Ownership:	Managing Director, AD HOC Programme Review Sub Committee
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Reviewed by: Quality Assurance Officer	Quality Assurance and Academic Governance Council (QAAGC),
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1. PURPOSE AND POLICY CONSIDERATIONS

Forus Training recognises that programme monitoring, evaluation and review are not isolated actions. Measurable programme outcomes (both qualitative and quantitative indicators) are determined throughout the quality assurance criteria and are refreshed as thought necessary. They are parts of the same process and give way to an increased and meaningful purpose of using primary research and evaluation to inform, develop and enhance Forus Training's provision of service, allowing for enhancement across a range of disciplines and giving way for advances in programme content. Programme evaluation takes into consideration the influence and impact of both national and international practice, through evidence-based research and emerging curricula;
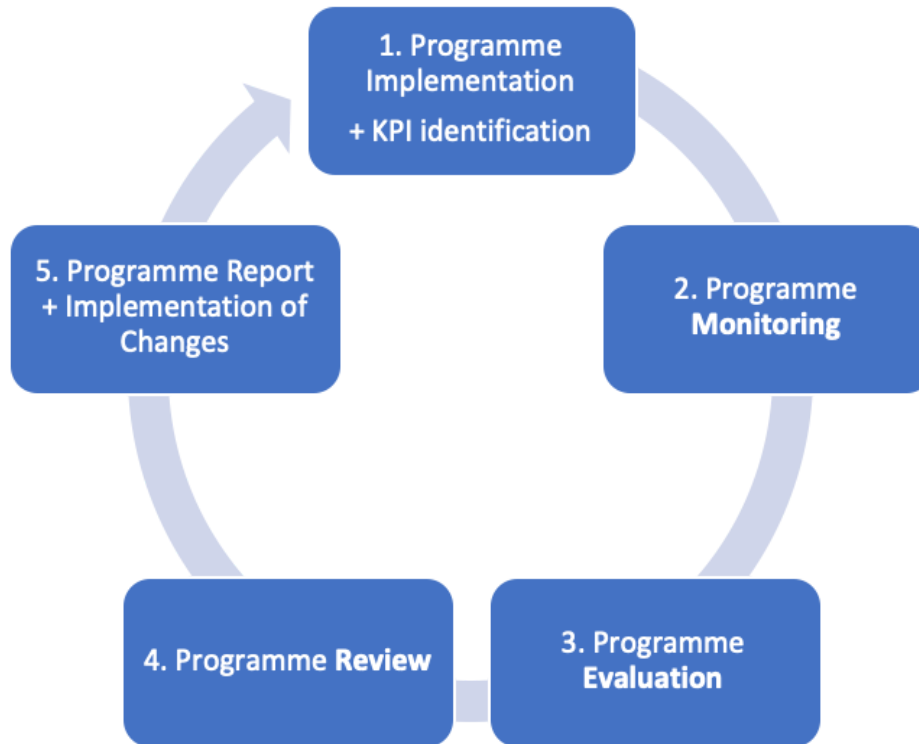
2. DEFINITIONS

Monitoring is the ongoing, continuous process of regularly collecting and analysing relevant information as programmes are delivered to ascertain capability and measure the KPIs/outcomes; to make sure the course has achieved what it set out to achieve.

Evaluation takes place at the end of a module or a longer term programme to gauge the success, with the **review** focusing specifically on the impact of the combined analysis of programme monitoring and evaluation.

The collection of findings and recommendations for change (and how to implement those changes) is documented in a **report** which is then published on the Forus Training website. This process also applies to programmes being delivered under Educational Collaborative Agreements.

3. SCOPE

The monitoring, evaluation and review of programmes is built into Forus Training management systems, including information and data gathering. Collectively, the actions of programme monitoring, evaluation and review provide us with an opportunity to set, measure and understand the capability of key performance indicators (KPIs) and other associated outcomes, which are constantly widening. By way of working to this policy, Forus Training increases the purpose of collecting qualitative and quantitative data such as, mid-course learner and trainer feedback, end of course evaluations, data relating to learners registration, attendance, completion and certification, notwithstanding the interval verification and external authentication detail. Forus Training adopts a range of methodologies to ensure a broad scope of programme related data and information gathering. Methods include (but are not limited to);

- Verbal feedback through staff supervision/trainer meetings/daily huddles,
- One to one Learner feedback; meetings/telephone calls/emails,
- Paper-based completion of forms,
- Survey Monkey.

4. POLICY STATEMENT

Forus Training is committed to the process of ongoing programme monitoring which happens as a normal activity in each and every programme offered. The evaluation and review has a specific focus on the rigorous analysis of strengths and weaknesses of programmes, particularly in the context of teaching and learning and the impact findings have on the identification of priorities and strategies for improvement.

Programme evaluation is an integral element of the organisational culture and all staff and trainers are committed to it and fully involved. Forus Training ensures that programmes being facilitated under partnerships with other providers/organisations/individuals such as those formally detailed in Educational Collaborative Agreements, are also considered in the context of self-evaluation. Externality is a crucial element within programme evaluation and Forus Training engages the expertise of independent subject matter experts when coordinating and collating programme evaluation activity.

Forus Training solicits and considers the views and feedback from all stakeholders and outcomes of the process to inform evaluation in programme development, programme review and revision, programme arrangements and where necessary and permissible, subject matter curricula.

In addition to the programme evaluation process, Forus Training is committed to the external monitoring carried out by QQI. This monitoring addresses the following areas:

- Programme quality and attainment of awards standards,
- Follow-up on internal and/or external quality procedures, e.g. Validation and/or Re-validation,
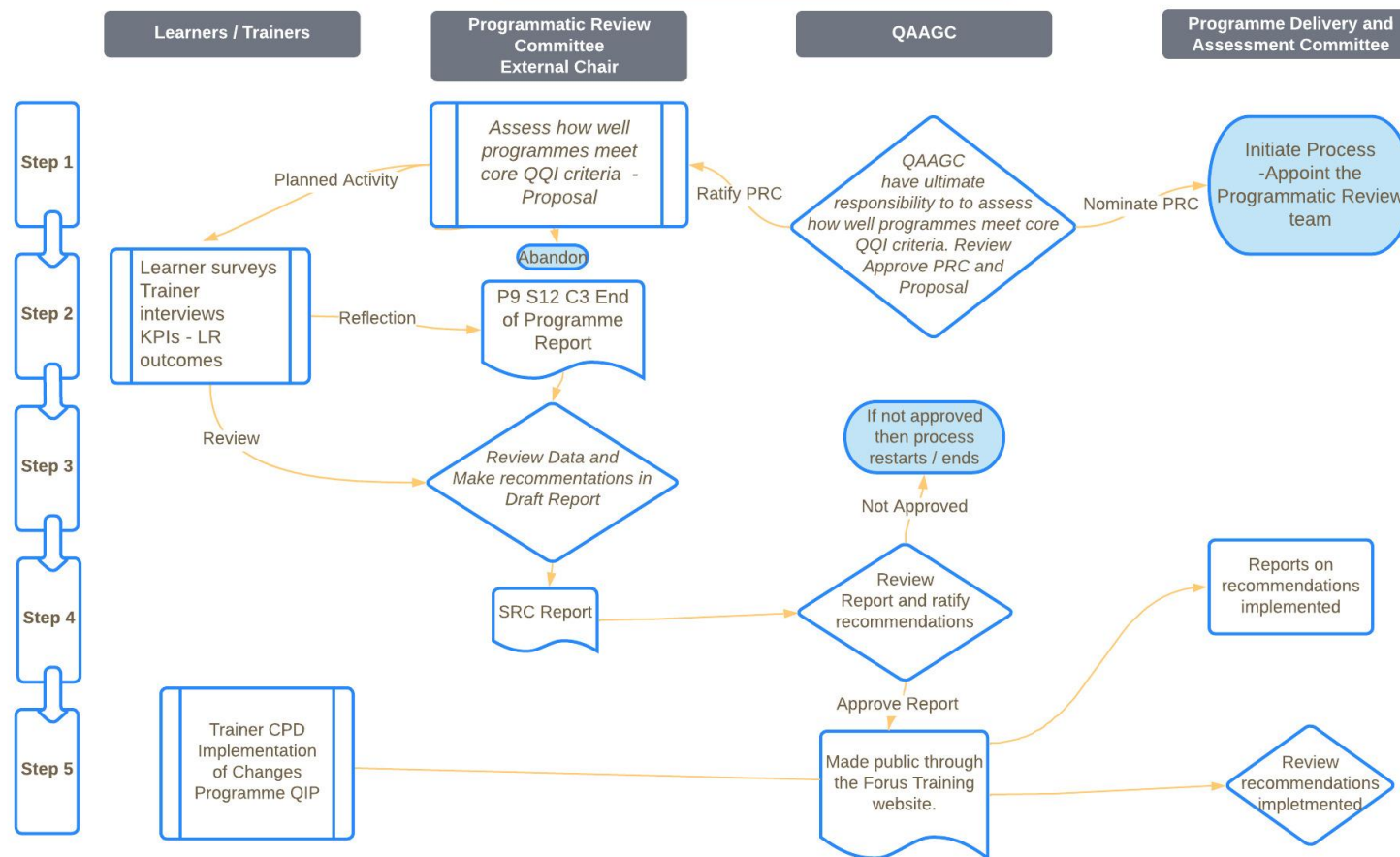- Institutional Review,
- Registered QQI provider status.

5. PROCEDURES AND PRACTICES

P6 S8 C10 Programme Evaluation, Monitoring & Review Policy and Procedure

Ongoing monitoring is a process applied to each programme from commencement to completion. This activity requires Forus Training to continuously oversee the practices and effectiveness of programme coordination, teaching, learning and assessment facilitation, including the assessment of assessments. Forus Training monitoring activity captures the strengths and limitations of teaching and learning with a specific focus on ensuring strategies used in teaching and learning are always being improved. This supports Forus Training with ensuring a quality driven teaching and learning experience.

The process of programme monitoring, evaluation and review is an ongoing and progressive activity which when undertaken in a formal capacity for review purposes is undertaken in a step by step process. This process is outlined as follows:

Step 1: Form a Delivery and Action of Programmatic Review Team

A **Programmatic Review Committee** is appointed by the Programme Delivery and Assessment Committee and ratified by the Quality Assurance and Academic Governance Council (QAAGC). The process is coordinated by the Head of Certification. Having agreed terms of reference for the review with QQI, the Type 3: P1 S4 AD HOC Programme Review Sub Committee, (which is a development and review committee), reporting to the QAAGC Sub Committee is formed. See below membership:

Chairperson:	Subject Matter Expert
Membership:	Industry (Employer Representative), Trainer Representative, Learner Representative, QA Officer, Head of Certification, Academic Manager Programme Leader.

The purpose of the programme review is to establish the extent to which the programme continues to meet the core QQI validation criteria. The findings and recommendations of this review are presented to the QAAGC for review prior to the completion of the Self Evaluation Report (SER).

External committee members are in a position to bring an impartial judgement on the continued maintenance of the overall standard of the programme. These subject matter experts from Further

Education and Industry bring expertise from relevant fields of learning. They are individuals who are capable of making national and international comparisons with regard to the programme(s) under

Step 2: Defining Scope and Collection of Evaluation Data:

Qualitative Data:

A. **Learners**

Learners are invited to participate in an evaluation of the programme, the evaluation remains open for a period of at least two weeks during which time respondents can participate in the survey and amend their feedback as they wish. The evaluations process includes survey items on the learner's overall impression of learning, teaching and assessment resources. Resources are considered in relation to whether they (resources and teaching collectively) adequately meet the needs of learners and are reflective of learning outcomes.

The credibility of the trainers and the security and regulation of assessment procedures and methods are included in the scope of the monitoring and evaluation. Specifically, the range of questions to learners will include areas such as:

- Do learners feel the training delivery is to an effective standard,
- Are learners being given the opportunity to understand the outcomes of assessment,
- Are learner queries regarding assessment being responded to in a timely and consistent manner,
- Do learners understand why they are being assessed using summative methods,
- Do learners feel they are represented adequately in programme monitoring, evaluations and reviews,
- The processes for assessment, complaints and academic appeals as experienced by the learners on the programme meet the same standards of fairness, consistency and fitness for purpose as assessment in general and learners understand them,
- Processes and procedures around programme assessment, complaints and appeals are straightforward, efficient, timely and transparent,

- Is the course cost-effective in providing a return on the learner's investment, financially and in consideration of the time invested.

B. Trainers

Trainer feedback in programme review processes is a fundamental quality assurance objective and ensures the inclusion of trainers in the review process. This takes place in an ongoing process of communications between staff, a formal report has been developed for usage across all programmes. The P9 S12 C3 End of Programme Report is used to collect data is a qualitative survey of trainer feedback and reflection on every module's delivery, assessments, and resourcing. This list of questions is designed to elicit feedback on positive and negative aspects of programme delivery.

C. KPIs
The following KPIs are considered in respect to the programme.

Table Key Performance Indicators and associated targets: Quantitative data

1. Withdrawal	
1.1 Withdrawal / Cancelled >30	A learner who has cancelled the registration > 15 days before the course commences full refund due - Withdrawal is also the umbrella term used for a learner no longer participating on the course
1.2 Withdrawal / Cancelled <30	A learner who has cancelled the registration < 10 days before the course commences NO refund due - Withdrawal is also the umbrella term used for a learner no longer participating on the course
1.3 Withdrawal / Cancelled Postponement	When Forus has postponed by more than the period stated in the Terms and Conditions and the new scheduled date does not suit
2. Non Completion	
2.1 Non Completion - Drop-out	A learner who has commenced, but - who misses > than 20% of the sessions consecutively at any time during the course and does not return.
2.2 Non Completion - Deferred	A leaner who decided to continue the course on a scheduled event in the future
2.3 Non Completion - Duplicate	Administrative Error - Do not push the invoice to Xero, Delete the

Registration	invoice
2.4 Non Completion - No-Show	A learner who has registered but has not attended any session

3. Completion	
3.1 Completion only	Number of registered learners who achieved 80% or more attendance
3.2 Completion - Extension Sought	Entered on the Scores Template -
3.3 Completion - Non-submission	Deadline Missed - No extension sought

4. Assessment Complete	
4.1 Submitted and Assessed - Pass	Complete successful
4.2 Submitted and Assessed - Fail	Complete unsuccessful - referral
4.3 Completion - Partial Submission	Where only partial assessment has been submitted and graded
4.4 Exemption	Admitted to the programme on the basis Exemption
4.5 Appeals	Reviews, Rechecks and Appeals

	Based on the figures above the following KPI's are set	**Target**	
5 Assessment Rates	5.1 Pass Rate, greater than	70%	The number of "Completed Successful" learners divided by the Total Number of Learners =(4.1+4.4)/0
	5.2 Completion Rate, greater than	80%	The number of "Completion"and "Assessment Complete" divided by the Total Number of Learners =(3.1+3.2+3.3+4.1+4.2+4.3+4.4)/0
	5.3 Drop Out Rate, less than	10%	The number of "Drop-out" =(2.1+2.2+2.3+2.4)/0 learners divided by the Total Number of Learners
	5.4 Non Submission Rate, less than	10%	The number of "Non-submission" learners divided by the Total Number of Learners =3.3/0
	5.5 Reviews, Rechecks and Appeals **Rate**, less than	10%	The number of "Appeals" learners divided by the Total Number of Learners

	5.6 Extension Requests / Deferrals, less than	20%	The number of "Deferred" and "Extension Sought" learners divided by the Total Number of Learners =(3.2+2.2)/0
	5.7 APEL Statistics % learners admitted on basis of APEL Comparison of assessment results for those admitted on basis of APEL vs Educational History – Exemptions, less than	10%	The number of "Exemption" learners divided by the Total Number of Learners =4.4/0

Step 3: Review of Evaluation Results:

Immediately following closure of the survey the results are reviewed by the Programme Review Committee and the recommendations shared for improvements are agreed at this stage, and plans made for their implementation and evaluation are documented in a draft report - SRC report.

Assigning and identifying personnel with responsibility for planning and implementing the Programme Evaluation:

Forus Training forms a Programme Evaluation team where key members of staff are identified to manage, coordinate and undertake the activities associated with the evaluation. These key staff may include:

- Head of Centre,
- Academic Manager,
- Course Coordinator,
- Trainer.

Step 4: The Quality Assurance Report

Upon completion of each programme review a Quality Assurance Report is produced for each programme area.

- Programme Overview,
- Quality Assurance Policies and Procedures,
- Learner retention and assessment data,
- Results of the QA evaluation procedures,
- Report on recommendations implemented,
- Recommendations to be implemented.

The Report is reviewed by the QAAGC. An Action plan is drawn up by the Quality Assurance Officer based on the recommendations from the Programme Review Committee's report.

Documenting findings, drawing conclusions and making recommendations;

Upon completion of the initial draft, the External Evaluator will review the programme evaluation Report. Suggestions regarding edits and recommendations for enhancement will be documented. A revised draft report will then be presented to the Programme Development and Review Sub-Committee and the Programme Delivery and Assessment Committee. Final ratification and signing by all appropriate personnel will be via the QAAGC.

A Programme Improvement Plan will accompany the Programme Evaluation Report, based on the agreed recommendations. The Programme Improvement Plan will be documented in the P2 S3a Quality Improvement Plan Official.

The Plan must state:

- The actions agreed,
- The person responsible for ensuring that each action is implemented,
- The resources required to support the undertaking and implementation of each action,
- The deadline for implementation.

Ratification of decisions is through the Quality Assurance and Academic Governance Council QAAGC.

Step 5: Publication and implementation

The final Self Evaluation Report (SER) is presented to the Quality Assurance and Academic Governance Council, the QAGCC ratifies the report and it is published and made public through Forus Trainings website; www.forustraining.ie.

The QA officer documents actions in the Quality Improvement Plan, Management, Staff and Trainers will implement the plan.

6. EXTERNAL OVERSIGHT

Forus Training also appoint an External Evaluator to ensure independent oversight is given to the process, the analysis of data and the final appraisal of data - P1 S1 C7 Externality Policy details that this person should be "… a person who is independent of programme delivery and capable of comparing the quality of the programme(s) with that of similar programmes elsewhere"

Forus Training determines an Action Plan for the process which includes the delegation of assigned responsibility and supervision of tasks to specific roles. This includes:

1. **Deciding what, specifically is to be evaluated:**

   Refer to the overall plan determined at the preparation/discussion phase to establish which programme/s and related services are to be evaluated this cycle.

2. **Determine the criteria with which Forus Training will determine level of success. This will include criteria to measure the following:**
   - The quality of the programme and its related services,
   - The effectiveness of the Quality Assurance system supporting the programme and related services.

3. **Identify the issues to be given a specific focus. These may include but are not limited to:**
   - Demand for the programme,
   - Completion of the programme by Learners,
   - Distribution of results and certification,
   - Progression to third level and/or employment,
   - Learner experience while on the programme,

- Levels of Learner engagement.

The people that are to be involved in the programme evaluation process will include:

Learners: Effective methods of gathering Learner feedback must be used. These methods may comprise questionnaires, focus groups, interviews.

Management: The process should be promoted and supported by Management in the allocation of time, expertise and resources.

Staff/Personnel: Staff/Personnel attached to the particular programme and related services undergoing a programme evaluation will include programme co-ordinators and trainers.

External Evaluator: Plan the role of the External Evaluator in the process. The External Evaluator should be involved on a consultative basis throughout the process or introduced to the process at a later stage.

The data that to be included in any programme evaluation will include but will not be limited to:

- Enrolment statistics,
- Drop-out rates,
- Assessment results,
- Attendance records,
- Assessment records,
- Minutes of meetings,
- Post course reports,
- Progress reports.

The following contexts must also be Identified in relation to their influence on the teaching, learning and assessment related activity of programmes:

- Sectoral changes,
- Legislative changes,
- Industry developments,

- Advances in specific disciplines including both national and international related evidence-based research and emerging curriculums.

Where there is the potential for additional minor or exit awards this must be stipulated as an area for consideration.

7. ROLES AND RESPONSIBILITIES

It is the responsibility of everyone involved in Forus Training examination processes to read, understand and implement this policy.

At a strategic level, the programme evaluation policy is governed by the Quality Assurance and Academic Governance Council. The management pertaining specifically to the monitoring, evaluation and review process is managed operationally by the Quality Assurance and Academic Governance Council.

7. CONTACT INFORMATION

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Amendment History			
Amendment summary sheet			
Revision	**Date**	**Amendment summary**	**Training Requirements**
	26/1/2021	This policy extends to Blended Learning courses. Our learners participating in Programmes delivered blended Learning will not be disadvantaged.	
	12/01/2022	Reviewed and approved	Circulated to staff