

EMLS Monitoring and Evaluation Framework

Customer-facing framework for tracking outcomes, learning quality and implementation value

EMLS

Evaluation and Reporting

Purpose

This framework explains how EduLinked can monitor and evaluate the EduLinked Modular Learning System (EMLS) with partners. It is designed for schools, councils, libraries, education providers, disability services, funders and institutional buyers.

It does not promise fixed outcomes. It shows what can be tracked, how data can be collected safely, and how reporting can support improvement.

1. What EMLS evaluation is designed to show

- Who EMLS is reaching and whether access pathways are equitable.
- Whether learners report improved confidence, communication access and digital participation.
- Whether facilitators and partner organisations can deliver the program in an accessible and practical way.
- Whether the learning materials, module structure and support model are useful in real settings.
- What should be improved before scaling, licensing or expanding delivery.

2. Evaluation principles

Principle	What it means in practice
Access first	Evaluation methods should be available in accessible formats, including plain language and Easy Read-style

	versions where needed.
Low burden	Evaluation should be short, purposeful and proportionate to the scale of delivery.
Consent aware	Learners and partners should know what information is being collected and how it may be used.
Improvement focused	Findings should support better resources, better access and better delivery rather than blame.
No overclaiming	Reports should distinguish between observed outcomes, self-reported outcomes and broader possible benefits.

3. Outcome areas that can be tracked

Outcome area	Possible indicators	Example evidence
Learner confidence	Self-reported confidence before and after participation; confidence using tools, forms, prompts or digital services.	Baseline and follow-up survey responses; learner reflection.
Communication access	Use of plain language, Easy Read-style resources, captions, transcripts or alternative participation options.	Access preference records; resource use logs; facilitator notes.
Digital participation	Learner confidence using websites, forms, email, devices or online accounts.	Baseline and follow-up surveys; completion evidence.
Learning completion	Module starts, module completions, checkpoints achieved and learner artefacts created.	Completion checklist; LMS records; facilitator verification.
Facilitator readiness	Facilitator confidence, time saved, support requests and ability to adapt learning accessibly.	Facilitator feedback; delivery checklist; support log.
Partner value	Partner satisfaction, readiness for scale, fit with community needs and reporting usefulness.	Partner satisfaction survey; review meeting notes.

4. Suggested evaluation stages

1. Before delivery: confirm partner goals, learner access needs, consent arrangements and reporting requirements.
2. At enrolment or start: collect a short baseline check-in about goals, confidence and access preferences.
3. During delivery: track attendance, participation mode, support requests and completion evidence.
4. At completion: collect learner reflection, confidence follow-up and facilitator verification.
5. After delivery: review partner satisfaction, access issues, improvement actions and future delivery readiness.

5. Reporting outputs

- Short partner summary report.
- Learner outcome summary using aggregated results where possible.
- Accessibility and participation summary.
- Facilitator delivery notes and improvement actions.
- Evidence summary for grants, councils or institutional reporting where appropriate.

Important caution

EMLS reporting should not claim therapeutic, clinical, employment, funding or formal accreditation outcomes unless those outcomes are separately scoped, evidenced and approved. Self-reported confidence improvement should be reported as self-reported, not as a guaranteed behavioural or clinical result.

6. Contact

For EMLS evaluation and reporting enquiries, contact EduLinked at founder@edulinked.com.au.