<table>
<thead>
<tr>
<th>TSC Category</th>
<th>Education for Healthcare Professions</th>
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<tbody>
<tr>
<td>TSC</td>
<td>Programme Evaluation</td>
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<tr>
<td>TSC Description</td>
<td>Evaluate the effectiveness and efficiency of programmes, and contribute to continuous programme improvement</td>
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<tr>
<th>TSC Proficiency Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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<td><code>HCE-PDV-4041-1.1</code></td>
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<td>Conduct evaluation of programmes through data collection, analysis and interpretation to establish programme effectiveness, and provide recommendations to contribute to programme improvement</td>
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<td>Lead the development and implementation of programme evaluation initiatives and procedures, and evaluate the effectiveness of training programmes</td>
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<td>Drive the healthcare setting's strategic plan in programme evaluation so as to achieve organisation goals</td>
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**Knowledge**

- Current evaluation theories and framework
- Programme-specific content
- Data analysis methods
- Evaluation tools
- Confidential data protection methods
- Programme goals and objectives
- Outcome-driven assessment tools
- Methods to evaluate learners' reactions and extent of learning
- Analysis and interpretation of assessment results and feedback of learners
- Potential areas for refinement of training programmes
- Cultural norms and department practices
- Stakeholders who are affected by the results of reviews
- Guiding principles of programme evaluation
- Evaluation design
- Development of evaluation plans
- Validation process to review and evaluate on-the-job training materials
- Processes for training programme pilot run
- Procedures for the reviewing and updating of training programmes
- Impact of evaluation results on stakeholders
- Latest programme evaluation strategies, methodologies and technologies
- Methods to monitor post-training impacts
- Healthcare setting's learning and development strategies and directives
- Industry best practice evaluation methodologies
- Programme evaluation strategy development and implementation
- Organisational and professional quality standards for training, learning and development
| Abilities                                                                 | • Engage and communicate with relevant stakeholders  
• Identify existing data sources for potential use in programme evaluations  
• Conduct post-course evaluations using appropriate means to gather feedback  
• Review training programmes to determine if learners’ needs and organisational objectives are met  
• Review feedback to identify potential areas for improvement  
• Review effectiveness of trainers in delivering content  
• Prepare post-course evaluation reports  
• Perform post-training evaluation of staff to determine if transfer of learning has taken place  
• Propose recommendations based on evaluation findings  
• -Apply current theories, principles and frameworks in evaluating programmes  
• Apply standards to ensure quality of the education experience  | • Develop the department’s programme evaluation frameworks in alignment with best practice programme evaluation standards  
• Endorse the department’s programme evaluation frameworks  
• Apply latest programme evaluation strategies, methodologies and technologies to improve the department’s learning and development initiatives  
• Establish management plans for programme evaluations  
• Build professional relationships to enhance evaluation practice  
• Review, improve and update training programmes and mentoring frameworks  
• Review and evaluate on-the-job training materials  
• Implement standards to ensure quality of the education experience  | • Measure training outcomes against organisational strategies and objectives  
• Monitor return-of-investments to workforce capability development through training and education programmes  
• Set standards to ensure quality of the education experience |