

IQ:RS

Improving Quality: Raising Standards

Further Education
and
Work-based Learning
(2015/16)

Part of the Together Towards Improvement (TTI)
Self-Evaluation and Quality Improvement Guidance

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1. INTRODUCTION

The purpose of this publication is to outline the nature and purpose of the main inspection activities undertaken by the Education and Training Inspectorate (ETI) and to provide some guidance to support organisations' self-evaluation and improvement planning.

Improving Quality: Raising Standards (IQ:RS) is the ETI's inspection and quality assurance framework for further education¹ and work-based learning², and is linked to the Department for Employment and Learning's (the Department) strategy for quality improvement "Success Through Excellence: A Quality Improvement Strategy for the Further Education and Training System in Northern Ireland".

The key objectives of the strategy are to:

- develop and embed a culture of self-improvement that will ensure all providers of further education and work-based learning are responsive fully to the needs of learners³, employers and the wider community and commit to, and achieve, continuous self-improvement and excellence;
- assist in the development of clear and coherent systems of support to ensure that inspection findings are addressed effectively and efficiently, and that innovative and good practice is identified and shared; and
- develop strong and innovative leadership and management at all levels of the further education and work-based learning system.

¹ Encompasses all provision in further education up to and including Level 3.

² Encompasses Training for Success and ApprenticeshipsNI provision.

³ Throughout the document, the term 'learner' refers to students in further education and trainees and apprentices in work-based learning provision.

2. QUALITY ASSURANCE

Quality assurance procedures in further education and work-based learning should be designed to serve three purposes:

- to ensure that each organisation monitors and evaluates its performance continually and systematically in order to improve the quality of its provision and the levels of achievement in all courses and programmes;
- to inform the process of organisations' self-evaluation and quality improvement planning; and
- to provide essential information, both qualitative and quantitative, to government, employers, learners and the public to enable them to have confidence in the further education and work-based learning system, and to inform decision making and choice at a variety of levels.

To serve these purposes, it will be necessary for the quality assurance procedures to have an internal dimension and an external dimension, and to establish an appropriate balance between the use of qualitative and quantitative indicators.

The internal dimension will be the responsibility of the management, at all levels of each organisation, as illustrated in Figure 1.

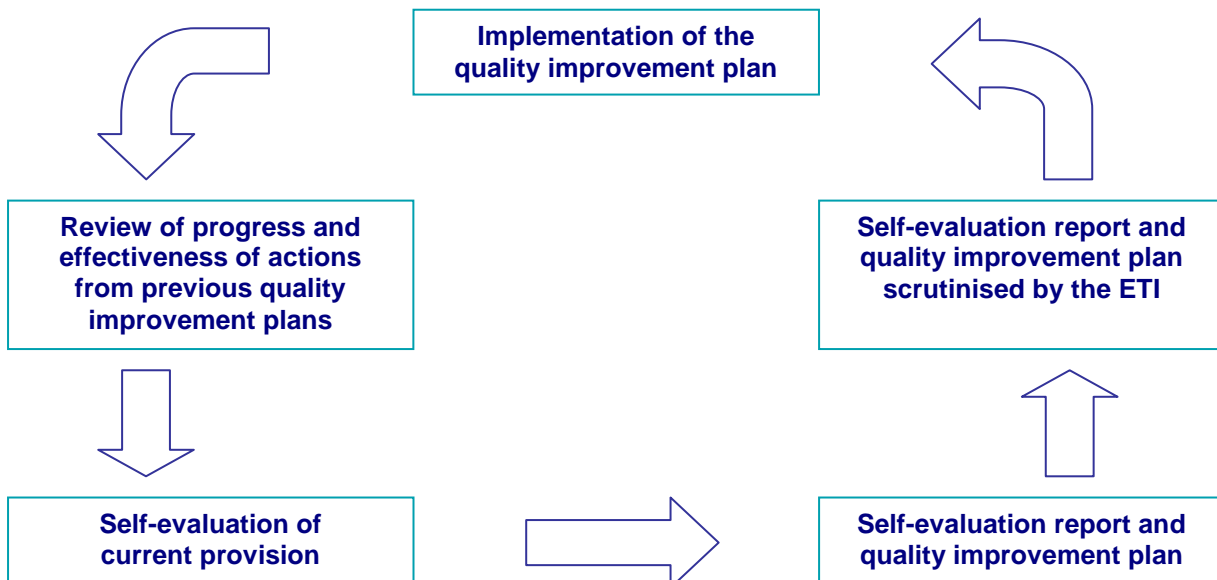


Figure 1
Annual Self-evaluation Cycle

The external dimension will be monitored and evaluated through a range of inspection models articulated in the annual Service Level Agreement (SLA) agreed between the Department and the ETI.

3. SELF-EVALUATION AND QUALITY IMPROVEMENT PLANNING

Self-evaluation and quality improvement planning are key elements in the achievement of continuous improvement. They should be an integral part of an organisation's quality assurance and management arrangements, and will be rigorously evaluated during formal inspection and evaluation activities.

Self-evaluation:

- identifies and builds on the strengths of an organisation;
- identifies and addresses areas for improvement;
- results in a quality improvement plan with time bound actions and targets for continuous improvement; and
- provides a sound basis for improving the quality of provision for learning, and raising standards.

The success of self-evaluation and quality improvement planning is reflected to a considerable degree by the high priority given to it by the organisation's senior management. It is essential that self-evaluation is a continuous process and that organisations identify clearly strengths and areas for improvement (AFIs) and have an appropriate quality improvement plan to bring about the required improvements, with regular reviews of progress. Evaluations should be underpinned by a rigorous and on-going analysis of key performance data. It is important that organisations use the process of self-evaluation and quality improvement planning to take any necessary corrective actions in a timely and appropriate manner. Staff at all levels and relevant stakeholders should be fully involved, and committed to the process, as illustrated in Figure 2.

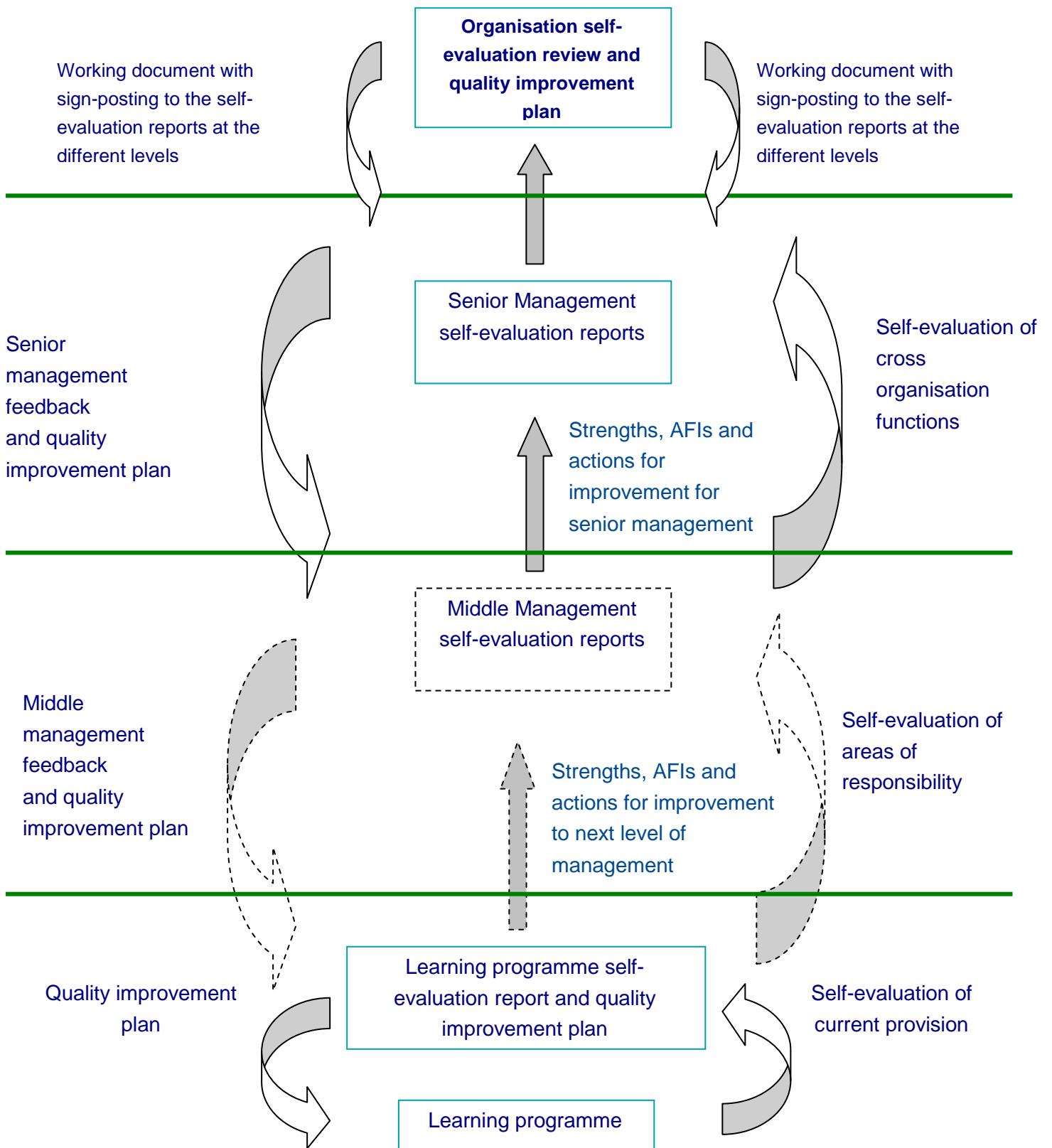


FIGURE 2
Organisational self-evaluation process

Organisations will submit their annual self-evaluation reports and quality improvement plans to the Department. The ETI will evaluate the quality of an organisation's self-evaluation and quality improvement planning processes through district visits and scrutiny inspections. Each organisation's quality improvement plan will be evaluated and feedback, including a confidence level, will be provided to both the Department and the organisation.

In judging the quality of an organisation's self-evaluation and quality improvement planning process, the ETI will also evaluate the quality of an organisation's improvement planning process.

Further information on the scrutiny inspection process can be found in the on-line document:

[Further Education and Work-based Learning Scrutiny Inspection Arrangements](#)

4. INSPECTION

The Office of Public Services Reform's 2003 publication, "The Government's Policy on Inspection of Public Services", expresses the Government's view on the inspection of public services, based on best practice, and states that inspection should, for example, pursue the purpose of improvement, be proportionate to risk, and encourage self-evaluation.

In conducting its work, the ETI works to the following principles and standards:

- recognition that the first priority in all inspection reports must be the interests and well-being of the learners, in terms of the quality of education and training which they experience, and the outcomes which they achieve;
- objectivity and consistency in making judgements, honesty in communicating findings, and openness and courtesy;
- concern for accuracy, and reliance, predominately, on first-hand evidence based on observation;
- fairness in dealing with individuals or groups;
- sensitivity to the circumstances of the organisation, tact and courtesy towards all with whom the Inspector/s come into professional contact;
- confidentiality in handling information relevant to the inspection activity; and
- sensitivity to the impact on others of evaluations and reports, but without compromising the first two principles above.

The Nature and Purpose of Inspection

The purpose of inspection is to promote the highest possible standards of learning, teaching and training, and achievement throughout the further education and work-based learning sectors. In all inspections, the fundamental task of the inspection team is to:

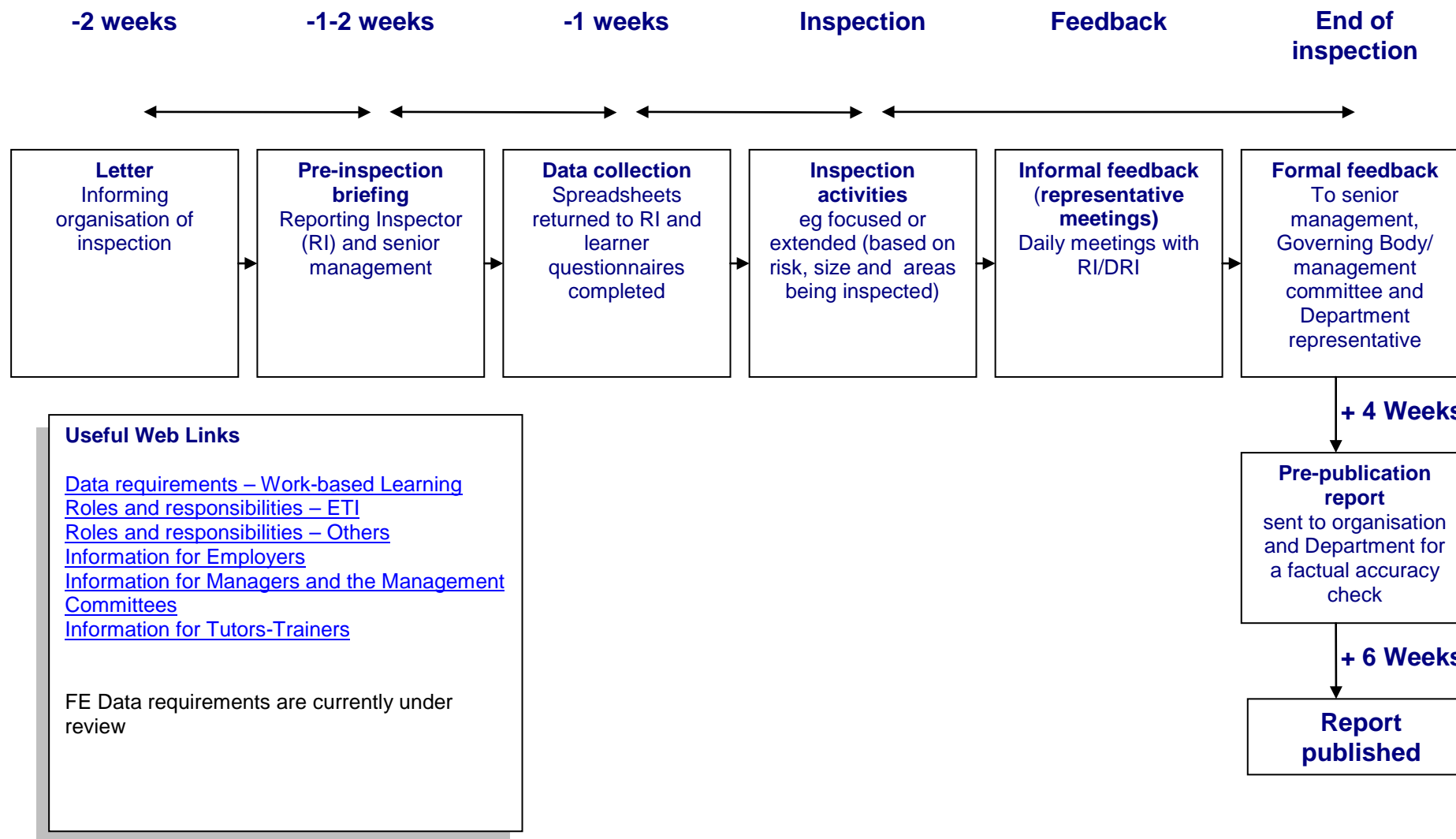
- make, and communicate, an objective professional evaluation of the quality of learning and teaching and training, including the standards achieved by learners;
- evaluate the quality and effectiveness of the leadership and management of the provision of the organisation being inspected; and
- support this professional evaluation with evidence, in the main based on observation.

The report of the findings of the inspection should acknowledge good practice and outcomes and, where appropriate, provide a clear basis for improvement.

Models of Inspection

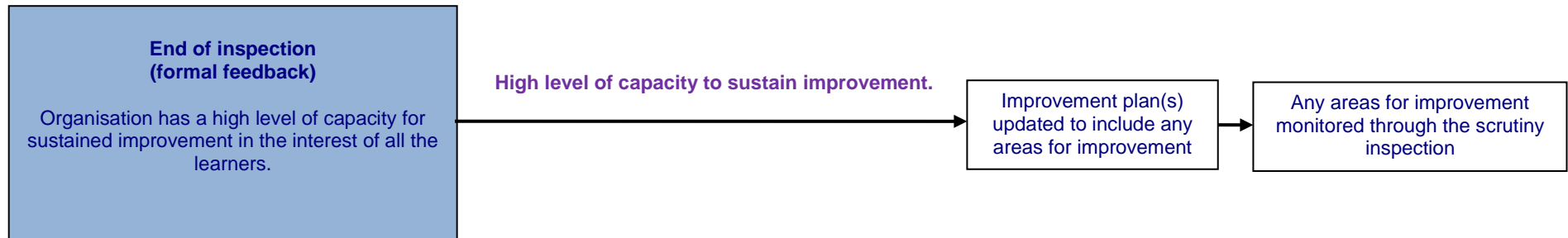
A range of models is used to inspect organisations, including short inspections, focused inspections, longitudinal inspections, follow-up inspections (including interim follow-up inspections), and scrutiny inspections.

Timeline for Inspection and Reporting

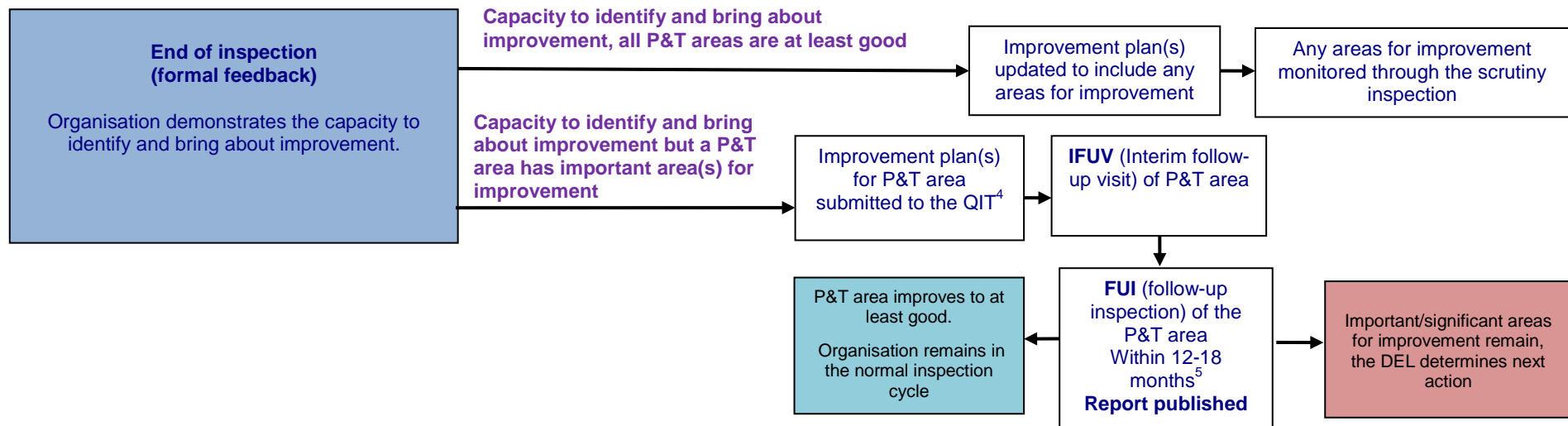


Timeline for Post-Inspection Activities

Monitoring process where an organisation has a high level of capacity to improve.



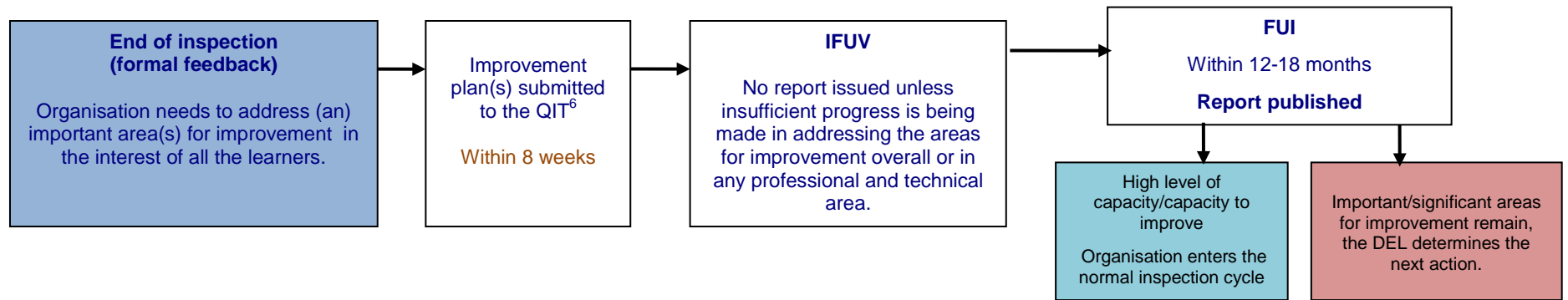
Follow-up inspection process where an organisation has the capacity to improve (and a professional and technical area has important area(s) for improvement)



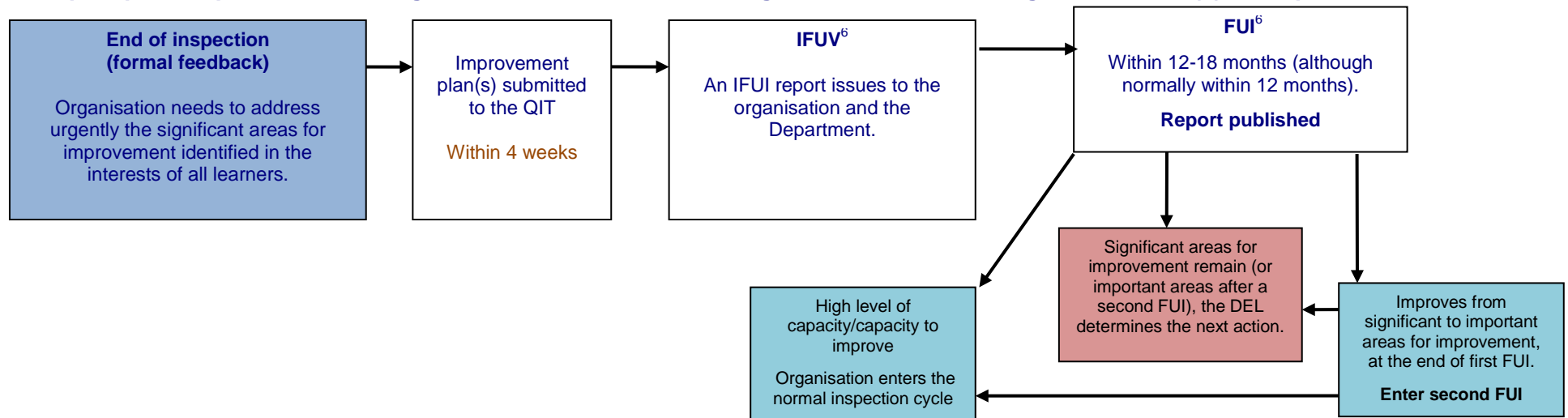
⁴ QIT refers to the Quality Improvement Team in the Department for Employment and Learning

⁵ The IFUV/FUI will be integrated into the scrutiny inspection process where possible.

Follow-up inspection process for an organisation where there is a need to address (an) important areas(s) for improvement.



Follow-up inspection process for an organisation where there is an urgent need to address significant areas(s) for improvement.



Arrangements for safeguarding/child protection are unsatisfactory

DI monitoring visit *within six working weeks* to ensure that important issues identified are addressed appropriately.

⁶ The scrutiny inspection will be integrated into the IFUV and FUI. In exceptional circumstances, where the scrutiny inspection cannot be integrated into the follow-up inspection activity, the scrutiny inspection will take place in the annual scrutiny inspection cycle.

Improvement Plans

As a result of inspection, if an organisation and/or any professional and technical receive an overall performance level indicating important area(s) for improvement, requires significant improvement, or requires urgent improvement, there is a requirement for them to submit an improvement plan. Further information on post inspection processes and protocols can be found in the on-line documents:

[Flowchart for post inspection activity.](#)

[What Happens After an Inspection?](#)

An effective improvement plan will address all the main areas for improvement raised in the report, illustrating how shortcomings are to be addressed, identifying priorities for action, how practice can be improved further and how it can be extended throughout the organisation.

The improvement plan should:

- identify specific and attainable targets, with associated and measurable success criteria, which have been developed in consultation with relevant members of staff;
- have a timetable for the implementation and completion of the agreed targets;
- specify the resources required for the implementation of the improvement plan; and
- identify clear procedures for monitoring and reviewing progress made in implementing the activities identified in the improvement plan.

5. ROLES AND RESPONSIBILITIES

The Education and Training Inspectorate

Inspections of individual organisations are normally undertaken by an inspection team under the leadership of the Reporting Inspector (RI), assisted by a Deputy Reporting Inspector (DRI). Identification of innovative and good practice is a key outcome of the inspection process.

Further details of roles and responsibilities can be found in the on-line document: [Roles and responsibilities - ETI](#).

Others

The ETI has sought to be increasingly open in making public its procedures and believes that others have an important contribution to make to the inspection process. Associate assessors, professional associates, and representatives can be included in the inspection process. Department representatives, specifically those from the Department's Quality and Improvement Team, have an important role at key stages of the inspection process.

Further details of roles and responsibilities can be found in the on-line document: [Roles and responsibilities - others](#).

6. PERFORMANCE LEVELS

Performance levels to be used in self-evaluation and inspections

The ETI use the following performance levels when reporting on achievement and standards, on provision for learning, on leadership and management, and on the overall quality of professional and technical areas:

Current performance level	Previous performance level ⁷
Outstanding	Outstanding
Very good	Very good
Good	Good
Important area(s) for improvement	Satisfactory
Requires significant improvement	Inadequate
Requires urgent improvement	Unsatisfactory

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

Overall effectiveness outcome	Previous performance level
The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor the organisation's progress in addressing any area(s) for improvement through its annual scrutiny inspection.	Outstanding and very good
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor the organisation's progress in addressing the area(s) for improvement through its annual scrutiny inspection.	Good
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement, which includes the need to produce an improvement plan, which will be the basis for a formal follow-up inspection within 12-18 months.	Satisfactory
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement, which includes the need to produce an improvement plan, which will be the basis for a formal follow-up inspection within 12 - 18 months.	Inadequate and unsatisfactory

Further information can be found in the on-line document: [What Happens After an Inspection?](#)

⁷ The ETI performance levels were revised with effect from the 1 September 2015.

The Quality Indicators

7. THE QUALITY INDICATORS

INTRODUCTION

The purpose of this section is to provide organisations with an understanding of the criteria used by the ETI when making judgments about the quality of provision. The quality indicators, guidance and questions should help the management of organisations implement a rigorous and effective self-evaluation process as part of their quality assurance arrangements.

The key question which inspection sets out to answer is:

‘How effective and efficient is the provision of education and training in responding to local and regional circumstances in meeting the needs of all learners?’

OVERVIEW: KEY QUESTIONS AND QUALITY INDICATORS

Inspection will assess the quality of provision under three broad headings, five key questions and a range of quality indicators:

Section A: Leadership and Management

Key Question 1: How effective are leadership and management in raising achievement and supporting learners?

Quality Indicators:

- Strategic Leadership.
- Action to Promote Improvement.
- Staffing.
- Accommodation and Physical Resources.
- Links and Partnerships.
- Equality of Opportunity, Diversity and Good Relations.
- Public Value.

Section B: Quality of Provision for Learning

Key Question 2: How effective are teaching, training and learning, and assessment?

Quality Indicators:

- Planning.
- Teaching, Training and Learning.
- Assessment.

Key Question 3: How well do the learning experiences, programmes, and activities meet the needs of the learners and the wider community?

Quality Indicators:

- Curriculum Provision.
- Learning Experiences.

Key Question 4: How well are learners cared for, guided and supported?

Quality Indicators:

- Pastoral Care.
- Safeguarding (Protection of Children and Vulnerable Adults).
- Additional Learning Support.
- Careers, education, information advice and guidance (CEIAG).

Section C: Quality of Achievements and Standards

Key Question 5: How well do learners develop and achieve?

Quality Indicators:

- Achievement.
- Standards.
- Progression.
- Fulfilling Potential.

SECTION A: Quality of Leadership and Management

Q1. How effective are leadership and management in raising achievement and supporting learners?

<ul style="list-style-type: none">• Strategic Leadership: How effective are the senior management team/leadership <u>including</u> the Governing Body/Management Committee in providing strategic leadership and clear direction in achieving high quality education and/or training?	<p>Indicators:</p> <p><i>Evaluate the extent to which the senior management and Governing Body/Management Committee:</i></p> <ul style="list-style-type: none">• demonstrate a commitment to excellence and quality improvement at all levels of provision;• set, share and review realistic objectives and targets that meet local and regional education and training needs;• engage fully in effective development and improvement planning that is informed by an evaluation of the external and internal environments;• establish clear and open channels of communication between all staff, learners, and stakeholders;• define clear roles, responsibilities and functions, to support the achievement of key strategic objectives;• work together appropriately, and with learners, to ensure the effective governance and management of the organisation; and• use effective change management strategies that are sensitive to the needs of staff, learners, and stakeholders.
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Q1. How effective are leadership and management in raising achievement and supporting learners?

- **Action to Promote Improvement:**
How effective are the leaders and managers, at all levels, in the use of self-evaluation leading to improvement in the quality of provision?

Indicators:

Evaluate the extent to which leaders and managers:

- collate, interpret and use effectively an appropriate range of relevant and reliable data to improve performance;
- provide effective curricular leadership and management to ensure good quality teaching, training and learning, to meet the needs of staff, learners and stakeholders;
- use appropriate self-evaluation and improvement planning processes to review provision and effect improvement of the quality of teaching, training and learning;
- seek and act upon the views of different user groups, to plan, manage and improve the provision, including engaging learners in internal review and self-evaluation arrangements; and
- demonstrate the capacity to sustain continuous improvement, including effective and innovative strategies to raise standards and improve the quality of teaching, training and learning.

Q1. How effective are leadership and management in raising achievement and supporting learners?

- **Staffing:** How effective are the leaders and managers in recruiting, deploying, supporting and developing staff, at all levels, to provide high quality education and/or training?

Indicators:

Evaluate the extent to which leaders and managers:

- deploy staff appropriately to manage and deliver education and training effectively to meet the needs of all learners;
- have systems in place to provide staff with appropriate opportunities to undertake continuous professional development;
- ensure staff are appropriately qualified and experienced, and have the necessary expertise to meet curricular needs and management responsibilities;
- use performance reviews effectively to identify and meet individual staff development needs, including needs related to new emerging roles; and
- provide a range of opportunities for staff to develop leadership and management skills and capabilities, in order to build capacity within the organisation to meet present and future needs.

Q1 How effective are leadership and management in raising achievement and supporting learners?

- **Accommodation and Physical Resources:** How effective are leaders and managers in the deployment of all resources to provide high quality education and/or training?

Indicators:

Evaluate the extent to which leaders and managers:

- make effective and efficient use of physical resources for the benefit of the learner, and the wider community, in particular through collaborative links;
- ensure that there is an appropriate range and quantity of good quality learning resources, materials and accommodation, which are managed effectively to meet the needs of all learners;
- ensure that all learners have appropriate access to learning resources and accommodation, including specialised equipment to industry standards, which promotes inclusion and complies with current legislation;
- have policies, strategies and plans to provide, update and make best use of ILT equipment, software and electronic resources across the curriculum; and
- have appropriate policies and procedures in place to ensure that all accommodation and equipment are maintained, updated, and comply with relevant legislation, including health and safety.

Q1. How effective are leadership and management in raising achievement and supporting learners?

- **Links and Partnerships:** How effective are the links and partnerships with parents, other providers (including schools), agencies and employers and the wider community, to identify and to meet the current and future needs of learners?

Indicators:

Evaluate the extent to which leaders and managers:

- identify and form a range of appropriate links and meaningful partnerships, including learners, to support the organisation's achievement of its key aims and objectives;
- form links and partnerships with external bodies which contribute to social inclusion, economic development and enhance learning;
- use effectively the links and partnerships with external bodies to inform curriculum planning and maximise the use of resources;
- develop the roles and responsibilities of respective partners, including learners, to promote effective and efficient working relationships, and creative and innovative thinking; and
- use links with employers, communities and external bodies to inform, plan and meet workforce training and development needs at both local and regional levels.

Q1. How effective are leadership and management in raising achievement and supporting learners?

- **Equality of Opportunity, Diversity and Good Relations:** How effectively do leaders and managers plan strategically to ensure equality of access, to foster good relations and to meet the diverse needs of learners and staff in the pursuit of good provision for learning?

Indicators:

Evaluate the extent to which leaders and managers:

- manage effectively appropriate policies and procedures that meet legislative requirements to promote equality, inclusion and diversity for all staff, learners, employers, parents and other partners;
- incorporate equality and diversity into their strategic and operational plans, monitor the impact and take follow-up action to address areas for improvement to ensure that the provision and resources meets the needs of learners from a diverse society;
- provide effective training in equality and diversity so that leaders, managers, governors, staff and learners understand their roles and responsibilities in relation to equality and diversity;
- set challenging targets and use data effectively to monitor, analyse and improve engagement and performance of different groups of learners;
- ensure learners' knowledge and understanding of equality and diversity, and preparation for living and working in a multiracial society, are reinforced through their programme, in tutorials and at reviews.

Q1. How effective are leadership and management in raising achievement and supporting learners?

- **Public Value:** To what extent is the organisation one which is operationally feasible, provides value for money, meets the expectations of all its stakeholders, fulfils Government's expectations and is effective?

Indicators:

Evaluate the extent to which leaders and managers:

- make effective and efficient use of resources, both locally and regionally, to support the delivery of the curriculum;
- manage finances effectively to ensure that the provision is both high quality and cost effective, and avoids unnecessary duplication;
- use labour market information and environmental demographics to identify current and future skills requirements; and
- monitor and review the provision regularly to ensure relevance of programmes and services to local and regional economies, employers and communities.

SECTION B: Quality of Provision for Learning

Q2. How effective are teaching, training and learning, and assessment?

- **Planning:** How effective is planning to support and promote successful learning?

Indicators:

Evaluate the extent to which:

- the overall curriculum planning reflects the aims of the organisation and the priorities outlined in the quality improvement plan;
- the organisation has clear, coherent planning for all areas of the curriculum which guides effectively the work of the staff;
- the planning for the learning programme for each learner is broad and balanced;
- the teachers/trainers planning is effective and identifies the intended learning, differentiation, and evaluation; and
- there are opportunities for the learners to contribute to the planning process.

Q2. How effective are teaching, training and learning, and assessment?

- **Teaching, Training and Learning:**
How effective are teaching and training in promoting successful learning?

Indicators:

Evaluate the extent to which teachers/trainers:

- provide an appropriate range of learning experiences, which challenge and inspire learners;
- meet the needs of the individual learners, which are informed at the outset by initial assessment;
- provide an integrated programme of learning to develop the learners' literacy, numeracy, ICT and employability skills;
- use ILT and other resources in a relevant and interesting way, to support learning; and
- provide accurate and up-to-date specialist learning experiences and expertise, which are relevant to current industry practice.

Q2. How effective are teaching, training and learning, and assessment?

- **Assessment:** How effective is assessment in promoting learning?

Indicators:

Evaluate the extent to which teachers/trainers:

- plan and use an appropriate range of assessment strategies for the learning programmes;
- use feedback to inform individual learners about how they are performing and how they might improve;
- use formative and summative assessment to guide teaching and training and to improve learning; and
- track and record progress towards learning goals and/or qualifications.

3. Quality of Provision for Learning

Q3. How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?

<ul style="list-style-type: none">• Curriculum Provision: Does the curriculum offer coherent, broadly balanced programmes of learning which provide learners with clear progression opportunities?	<p>Indicators:</p> <p><i>Evaluate the extent to which the organisation:</i></p> <ul style="list-style-type: none">• provides a range of learning programmes, which match learners' aspirations and potential;• provides coherent programmes of study, which present learners with clear progression opportunities;• offers programmes in line with Government priorities and promotes economic development;• provides a balanced and broad curriculum, and additional enrichment opportunities; and• provides flexible programmes, which are socially inclusive and which widen participation in education and training.
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Q3. How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?

- **Learning Experiences:** How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential?

Indicators:

Evaluate the extent to which the learning experiences:

- are of high quality and are matched to the individual needs, interests and aspirations of the learners;
- encourage independent learning;
- promote a positive climate which is conducive to learning; and
- provides learners with opportunities to gain the knowledge and understanding to enable them to make informed choices about their health and well-being, and personal and social development.

Quality of Provision for Learning

Q4. How well are learners cared for, guided and supported?

- **Pastoral Care:** How effectively do the care, advice and guidance and other support processes provided for learners safeguard their welfare, promote personal development and ensure achievement?

Indicators:

Evaluate the extent to which the learners are provided with:

- opportunities to develop relationships which promote mutual respect, tolerance and understanding;
- an induction process which enables them to understand the structure and demands of their programmes, and know what support services are available;
- effective initial assessment and personalised learning/training plans, which are used to inform teaching, training and learning;
- regular and planned support to review progress towards their learning goals and their personal development;
- access to an appropriate range of personal and social services; and
- access to appropriate learning resources to support and develop independent learning.

Q4. How well are learners cared for, guided and supported?

Indicators:	
<ul style="list-style-type: none">• Safeguarding: How effective is the organisation in making arrangements to safeguard and promote the protection of learners?	<p><i>Evaluate the extent to which the organisation:</i></p> <ul style="list-style-type: none">• meets legislative requirements;• has established a code of conduct to guide staff in their contact with all learners, and has provided appropriate training for all staff, governors and volunteers, which is regularly updated;• has clear and effective policies and procedures in place for the safeguarding of learners, including provision for recruitment and selection of staff and volunteers, that are reviewed appropriately;• informs learners and all relevant parties of policies and procedures relating to safeguarding; and• has appropriate procedures to deal with complaints, which identify designated members of staff responsible for safeguarding issues.

Q4. How well are learners cared for, guided and supported?

- **Additional Learning Support:**
How effective is the organisation in providing additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning?

Indicators:

Evaluate the extent to which the organisation:

- links effectively with schools or other providers to identify the needs and support requirements of individual learners;
- uses initial assessment to determine and plan for individual additional support needs, which is monitored and reviewed regularly;
- uses an appropriate range of additional resources to support learning;
- uses a range of external support agencies to support individual learning needs; and
- uses learning support to enhance the learning experience and environment.

Q4. How well are learners cared for, guided and supported?

- **Careers Education Information Advice and Guidance (CEIAG):**
How effective is the programme of CEIAG in meeting the needs, potential and interests of the learners?

Indicators:

Evaluate the extent to which the learners are provided with:

- a well-planned and coherent careers education programme, including the opportunity to engage in personal career planning;
- impartial careers advice and guidance to help them make appropriate and informed choices;
- regular access to a broad range of relevant and up-to-date careers information to inform them of the range of educational and employment opportunities available;
- access to appropriate opportunities for work-related learning and skills development; and
- suitable opportunities to develop their employability skills.

SECTION C: Quality of Achievements and Standards

Q5. How well do learners develop and achieve?

- **Achievement:** How well do learners achieve the highest possible standards of work and learning?

Indicators:

Evaluate the extent to which learners:

- achieve in line with appropriate performance indicators and benchmarks;
- achieve consistently high standards of work across all elements of their programme, in line with their prior achievement and potential;
- achieve appropriately high standards of literacy, numeracy and ICT and can apply these across a range of contexts; and
- achievements are in line with best practice.

Q5. How well do learners develop and achieve?

- **Standards:** How far do learners acquire and develop the dispositions, skills and capabilities for life-long learning, and contribute to the community and the economy?

Indicators:

Evaluate the extent to which learners:

- develop independent learning skills and the self-confidence and capacity to work collaboratively with a diverse range of people and in a range of contexts, including on-line learning;
- develop the relevant vocational and transferable skills and capabilities to meet the current and emerging needs of industry; and
- develop the relevant enterprise and employability skills required by employers and industry for the local, regional and global markets.

Q5. How well do learners develop and achieve?

- **Progression:** How far do learners demonstrate progression within the organisation, building on their prior achievements, and preparing appropriately for the next phase of their learning?

Indicators:

Evaluate the extent to which learners:

- plan, review and evaluate their work;
- identify appropriate actions to progress their learning, at a pace and level in line with their prior achievement and potential;
- develop the necessary skills and attributes to sustain progression in their educational, professional, personal and social development; and
- acquire, develop and transfer their knowledge, skills and understanding across their learning.

Q5. How well do learners develop and achieve?

- **Fulfilling Potential:** How well do individual learners, at all levels of ability, surmount the barriers they may have to learning and achieve their full potential?

Indicators:

Evaluate the extent to which learners:

- can assimilate and apply their learning in a range of contexts;
- understand how their learning can be applied to help them participate effectively in society and as contributors to the local and global economy;
- are well-motivated, enthusiastic, meet deadlines and develop the work-readiness skills necessary to make an effective contribution to the economy and society; and
- are able to achieve their full potential irrespective of background.