

**Recognition of Non-Formal Education**

**Self-Evaluation Form**

***Name of Non-Formal Education Provider (NFEP): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Learning Activities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

When completing this form, ensure that all supporting documents are attached.

**Sept 2017**

| **Standard Element** | **SQA Criteria** | **Evidence/Evaluation Guide Questions** | **Answers to questions and examples of evidence to show that your activities meet the SQA criteria.** |
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| **1.Organisation** | The NFEP has measurable goals and objectives and effective systems for the provision and facilitation of non-formal learning activities. | What are the goals and objectives of the NFEP?  What is the scope of the NFE activities? |  |
| What consultation has occurred with stakeholders in developing the NFEP’s goals and objectives? |  |
| What systems are in place to manage the achievements of the NFEP’s goals and objectives? What is the system of governance? |  |
| **2. Program Development and Review[[1]](#footnote-1)** | The NFEP develops and reviews its NFL programmes in response to identified community needs; incorporates relevant National Competency Standards which include Generic Standards where applicable; provides relevant and appropriate teaching approaches and implements robust self-review of programme policies to ensure continued improvement. | What processes are used for designing, developing, approving and reviewing the NFL activities? |  |
| What are the learning outcomes and/or defined competencies achieved as a result of the NFL activities? |  |
| How much time would the average learner need in order to achieve each learning outcomes? |  |
| How are the needs of learners, community groups and other stakeholders identified and accommodated? |  |
| **3. Programme Delivery** | NFL programmes are delivered in a culturally responsive, emotionally and physically safe environment. Learning programmes must be designed to meet the needs of learners with disabilities and those from disadvantaged groups. | What are the teaching and learning approaches being used? |  |
| How does the NFEP know that the activities meet the learning needs of the learners including those with disability? |  |
| How are the learning activities monitored and evaluated? |  |
| **4. Assessment[[2]](#footnote-2)** | The NFEP ensures fair, consistent and relevant assessment to achieve the learning outcomes. | What assessment processes and tools being used? |  |
| Is the assessment suitable for the learning outcomes? |  |
| Are the assessment criteria clear and have learners being informed about them? |  |
| Is the assessment process fair and valid? |  |
| **5. Reporting Learner Achievements** | The NFEP has adequate and relevant systems for reporting learner achievements which include processes for reporting NCSs | **What are the processes in place to ensure that;** | |
| The learner’s achievements have been validated, recorded appropriately and reported correctly? |  |
| The learner receives regular feedback and be informed? |  |
| **6.Financial Resources** | Adequate financial resources are available to sustain non- formal learning programmes | How is the NFEP funded? |  |
| What financial management practices are used? |  |
| Is the NFEP financially viable to deliver NFL? |  |
| **7. Physical and Learning Resources** | Adequate physical and learning resources are provided to ensure the successful delivery of the non-formal learning programmes. Physical resources must meet the needs of non-formal learners with disabilities. | Are the premises adequate and provide suitable provision of accessibility for learners with disability? |  |
| Are the equipment and learning resources sufficient for the learners’ use and appropriate for learners with disability? |  |
| Do the premises, equipment and learning resources meet the required levels of health and safety measures? |  |
| **8. Personnel** | The NFEP ensures that staff and trainers have skills, knowledge and cultural competency to maintain a quality learning environment. | How skilled and experienced are staff members? Are they qualified trainers? |  |
| How are the trainers/staff recruited and appraised? |  |
| **9.Learner Information entry, and support** | The NFEP ensures that relevant information is supplied to learners and communities including learners with disabilities and those from disadvantaged groups. | **What information is available to learners and communities about the following?** | |
| Learning outcomes; enrolment procedures and costs, assessment procedures, health & safety, transitional pathways. |  |

**Additional information**

1. Refer to pages 11 & 12 of the Guidelines for more information [↑](#footnote-ref-1)
2. Refer to pages 13, 14 & 15 of the Guidelines for more information [↑](#footnote-ref-2)