The Progress Review Quality Standard

## Workshop 2: Designing implementation strategies

Resources for this session: <https://ccqi.org.uk/progress-qs> Password: prqs2843

## Introduction

In this second workshop, we'll test the emerging *Quality Standard* then look at how to use the impact statements to stimulate creative ideas for the realisation of the organisation'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*.
* use their understanding of the skills learners require to review themselves to influence the design of the scheme of work

## Reviewing the draft *Quality Standard*

* Are you already achieving these impact statements? If so, are they sufficiently aspirational?
* Will the statements drive the organisation 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: NPTC Group of Colleges

# Area: 5 Progress Monitoring

## Aspect: 5.1 Preparation for review

|  |  |
| --- | --- |
| **Element**  [This may include one *Element*, or two or more closely related *Elements*.] | **Gold Standard intended impact:**  [Distilled or copied form *Quality Standards*.] |
| 5.1.2 Self reflection | By preparing effectively for their reviews, learners lead on discussions about their progress and attainment and feel inspired and in control of their learning journey. |
|  |  |

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

* the extent to which learners have:
  + accessed their attainment data
  + analysed any barriers they encountered
  + looked ahead to identify any potential barriers they may encounter
  + set out mitigation strategies to overcome any future barriers
* learners' progress against their attainment profile
* the extent to which learners are able to lead on the review of their progress

### 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: NPTC Group of Colleges

### Academic year: 2022

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspect**: | 5.1 Preparation for review | | | **Last review date:** | |  | | | **Next review date:** | | | |  | | |
| Area/  element/s | | Intention – What is our intended impact? | | | | | | | | | | | | | | | |
| 5.1.2 Self reflection | | By preparing effectively for their reviews, learners lead on discussions about their progress and attainment and feel inspired and in control of their learning journey. | | | | | | | | | | | | | | | |
| What indicators can we use to measure early progress and show we’ve resolved the issue? | | | | | | | Milestone | | | | Target | | | Achieved | |
|  | | Date | ✓ |  | | Date | ✓ | |
| * Learners have:   + accessed their attainment data | | | | | | |  | |  |  |  | |  |  | |
| * + analysed any barriers they encountered | | | | | | |  | |  |  |  | |  |  | |
| * + looked ahead to identify any potential barriers they may encounter | | | | | | |  | |  |  |  | |  |  | |
| * + set out mitigation strategies to overcome any future barriers. | | | | | | |  | |  |  |  | |  |  | |
| * Learners are on or above their attainment profile. | | | | | | |  | |  |  |  | |  |  | |
| * Learners lead effectively on the review of their progress. | | | | | | |  | |  |  |  | |  |  | |
| 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):

## Task

In groups, discuss the scenario below (notwithstanding that it may not be suitable for all types of provision) answer the two questions, then add your answers to the Jamboard provided.

### Scenario

By the end of the first term, learners are effectively preparing for and running their own progress reviews.

Qu.1 What will be the impact on staff?

Qu.2 What skills do learners need to master and what attitude do they need to adopt in order to be able to achieve this aspiration?

## Task

Chose an Aspect heading you're interested in 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 will eventually arrive at 'practical', but not yet, and hopefully not today.

## 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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