



Project number : 134388-2007-GRUNTVIG-GMP

QUALC PHASE 2:

TOOLKIT DOCUMENT :

1. Self-Assessment Matrix Tool
2. Self-Assessment Report
3. Improvement Plan

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INTRODUCTION

This self-evaluation process is designed to help the Adult Learning Organisations (ALOs) management gain a clearer understanding of its strategic position by assessing:

- its strengths and weaknesses,
- constraints and opportunities
- its ambition
- its resources.

The process is also designed to lead the institution to judge the overall effectiveness of its own processes of quality assurance. This phase is intended to be reflective rather than promotional, and analytical as well as descriptive

During the eligibility briefing, the organisation will have been advised on how to initiate the **Self-Assessment** (SA) process. The aim of this advice was to ensure that the ALO's management understands what is expected and how best to proceed.

The self-assessment process has a two-fold purpose:

- To help the ALC to identify and reflect on strategies and actions that will help to improve their performance in promoting, supporting, developing, implementing, monitoring and assessing quality of their informal and non-formal .
- To develop an Improvement Plan

The Self - Assessment process is facilitated by the use of QUALC's unique quality criteria, found in the matrix overleaf, which incorporates the perspective

of learners, the organisations and the community into the processes of quality assurance.

Once the ALO has completed the QUALC Quality Criteria Matrix, it can be used as the basis for developing the organisation's Self Assessment Report & and Improvement Plan.

1. QUALC QUALITY CRITERIA MATRIX -OVERVIEW

	LEARNING CONTEXT	LEARNING RESOURCES	LEARNING PROCESSES
LEARNERS	<ul style="list-style-type: none"> • Openness and Responsiveness to the Needs of the Learner • Progression of Individual Learning 	<ul style="list-style-type: none"> • Valuing the Learner as a Resource • Flexibility of Learning Pathways 	<ul style="list-style-type: none"> • Quality of the Learning Provision
ORGANISATION	<ul style="list-style-type: none"> • Commitment to Innovation • Strategy & Vision 	<ul style="list-style-type: none"> • Effective Tools for the Access & Usage of Resources • Competent Tutors/Centre Staff • Supportive Learning Environment 	<ul style="list-style-type: none"> • Documented Processes • Transparent Methods • Documented Results • Intellectual Property Rights (IPR) Management
COMMUNITY	<ul style="list-style-type: none"> • Openness and Responsiveness to Community Demands 	<ul style="list-style-type: none"> • Different Stakeholders in the Community act as a Resource for Learning 	<ul style="list-style-type: none"> • Impact on local, regional and national Community

2. QUALC SELF-ASSESSMENT MATRIX TOOL- DETAILS

LEARNERS

AREA	CRITERIA	SUB- CRITERIA	ASSESSMENT
LEARNING CONTEXT	<i>Openness and Responsiveness to the Needs of the Learner</i>	Learning is based on the needs and requirements of the individual learner.	①- ②- ③- ④- ⑤ Not at all Fully
		Learners have a voice in determining the learning objectives.	①- ②- ③- ④- ⑤ Not at all Fully
		Learners can influence the learning content.	①- ②- ③- ④- ⑤ Not at all Fully
		Learners have access to a range of teaching and learning methods	①- ②- ③- ④- ⑤ Not at all Fully
		The ALC encourages the learner to continue learning (independently whether the learning is non-formal, informal or formal).	①- ②- ③- ④- ⑤ Not at all Fully
LEARNING RESOURCES	<i>Valuing the Learner as a Resource</i>	The ALC encourages the learner to reflect upon the impact of their learning (e.g. on individual, group, family or community level).	①- ②- ③- ④- ⑤ Not at all Fully
		The organisation takes into account the background and prior knowledge and experiences of the learner.	①- ②- ③- ④- ⑤ Not at all Fully
		Systems are in place to foster peer learning and peer support mechanisms.	①- ②- ③- ④- ⑤ Not at all Fully
		The organisation offers different teaching styles and methods.	①- ②- ③- ④- ⑤ Not at all Fully
		The ACL implements processes that offer the learner individual learning/training paths.	①- ②- ③- ④- ⑤ Not at all Fully
	<i>Flexibility of Learning Pathways</i>	The ACL offers flexible entry and exit points to the learning/training paths.	①- ②- ③- ④- ⑤ Not at all Fully

AREA	CRITERIA	SUB- CRITERIA	ASSESSMENT
LEARNING PROCESSES	<i>Quality of the Learning Provision</i>	Systems are in place to recognise achievement and progress in informal and non-formal learning activities.	①- ②- ③- ④- ⑤ <i>Not at all</i> <i>Fully</i>
		An evaluation system exists to measure the extent to which the learning provision meets the objectives of the learner.	①- ②- ③- ④- ⑤ <i>Not at all</i> <i>Fully</i>
		The ALC has procedures in place to recognise prior learning.	①- ②- ③- ④- ⑤ <i>Not at all</i> <i>Fully</i>
		The adult learner is provided with a supportive and flexible learning environment.	①- ②- ③- ④- ⑤ <i>Not at all</i> <i>Fully</i>
		There is the opportunity to progress to accredited learning where appropriate.	①- ②- ③- ④- ⑤ <i>Not at all</i> <i>Fully</i>

ORGANISATION

AREA	CRITERIA	SUB- CRITERIA	ASSESSMENT
LEARNING CONTEXT	<i>Commitment to Innovation</i>	The ALC promotes innovation, willing to engage with new teaching and learning activities	①- ②- ③- ④- ⑤ Not at all Fully
		The learning provision is led by demand.	①- ②- ③- ④- ⑤ Not at all Fully
		The ALC is committed to use Information and Communication Technologies (ICT).	①- ②- ③- ④- ⑤ Not at all Fully
		The ALC is an active member of one or more networks - local, regional, national.	①- ②- ③- ④- ⑤ Not at all Fully
	<i>Strategy & Vision</i>	The ALC focuses on ‘supporting learning’ rather than just on a ‘teaching mission’.	①- ②- ③- ④- ⑤ Not at all Fully
		The values considered important to the organisation are shared amongst all staff members.	①- ②- ③- ④- ⑤ Not at all Fully
		The ALC strategy is orientated towards stakeholder and learner satisfaction.	①- ②- ③- ④- ⑤ Not at all Fully
		The ALC supports learners in both job-related and non-job-related learning needs and ambitions.	①- ②- ③- ④- ⑤ Not at all Fully
		The ALC is implementing support, delivery and assessment procedures that help learners to integrate, informal, non-formal and formal approaches to learning.	①- ②- ③- ④- ⑤ Not at all Fully
		Procedures are in place to develop medium and long-term partnerships with other learning and/or training providers.	①- ②- ③- ④- ⑤ Not at all Fully
		The ALC involves stakeholders in the process of defining the institutional strategy and its quality approach.	①- ②- ③- ④- ⑤ Not at all Fully
		The ALC assesses the learning demand in the community regularly.	①- ②- ③- ④- ⑤ Not at all Fully

		Coherence between the mission of the ALC and the community in which the ALC operates is periodically checked.	①-②-③-④-⑤ Not at all Fully
		The ALC has a specific mission to serve the needs of Small and Medium Enterprises/Organisations (SMEs/SMOs)	①-②-③-④-⑤ Not at all Fully
	<i>Strategy & Vision (cont.)</i>	The ALC takes the opinions of staff and adult learners into consideration with regard to its strategic development.	①-②-③-④-⑤ Not at all Fully
		Measures to support values such as collaboration, accessibility, social inclusion, socio-cultural diversity are in place.	①-②-③-④-⑤ Not at all Fully
LEARNING RESOURCES	<i>Effective Tools for the Access & Usage of Resources</i>	Systems are in place to enable regular evaluation of the quality of learning resources by both the institution and its learners.	①-②-③-④-⑤ Not at all Fully
		Materials/resources considered ineffective by the institution and/or its learners are reviewed and amended	①-②-③-④-⑤ Not at all Fully
		Mechanisms are in place to encourage learner involvement in content development.	①-②-③-④-⑤ Not at all Fully
		Mechanisms to support learners in selecting appropriate Internet resources are in place.	①-②-③-④-⑤ Not at all Fully
		A diverse range of resources is available to accommodate individual learning styles.	①-②-③-④-⑤ Not at all Fully
		A range of materials that addresses different learning methods and strategies are available to staff and learners.	①-②-③-④-⑤ Not at all Fully
		Clarity of both language and content of the learning materials is monitored.	①-②-③-④-⑤ Not at all Fully
		Organisation is committed to environmental sustainability and has an eco-code system for environmental management	①-②-③-④-⑤ Not at all Fully
		Where third party delivery of learning is involved, a documented system for assessing the suitability of the provision is in place.	①-②-③-④-⑤ Not at all Fully
		The process for selecting and amending content is open and transparent	①-②-③-④-⑤ Not at all Fully

		The ALC makes a financial and administrative commitment to ensure an effective learning environment.	①-②-③-④-⑤ Not at all Fully
	<i>Competent Tutors/Centre Staff</i>	The ALC support all staff involved in non-formal, informal and formal learning to reach the appropriate level of expertise.	①-②-③-④-⑤ Not at all Fully
		A system is in place that recognises and records both the experience and academic qualifications of staff.	①-②-③-④-⑤ Not at all Fully
	<i>Supportive Learning Environment</i>	The ALC offers attractive and supportive learning spaces for staff and learners, both physical and virtual.	①-②-③-④-⑤ Not at all Fully
		Services aimed at informing, motivating, encouraging, and supporting learners are in place.	①-②-③-④-⑤ Not at all Fully
		Strategies that enable progression between different learning levels (e.g. modular approaches, credit-based Award, European Qualification Framework, Accreditation of Prior and Experiential Learning [APEL]) are in place.	①-②-③-④-⑤ Not at all Fully
		A system to support and enhance interaction, sharing and collaboration between learners is in place.	①-②-③-④-⑤ Not at all Fully
LEARNING PROCESSES	<i>Documented Processes</i>	Learners and staff agree and document individual plan for each learner.	①-②-③-④-⑤ Not at all Fully
		Mechanisms are in place to monitor the ongoing needs of learners during the learning experience.	①-②-③-④-⑤ Not at all Fully
		A system to track and collect statistical data on the progress of learners is in place.	①-②-③-④-⑤ Not at all Fully
		Feedback from learners is utilised to improve the strategy and operations of the organisation and to inform curriculum planning.	①-②-③-④-⑤ Not at all Fully
	<i>Transparent Methods</i>	Systems to assess the effective use of the organisation's resources within teaching and learning are in place.	①-②-③-④-⑤ Not at all Fully
		Systems to assess learner satisfaction with the organisation's services are in place.	①-②-③-④-⑤ Not at all Fully
		Learners and stakeholders have access to the organisation's policies and strategies.	①-②-③-④-⑤ Not at all Fully

		Effective financial procedures are in place.	①-②-③-④-⑤ Not at all Fully
	<i>Transparent Methods (cont.)</i>	Any data collected should inform the ALC's decision making processes and be reflected in identifying improvement plans which are SMART (Specific Measurable Achievable Realistic Targets) .	①-②-③-④-⑤ Not at all Fully
		The ALC encourages learners to reflect on and evaluate their own learning.	①-②-③-④-⑤ Not at all Fully
	<i>Documented Results</i>	The results of learning activities are clearly communicated to learners and staff.	①-②-③-④-⑤ Not at all Fully
		Processes that compare the learning outcomes against the learning objectives are in place.	①-②-③-④-⑤ Not at all Fully
		Different methods of assessing learning outcome are used.	①-②-③-④-⑤ Not at all Fully
	<i>Intellectual Property Rights (IPR) Management</i>	Copyrights and Intellectual Property Rights (IPR) procedures are in place.	①-②-③-④-⑤ Not at all Fully
		When teaching staff, learners and other stakeholders contribute to the design of learning resources; procedures for recognising their contribution are in place.	①-②-③-④-⑤ Not at all Fully
		Any use of software and applications takes into account the IPR of the authors and/or any other licensing agreements	①-②-③-④-⑤ Not at all Fully
	<i>Quality improvement</i>	The ALC operates a formal review and quality improvement process.	①-②-③-④-⑤ Not at all Fully

COMMUNITY

AREA	CRITERIA	SUB- CRITERIA	ASSESSMENT
LEARNING CONTEXT	<i>Openness and Responsiveness to Community Demands</i>	The needs of local, regional and national communities are taken into account by the ACL when deciding learning provision and activities.	①-②-③-④-⑤ Not at all Fully
		Relevant data about the uptake and nature of learning activities are available to the local and regional community.	①-②-③-④-⑤ Not at all Fully
		Formal structures are in place to enable communication between the ALC and local, regional and national community groups, and other stakeholders.	①-②-③-④-⑤ Not at all Fully
LEARNING RESOURCES	<i>Different Stakeholders in the Community act as a Resource for Learning</i>	The ALC has a mechanism for identifying and engaging potential stakeholders from the community in various learning initiatives.	①-②-③-④-⑤ Not at all Fully
		The community has the opportunity to be represented at policy level within the ALC and to interact with the ALC.	①-②-③-④-⑤ Not at all Fully
LEARNING PROCESSES	<i>Impact on local, regional and national Community</i>	A system is established for collecting data on the impact of ALC activities on local, regional and national community developments.	①-②-③-④-⑤ Not at all Fully

3. IMPROVEMENT PLAN

1. Please complete the following template based on the completion of the Self-Assessment Matrix Tool. The Improvement Plan will reflect the ALO's analysis of the strengths and weakness for the Learners, Organisation and Community.

Learners		
Learning Context:		
Criteria	Strength	Weakness
1. Openness and responsiveness to the needs of the learner 2. Progression of individual learning		
Learning Resource:		
Criteria		
1. Valuing the learner as a resource		

2. Flexibility of learning pathways		
Learning Process:		
Criteria		
Quality of the learning provision		

Organisation:		
Learning Context:		
Criteria	Strength	Weakness
<ol style="list-style-type: none"> 1. Commitment to innovation 2. Strategy & vision 		
Learning Resource:		
Criteria		
<ol style="list-style-type: none"> 1. Effective tools for the access & usage of resources 2. Competent tutors/centre staff 3. Supportive learning environment 		

Learning Process:		
Criteria		
<ol style="list-style-type: none"> 1. Documented process 2. Transparent methods 3. Documented results 4. Intellectual property rights (IPR) Management 5. Quality improvement 		

Community		
Learning Context		
Criteria	Strength	Weakness
1. Openness & responsiveness to community demands		
Learning Resources		
1. Different stakeholders in the community act as a resource for learning		
Learning Process		
Criteria		
1. Impact on local, regional and national community		

2. Please identify what actions are required to improve the quality of learning to meet with stakeholder's expectations.

Actions	Likely impact on:
	Learners
	Organisation
	Community

3. Identify and specify support and resources for improving action.

Actions	Likely impact on:
	Learners
	Organisation
	Community

4. Proposed solution: timescales and actions.

Actions	Likely impact on:
	Learners
	Organisation
	Community

5. Identify how progress will be monitored and feedback into organisations strategic planning.

Actions	Likely impact on:
	Learners
	Organisation
	Community

Please complete all sections of the QUALC documents and send them by email to:

1. Formal Submission to enter The QUALC Office:
QUALC process: *For the attention of:*
Ms. Mariarosa Di Nubila
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2. For QUALC piloting activities: *For the attention of:*
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