Quality Standard for teaching, learning & assessment

## Support resources for this session

<https://ccqi.org.uk/resources/quality-standard-for-tla> Password: qsft7318

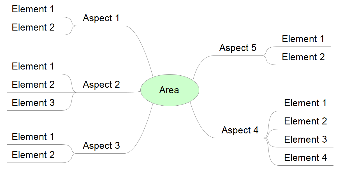
### Designed to enable delegates to:

* **write** a **set of statements** that set out **how they want their learners to be different** as a result of their teaching and assessment work. *[To* ***produce*** *a* ***Quality Standard*** *for* ***TLA****]*

Imagine I've just filmed your learners.

What would you like to hear them say about their first half-term’s experience?

## 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

*‘Areas’ are 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

*‘Aspects’ are 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 |

For some types of provision, additional *Aspects* may include:

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

### Elements

*‘Elements’ are 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** | **Difference** | **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 and independent study. | * 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 the difference you ideally want to make, or a process to produce an intended impact.*

However, it can be seen that by looking forward to how the ‘difference’ statements 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 difference’ statements 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 for, say, the six-week induction period and a full two-year programme of study.

### Task 1 – Writing the *Aspects*

Through discussion, arrive at what you consider to be the key *Aspects* of *Teaching, Learning & Assessment*. Add these below.

### Task 2 – Share your *Aspects* using the whiteboard

Add your *Aspect* headings to the collaborative whiteboard, but don't duplicate entries made by others.

**TLA**

## Gold Standard impact text

### Task 3 – Choose an *Element* and write the ‘difference’ text

On the mindmap above, consider the *Elements* under each *Aspect*. Choose an *Element* and write an initial draft of the impact text.

Write 'active' text, so avoid:

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

Instead, set out what learners 'do':

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

Set out the difference this makes:

* Learners are **curious**.

|  |  |  |
| --- | --- | --- |
| 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**. |

### Examples

Progress monitoring

* *Aspect:* Goal setting *Element:*  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.
* *Aspect:* Attainment monitoring *Element:* Progress with English and maths
  + Learners **use** their **English and maths** skills **confidently** as tools to **address the challenges they face** with their studies. All learners **meet**, at least, the minimum standards required to progress.

### Writing task

1. Choose an *Element* heading from the collaborative whiteboard.
2. Claim the *Element* by changing the text colour to red.
3. In the collaborative 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. If needed, there's space to work out your text below.

|  |  |  |
| --- | --- | --- |
| Area | Teaching, learning & assessment | |
| Aspect | Elements | Gold Standard intended impact: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |