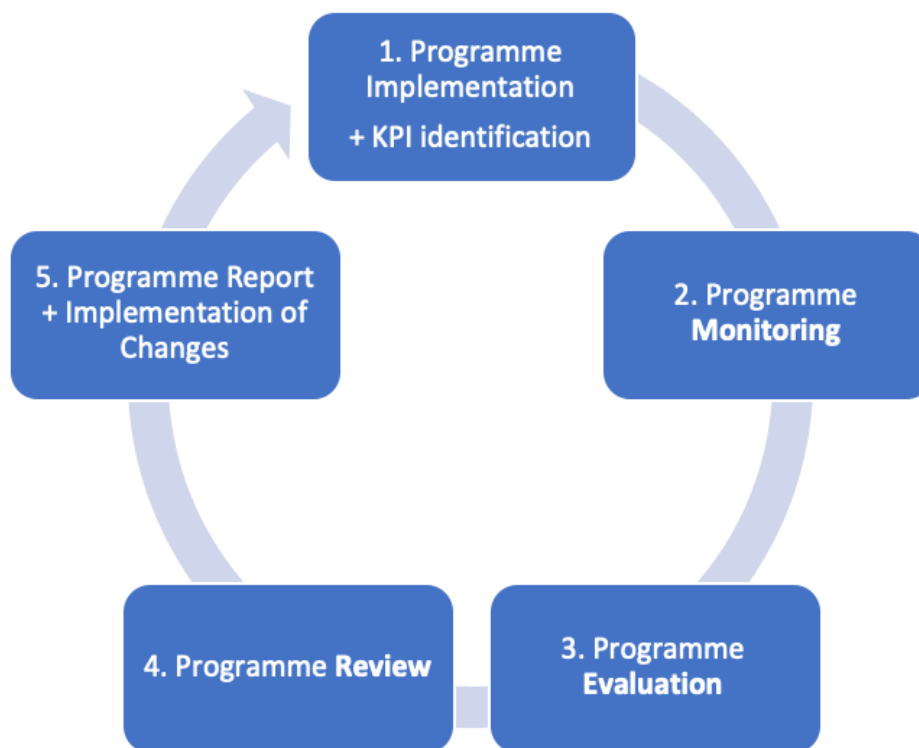


1. PURPOSE AND POLICY CONSIDERATIONS

Forus Training recognises that monitoring, evaluation and review are not isolated actions. Measurable 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 increased and meaningful purpose of using primary research and evaluation to inform, develop and enhance Forus Training provision of service;



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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. The **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**.

3. SCOPE

Self-evaluation is built into Forus Training management systems, including information and data gathering. Collectively, the actions of 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 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.

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4. POLICY STATEMENT

Forus Training is committed to the process of self-evaluation and review with a specific focus on the rigorous analysis of strengths and weaknesses, particularly in the context of teaching and learning and the impact findings have on the identification of priorities and strategies for improvement.

Self-evaluation is an integral culture within the organisation and all staff and trainers are committed to it and fully involved.

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

In addition to the self-evaluation process, Forus Training are committed to the external monitoring carried out by QQI. In addition to self-evaluation, this monitoring addresses the following areas:

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

5. PROCEDURES AND PRACTICES

Forus Training nurtures the self-evaluation process through coherent and collaborative leadership and management. Staff, trainers, learners and stakeholders, at all levels, are invited to cooperate through mutual respect and trust. Everyone is encouraged to be honest in expressing their reflections, experiences and thoughts.

The publication of evaluation and review results is done in a three-step process as follows:

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Step 1: Collecting online evaluation data:

Each of the online evaluations 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.

Step 2: Review of evaluation results:

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

Ratification of decisions through the QAAGC.

Step 3: The Quality Assurance Report

Upon completion of each academic year and the associated Quality Assurance cycle a Quality Assurance report is produced for each programme area.

This report is made publicly available through the Forus Trainings website and contains information under the following headings:

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

6. ROLES AND RESPONSIBILITIES

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

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At a strategic level, the self-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 Programme Assessment and Delivery Committee.

7. CONTACT INFORMATION

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