Perfecting Progress Monitoring

## Support resources for this session

<https://ccqi.org.uk/progress-qs> Password: prqs2843

### Designed to enable delegates to:

* use your understanding of **the CCQI *Quality Standard* approach** to **set out** the **ideal impact** of progress reviews on learners

Imagine I've just filmed your learners.

What would you like to hear them say about their Induction experience?

What impact could the Quality Standard have on your work?

## 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.

### Task 1

Through discussion, arrive at what you consider to be the key *Aspects*. Add these below.

### Task 2

Add your *Aspect* headings to the Jamboard, but don't duplicate entries.

**Progress**

**Monitoring**

### Task 3

On this mindmap, underline the *Aspect* headings (on the Jamboard make them blue) and arrange *Element* headings beneath them.

|  |  |
| --- | --- |
| Area | 5. Progress monitoring  |
| Aspect | Elements | Gold Standard intended impact:  |
| 5.1Independent learning management | 5.1.1 Data dashboard | Comprehensive, real-time data on academic and learning skills development provides learners with immediate feedback on their progress – positively and continually influencing their work ethic.  |

## Gold Standard impact text

Write 'active' text. Avoid:

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

Set out what learners 'do':

* learners *[verb]*

### 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.
* Barrier identification > Potential barriers to learning
	+ Learners are clear about the potential **barriers to their learning progress** in the short and medium term (including ALS) and *mitigate* them with effective strategies.

### Task 4

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 below.

|  |  |
| --- | --- |
| Area | Progress Monitoring |
| Aspect | Elements | Gold Standard intended impact:  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |