



WELLINGTON COLLEGE BELFAST

Monitoring, Evaluation and Review Policy

Context

The 'Inspection and Self-Evaluation Framework' (ETINI, 2017) is a common framework for self-evaluation and inspection across all phases of education and training.

'The key areas that influence most the quality of education provided to learners are the quality of leadership and management at all levels and the provision for learning and teaching which in turn impact on the outcomes for learners.'

(Inspection and Self-Evaluation Framework p.3, ETI, 2017)

This policy aims to provide a structure through which practice in the College can be monitored, evaluated and reviewed to assess the impact on student progress.

Rationale

At Wellington College, we aim to improve outcomes in relation to leadership and management, student achievement, quality learning and teaching, CEIAG and pastoral care to ensure that all students achieve their potential. Central to achieving this aim is the involvement of all members of the College community in the process of monitoring, evaluating and reviewing the work of the College, with a particular focus on learning and teaching, the aims of the College and how they are achieved.

Monitoring, evaluation and review (MER) is part of a planned process and involves a range of different stakeholders. It is viewed as a shared endeavour, making maximum use of existing information, collecting only what is necessary and valuable, celebrating and sharing progress and success. The College's MER procedures provide an insight into strengths and areas for development, ensuring the delivery of a rich and relevant curriculum that has a positive impact, and through which all students make progress.

Definitions

Monitoring involves 'checking' and gathering information. The outcomes from monitoring form an evidence base that can be evaluated.

Evaluation ultimately involves asking the questions, 'Is it good enough?' and 'How do we know?', resulting in a judgement.

Evaluation often involves these kind of questions:

- What does our evidence tell us?
- Are standards high enough?
- Is progress fast enough?

- What difference is teaching making?
- How do we change teaching to accelerate progress?
- Are resources being used to best effect?

The overall evaluative judgement will be evidence of the impact the school is having on student's learning.

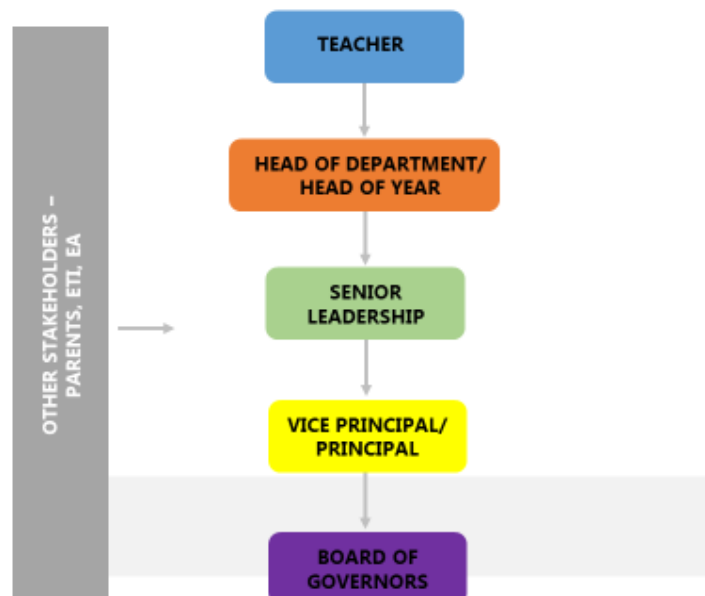
Review is the development of practice to take account of the evaluative judgement.

Principles for Effective Monitoring, Evaluation and Review

- Promotes excellent teaching and learning throughout the College
- Ensures colleagues are clear about their roles and responsibilities
- Ensures that every student is making maximum progress and is appropriately challenged
- Offers an opportunity to celebrate and build on the College's successes
- Ensures consistency of implementation of agreed policies throughout the College
- Develops a climate for effective practice and an openness about accountability
- Provides information to support self-evaluation, making judgements on the effectiveness of actions taken, based on their impact on the quality of the students' learning
- Enhances the professionalism, skills and professional development of members of staff

Accountability

The core of monitoring and evaluation is accountability, inclusive of all staff. All staff are accountable to all stakeholders on the measures implemented to support progression and improvement. The accountability can be pictured as follows:



MER Types of evidence

MER activities in Wellington College will typically be based around – **Books** (Student work), **Looks** (Learning and Teaching Observations), **Data** (Analysis of data from a variety of sources) and **Voice** (Student, Staff and Parent audits).

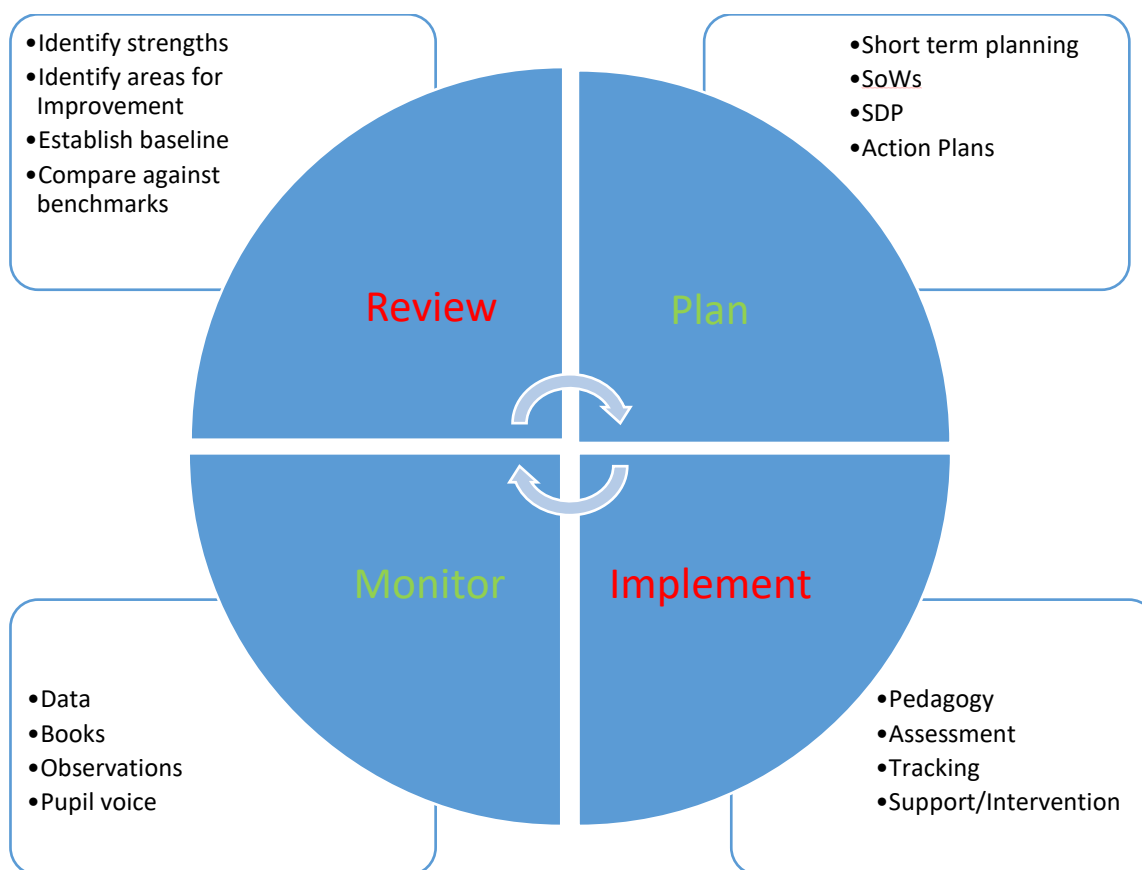
MER Timetable

MER takes place at all times throughout the year with many staff members taking responsibility for its completion. It involves collecting information, evaluating the success of the strategy based on the information collected and then the strategy is reviewed for future implementation.

A timetable is produced annually that indicates all MER activities. (Appendix 1)

The Vice Principal is responsible for the overall collation of MER evidence.

Self-Evaluation Cycle



“Self-evaluation contributes to school improvement by providing an accurate assessment of how well the school is performing and what it needs to do next. It leads to the identification of improvement priorities and to evidence-based school improvement planning, which results in clear benefits for pupils.”

NCSL, 2012

WCB Effective Practice for Middle Leaders

Effective practice is demonstrated when:

- middle leaders demonstrate clear and effective strategic leadership within their areas of responsibility, informed by professional knowledge and expertise;
- a culture of self-evaluation is well established among all team members and underpins the focus on, and commitment to, continuous improvement;
- the action planning process is well developed and informed by self-evaluation: targets are specific, measurable, achievable, realistic and time bound.
- middle leaders analyse and use accurate data effectively to track the pupils' progress, and intervene as necessary;
- middle leaders monitor and evaluate the quality of the work in their area of responsibility, including the impact of planning, teaching and assessment on the pupils' learning and progress;
- there is clear evidence of a focus on continuous improvement and professional development for colleagues including the sharing of current and research-based practice; and
- the outcomes attained by the pupils are consistently high.

Effectiveness of Middle Leadership	
Reflective questions	Response
How do we evaluate the work of our areas of responsibility and how do evaluations inform future planning?	
To what extent are the priorities for improvement appropriate and aligned to the priorities in the school development plan, including whole-school strategies for improving literacy, numeracy?	
How do we monitor and evaluate the impact of planning, teaching and assessment on the pupils' learning?	
How do we use accurate data effectively to assess, monitor and track the pupils' progress in learning and to inform our understanding of overall performance?	
How are we accountable for our work?	

ISEF, ETI (2017)

WCB Monitoring and Evaluation sources (see Appendices)

○ **Data:** Results'

Analysis:

Wellington College Belfast Results' Analysis					
Department: _____			HOD: _____		
2016 GCSE Results & Targets:			Total number of students:		
GCSE	A*	A	B	C	D
Results cum %					
N Ireland Grammar School average cum %					

○ **Looks:** Learning

Observations:

Lesson observation feedback sheet (Based on OFSTED and Learning Insight Profile)		
Focus	Evidence	Areas for development
Planning, Learning and Teaching Model Have planning taken account of the needs of all students? Is prior learning addressed? How is the learning taking place? - completion or learning? Is the WCB Learning and Teaching Model followed? Does the teacher facilitate the development and achievement of the learning objectives?		
Meeting the needs of all pupils Is planning differentiated? Are all pupils being challenged? Are they being supported?		

○ **Books:** Collegiate

Book Monitoring:

Wellington College: Review of Students' Work (Summary)	
Curriculum area:	
Focus	
Date:	
Summary of strengths and areas for development	
Strengths	Areas for development

○ **Pupil Voice:**

Google Forms

Start a new form

Blank

Exit Ticket

Course Evaluation

Learning and Teaching SURVEY: Year 11: ENGLISH

Name (optional): _____ Class: _____

Are you Male/Female? (please circle)

Do you think that you are making good progress this year? Yes/No (please circle)

What helps me to learn and improve in English?	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Class discussions					
2. Group work					
3. "No hands up"					
4. Being asked good questions					
5. Silent work					
6. One-to-one teacher support					
7. High expectations from my teacher					
8. Lessons which are interesting					
9. A positive classroom atmosphere					
10. Regular verbal feedback from teacher					
11. Teacher using WWW/EBI					
12. Homework					

5

Focus Group: Learning and Teaching, June 2017

Years: 8 - 10

Number of pupils: 31

Teachers involved: SG, MG, LH, PMK

Point score	Male	Female	SEN	FSME
Full Range	15	16	4	8

Questions	Conclusions: WWW	Conclusions: EBI
Do you feel that you have benefitted from Pupil Talk this year? How?	<ul style="list-style-type: none"> Vast majority of pupils – yes! Main benefit – more confidence. "No Hands Up" means that you have to THINK. They enjoyed SALAD Pupils recognised that you need to speak outside school and in the future. 	<ul style="list-style-type: none"> "No Hands Up" should incorporate "thinking time." Some pupils like doing presentations/drama in small groups.

Roles and Responsibilities

BOARD OF GOVERNORS

1. Will support and reinforce the view that the purpose of monitoring and evaluation is College development, recognising progress, achievement and continuous improvement
2. Will take an active and strategic role in College monitoring, evaluation and review
3. Has responsibility for ensuring that the College fulfils its statutory duties
4. Will have responsibility to review the overall standards and achievement of all aspects of the College's work
5. Will regularly review policies and procedures and their effectiveness
6. Will review assessment data and consider its implications via the Vice Principal's report
7. Will monitor continued development of the College through discussion, questioning and participation in relevant training
8. Will monitor and evaluate College expenditure and analyse value for money

SENIOR LEADERSHIP TEAM

1. Undertake a regular cycle of line management evaluation and monitoring activities as identified in the MER Timetable.
2. Identify areas that need to be monitored and evaluated, through data analysis, discussions with staff and students, observation of learning and teaching, scrutiny of student work, engaging with staff in planning activities and discussions with staff, students and parents.
3. Undertake regular line management meetings to support staff through the MER process.
4. Delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved.
5. Ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning, including termly SDP review.
6. Ensure that student performance data is collected, analysed and used to inform target setting and appropriate interventions.
7. Ensure all monitoring and evaluation activities are recorded, and result in regular review meetings with the Senior Leadership Team to formulate action plans, and ensure minutes of meetings are taken as part of the monitoring process.
8. The Principal and Senior Leadership Team are required to give regular monitoring and evaluation updates on the progress of the College Development Plan to the Governing body through reports to the Education Committee and the Full Board.

MIDDLE LEADERS

1. Ensure that colleagues understand that the purpose of monitoring and evaluation is centred around development, improvement and supporting achievement.
2. Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities, including maintaining the subject/area policy and schemes of work.
3. Maximise the use of existing information, collect only what is necessary, ensuring evidence collated can be measured against effective and current practice.
4. Collate the information from lesson observations and class visits, review practice in their areas of responsibility and summarise using the agreed pro-forma. This will form key evidence in Senior Leadership Team Review meetings.
5. Monitoring activities include: Monitoring of teaching and learning; discussions with staff and students; observation of lessons and staff at work; engaging with staff in planning activities; scrutiny of students' sampled work and moderation; observation of students at work; monitoring assessment results; monitoring progress towards achievement of targets and monitoring behaviour for learning.
6. Checking the progress of the department at regular department meetings, and maintaining records of this monitoring and evaluation by keeping minutes of department meetings, and sharing them with the Senior Leadership Team.
7. Reviewing the Department/Pastoral Action Plan, and giving annual written feedback to Senior Leadership Team.

TEACHERS

1. Assess how well learning objectives have been met, and use this ongoing assessment to improve specific aspects of teaching.
2. Monitor student work, homework, assessments, examinations, providing constructive feedback and set targets for students' progress.
3. Assess and record each student's progress systematically, and use baseline tests to ensure that students make progress.
4. Provide written reports, relating to the development and learning of students.
5. Monitor students' personal, social and academic progress, including behaviour, regular attendance, punctuality and absence.
6. Attend College INSET, and take part in the College's monitoring and evaluation procedures, including lesson observations and appraisals.
7. Have regular contact with parents with regard to student matters.

STUDENTS

1. Students monitor their own progress through reflection of achievements in all aspects of their development. They are expected to respond to marking and feedback given by their teachers as part of improving their work.
2. They are aware of their target grades and develop strategies to achieve them.
3. Students complete their homework on time and are aware of the curriculum requirements.
4. They monitor their own behaviour, attendance and punctuality with Tutors.
5. Students' views are sought through Senior Prefects presenting to SLT, College Student Council meetings, on College and classroom practices arising from College policies that affect the way in which they learn and develop as citizens.
6. They develop their skills and abilities by taking part in enrichment activities.
7. Engage with teachers to evaluate and review practice and make changes as appropriate.

PARENTS

We believe that it is important for the College and parents to have an active partnership to support the students. We invite parents to:

1. Avail of the opportunities to attend individual consultations with staff regarding student matters.
2. Attend Parental Consultations to review progress and attainment.
3. Support, encourage and engage with their children
4. Be aware of the curriculum being studied and examination requirements, monitoring progress, work ethic, effort and behaviour, including attendance and punctuality.
5. Be aware of the Homework policy and requirements of students.
6. Avail of opportunities to see assemblies, special events, and other College enrichment activities.

Policy Review

Timetables and schedules linked to this policy will be reviewed by the Vice Principal annually.

A reviewed policy will be presented to the Board of Governors bi-annually.

Appendix 1: MER Timetable

MONTH/DATE	MER ITEM	STAFF MEMBER RESPONSIBLE	SDP AREA
TERM 1			
SEPTEMBER			
	Results Analysis	HoDs	Outcomes
	College Results Summary to BoG	SLT Data, VP	Outcomes
	Leavers Destination Analysis	Senior Leader Data/Head of Sixth Form/Head of CEIAG	Outcomes
	Scheme of Work review	HoDs	Provision
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision
	Target Setting	All staff	Outcomes
	Baseline Testing Year 8 PTE/M, CAT	SLT Data, HoD English, HoD Maths, Literacy Co-ordinator, Numeracy Co-ordinator	Outcomes, Provision
	Departmental MER Planner	HoDs	Outcomes, Provision, Leadership and Management
OCTOBER			
	Year 11 CAT Baseline Testing	SLT Data	Outcomes
	TSN Planner	SLT Data	Provision
	Action Plan completion	HoDs, HoYs, SLT	Outcomes, Provision, Leadership and Management
	SDP completion	SLT	Outcomes, Provision, Leadership and Management
	SLT Link Review 1	HoDs, HoYs, SLT	Outcomes, Provision, Leadership and Management
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision
	Learning Insight Visits	Principal/VP	Provision
	Priority Department Review 1	Principal/VP, HoD	Outcomes, Provision, Leadership and Management
NOVEMBER			
	Tracking 1 review	HoDs/HoYs	Outcomes
	PRSD 1	SLT	Provision
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision
DECEMBER			
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision

TERM 2			
JANUARY			
	Student Voice Audit	VP	Provision
	Parent Voice Audit	VP	Provision
	Tracking 1/2 review	HoDs/HoYs	Outcomes
	Learning and Teaching surveys/Focus groups	HoDs	Provision
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision
	Priority Department Review 2	Principal/VP, HoD	Outcomes, Provision, Leadership and Management
FEBRUARY			
	Principal/VP Mid-Year Departmental Review	Principal/VP, HoD	Outcomes, Provision, Leadership and Management
	Target Student Interviews	SLT	Outcomes
	Curriculum Review/Planning	Principal, VP, SLT Data, Head of Sixth Form and Head of CEIAG	Outcomes, Provision, Leadership and Management
	Departmental Lesson Observations	HoDs	Provision
	Action Plan RAG	HoDs/HoYs	Leadership and Management, Outcomes, Provision
	SDP RAG	SLT	Outcomes, Provision, Leadership and Management
	SLT Link Review 2	HoDs, HoYs, SLT	Outcomes, Provision, Leadership and Management
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision
	GCSE Modular results analysis	HoDs/HoY Year 12	Outcomes
MARCH	Tracking 3 review	HoDs/HoYs	Outcomes
	PRSD2	HoDs/SLT	Provision
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision

TERM 3			
APRIL			
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision
	Priority Department Review 3	Principal/VP, HoD	Outcomes, Provision, Leadership and Management
MAY			
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision
JUNE	Tracking 4 review	HoYs/HoDs	Outcomes
	Learning and Teaching surveys/Focus groups	HoDs	Provision
	Student Voice Audit	VP	Provision
	Parent Voice Audit	VP	Provision
	Attendance	HoYs	Provision
	Behaviour	HoYs	Provision
	Action Plan Review	HoDs, HoYs, SLT	Leadership and Management

On-going MER

Staff training evaluations

**Wellington College: Review of Students' Work
(Summary)**

Curriculum area:

Focus:

Date:

Strengths

Areas for development

Wellington College Belfast: Scrutiny of Planning
Strengths and Areas for Development

Middle Leader:		Subject:		Year:
	Strengths	Areas for development		
Long term (Programme of study)				
Medium term (Scheme of learning)				
Short term (Lesson planning)				

Appendix 4: Pastoral Groups MER

Wellington College Belfast: Head of Year Monthly MER Attendance/Behaviour for Learning

Middle Leader:		Year group:	
	Attendance:	Behaviour for Learning:	
September	% Groups		
October	% Groups		
November	% Groups		
December	% Groups		
January	% Groups		
February	% Groups		
March	% Groups		
April	% Groups		
May	% Groups		
Next year areas for development			

Appendix 5: Focus Group Summary

Wellington College: Focus Group (Summary)

Curriculum/Pastoral area:	
Focus:	
Date:	
Year/No. of students	

Name	<i>PTM</i>	<i>PTE</i>	<i>Point score</i>	<i>Male</i>	<i>Female</i>	<i>SEN</i>	<i>FSME</i>

Questions	Discussion Points	Conclusion

Appendix 6: Learning and Teaching Survey

Name (optional):_____ *Male/Female*

Year:

What helps me to learn and improve?	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Clear explanations					
2. Working on my own					
3. Class discussions					
4. Group work					
5. Being asked good questions					
6. Copying out notes					
7. High expectations from my teacher					
8. Effective use of technology in lessons					
9. A positive classroom atmosphere					
10. Regular teacher feedback (eg www/ebi)					
11. Homework					
12. WAGOLLS (model answers)					
13. Regular assessments or tests					
14. Going over previous learning					

Use this box to add further information:

Appendix 7: Lesson Feedback Summary

Lesson observation feedback sheet

(based on ISEF and Learning Insight Profile)



Focus	Evidence	Areas for development
Planning, Learning and Teaching Model Does planning take account of the needs of all students? Is prior learning addressed? How is the learning taking place? – completion or learning? Is the WCB Learning and Teaching Model followed? Does the teacher facilitate the development and achievement of the learning objective/s?		
Meeting the needs of all students Is planning differentiated? Are IEPs being used effectively? Are the expectations realistically high? Is learning supported by Modelling ?		
Assessment Is there Feedback for Learning present in the students' work? How do they respond to it? Are there opportunities for peer and self-assessment? Is higher order Questioning evident?		
Behaviour for learning Is there an ethos conducive to learning? Are positive behaviour methods being used to motivate learning? If necessary, is the classroom management plan being used? Does the lesson display high expectations and a high level of Challenge ?		
TSPC Are students thinking creatively and critically? Are they accessing higher order thinking? Are students Actively Engaged with learning?		
Student attitude to learning Are students engaged? Are they motivated? Do they enjoy learning? What skills can they demonstrate? Do students complete the required work fully? (date, full answers if required) (Creative, Resilient, Confident, Independent, Aspirational)		
Engagement with achievement Do students know how effectively they are learning? Are they aware of their tracking scores and what they might do to improve? Are students aware/engaged with setting of targets ?		

Appendix 8: Sample Term 1

SLT Link Reflective Questions

Areas	Questions	Notes
OUTCOMES A Level	How do your Department's results benchmark against the NIGSA? (A* - C?) Do you have a sufficient distribution of results across A*-C? What strategies will the department employ to maintain/improve results?	
	Are there any modules that are a cause for concern? How will this be addressed?	
	How is the department planning for amendments to assessment?	
GCSE	How do your Department's results benchmark against the NIGSA/ Students' "if challenged" CAT? (A* - B) What strategies will the department employ to maintain/improve results?	
	How is the department planning for amendments to assessment?	
Key Stage Three	How is the department ensuring assessment is robust? Does the department implement a degree of challenge – developing skills required at GCSE?	
Intervention strategies	What provision is there for intervention and support across all levels and how does the department know it is working?	
PROVISION Blended Learning	How is the department responding to the need for blended learning?	
LEADERSHIP and MANAGEMENT MER	What processes are in place to monitor, evaluate and review learning, teaching and progress? What impact has been evidenced?	
SLT Link -		

Appendix 9: Sample Term 2

SLT Link Reflective Questions

Areas	Questions	Notes
OUTCOMES A Level	Based on your tracking system, how effective have your intervention strategies been to date with Year 13 and 14 students?	
GCSE	Based on your tracking system, how effective have your intervention strategies been to date with Year 12 students?	
Key Stage Three	How is the department ensuring assessment is robust? Does the department implement a degree of challenge – developing skills required at GCSE?	
Intervention strategies	How has Feedback for Learning been integrated in learning and teaching in the department? What has been the impact of the intervention strategies employed? (Measured impact)	
PROVISION Blended Learning	What progress has the department made in implementing a blended learning strategy?	
LEADERSHIP and MANAGEMENT MER	Progress on MER of student work, student voice, learning insights and data analysis What impact has been evidenced?	
SLT Link –		

Appendix 10: Term 3

SLT Link /HoD Measurement of Impact Summary

Success of Actions What? Which actions were achieved and which were not. (Use RAG analysis as a guide). Give context for each.	Result of actions So What? What was the impact? What progress was made? What value was added to our existing provision? Data/evidence base needed to underpin judgement of impact and needs referred to. Pupil voice especially important in the triangulation of assessing impact.	Future actions Now What? What future actions will flow from the measurement of impact?

Appendix 11:

GCSE, AS and A2 Results Analysis

GCSE, AS and A2 Departmental Results Analysis

Department		HoD	
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Analysis of Year 12 GCSE CDGs

Cumulative %	A*-A	A*-B	A*-C	Number
CDG '21				
Target				
NIGSA				
Boys				
Girls				
FSM				
SEN				

Historical

Cumulative %	A*-A	A*-B	A*-C	Number in Cohort
CDG Aug '21				
CAG Aug '20				
Aug '19				
Aug '18				

By Class

%	A*-A	A*-B	A*-C	Residual

Comments on GCSE Results:

Overall outcomes compared to historical data

Overall outcomes compared to targets

Outcomes of pastoral groups

Outcomes of particular classes

Areas for development

Analysis of A2 Results

%	A*-A	A*-B	A*-C	A*-E	Number in Cohort
CDG Aug '21					
Target					
NIGSA					
Boys					
Girls					
FSM					
SEN					

Historical

%	A*-A	A*-B	A*-C	A*-E	Number in Cohort
CDG Aug '21					
CAG Aug '20					
Aug '19					
Aug '18					
Aug '17					

Comments on A2 CDGs:

Overall outcomes compared to historical data

Overall outcomes compared to targets

Outcomes of pastoral groups

Outcomes of particular classes

Sizes of cohort

Areas for development

Appendix 12: Term 3

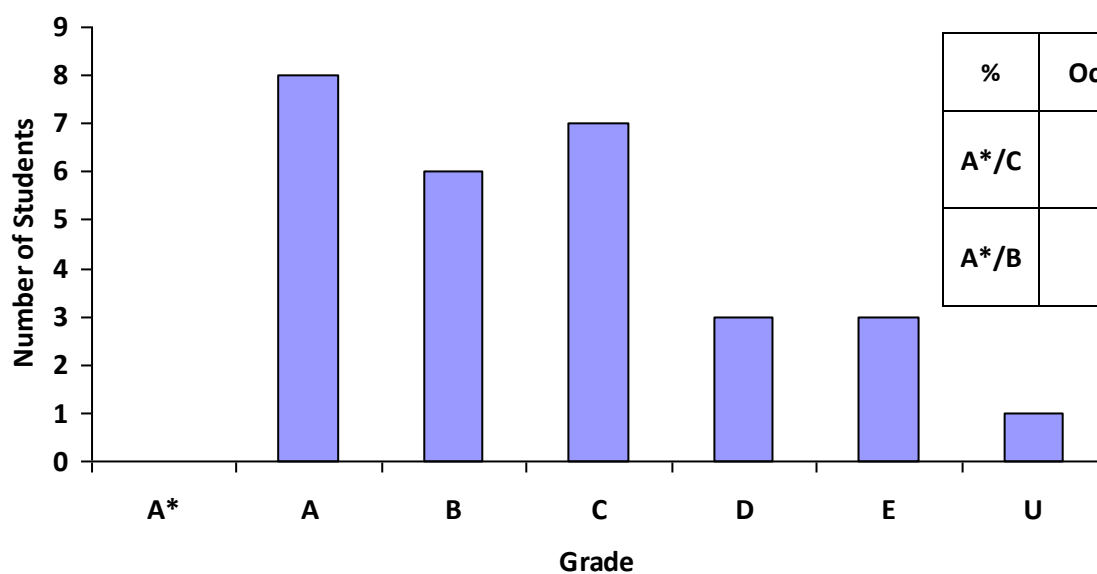
SLT Link /HoD Measurement of Impact Summary

Tracking Point 1 Review

Subject:

Yr14 Tracking Pt 1 –

Grade	A*	A	B	C	D	E	U	Total
Number of students								

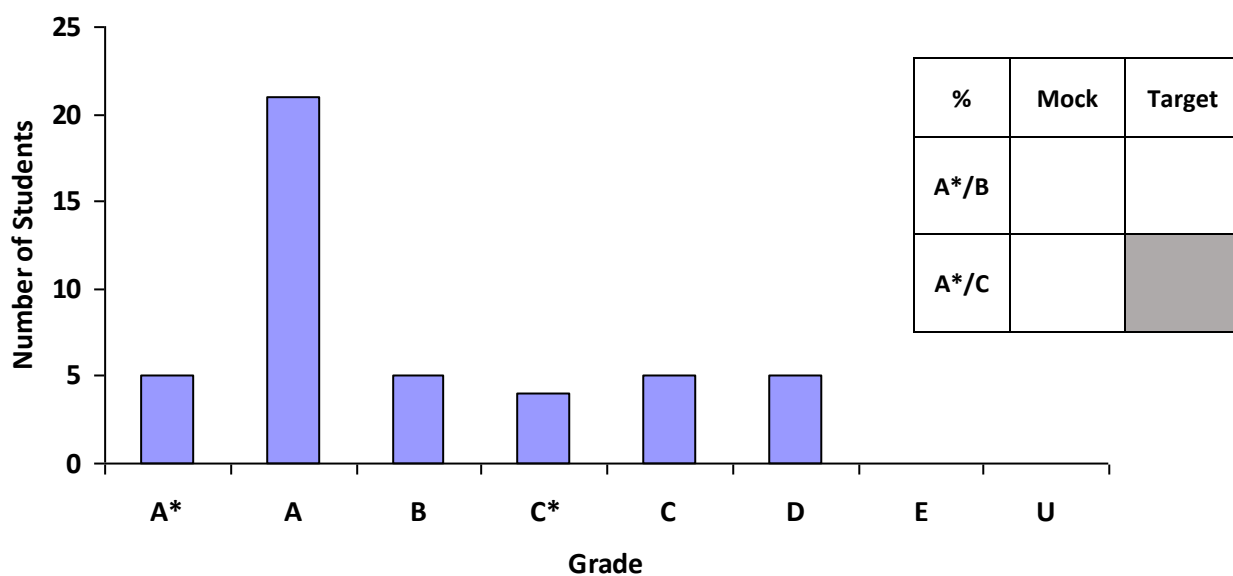


%	Oct '	Target
A*/C		
A*/B		

Comparison to targets	Students causing concern
Interventions / Comments	

Yr12 Tracking Pt 1

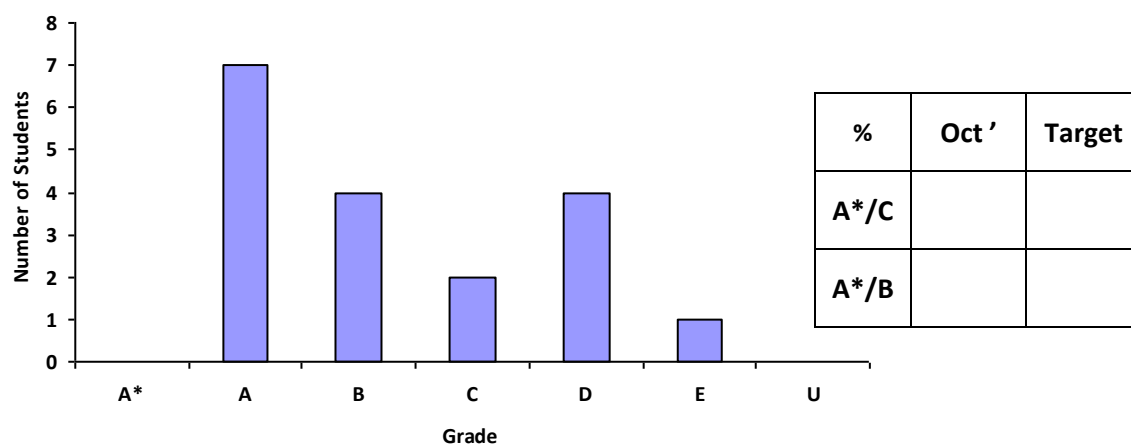
Grade	A*	A	B	C*	C	D	E	U	Total
Number of students									



Comparison to targets	Students causing concern
Interventions / Comments	

Yr13 Tracking Pt 1

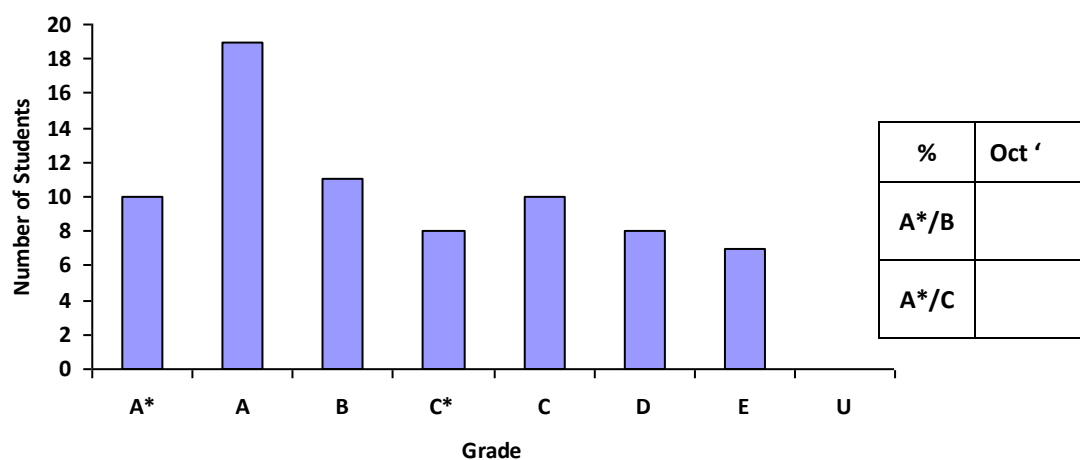
Grade	A*	A	B	C	D	E	U	Total
Number of students								



Comments	
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Yr11 Tracking Pt 1 –

Grade	A*	A	B	C*	C	D	E	U	Total
Number of students									



Comments	
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Appendix 13:

Departmental MER Planner

MONTH	DATA ANALYSIS	STUDENT VOICE	LEARNING INSIGHT (Departmental shadowing/sharing of practice)	STUDENT WORK REVIEW
AUGUST				
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				

NAME -

Appendix 14:

Staff Training Evaluation

*

Training Evaluation



1. Please complete the following by checking the column of your choice.

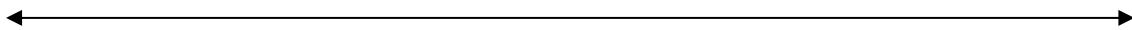
PLEASE RATE THE QUALITY OF THE FOLLOWING	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
Overall Content of Training					
PowerPoint Slides					
Training resources					

2. Think about what you *already knew* and what you *learned during* this training about *, then evaluate your knowledge and skills in each of the following topic areas **Before** and **After** this training.

1 = No knowledge or skills

3 = Some knowledge or skills

5 = A lot of knowledge or skills



BEFORE TRAINING					SELF-ASSESSMENT OF YOUR KNOWLEDGE AND SKILLS RELATED TO:	AFTER TRAINING				
1	2	3	4	5	*	1	2	3	4	5
1	2	3	4	5	*	1	2	3	4	5
1	2	3	4	5	*	1	2	3	4	5

3. To what extent do **you** feel prepared to implement*? Circle what is applicable.

1	2	3
Not at all	Somewhat	Well
Prepared	Prepared	Prepared

If you do NOT feel prepared to implement*, please explain briefly why you do not.

5. What areas relating to * would you like **more information/training** on, if any?