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Self-Assessment Methodology for the IMPADA Common Self-Assessment Framework

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Contents

List of Abbreviations and Key Terms

CAF: Common Self-Assessment Framework

CPD: Continuous Professional Development

Criteria: Written descriptions of qualities to which providers and practitioners should adhere

DL: Disadvantaged Learners

EDI: Equality, Diversity and Inclusion

QIAP: Quality Improvement Action Plan

SAR: Self-Assessment Report

Self-assessment grade: a 0-9 judgement based upon the self-assessment judgement statements: 0 pre-emerging, 1-3 emerging, 4-6 developing, 7-9 excelling

Self-assessment judgement: Three levels: emerging, developing and excelling (also pre-emerging)

Self-assessment judgement statement: Statements against which providers can self-assess to select the appropriate self-assessment judgement

Success measures indicators: Statements against which providers can self-assess to gather to evidence of impact

SMART: Specific, Measurable, Agreed and Achievable, Realistic, Time-bound and Trackable

Teachers: Includes tutors, trainers, teachers and practitioners

Introduction

The IMPADA Common Self-Assessment Framework (CAF) is a tool designed for education providers (and practitioners) to self-assess the effectiveness of their adult education provision with disadvantaged groups.

An Implementation Guide supports the provider's leadership team through understanding and overview of the process.

This Self-Assessment Methodology will guide the selected self-assessment team through the self-assessment process -with the following documents being produced:

- A completed self-assessment framework (CAF)
- A self-assessment report (SAR)
- A Quality Improvement Action Plan (QIAP)

This document:

❖ *Presents a clear step by step process to complete to enable an effective self-assessment and evaluation process.*

❖ *Will enable providers to produce a completed self-assessment framework, report and quality improvement action plan.*

❖ *Includes diagrams and checklists to lead providers through the process.*

The Self Assessment Methodology

This guide is for all staff involved in the self-assessment process. This will enable you to review and improve your organisation's approach to inclusivity, including recruitment, retention, achievement and success for people from identified disadvantaged groups.

The IMPADA self-assessment process has been designed so that it can be used to self-assess a "whole organisational" approach to inclusivity or narrowed to certain aspects, and adapted to meet the needs of the organisation. With reference to the IMPADA Implementation Guide, the self-assessment team leader may already have some parameters for self-assessment outlined.

This self-assessment procedure is a continuous improvement process which enables the providers to gradually improve their inclusivity across their whole organisation. An overview of the suggested implementation cycle is presented in Figure 1.

Plan

- Study and understand the CAF scope
- Agree the self-assessment focus/remit
- Set up the self-assessment team

Implement

- Conduct assessment
- Analyse and Evaluate evidence
- Complete the Self-Assessment Report (SAR)

Improve

- Identify improvement areas
- Develop an action plan
- Monitor and review
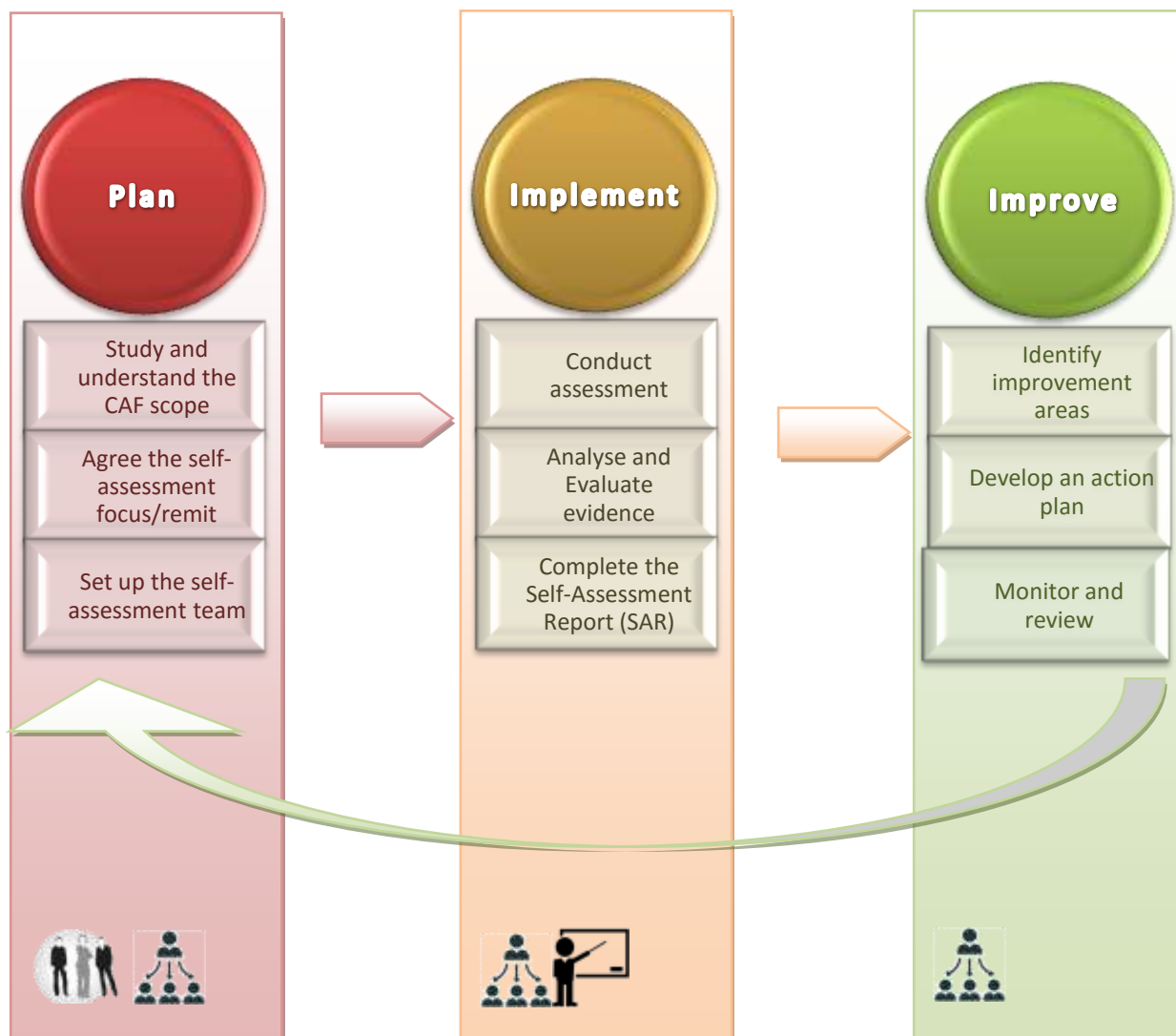
Figure 1 The self-assessment implementation cycle

The IMPADA self-assessment process, guides the self-assessment team through a step by step process to:

- Identify and define which 'disadvantaged groups' will be the focus of the self-assessment
- Understand the IMPADA criteria and success measure indicators
- Collect appropriate evidence
- Select the closest self-assessment judgements: pre-emerging, emerging, developing or excelling
- Generate a self-assessment profile – showing strengths, areas for improvement and development
- Select the improvement and development area(s) to focus on, according to the organisation's values and priorities
- Action plan for improvement
- Implement the action plan
- Monitor and evaluate progress
- Instigate a new self-assessment cycle

The CAF can be customised and extended to meet the needs of the provider and can be used in a variety of ways. For example, the team may choose to

- Select one or more sections of the CAF for use with the self-assessment process
- Delegate specific members of the self-assessment team to assess different aspects of the CAF, or designate specific members of the team to assess different identified 'disadvantaged groups'
- Invite a wide range of teachers to participate in assessing the Teaching, Learning and Assessment section, before collating findings and searching for trends.

By engaging in a self-assessment process that is similar to that of peer providers, the self-assessment outcomes can be shared and compared allowing for comparison, benchmarking and communication with other similar providers.

CAF Structure

The Common Assessment Framework developed by IMPADA organises the criteria into three sections: Leadership and Management, Teaching, Learning and Assessment Practice and Learner Outcomes. Each of these sections is divided into 4 areas: criteria of effectiveness, success measures indicators, evidence of impact and self-assessment judgement statements.

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Leadership and Management

- Inclusive Strategy Development
- Inclusive and Targeted Planning and Recruitment
- Quality Improvement
- Learner Voice

Teaching, Learning and Assessment Practice

Learner Outcomes

- Skills and Qualifications
- Socio-Economic Benefits of Learning
- Destinations

Figure 2. CAF Structure

Step 1: Identify target groups to be explored and assessed

The self-assessment team should begin the self-assessment process by considering what types of disadvantage may be faced by their learners and prospective learners. Figure 3 shows a variety of disadvantage, but is not necessarily exhaustive.

Figure 3. Spider diagram of disadvantaged groups
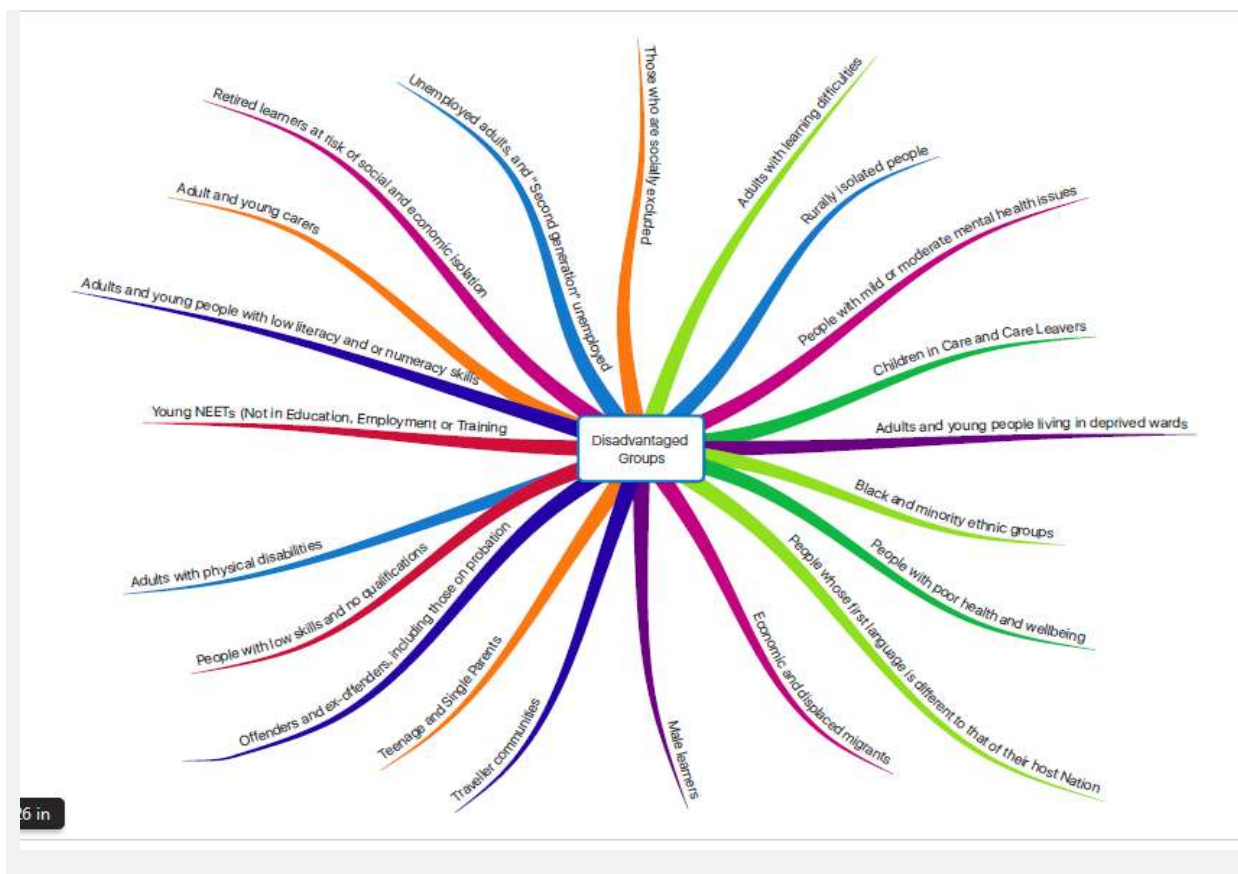
This should help you to identify the main focus – the area/s of disadvantage that the team will be self-assessing (or the focus for self-assessment could be all areas of disadvantage and general inclusivity).

Step 1 – Identify target groups to be explored and assessed

Step	Action	Involvement of	Suggested timescale
1.1	Identify potential disadvantages that your learners and potential learners may face (Use the spider diagram , Figure 3, as inspiration)	Identified self-assessment team members	Click here to enter a date. (Week)
1.2	Using your professional judgements and any available data, consider which disadvantaged groups are actively recruited and there are inclusivity measures in place for	Identified self-assessment team members	Click here to enter a date. (Week)
1.3	From this information, prioritise and select which group(s) will be the focus for your self-assessment process	Identified self-assessment team members	Click here to enter a date. (Week)

Step 2: Use the Common Self-Assessment Framework

The CAF is provided for use in two formats:

1. An interactive Excel document, available through the IMPADA website www.impada.eu
2. A paper-based Word format (note that this format will not self-generate the self-assessment profiles).

The IMPADA CAF guides the self-assessment team into gathering evidence of impact for each of the criteria and corresponding success measure indicators. The evidence of impact refers to the evidence of impact *on the learner.* Evidence gathered should all contribute to illustrating to what extent and in what ways the issue has been addressed and improved to date.

The *Evidence of Impact* data that can be gathered may include:

✓ Learner Achievement Reports
✓ Learner Satisfaction Surveys
✓ Employer Satisfaction Survey
✓ Tutor Evaluations
✓ Learner Course Evaluations
✓ Learner Focus Groups
✓ Learner comments and complaints records
✓ Employer Surveys
✓ Partnership Surveys
✓ Documents representing staff training (Continuous Professional Development)
✓ Observation of Learning and Teaching reports and moderation reports
✓ IMPADA Self-Assessment reports completed by teachers/self-assessment subgroups

Step 2 Use the Common Self-Assessment Framework

Step	Action	Involvement of	Suggested timescale
2.1	Select which CAF format will be used (Excel or paper-based)	Self-assessment team leaders	Click here to enter a date. (Week)
2.2	All Self-Assessment team members to become familiar with the Common Self-Assessment Framework (CAF) criteria and success measure indicators	Identified self-assessment team members	Click here to enter a date. (Week)

Step 2 Use the Common Self-Assessment Framework

Step	Action	Involvement of	Suggested timescale
2.3	Gather *Evidence of Impact* data on the selected disadvantaged group(s). (If being completed by the self-assessment team/management, the evidence will include completed Self-Assessment reports – see Step 3 - from teachers/subgroups).	Identified self-assessment team members	Click here to enter a date. (Week)
2.4	Fill out the *Evidence of Impact* sections of the CAF on the basis of data / evidence gathered	Identified self-assessment team members	Click here to enter a date. (Week)
2.5	Using the Evidence of Impact, select the most appropriate self-assessment judgement statement. This corresponds to a self-assessment judgement – emerging, developing, excelling, or, if progress in this area is not begun, the judgement may be pre-emerging	Identified self-assessment team members	Click here to enter a date. (Week)
2.6	Within the judgement – emerging, developing or excelling, select a self – assessment grade for that success measure indicator (1-3, 4-6, 7-9, or 0 if judged pre-emerging). This will be based on to what extent this statement is being met	Identified self-assessment team members	
2.7	Once all selected sections have been carried out, generate the self-assessment profile. See annexes for more detail.	Identified self-assessment team members	Click here to enter a date. (Week)

Step 3: Produce a Self-Assessment Report

The self-assessment process may involve the production of a number of interim reports from different areas of the self-assessment team. If so, this should be used to inform a final, overarching report – which forms a major outcome of the Self-Assessment process.

The Self-Assessment Report template is provided in the annexes of this document. If using the online interactive tool, the Self-Assessment Report template will be provided and automatically populated with self-assessment scores from the generated Self-Assessment Profile.

Step 3 Self-Assessment Report

Step	Action	Involvement of	Suggested timescale
3.1	If using the interactive application, click to generate a partially populated report. Otherwise, use the Self-Assessment report template provided and populate the self-assessment scores at the top of each section.	Identified self-assessment team members	Click here to enter a date. (Week)
3.2	Leave Section 1 (Leadership and Management) to complete at the end of this process.	Identified self-assessment team members	Click here to enter a date. (Week)
3.3	For Section 2 (Teaching and Learning) Select the most important areas in which the organisation/ team/ practitioner is excelling, developing and emerging/pre-emerging. This might not be those with the highest and lowest scores, but those of key priority to the provider. Then, answer the questions provided in the report under each of the headings.	Identified self-assessment team members	Click here to enter a date. (Week)
3.4	For Section 3 (Learner Outcomes) complete the subsections first. Answer the questions under each subheading, referring to the CAF. Then, select the most important areas in which the	Identified self-assessment team members	Click here to enter a date. (Week)

Step 3 Self-Assessment Report

Step	Action	Involvement of	Suggested timescale
	organisation/ team/ practitioner is excelling, developing and emerging/pre-emerging. For the whole section. This might not be those with the highest and lowest scores, but those of key priority to the provider.		
3.5	Once all other sections are filled, use this information to complete Section 1 (Leadership and Management) at the beginning of the SAR.	Identified self-assessment team members	Click here to enter a date. (Week)

Step 4 – Develop and implement the Quality Improvement Action Plan

The Quality Improvement Action Plan (QIAP) will guide the provider to develop a "SMART" action plan, linked to the Self-Assessment Report, which should be monitored and reviewed on a regular basis (at least 3 times per year). See the example QIAP included in the appendices.

Step 4 Develop and implement the Quality Improvement Action Plan (QIAP)

Step	Action	Involvement of	Suggested timescale
4.1	Ensure the SAR report is used to inform the completion of the Quality Improvement Action Plan (QIAP)	Self-assessment team leaders Identified self-assessment team members	Click here to enter a date. (Week)
4.2	For each section of the QIAP, identify the Key Areas for Improvement and Development (considering those that will have the greatest impact), using Self-Assessment Judgments (pre-emerging, emerging, developing, excelling)	Self-assessment team leaders Identified self-assessment team members	Click here to enter a date. (Week)
4.3	On the QIAP, List the Specific Actions Required to improve inclusivity in this area, with reference to the CAF Self-Assessment Judgement Statements and including key milestones	Self-assessment team leaders Identified self-assessment team members	Click here to enter a date. (Week)
4.4	Complete the section "What is the intended impact for disadvantaged groups", including specific and stretching targets	Self-assessment team leaders Identified self-assessment team members	Click here to enter a date. (Week)
4.5	Identify the persons, who will be responsible for each action, set timescales, set regular review dates	Self-assessment team leaders Identified self-assessment team members	Click here to enter a date. (Week)
4.6	Disseminate the QIAP and agreed actions	Self-assessment team leaders Identified self-assessment team members	Click here to

	across the organisation as appropriate		enter a date. (Week)
4.7	On review dates, systematically review progress and enter into QIAP. Select RAG rating: Red - requires further action; Amber - making expected progress; Green – outcome achieved. Consider and evaluate the impact on learners. Report progress to the leadership team. Ensure that good practice is shared across the organisation and with other providers	Self-assessment team leaders Identified self-assessment team members Leadership team	Click here to enter a date. (week)

Step 5 – Instigate a new self-assessment cycle

The self-assessment procedure is a continuous improvement process which enables the providers to gradually improve their inclusivity across their whole organisation. Step 5 shows how you can use the process to feed into continuous improvement.

Step 5 –

Step	Action	Involvement of	Suggested timescale
5.1	Review the results of the whole IMPADA self-assessment process with reference to completed documentation (CAF, SAR and QIAP)	Leadership team Self-assessment team leaders	Click here to enter a date. (Week)
5.2	Agree the priority areas/identified groups for the next self-assessment cycle. This could be a completely new area, build upon existing improvements or a mixture	Leadership team Self-assessment team leaders	Click here to enter a date. (Week)
5.3	Study and understand the CAF structure and establish continuing/ additional/ new self-assessment team leaders	Leadership team Self-assessment team leaders	Click here to enter a date. (Week)
5.4	Communicate to all staff about the process	Leadership team Self-assessment team leaders	Click here to enter a date. (Week)
5.5	Repeat the self-assessment process detailed in the Implementation Guide from Step 2.	Leadership team Self-assessment team leaders	Click here to enter a date. (Week)

Annexes

Diagram of interactive assessment tool

The first worksheet in the interactive framework gives an overview.

Within each section, the evidence of impact can be input (Step 2 of the methodology) and the self-assessment grade selected for each success measure indicator.

Finally, having selected all self-assessment grades, the Worksheet "Results" shows aggregate information for each category.

Self-Assessment Profile

This is a brief profile from the IMPADA CAF. The profile summarises the results and helps the provider to identify the key strengths and areas for development.

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Provider's Self Assessment Rating Prepare a detailed report

	Self assessment score	Self assessment grade	Self assessment descriptor
Leadership and Management	94	47%	Developing
Inclusive Strategy Development	34	54%	Developing
Inclusive and Targeted Planning and Recruitment	32	44%	Developing
Quality Improvement	19	53%	Developing
Learner Voice	9	33%	Developing

To see detailed self-assessment profile radar charts, click "Prepare a detailed report", on the top of the sheet. If the button is not active, click "Enable macros".

The below is an example radar chart produced for the Inclusive and Targeted Planning and Recruitment subsection - the key strengths can be seen with the higher scores, and the key areas for development with the lower scores.

Overview of a category Inclusive and Targeted Planning and Recruitment

Inclusive and Targeted Planning and Recruitment
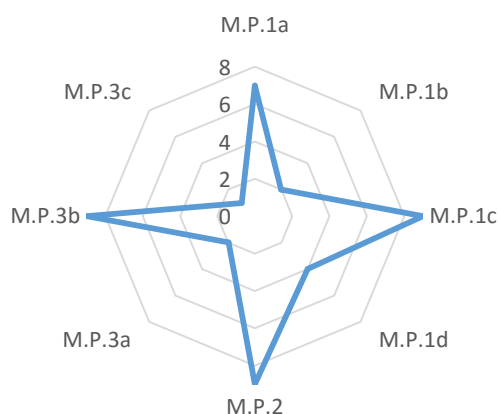
Legend:
M.P.1a   The provider's inclusive programme development process is operationalised into the local curriculum and geographic programme. This is monitored and reviewed to ensure that local and targeted needs are met.
M.P.1b   Programme delivery is in accessible community locations, particularly with regard to DL, and at flexible delivery times to suit the needs of DL..
M.P.1c   The naming convention of each learning programme is designed to be inclusive, non-stigmatising and actively attract DL learners.
M.P.1d   Entry criteria are appropriate to the course, inclusive and achievable for DL.
M.P.2   The benefits of the learning programme are presented in a form that is coherent and attractive for DL (for example promoting employability, life skills, and mental health benefits).

M.P.3a   The provider's recruitment strategy includes appropriate promotion and communication to learners, to ensure that DL have fair access to information, advice and guidance, and are actively recruited.

M.P.3b   Information, advice and guidance for learner enrolment is inclusive, fit for purpose and user friendly for all learners, particularly DL.

M.P.3c   Learner stories are used to aid and support the recruitment process, particularly regarding DL.

Name of Organisation	
Area of disadvantage selected	
Date the CAF was completed	
Completed by (name)	

Self-Assessment Report Template:

Section 1: Leadership and Management

	Overall Self-assessment score	Overall Self-assessment grade	Overall Self-assessment descriptor
Leadership and Management	[inset score from CAF Results cell B:4]	[insert grade from CAF results cell C:4]	[insert descriptor from CAF results cell D:4]

Leadership and Management
Select from the completed CAF key areas for each of the self-assessment judgements.

Key areas excelling:	•
Key areas developing	•
Key areas emerging/pre-emerging	•

Inclusive Strategy Development

	Subsection Self-assessment score	Subsection Self-assessment grade	Subsection Self-assessment descriptor
Inclusive Strategy Development	[inset score from CAF Results cell B:5]	[insert grade from CAF results cell C:5]	[insert descriptor from CAF results cell D:5]

Are there any results that are higher than your expectations? In what ways?
Which criteria need to be improved/developed?
Which criteria are a priority for the organisation, and why?
What will be the impact on the **organisation** of improving these criteria?
What will be the impact on the **staff** of improving these criteria?
What will be the impact on the **selected disadvantaged learners** of you developing this area?

Inclusive and Targeted Planning and Recruitment

	Subsection Self-assessment score	Subsection Self-assessment grade	Subsection Self-assessment descriptor
Inclusive and Targeted Planning and Recruitment	[inset score from CAF Results cell B:6]	[insert grade from CAF results cell C:6]	[insert descriptor from CAF results cell D:6]

Are there any results that are higher than your expectations? In what ways?
Which criteria need to be improved/developed?

	Which criteria are a priority for the organisation, and why?

	What will be the impact on the **organisation** of improving these criteria?

	What will be the impact on the **staff** of improving these criteria?

	What will be the impact on the **selected disadvantaged learners** of you developing this area?

Quality Improvement

	Subsection Self-assessment score	Subsection Self-assessment grade	Subsection Self-assessment descriptor
Quality Improvement	[inset score from CAF Results cell B:7]	[insert grade from CAF results cell C:7]	[insert descriptor from CAF results cell D:7]

Are there any results that are higher than your expectations? In what ways?

Which criteria need to be improved/developed?

Which criteria are a priority for the organisation, and why?

What will be the impact on the **organisation** of improving these criteria?

What will be the impact on the **staff** of improving these criteria?

What will be the impact on the **selected disadvantaged learners** of you developing this area?

Learner Voice

	Subsection Self-assessment score	Subsection Self-assessment grade	Subsection Self-assessment descriptor
Learner Voice	[inset score from CAF Results cell B:8]	[insert grade from CAF results cell C:8]	[insert descriptor from CAF results cell D:8]

Are there any results that are higher than your expectations? In what ways?
Which criteria need to be improved/developed?
Which criteria are a priority for the organisation, and why?
What will be the impact on the **organisation** of improving these criteria?
What will be the impact on the **staff** of improving these criteria?
What will be the impact on the **selected disadvantaged learners** of you developing this area?

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Section 2: Teaching, Learning and Assessment Practice

	Overall Self-assessment score	Overall Self-assessment grade	Overall Self-assessment descriptor
Teaching, learning, and assessment practice	[inset score from CAF Results cell B:11]	[insert grade from CAF results cell C:11]	[insert descriptor from CAF results cell D:11]

	Criteria	Score	Descriptor
C.T.1	Initial assessment practice is fully inclusive and meets the needs of all learners, including DL.	[insert CAF teaching and learning cell G:4]	[emerging, developing or excelling]
C.T.2	Diagnostic assessment practice is fully inclusive and meets the needs of all learners, including DL.	[insert CAF teaching and learning cell G:7]	[emerging, developing or excelling]
C.T.3	Teacher set appropriate, individualized and fit for purpose learning outcomes to meet the needs of all learners.	[insert CAF teaching and learning cell G:10]	[emerging, developing or excelling]
C.T.4	Teachers use evidence based effective pedagogical approaches with their learners, with particular regard to DL.	[insert CAF teaching and learning cell G:13]	[emerging, developing or excelling]
C.T.5	Teachers effectively differentiate their teaching, learning and assessment practice to meet individual learner needs, particularly regarding DL.	[insert CAF teaching and learning cell G:19]	[emerging, developing or excelling]
C.T.6	Summative assessment is appropriate and inclusive to address the needs of all learners, particularly regarding DL.	[insert CAF teaching and learning cell G:22]	[emerging, developing or excelling]
C.T.7	As a result of their learning programme, DL move into positive destinations. The provider tracks and records this to ensure that DL destinations are equal to that of any learner.	[insert CAF teaching and learning cell G:25]	[emerging, developing or excelling]

Teaching, learning, and assessment practice

Select from the completed CAF key areas for each of the self-assessment judgements.

Key criteria excelling:	•
Key criteria developing	•
Key criteria emerging/pre-emerging	•

Are there any results that are higher than your expectations? In what ways?
Which criteria need to be improved/developed?
Which criteria are a priority for the organisation, and why?
What will be the impact on your/the organisation's teaching, learning and assessment practice
What will be the impact on the **selected disadvantaged learners** of you developing this area?

Section 3: Learner Outcomes

	Overall Self-assessment score	Overall Self-assessment grade	Overall Self-assessment descriptor
Learner Outcomes	[inset score from CAF Results cell B:14]	[insert grade from CAF results cell C:14]	[insert descriptor from CAF results cell D:14]

Learner Outcomes Select from the completed CAF key areas for each of the self-assessment judgements.	
Key areas excelling:	•
Key areas developing	•
Key areas emerging/pre-emerging	•

Skills and Qualifications

	Subsection Self-assessment score	Subsection Self-assessment grade	Subsection Self-assessment descriptor
Skills and Qualifications	[inset score from CAF Results cell B:15]	[insert grade from CAF results cell C:15]	[insert descriptor from CAF results cell D:15]

Are there any results that are higher than your expectations? In what ways?
Which criteria need to be improved/developed?

Which criteria are a priority for the organisation, and why?
What will be the impact on the **organisation** of improving these criteria?
What will be the impact on the **staff** of improving these criteria?
What will be the impact on the **selected disadvantaged learners** of you developing this area?

Socio-Economic Benefits of Learning

	Subsection Self-assessment score	Subsection Self-assessment grade	Subsection Self-assessment descriptor
Socio-Economic Benefits of Learning	[inset score from CAF Results cell B:16]	[insert grade from CAF results cell C:16]	[insert descriptor from CAF results cell D:16]

Are there any results that are higher than your expectations? In what ways?
Which criteria need to be improved/developed?
Which criteria are a priority for the organisation, and why?
What will be the impact on the **organisation** of improving these criteria?
What will be the impact on the **staff** of improving these criteria?
What will be the impact on the **selected disadvantaged learners** of you developing this area?

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Destinations

	Self-assessment score	Self-assessment grade	Self-assessment descriptor
Destinations	[inset score from CAF Results cell B:16]	[insert grade from CAF results cell C:16]	[insert descriptor from CAF results cell D:16]

Are there any results that are higher than your expectations? In what ways?
Which criteria need to be improved/developed?
Which criteria are a priority for the organisation, and why?
What will be the impact on the **organisation** of improving these criteria?
What will be the impact on the **staff** of improving these criteria?
What will be the impact on the **selected disadvantaged learners** of you developing this area?

Quality Improvement Action Plan (QIAP) template with sample completed

IMPADA
Quality Improvement Action Plan
Key Areas for Improvement

Red Amber Green (RAG) RATING

Outcome achieved:	G
Making expected progress:	A
Requires further action:	R

Section 1:   Leadership and Management

LM1	Key Improvement Area: Ensure that the recruitment strategy and enrolment process is inclusive with reference to learners with mental health issues (C.P.3, M.P.3a)

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
1.1	Develop appropriate promotional materials and strategies to ensure that people with mental health issues have fair access to learning opportunities.	Increase the recruitment of learners with identified mental health issues ensuring that this is a more representative sample of the local population - from 7% to 10%	Marketing team	June 2017
1.2	Liaise with partner agencies to ensure that learning opportunities are being promoted to partners' clients including reference to additional support available		Area teams	September 2017
1.3	Ensure appropriate support is available and offered to learners with mental health issues to help them through the enrolment process		Area teams	September 2017, January 2018, April 2018

Regular Review Cycle (At least 3 times per year)

Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners
January 2017	A	Materials have been developed in liaison with a focus group of learners with identified mental health issues and relevant partners (mental health charities and organisations).	Recruitment has risen to 8%. Learner evaluations from those with identified mental health issues are showing a small increase (3%) in satisfaction re support received.
April 2017	A	There has been further liaison with partners and partners are now including reference to our learning programmes in their own publicity. Some existing learners with mental health issues have been identified and have agreed to act as learning mentors for new enrolments.	Recruitment has risen to 9%.
June 2017	G	The appropriate support is now fully in place for new enrolments in all geographic areas. Learners and partners with mental health issues are now fully versed with the programme offer.	Recruitment has risen to 11%.

Section 1: Leadership and Management

LM2	Enter a Key Improvement Area/Issue here:

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
2.1				
2.2				
2.3				
2.4				

Regular Review Cycle (At least 3 times per year)			
Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners

Section 1: Leadership and Management

LM3	Enter a Key Improvement Area/Issue here:

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
3.1				
3.2				
3.3				
3.4				

Regular Review Cycle (At least 3 times per year)

Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners

Section 2:   Teaching, Learning and Assessment

TLA1	Enter a Key Improvement Area/Issue here:

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
1.1				
1.2				
1.3				
1.4				

Regular Review Cycle (At least 3 times per year)			
Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners

Section 2: Teaching, Learning and Assessment

TLA2	Enter a Key Improvement Area/Issue here:

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
2.1				
2.2				
2.3				
2.4				

Regular Review Cycle (At least 3 times per year)			
Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners

Section 2:   Teaching, Learning and Assessment

TLA3	Enter a Key Improvement Area/Issue here:

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
3.1				
3.2				
3.3				
3.4				

Regular Review Cycle (At least 3 times per year)			
Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners

Section 3:   Learner Outcomes

LO1	Enter a Key Improvement Area/Issue here:

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
1.1				
1.2				
1.3				
1.4				

Regular Review Cycle (At least 3 times per year)

Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners

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Section 3:   Learner Outcomes

LO2	Enter a Key Improvement Area/Issue here:

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
2.1				
2.2				
2.3				
2.4				

Regular Review Cycle (At least 3 times per year)			
Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners

Section 3: Learner Outcomes

LO3	Enter a Key Improvement Area/Issue here:

Ref:	Specific Actions Required (including milestones)	What is our intended impact for disadvantaged groups? – including targets	By whom:	By when:
3.1				
3.2				
3.3				
3.4				

Regular Review Cycle (At least 3 times per year)			
Review Date	RAG Rate	Progress to date	Evaluate the impact on the learners