

WOODFARM HIGH SCHOOL

Quality Assurance and Self-Evaluation for Self-Improvement

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Introduction

How Good is Our School (4th Edition) states that :

Excellent schools have robust internal approaches to self-evaluation and also value the objectivity which external partners can bring. Excellent schools understand that self-evaluation should be an on-going process. They continually reflect and evaluate their work and use the evidence from these activities to plan future improvement. Thus, the direction for future improvement comes from the school and its partners. This is the definition of self-improvement.

Before reading any further it is essential to grasp the following key principle:

Quality Assurance and Self-Evaluation for Self Improvement are linked but they are not the same process.

Understanding this concept is vital to empower staff to undertake effective activities in both areas. Throughout this document advice will be colour coded to highlight which aspect to which the related activity is most suited.

Quality Assurance

Self Evaluation for Self Improvement

Quality Assurance is a process of regular and robust checks that the class/ department/ school activity is running effectively.

It is about achieving a standard of service and maintaining that standard.

Self Evaluation for Self Improvement (Quality Improvement) is the process of evaluating performance and using the information gathered to decide on what needs to be done to improve.

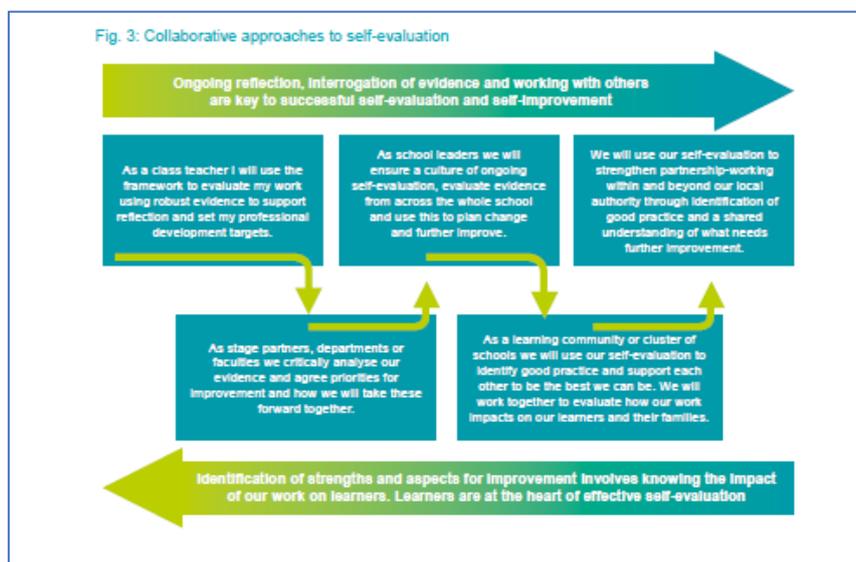
It is about making changes to improve service quality.

Aims of Policy

To ensure that pupils attending Woodfarm High School receive the best possible education by using **quality assurance approaches to ensure that our high standards across all aspects of school like are maintained.**

At the same time, in a structured manner, we will use **self-evaluation approaches to capture a meaningful picture of 'how we are doing' and 'how do we know' (HGIOS4, p. 9) in order to look forwards to plan 'what are we going to do now' in order to improve learning and teaching and the whole school experience.**

We aim to ensure that we deliver the 'collaborative approaches to self-evaluation' set out in HGIOS4 below.



To achieve this, below you will find detail of actions for teaching staff, for faculties and for whole school which are key to quality assurance and self-evaluation. Where possible, these have been clearly identified by colour.

The key aim is to ensure that quality assurance and self-evaluation activities are meaningful and worthwhile in terms of staff time. To this end, staff need to understand the specific aim of the activity engaged in. The activity then needs to be time focused and impact focused.

This policy seeks to make quality assurance and self-evaluation for self-improvement central to the life of the school so that all our work has maximum impact.

Specifically the policy aims to:

- to engage all staff in a process of self-evaluation so that a culture of self-evaluation is developed and sustained within Woodfarm High School
- to engage pupils, parents and other stakeholders in the process of self-evaluation and quality assurance wherever possible, in particular to follow the guidance shared by Education Scotland in publications:
Parts 1 and 2 How good is our School? A resource to support learner participation in self-evaluation and school improvement (2018)
- to maintain quantitative and qualitative information about the school
- to support use to quality assure the delivery of our service
- to reflect on our practices
- to use the knowledge gained from monitoring and evaluation effectively in the planning process
- to raise attainment and achievement
- to develop leadership and management

A. Role of the classroom practitioner, staff and partners working directly with young people

Teachers engage in quality assurance and self-evaluation on a daily basis. Informal and ad hoc self-evaluation can be very valuable: conversations with other staff, pupils or parents can provide valuable insights to improve practice. Daily reflection on the success of lessons and teaching approaches is also useful. Staff are encouraged to value and continue with this informal professional reflection as often as possible.

Class Practitioner – Quality Assurance

Quality Assure the daily process of learning and teaching:

1. Lessons to be delivered according to best practice guidelines to ensure:
 - a. The effective use of learning intentions and success criteria
 - b. The use of a variety of teaching approaches which reflect the challenge questions in HGIOS4 – QI 2.3
 - c. The effective use of AiFL strategies
 - d. That pupils take responsibility for their own learning by setting:
 - i. Appropriately challenging work
 - ii. Appropriate home learning opportunities

Approaches used to quality assure teaching approaches should include aspects from the list below, as agreed by the faculty:

- maintaining a lesson planner and record of work
- conducting pupil surveys
- conducting pupil focus groups
- arranging observation by another member of staff (often PT or SMT) **using the Quality Assurance of Learning Template**
- arranging observation by a team of pupils using guidance from Education Scotland's pupil friendly *HGIOS? A Resource to support learner participation in self-evaluation and school improvement*.

2. Ensure that the progress of pupils is tracked and quality assured against the relevant bench marks from whole school, ERC and Insight data.

Approaches used to quality assure the above will include:

- Tracking year on year data on Standardised Tests and Teacher judgements using whole school database information
- Completing class teacher results analysis following SQA results, including the comparison of estimates with actual results, analysing component marks
- Discussing pupil assessment data with PT and with department/ faculty at regular and planned check points throughout the session.

Class Practitioner - Self Evaluation for Self Improvement (Quality Improvement)

The advice below refers to self-evaluation that is planned. All teaching staff should ensure that they undertake this type of planned self-evaluation **at least once per session**. (This is in addition to the informal self-evaluation that teachers undertake through regular reflection on lessons and discussion with colleagues.)

I. PLAN

When undertaking focused self-evaluation practitioners should:

- identify a focus for the self-evaluation from needs identified in their own Professional Review and Development (PRD), in the School Improvement Plan (SIP) or the relevant Faculty Improvement Plan (FIP)
- decide which quality indicator from HGIOS best describes the desired improvement
- decide which strategies to employ to evaluate the activity to be evaluated
- plan which evidence would best serve to illustrate that the planned improvement had been made

II. DO

Practitioners should implement their plan. This may involve:

- adaptations to teaching, learning and assessment
- piloting a new resource or partnership activity
- planning the process of capturing evidence to support the review stage (see below). Evidence gathering may include, but is not limited to:
 - pupil surveys
 - focus groups
 - observations of learning experiences (these could be pupil or peer focused)

III. STUDY and REVIEW

The purpose of self-evaluation is to support self-improvement. Evidence should be reviewed with this purpose as the focus; it must not become a 'tick-box' exercise. To support meaningful professional reflection, practitioners can access and complete the Planning and Capturing Evidence (PACE) form which can be found in the Staff Area. Reviewing the activity should involve rigorous evaluation employing national guidance:

- Look at the *Level 5 Illustration and the Features of highly-effective practice* to gauge where you are at in relation to the QI you have chosen for the evaluation.
- Use the Challenge Questions to help you develop an statement that makes a judgement on your delivery and/or practice and the impact of that
- Be sure to detail all sources of evidence related to your statements
- Identify and develop clear areas for improvement relating to the indicator and evidence

IV. ACT

Ensure that any benefits from the plan implementation, as evidenced by the study and review, are implemented consistently in the future – ensure that there is positive and sustained impact on the pupils.

- Self-Evaluation will highlight strengths in your teaching and will give you the opportunity to embed this into practice.
- It also provides the opportunity to identify **Best Practice** which should be shared with colleagues across the school and partnerships.
- Provide the opportunity to implement the improvements identified from the self-evaluation process.
- This may involve:
 - adaptations to teaching, learning and assessment
 - piloting a new resource or partnership activity

B. Role of Middle Leaders

Middle leaders should support reflection by individuals, groups of staff, and with partners across our learning community. **Faculty Heads** should help practitioners identify their proposed focus for self-evaluation for self-improvement. They also facilitate the PRD process by acting as reviewers for staff.

Middle leaders have a key role in supporting and changing staff within faculties to value quality assurance and self-evaluation approaches which are at the heart of delivering the best possible education for each young person.

Middle Leader – Quality Assurance

Quality Assure the daily process of learning and teaching by implementing robust systems for faculty quality assurance:

Ensure that lessons are delivered according to best practice guidelines by:

- Sampling and monitoring the effective use of learning intentions and success criteria
- Sampling and monitoring the effective use of a variety of teaching approaches which reflect the challenge questions in HGIOS4 – QI 2.3
- Sampling the effective use of AiFL strategies in class
- Sampling pupil work to ensure that pupils are given the opportunity to take responsibility for their own learning through appropriately challenging work set by the teacher
- Monitoring the provision of home learning set by staff, including making use of Show my Homework

Approaches used to quality assure teaching approaches should include aspects from the list below, as agreed by the faculty:

- regular checks of staff lesson planners and records of work
- conducting pupil surveys
- conducting pupil focus groups – these should be planned **over a number of sessions** to ensure that feedback is gathered from each year stage and other important groupings such as pupils with ASN
- ensuring a robust programme of observation of each member of the teaching staff by another member of staff (often PT or SMT) **using the Quality Assurance of Learning Template – these visits will focus on the QA of learning and teaching and serve a different purpose to the self-evaluation for self-improvement outlined later in this document.**
- arranging observation by a team of pupils using guidance from Education Scotland's pupil friendly *HGIOS? A Resource to support learner participation in self-evaluation and school improvement.*

2. Ensure that the progress of pupils is tracked and quality assured against the relevant bench marks from whole, ERC and Insight data.

Approaches used to quality assure the above will include:

- Tracking year on year data on Standardised Tests and Teacher judgements using whole school database information
- Collating and reviewing class teacher results analysis following SQA results, including the comparison of estimates with actual results, analysing component marks to support staff in drawing conclusions for improvement from results and to identify any errors of approach or significant events which need to be reviewed in detail. The Faculty PT will create a written report on these findings and will present this to the Head Teacher and link DHT in at the start of each session.
- The PT will involve department/ faculty with the findings of this report and will review progress at regular intervals including and planned check points throughout the session.

Middle Leader - Self Evaluation for Self Improvement (Quality Improvement)

As noted above, each practitioner has a responsibility to undertake planned self-evaluation for self-improvement each session. The Faculty Head should support this process each session and maintain an overview to identify common themes which would indicate there is a need for planned improvement activities at faculty level.

I. PLAN

The PT Faculty should:

- Discuss the self-evaluation each member of staff intends to undertake at the start of each session – the PT should supportively challenge each member of staff to provide a robust rationale for their choice of focus to ensure that the outcome of the self-evaluation is likely to have a positive impact on the experience of young people.
- Through discussion with staff, consider if any common themes in practitioners' choice of focus would warrant a more general faculty level evaluation focus.

II. DO

- As part of the PRD process, middle leaders should meet each member of staff he/she line manages for a mid-session check point to discuss progress with his/her chosen self- evaluation focus.
- The check point should include discussion of progress in gathering evidence relating to the focus.
- The middle leader should ensure that each staff member records the impact of the self-evaluation in his/her PRD record for the session.

III. STUDY and REVIEW

Middle leaders should ensure that evidence is reviewed and lessons for improvement recorded. The leader should also ensure that evidence from evaluation activities relevant to the whole faculty are shared and best innovative practice discussed at meetings. The Faculty will then be able to consider whether potential changes should be implemented.

IV. ACT

- If applicable at faculty level, ensure that any benefits from the plan implementation, as evidenced by the study and review, are implemented consistently in the future – ensure that there is positive and sustained impact on the pupils.
- Ensure that time is set aside during faculty collegiate time to allow sharing of good practice.
- Ensure that key learning and teaching priorities highlighted from this process are included as development objectives in the next sessions' faculty improvement plan.

A. Role of SMT/EMT

Leaders at all levels should support reflection by individuals, groups of staff, and with partners across our learning community:

- The Head Teacher has overall strategic responsibility for the School Improvement Plan and Quality Assurance.
- Ronnie Hillis has strategic responsibility for Career-long Professional Learning (CLPL). This includes Professional Review and Development (PRD), Professional Update (PU) and Investors in People (IIP).
- John Stuart has strategic responsibility for School Improvement (self-evaluation for self-improvement).
- Faculty Heads can help practitioners identify their proposed focus for self-evaluation for self-improvement. They also facilitate the PRD process.

B. Role of Learners

Pupil participation should be a strong feature of our approach to self-evaluation and continuous improvement. Pupils may:

- be surveyed for opinions
- take part in focus groups
- share reflections on learning and teaching approaches used in school through our Pupil Parliament or through direct feedback to staff
- give feedback on their learning experiences through AiFL approaches used by the teacher such as exit passes or learning conversations.

C. Collegiate Approach

The whole school should have a shared understanding of the school's strengths and improvement needs. This will be possible through engagement with:

- Whole school meetings
- Faculty and departmental meetings
- SIPs and FIPs

D. Role of Parents/Carers

- When appropriate, views of parents can be sought. This should be arranged through your line manager. As a matter of course, parents are surveyed for opinions at all formal school events. The parent voice is also heard through the Parent Council and the Equality Forum.

Description of Activities

Annual Programme – see Appendix 1 for a calendar of whole school self-evaluation activities

Curriculum

The curriculum we offer is examined with a view to improving the provision for all our pupils, every academic session.

Essential to on-going quality assurance of the curriculum is self-evaluation and monitoring carried out by faculties.

It is an expectation in Woodfarm High School that all Faculty PTs maintain and Self-Evaluation and Monitoring Calendar, based on the common school template. The purpose of this calendar is to be the basis of faculty quality assurance and to instil consistency across the school.

An example of a Faculty Self-Evaluation and Monitoring Calendar, including the key approaches to monitoring that should be used, can be found in Appendix 2 of this document.

Professional Review and Development

Every academic session, each member of staff has a PRD interview. Teaching staff are supported to undertake Professional Update in terms of their GTCS registration every five years in line with the GTCS rolling programme.

Monitoring of Statistical Information

Results Analysis

SQA results and teacher judgements about progress through the levels of the broad general education phase [BGE] are analysed by faculties and on a whole school basis. Departments make an annual report on their SQA results and meet to discuss this with the Head Teacher and link SMT member. A plan of action points is drawn up at this meeting. Results data are analysed by gender, ethnicity (where available), LAC status and by class group. Data is kept for comparison from year to year.

Our Principal Teacher of Attainment maintains an extensive school tracking database which allows all staff to access very detailed information about individual pupil progress and support staff to analyse data year on year. This information is combined with the national Insight tool to ensure attainment and progress are carefully tracked. In turn this allows staff to plan appropriate support and interventions when pupils are noted as performing below their potential.

Support Plans

Reviews of pupil staged intervention plans are undertaken each term. Pupils with CSPs are supported through staff, pupil, parent and partner agency formal reviews at least once per academic session.

Attendance and Late-coming data

Pastoral Care staff and Year Head DHTs monitor attendance and late-coming on a daily basis and deal with individual problems in line with school procedures. Each term statistics are analysed and data is kept for comparison from year to year. Gender, ethnicity and LAC status are considered as part of this analysis to ensure pupils receive the support required.

Behaviour monitoring

Exclusions are analysed each term by gender, ethnicity (where available) and LAC status. Data is held for comparison from year to year. In addition analysis of bullying incidents and children's plans relating to behaviour related support needs are reviewed on a termly basis as part of our GIRFEC protocols.

Racist Incidents

Annual analysis is made of any reported racial incidents and an annual return is made to the East Renfrewshire Council.

Extra-curricular participation

The uptake of extra-curricular clubs is analysed by gender, ethnicity and LAC status. Our achievement tracking database is also used to monitor the level of extra-curricular involvement for all pupils.

Evaluation and Monitoring of Learning and Teaching

Subject Attainment Data

Departments regularly monitor their own data on pupils' progress throughout the session as indicated on the calendar of activities. The DHTs work with out PT Attainment to analyse data on pupil progress within faculties which is collated in our Tracking and Monitoring Databases.

Classroom Observation

Classroom observation takes place routinely for all teachers. As per the Faculty Self-Evaluation and Monitoring Calendar, in most cases each teacher is observed each academic session by their Principal Teacher and/ or by a member of the SMT. These visits are arranged by agreement with the teacher and may involve an agreed/specific area of focus. An observation template can be found in the quality assurance committee folder in the staff shared area.

Peer Observation

All teachers arrange to visit the class of at least one other teacher in the course of an academic session. This programme of per visits and learning rounds is overseen by the Quality Assurance Committee and is directed by staff themselves to allow the agreed focus to be on an aspect of learning and teaching which is self-selected. A staff peer observation template can be found in the quality assurance committee folder in the staff shared area.

Pupil Monitoring

As part of the tracking system, all teaching staff in consultation with their Principal Teacher are asked to identify and set targets for classes or pupils. All pupils who receive targeted support at level 2 are supported with a Child's Plan. This plan is reviewed each term in consultation with the pupil and parents and, where appropriate, relevant external agencies. The SMT link visits the class/group to check on progress.

Homework Diary Monitoring

Homework diaries are are sampled by Pastoral Care and the SMT.

Classwork Monitoring

Departments consider examples of pupils' work as a means of sharing good practice and ensure consistency across the department.

Links with planning process

Action points are identified as part of the evaluation documentation and included in the school's improvement plan.

Evaluation of views of pupils, parents and staff.

Pupil Evaluations

Each department carries out at least one pupil evaluation of courses every session. Results are collated and maintained by Principal Teachers and used to inform departmental plans.

Pupil Consultation

Pupils contribute to the self-evaluation in Woodfarm High School through our Pupil Parliament and through responding to departmental and whole school consultation exercises.

Parents' Surveys

Each year parents are surveyed on issues related to school life. The survey forms are issued at Parents' Meetings. The survey forms are also accessible through the school website; parents are invited to complete this annually. These returns are summarised and discussed at SMT meetings and at Parent Council meetings.

Parent Consultation

Parents are represented on the Parent Council. Their views are regularly sought. Parent Council meetings are structured to encourage maximum attendance possible. A business meeting for the first part of the meeting allows parents to contribute towards school self evaluation in a formal setting. This formal element is followed by a workshop which showcases a different aspect of the school experience at each meeting. All members of the parent forum are encouraged to attend the workshop section – there is no requirement to be a member of the Parent Council to attend.

Twice per session the Parents' Equality Group meets. This group is chaired by the DHT with responsibility for equality. Agenda items reflect the ethnically diverse character of our school as well as gathering parents' views on matters relating to the needs of all education relevant groups protected by the Equality Act 2010.

Twice per session a random sample of up to 30 parents are invited to a focus group consultation. This focus group encourages parents who do not attend the Parent Council or Parents' Equality Group to attend a meeting in school and share their views on aspects of the school's work such as how we can improve communication and partnership with parents.

The findings of these returns are summarised and discussed at SMT meetings and at Parent Council meetings.

Staff Consultation

Views of staff are sought through:

- Informal discussion with line managers
- Self evaluation procedures
- Discussion at departmental and whole school meetings (SMT link)
- Focus groups
- Questionnaires, including East Renfrewshire Council staff well being survey
- PRD reviews
- CPD opportunities

Links with planning process

Action points for the following session are identified and included in the school's improvement plan.

Audit of Departmental Improvement Plans

Progress on department plans is discussed at department meetings and there are monitoring points in October, January and April. At these times the SMT link meets with PT to discuss progress.

Audit of School Improvement Plan

Progress on the school improvement plan is monitored at the same times throughout the academic session by the HT at SMT meetings.

Reporting of Monitoring and Evaluation

Standards and Quality Reports

An annual report is written and submitted to East Renfrewshire Council Council. A summary version is made available to parents. All staff are fully involved in the writing of the whole school S & Q report. There are check points each term when the staff reflect on department improvement plans and then input content into the S & Q documentation which is kept as a live document to allow continued review and self-evaluation.

Management and Delivery of Policy

All staff have a responsibility to reflect on their work and to contribute to whole school evaluations. All teaching staff join one of our whole school committees which are linked to the improvement priorities within the School Improvement Plan. These committees take forward the quality assurance agenda across the whole for their specific area – eg Quality Assurance, Skills Development, Improving Attainment etc.

Within departments the Principal Teacher manages the monitoring and evaluation of the work of the department. The Head Teacher has overall responsibility for Quality Improvement but the management of activities is delegated to the DHT.

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APPENDICES

Appendix 1: CALENDAR OF MONITORING ACTIVITIES WHOLE SCHOOL

How well do we do?	QI's	Frequency	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
The Curriculum	2.2	Annual Programme			✓								✓
Subject Attainment data and analysis of National qualifications and other forms of accreditation	2.3, 3.2	HT Analysis with PTs. Regular check points with DHT using database analysis to ensure subjects on track re attainment		✓			✓			✓			
Sampling parents' views to promote partnership and improvement	1.1, 2.7	Planned programme of focus groups and consultation events			✓	✓		✓	✓			✓	
Review progress towards targets in school improvement plan and compile school standards and quality report	1.1,1.3, 2.7	Termly	✓				✓					✓	
Quality Assurance of Reporting to parents and Pupil Progress (Tracking) including analysis of actions to support home learning	2.3, 2.5, 2.7	As per current session's monitoring and tracking calendar											
Classwork (in dept)	2.3	Monthly sample	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learning observations	1.1, 2.2 2.3, 2.4	Planned programme (When)			First round to be completed by Dec						Second round to be completed by Jun		
Monitoring Child's Plans and other child centred support plans	2.1, 2.4, 2.5	Termly											
Attendance	2.1, 3.1	Weekly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff views	1.1, 1.3, 1.4	Bi-Annually		✓								✓	
Sampling pupils' views	1.1, 2.7	Planned Programme											
Health and Safety checks	1.5, 2.1	Annually	✓										
PRD reviews	1.4	Annual Programme											✓
Pupil Evaluations (by departments)	1.1, 2.7	Termly					✓			✓			✓
Recognising Achievement	3.2	Termly					✓			✓			✓

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**FACULTY
SELF EVALUATION AND MONITORING CALENDAR**

Type of Monitoring/ Self Evaluation	Methodology	Fre- quency	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SQA Analysis & Prelims	Report compiled & meeting HT Review of prelims with Faculty	Annual		FPT			FM		FM				
Review of Fac. Imp Plan	Discussion at meetings and review of relevant evidence	FM & DM	PT to schedule regular review and discussion of faculty improvement plan during DMs and FMs.										
PRD	PRD meeting and links to Imp Plan	Annual		ALL									
Learning Visits	PT Observations of each teacher. Involvement in teacher learning rounds and SMT visits	Minimum of 1 per session By negotiation during QA focus		PT to agree structure and purpose of observations at the start of term 1.									

Course Review	Pupil feedback, Check on National Qualification Changes.			Faculty PT to agree approaches to course review as appropriate to subjects. Review of BGE and National Qualifications to be included.								
Sample pupil views		Bi-Monthly				ALL		ALL		ALL		ALL
Sample of pupil work	Checks on: 1. Jotters 2. Homework 3. Folders 4. Course assessments 5. Target Setting	Bi-monthly		Faculty PT to agree approaches to sampling as appropriate to subjects.								
Celebrating pupil success	Recording of pupil praise strategies at meetings. Celebration boards and use of ICT to celebrate success	Monthly		Faculty PT to agree approaches to sampling as appropriate to subjects.								
Central Marks Reg		Termly		Faculty PT to agree approaches to sampling as appropriate to subjects.								
Internal Verification		Termly		Faculty PT to agree approaches to sampling as appropriate to subjects.								
Self-Evaluation by class teachers	Teaching staff to plan self-evaluation process. Record evaluation in PACE form	Annual		Teaching staff to carry out to timescale that suites each teacher. Recommend that this is done in term 1.								

Appendix 3: WHOLE SCHOOL THREE YEAR PLAN: SELF-EVALUATION

Self-Evaluation Year (1-3 matching 3 year improvement plan)	Self-Evaluation focus	Associated Quality Indicators – HGIOS4	Core Activities to be Evaluated
YEAR 0: 2017-18	Self-Evaluation for Self-Improvement, Leadership of Change	1.1, 1.3	Improvement planning – involvement of all key stake holders. Embedding school vision, values and aims.
	School selected focus: Family Learning and Partnerships	2.5, 2.7	Home Learning, Family Learning, Home/ School Communication
	Raising attainment and achievement	3.2	All key measures from Insight
YEAR 1: 2018-19	Learning, teaching and assessment	2.3	Focus on Learning and Teaching – development of TLC activities based on visible learning approaches
	Leadership of Learning (further develop and embed pupil involvement in self-evaluation for self-improvement)	1.2 1.1	Impact of CLPL on learning, children and young people leading learning Impact of training young people and staff to be involved in self-evaluation
	Raising attainment and achievement	3.2	All key measures from Insight
YEAR 2: 2019-20	Ensuring wellbeing, equity and inclusion. Safe-guarding and child protection	3.1 2.1	Focus on impact of pupil parliament, inclusion approaches, equality and overall pupil wellbeing
	Personalised Support	2.4	Focus on Targeted support, removing barriers to learning
	Raising attainment and achievement	3.2	All key measures from Insight
YEAR 3: 2020-2021	Curriculum	2.2	Ensuring Curriculum Design promotes learning pathways and assesses Skills for Learning, Life and Work
	Transitions	2.6	Transitions provision to ensure smooth progression between pathways
	Creativity and Employability	3.3	Increased creativity, digital and employability skills

QIs still to be evaluated – 1.4 Leadership of staff, 1.5 management of resources to promote equity,

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