

# Quality Standard

Element	Audit Standards for PSET Providers	Criteria for Provider Registration	Criteria for Programme Accreditation	Criteria for Recognition of Non-Formal Learning
<b>1. Organisation</b>	The provider is an enduring legally recognised body with an appropriate name, measurable goals and objectives for the delivery of education and training, and effective governance and management systems to enable the ongoing achievement of its goals and objectives, including self evaluation, review and/or internal quality audit processes	1.1 The provider or its governing body is a legally established or recognised enduring body 1.2 The provider's name is appropriate and does not mislead learners about the nature of the organisation 1.3 The provider has a clear statement of its educational purpose, goals and objectives 1.4 The provider has adequate and appropriate governance and management to achieve its goals and objectives 1.5 The provider has a coherent quality management system (QMS) of adequate and appropriate organisational structures, policies, procedures, responsibilities and resources that cover all elements of the SQA Quality Standard, as listed below:	Provider registration criteria continue to be met	1.6 The organisation <sup>1</sup> has a current memorandum of agreement with SQA  <i><sup>1</sup>Such organisations support the people who facilitate the non-formal learning activities</i>
<b>2. Programme development and review</b>	The provider adequately and appropriately designs, develops and reviews its education and training qualifications, programmes and courses	Programme development and review policies and procedures	2.1 The programme & its components are coherent, and are designed to meet the requirements of the qualification 2.2 Qualification(s) awarded on the basis of successful completion of the programme, meet(s) the requirements for registration on the SQF	2.3 The organisation adequately and appropriately designs, develops and reviews its non-formal learning activities in response to identified community needs
<b>3. Programme delivery</b>	The provider defines and implements effective teaching and learning practices that are educationally sound and appropriate to the programme of study and mode of delivery	Programme delivery policies and procedures	3.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery	3.2 The non-formal learning activities are facilitated in a culturally appropriate and safe way
<b>4. Financial resources</b>	The provider allocates adequate financial resources to achieve the outcomes of its education and training programmes	Financial resources policies and procedures	4.1 Adequate financial resources are allocated to sustain the programme	4.2 Adequate financial support is available to sustain the organisation's non-formal learning activities
<b>5. Personnel</b>	The provider recruits, manages and develops its people to enable quality delivery of its education and training programmes	Personnel policies and procedures	5.1 The provider demonstrates how it applies, or will apply, its policies and procedures to recruit, induct, appraise and develop programme staff	5.2 The organisation ensures that the non-formal learning facilitators, whether paid or unpaid, have the skills, knowledge, cultural competence and status to maintain a quality learning environment
<b>6. Learner information, entry and support</b>	Adequate and relevant information, entry and support services are provided to learners	Learner information, entry and support policies and procedures	6.1 The provider's application of its policies and procedures ensures adequate and relevant information on entry, progress and support of all learners	6.2 The organisation or assessor ensures that relevant information is supplied to learners and communities, learner needs are identified and learners are supported to achieve learning outcomes
<b>7. Physical and learning resources</b>	The provider has adequate and appropriate physical and learning resources to support the delivery of its education and training programmes	Physical and learning resources policies and procedures	7.1 The provider has adequate and appropriate physical and learning resources to deliver the programme	7.2 The organisation ensures the use of adequate and relevant physical and learning resources to deliver inclusive non-formal learning activities
<b>8. Assessment and moderation</b>	The provider has fair, valid and effective systems for assessing learners against the programme outcomes	Assessment and moderation policies and procedures	8.1 The provider's application of its policies & procedures will ensure the fair, valid, consistent & appropriate assessment of learners against the learning outcomes of the programme	8.2 The organisation or assessor ensures the fair, valid, consistent and relevant assessment of learners against the learning outcomes
<b>9. Reporting learner achievement</b>	The provider adequately and appropriately reports learner achievement	Reporting learner achievement policies and procedures	9.1 The provider has adequate and appropriate systems to report on learner achievement for the programme	9.2 The organisation or assessor has adequate and relevant systems for reporting learner achievement
<b>10. Research</b>	Adequate and appropriate research is conducted to meet the requirements of degree and postgraduate qualifications and programmes	Research policies and procedures ( <i>where appropriate</i> )	10.1 The provider has adequate and appropriate means of research to meet the requirements of its degrees and postgraduate programmes	<i>The organisation should encourage research, enquiry and learning to support its non-formal learning activities</i>