QACEP Evaluation Report on Continuing Education Programme

What is the QACEP Evaluation Report on Continuing Education Programme?

It is a tool or an enabling device to support self-evaluation activities of HEIs' Continuing Education Programmes. It aims to report in a well organised document the relevant information concerning a Continuing Education Programme, which is needed to provide an informed judgement and to highlight quality factors about the programme's aims, and teaching and learning methods environment.

Purpose of QACEP Evaluation Report on Continuing Education Programmes

The tool has been developed in the frame of the QACEP project. It will be used for a pilot self-evaluation activity carried out by a limited number of Continuing Education Programmes selected by QACEP partners. The purpose of QACEP pilot is to collect feedback on the tool and on the reference framework for Quality Assurance of HEIs' Continuing Education Programmes (see QACEP Framework attached). All the information provided in the Evaluation Report of the programmes is confidential and will be used for the aims of the project only. In order to provide feedback and suggestions about the pilot self-evaluation activity please answer the attached questionnaire.

How is the Evaluation Report organised?

The report suggests that the self-evaluation is conducted by considering a list of key elements identified as crucial for the successful performance of a Continuing Education Programme and that should be considered for its Quality Assurance.

The key elements are organised in the following main sections: PROGRAMME DESIGN, SERVICES, RESOURCES, QUALITY ASSURANCE SYSTEM, COMMUNICATION AND PROMOTION. The last section, FIGURES OF THE PROGRAMME, contains quantitative data.

How to use and complete the Evaluation Report Web Form in order to self-evaluate a programme

For each section the Evaluation Report should be completed with specific information about the programme in order to provide evidence on how the programme has been planned, implemented and monitored. The information reported should be the contents produced and the results obtained at different times during the programme's life:

- during the planning phase of the programme (identification of target groups, student's admission, programme goals...)
- during the implementation of the programme (timetable of activities, infrastructures...)
- during monitoring activities (n. of applicants, n. of enrolled students, student's opinion..)

The self-evaluation fields, located at the end of each section, require an analysis of the main strengths and weaknesses of all aspects of the programme. Through this self-analysis every programme should highlight its best practices (considering its main strengths), and should plan improvement actions (considering its weaknesses). Some guideline questions are provided in order to help the analysis.

PROGRAMME OVERVIEW
General information about the programme.

Institution vision and mission
Description of the vision and mission of the Higher Education Institution about its Continuing Education Programmes, in the context of the demand for continuing education.

✎

Description of the type of the programme qualification, according to the National Qualifications Framework

✎

Title of the Continuing Education Programme

✎

Manager / Director /Coordinator

✎

Department / Faculty /Institute

✎

Year

✎

PROGRAMME DESIGN

Information in this section describes:
- *how the programme goals and learning objectives have been developed*
- *how the different components of the programme have been designed and implemented*
- *how the overall organisation has been tailor-made to the educational concept and target groups*

1.A. Stakeholders involved

The design of a Continuing Education Programme requires an effective interaction with internal and external stakeholders.

1.A.a.   Stakeholders involved in planning the programme

Identify the stakeholders involved in programme design and organisation (faculty, department, professors, employers, local community, etc.).

✎

1.A.b.   How are stakeholders involved

Describe the procedures used to involve stakeholders

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1.B. Target Groups

The intended goals of Continuing Education Programmes are tailor-made for specific target groups and should answer the needs of specific stakeholders..

1.B.a.   Specific target-group definition

Describe the specific target groups for the programme. (Examples: undergraduates, first-time employees, professionals, managers, unemployed, specialised technicians etc.).

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1.B.b.   Stakeholders' needs

Identify the need of stakeholders as resulting from labour market analysis, consultation of employers, professional associations, credit union associations, local associations, etc. Describe how the programme specifically meets these needs.

✎

1.B.c. Students' admission

Describe the procedures and criteria for students' selection and admission (admission requirements, entry test etc.)

✎

1.C. Programme Goals and Objectives

The objectives of Continuing Education Programmes should describe the related professional profiles and the learning outcomes to be achieved by learners.

1.C.a.   Professional profiles

Describe the professional profiles/additional professional competences

✎

1.C.b.   Expected learning outcomes

Describe the expected learning outcomes in terms of knowledge and understanding, communication, learning skills in line with National Qualifications Framework.

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1.D. Educational Concept and Structure of the Programme

The structure and educational concept of the programme should meet the target group needs. A clearly defined educational concept, in line with programme goals and objectives and the need of the target group, is essential for the quality of the programme.

1.D.a.   Programme Description

1.D.a.i. Programme description

General description of the structure of the Programme. (Summary)

✎

1.D.a.ii. Length of the Programme

Describe programme's length in terms of hours, ECTS, years, hour/ECTS.

✎

1.D.a.iii.   List of subjects/modules

List of the subjects/modules and their learning outcomes.

✎

1.D.a.iv.   How are teaching activities delivered

Describe teaching activities organisation (traditional, e-learning, blended learning etc.).

✎

1.D.a.v. Programme organisation

Describe programme organisation (terms, time for assessment, traineeship, timetable, etc.).

1.D.a.vi.   Students' assessment

Describe the methods adopted for the assessment of students (continuous assessment, exams, final dissertation, internship assessment , etc.)

✎

1.D.a.vii.   Other

Describe any other teaching activity not mentioned before

✎

1.E. Other
Please insert other aspects deemed relevant to the programme design section.

✎

➤ Self-evaluation of programme design
Comment on the information reported in the section "Programme design" enphasizing main strengths and weaknesses.

In writing the comment take into consideration features such as:

To what extent:

1. *are the needs of stakeholders assessed?*
2. *is the process to identify progamme target groups, and their needs, efficient?*
3. *the learning outcomes to be achieved are clearly formulated?*
4. *are the contents of the programme in line with the scientific state of the art in the discipline(s) concerned?*
5. *are the components of the learning environment in line with the programme goals and objectives and institutional criteria?*
6. *are the programme characteristics (schedule, course materials, teaching methods, etc) adjusted to the needs of the target group?*

In the commentary make reference also to the figures available in section 6. For example:

1. *students' opinion*
2. *n. of applicants*
3. *n. of participants*

Describe best practices and opportunities of implementing improvement actions.

✎

2. SERVICES

Information in this section describes how the design of the support services provided takes into consideration the programme organisation and the specific needs of the target groups.

2.A. Administrative services

2.A.a. Administrative services

Describe the administrative and support offices (student affairs office; student admission office etc). Describe how students enrol, how students records are kept and maintained and how students transcript are delivered.

✎

2.B. Tutoring and guidance

2.B.a. Tutoring

Describe the role of the tutor and how and when he/she can help students to carry on their studies.

✎

2.B.b. Guidance

Describe the guidance service and how and when it can help students before, during and after programme attendance and in relation to professional roles.

✎

2.C. Placement

2.C.a. Placement

Describe placement services and their relation with companies and labour market.

✎

2.D. Other

2.D.a. Other facilities

Describe other facilities for students (accommodation office, catering, health care etc.).

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➢ **Self-evaluation about services**

Comment on the information reported in the section "Services" emphasizing main strengths and weaknesses. In writing the comment take into consideration the following features:

1. *to what extent are the support service requirements defined on the basis of the target group needs identified (tutoring, IC support, guidance, consultation, communication, etc.)?*

In the commentary make reference also to the figures available in section 6. For example: students' opinion on services.

 Describe best practices and opportunities for implementing improvement actions

✎

3. RESOURCES

This section describes the resources involved in the programme.

3.A. Personnel

The personnel involved in Continuing Education Programmes are teaching staff, including both academics and external professionals, and other staff including the programme managers, coordinators, administrative support staff, etc. The qualifications, competences, skills and experience of the personnel all contribute to the quality of the programme delivered.

3.A.a Teaching staff

List of the teachers. Specify if they are academic professors or (external professionals). Indicate the qualification, the field of study and the part of the programme they are responsible for.

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3.A.B Programme Support staff

Specify the number of support and administrative people involved in the programme and if they are full-time or part-time. Describe the different roles and services provided.

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3.B. Teaching facilities

The infrastructure required to deliver a successful and high quality Continuing Education Programme needs to be appropriate for the achievement of the programme learning outcomes by the target groups.

3.B.a.   Teaching facilities

Describe the teaching facilities (infrastructure) used in the Continuing Education Programme.

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3.B.b.   ICT learning environment

Describe ICT learning environment required for the Continuing Education Programme.

✎

3.C. Financial resources

Financial resources necessary for the delivery and the implementation of the continuing education programme.

3.C.a.   Student fees

Describe the procedure to define fees. Description of the method of payment.

✎

3.C.b.   Scholarship/Grants/ Funding opportunities

Describe the availability and the procedures for students to apply for scholarships, external grants or funding provided by employers /EU /national or local government and the procedures to apply for them.

✎

3.D. Other

Please insert other aspects deemed relevant for the Resources section. ✎

➢ Self-evaluation about resources

Comment on the information reported in the section Resources emphasizing main strengths and weaknesses. In the commentary take into consideration the following guide questions:

1. *to what extent is the selection of appropriate teaching staff in line with the strategic objectives and educational concepts of the programme?*
2. *to what extent are the competences and skills required of the teaching staff/programme management /director /coordinator clearly defined?*

In writing the comment make reference also to the figures available in section 6. For example: students' opinion on resources.

Describe best practices and opportunities for implementing improvement actions.

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4. QUALITY ASSURANCE SYSTEM

The Internal Quality Assurance System of the continuing education programme should provide transparency, accountability, correct delivery of the designed programme, monitoring activities and appropriate mprovement reactions.

4.A. Internal Quality Assurance System of the programme

4.A.a. Internal Quality Assurance System of the programme
Describe Quality Assurance procedures adopted at programme level.

✎

4.B. Roles and responsibilities

4.B.a. Roles and responsibilities
Describe well-defined roles and responsibilities for each person or committee involved in the Programme.

✎

4.C. Other
Other aspects deemed relevant for the Quality Assurance section.

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➢ Self-evaluation of Quality Assurance System

Comment on the information reported in this section emphasizing main strengths and weaknesses . In the commentary take into consideration g features such as:

1. *to what extent are the roles and responsibilities of all personnel involved in the programme planning, implementation, monitoring and improvement clear and in line with the competences needed to deliver the programme?*
2. *to what extent are the monitoring procedures well aligned in accordance with programme phases and milestones?*
3. *to what extent are the different stakeholders involved in programme monitoring?*

Describe best practices and opportunities for implementing improvement actions.

✎

5. COMMUNICATION

This section describes the communication strategy aimed to correctly inform and to promote the Continuing Education programmes to external stakeholders.

5.A. Methods/ tools

5.A.a. Methods and tools

Describe how the programme is communicated to external stakeholders (what kind of information is delivered e.g.: list of teachers? learning outcomes? ...) and by means of which tools and procedures (website, newsletter, marketing plan, etc.). Indicate staff/ committees/ institutions involved in communication (programme manager, companies, etc.).

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5.B. Other

Other aspects deemed relevant for the Communication section.

✎

➢ Self-evaluation of communication and promotion

Comment on the information reported in this section emphasizing main strengths and weaknesses. In writing the comment take into consideration the following features:

1. *to what extent are the learning outcomes to be achieved clearly formulated?*
2. *to what extent are the content of the programme and the expected learning outcomes well described to the stakeholders?*
3. *to what extent are the educational concept and structure of the programme clear and transparent to the prospective participants?*
4. *to what extent are the educational concepts and structure of the programme clearly communicated to target groups and other stakeholders?*
5. *to what extent are the monitoring system and criteria transparent to all stakeholders?*

Describe best practices and opportunities for implementing improvement actions.

✎

6. FIGURES OF THE PROGRAMME
Figures concerning the continuing education programme.

FIGURES

6.A. *n. of applicants*
Figures should refer to a specific year of reference. A chronological trend of the previous editions is welcomed. This field concerns only programmes in which admission procedures are required.

✎

6.B. *n. of students enrolled*
Figures should refer to a specific year of reference. A chronological trend of the previous editions is welcomed.

✎

6.C. *n. application /students' quota*
Figures should refer to a specific year of reference. A chronological trend of the previous editions is welcomed. This field concerns only programmes in which admission procedures are required.

✎

6.D. *n. of students enrolled /students quota*
Figures should refer to a specific year of reference. A chronological trend of the previous editions is welcomed.

✎

6.E. *n. of students who complete successfully study programme*
Figures should refer to a specific year of reference. A chronological trend of the previous editions is welcomed.

✎

6.F. *n. of students who attend learning activities*
Identification of a quota of attendance coherent with the programme. Indication of the n. of students reaching the established quota. Figures should refer to a specific year of reference. A chronological trend of the previous editions is welcomed.

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6.G. *final grading (average)*
Indication of the average grade of the students attending the programme, and, where applicable, trend of the previous editions is welcomed.

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6.H. *students' opinion*
Results of QACEP Survey on student's opinions.

✎

6.I. *employment /careers/ importance of internship and companies agreement in placement*
Institutional data on employability, if applicable.

✎

6.J. *teachers' opinion*
Institutional data on teachers' opinion, if applicable.

✎

6.K. *other stakeholders' opinion (companies/labour market)*
Institutional data on other stakeholders' opinion, if applicable.

✎

6.L. *other* *Any other additional figures available useful for self-evaluation*