Quality Standard: *for the recruitment of learners*

*from un-advantaged backgrounds*

## Support resources for this session

<https://ccqi.org.uk/resources/ual-outreach>

## Learning outcomes

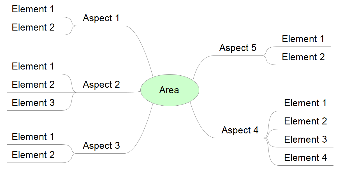
By the end of the session, delegates will be able to set out clearly:

A picture containing text

Description automatically generated

* the extremes of *Emotional Learning States* ‘target’ learners should experience during the *Phases of Recruitment*
* how learners will be different by the end of each of the *Phases of Recruitment*

The Quality Standard Taxonomy

The Quality Standard Taxonomy has three tiers:

* Area
  + Aspects
  + Aspects
    - Elements
    - Elements

This taxonomy approach enables us to define every element of a job role. However, it should be noted that the Quality Standard is an aspirational document that sets out what outstanding provision would look like in your organisation, rather than simply a slavish account of current practice.

### Areas

*The key headings that define a whole job role.*

Whether teachers, support staff, managers or governors, arguably every job role can be encapsulated in a short list of headings, or *areas*. For instance, for the teaching role this is arguably best seen as the seven steps of the learner’s journey:

|  |  |
| --- | --- |
| * **Recruitment** * Induction * Teaching, learning and assessment * Learner support | * Progress monitoring * Achievement * Progression |

### Aspects

*The key themes that need to be explored within each area of provision.*

Within each *area* of work, *aspect* headings are used to pull together the detail as efficiently as possible. For instance, within the Induction step of the learner’s journey, the *aspect* headings might be:

|  |  |
| --- | --- |
| * Initial assessment * Setting high expectations * The expert learner * Social bonding | * Equality, diversity and safeguarding * Course information * Health and safety |

Additional *aspect* may include:

|  |  |
| --- | --- |
| * Induction of late enrollers | * International learners |

### Elements

*A word or short phrase that identifies an intended impact or a process to produce an intended impact.*

*Element* headings are perhaps the most elusive to define. Each *element* heading will lead to the writing of a Gold Standard Impact statement, so it is important to be economical and avoid duplication or detail on *how* the impact might be achieved. For instance, in the example below, consider the difference between the following *element*:

* group development

and the possible actions to produce the intended impact:

* welcome events
* ice breakers
* trips and visits
* tournaments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Area** | **Element** | **Impact** | **Actions** |
| Induction | Social bonding | Group development | Learners are at ease and form constructive working relationships with all peers. Social bonds are strong and an additional motivator for attendance. | * Welcome events * Ice breakers * Trips and visits * Tournaments * Etc. |

Each one of the *action* headings might well meet the definition of an *element*:

* *A word or short phrase that identifies an intended impact or a process to produce an intended impact.*

However, it can be seen that by looking forward to how the intended impact might be written for each of these *actions* that there would be considerable duplication, which is to be avoided wherever possible.

NB. Keep the level of ambition for your intended impact relevant to the *area* under consideration. For example, ‘The Expert Learner’ may be an aspect of both the Induction and Teaching and Learning areas, but the ambition for your impact would be very different in the, say, six-week induction period and a full two-year programme of study.

## Gold Standard impact text

|  |  |  |
| --- | --- | --- |
| Area | 1. Recruitment | |
| Aspect | Elements | Gold Standard intended **impact**: |
| Expert/  independent learning | Curiosity | Learners are **excited**, **stimulated** and **curious** about their subjects. They **enhance their learning** through **explorations** outside of the classroom which **deepens their passion** for their studies. While **immersed** in their learning experiences, learners are **oblivious to every-day distractions**. |

Write 'active' text. Avoid:

* learners have access to
* learners are enabled to
* learners have the opportunity to

Set out what learners 'do':

* learners *[***verb***]*

Set out the difference this makes:

* Learners are **curious**.

### Examples

Progress monitoring

* Goal setting > Career aspiration management
  + Learners make **informed** choices about their next steps and are **inspired** to work towards a clear **goal** or a narrow range of options.
* Attainment monitoring > Progress with English and maths
  + Learners **use** their **English and maths** skills **confidently**, as tools to **address the challenges they face** on their programmes of study. All learners **meet** the minimum standards required to progress.

### Writing task

1. Choose an Element heading from the Jamboard.
2. Claim the Element by changing the text colour to red.
3. In the wiki, claim a row by adding your initials to column 2.
4. Then type in the *Aspect* and *Element* headings you're going to work on, and finally write the impact text for it in column 5.

NB. There's space to work out your text on page 5.

|  |  |  |
| --- | --- | --- |
| Area | Recruitment | |
| Aspect | Elements | Gold Standard intended impact: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |