

# QUALITY ACTION GUIDE

## Area 1      Priorities and Outcomes

### Wāhanga 1    Ngā Whāinga me nga Hua

*The ACE provider has priorities and outcomes specifically for ACE and systems for their review.*

#### WHAT THIS MEANS

Ongoing contributions from your community, learners and other interested people will help you develop and define priorities and outcomes for your ACE activities, within the broader context of national ACE priorities. Once this is done, you have the framework to focus on the teaching – and learning.

#### HOW THIS HELPS LEARNERS

Defining priorities and outcomes will help ensure a good match between your communities's changing needs and ACE activities. Gathering information from learner's about their needs, and how well those needs have been met, will help you plan for the benefit of future learners.

#### **1 A    State ACE activities within a written statement of ACE priorities and outcomes approved by your governing body.**

If you have prepared an Investment Plan you may have already done this.

Your statement may be simple but it does need to follow all the principles outlined from 1b to 1h below and be approved by your governing body. The level of governance should be determined by each organisation's Board and management.

#### **1 B    Align ACE priorities and outcomes to the national priorities for ACE.**

The agreed national priorities for ACE are set out on the Tertiary Education Commission's (TEC) website<sup>1</sup> as below:

- target learners whose initial learning was not successful
- raise foundation skills
- strengthen social cohesion, enhancing a learner's ability to participate in society and economic life.

Government has also developed Better Public Services (BPS) goals which impact on the ACE sector. ACE providers may also want to think about how your ACE priorities and outcomes meet these goals.

- In 2017, 85% of 18 year olds will have achieved NCEA level 2 or an equivalent qualification.
- In 2017, 55% of 25-34 year olds will have a qualification at level 4 or above.

---

<sup>1</sup> <http://www.tec.govt.nz/Funding/Fund-finder/ACE-in-communities/>

You are not expected to offer activities that address all of the priorities equally, but most of you will be able to align them in some way for example by:

- linking your ACE priorities and outcomes to national priorities
- directing more of your TEC funding towards activities that align with the national priorities
- reviewing your activities against the priorities and using the results for planning
- supporting local community groups whose focus is strongly aligned to the priorities.

### ***The ACE Sector Outcomes Model***

The ACE sector outcomes model (2015) developed by a group of ACE Sector representatives, is a framework that can be used alongside this updated QA toolkit to:

- Give the ACE sector with the ability to identify, articulate, and demonstrate their progress towards and contribution to the Sectors' goals and objectives/priorities (i.e. our desired outcomes)
- Support ACE providers to meet their quality assurance and/or evaluative self-assessment/EER requirements by providing a supporting framework

The ACE sector outcomes model will be available on ACE Aotearoa's website along with practical examples of how it can be used.

### **1C Consult with the community, learners and stakeholders in developing and reviewing ACE priorities and outcomes.**

Community in this case refers to the ACE sector. You may want consult with other ACE providers in your area through:

- face to face meetings, email, contacts on a database and social media
- your local ACE networks – making good use of the time other ACE providers are already giving to consultation
- existing gatherings of people – e.g. school whānau groups to find out about Māori needs
- Key people in your community who may have undertaken some assessment of local needs – e.g. CAB co-ordinators, community development staff of your local council.

### **1D Have ways to confirm the achievement of priorities and outcomes in order to inform future decisions on learning and teaching.**

Every two to three years, you need to look at whether your ACE is on track towards meeting its priorities and outcomes, to help you with forward planning. You could do this through:

- A systematic review of your achievement of your priorities and outcomes
- Brainstorming with an advisory committee or governing body
- Gathering information to assess progress towards a specific outcome or achievement of priority activity

## **1E Regularly review priorities (priority activities) and outcomes**

Priorities and outcomes may have been written down, but they need to be flexible in relation to the changing needs of your learners and the community.

As at 2014, these requirements will be mandatory for all ACE providers who receive funding from Vote Tertiary (government funding). Others may wish to consider implementing them as good practice.

## **1F Define how the provider supports the learning aspirations of Māori**

During your consultation with your local community some thought needs to be given to the learning aspirations of Māori adult learners. This will involve building relationships with Māori and working together to find appropriate ways to meet the needs of Māori.

## **1G Define how the provider supports the learning aspirations of Pasifika**

The learning aspirations of your Pasifika community must also be taken into account when consulting your community. Building relationships with members of your local Pasifika community can bring you a step closer to working together to addressing these specific learning needs.

## **1H Define how the provider supports the learning aspirations of diverse learners with particular ACE needs**

You need to think about the different groups that make up your community and look for ways to gain their participation in shaping ACE activities.

Some communities will be home to migrants from other countries; all communities will contain people with disabilities, older people and people whose experiences at school were not good.

You could work through specific groups' community leaders to locate people in your community who might benefit from ACE activities, but who may not have accessed general promotions.

- Find out what groups are in your district
- Make the effort to connect with them in their environment
- Talk with them about what you can do to meet their needs.

## EVIDENCE

Evidence that you might find useful in demonstrating quality in the development and review of ACE priorities and outcomes includes:

- Your plans (investment/business/action/project)
- Minutes or notes from meeting where progress towards your ACE outcomes/priorities was discussed and where the outcomes themselves are refined
- A summary of any learner or community consultation around priorities and outcomes and action points arising from these
- A summary of how ACE activities fit with the national priorities
- Information you are using regarding consultation with Māori learners and community
- Information you are using regarding consultation with Pasifika learners and community
- Copies of flyers, newsletters or pamphlets inviting input into ACE priorities and outcomes
- Annual reports and reports to your governing body, principal, etc.

### SUGGESTION

Small organisation might need only:

- A simple plan summarising their priorities and outcomes for ACE over the next two to three years
- To show: evidence that they have consulted; what they have learned and how what they have learned has influenced their plan
- A simple plan for future consultation over the next period, and a timeframe for reviewing ACE priorities and outcomes.

## **Area 2        Systems to achieve outcomes and priorities**

### **Wāhanga 2    He pūnaha hei whakatutuki i ngā whāinga me nga hua**

*The ACE provider has a documented quality management system and uses it to achieve its ACE outcomes and priorities.*

#### **Governance, management and finance**

*The ACE provider has effective governance, management and financial systems to achieve its ACE outcomes and priorities. These all comply with relevant legislation and regulations.*

#### **WHAT THIS MEANS**

You have clarified your ACE priorities and outcomes with the aim of delivering ACE activities, and you have good systems in place will help you do this.

Good systems:

- are systems that existing and new staff know about – and use
- are written in a way that is easy for everyone to follow
- encourage consistency
- reduce the risk of things going wrong
- allow you to fix things systematically when they do go wrong – so that the problems won't recur
- meet your QA obligations

#### **HOW THIS HELPS ACE LEARNERS**

Providers can be more innovative and creative in their approach to meeting community learning needs when they are working from established systems – they don't need to spend time constantly reinventing the wheel.

ACE learners will have positive experiences when all their interactions with your organisation run smoothly – even if you leave, a new staff member should be able to step into your shoes and keep walking without missing a step.

### **2A     Define your governance structures, roles, responsibilities and functions**

The people make up ACE advisory groups and other governing bodies often brings a wealth of community experience, but they may not have governance experience.

The organisation needs to be clear about the roles and responsibilities of governance and those of management, and how they are linked.

You could start by summarising each person's ACE – related responsibilities and tasks. For example, a school's prime players might include:

- the principal
- the ACE coordinator
- the ACE advisory committee

- administration staff
- tutors
- caretaker or night security staff.

## **2B Apply an appropriate quality management system across all sites**

Good management systems:

- are straightforward
- are user-friendly to everyone involved in the smooth running of an organisation
- can be easily updated, whether they are paper-based or electronic
- suit the needs of your organisation
- can be picked up seamlessly by a new staff member.

## **2C Define organisational structures, roles, responsibilities and lines of reporting and accountability for governance, management, finance, personnel and the delivery of learning**

Informal systems can work but without any documentation, it's hard for new people to pick them up, and it's not possible to demonstrate how well you do things. Things can easily become inconsistent and your organisation will depend on individuals, rather than good working practices.

## **2D Regularly review and evaluate the effectiveness of the quality management system in a systematic way, so that the quality of learning and teaching may be improved**

Reviewing your systems from time to time helps ensure they are meeting the purpose for which they were designed. You are probably already reviewing them when you prepare your self-review.

## **2E Use acceptable financial management practices and achieve acceptable financial performance according to agreed public accounting standards**

Acceptable financial practices for an ACE provider need to be appropriate to the scale of the provider. For example, a school-based ACE, which sits within a larger organisation, will not have the same practices as a REAP provider.

*School-based* – the allocation of responsibilities between the ACE coordinator and the school will determine the level of financial planning (budgeting), tracking expenditure and reporting (matching expenditure against budget) needed.

*REAP* – will need a more comprehensive financial management system.

Common features are:

- identifying income from all sources (budget)
- planning how the money will be spent (budget)
- keeping records of all money spent in a way that allows each item to be allocated to a line on the budget
- matching money spent against budget (a regular report against budget)
- being able to account for all money at all times.

Activities receiving high levels of funding, such as foundation learning or literacy courses, will need clearer evidence that learners' needs have been met, than that required for more recreational one-off courses.

## EVIDENCE

Evidence that you might find useful in demonstrating quality management systems includes:

- Investment plans
- Annual Plans
- Your plans relating to ACE
- Reports to your governing body, principal, etc
- A desk file containing information, policies and procedures relating to ACE
- Financial budgets and reports
- Organisational chart
- Advisory group meeting minutes; notes form team meetings
- Role descriptions; task lists.

### SUGGESTION

Small organisation might need only:

- An annual work plan
- A desk file for the coordinator
- Task lists for others contributing to ACE
- Financial budget and reports
- A diary recording meeting notes, action points, etc.

### Wāhanga 3 Ngā kaimahi

*The ACE provider recruits, manages and develops its paid and unpaid personnel to achieve its ACE priorities and outcomes.*

#### WHAT THIS MEANS

You need to show care for your staff, and that you:

- understand what is involved in being a good employer
- know you have fair and transparent processes for recruiting and selecting staff
- make sure they have the opportunity for professional development and some form of performance appraisal

#### HOW THIS HELPS ACE LEARNERS

Education researchers agree that the quality of the teaching is the key element that makes a difference to student learning.

#### **3A Use appropriate recruitment and selection practices to ensure sufficient personnel with a range of skills including:**

- **subject knowledge**
- **knowledge of adult learning and community engagement principles**
- **assessment and reporting experience**
- **educational management experience**
- **quality management experience**
- **financial, governance, management and administrative experience**

Some skills clearly relate more to teaching roles and others to administrative roles. Your organisation will need to decide:

- which skills are **essential** for the position you want to fill
- which skills are **desirable** for the position
- how to provide support that suits a candidate's skill needs if you offer them the job.

Having tutors who are 'in tune' with their groups' needs, helps make learning a quality experience for both tutors and learners.

Giving your selected staff the support they need to do their job well will benefit everyone.

#### *ACE Practitioner Standards*

The ACE teaching standards are a set of teaching practice standards for ACE sector. They were developed for and by the ACE sector in response to increasing demand from mainly smaller providers to assist with identifying quality teaching measures and professional learning goals. The standards act as a voluntary code or 'direction of travel' for teachers.

ACE providers may choose to use these standards as a framework against which they can evaluate and report on their quality of teaching.

The ACE teaching standard expectations cover:

- what a learner has a right to expect
- what an ACE provider can expect as quality practice from its tutors
- what a funding agency can expect from any contracting ACE provider
- what the ACE sector agrees are professional standards for working with learners.

A full copy of the ACE Standards document can be downloaded from the ACE Aotearoa website [www.aceaotearoa.org.nz/capability/ace-practitioner-standards](http://www.aceaotearoa.org.nz/capability/ace-practitioner-standards). Hard copies can be made available on request by emailing [admin@aceaotearoa.org.nz](mailto:admin@aceaotearoa.org.nz).

### **3B Provide terms and conditions of employment that comply with current employment legislation**

All paid and unpaid workers are protected by law. Employment legislation is complex and is beyond the scope of this handbook. The principal employment legislation affecting ACE is the Employment Relations Act 2000 and the Health and Safety in Employment Act 1992.

Useful resource material is provided on the Ministry of Business and Innovation and Employment website <http://www.dol.govt.nz/er/>. Local small business agencies can also provide advice. School co-ordinators should be able to get advice from school managers, who can in turn obtain support from personnel advisers with the NZ School Trustees Association.

### **3C Use personnel development, appraisal and support systems appropriate to the achievement of a quality teaching and learning environment**

You need to provide support and appraise your staff, in a way that is appropriate to the scale of your ACE provision. Having a simple and clear process that everybody knows will help make appraising staff manageable.

The process should include:

- self-appraisal by the person being appraised
- positive feedback on things done well
- a clear statement of any areas requiring improvement
- suggestions for professional development and support.

## EVIDENCE

Evidence that you might find useful in demonstrating that you effectively recruit, manage and develop staff might include:

- feedback from learner evaluations relevant to staff performance
- (for larger providers) records of recruitment processes including recent job advertisements, information packs for applicants
- tutor/staff/volunteer induction procedures
- employment agreements
- job descriptions
- role descriptions for committee members and task sheets for volunteers
- personnel files
- staff newsletters
- notes and actions points from staff meetings
- performance appraisal process and records
- budgeted and actual expenditure on professional development
- summary of professional development activities undertaken, and plans for future professional development
- records of compliments
- complaints procedures, records of any complaints by staff, and complaints against staff and how these were resolved.

### SUGGESTION

Small organisation might need only:

- for tutors
  - A tutor handbook, including a job description and induction information
  - Simple tutor files including appraisals and training plans
- for the manager/coordinator
  - Job description
  - Appraisals and training plans (for people doing this job together with other jobs, the appraisal and training plan must include the ACE aspects of the job)
- for advisory board or governing body
  - A copy of its terms of reference
  - for other contributors (e.g. administration staff, caretakers)  
*Task lists*
  - a training budget

**Area 4      Physical and learning resources**

**Wāhanga 4      Ngā rauemi ā-kiko me ngā rauemi ako**

*The ACE provider has adequate and appropriate physical and learning resources to achieve its ACE priorities and outcomes.*

## **WHAT THIS MEANS**

Your choice of locations from which to offer activities may be limited, and so may the learning resources you can find to support the activities.

However, you need to ensure that ACE activities take place:

- in a comfortable environment, free from hazards
- where it is suitable for the activity
- using safe and appropriate learning resources and equipment.

## **HOW THIS HELPS ACE LEARNERS**

Better learning takes place when:

- the environment suits the learners and what is being learned
- material/equipment helps make sense of what is being learned
- resources allow practice of any new skill being developed.

### **4A Ensure premises and learning resources are adequate to cater for the diversity and number learners and the range of ACE activities offered**

Activities need to be held in locations that best suite learners. The key things to consider are:

- What locations or setting best suits the learner group?
- Does the group have any special needs, such as proximity to public transport, or good access for prams/wheelchairs? If parents bring children, is the environment suitable for them?

You need to show that you have assessed the suitability of your premises and learning resources in relation to the number and range of learners – and have plans for how these might be improved.

You also need to identify what equipment is required. If you use another organisation's equipment, you will need to check its suitability and safety.

Evaluations will show if your learners find the location comfortable and fit for purpose.

### **4B Meet appropriate levels of health, safety, and comfort for learners and staff at permanent and temporary teaching sites**

You need to ensure that ACE activities are held in places that are safe and comfortable for both staff and learners. Thinking about the group for whom the ACE activity is designed will help to ensure their comfort.

The building owner may have overall responsibility for compliance with safety and building legislation. However, it will be your responsibility to ensure that tutors and learners are given appropriate safety information relating to the premises and equipment they use, and for the activities they are involved in.

## **EVIDENCE**

Evidence that you might find useful in demonstrating that you have adequate physical and learning resources might include:

- Agreements with owners of other premises used
- Simple safety procedures, including accident or incident records and evacuation procedures
- Budgeted and actual expenditure on learning resources
- Summaries of feedback from learner evaluations relevant to physical and learning resources, and examples of action taken.

## **Area 5      Learner outcomes, needs and information**

### **Wāhanga 5    Ngā hua mō ngā Akonga, nga hiahia me ngā pārongo**

*The ACE provider identifies learners' outcomes, needs and supplies adequate and appropriate information to ACE learners.*

#### **WHAT THIS MEANS**

You can focus on the 'real work' of learning and teaching once you show that you:

- Take account of people's learning needs
- Give good information to learners.
- Set clear learning objectives

You need to show that you have:

- Set priorities and activities in consultation with interested groups in the community
- Systems in place so that the right people are on board
- Established that everyone is clear about, and well-supported in, what they are doing.

#### **HOW THIS HELPS ACE LEARNERS**

Giving good, clear information to intending learners, and gathering information from them is a way of:

- Ensuring a good match between their expectations and ACE activities
- Reducing risks and establishing good communication
- Helping with planning further improvements

### **5A    Identify learners' needs and learning outcomes through the development and application of adequate processes to identify those needs and establish intended learning outcomes.**

The process you use to gather information about learners' needs and learning outcomes needs to be adequate and appropriate to the learner, able to identify learner outcomes and show how your ACE activities will meet those outcomes and needs.

Some tutors, especially those who have been delivering ACE activities for a long time, are uncomfortable about developing learning outcomes for their activities.

Tutors need time to become confident about setting their learning outcomes, and can be helped through:

- One-to-one support and coaching
- Tutor meetings
- Examples of what a learning outcome looks like
- Thinking about what is being asked, for example:

'What is it that you expect learners to gain from ACE activities?'

'Have your learners had the opportunity to tell you whether or not they have gained those things?'

### **5B Implement adequate and appropriate fit for purpose systems to evaluate the extent to which the ACE activity has met learning outcomes for individual learners**

You will need to find ways of checking with learners whether the ACE activity has met the learning outcomes that have been identified for each activity. The extent and nature of feedback sought from learners needs to match the activity.

A simple review process could be adapting course evaluation sheets for ACE activities to incorporate learning outcomes, so this will show how well the activity contributed to the learner achieving their intended outcomes.

ACE Trace is a web-based outcomes tool that uses client surveys to measure, or "trace" whether your organisation is making a positive difference in people's lives and achieving its objectives. <http://www.acetrace.co.nz/>

ACE Trace was developed by and for the ACE Sector and is available to any organisation that provides learning for adults.

### **5C Create opportunities to provide feedback for improvements to ACE activities**

Create opportunities for learners and tutors to give feedback on how ACE activities can be improved. This ensures that the ACE activities you deliver are relevant and worthwhile for learners and the community.

A special section of a course evaluation form that asks learners for their ideas on how to improve the ACE activity is one way to gain feedback. You could also utilise ACE Trace data to gather feedback on how your organisation could improve.

Gathering this information helps build an ACE provider's credibility.

#### **5C (1) Explore further pathways (learning or employment) and next steps in the community/region.**

Feedback from learners about the value they have gained from your ACE activities could cover learning achievement, economic or employment benefits as well as social or cultural benefits.

Supporting tutors with information, and ideas of ways to inform their learners, of further learning pathways (both during and at the end of their learning activity) is an important role of any ACE provider and could form the basis of a professional development session for tutors.

### **5D Provide the learner with information relevant to their enrolment.**

You might want to check the information provided to your learners to make sure that:

- It is easily understood and user-friendly

- Key information is delivered in more than one way
- It is given at the right time
- It is culturally appropriate/inclusive

## EVIDENCE

Evidence that you might find useful in demonstrating that you supply adequate and appropriate information to learners, identify learners' needs and outcomes and evaluate learning outcomes might include:

- Brochures and publicity about ACE activities
- Simple statements of learning outcomes for activities
- (for ACE activities where it is appropriate) processes by which learners evaluate whether learning outcomes have been achieved
- Summaries of learner evaluations and actions arising from them
- Examples of tutors' assessments of learning outcomes, potential improvements and actions arising from them
- Other opportunities for learners to give feedback (e.g. suggestions box)
- Summaries of improvements made as a result of feedback.
- Social media reviews/comments/engagement

### **SUGGESTION**

#### **Small organisation might need only:**

- Your ACE programmes, with clear learning outcomes for each activity
- Summaries of learner and tutor feedback, possibly for a sample of your ACE activities
- Practical examples of improvements.

## **Area 6 Development, delivery and review of ACE activities**

### **Wāhanga 6 Te whakawhanaketanga, te horanga me te arotakenga or ngā mahi mātauranga matua me te mātauranga hapori (ACE)**

*The ACE provider adequately and appropriately designs, develops, delivers and review its ACE activities consistent with its ACE priorities and outcomes and in response to identified community learning needs.*

#### **WHAT THIS MEANS**

You need to be able to show that your planning and delivery of ACE activities is:

- Meeting ACE priorities and outcomes
- Well thought out
- What your community wants
- Competently delivered – with a means of checking competency

Providers who have formal arrangements with other groups to deliver ACE activities must also show how they help and support those groups to do the same.

#### **HOW THIS HELPS ACE LEARNERS**

Showing – and following – strong and clear links from your priorities and outcomes through to delivery of ACE activities will help you provide the high-quality learning experiences wanted by learners in your community.

#### **6A Design and develop ACE activities that:**

- **Reflect the identified needs of learners, community and other stakeholders;**
- **Specify the learning outcomes**

This requirement draws together Area 1, through which ACE priorities and outcomes have been identified, and Area 5, which is about processes to establish learner outcomes and needs.

You need to translate the priorities – and the identified learning outcomes – into the activities offered, by reviewing all proposed activities for:

- Their relationship to ACE priorities and outcomes
- Alignment with the three national priorities
- A match with evidence of the need or demand for the activity
- Clear and specific learning outcomes.

#### **6B Develop ACE activities based on community consultation undertaken as least annually**

When you are setting priorities and outcomes for ACE, you need to be able to demonstrate some systematic and reasonably comprehensive consultation with your community. That requirement is established under 1c, but the sort of consultation required here is more focused on:

- what activities should be delivered
- how the activities should be delivered

#### **Pointer – linking Area 1 and Area 6**

Requirement 1C) focuses on the ‘big picture’ over the next two to three years – for example: what are the types of learning activities that would be of most benefit to your community; keep people up-to-date with technology; fit and involved in their communities; which groups don’t participate; who are you aiming to target?

Requirement 6B asks you to look at more detailed and short-term questions – for example: what specific activities might your target learner group want; where and when should the activities be provided?

A provider might demonstrate this by:

- consulting a group of learners about a suitable location for an ACE activity
- creating an opportunity at any community meeting to invite ideas on possible ACE activities to contribute to a specific outcome
- using feedback and suggestions from learners and tutors.

#### **6C Deliver ACE activities to meet learner needs**

You need to think creatively about ways to meet your wide range of learners’ specific needs.

#### **6D Systematically review all ACE activities using the results to enhance the quality of ACE provision**

As well as regularly reviewing outcomes, learner needs and systems, ACE activities will need to be reviewed.

Most providers are constantly reviewing their ACE activities and looking for what else they could offer their communities. They also have systems in place for collecting feedback on ACE activities and appraising the work of tutors.

One key word in this requirement is ‘systematically’, asking you to approach the task in a planned way, documenting results and taking action.

The second key word is ‘enhance’. The purpose of quality assurance is to improve performance.

It should be clear to everybody:

- what has been done
- what actions have been, or need to be taken
- how they can suggest and contribute to further improvements.

An activity that has been reviewed and re-developed may also need to be assessed to see if there have been actual improvements in the activity. Key questions here are:

- what has improved?
- To what extent have those improvements been relevant and worthwhile?
- How do you know that the changes you made have had the effect you intended?
- Has the change had an impact on the problem identified?

Providers then need to assess to what extent have the ACE activities impacted on learner progress and the achievement of intended learner outcomes?

#### **6E Specify the requirements for any ACE delivered on your behalf by another provider**

There need to be clear and simply documented agreements with subcontracted providers.

#### **6F Monitor and review delivery and provide an appropriate level of support to any provider delivering ACE on your behalf to meet the ACE quality assurance arrangements**

As well as gathering feedback from learners, you need to show how it is used to review and improve your ACE activities. The extent and nature of feedback sought from learners needs to match the activity.

You need to monitor and review the ACE delivered on your organisation's behalf and provide support to providers that need it. Most ACE providers who pass on funding already have informal contact with the community groups they fund. This now needs to be more formal – by approaching the contact with more purpose, and actively seeking ways to offer support and advice.

The support offered needs to be in proportion to:

- the nature of the ACE activity
- the amount of funding
- the size, composition and experience of the partner
- other sources of support and expertise available to the partner.

#### **6G Take a systematic and planned approach to collaboration with other providers**

Collaboration with others offers the potential benefits or shared:

- knowledge and experience
- responsibility
- costs of offering ACE activities.

ACE network meetings are an ideal place to initiate collaboration with ACE providers, community groups, and others.

**6h Take all reasonable steps to ensure the quality of ACE delivered on your behalf through subcontracted or other arrangements**

There is an expectation that providers will support those delivering ACE on their behalf. Good links with community groups are worth the effort and time involved.

**6I Regularly evaluate ACE delivered on your behalf by other providers**

This requirement asks that you have confidence that the systems and processes of other providers will support ACE activities that meet learners' needs. To have this confidence you will need:

- a clear agreement with providers about the activities they are offering
- a relationship through which you can offer support and guidance to that provider
- to know how many people are attending the activities and that they are offered the chance to give feedback on their learning experience.

It might also be useful to sit down with a community group provider once a year and talk about how well ACE activities have gone, and ways in which they could be improved.

If two or more directly funded ACE providers support the same community group, one of them might accept a lead role in managing the relationship and supporting the provider. However, all the providers are still accountable and will need to provide evidence of this.

**6J Use appropriate systems for recording, monitoring and reporting course attendance and, if applicable, learner achievement**

Recording, monitoring and reporting on course attendance is fairly straightforward and most providers are achieving it without difficulty.

ACE is usually informal and non-assessed. However a small component of ACE delivery is on the National Qualifications Framework and in these few cases learner achievement must be recorded and reported to NZQA.

## EVIDENCE

Evidence that you might find useful in demonstrating that you adequately and appropriately **design** and **develop** ACE activities might include:

- records of community and other assessments of alternative ways of achieving your plans for the development of further ACE activities and outreach to your priority groups.
- Notes and actions points from ACE planning meetings.

Evidence that you might find useful in demonstrating that you adequately and appropriately **deliver** and **review** ACE activities might include:

- Course descriptions given to learners
- Tutor teaching guides or session plans
- Attendance records and completion statistics
- Agreement with others delivering ACE on your behalf and summaries of contact with them
- Processes for, and records of, evaluation and review of ACE activities
- Summaries of feedback from learner evaluations relevant to course content and delivery and actions arising from them.

### **SUGGESTION**

#### **Small organisation might need only:**

- Examples of tangible improvements you have made to ACE activities
- Plans and priorities for future improvements
- Simple agreements with any community organisations delivering ACE on your behalf, reports from them and notes describing the support given to them
- Examples of cooperation with other providers.