, compliance with delivery of curriculum requirements, the quality and use of assessment to improve standards.

In the case of REA inspection, information provided for the CAA might include the quality of curriculum support for schools and its effectiveness in raising standards. Outcomes of interest to CAA regarding the inspection of teachers' colleges will include the extent to which trainee teachers are equipped by the colleges to teach the curriculum and raise standards. Whilst, in this regard, neither Agency is accountable to the other, both agencies will be highly dependent on the flow of data, one to the other and to this end, the establishment of a Standing Working Group of representatives from each Agency will ensure synergy between their respective requirements and systems.

#### **3.3.7 Teachers Service Commission; the Jamaica Teaching Council**

The Jamaica Teaching Council (JTC) will become the executive arm of the Teachers Service Commission, which will provide strategic guidance at a national level. A key role of the Jamaica Teaching Council (JTC) is to set standards in initial teacher education; the evaluation of such standards will form an element of the remit of the NIA in its inspection of teachers' colleges. Furthermore, the NIA will provide data to the JTC about the quality of teaching in schools, including that of newly qualified teachers.

### 3. Functions of the National Inspection Agency...

#### 3.3.8 Schools

The NIA will work with schools to provide an independent evaluation of the effectiveness of the education provided, through the lens of student achievement. Furthermore, it will provide evidence based findings to support school development and improvement as measured by student outcomes. Central to the strategy of supporting improvement is the development in all schools of systematic, regular and rigorous self evaluation, based upon the robust analysis of evidence. Where schools fully embrace self and external evaluation and use the outcomes in a constructive way, a continuous learning culture is established leading to dynamic development and improvement. The NIA will, in collaboration with REAs, develop the methodology, instruments and guidance for annual school self evaluation. REAs will be responsible for the implementation of self evaluation and will require schools to submit their completed forms by an agreed date annually for onward distribution to the NIA. The NIA will use the annual self evaluation form as evidence in the pre-inspection analysis of the school's effectiveness.

Whilst the NIA will have the statutory right to inspect state schools and report publicly on standards and the quality of education, in carrying out this function, it will promote the fundamental principle of doing inspection **with** schools, rather than doing it **to** them. To this end, the inspection process will take a participative approach that:

- Engages the senior leaders in frank discussion about their own self evaluation and student performance data in order to identify specific foci for inspection;
- Discusses emerging issues openly during inspection so there are no surprises at the end of the inspection;
- Promotes a clear understanding of findings and the evidence base for such findings.

In working with schools, the NIA will:

- Inform schools of their forthcoming inspection – keeping notice periods to the minimum; (Experience of long notice periods in England have shown a negative impact in the quality of education provided as managers and teachers prepare for inspection rather than concentrate on their core task of raising standards.)
- Inform the relevant REA that the inspection will be taking place.
- Aim to keep the burden on schools as low as possible by requiring a specified minimum of information and documentation for pre-inspection analysis;
- Act in the best interests of the students and staff at all times and do all they can to minimise stress.
- Seek the views of parents and other stakeholders.
- Provide feedback to senior leaders and members of the school board, including clear recommendations for improvement.



### 3. Functions of the National Inspection Agency...

- Clearly indicate whether the school will be inspected again as part of the normal cycle of inspection or be placed on a more frequent monitoring programme due to serious weaknesses in the school.
- Provide information about how a school can raise concern about the outcomes of the inspection or the way it was conducted.

Schools will receive full and summary inspection reports from the NIA within 6 weeks of the inspection and will be required to provide all parents and carers with a copy of the summary report. Schools will also be required to allow parents see the full report in school if requested. All school inspection reports will be published in full and summary form on the NIA website with open access to the public.

#### 3.3.9 The Regional Education Agencies

In relation to the inspection of schools, the NIA will work with REA school improvement advisors and other senior staff to ensure that they have a secure working understanding of the school inspection process, the criteria and standards by which schools will be judged and the role they can take in assisting schools with annual self evaluation and improvement planning.

School self evaluation methodology, instruments and guidance will be developed jointly between the NIA and REAs. Responsibility for implementing annual self evaluation with schools will rest with the REAs who will support them in the process of evidence based evaluation and encourage the use of evaluation as an integral part of the school improvement process. REAs will require all schools to submit completed self evaluations by a specified date and will develop a Memorandum of Understanding with the NIA for the electronic transfer of evaluations to the NIA.

The NIA will inform REAs of all of the dates of all planned inspections and improvement monitoring visits to schools and other education providers, and the purpose and type of inspection that will take place. The NIA will inform the REA of when oral feedback to the provider will take place and will encourage the REA have a representative present, particularly in the case of feedback to providers with serious weaknesses.

The NIA will provide full and summary written reports to the REA and provider within 6 weeks of the inspection and will lodge a copy at the nearest local library.

Inspection reports will provide clear guidance to schools about what needs to be improved in the quality of education it provides and subsequent inspections or monitoring visits will judge progress in implementing improvements and their impact on student standards.

The NIA will also inspect REAs to evaluate their effectiveness in supporting schools and other providers in improving standards and the quality of education. As with schools, the inspection of REAs will use rigorous self evaluation, stakeholder consultation and a participative approach with senior leaders throughout.

## **4. THE MANAGEMENT OF THE AGENCY**

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### **4.1 GOVERNANCE OF THE NATIONAL INSPECTION AGENCY**

The National Inspection Agency will be a statutory body, subject to the laws of Jamaica governing such bodies. It will be established either under a National Inspection Agency Act, or under new education legislation.

The Board will have 8 members, including the Chairman and the Chief Inspector (CI). The Chairman will be appointed by the Responsible Minister: the Minister for Education, or the Auditor-General, or the Prime Minister. The Chairman will appoint the Board members, who will appoint the CI. The term of office of the members of the Board will be for 3 years and renewable thereafter. All meetings of the Board will occur quarterly and will be recorded.

The Board will have responsibility for

- Setting the strategic priorities, targets and objectives for the NIA;
- Corporate governance to secure the efficient and effective performance of NIA's functions.

The Board will have regard to:

- The need to promote open access to information by parents and the public in general under the provisions of the Access to Information Act, 2002;
- The need to involve professionals, students, parents and communities in the evaluation and improvement of outcomes for all learner;
- The need to safeguard and promote the rights and welfare of children;
- The need to ensure that NIA inspection is proportionate;
- Best practice amongst persons performing functions comparable to those of the Chief Inspector.

The Statutory Board will also have powers to establish sub-committees and/or Working Groups and to delegate specific tasks to a sub-committee or Working Group.

### **4.2 THE CHIEF INSPECTOR (CI)**

The Chief Inspector will be appointed by the Board on terms and conditions set out in the relevant legislation relating both to the activities of the Agency and employment in the public sector. The CI will:

- Agree a Performance Agreement with the Chairman of the Board that will support the achievement of the targets in the Framework Document agreed between the Chairman, the Responsible Minister and the PS MoE;

#### *4. The Management of the Agency...*

- Prepare a draft 3-year Corporate Plan that reflects the targets in the Framework Document, submit it to the Board and have regard to the views of the Board in preparing and publishing a final version;
- Prepare a 1-year Operating Plan that reflects the targets in the Corporate Plan, submit it to the Board and have regard to the views of the Board in preparing and publishing a final version;
- Draft the NIA Corporate Annual Report and support the Chairman over its presentation to Parliament through an education standing or select committee;
- Prepare the Chief Inspector's Annual Report on Standards and the Quality of Education to the Board, and have regard to the views of the Board in preparing and presenting a final version to Parliament through an education standing or select committee;
- Be responsible for the operational management of the NIA, including its:
  - staff;
  - financial resources;
  - operational procedures.
- Submit quarterly reports to the Board on progress towards completing the work programme set out in the Corporate Plan. The Chief Executive will have regard to the views of the Board in implementing the programmes.

### **4.3 HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT**

#### **4.3.1 Organisational structure and staff**

Under either a new Inspection Agency Act, or new education legislation, the Chief Inspector will be responsible to the Board for all aspects of human resource management and development, including:

- The structure and posts of the Agency;
- The salaries, terms and conditions of staff;
- The employment of staff;
- The dismissal of staff.

#### **4.3.2 Contracting and Sub-Contracting**

This Framework Document, the Agency's organisational structure, its proposed staffing complement, the Medium Term Finance Plan and other supporting documentation is predicated upon the partial outsourcing of school inspection services to private sector and other organisations. A cadre of NIA employed Staff Inspectors will lead a proportion of school inspections in the early years of Agency establishment and will take the lead for all other inspection, evaluation and survey work. These will be supplemented by suitably trained and assessed Licensed Inspectors, some of whom will be further accredited to lead the inspection of schools.

#### 4. The Management of the Agency...

Outsourcing will deliver:

- High quality of expertise and inspection practice by utilising, for example, suitably experienced and qualified senior education professionals including serving and former lecturers in teacher education, principals and former education officers.
- Flexibility of workforce required to deliver inspection cycles of differing lengths and to deliver a differentiated inspection system;
- Value for money, significantly reducing the requirement to employ full time staff, with consequent reductions in employer costs and liabilities.
- Lead and Team Licensed Inspectors for school inspection, managing and administration of the inspection and initial quality assurance of inspection reports;
- Team inspectors for REA and teachers' college inspections;
- Additional capacity for thematic and subject inspections, surveys and other evaluations.

The involvement of the private sector and other organisations in the provision of education services is elaborated upon in the Public Sector Scoping Report that is submitted with this Framework Document as part of the Ministry of Education Modernisation Plan

#### **4.4 FINANCIAL ACCOUNTABILITY**

Under new legislation, and with the agreement of the Ministry of Finance and Planning:

- the Permanent Secretary will:
  - Be the Accounting Officer for the NIA;
  - Delegate responsibility for financial management operations to the Chairman of the Board, who will be an Accountable Officer as defined by the Financial Administration and Audit Act;
- The Chairman will delegate responsibilities for financial management to the CI, who will also be an Accountable Officer.

Accordingly, both the Chairman and the CI will be responsible for the propriety and regularity of the public finances which they are allocated and for the keeping of proper records as prescribed in the Financial Administration and Audit Act and subsidiary legislation and regulations and as amended by the enabling legislation for the NIA. The CI will also be responsible for the financial performance of the NIA in keeping with the need to fulfil performance criteria.

#### **4.5 MONITORING, EVALUATION AND QUALITY ASSURANCE**

The Chief Inspector will work with Divisional Heads to establish Divisional Development and Work Plans that are aligned to the objectives of the five year NIA Strategic Plan and the annual Corporate Plan. Operational objectives, targets and performance indicators will be established and reported on monthly by Divisional Heads at the Executive Management Team meetings. The Chief Inspector will report quarterly to the Statutory Board and, with the Chairman, annually to Parliament on achievement against the Corporate Plan.

The Divisional Development and Work Plans will be used to guide the work of teams within the Division. There will be:

- An appraisal system for all staff so that each staff member has annual targets set, regular monitoring by management of progress towards those targets and an appropriate system for incentives and penalties to encourage progress.
- A training programme for all staff, as identified by their appraisal interviews.

#### **4.6 DELEGATED ADMINISTRATIVE RESPONSIBILITIES**

The new legislation will provide for the Chairman and the Chief Inspector to be able to delegate functions to one of the Heads of Division, probably the Head of the Inspections Division.

The Chief Inspector will delegate the day to day management, operations and administration of the work of the Divisions to the Divisional Heads.

The Heads of Divisions will hold the Team Leaders or managers accountable for the performance, quality and outputs of those teams. The Team leaders will be responsible for undertaking the evaluation of the performance of the staff within their teams.

Under the legislation, and with the agreement of the Ministry of Finance and Planning:

- The Contracting Team in the Corporate Services Division will have delegated responsibility for issuing contracts to inspection contractor organisations, having regard to the due process for the consideration of tenders and approval from the QA Division and the Accreditation Team that the team leaders and team members are fit for purpose;
- The Finance and Accounts team will have delegated responsibility to authorise expenditure up to a pre-set amount determined annually;
- The Finance and Accounts Team will have delegated responsibility to authorise payment to contractors on invoice under advice from the Inspections and QA Divisions that the inspection has been carried out and completed satisfactorily and from the compliance team that the contractor has fulfilled the terms and conditions of the contract.

#### *4. The Management of the Agency...*

In setting annual plans, the Heads of Divisions will consider the budgetary and resource needs of the teams within their respective Divisions to identify expenditure requirements. The Chief Inspector, Heads of the Divisions and the Senior Finance Officer will work as a team to determine the annual operating plan and associated budget requirements and the Agency-wide priorities and allocate financial resources accordingly. The Finance and Accounts Team will have delegated powers to authorise expenditure within the context of the agreed annual plan and the available budget.

The payroll for the employees of the Agency will be outsourced.

The Human Resources team will have delegated responsibility for the day to day management, operation and administration of the appointment, dismissal and discipline of staff.

## **5. PLANNING, BUDGETING AND REPORTING**

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### **5.1 CORPORATE PLAN & BUSINESS PLAN**

The CI will:

- Prepare a draft 3-year Corporate Plan that reflects the targets in the Framework Document, submit it to the Board and have regard to the views of the Board in preparing and publishing a final version. In the event of a difference of opinion between the Statutory Board and the Ministry, the CI will act in accordance with the views of the Statutory Board. The Corporate Plan will cover a period of three years and will be rolled forward on an annual basis to coincide with the start of the planning cycle leading up to the preparation of the annual operational/business plans and budget for the NIA. It will reflect the NIA's strategic objectives and performance targets as set out in the Framework Document, together with its broad plans for achieving those objectives and targets, including its operational and information technology, financial and human resources plans. The corporate plan, when approved, will be made publicly available.
- Draft the NIA Corporate Annual Report and support the Chairman over its presentation to Parliament through an education standing or select committee;
- Prepare the Chief Inspector's Annual Report on Standards and the Quality of Education to the Board, and have regard to the views of the Board in preparing and presenting a final version to Parliament through an education standing or select committee;

### **5.2 OPERATIONAL PLANS**

Each year, in consultation with the Permanent Secretary, the NIA Board will set key performance targets for the CI and the NIA for the coming year. These targets will inform the annual operational plan and budget.

The CI will prepare a 1-year Operating Plan that reflects the targets in the Corporate Plan, submit it to the Board and have regard to the views of the Board in preparing and publishing a final version.

### **5.3 ANNUAL BUDGETING**

The preparation of the annual operational/business plan and budget will meet the schedule and reporting requirements of the government's annual budget cycle. The CEO will attend meetings with the PS and MoFP officials to discuss them.

### **5.4 KEY OUTPUTS OF THE NATIONAL INSPECTION AGENCY**

- Annual Reports of the Chief Inspector on Standards and the Quality of Education in Jamaica.
- Advice to the Minister of Education on education policy.

## *5. Planning, Budgeting and Reporting...*

- National Inspection Frameworks for the inspection of secondary, primary and special schools, REAs and other education providers and services.
- Independent, fair and developmental inspection reports;
- Authoritative guidance to providers and services on developing and sustaining best practice.
- Trained, skilled, efficient and productive staff.
- Efficient management and information systems.
- Effective performance and financial monitoring systems.
- Judgements consistent with the Agency's vision, mission and operating principles.
- The Agency's strategic plan and the annual operational plan.
- Monthly, quarterly and annual performance and financial reports.
- Annual internal audit report

### **5.5 REPORTING ON THE CORPORATE PLAN & THE ANNUAL BUSINESS PLAN**

The NIA will produce, at least on a quarterly basis, reports on progress against targets set in respect of its key performance indicators; these reports will form the core agenda for management team and Statutory Board meetings. The reports at the half year and financial year end will be more complete and will complement the financial reports that are produced at the same time.

The annual report will outline gains in economy, effectiveness and efficiency (value for money) and proposals to improve value for money in the delivery of services for the coming period (year). This report will in large part inform the annual review and revision of the three year corporate plan.

### **5.6 QUARTERLY PERFORMANCE & CASH REPORTS**

The Chief Inspector will produce a quarterly report on performance, no later than one month after the end of the quarter. The report will also project future performance. The format and content of the quarterly report will be as specified in the regulations accompanying the enabling legislation for the statutory body.

No later than fifteen (15) days before the start of a quarter the Chief Inspector will produce a report which summarises the NIA's cash position and projects its cash requirements for the next quarter. The format and content of the quarterly report will be as specified in the regulations accompanying the enabling legislation for the statutory body.



## **5.7 INTERNAL AND EXTERNAL AUDIT**

The Chief Inspector will be responsible for establishing effective and efficient internal audit services, either through in-house resources or a service level arrangement with the Ministry or another agency approved by the Statutory Board. The Chief Inspector will establish an audit committee in accordance with the requirements of the Financial Administration and Audit Act.

A finance and audit sub-committee will be appointed to assist and advise the Chief inspector on finance and audit matters. It acts in an advisory capacity only and has no executive powers. Its function is to:

- Provide a forum to discuss both internal and external audit matters;
- Promote confidence in the NIA's systems of financial management and control by continuing to provide an independent element in the consideration of audit matters;
- Assist the Internal Auditor of the NIA in defining the scope of coverage and assessing priorities;
- Ensure the co-ordination of the internal audit programme and reviews undertaken by internal audit or other consultancy and inspection services;
- Ensure that all internal audit activities are carried out in accordance with the objectives and standards laid down in the Finance, Administration and Audit Act and the enabling legislation for the statutory body, as appropriate.

The annual accounts are subject to audit by the Auditor General who is required to give an audit opinion on the NIA as part of the certificate and report s/he makes to Parliament.

The Auditor General may also review the procedures for estimating key performance indicators and carry out value for money studies of the use of resources by the NIA.

Subject to the prior approval of the Auditor General, the services of a qualified and reputable audit firm may be employed to carry out the NIA's external audit. In this case the Auditor General would be responsible for the work of the auditors and would receive their audit report.

## **5.8 KEY REPORTING TO EXTERNAL BODIES**

- Parliament will receive the Annual Reports of the Chairman and Chief Inspector on Standards and the Quality of Education in Jamaica. The report will be published and made available to the public in hard and soft copy;
- Parliament will receive the Annual Corporate Report of the NIA, reporting NIA performance against the five year Strategic Plan and the annual Corporate Plan. The report will be published and made available to the public in hard and soft copy;
- Schools, REAs and other providers of education and related services will receive reports on their effectiveness in raising standards, the quality of service they provide and what needs to be improved. All reports will be published on the NIA website as well as in hard copy.

## **6. OPERATIONAL MANAGEMENT**

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### **6.1 STRUCTURE OF THE NATIONAL INSPECTION AGENCY**

The operations of the Agency will be led by the Chief Inspector (CI) and has four divisions:

- Inspection Division;
- Quality Assurance Division;
- Data and Research Division;
- Corporate Services Division.

The divisions will be led by a Head of Division, who, together with the Chief Inspector will form the Executive Management Team of the NIA.

The Executive Management Team will be responsible for:

- The day to day operations and management of the Agency.
- The development of the Agency's strategic plan and the annual work programme.
- The finances and the preparation of annual budgets.
- The condition of the premises, resources, equipment and IT and communications systems.
- The efficiency of the systems.
- Health and safety and data protection.
- The implementation and outcomes of the Agency's performance management and appraisal systems.
- Compliance with relevant, existing legislation.
- The quality and performance of the contractors.
- Staff disciplinary procedures.
- The preparation of the Chief Inspector's Annual Report on Standards and the Quality of Education In Jamaica to Parliament.
- Staff training and their continued professional development.

### **6.1.1 Key tasks of the NIA Management Team**

- Implement strategic development and financial planning (3 years) supported by annual operational plans and targets;
- Meet all volume and quality targets for the inspection of schools, REAs and other providers;
- Establish and maintain in the education system, the general public and Parliament high levels of confidence in the integrity of NIA inspection findings and advice;
- Ensure efficiency & effectiveness of all NIA functions;
- Provide evidence based policy advice to Minister of Education / Parliament;

The Internal Audit team will sit outside the divisional structure of the Agency, reporting to the Statutory Board

### **6.1.2 Key Tasks of the Internal Audit Team**

- Develop audit plans and programmes to cover the areas of the agency included in the Internal Audit Mandate;
- Develop audit procedures and implement audit tools;
- Conduct audits as set out in the audit plans and programmes;
- Conduct special investigations;
- Prepare draft audit reports for discussion with the Heads of Division;
- Submit audit reports to the Audit Committee and Statutory Board;

## **6.2 DESCRIPTION OF THE DIVISIONS**

### **6.2.1 Inspection Division**

#### *a. THE KEY TASKS OF THE INSPECTION DIVISION*

- Schedule and inspect all schools, REAs, teachers' colleges and other education providers and services within the cycle specified by the Chief Inspector.
- Monitor the improvement of providers and services deemed to have serious weaknesses.
- Develop appropriate Frameworks, Schedules, standards, methodologies and instruments for the inspection of a wide range of education providers and services.
- Develop methodologies, instruments and standards for conducting thematic and subject inspections and the evaluation of Ministry of Education policies.

## 6. Operational Management...

- Report findings fairly and openly to schools, REAs, other providers, Parliament and the public.
- Ensure the supply of suitably trained and qualified inspectors.
- Involve a wide range of stakeholders in the inspection process.
- Develop, in partnership with REAs, a culture of self evaluation and self development to achieve improved quality and outcomes.

### *b. KEY TASKS OF THE INSPECTION PLANNING, SCHEDULING AND TRACKING TEAM*

- Develop and maintain systems and timelines for planning, scheduling and tracking all inspections, evaluations and surveys.
- Inform contractors of the schools to be inspected and the time window within which the schools should be inspected.
- Monitor the composition of contractor teams for connection and expertise.
- Inform the Quality Assurance Division of the dates and times of all inspections to enable monitoring of the inspection.
- Liaise with the Data and Research Team to ensure all school performance data is available for pre-inspection scrutiny.
- Check compliance of final draft reports and completed data set from the contractors; seek rectification if necessary.
- Dispatch the report and data set to Quality Assurance Division for final quality monitoring.
- Where a school inspection is to be led by a member of the Staff Inspector team, to liaise with contractor to link the lead Staff Inspector with the contractor provided licensed team inspectors.

### *c. KEY TASKS OF THE NATIONAL STAFF INSPECTOR TEAM*

NIA Staff Inspectors will not only work within the Inspection Division to inspect and monitor providers, but in the case of school inspections, will have a major role within Quality Assurance Division in monitoring the quality of contractor led inspections and individual inspectors.

- Develop inspection Frameworks, Schedules and standards for schools, REAs and other education services and providers (e.g. teachers' colleges)
- Develop Inspection Handbooks to be use by inspectors, schools, REAs and other providers, to include the procedures of the inspection process before during and after the inspection.

## 6. Operational Management...

- Develop standardised inspection instruments, including evidence and judgement recording forms.
- Lead a proportion of school inspections and lead the inspection of all REAs, teachers' colleges and other providers;
- Lead thematic and subject inspections and the evaluation of Ministry policies.
- Provide leadership and guidance for contractor provided Licensed Inspectors.
- Conduct follow-up improvement monitoring visits where the provider is judged to have serious weaknesses.
- Review and collate outcomes of inspections to identify themes that are common in respect of weaknesses to consider for subsequent thematic survey, evaluation or specific inspections.
- Liaise with the Senior Staff Inspector responsible for training and continuous professional development to identify common training and development needs of Staff Inspectors and contractors' Licensed Lead and Team inspectors.
- Liaise with the CAA and the Data and Research Division of NIA in the development and provision of relevant, reliable and analysed student performance data to inform inspection judgements.
- Liaise with the CAA in the development of qualitative standards of teaching and learning and with the Agency (CAA) or MOE to develop qualitative standards of school leadership.
- Develop strategies for eliciting the views of key stakeholders regarding the quality of provision and standards achieved by the provider;
- Develop differentiated approaches to types and styles of inspection for use after the benchmarking inspections
- Develop, with REAs, instruments for schools and other providers to self evaluate standards and quality in their own provision – the Self Evaluation Forms.
- Devise a Provider Complaints Procedure to use where a provider feels that the judgements made about the organisation are flawed or where the providers believe that inspectors have not observed the Inspector Code of Professional Conduct.
- Provide a Senior Staff Inspector as independent review officer to conduct Stage 1 of the Provider Complaints Procedures;

## 6. Operational Management...

### *d. KEY TASKS OF THE INSPECTOR TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT TEAM*

- Develop, with the Human Resources Management team, a clear set of criteria for the selection of employed NIA Staff Inspectors and the selection of independent Licensed Inspectors.
- Develop a rigorous pre-training assessment tool for potential inspectors, so that only the best candidates are invited to train and be assessed as Licensed Inspectors.
- Develop initial inspector training programmes and continuous assessment activities that simulate real inspection activities;
- Train a cadre of trainers to deliver initial inspector training and assess candidates against agreed quality performance criteria.
- Deliver initial inspector training to potential independent Licensed Inspectors and assess their suitability to be granted Licensed Inspector status.
- Develop and deliver mandatory training programmes for contracted and employed inspectors, as the requirements of inspection change over time.
- To develop training programmes for further professional development and updating of accredited inspectors.
- Develop and deliver self evaluation training for senior leaders and managers of schools, REAs and teachers' colleges;

### **6.2.2 Quality Assurance Division**

#### *a. KEY TASKS OF THE QUALITY ASSURANCE DIVISION*

- Assure high quality in all inspection, evaluation and survey activity.
- Monitor contractor led inspections to ensure high quality.
- Monitor and assure the quality of all inspection, survey and evaluation reports prior to publication by NIA.
- Assure the quality of contractors' administrative, organisational and management functions, ensuring compliance with all contract requirements.
- Maintain a register of suitably trained, accredited, Licensed Inspectors
- Monitoring the quality of all inspectors and deregister those who fail to meet quality and conduct requirements.
- Assure the quality of all training provided by NIA.

## 6. Operational Management...

- Monitoring, in collaboration with NIA Corporate Services Division, the quality of inspection contractor organisations and their compliance with NIA requirements;
- Provide a professional help desk support service for lead inspectors.

### *b. KEY TASKS OF THE INSPECTION QUALITY MONITORING TEAM*

- In the case of school inspections, conduct quality monitoring of all aspects of inspections led by contractor provided Licensed Inspectors.
- Provide Licensed Inspectors and contractors with evaluations of their observed work, providing developmental recommendations for improvement in practice.
- Providing contractors with evaluation reports on the quality of their arrangements for the management and administration of inspections and the overall security of the inspection findings.
- Conduct electronic and other surveys of provider views regarding the quality of inspection, the conduct and expertise of inspectors and the usefulness of the inspection process in improving the quality of provision and the standards of student achievement.
- Quality assure all inspection reports prior to publication by the Chief Inspector, with particular reference to the accuracy, consistency, security and validity of judgements in relation to the evidence base, the technical quality of report writing.
- Provide rigorous quality assurance for all training provided by NIA training.
- Provide, at the request of the Chief Inspector, a Senior Staff Inspector as Appeals Officer to conduct Stage 2 of the Provider Complaints Procedure, supported by the Complaints Coordinator.
- Conduct Contractor Compliance and Quality Audits, including visits to contractors' premises, in partnership with the Contracting and Procurement Team of the NIA Corporate Services Division.

### *c. KEY TASKS OF THE INSPECTOR REGISTRATION AND QUALITY MONITORING TEAM*

- Keep fully up-to-date a register all independent team and lead inspectors, as notified by the Inspection Training Team of the NIA Inspection Division.
- Issue registered inspectors with NIA individual, photographic identification badge which remains the property of NIA.
- Record all monitoring information on independent inspectors and review the continuing registration of inspectors at least annually.
- Deregister independent Licensed Inspectors where the quality of work is found to be below an acceptable standard and where improvement is not sufficient within a reasonable period.

## 6. Operational Management...

- Deregisters independent inspectors where there is significant evidence of failure to comply with the Code of Professional Practice for Inspectors.

### d. *KEY TASKS OF THE INSPECTOR SUPPORT TEAM (HELPDESK)*

- Provide independent professional inspection support and guidance for Staff and licensed lead inspectors conducting inspections, via a telephone 'helpdesk' (Office Hours)
- Provide independent professional inspection support and guidance for inspectors via email.
- Provide web based guidance to professional questions and queries frequently asked by lead inspectors.
- Provide web based 'best practice' guidance for inspectors to supplement published Inspector Handbooks

### 6.2.3 Data & Research Division

#### a. *KEY TASKS OF THE DATA AND RESEARCH DIVISION*

- Provide relevant, analysed data for the inspection of education providers and services.
- Record and analyse data from inspections, surveys and evaluations.
- Commission research and thematic / subject evaluations and inspections.
- Provide the Chief Inspector with data and analyses of data to report to Parliament and advise the Minister of Education about standards and policy development.

#### b. *KEY TASKS OF THE DATA AND INFORMATION MANAGEMENT TEAM*

A prior task, to be undertaken at the outset of implementation is to analyse who will need what data, for what purpose and from where that data is to be obtained and devise systems accordingly that will enable electronic transfer and storage of the relevant data. Inter alia:

- Define, with Inspection and Quality Assurance Division of NIA and CAA, the critical aggregated student performance and contextual data required for the inspection of schools and REAs so that inspectors can assess attainment, achievement and progress.
- Define, with Inspection and Quality Assurance Divisions of NIA and MOE, the critical performance and other data required for the inspection of teachers' colleges.
- Define the format in which the data will be supplied by CAA and others.
- Procure electronically the agreed data from CAA and other sources well in advance of inspection dates, as provided by the Inspection Planning, Scheduling and Tracking Team of Inspection Division.



## 6. Operational Management...

- Secure electronically, the annual Self Evaluation Form for all schools, REAs and other providers and make available for scheduled inspections
- Liaise with the Inspections Division on the development a timeline of the entire process leading up to the inspection of a provider or service, the inspection itself and post-inspection and at what points in that process what data is provided by whom and for whom.
- Process the data set and evidence base of each inspection.
- Process the outcomes of the inspection including the strengths and weaknesses of schools, school leadership, subjects, themes (e.g. literacy, behaviour) and other appropriate data sets.

### c. *KEY TASKS OF THE DATA ANALYSIS AND RESEARCH TEAM*

- Analyse the outcomes of inspections, including a range of sub-sets (Region, type of school, location etc – against key questions.
- Undertake research commissioned by other Divisions and/or external bodies, including MOE and CAA using the information about the outcomes of the inspections.
- Provide the NIA Inspection and Quality Assurance Divisions with analyses of the outcomes and evidence of inspections.
- Provide data and analyses of data as required by the Chief Inspector or Heads of Division to enable the Chief Inspector to report annually to Parliament on standards and quality, report periodically to the Parliamentary Select Committee and advise the Minister of Education about standards and policy development.

## Corporate Services Division

### d. *KEY TASKS OF THE CORPORATE SERVICES DIVISION*

- Develop and monitor the NIA's overall performance against its strategic objectives, corporate plan, budget plan and development plan;
- Provide financial and accounting services to enable the smooth running of the Agency;
- Internally audit Agency financial and other functions as required;
- Ensure that there are sufficient, qualified, trained and performance managed staff to meet the needs of the Agency;
- Enable the Agency, through the supply of to use information and communications technology to conduct its business with high levels of reliability, efficiency and effectiveness;
- Provide a high quality interface between the Agency and the media and public;

## 6. Operational Management...

- Provide a high quality working environment for all employees;
- e. *KEY TASKS OF THE CORPORATE PLANNING, POLICY AND REPORTING TEAM*
  - Develop, implement and monitor the NIA corporate and development plans – reporting quarterly to the Statutory Board via the Chief Inspector;
  - Evaluate the performance of the NIA against its key and operational performance indicators and support the development of the Annual Corporate Report of the Chief Inspector.
  - Coordinate and support the development of the Annual Report of the Chief Inspector on the Quality of education and Standards.
  - Develop policy guidance, advice and reports to the Minister of Education, in collaboration with the Data and Research Division of NIA.
- f. *KEY TASKS OF THE FINANCE, CONTRACTING AND PROCUREMENT TEAM (PAYROLL – OUTSOURCED)*
  - Develop and monitor an annual budget – reporting monthly to the Chief Inspector and quarterly to the Statutory Board via the Chief Inspector;
  - Develop electronic finance and accounting systems and procedures that comply with relevant legislation, meet requirements of the Ministry of Finance and demonstrate best practice;
  - Develop procurement and contracting procedures that comply with relevant legislation, meet requirements of the Ministry of Finance and demonstrate best practice;
  - Open and operate bank accounts approved by the Ministry of Finance;
  - Receive and account for monies received from the Ministry of Education and other sources;
  - Process the payment of approved supplier and contractor invoices;
  - Prepare inputs to the payroll and review outputs received from the payroll service provider;
  - Maintain the Fixed Assets Register;
  - Prepare cashflow projections and reports required for internal purposes and for submission to the Ministries of Education and Finance;
  - Prepare reconciliation statements for the bank accounts, and investigate and rectify any reconciliation differences and errors;

## 6. Operational Management...

- Maintain systems for budget management ensuring that operational managers have information as to budget availability, and investigate variances (over/under spending) and recommend corrective action;
- Establish and fully implement processes, procedures and protocols for tendering and contracting that meet all legislative and best practice requirements.
- Develop a contractor capability questionnaire, an Invitation to Tender document, tender evaluation criteria, contractor quality and compliance standards and procedures for the partial outsourcing of school inspections.
- Conduct Contractor Quality and Compliance Audits in partnership with the Quality Assurance Division at least annually.

### *g. KEY TASKS OF THE HUMAN RESOURCES TEAM*

- Develop and implement the human resource strategic plan which is aligned with the Agency's strategic objectives;
- Develop best practice human resource policies and procedures, and provide advice and support to line managers in implementing them. These will include:
  - Recruitment and selection;
  - Induction
  - Equal opportunities;
  - Training and development;
  - Performance management;
  - Capability;
  - Discipline
  - Grievance;
  - Bullying and harassment;
  - Sickness absence management;
  - Leave management;
  - HIV/AIDS;
  - Benefits and welfare including non-financial rewards;
  - Health and safety;
  - Redundancy.

## 6. Operational Management...

- Manage the recruitment and selection of staff of the Agency;
- Develop and manage effective training and development programmes for non-technical staff to ensure that all staff have access to relevant and effective continuous professional development;
- Procure and maintain a human resource management information system and provide regular reports to Head of Corporate Services Division;
- Keep all staffing records in accordance with all relevant data protection legislation;
- Carry out all administration to enable outsourced payroll to be implemented effectively;

### *h. KEY TASKS OF THE ICT TEAM*

- Define ICT hardware, software, server and networking requirements for both central and area NIA offices ensuring complete compatibility with MOE and other Agency systems.
- Define EMIS requirements in collaboration with NIA Divisional Heads, CAA and MOE.
- Define and establish robust firewall protection for all electronic operations of the NIA.
- Define printer and copier requirements for both central and area offices.
- Work with the Procurement and Contracting Team and Finance Team of NIA to supply all hardware and software, using leasing arrangements wherever appropriate.
- Provide ICT support for all divisions of NIA in central and area offices
- Develop, disseminate and monitor clear ICT protocols for NIA.
- Define ICT protocols for use by inspection contractors and independent inspectors regarding the supply and receipt of data and other information
- Develop and maintain internet and intranet systems;
- Provide a robust email system;

### *i. KEY TASKS OF THE PUBLIC RELATIONS TEAM*

- Create and maintain a high quality, up-to-date NIA website.
- Publish in hard copy – information and guidance for schools, parents, the general public and inspectors about the role of NIA and the process and outcomes of inspection, surveys and evaluations.
- Publish all inspection, survey and evaluation reports in hard and soft copy.

## 6. Operational Management...

- Take a pro-active approach with the media in promoting widespread public knowledge about the purpose and functions of the NIA.
- Advise the Chief Inspector regarding statements to the media.
- Establish a corporate style for use in all publications.
- Provide a one-stop-shop for enquiries made by the parents and the general public.
- Provide an informed reception service for all visitors to NIA central office.

### *j. KEY TASKS OF THE CENTRAL OFFICE AND FACILITIES ADMINISTRATION TEAM*

- Ensure that the central offices provide a high quality, safe working environment for all employees;
- Ensure that the facilities are cleaned and maintained to a high standard and that all facilities supplies are readily available;

## **6.3 DELEGATION OF POWERS AND DECISION MAKING**

Under the new legislation, and in agreement with the Chairman, the Chief Inspector will devise and circulate a clear management structure, deploying staff appropriately. The principle should be that staff should accept responsibilities suitable to their grade and individuals and organisations working with the agency will accept that decisions will be handled at that level and not passed up the chain of command. The culture of the Agency will be firmly based on the delegation of powers and responsibilities to division and team leaders and their staff.

## **6.4 REQUIREMENTS FOR TEAM WORKING**

The establishment and continuous quality improvement of the NIA in the delivery of inspection and evaluation services will require a high degree of teamwork at all levels. This is illustrated by the fact that the inspection of a single school or other organisation will require the involvement of all four divisions of the NIA to a greater or lesser extent. Therefore, high quality communication and teamwork within and across divisions and the development of a culture of 'internal customer care' will constitute a major theme within everyday service delivery.

## **6.5 INTERNAL MONITORING AND REPORTING REQUIREMENTS**

The Chief Inspector will receive monthly reports from Divisional Heads of the achievement of operational objectives and key performance indicators as set in annual Divisional Development and Work Plans.

## **7. REVIEW OF FRAMEWORK DOCUMENT**

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### **7.1 REVIEW**

This Framework Document will be reviewed jointly by the Responsible Minister, the Permanent Secretary of the MoE, the Chairman of the NIA and the CI of the NIA, in consultation with the Cabinet Office and the Ministry of Finance and Planning, no later than two years after its effective date and at least every three years thereafter.

### **7.2 AMENDMENTS**

The Permanent Secretary, the Chairman and the CI may agree at any time to amend the Framework Document, following consultation with the Responsible Minister, the Cabinet Office and the Ministry of Finance and Planning.

### **7.3 FORCE MAJEURE**

In the event of any unexpected changes to the fundamental assumptions and conditionalities underlying this Framework Document that are outside the influence or control of the CI and that have a direct causal effect on the ability of the CI to deliver on performance, such as an environmental or situation change or a change to key policy or resource guarantees or to any external commitments upon which performance is contingent, then the performance terms of this Framework Document may be subject to review.

### **7.4 TERMINATION OF STATUS**

The Government may at any time, within the provisions of either the Education Act, or a National Inspection Agency Act, reorganise, reassign or dissolve the NIA.

If the NIA is dissolved or reorganised such that a substantially different organisation is constituted, then a final report covering the period from commencement of the financial year to the date that the NIA's operations ceased or were reorganised must be submitted to the Minister and the Permanent Secretary within four months of reorganisation or cessation of operations.

### **7.5 TERMINATION OF CI'S CONTRACT**

Where the performance of either the CI or the NIA or both is below standard, with due regard to the performance indicators and targets that are included in this Framework Document, the Responsible Minister and the Permanent Secretary of the MoE may request the Chairman that s/he terminate that contract for services.

## **8. AGREEMENT**

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This Framework Document represents the enabling agreement governing the delegation of responsibilities to the CI by the Permanent Secretary for the performance of the National Inspection Agency.

The undersigned affirm the terms and conditions of this Framework Document and agree to uphold its aims and objectives in support of a sustainable and thriving Regional Education Agency.

Dated this                (day) of                (month),                (year)

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Name  
**Responsible Minister**

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Dr. the Honourable Carlton Davis, O.J., C.D.  
**Cabinet Secretary/Permanent Secretary**

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Colin Bullock  
**Financial Secretary**

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Maria Jones  
**Permanent Secretary**

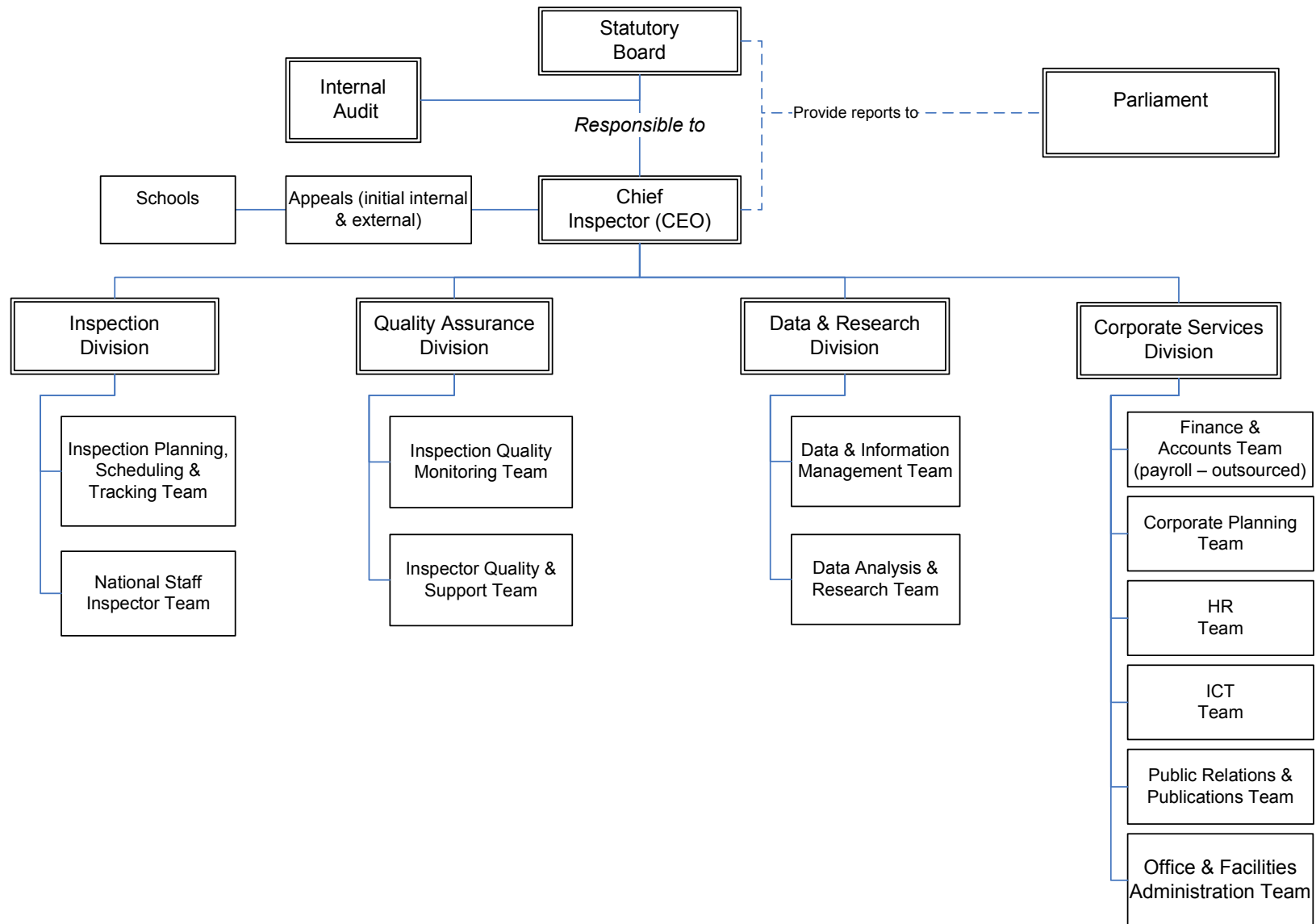
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**Chairman, National Inspection Agency**

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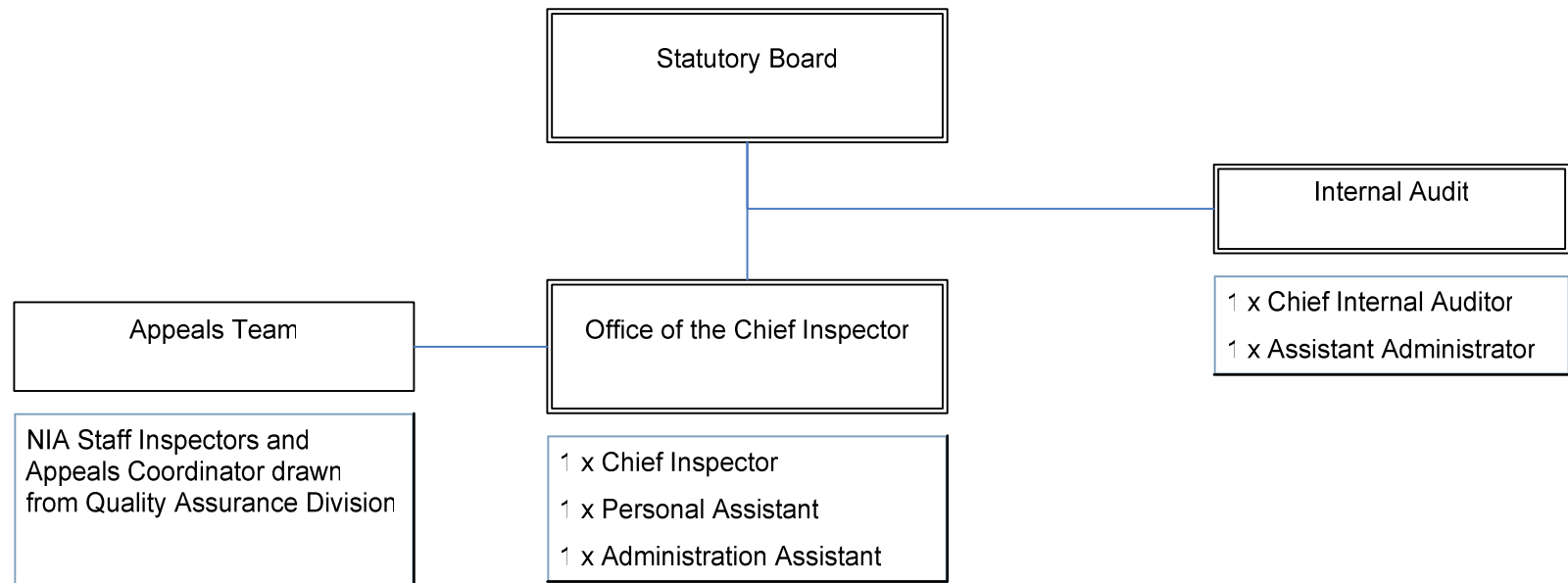
**Chief Executive Officer**

## APPENDIX A: MODEL ORGANISATION AND STAFFING DIAGRAM

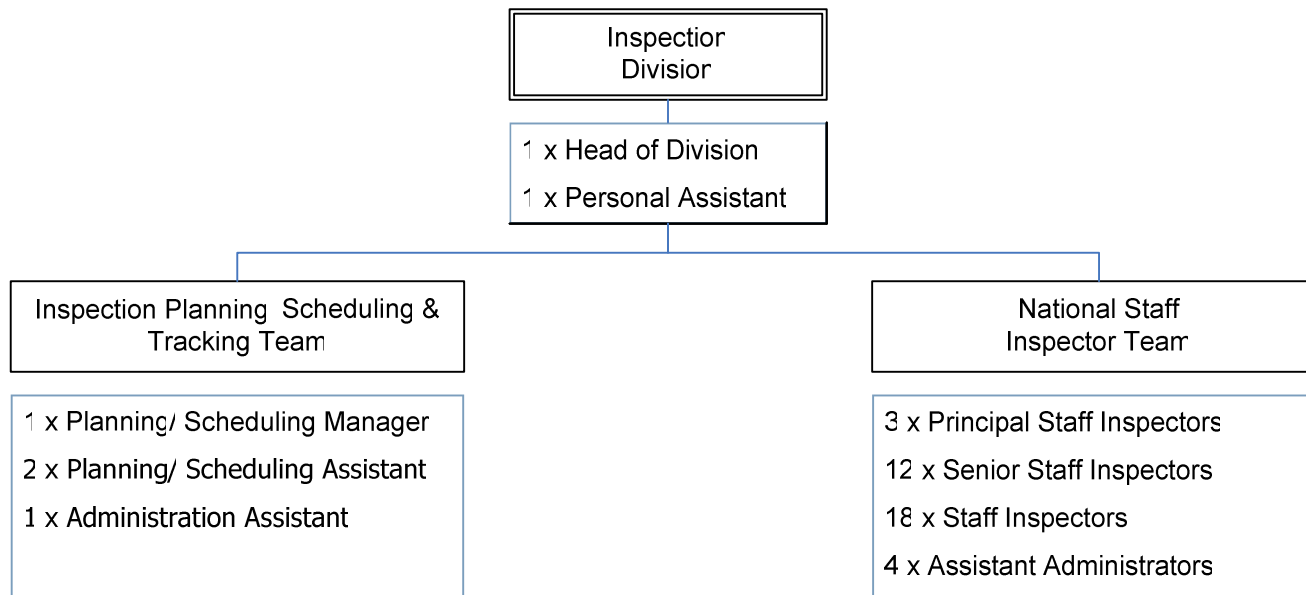




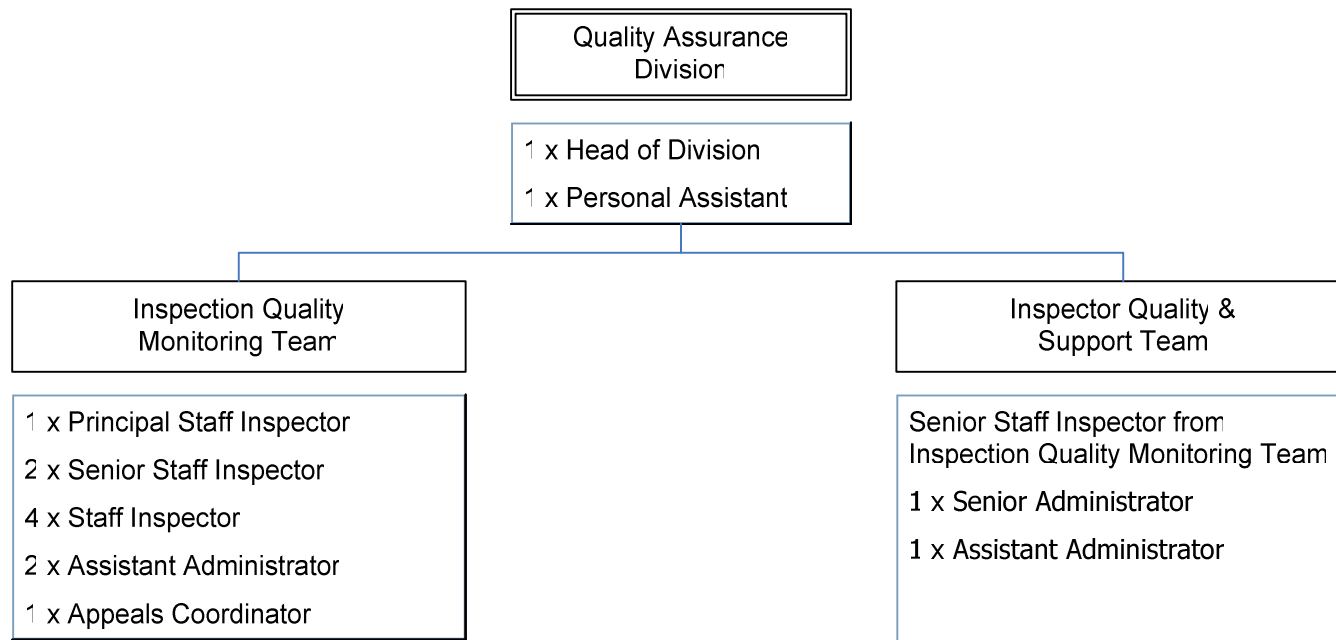
A: Model Organisation and Staffing Diagram...



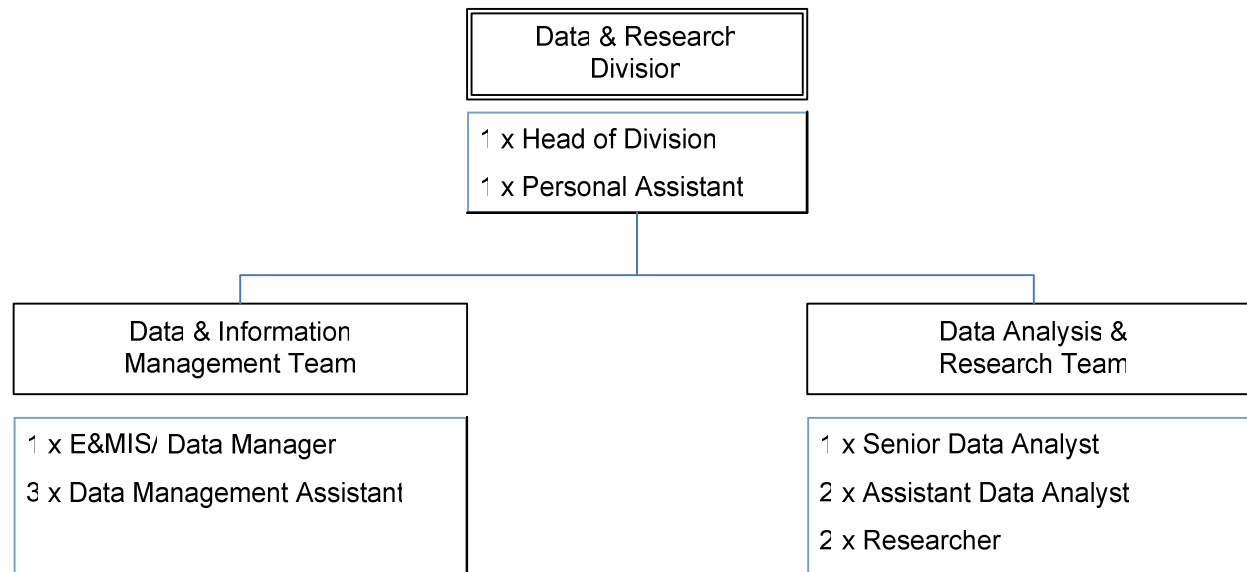
*A: Model Organisation and Staffing Diagram...*



*A: Model Organisation and Staffing Diagram...*



*A: Model Organisation and Staffing Diagram...*



A: Model Organisation and Staffing Diagram...

