



POLICY

MONITORING AND EVALUATION OF TEACHING AND LEARNING

Introduction

The purpose of this Policy is to describe the monitoring and evaluation (M&E) of the teaching and learning process at the Foundation for Professional Development (FPD), in order to offer high quality, evidence-based educational programmes.

Definitions

Monitoring	The continuous observation of an activity in order to determine the extent to which the inputs (resources and actions) and targeted outputs are proceeding according to plan, and to identify the need for corrective action. ¹
Evaluation	Applies social science procedures to assess the conceptualisation, design, implementation, and utility of social intervention programmes. It is generally accepted that evaluation studies have three main purposes: to judge merit or worth, to improve programmes and to generate knowledge. ¹
Monitoring and Evaluation	Are different yet complimentary activities, which together allow us to assess and explain a programme's effectiveness in reaching its objectives.
Indicator	Indicators are measures – quantitative or qualitative – of the inputs, processes, outputs and outcomes of activities performed by educational institutions in the fulfilment of their purpose. ¹ An indicator is used to assess the achievement of results in relation to the stated goals/objectives.
Anchor	A person designated by FPD to host contact and virtual sessions. Their role includes assisting the Facilitator of the session.

¹ Council on Higher Education. 2004. Towards a Framework for Monitoring and Evaluation of South African Higher Education. Available at: <https://www.che.ac.za/#/docview>

Scope

This policy applies to all staff involved in the development, implementation, and administration of FPD’s academic programmes, including formal qualifications and short learning programmes.

Policy scope

The purpose of this M&E Policy is to:

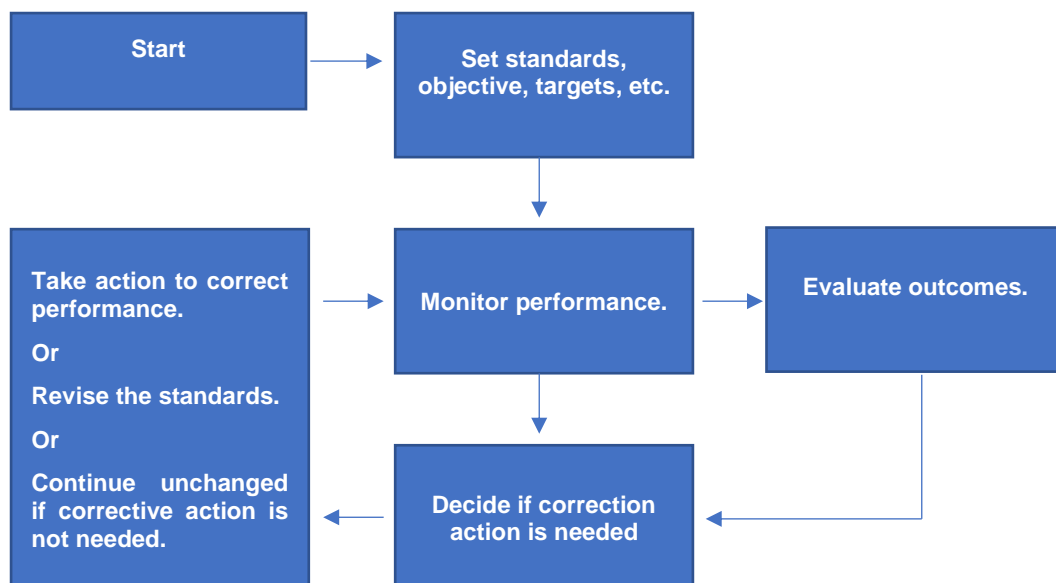
- Formulate a common and systematic approach to monitoring and evaluation that is supported by clear M&E principles.
- Improve accountability, transparency and improve efficiency.
- Improve data quality systems and management.
- Inform the implementation of an M&E system that provides necessary data regarding performance and progress towards goals and targets, and to enable the Academic Cluster to quickly identify challenges and obstacles so that the necessary interventions can be put in place.

Guiding Principles

FPD’s M&E policy is guided by our vision, mission, and values as well as six main principles:

1. Relevance: our programmes are meeting the real needs of target beneficiaries.
2. Effectiveness: programme outputs are contributing significantly towards their purpose.
3. Efficiency: programme inputs are organized and utilised efficiently to ensure best value for money, and programme targets are achieved on planned timelines.
4. Impact: programmes are contributing towards the long-term goals of FPD.
5. Sustainability: programme beneficiaries and partners are enabled to sustain changes caused or influenced by the project.
6. Utilisation, Learning and Sharing: the key learning points from the M&E processes are recorded and used for programmatic decisions for adequate alterations/adjustments in the design and implementation of intended efforts.

M&E of Teaching & Learning at FPD follows the ‘M&E Loop’ which enables reflection and corrective action where necessary:



Approach to M&E

Theoretical models

FPD's approach to M&E is based on the Framework for Monitoring and Evaluation of South African Higher Education developed by the Council on Higher Education¹, as well as established results-based theories on evaluating the effectiveness of training interventions.

Indicators of performance

The following indicators are routinely tracked and reported on:

- Number of enquiries per course/qualification.
- Number of students registered per qualification/course (disaggregated by gender, race, occupation).
- Pass or completion rate per assessment, module, course and qualification (disaggregated by mode of delivery).
- Average student satisfaction rating (Likert scale out of 5).
- Average faculty satisfaction rating (Likert scale out of 5).
- Average anchor satisfaction rating (Likert scale out of 5).

Internal Programme Evaluation

The internal evaluation of academic programmes is conducted on an ad hoc basis. Internal programme evaluations are based on the Kirkpatrick Training Evaluation Model 2 and use both quantitative and qualitative methods. Where applicable, research ethics approval for programme evaluations must be obtained from FPD's Research Ethics Committee. Please see [Policy A12 and A13](#) for information on Research and Research Ethics at FPD.

Data Storage and Security

Data related to M&E is stored on FPD's internal Student Administration System, as well as the cloud-based database. FPD's data security procedures are aligned with the Protection of Personal Information Act (No. 4 of 2013).

Accountabilities

The Academic Committee is responsible for review and approval of this policy on an annual basis. The policy is to be distributed to staff via induction and distributed to students and FPD's community via the website and other publications.

² Kirkpatrick, D. 1996. Evaluating training programmes: the four levels. San Francisco, CA: Berrett-Koehler Publishers