

## LEARNING OUTSIDE THE CLASSROOM HERITAGE SECTOR PARTNERSHIP Quality Indicators – Glossary of Terms

The Heritage Sector Partnership (HSP) has been funded by the Council for Learning Outside the Classroom to support heritage organisations in applying for the Learning Outside the Classroom (LOtC) Quality Badge.

The following document explains some of the more formal or unfamiliar terminology used in the Quality Indicators that make up the Quality Badge Self Evaluation Form (SEF). We hope that it will help you to more effectively review the learning services at your organisation with the Quality Badge framework.

**User** – any individual or group of individuals (aged 0-19) in contact with a “provider” regarding planning, participating in or following-up on a learning experience. This includes any adults accompanying and with responsibility for the individual or group of individuals.

**Provider** – an organisation (with a site or making use of sites) which offers and helps to plan learning outside the classroom experiences for young people (0-19).

### **Learning and teaching**

**Educational or instructional staff** – any individual employed or engaged by the provider to run or support educational activities on site. This includes permanent and temporary education staff, volunteers and freelancers.

**Learning objective** (sometimes referred to as a learning outcome) – a statement about the *specific* piece of knowledge, skill, attitude etc. that will be acquired by an individual as a result of participating in a learning activity. A learning objective should be measurable and specify the level of performance desired after completing the specified activity. More information on learning objectives is available at [www.tda.gov.uk](http://www.tda.gov.uk), [www.teachernet.gov.uk](http://www.teachernet.gov.uk), [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk) .

**Learner progress** – the improvements in knowledge, skill, attitude etc made by an individual over the course of a learning experience or specific learning activity. Learner progress is often measured against learning objectives established prior to the learning taking place.

**Learning styles** – learning styles are the ways in which individuals learn. They affect how an individual will respond to certain learning activities, for example: reading, concentrating, spelling, talking, drawing, working with computers etc. The most common learning styles are: visual, auditory, kinaesthetic/tactile. If learning activities are tailored to suit the learning styles of individuals, the learning can often be more effective. There is an emphasis on personalised learning and understanding individual learner needs in the new National Curriculum.

**Teaching styles** – teaching styles are sometimes categorised – for example, formal authority, [demonstrator or personal model](#), [facilitator](#), [delegator](#). More generally however teaching styles can differ subtly from individual to individual. Therefore it is important that when learning activities are

planned, the teaching style required for the activity and the teaching style of the individual running the activity are carefully considered in order to achieve the best results for the learner.

## **Management**

**Essential written policies and procedures** – organisations will often have written policies or codes of practice which guide the way in which they carry out their work. For example, an organisation delivering learning should have an education policy which sets out the nature of the learning provided by the organisation. An organisation might have a staff handbook, part of which might include guidance on how to interact with visitors. Any document which relates to the operation of the organisation and its staff and has an impact on a learner visiting the site can be considered an essential written policy or procedure.

**Equality diversity and inclusion issues** – users may come from a wide variety of social, cultural and economic backgrounds. Their attitudes, needs, behaviour and beliefs can be shaped by a large number of factors: socio-economic background, ethnicity, religious belief, gender, sexuality, physical and mental ability etc. We are encouraged to acknowledge and celebrate this diversity, to ensure that all people have equal opportunities and that one group is not favoured to the exclusion of another. These standards should be considered by a provider in every aspect of its work. Practical steps to ensure appropriate consideration is given to these issues might be the production of a policy document or the establishment of a diversity or inclusion panel.

**Health & Safety at Work Act** – The **Health and Safety at Work etc. Act 1974** is an Act of the Parliament of the United Kingdom that as of 2008 defines the fundamental structure and authority for the encouragement, regulation and enforcement of workplace health, safety and welfare within the United Kingdom. The **Act** defines general duties on employers, employees, contractors, suppliers of goods and substances for use at work, persons in control of work premises, and those who manage and maintain them, and persons in general. For more information, visit [www.hse.gov.uk](http://www.hse.gov.uk)

**Public Liability Insurance cover** – organisations open to the public, providing services to the public or in any way impacting on the public must be aware of any potential risks or dangers to the public involved in their work. It is advisable that organisations take out public liability insurance cover in order to protect themselves against damage claims.

**Safeguarding procedures/child protection** – if an organisation is working with children under the age of 16, they should have a clear and up to date child protection policy. This will detail how you will ensure that children will be protected against threat or danger to the greatest extent possible during their time at your organisation. A child protection policy will include information about the ISA registration status of staff working with young people (to find out more about ISA registration and checking, visit [www.isa.gov.org.uk](http://www.isa.gov.org.uk)). Similar protection policies might also be drafted for those individuals with a limited capacity to look after themselves.

**Safety management procedures** – organisations organising learning activities for young people need to make users aware of the potential risks involved in these activities. They also need to make users aware of the more general potential risks involved in simply visiting the site. This is often termed providing a “risk assessment” for teachers or providing enough information to teachers in order that they might carry out their own “risk assessment” for a visit to your organisation. Risk assessments are an essential part of planning for teachers organising learning outside the classroom and are required by schools and local authorities before a learning outside the classroom experience will be sanctioned. In addition to risk assessment information, organisations might also have an accident log or other procedures in place as part of their commitment to safety management.

**Sustainability issues** – this relates to *environmental* sustainability and awareness of environmental issues relating to the learning activities and resources offered by a provider.

## **Measuring impact and success**

**Evaluation** – all results from feedback and review activities should be analysed and considered. This process is called evaluation and enables the organisation to identify areas of weakness and strength in its operations and activities. Having identified these areas, the organisation can then take decisions about where practice can be developed. Providing evidence of evaluation is often a critical component in funding applications.

**Feedback** – users may voluntarily comment on their experience of an organisation or activities that have been planned for them (i.e. letters, email etc). The provider can also actively seek out these comments through interviews, feedback forms, comments books etc. Both types of feedback are valuable for an organisation. They help an organisation to keep in touch with its users and respond to their needs.

**Review** – an organisation might decide to look closely at its own working practices in a process called a review. An organisation might review *all* aspects of its work and structures or might review *selected* aspects of its work and structures (i.e. the learning programme). Reviewing one's own practices could also include gathering feedback from users (as above) as part of gaining a rounded perspective on the effectiveness of the organisation.

## **Further information**

For more information about LOtC, the Quality Badge and learning through heritage, visit the following websites:

[www.lotc.org.uk](http://www.lotc.org.uk)

[www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)

[www.gem.org.uk](http://www.gem.org.uk)

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