

Example SAR layout in Mesma

This layout can be changed to suit the provider and the framework.
Once completed the data can be exported into a PDF report

Behaviour and Attitudes

This section considers how leaders and staff create a safe, disciplined and positive environment within the provider and the attitudes of learners.

Grade breakdown for section: Save Grid Layout Reset Grid Layout Disable Question Group

Full Question	What We Do	What We Do Well	Areas for Improvement	Comments	Help	Grade	Tags	Complete	Evidence
BA1- The provider has high expectations of learners' behaviour and conduct and learners' attitudes are positive.	Here is the factual description of what we do	Here is our evaluation of what we do well	Here is our evaluation of problems we need to solve <input type="button" value="Check Text"/>			Met	Attitude+	<input type="checkbox"/>	Learner survey Q 2, 7, 10 results 21-22.docx
BA2- Learners have high attendance and are punctual.	etc	etc	etc			Partly Met	Attendance-	<input type="checkbox"/>	Attendance Data 21-22.docx
BA3- Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are nurtured and staff create an environment in which learners feel safe.	etc	etc	etc			Not Met	Respect - Safeguarding	<input type="checkbox"/>	

Help and Guidance

To meet the requirements of 'good' you will need to ensure:

- Leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local and regional employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making necessary amendments in respect to the pandemic.]
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making the necessary amendments in response to the pandemic.]
- The provider is ambitious for all its learners, including those with SEND and those who have high needs, and this is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Learners study the intended curriculum. Providers ensure this by teaching all components of the full programmes of study.

Factors you may want to consider

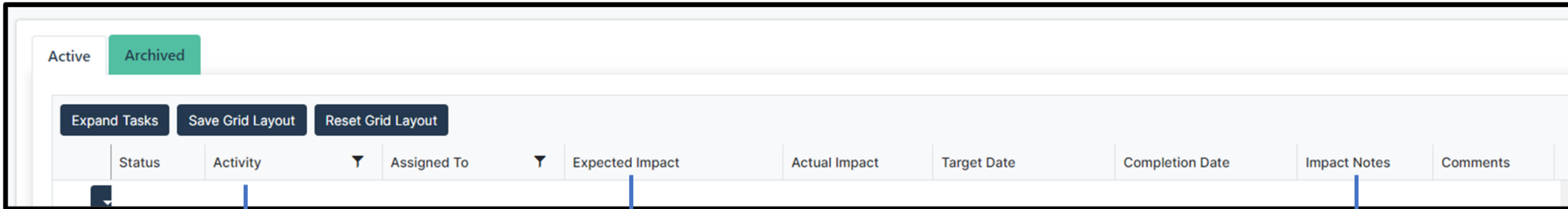
- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.
- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes.
- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- The curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context.
- The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary. Curriculum planning takes account of delays and gaps that arise as a result of the pandemic.
- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs.

The curriculum

Writers are encouraged to write concisely

Check Text box looks for evaluative words

What columns should we have on our QIP?



The screenshot shows a table interface for a Quarterly Improvement Plan (QIP). At the top left, there are two tabs: 'Active' and 'Archived', with 'Archived' selected. Below the tabs are three buttons: 'Expand Tasks', 'Save Grid Layout', and 'Reset Grid Layout'. The table has several columns: 'Status', 'Activity', 'Assigned To', 'Expected Impact', 'Actual Impact', 'Target Date', 'Completion Date', 'Impact Notes', and 'Comments'. Blue arrows point from the 'Activity' column to the text 'Or 'Objective'', from the 'Expected Impact' column to 'Align with KPIs', and from the 'Impact Notes' column to 'Comment on progress against 'Expected impact' – not just whether it's been done'.

Status	Activity	Assigned To	Expected Impact	Actual Impact	Target Date	Completion Date	Impact Notes	Comments
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Or 'Objective'

Align with KPIs

Comment on progress against
'Expected impact' – not just whether
it's been done



Meet Mia: Mesma's Intelligent Assistant for Quality Assurance and improvement

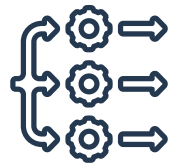
"Mia is a game changer"
User group feedback 2025



From September Mia will summarise and analyse large volumes of data.

Mia will support users to craft the SAR from unstructured notes and data.

Mia will work with the inputs from you and your colleagues to identify areas of strength and weakness across single teams or multiple areas.



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Save Hours, Gain Insights
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mesma.co.uk/meet-mia

