

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	①-②-③-④-⑤

		learning.	<i>Not at all</i>	<i>Fully</i>
	<i>Documented Results</i>	The results of learning activities are clearly communicated to learners and staff.	①-②-③-④-⑤ <i>Not at all</i>	<i>Fully</i>
		Processes that compare the learning outcomes against the learning objectives are in place.	①-②-③-④-⑤ <i>Not at all</i>	<i>Fully</i>
		Different methods of assessing learning outcome are used.	①-②-③-④-⑤ <i>Not at all</i>	<i>Fully</i>
	<i>Intellectual Property Rights (IPR) Management</i>	Copyrights and Intellectual Property Rights (IPR) procedures are in place.	①-②-③-④-⑤ <i>Not at all</i>	<i>Fully</i>
		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 <i>Not at all</i>	<i>Fully</i>
		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 <i>Not at all</i>	<i>Fully</i>
	<i>Quality improvement</i>	The ALC operates a formal review and quality improvement process.	①-②-③-④-⑤ <i>Not at all</i>	<i>Fully</i>

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 <i>Not at all</i> <i>Fully</i>
		Relevant data about the uptake and nature of learning activities are available to the local and regional community.	①-②-③-④-⑤ <i>Not at all</i> <i>Fully</i>
		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 <i>Not at all</i> <i>Fully</i>
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 <i>Not at all</i> <i>Fully</i>
		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 <i>Not at all</i> <i>Fully</i>
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 <i>Not at all</i> <i>Fully</i>