



# Adult and Community Education Quality Assurance Framework

## About the ACE Quality Assurance framework

The Adult and Community Education (ACE) Quality Assurance (QA) framework is for providers of community learning. The framework describes a capable learning organisation, and is underpinned by the values of rangatiratanga, manaakitanga whanaungatanga, and the guiding principle of ako.

## How to use the ACE Quality Assurance framework

### By organisations

- to help inform operational processes
- as a public statement of standards for quality learning services.

### By staff

- to help support staff induction and implementation of quality assurance processes within a learning organisation.

## Glossary of terms

### Our description of this term in relation to ACE Quality Assurance framework

Glossary of terms	Our description of this term in relation to ACE Quality Assurance framework
<b>Ako</b>	Co-learning between the educator and the learner including the interchangeable roles (the reciprocal teaching and learning relationship between learner and educator)
<b>Manaakitanga</b>	Learning should nurture, respect and actively protect the beliefs, culture and values of learners
<b>Rangatiratanga</b>	Learner is in charge of their learning, learner centred, learner directed and learner determined
<b>Standards</b>	Expectations of expertise and performance
<b>Educator</b>	Facilitator of learning with responsibility for assessment, design, delivery and evaluation of learning. Other terms used are teacher, kaiako, and tutor
<b>Whanaungatanga</b>	Learning should enable and strengthen successful relationships between the educator and the learner, and anyone else as agreed and identified by the learner.

## Adult Community Education Quality Assurance framework

The Quality Assurance framework is a tool to help organisations understand how they are performing, identify where improvement can be made and gives suggestions to address these areas. The tool has sample processes that can be adapted to fit the size of the organisation.

Area One: Governance

Area Two: Management

Area Three: Teaching and Learning

# How to use the QA framework

## Thinking about improvement

**The QA framework is an opportunity for you to:**

- Review the organisation's operational processes
- Demonstrate the quality of what you do
- Think about ways to improve.

## Keep it in perspective

**Remember that just as your quality management system needs to fit the size of your ACE provision, so does the way you demonstrate how you attend to quality.**

- A small provider needs simple systems to meet requirements, the way those systems are documented also needs to be simple
- A larger provider offering more ACE activities will need a comprehensive quality management system, that too will need to be appropriately documented.

## Getting started

<b>Step 1:</b>	<b>Understanding what you have to do</b>
	You need to understand what the QA framework means for your organisation.
<b>Step 2:</b>	<b>Review your performance</b>
	You need to assess how well you are doing now against the indicators. Examples of possible evidence are included.
<b>Step 3:</b>	<b>Prepare your action plan</b>
	Once you have completed the self-review, you will need to develop an action plan. Developing an action plan is an annual activity. Quality is ongoing – it relies on you continually looking for ways to improve your practices.
	<b>The action plan should identify:</b> <ul style="list-style-type: none"><li>• what needs to be done</li><li>• the priority</li><li>• what the evidence will be</li><li>• who will do it</li><li>• when it will be done by</li><li>• completion date.</li></ul>

Key statements	Indicators	Possible evidence
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## Area one: Governance

### The overall aims and interests of an organisation and the means of achieving them

<p><b>1.1</b></p> <p>Our governance (committee/board) roles and responsibilities are known and practiced</p>	<ul style="list-style-type: none"> <li>• Our governance members can clearly describe their roles and responsibilities and the organisation's purpose</li> <li>• Our governance group meets regularly and meetings have, at least in part, a strategic focus</li> <li>• We review and approve plans and budgets for the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas and minutes of meetings</li> <li>• Documents that outline priorities and goals</li> <li>• Annual plans and budgets</li> <li>• Minutes/notes show progress towards achieving goals/priorities are discussed and reviewed</li> <li>• Evidence of involvement of community network involvement/ input into your goals and priorities.</li> </ul>
<p><b>1.2</b></p> <p>We are clear about what we want to achieve and how we are planning to do that</p>	<ul style="list-style-type: none"> <li>• Our goals and priorities are documented</li> <li>• Our goals and priorities, and our progress towards achieving these, are reviewed from time to time</li> <li>• Community networks have opportunities to provide input into developing/reviewing our goals and priorities.</li> </ul>	

## Area two: Management

### The operational day-to-day running of the organisation

<p><b>2.1</b></p> <p>Our programmes are designed, regularly reviewed and updated to meet existing and emerging needs of learners and stakeholders</p>	<ul style="list-style-type: none"> <li>• We have a clear reason for developing new programmes</li> <li>• Our programmes have clear learning outcomes and ways to measure how these are being achieved</li> <li>• We seek community/stakeholders input when developing our programmes</li> <li>• We use learner and tutor feedback to improve our programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Rationale for new programmes is available</li> <li>• Programme documents include learning outcomes and how these will be measured</li> <li>• Minutes/notes show community input into programme planning</li> <li>• Summary of feedback from learners and tutors and evidence of how this is used to inform programmes.</li> </ul>
<p><b>2.2</b></p> <p>We use quality systems and processes for managing the organisation</p>	<ul style="list-style-type: none"> <li>• We meet relevant legislation, rules and regulations including health and safety</li> <li>• We use systems to record enrolments, attendance and learner information as appropriate.</li> <li>• We have robust financial management practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner records are on file</li> <li>• Attendance is monitored and records kept</li> <li>• Role descriptions</li> <li>• Policies and procedures/desk file</li> <li>• Financial budgets and reports</li> <li>• Records of meetings and actions.</li> </ul>
<p><b>2.3</b></p> <p>We have appropriate facilities and resources to support learners, and teaching and learning</p>	<ul style="list-style-type: none"> <li>• Our premises are adequate to cater for the number and type of learners, and appropriate for the course being offered</li> <li>• We meet appropriate levels of health and safety and comfort for learners and staff</li> <li>• Our learning resources are appropriate for courses and learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from learners and tutors related to facilities and resources</li> <li>• Budget and actual expenditure of resources</li> <li>• Safety procedures evident including accident/incident records and evacuation procedures.</li> </ul>

Key statements	Indicators	Possible evidence
<b>2.4</b> We have sufficient and appropriately experienced paid and unpaid staff	<ul style="list-style-type: none"> <li>• We use appropriate recruitment, induction and management processes</li> <li>• Our paid and unpaid staff are valued</li> <li>• Our tutors meet or are working towards meeting the ACE teaching standards</li> <li>• Staff have opportunities to develop professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Employment contracts</li> <li>• Tutor handbook</li> <li>• Staff meeting notes</li> <li>• Summary of feedback from staff</li> <li>• Notes from regular catchups with staff.</li> </ul>
<b>2.5</b> We work cooperatively with other providers where opportunities or needs arise	<ul style="list-style-type: none"> <li>• We have agreements with any partner providers outlining agreed responsibilities and expectations</li> <li>• Partnerships are reviewed regularly to ensure the outcomes being sought are being achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Others say we are easy/good to work with</li> <li>• Agreements with partners</li> <li>• Notes/reports of how the partnership/s is working</li> <li>• Examples of partnerships in action.</li> </ul>

### Area three: Teaching and Learning

#### Planning for, delivering, monitoring, assessing and reviewing teaching and learning

<b>3.1</b> We develop and deliver courses that are engaging and meet the needs of learners	<ul style="list-style-type: none"> <li>• Tutors identify learner needs and outcomes and develop appropriate activities to engage learners and support their learning</li> <li>• Feedback from learners about the course and their learning is positive.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor planning including activities and outcomes</li> <li>• Summary of tutors' evaluations as appropriate</li> <li>• Summary of learner and tutor feedback, and evidence of what happened, if anything, as a result</li> </ul>
<b>3.2</b> We build respectful relationships with our learners	<ul style="list-style-type: none"> <li>• Learners feel welcome and comfortable</li> <li>• We respond to the wellbeing needs of learners as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Course attendance records/completions.</li> </ul>
<b>3.3</b> We provide learners with timely and appropriate information about our programmes and possible learning pathways	<ul style="list-style-type: none"> <li>• Appropriate information about courses and pathways is available to current and potential learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about courses</li> <li>• Examples of how learners have been provided with information about possible pathways.</li> </ul>