Creating a unified approach to provision

# ACL Joint Partnership Group

## Workshop 2: Designing implementation strategies

Resources for this session: [www.ccqi.org.uk/unifedapproach](http://www.ccqi.org.uk/unifedapproach) Password: cuap4921

## Introduction

In this second workshop, we'll test the emerging *Quality Standards* for *Recruitment* and *Progression*, then look at how to use these impact statements to stimulate creative ideas for the realisation of the partnership's ambitions.

## Learning outcomes

By the end of this session, delegates will be able to:

* assess the extent to which the *Quality Standards* represent an aspirational vision for the future
* complete an *Implementation Plan* proforma for an *Element* of the *Quality Standard*.

## Reviewing the draft *Quality Standard*

* Are you already achieving these impact statements? If so, are they sufficiently aspirational?
* Will the statements drive the partnership in the same direction?
* Will the statements help everyone take stock and re-examine what they do?
* Would you like anything changed?

Notes:

Implementation Plan

## Provider/curriculum area: Adult Learning Wales

# Area: 1 Recruitment

## Aspect: 1.4 Transition

|  |  |
| --- | --- |
| **Element**  [This may include one *Element* or two or more closely related *Elements*.] | **Gold Standard intended impact:**  [Distilled or copied form *Quality Standards*.] |
| 1.4.2 Keep warm | The enthusiasm for study created by marketing, the staff responsible for first contact, and interviewers is maintained in the intervening period up to enrolment and the first lesson, resulting in no unexplained dropout. |
|  |  |

### We will know if we are achieving our intended impact by measuring:

* Learners waiting to begin their programme of study report that:
  + they are intent on starting
  + they are excited and looking forward to starting
  + they are looking forward to meeting in person the peers they've met during the 'keep warm' phase
  + they feel prepared, yet curious about the experience.
* All learners scheduled to begin the programme arrive at the first session.

### The resource implications *(time, other people and/or money)* to help realise our ideas

### Initial **larger-than-life** ideas to achieve the Gold Standard

### Idea distillation notes

## ProviderCurriculum Area: Adult Learning Wales

### Academic year: 2022

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspect**: | Transition | | | **Last review date:** | |  | | | **Next review date:** | | | |  | | |
| Area/  element/s | | Intention – What is our intended impact? | | | | | | | | | | | | | | | |
| 1.4.2 Keep warm | | The enthusiasm for study created by marketing, the staff responsible for first contact, and interviewers is maintained in the intervening period up to enrolment and the first lesson, resulting in no unexplained dropout. | | | | | | | | | | | | | | | |
| What indicators can we use to measure early progress and show we’ve resolved the issue? | | | | | | | Milestone | | | | Target | | | Achieved | |
|  | | Date | ✓ |  | | Date | ✓ | |
| * Learners waiting to begin their programme of study report that:   + they are intent on starting | | | | | | |  | |  |  |  | |  |  | |
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| * All learners scheduled to begin the programme arrive at the first session. | | | | | | |  | |  |  |  | |  |  | |
| Action – What are we going to do to achieve our intended impact? | | | | Champion (Bld)  *& team (Ita)* | | What should we have done and where should we be by the next review date? | | | | | | | | Diary date/s | |
| 1 |  | | |  | |  | | | | | | | |  | |
| 2 |  | | |  | |  | | | | | | | |  | |
| 3 |  | | |  | |  | | | | | | | |  | |
| 4 |  | | |  | |  | | | | | | | |  | |
| Progress | 1 | *Date* | *Progress to date* | | | | | | | | | | | |
| 2 | *Date* | *Progress to date* | | | | | | | | | | | |
| 3 | *Date* | *Progress to date* | | | | | | | | | | | |
| 4 | *Date* | *Progress to date* | | | | | | | | | | | |

Cost & resources (if significant):

## Possible themes

|  |  |  |  |
| --- | --- | --- | --- |
| **Group**  1  2  3 | **Recruitment**  1.2.4 Aspiration Management  1.4.2 Keep warm  1.4.3 Tasters and trial sessions | **Group**  4  5  6 | **Progression**  7.1.4 Employment  7.2.5 Mentoring and buddying  7.5.1 Exit interview |

## Task

Chose theme and join the corresponding breakout group. Ask: 'What would get your learners particularly excited?' Do not limit yourself to what is practical at this stage, just make yourself laugh with your ideas. We eventually arrive at 'practical', but not yet.

## Creating zone experiences using the Formula for Happiness

How could you use Mihaly Czikszentmihalyi’s formula for happiness to create something new and exciting for your learners?

Your task is to develop a new lesson, or reinvigorate an old one, with a primary aim of getting all of your learners ‘into the zone’ for a learning experience they will never forget. Please do not simply restate something you already do.

To experience being ‘in the zone’ (‘optimal flow’), we need to satisfy one, more or all of the following conditions:

1. Enjoyment normally occurs when we confront tasks we have a chance of completing.

2. We must be able to concentrate on what we are doing.

3. Concentration is usually possible because the task has clear goals, and

4. Provides immediate feedback.

5. One acts with a deep but effortless involvement that removes from awareness the worries and frustrations of everyday life.

6. Enjoyable experiences allow people to exercise a sense of control over their actions.

7. Concern for the self disappears, yet paradoxically the sense of self emerges stronger after the experience is over.

8. The sense of the duration of time is altered; hours pass by in minutes, and minutes can stretch out to seem like hours.

Implementation Plan

## Provider/curriculum area:

# Area:

## Aspect:

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