Department of
Education
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Lear

EVERY SCHOOL A GOOD SCHOOL

NEWCOMER

Guidelines for Schools

Criteria for Designating a Pupil as a Newcomer and Sharing Good Practice

MEMBERS OF THE WORKING GROUP

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INTRODUCTION

1.   These guidelines have been developed by the 'Newcomer Working Group' commissioned by the Department. Information on the Working Group is attached at Annex B.

2.   They should be read in conjunction with the policy document "Every School a Good School - Supporting Newcomer Pupils" as they are intended to assist schools in implementing this policy.

3.   They will advise Principals and schools' Boards of Governors on how to identify 'newcomer' (formerly known as EAL) children and document this accordingly and will also provide clarification of the criteria to be applied when designating a pupil as 'newcomer' for additional funding support under the Common Funding Scheme.

4.   This document will also provide guidelines on good practice in using the funding to support these children in the most effective and beneficial way irrespective of the number of newcomers in attendance.

5.   All schools should ensure that only pupils who satisfy the relevant criteria should be listed as newcomer pupils to ensure that the additional funding that is delegated to schools through the newcomer factor is appropriately targeted. There is a finite overall budget (known as the Aggregated Schools Budget) for distribution to schools by means of the Common Funding Formula and any increase in the proportion of this overall funding that is distributed under the newcomer factor means that relatively less core funding will be available for allocation to schools through the other factors within the formula. Incorrect data used for funding purposes will not only impact on an individual school's budget share, but also on the budget shares of all other grant-aided schools.

Special Educational Needs (SEN)

6.   A child should not be taken as having a learning difficulty solely because the language in which they will be taught is different from the language which is spoken in their home. However a child may also have special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for them.

Further information on the SEN Code of Practice and Supplement to the Code of Practice can be found at:

http://www.deni.gov.uk/index/7-special_educational_needs_pg/special_needs-codes_of_practice_pg.htm

Current Situation in Schools

7. The steady pattern of growth in the migrant population has resulted in a significant increase in the number of newcomer pupils participating in the education system. The diversity of these pupils' backgrounds and needs is much wider than ever before in many schools, and they do not have the necessary skills in the language of instruction, to access the curriculum.

8. The Common Funding Formula is a means of funding by which the Department allocates non-earmarked funds to all grant-aided schools. Within this formula, there is an English as an Additional Language (EAL) factor ie 'newcomer factor', which is provided specifically for those newcomer pupils who are recorded on the school census as being newcomer children with English as an additional language who require additional support. Although schools do not receive additional funding for fee paying newcomer pupils the Inclusion and Diversity Service will provide support to the schools as required.

9. It is the responsibility of school Principals and Boards of Governors to determine how best to use the additional funding delegated to a school for identified pupil needs.

Definitions previously used to identify EAL pupils

10. The definition of a pupil previously referred to as having EAL is outlined in Part 3 of The Common Funding Scheme for the Local Management of Schools. It states the following:

    'Pupils for whom English is an Additional Language often require extra support, particularly in their first few years of education, to enable them to express their knowledge and understanding in a language which is not their first language or that of their parents. Pupils will be designated as having English as an Additional Language (EAL) if:

    a. They were born in a non-English speaking country, have significant difficulties with English and have lived in the north of Ireland for less than two years; or

    b. They were born in a non-English speaking country and have lived in the north of Ireland for more than two years but continue to have significant difficulties with English; or

    c. They were born in an English speaking country but have significant difficulties with English because their parents do not speak English.'

Why the Need for Change

11.   Due to difficulties in the interpretation of the above definitions encountered by schools when completing their census returns, inconsistencies have been identified in the designation of newcomer (formerly EAL) pupils.

12.   Additionally, it is recognised that more guidance on sharing of good practice in support of such pupils is beneficial to building upon and maintaining the expertise of schools' teaching staff and in providing specific - initial and on-going - support to newcomer pupils identified as requiring support.

Newcomer/EAL

13.   Initially, when there was a marked increase in the number of migrant workers' children enrolling in schools here, use of the term 'English as an Additional Language' or 'EAL' was appropriate as the arrival of these children was a new phenomenon and the imperative in schools at that time was the acquisition of language.

14.   However it has become apparent that English as an Additional Language is too narrow in its meaning as the school life of such pupils encompasses much more than language acquisition. Apart from the curricular and linguistic needs of the pupil, pastoral care and intercultural barriers are also major aspects that need attention to ensure the pupil feels welcome within the school and is encouraged to fully participate in the life of the school.

15.   Therefore the term 'newcomer' has been chosen to replace 'English as an Additional Language'. This is a term which is used in Britain and Ireland, other countries within the EU and more widely internationally.

16.   The current definition of a 'newcomer' pupil (previously referred to as having EAL) in "Every School a Good School - Supporting Newcomer Pupils" is:

'a child or young person who has enrolled in a school but who does not have the satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher. It does not refer to indigenous pupils who choose to attend an Irish medium school. That circumstance is dealt with under the Irish medium education policy'.

Significant Difficulties

17. The current term 'significant difficulties', which is used for Census and subsequent funding purposes is not meaningful enough in its description as there will be differing interpretations of what the term means.

18. Therefore these guidelines provide clarification by including a number of clearly revised criteria, which a school should use when determining whether or not a child is a newcomer pupil.

New Criteria on Designating a Pupil as a Newcomer

19. It is the Department's view that the additional funding provided directly to schools within their fully delegated budget allocations should be used by schools to build upon and maintain the expertise of their teaching staff and provide specific support to those newcomer pupils who have been identified in the census by schools as needing support. This means that a determination must be made, initially upon enrolment in school as to whether the child is to be designated as a newcomer.

    This determination must be documented to include the name of the designator, the date which of the criteria used the pupil meets and the next review date. This should refer to any supporting documentary evidence.

    A pro-forma for this purpose is attached at Annex C and is also available at *http://www.deni.gov.uk/index/21-pupils-parents-pg/newcomer.htm*.

    Completion of the pro-forma, which should be signed by the Principal, is mandatory and subject to audit. If a pupil moves schools a copy should be sent to the new school to maintain continuity for funding purposes.

Criteria for Initial Designation

20. The criteria set out below have been provided to allow schools to determine when a child is to be designated as a newcomer pupil. For the purposes of designation and subsequent qualification for additional funding under the newcomer factor of the Common Funding Formula, at least **one criterion** must be met. This eligibility for funding will continue for the following three years of the child's school life. The three year period begins when the child is **first** recorded as an EAL or newcomer pupil in the annual school census and the funding will be paid each year to the school which has recorded the pupil in the previous October's census.

21. A child will initially be designated as a newcomer pupil for funding purposes over the three-year period if:

    a. the child was born in a country other than the UK and the child **needs to learn the language of instruction** (including basic communication and comprehension) whether that is English or Irish, and does not have a language in common with the teacher. The child does not normally speak English or Irish at home.

       and/or

    b. the child was born in the UK but does not have the satisfactory language skills to participate fully in the school curriculum, and the wider environment, and does not have a language in common with the teacher. The child does not normally speak English or Irish at home. It does not apply to English speaking indigenous pupils who choose to attend an Irish medium school. That circumstance is dealt with under the Irish medium education policy.

22. In addition to the criteria provided above, there are other indicators which will help schools to determine whether or not a child is a newcomer child. These have been included in the proforma at Annex C.

Continued funding after Three-Year Period

23. The school may consider that a pupil still requires additional support after the initial three-year period and should continue to be designated as a newcomer pupil. If this is the case the proforma must be updated and a documented assessment carried out to provide evidence whether or not entitlement to additional funding under the newcomer factor should continue to apply.

24. This further assessment will be carried out on an annual basis as long as additional support is deemed necessary.

25. In the case of pupils transferring from primary to post primary school, the Department recognises the difficulty of carrying out this assessment in the short period before the October census and, in these circumstances, the funding period will be extended for another year. However, information from the pupil's primary school on the pupil's proficiency and support needs should be considered and assessment against the Common European Framework of Reference for Schools should be carried out as soon as possible after the pupil has joined the school. If a transferring pupil has not been designated as a Newcomer in Year 7 but the post-primary school considers that he/she meets the criteria in Year 8, then documentary evidence to support the designation should be provided.

26. It is recommended that criteria used during the annual assessment are based upon the Common European Framework of Reference. The Inclusion and Diversity Service has adapted the European Language Portfolio, which is based on the Common European Framework of Reference, to develop aids for schools to use in initial and continuing assessment. They will undertake training of teachers in this assessment tool.

27. Schools will have other data for pupils, eg from the Interactive Computerised Assessment System (InCAS), Key Stage (KS) data, class tests and homework etc. These would also need to be taken into ongoing consideration and applied at the end of Year 3 assessment to determine the level of progress against criteria.

Guidelines on Good Practice

28. The Department has funded the setting up of a Regional Support Service across the Education and Library Boards called the Inclusion and Diversity Service (IDS), to strengthen and improve support to newcomer pupils, by ensuring a consistent level of support and specialised advice is provided to all grant-aided and special schools.

29. The key services of the IDS that are currently available are:

   ■ Diversity Officers

   ■ Interpreting and translating services

   ■ Multi-lingual website

   ■ Toolkits for Diversity - Pre, Primary, Post-Primary and Special schools; and

   ■ Continuous professional development

30. The IDS Diversity Officers are available to give advice, but the opportunity is being taken in this document to provide some examples of good practice. Schools might refer to or use these according to their suitability to the nature and workings of each individual school. They are ideas that have been tried and tested by the Principals who were members of the working group or examples that have been brought to our attention.

31. However, please note that the list is not exhaustive and therefore there may be other models of good practice that schools are currently using that better suit the nature of their school environment. Any such practice can be identified to the Regional Advisor at the Inclusion and Diversity Service, contact details in Annex A, for consideration for dissemination to schools in the north of Ireland.

Suggestions for Good Practice - Schools

32.   Schools may find it helpful to

■   work in cluster groups with the support of the IDS thereby sharing knowledge and resources.

■   use the Education Support website that has been developed by the Inclusion and Diversity Service, which contains standard education related statutory documents that have been translated into 15 languages, in addition to English and Irish.

         www.education-support.org.uk.

■   use the guidance within the Toolkits for Diversity

         www.education-support.org.uk/teachers/ids

■   use the services of those organisations within the voluntary sector that have expertise in supporting/working with migrant workers.

■   explore the possibility of using students from teacher training colleges to provide classroom assistance on a voluntary basis outside the demands of their syllabus. (Botanic PS)

■   use the funding available through the Common Funding Formula, to employ qualified and suitably trained learning support staff with clearly defined roles and responsibilities, and resources to support newcomer pupils in their learning, where possible and appropriate.

■   try and make use of the Comenius Language Assistant scheme.

         www.britishcouncil.org/comenius

Arrival

33.   Schools may find it helpful to

■   provide a General Welcome Pack for parents. The 'Hello and Welcome' Pack provided by St Joseph's PS, Lisburn has a welcome page in the newcomer's home language and gives general advice, in English, on information in the local area from banking to bin collections, emergency services to TV Licences. It was compiled by school staff and parents. Although some areas are specific to the school's location it could be easily adapted to any school.

- structure the initial interview with the parents followed by good sound induction procedures (ie toolkit), that should involve the teachers and the parents being more interactive with each other. This can include the parents being asked to produce any previous schooling documents, if possible.

- be aware of the possibility of hiring an interpreter and refer to the interpreting guidelines issued by IDS on their website.

Inter-Cultural

34.   Schools should consider:

- encouraging cultural awareness and the promotion of citizenship, by preparing teachers and staff about the child, the family and family ways, for example, by ensuring that nothing that may appear offensive to other cultures, is contained in reading books and other resources. In addition to this, social evenings within the school can be another way of celebrating different cultures.

- trying to get more participation and involvement in the school by the parents of the newcomer child. This could include explaining to the child's class about life in their classmate's home country, that country's culture, food etc.

- current resources such as Educating for Diversity "Our differences fit". This was a project completed by St Aloysius PS, Harmony Hill PS & St Joseph's PS, Lisburn. Its aim was to enable children and adults to build on the "Mutual Understanding in the Local and Wider Community". It includes information for staff development and lesson plans for Primary 1 to Primary 7.

  www.maxisite.co.uk/diversity

Linguistic

35.   Schools should consider:

- being consistent in the use of terminology and words that are used in class to avoid confusion in meanings (in particular post-primary schools).

- establishing the level of language skills the child may have by using visuals, such as cards and signs that the child can relate to and understand.

- encouraging the child to use both the language of instruction and where possible the home language. The provision by the school of bi-lingual dictionaries and, if schools can afford it, the employment of bi-lingual classroom assistants can assist in this.

■ the provision of 'story sacks', in primary schools, that include well known stories in both languages and other props, eg puppets, for the children to take home to look at with their parents. Encourage children and parents to help create/add to them. This can also encourage parents to learn English with their children.

Pastoral

36. The following have been found to help a child to integrate and participate:

   ■ Help the child integrate by operating a 'buddy scheme' or some form of mentoring. This works very well in primary schools but has also been used in post-primary schools.

   ■ Try to help the child participate by encouraging activity based learning and active learning strategies.

   ■ Post-primary schools may find that a child will benefit from getting involved in classes on a gradual basis.

Minority Ethnic and Language Categories

37. Minority Ethnic groups are listed as follows in the school census, with effect from October 2009:

White	Black African
Irish Traveller	Black Other
Roma	Korean
Chinese/Hong Kong	Malaysian
Indian/Sri Lankan	Vietnamese
Pakistani	Mixed Ethnic Group
Bangladeshi	Other Ethnic Group
Black Caribbean	

38. Due to concern with the size of the 'Other' category that is used in the 'Languages' section of the school census it has been revised to the following for use with effect from October 2010:

	Descriptor	Full Code List		Descriptor	Full Code List
1	Afrikaans	AFR	50	Matebele	MAT
2	Akan/Twi-Fante	AKA	51	Macedonian	MAC
3	Albanian/Shqip	ALB	52	Malayalam	MAL
4	Arabic	ARA	53	Maltese	MLT
5	Belarusian	BEL	54	Malay/Indonesian	MAY
6	Bengali/Bangla/Sylheti	BEN	55	Ndebele	NDE
7	Edo/Bini	BIN	56	Nepali	NEP
8	British Sign Language	BSL	57	Norwegian	NOR
9	Bulgarian	BUL	58	Oriya	ORI
10	Burmese/Myanma	BUR	59	Other Language*	OTL
11	Chinese (Any Other)	CHA	60	Pashto/Pakhto	PAT
12	Chinese (Cantonese)	CHC	61	Pahari/Himachali (India)	PHA
13	Chinese (Hokkien/Fujianese)	CHH	62	Panjabi	PNJ
14	Chinese (Hakka)	CHK	63	Polish	POL
15	Chinese (Mandarin/Putonghua)	CHM	64	Portuguese	POR
16	Creole English	CPE	65	Persian/Farsi	PRS
17	Creole French	CPF	66	Rajasthani/Marwari	RAJ
18	Czech	CZE	67	Romany	RME
19	Danish	DAN	68	Romanian	RMN
20	Dutch/Flemish	DUT	69	Russian	RUS
21	English	ENG	70	Serbian/Croatian/Bosnian	SCB
22	Esan/Ishan	ESA	71	Shona	SNA
23	Estonian	EST	72	Slovak	SLO
24	Fijian	FIJ	73	Slovenian	SLV
25	Finnish	FIN	74	Sindhi	SND
26	French	FRE	75	Sinhala/Sinhalese	SIN
27	German	GER	76	Somali	SOM
28	Kikuyu/Gikuyu	KIK	77	Spanish	SPA
29	Gaelic (Scotland)	GLA	78	Sotho/Sesotho	SOT
30	Irish	GLE	79	Tswana/Setswana	TSN
31	Greek	GRE	80	Swahili/Kiswahili	SWA
32	Gujarati	GUJ	81	Swedish	SWE
33	Hebrew	HEB	82	Tamil	TAM
34	Hindi	HIN	83	Telugu	TEL
35	Hungarian	HUN	84	Tetum	TET
36	Igbo	IBO	85	Tagalog/Filipino	TGL
37	Icelandic	ICE	86	Thai	THA
38	Irish Sign Language	ISL	87	Tibetan	TIB
39	Italian	ITA	88	Tsonga	TSO
40	Japanese	JPN	89	Turkish	TUR
41	Kannada	KAN	90	Ukrainian	UKR
42	Kashmiri	KAS	91	Urdu	URD
43	Korean	KOR	92	Venda	VEN
44	Kurdish	KUR	93	Vietnamese	VIE
45	Luganda/Ganda	LUG	94	Welsh/Cymraeg	WEL
46	Lingala	LIN	95	Xhosa	XHO
47	Lithuanian	LIT	96	Yiddish	YDI
48	Latvian	LAV	97	Yoruba	YOR
49	Marathi	MAR	98	Zulu	ZUL

* When an entry is recorded under the 'Other language' category, a free text field should then become available on SIMS enabling schools to specify the actual language spoken by the pupil.

39. This list is more detailed to not only help to minimise the size of the 'Other' category, but also make it easier for schools to determine to which ethnic group a pupil belongs for the purposes of the school census.

40. The Department will continue to monitor and will review the 'Every School a Good School - Supporting Newcomer Pupils' Policy to make sure the policy is fully implemented. The Department will work together with the Inclusion and Diversity Service and will monitor this work to ensure that any issues are addressed.

Requirements and Recommendations

41. Schools must adhere to the following requirements, which are listed below:

   a. The term 'newcomer' **must** be used by all schools.

   b. The criteria that have been clearly defined for initial and future assessment **must** be used instead of the term 'significant difficulty'.

   c. The new list of languages, as in the October 2010 census, **must** be carefully completed.

42. It is also highly recommended that schools continue to develop and share good practice in supporting their newcomer pupils.

The structure of our service*

Regional advisor: Mary Yarr

Assistant Advisory Officers: 5 AAOs allocated to specific areas of Northern Ireland.

Coordinators: 13 working with schools across Northern Ireland

*Subject to annual review

If you would like someone from the service to visit your school:

Phone the number on the front of this leaflet.

The office staff will forward your message to the AAO for your area.

The AAO will contact you to arrange a visit.

inclusion & diversity service

Inclusion & Diversity Service
Antrim Board Centre
17 Lough Road
Antrim, BT41 4DH

T: 028 94482210
W: www.education-support.org.uk/ids
F: 028 94482325

Who are we?

IDS is an amalgamation of the EAL/Ethnic Minority Teams from the five Education & Library Boards

SOUTH EASTERN EDUCATION AND LIBRARY BOARD

Learning Together

NEELB
Developing People for Life

Southern Education and Library Board

WESTERN EDUCATION & LIBRARY BOARD
WELB

Belfast Education and Library Board
Towards a Learning City

What do we do?

School and centre based training, advice and support for:

- Welcoming parents who are new to this country

- Induction of pupils for whom English is not the first language

- Providing for pupils' pastoral, language and academic needs

- Assessment of progress

- Beginning teachers

- Learning support assistants

- Promoting Intercultural awareness

- Boards of Governors

Translation & Interpreting

Translated letters

Approximately 24 commonly used letters in 15 languages

Translated policies

Child protection

Misuse of substances

Relationships and sexuality

Anti-bullying

Attendance

Behaviour

Reasonable force and safe handling

Acceptable use of the internet & the school computer network

Health education

Use of mobile phones

Available at: www.education-support.org.uk/ids

*IDS will pay for the following:

Interpreting

Initial meeting with parents

Scheduled parent-teacher meetings

Critical incidents

Pastoral care issues

*Subject to annual review

Annex B

THE NEWCOMER WORKING GROUP

1. After many enquiries and approaches to the Department from school Principals, the Department commissioned the 'Newcomer Working Group - originally the EAL Working Group' to develop clear and concise guidelines.

2. The working group consisted of:

   ■ Departmental officials from:

   • the Additional Educational Needs Team;

   • Internal Audit Branch;

   • Schools Finance Branch;

   • Equality, North, South and Sectoral Support Team; and

   • Education and Training Inspectorate.

   ■ Along with representatives from:

   • the Inclusion and Diversity Service;

   • Southern Education and Library Board; and

   • School Principals

3. Principals were randomly selected from a complete list of schools in each Education and Library Board (ELB), which was supplied by the Department's Statistics and Research Branch, using the following criteria:

   ■ school size;

   ■ total number of Newcomer pupils in each school;

   ■ mixture of each management type of school;

   ■ mixture of urban and rural schools; and

   ■ geographical spread within each ELB.

Terms of Reference

4.   The terms of reference for the Newcomer Working Group were agreed as follows:

a.   To define the term 'English as an additional language, (EAL)', or identify and define a more suitable term.

b.   To define what is meant by the term 'significant difficulty with English' or to identify and define a more appropriate term. At present a school qualifies for additional funding under a factor within the Common Funding Formula (CFF), which is designed to support children and young people with English as an additional language, when they identify a child as having 'significant difficulty with English'.

c.   To develop guidelines on how to assess newcomer children when they first enter the school.

d.   To develop guidelines on good practice use of newcomer CFF money that assists the optimum delivery of support to newcomer children and young people in schools.

e.   To determine the appropriate nationality/minority ethnic definitions, which should be recorded in the school census.

Methodology

5.   The methodology, which was agreed upon, was as follows:

■   research relevant information, including the current guidance;

■   workshops to develop determinations on each of the criteria;

■   analysis of findings;

■   explore good practice examples; and

■   presentation and report of findings and recommendations to the Department.

MANDATORY NEWCOMER DESIGNATION PRO-FORMA

Form also available from http://www.deni.gov.uk/index/21-pupils-parents-pg/newcomer.htm

Designation of Pupil for CFF Newcomer/EAL Factor	
Completion of this pro-forma is mandatory and subject to audit. It must be held along with the individual pupil's needs assessments and the data capture form from the initial parent meeting where appropriate.	
If a child transfers schools a copy should be sent to the new school to maintain continuity for funding purposes.	
Section 1 - General Details	
Name:	
Unique Pupil Number (UPN):	
Date of Birth:	
Country of Birth:	
Section 2 - Indicators that the CFF Newcomer/EAL Factor may be appropriate:	
First Language/Language spoken in the home:	
Do one/both parents need an interpreter for initial interviews?	Y / N
Has the child ever previously attended a school where the language of instruction is English or Irish?	Y / N
If 'yes' to above please give details including duration of attendance	
Name of Previous School:	
Address:	
City/Town:	

Country:		From: (month/year)	To: (month/year)
Post Code:	Period of Attendance:		

To qualify for CFF Newcomer/EAL funding please tick which of the following criteria is met:	✓
The child was born in a country, other than the UK and the child needs to learn the language of instruction (including basic communication and comprehension) whether that is English or Irish, and does not have a language in common with the teacher. The child does not normally speak English or Irish at home.	
The child was born in the UK but does not have the satisfactory language skills to participate fully in the school curriculum, and the wider environment, and does not have a language in common with the teacher. The child does not normally speak English or Irish at home.	
Comments / Notes:	

Evidence considered in establishing if one of the above criteria is met:			✓		
Initial 3 Year Period	Years:	1	2	3	
	Include on Census:	Oct 20__	Oct 20__	Oct 20__	
For a pupil being designated as a newcomer for the first time, the data capture form from the initial meeting with parents/guardian will provide evidence. This will entitle the school to receive funding for the pupil for 3 years as included on the annual census return.					
Subsequent Years after 3 year period	Years:	4	5	6	
	Include on Census:	Oct 20__	Oct 20__	Oct 20__	
For subsequent years, an annual assessment of the pupil's proficiency against the Common European Framework of Reference for Languages as outlined in the relevant Inclusion and Diversity Service Toolkit for Diversity has been carried out & is available for Audit.					
Exception: Transfer from Primary to Post Primary School Year		Year 8 Post Primary School			
	Include on Census:	Oct 20__			
Exceptional Circumstances ie: On moving to Post Primary school, joining Year 8, a pupil may **automatically** be designated as a newcomer even if they were due an annual assessment for funding purposes. It is recognised a newcomer may require support at this stage to adapt to the extended curriculum at Post Primary level. (If an annual assessment was due it should be completed as soon as possible during the year but is not required for claiming funding.)					

Authorisation for claiming CFF Newcomer/EAL Funding Factor:

Initial 3 Year Period

Date of Initial Designation:

Signature of Designator:

Signature of Principal (if different to Designator):

Exceptional Circumstance ie Transfer from Primary to Post Primary School (Year 8)

Date of Initial Designation:

Signature of Designator:

Signature of Post-Primary Principal:

Year 4 (Assessment against EU Framework)

Date of Assessment:

Signature of Assessor:

Signature of Principal (if different to Assessor):

Year 5 (Assessment against EU Framework)

Date of Assessment:

Signature of Assessor:

Signature of Principal (if different to Assessor):

Year 6 (Assessment against EU Framework)

Date of Assessment:

Signature of Assessor:

Signature of Principal (if different to Assessor):

Comments / Notes:

If you have any questions, contact:

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