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# Important Note

This template is designed to help learning providers demonstrate compliance with 4.2 Evaluation of Learning Outcomes when formal assessments (e.g., exams or graded assignments) are not part of the programme structure.

Evaluation of Learning Outcomes for **Programmes** Without Formal Assessments

Provider Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**[Programme Title 1]**

**[Programme Title 2]**

**[Programme Title 3]**

**[Programme Title 4]**

**[Programme Title 5]**

**[Add more titles, if applicable]**

Provide a detailed description of how the programme measures whether learners have achieved the intended outcomes without formal assessments.

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| **Programme Title** | [**Activities Monitored**: List the specific activities used to observe learner performance, such as group discussions, practical demonstrations, or role-plays.**Observation Criteria**: Describe the criteria used to determine if learners have demonstrated the intended skills or knowledge.**Tools Used for Self-Assessment**: Provide details of the tools or methods learners use to evaluate their own progress, such as reflection journals, surveys, or checklists.**Opportunities for Peer Feedback**: Explain how peer interactions, such as group projects or peer review sessions, help measure learning outcomes.**Facilitator or Instructor Evaluation:** Describe the methods used by facilitators or instructors to evaluate learner progress and outcomes.**Documentation of Learning Progress:** Attach or describe specific evidence that demonstrates learner achievement of the intended outcomes. *Examples:* completed learner surveys, screenshots or records from LMS platforms showing participation and completion] |
| Certificate in Public Speaking | This programme focuses on improving learners' public speaking abilities through monitored activities such as group discussions, role-plays, and practical demonstrations. Learners participate in real-world simulation scenarios, delivering prepared speeches in front of peers to observe their performance. Facilitators evaluate clarity, confidence, body language, and audience engagement as key observation criteria.To encourage self-assessment, learners maintain reflection journals where they document their perceived strengths and areas for improvement after each session. Peer feedback plays a significant role in this programme, with learners participating in structured feedback sessions following group projects or individual presentations. The facilitator evaluates learner progress using detailed scoring sheets that capture key aspects of speech delivery and engagement.The documentation of progress includes video recordings of learner presentations, summaries of peer feedback, and excerpts from reflection journals, providing comprehensive evidence of skill development and achievement of learning outcomes. |
| Six Sigma Yellow Belt Training | The Six Sigma Yellow Belt Training monitors activities such as group discussions, practical demonstrations of the DMAIC methodology, and collaborative exercises based on real-world case studies. Observation focuses on the ability of learners to identify process inefficiencies, apply Six Sigma tools, and contribute effectively during team-based activities. Facilitators assess these skills through direct observation during live sessions and review of case study submissions.Learners engage in self-assessment through weekly surveys where they rate their understanding of concepts and their confidence in applying tools like process maps and Fishbone Diagrams. Peer feedback is gathered during group assignments, where team members review and comment on each other’s contributions using standardised evaluation forms.Evidence of learner progress includes completed case study projects, Six Sigma tool application charts, and summaries from both peer reviews and instructor feedback. Facilitators also document participation and progress through class logs and LMS-generated activity reports, ensuring all aspects of learner achievement are captured comprehensively. |
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