

# Quality Standards Framework

(February 2026)

**ACTIVE EDUCATION AUSTRALIA**

## **Introduction**

The Quality Standards Framework has been developed by the Active Education Australia Quality Council. The prime objective of the framework is to provide effective support for the assessment and improvement of resources and services for the Physical Education, Health Education, Outdoor Education and Recreation professions. The framework will be used to assess educational resources and services that are applicable for all school year levels inclusive of Foundation to Year 12.

To enable quality assessment, the framework content is structured under three high level standards domains - content, application and impact. It also provides a listing of individual standards that apply for each domain and performance indicators for each individual standard. The content domain contains standards that apply to the information provided in the resource or delivered through the service, the application domain covers standards for characteristics that influence the quality of implementation or delivery, and the impact domain provides standards that may influence the outcomes or effectiveness of the resource or service.

The framework can be utilised for assessment for both external providers as well as internal applications and provides information that will support continuous improvement processes for each standard.

It is expected that the Quality Standards Framework will continue to evolve over time to reflect the ongoing and emerging needs and priorities of the professions.

## Quality Standards Framework - Draft

Domain	Standards	(Developing)	(Meeting)	(Exceeding)
<b>Content</b> – <i>Quality of resource or service content is assessed against the following individual standards.</i>				
1.1	<b>Appropriateness</b>	Some content or service elements are unsuitable and/or irrelevant for the target audience.	Content or service elements are suitable, relevant and important for the target audience.	All content or service elements are highly relevant and useful for the target audience.
1.2	<b>Thoroughness</b>	The content or service is lacking in regard to detail, structure and coverage of the topic.	The content or service is detailed, well structured and complete in its coverage of the topic.	The structure and detail of the content or service covers the topic and its context comprehensively.
1.3	<b>Accuracy</b>	The content or service includes mistakes, is outdated and/or inconsistent.	The content or service aligns with factual information, is current and free of mistakes.	All content or service elements are completely current and accurate.
1.4	<b>Evidence-based</b>	The content or service is not evidence-based and makes no reference to reliable information sources.	Content or service is based on reliable sources such as those endorsed by peak organisations, government guidelines or scientific research.	Regular review and update of the content or service evidence base is undertaken.
1.5	<b>Compatible with Curriculum</b>	Content or service is incompatible with curriculum expectations or desired academic outcomes.	Content or service is compatible with curriculum expectations and desired academic outcomes.	Content or service is completely aligned with curriculum expectations and desired academic outcomes.
1.6	<b>Client-centred</b>	Most content or service elements are not relevant to the client's environment, needs and aspirations.	Content or service is relevant to the client's environment, needs and aspirations.	Content or service is highly relevant to the client's environment, needs and aspirations.
1.7	<b>Diversity, Equity &amp; Inclusion</b>	Content or service provides no or limited recognition of diversity, equity and inclusion.	Content or service recognises and values the diversity, equity and inclusion of individuals and groups.	Content or service champions the diversity, equity and inclusion of individuals and groups.

Domain	Standards	(Developing)	(Meeting)	(Exceeding)
<b>Application</b> - <i>Quality of resource or service application is assessed against the following individual standards.</i>				
2.1	<b>Presentation</b>	Verbal, written or visual presentation does not clearly convey the information and is not engaging.	Verbal, written or visual presentation clearly conveys relevant information and is engaging.	Verbal, written or visual presentation clearly and thoroughly conveys all information in a manner that enhances engagement, comprehension and learning.
2.2	<b>Access</b>	Accessibility is currently limited. Barriers to access exist. Diverse communities are not consulted.	Suitable physical and financial accessibility exists. Diverse communities are surveyed regularly to identify and implement improvements.	Access for all is prioritised and maintained through an ongoing improvement process. Improvements identified for diverse communities are implemented in a timely manner.
2.3	<b>Safety</b>	No formal process for risk management and safety.	Documented safety and risk management information is present.	Regular review and continuous improvement of safety and risk management information and procedures, appropriate to the context of the resource or service.
2.4	<b>Delivery</b>	Incomplete and/or inefficient delivery.	Delivery is thorough and efficient for every step of the process.	Delivery is seamless with natural flow between elements and demonstrates responsiveness to participants and real-time needs.
2.5	<b>Continuous Improvement</b>	Continuous improvement processes are not currently documented or conducted.	Continuous improvement processes are documented and undertaken.	Evidence of continuous improvement through adherence to documented processes and incorporation of client feedback.

Domain	Standards	(Developing)	(Meeting)	(Exceeding)
<b>Impact</b> – <i>Outcomes and impact are assessed against the following individual standards.</i>				
3.1	<b>Effectiveness</b>	Objectives for the resource or service are not provided. Content and application do not include structure and processes for measuring behavioural and environmental outcomes.	Clear objectives have been outlined and are considered achievable. Content and application include structure and processes for measuring behavioural and environmental outcomes.	It is evident that the stated objectives for the resource or service can be achieved or exceeded. Content and application include processes for measuring outcomes and reflection.
3.2	<b>Innovation</b>	Minimal level of innovation in content or application will limit impact.	Modified or new content or application will contribute to positive outcomes and impact.	Modified or new content or application will have a significant positive impact and represents an advancement in the field.
3.3	<b>Sustainability</b>	The relevance and effectiveness of the resource or service is unlikely to be maintained over time.	The relevance and effectiveness of the resource or service is likely to be maintained over time.	The resource or service is likely to remain highly relevant and effective over time.

***Content | Application | Impact***

## Assessment & Approval Outcome:

The following table outlines the assessment outcomes for individual resource and service applications. **Approval is dependent upon meeting all** of the Quality Standards detailed in the QSF. The assessment and approval processes are administered by the Active Education Australia Quality Assurance Team.

<b>Approved</b>	The resource or service application <b>has met all 15</b> of the quality standards and is approved for a two (2) year period. Approved offerings are recognised for their quality and alignment with the Active Education Australia Quality Standards.
<b>Provisional</b>	The application <b>has met 10-14</b> of the quality standards and is approved on a provisional basis. Specific improvements are required to achieve full approval and must be addressed within six (6) months.
<b>Not Approved</b>	The application <b>has met 9 or less</b> of the quality standards and is not approved. Feedback will be provided to support re-submission. Significant revisions are required before the application can be reconsidered.

*\*Active Education Australia reserves the right to take additional evidence and information into account in its decision making process.*

## Ratings:

At the completion of the assessment, each provider will receive a rating for every individual standard within the QSF, along with an overall approval outcome.

These ratings Developing, Meeting and Exceeding provide clear guidance on current performance and highlight opportunities for continuous improvement.