The Professional Regulator: Foundation course

Open Cohort Evaluation Summary

Responses received July-October 2023

Introduction

The Professional Regulator: Foundation course was piloted to an inaugural cohort from February 2023, and released to an open (fee-paying) cohort in July 2023. The information presented in this report relates to the **open cohort** and presents feedback collected between July and October 2023 through surveys completed by participants:

- prior to the course;
- at the completion of modules 1-3;
- at the completion of modules 4-6; and
- after attending live seminars.

Between July 2023 and October 2023 there were 687 participants in the open cohort, 54% of whom answered one or more of the surveys. Appendix 1 contains the survey questions.

Respondents overwhelmingly (98%) found that the course as a whole met or exceeded their expectations (Figure 15, end of this report). This is consistent with the responses provided by the inaugural cohort.

Self-assessed knowledge across all module topics had increased significantly at the completion of the course (Figures 3 and 4), and respondents conveyed a high level of satisfaction in relation to the logistics, quality and content of the course (Tables 9-13, below).

Feedback from the open cohort indicates they found the course informative and with an appropriate level of information. Additionally, their responses suggest the course information is applicable to their work environments. Some participants also reported benefits from learning about the wider regulatory environment in Australia. Some participants suggested that the live seminars offered a good opportunity to network and engage with peers, particularly those working in other regulatory bodies.

> Not only did this course provide me with the fundamentals of regulating, it also provided practical examples, excellent case studies, and information presented in an easy-to-digest manner. I've only attended one seminar so far (the rest are booked in), but I've also found that to be exceptional.
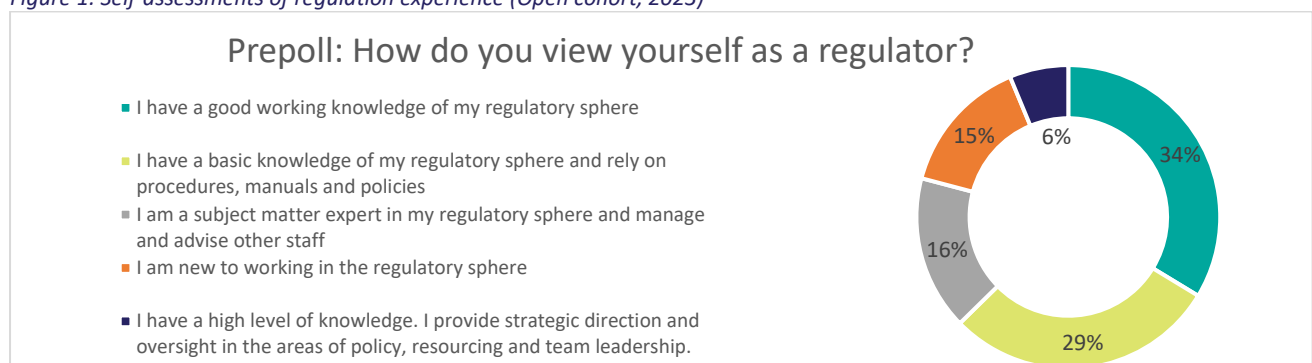>
> (Open cohort participant 2023)

Self-assessed knowledge prior to the course

Just under half of the participants in the open cohort (44%) assessed themselves as being new to the regulatory sphere or having a basic knowledge of their own regulatory sphere (Figure 1, below). Half of the participants (50%) self-assessed as being subject-matter experts or having a good working knowledge of regulation. Only 6% self-assessed as having a high level of regulatory knowledge.

Figure 1: Self-assessments of regulation experience (Open cohort, 2023)

Prepoll: How do you view yourself as a regulator?

- I have a good working knowledge of my regulatory sphere
- I have a basic knowledge of my regulatory sphere and rely on procedures, manuals and policies
- I am a subject matter expert in my regulatory sphere and manage and advise other staff
- I am new to working in the regulatory sphere
- I have a high level of knowledge. I provide strategic direction and oversight in the areas of policy, resourcing and team leadership.
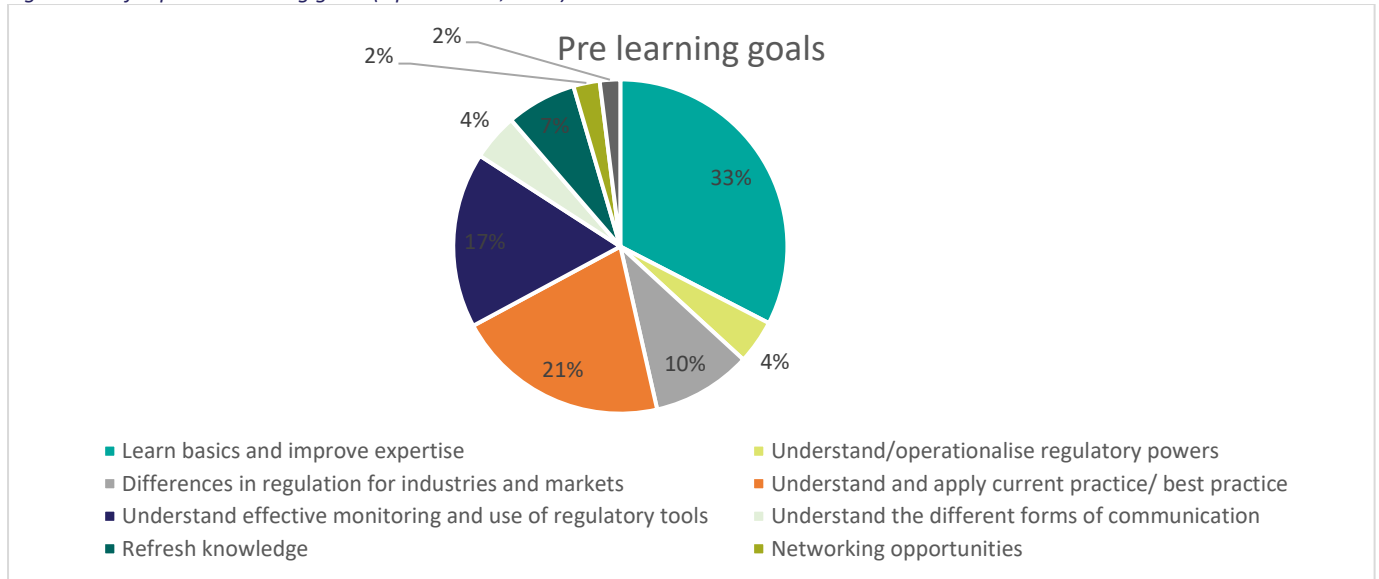
Learning Objectives

Participants were asked to identify their learning objectives prior to commencing the course. Figure 2 captures the key themes across their responses.

One third of respondents identified the goal to learn the basics of regulation and to improve expertise. The next highest reported goal was to understand and apply current practice/best practice. The desire to learn more about effective monitoring and use of regulatory tools was also a common response. These three categories combined accounted for more than 70% of responses.

Figure 2: Self-reported learning goals (Open cohort, 2023)

Pre learning goals

- Learn basics and improve expertise
- Understand/operationalise regulatory powers
- Differences in regulation for industries and markets
- Understand and apply current practice/ best practice
- Understand effective monitoring and use of regulatory tools
- Understand the different forms of communication
- Refresh knowledge
- Networking opportunities

Responses were given as free text, and so multiple themes may appear in one response.
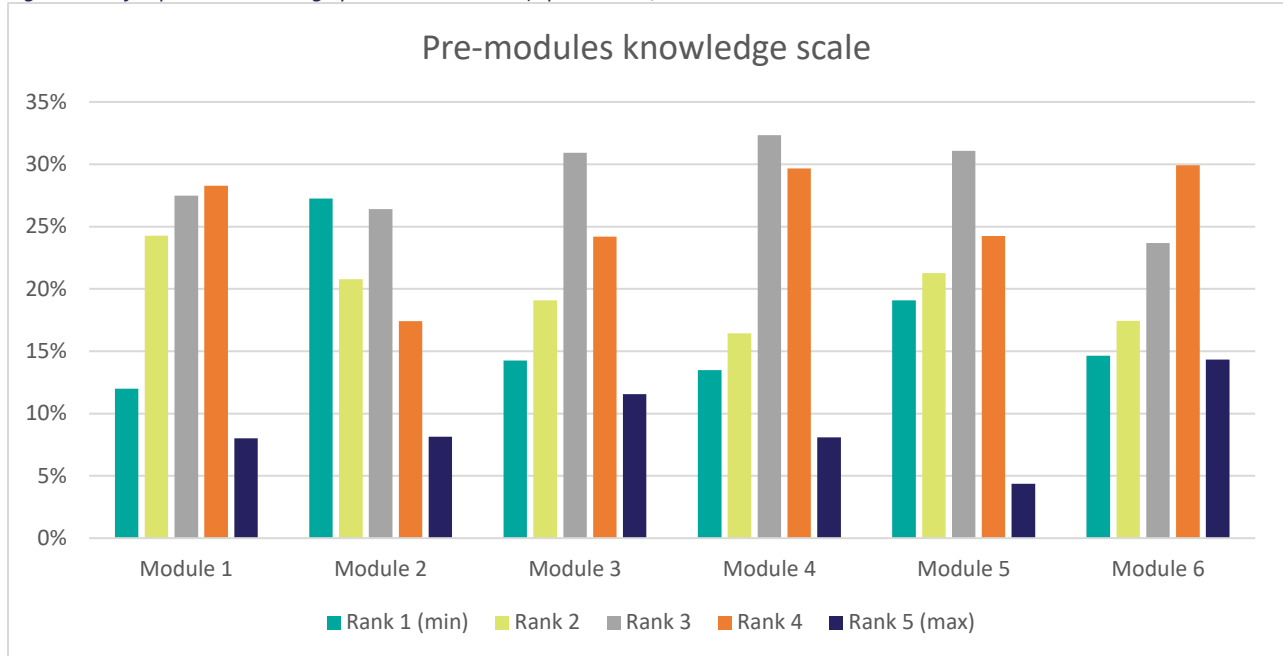
Learnings from Modules

The Professional Regulator Foundation course requires participants to complete six mandatory online modules and six voluntary live seminars. These modules are:

Module 1	Who Regulates and Why?
Module 2	Licensing as Regulation
Module 3	Understanding and Achieving Compliance
Module 4	Using Information to Regulate
Module 5	Regulatory Communication
Module 6	Regulatory Professionalism and Ethics

Respondents were asked to rate their knowledge on module topics prior to the commencement of the course Figure 3). The rating scale used was 1 (unfamiliar) to 5 (high level of knowledge). Participants self-assessed as having the least developed knowledge pre-course regarding Module 2 (Using licencing as a
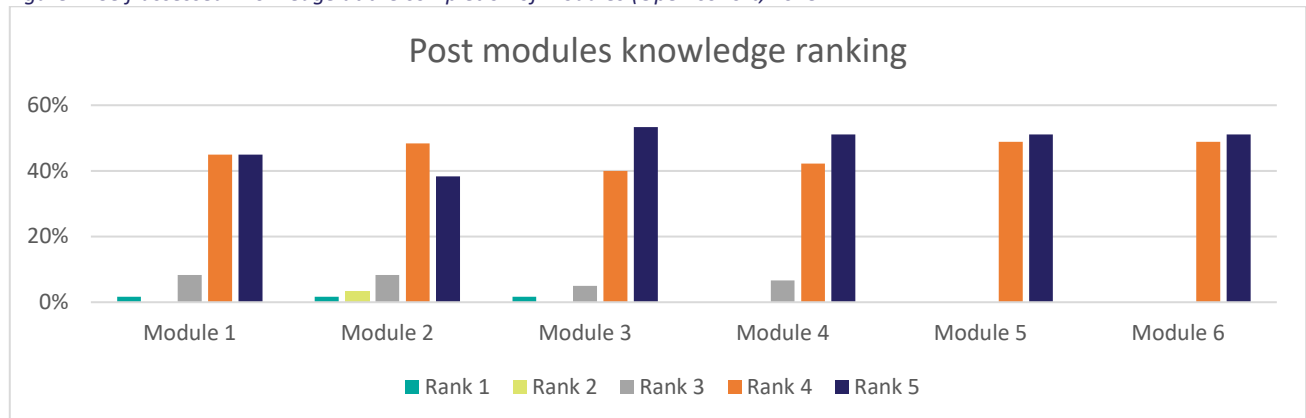
regulatory tool), while they assessed themselves as having the highest levels of knowledge regarding Module 4 (Using information to regulate) prior to the course (Figure 3, below).

Figure 3: Self-reported knowledge prior to the course (Open cohort, 2023

We see that, post-course, almost all participants self-assessed their knowledge in all modules in the two highest bands (4 and 5) (Figure 4 and Table 1, below).

Figure 4: Self-assessed knowledge at the completion of modules (Open cohort, 2023

Professional Regulator Foundation course: July-October 2023 Evaluation Summary

Table 1: Comparison of Pre Course and Post Course self rated knowledge

Rank	Module 1 (Pre)	Module 1 (post)	Module 2 (Pre)	Module 2 (post)	Module 3 (Pre)	Module 3 (post)	Module 4 (Pre)	Module 4 (post)	Module 5 (Pre)	Module 5 (post)	Module 6 (Pre)	Module 6 (post)
1 (unfamiliar)	12%	2%	27%	2%	14%	2%	13%	0%	19%	0%	15%	0%
2	24%	0%	21%	3%	19%	0%	16%	0%	21%	0%	17%	0%
3	27%	8%	26%	8%	31%	5%	32%	7%	31%	0%	24%	0%
4	28%	45%	17%	48%	24%	40%	30%	42%	24%	49%	30%	49%
5 (high level knowledge)	8%	45%	8%	38%	12%	53%	8%	51%	4%	51%	14%	51%

Participants were asked to identify key learnings from each modules. Several key themes emerged in responses for each module (Tables 2-7, below).

Module1- Who Regulates and Why?

Table 2: Takeaway learnings for Module 1 (Open cohort, 2023)

Takeaway Learnings for Module 1	Number of instances
Regulatory approaches and concepts	18
The regulatory environment and where my organisation fits	15
Importance of regulation/ breadth of responsibility	4
Toolkit	3
Good introduction	2
Authority	2
Refresh of existing knowledge	1
Administrative law	1

Responses were given as free text, and so multiple themes may appear in one response. We have coded the responses and they are not expressed as percentages.

Module 2- Licensing as Regulation

Table 3: Takeaway learnings for Module 2 (Open cohort, 2023)

Takeaway Learnings for Module 2	Number of instances
Authorising environment and tools	18
The difference between licences	13
Understanding of the concept/ Introduction	4
Clarification of terms and definitions	4

Responses were given as free text, and so multiple themes may appear in one response. We have coded the responses and they are not expressed as percentages.

Module 3- Understanding and Achieving Compliance

Table 4: Takeaway Learnings for Module 3 (Open cohort, 2023)

Takeaway Learnings for Module 3	Number of instances
Compliance motivators	15
Different types of compliance	10
Regulatory pyramid	10
Nudge practices and behavioural elements	8
Toolkits	4
Refresh of existing knowledge	3
Communication/ public confidence	2

Responses were given as free text, and so multiple themes may appear in one response. We have coded the responses and they are not expressed as percentages.

The best practice for compliance: risk based, proportionate, predictable, due process, respect & discretion might be in my vision statement this year! Its practical and relevant.

- Open cohort participant 2023 (Module 3)

Module 4- Using Information to Regulate

Table 5: Takeaway Learnings for Module 4 (Open cohort, 2023)

Takeaway Learnings for Module 4	Number of instances
Using data/information to regulate	12
Importance of information and sharing	12
Regulatory intelligence	4
Gathering evidence/ intelligence	3
Audit v. inspection v. investigation	3
Resources/ Tools	3
Risk based determinations	2
reinforced existing knowledge	1

Responses were given as free text, and so multiple themes may appear in one response. We have coded the responses and they are not expressed as percentages.

Module 5- Regulatory Communication

Table 6: Takeaway Learnings for Module 5 (Open cohort, 2023)

Takeaway learnings for Module 5	Number of instances
Stakeholder mapping and communication styles	11
Using communication to assist regulation	9
Different types of communication	9
How communication can go wrong	2
Importance of proactive communication	2
Reinforced existing knowledge	1
Clear and timely decisions	1

Responses were given as free text, and so multiple themes may appear in one response. We have coded the responses and they are not expressed as percentages.

Module 6- Regulatory Professionalism and Ethics

Table 7: Takeaway learnings for Module 6 (Open cohort, 2023

Takeaway Module 6 learnings	Number of instances
Regulatory capture	14
Ethics, respect, transparency	7
Admin law and decision making	4
Impact of perceptions/ conflict of Interest	4
Fraud and corruption concepts	4
How to measure effective regulation	2
Use uncomplicated systems and process	2
Strong governance	1

Responses were given as free text, and so multiple themes may appear in one response. We have coded the responses and they are not expressed as percentages.

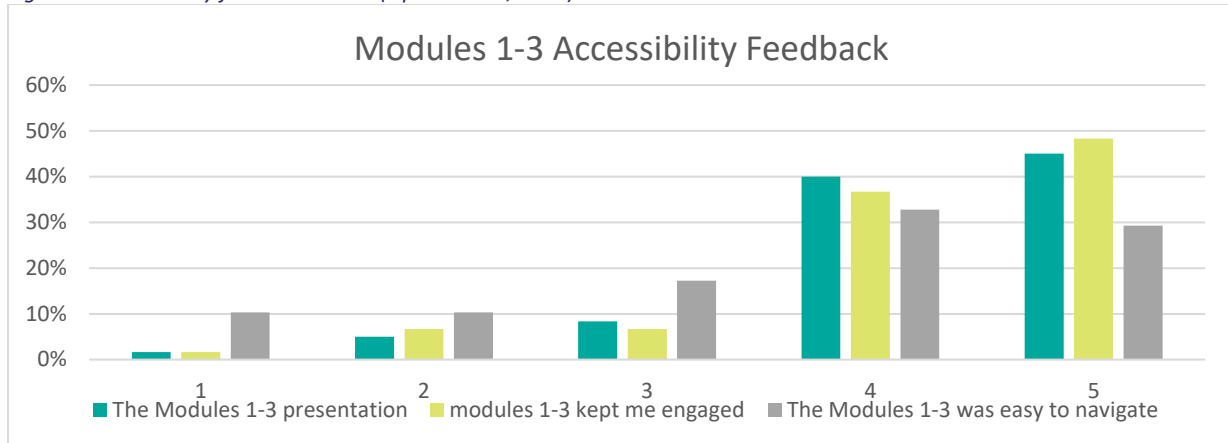# Accessibility, presentation and engagement of modules

We asked participants about the accessibility, presentation and engagement of the modules, using a rating system of 1 (minimum) to 5 (maximum). For presentation of modules 1-3, 85% of respondents gave satisfaction ratings of 4 or 5; for engagement with modules 1-3, 85% of respondents gave satisfaction ratings of 4 or 5 and for ease of navigation 62% of respondents provided a rating of 4 or 5 (Figure 5, below). Ease of navigation received a higher response in Modules 4-6 (78% rating it 4 or 5) however participant responses were most widely distributed on this issue - it was the only category that received scores of 1 (Figure 6, below) .

Feedback on the accessibility, presentation and engagement of modules 4-6 was similar to that for modules 1-3, clustering in the top two satisfaction bands.
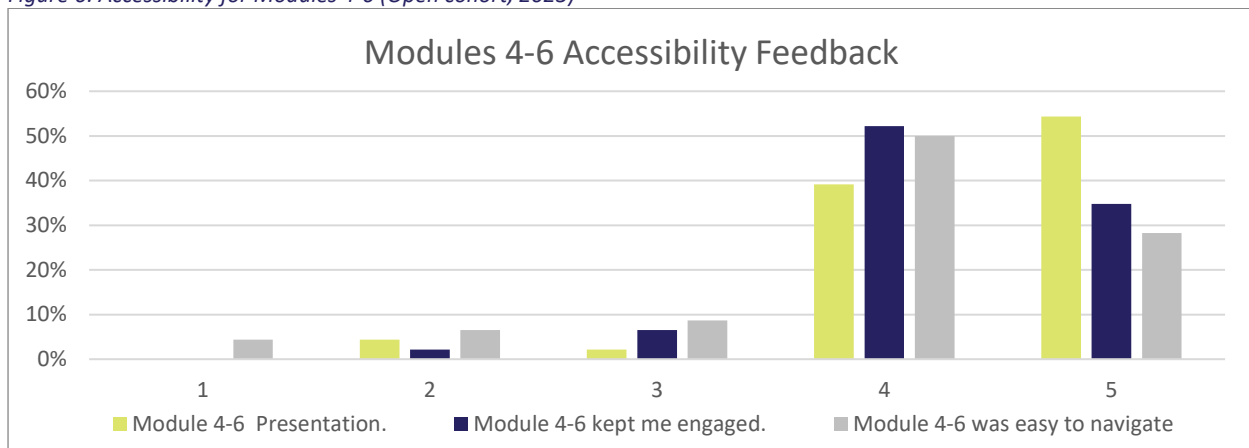
Figure 6

Figure 5: Accessibility for Modules 1-3 (Open cohort, 2023)

Feedback on the accessibility, presentation and engagement of modules 4-6 was similar to that for modules 1-3, clustering in the top two satisfaction bands.

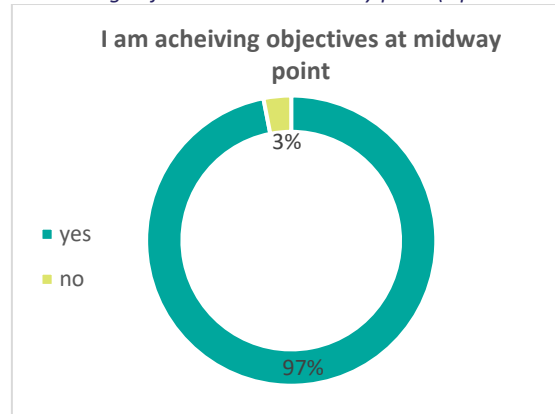*Figure 6: Accessibility for Modules 4-6 (Open cohort, 2023)*

Midway feedback on learning objectives: Modules 1-3

For the open cohort, we administered a 'mid-way' feedback check after the completion of Module 3. At that point in the course, 97% of participants responding agreed that their objectives were met (Figure 7, below).

Figure 7: Learning objectives met at midway point (Open cohort, 2023)

I am acheiving objectives at midway point

- yes
- no

3%

97%

Text-based responses from participants suggested that at the mid-point of the course, they thought that the course was providing the relevant knowledge, was supplementing their current knowledge (where applicable) and was relevant to their work environment (Table 8, below).

Table 8:Midway Feedback on Learning Objectives (Open cohort, 2023)

Mid-way Feedback on Learning Objectives	Number of instances
Covers what I need to know, explains the basics	11
Expands on my current knowledge	4
Information relevant to work	4
Easy to understand	3
Seminars difficult to book/ limited options	2
Well structured	2
Interesting/ engaging	2
Takes longer than 90 mins	2
Good resources	1
Prefer face to face learning style	1
"It would be nice to know which of the links are essential watching/listening/reading and which are just nice extras"	1
"I would love to walk away with a manual or like that I could flick back to when required"	1
Reflective exercises, challenges are useful	1

Responses were given as free text, and so multiple themes may appear in one response. We have coded the responses and they are not expressed as percentages.
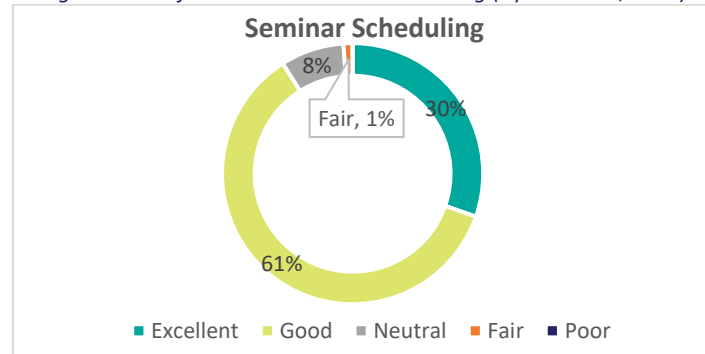
Seminar Feedback

Seminar logistics

91% of participants who responded were satisfied or very satisfied with the scheduling of the 6 seminars (

Figure 8, below); 1 'fair' response was received but no explanatory comments were provided.

Figure 8: Satisfaction with seminar scheduling (Open cohort, 2023)

Seminar Scheduling

8%
Fair, 1%
30%
61%

■ Excellent ■ Good ■ Neutral ■ Fair ■ Poor

There was also strong satisfaction with the enrolment process for the seminars, with over 85% of responses indicating that participants were 'satisfied' or 'very satisfied' (

Figure 9, below).

Figure 9: Satisfaction with enrolment process (Open cohort, 2023)

Satisfaction with seminar enrolment process

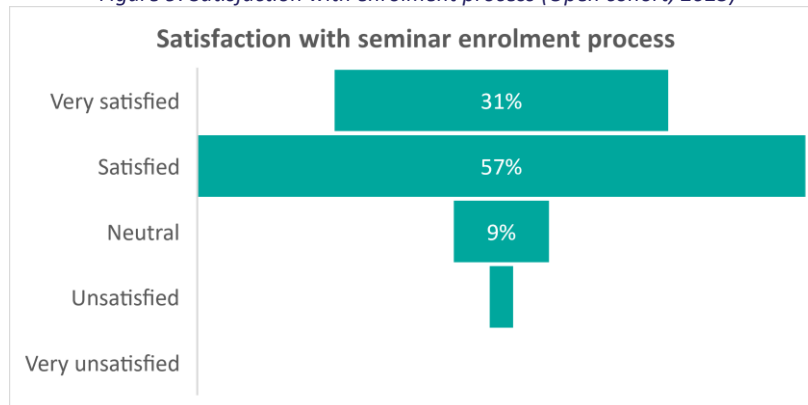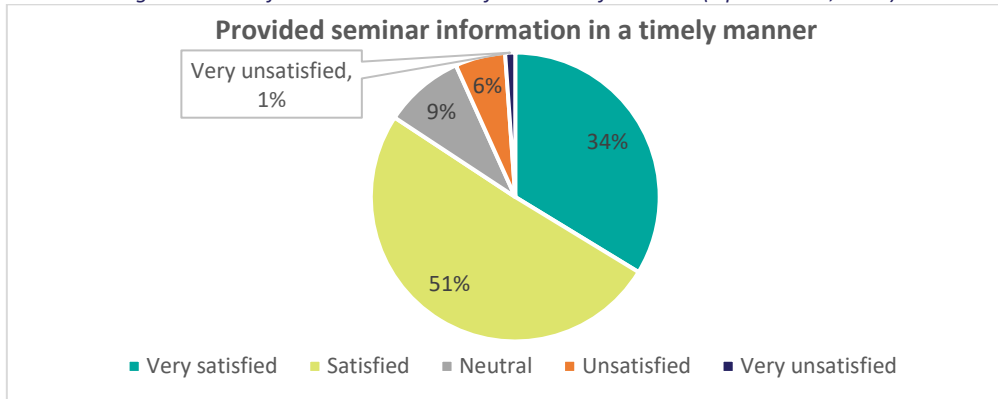|	
Very satisfied	31%
Satisfied	57%
Neutral	9%
Unsatisfied	
Very unsatisfied	

Figure 10 (below) shows responses about the timeliness of seminar information provided to participants. Whilst the vast majority (85%) of respondents were satisfied or very satisfied, there were a few participants who were unsatisfied with the provision of seminar information. We have noted this for attention in the 2024 seminar scheduling, with earlier provision of dates and clearer messaging to participants who need to cancel and/or rebook seminar slots, leaving those slots available for others.
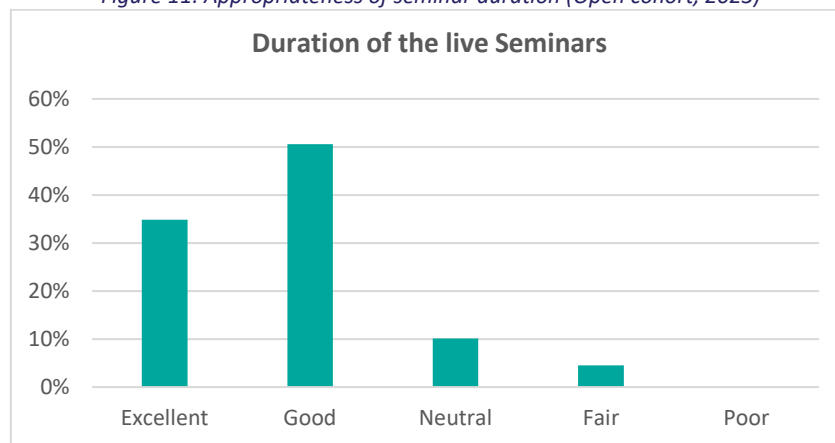
Figure 10: Satisfaction on timeliness of seminar information (Open cohort, 2023)

Provided seminar information in a timely manner

Very unsatisfied, 1%
6%
9%
34%
51%

■ Very satisfied ■ Satisfied ■ Neutral ■ Unsatisfied ■ Very unsatisfied

Respondents conveyed strong positive feedback on the size, structure and duration of the seminars, with 85% considering the duration to be excellent or good (Figure 11, below).

Figure 11: Appropriateness of seminar duration (Open cohort, 2023)

Duration of the live Seminars

100% of respondents stated that the structure of the live seminars was appropriate (Figure 12, below). Only 5 respondents stated that the class size was not appropriate. Of these, 3 suggested that the size was too large, and 2 suggested that the size was too small.

Figure 12:Appropriateness of seminar structure and size (Open cohort, 2023)
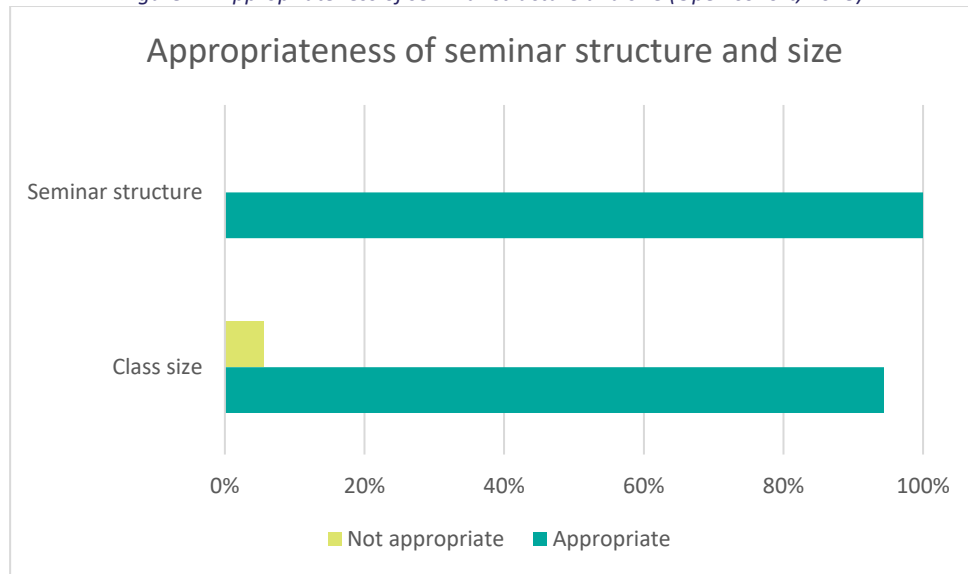

Figure 13 below represents responses on the functionality of the seminars, with 84% of responses falling in the 'good' or 'excellent' range.

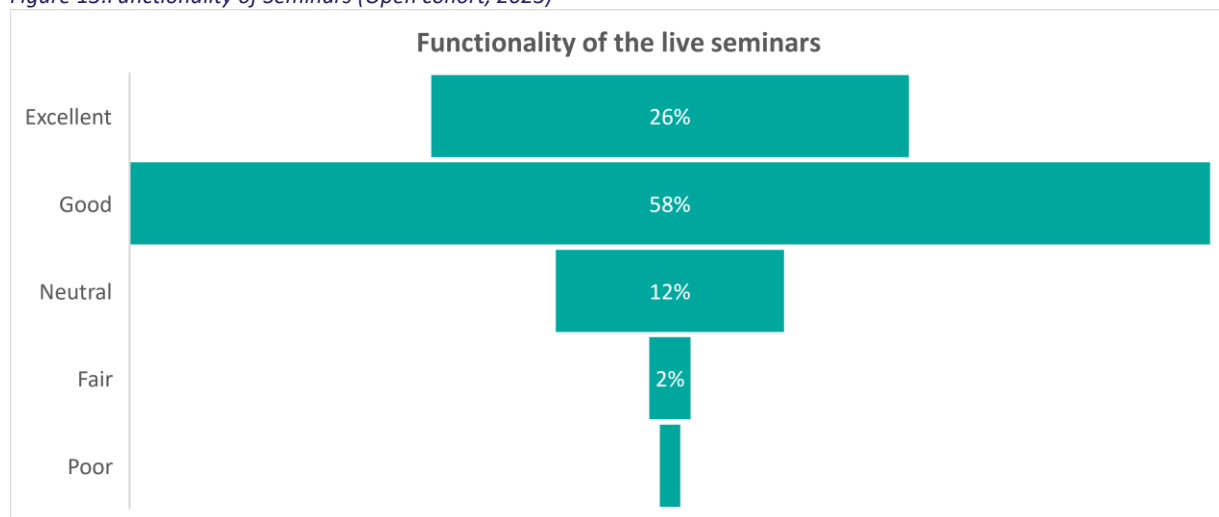*Figure 13:Functionality of Seminars (Open cohort, 2023)*

Table 9 (below) collates additional free text feedback provided by respondents regarding the logistics of the seminar sessions. Some themes show a lack of consensus (for example, 6 participants suggested that the seminar be longer, and 2 suggested that the seminar be shorter). Technology challenges were listed as the most consistent response. Some of those technology challenges were problems or unfamiliarity on the participant side and the project team worked to resolve them to the extent possible.

Table 9: Additional Comments on Seminar Logistics (Open cohort, 2023)

Additional comments on logistics of seminars	Number of instances
Zoom/ tech challenges	7
Seminars should be longer	6
Great experience	3
Good networking opportunity	3
Participants should all have their video on; facilitators should ask for this	2
Facilitator created engaging environment, safe to ask questions	2
Available dates for seminars not advertised well	2
Seminars should be shorter	2
Use tools to keep people engaged and collect live feedback (polls etc)	1
Facilitators should be upskilled in facilitation	1
Breakout rooms needed	1
Good use of breakout rooms	1

Seminar Content

We asked participants about the content of the live seminars. Care should be taken in interpreting the data shown below because the response rate for some seminar questions is very low. This relates in part to the fact that seminars are voluntary and participants can enrol in a live seminar at any time during their 12 month enrolment period, after completing modules 1-3 (Seminars 1-3) or modules 4-6 (Seminars 4-6).

Of those participants who did evaluate seminar content, over 90% gave positive ('good' or 'excellent') evaluations (Figure 14, below).

Figure 14:Quality of seminars (Open cohort, 2023)

The evaluative responses about live seminar quality and content cluster around Seminars 1-3, which are the voluntary seminars that participants are able to enrol in first and are more likely to complete because they come earlier in the course. There is no expectation in the course that all participants will complete all live seminars.

Feedback regarding Seminars 4 and 6 in particular are not considered representative at this stage.

The majority of participants (85/89) responding rated the quality of the live seminars as 'good' or 'excellent'; only 4 responses were 'neutral' and none were negative (Table 10, below).

Professional Regulator Foundation course: July-October 2023 Evaluation Summary
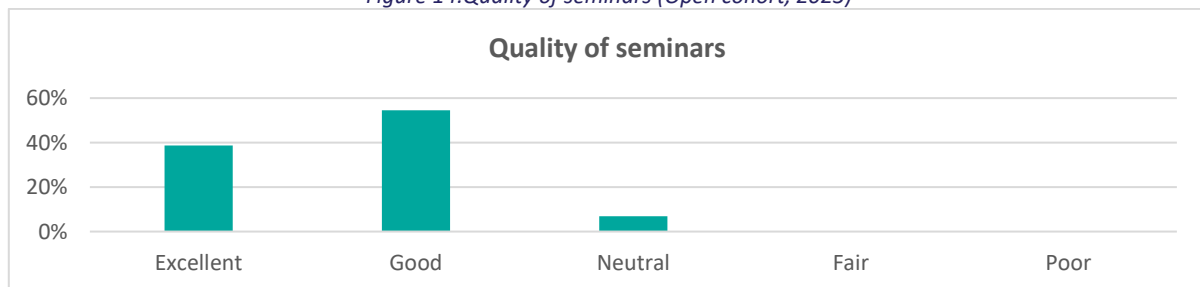
Table 10: Quality of Seminars (Open cohort, 2023)

Quality of Content	Excellent	Good	Neutral	Fair	Poor	Total
Seminar 1	19	24	2			45
Seminar 2	1	8	1			10
Seminar 3	8	13	1			22
Seminar 4		1				1
Seminar 5	5	6				11
Seminar 6						0
total	*33*	*52*	*4*	*0*	*0*	**89**

When asked whether the live seminars were engaging, 77/89 participants' responses clustered in the 'strongly agree'/'agree' bands (Table 11, below). Only 8 responses were 'neutral' and none was negative. Feedback regarding Seminars 4 and 6 are not considered representative at this stage.

Table 11: Seminars were engaging (Open cohort, 2023)

This seminar was engaging	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Seminar 1	18	23	3			44
Seminar 2	2	8				10
Seminar 3	8	7	4			19
Seminar 4		1				1
Seminar 5	6	4	1			11
Seminar 6						0
total	*34*	*43*	*8*	*0*	*0*	**85**

The majority of participants (85/89) responded similarly agreed that the content of the live seminars was relevant (for Seminars 1-3, clustering in the 'excellent' to 'good' range). Only 4 responses were neutral and none were negative (Table 12, below)

Table 12 seminars were relevant in content (Open cohort, 2023)

Relevance of Content	Excellent	Good	Neutral	Fair	Poor	Total
Seminar 1	22	21	2			45
Seminar 2	1	8	1			10
Seminar 3	9	12	1			22
Seminar 4	1					1
Seminar 5	4	7				11
Seminar 6						0
Total	*37*	*48*	*4*	*0*	*0*	**89**

On whether the live seminars met participant expectations the majority of responses (76/89) clustered in the 'agree' to 'strongly agree' band; only 8 were neutral and only 1/85 respondents disagreed (Table 13, below).

Table 13: Seminars met my expectations (Open cohort, 2023)

This seminar met expectations	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Seminar 1	13	27	4			44
Seminar 2		9		1		10
Seminar 3	5	11	3			19
Seminar 4		1				1
Seminar 5	4	6	1			11
Seminar 6						0
total	*22*	*54*	*8*	*1*	*0*	**85**

Asked whether the live seminars were relevant to their professional goals, the majority of participants (80/85) responding either agreed or strongly agreed. Only 5/85 respondents were neutral and none was negative (Table 14, below).

Table 14: Seminars were relevant to my professional goals (Open cohort, 2023)

relevant to my interests and professional endeavours	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Seminar 1	15	27	2			44
Seminar 2	1	9				10
Seminar 3	7	10	2			19
Seminar 4	1					1
Seminar 5	4	6	1			11
Seminar 6						0
total	*28*	*52*	*5*	*0*	*0*	**85**

A relatively small proportion of participants (28) provided some free text comments on the live seminars 1-3 and 4 (Table 15, below) – mainly about logistical issues on which there was no strong consensus. Some of the comments were prompted by seminar size being larger or smaller than expected due to non-attendance on scheduled days and participants needing to reschedule. We have addressed this in 2024 with more seminar slots and clearer messaging about the protocols for cancelling and rebooking seminar slots. Managing the seminar sizes at a consistent level is challenging in a model that where the live seminars are optional, and where the program aims to give participants a reasonable degree of choice to suit their workplace and professional commitments.

Table 15: Other feedback on Seminars (Open cohort, 2023)

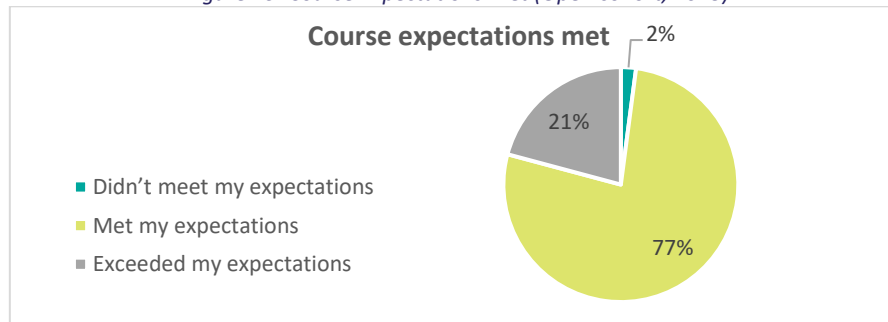| open ended comments on seminars	Number of instances
class size was small	4
participants didn't engage- need more prompting from facilitators	4
group bigger than expected	3
participants didn't turn up	3
Didn't receive the link to the case study prior to session, had to spend time reading in the session/ need it earlier	2
participants didn't have their cameras on	2
not enough time for all participants to talk	2

too long spent on introductions	1
breakout rooms were valuable	1
breakout rooms require active facilitation to get engagement	1
want more options for times and days	1
want breakout rooms	1

Other open cohort feedback

Expectations

The overwhelming majority of participants (98%) reported that the course as a whole (module and seminars) met or exceeded their expectations, with only 2% of participants reporting that the course did not meet expectations (Figure 15, below).

Figure 15: Course Expectations Met (Open cohort, 2023)

We invited free text feedback on any aspect of the course and several respondents shared valuable general feedback on the course overall. Key themes are represented in Table 16 below. Thematically, this general feedback is consistent with feedback provided in relation to earlier specific questions in the surveys. Clear themes that emerged included:

- Seminars offered a good networking opportunity for participants to speak to other regulators, with some requesting the ability to share details to enable continued networking after the completion of the course;
- Navigation around the modules was a little clunky in places;
- There is a desire for materials to be provided in hard copy for later reference;
- There is a misperception that the course needs to be completed in 6 weeks (possibly due to the release of module information and seminar availability after Modules 3 and 6, respectively; in fact participants have up to 12 months to complete the modules and seminars);
- The effort and time commitment to complete the course was greater than expected by some participants; and
- Seminars were difficult for some participants to access, either due to scheduling or being booked out. There are some requests for the seminars to be recorded.

Seminar availability has been addressed for 2024 by scheduling more frequent cycles of seminars and adding capacity to increase seminar slots as participant numbers increase. The messaging about how to enrol in seminars and the protocols for cancelling and rebooking seminars has been improved. The other thematic feedback will be addressed in Q1 2024 when the course platform and content is refreshed.

The specific comments informing the general feedback themes above are tabulated below (Table 16, below).

Table 16: General Feedback (Open cohort, 2023)

Other general feedback	Number
Overall, a great course/ very informative/ appropriate level of information	16
Applicable to my organisation/work	6
Navigating around the modules was not clear and logical (i.e. you click on next when you first go into a module and it takes you straight to quiz; the big button at the bottom of the page ("Next") took me to the next module and cleared my progress through the previous one, rather than moving through the different parts of a module.)	4
Seminars were good networking	3
Good structure	3
With regard to the written materials (i.e. the online course content and the take-home notes), these could all do with a further spelling/grammar/typo check. Also check that the links are all working. Links are sometimes blocked by users' organisations	3
As this is a foundation course, I expected there to be a clear structure which would be built on at higher levels. However, the content feels disjointed and to lack a clear narrative linking sections and concepts together in a clear, logical way. E.g. there is nothing about the discussion at the end of module 1 (or elsewhere) which explains why the entire next section would be devoted to licensing. It also occurs within modules too; e.g. the lists in 1.4 and 2.2 of module 1 overlap, but the need for both lists and the relationship between them is not clear.	2
Course was great, but much bigger time commitment than advertised	2
It would be good for participants to be able to choose to have their information shared to enable continued networking post course	2
Reflective journal exercises not clearly used in the seminars	2
Interest in the next course	2
Beneficial to have revision material to retain information. Consider a downloadable reflective journal to enable participants to have the questions and spaces to answer in order to keep materials together.	2
Suggest this section should have a link to regulatory design - i.e. it is necessary for regulators to communicate effectively and consistently with those developing regulatory policy in order for the regulatory settings to remain valid.	1
I find it quite limiting that the seminar are always Tues and Wed, could they not have been two others days in the repeat cycle? Also they said you can do this over 6 months, it is really only six weeks as you need to do each module before the next seminar. I think this is the best way, but maybe tell people that so they can plan.	1
More emphasis could be placed on a simple hierarchy of evidence here.	1
Needs to be a more flexible, vs locked into 6 week block	1
I felt that the quizzes were not always effective in assessing learning. For instance, occasionally the wording of answers to questions were ambiguous.	1
I found the exercise in categorising fraud and corruption difficult as I don't believe they were a clear cut as made out in the exercise. Also I think more material needs to be provided demonstrating differences between fraud and corruption	1
Module 5 should probably reference Mendelow (1991) for the Stakeholder Mapping Matrix. The 'further resources' should probably also provide a link to IAP2 Australasia, as the leading organisation in public engagement practice in Australia and New Zealand.	1
Please record the seminars to make it easier to access	1
Seminars difficult to access	1
I love the glossary	1
Suggested additional topic- How regulators can undertake 'best practice' while often working with limited resources	1

I found it difficult to remain engaged and absorb the content presented by the facilitator/lecturer in videos - the highly scripted nature of these videos made the delivery seem quite unnatural. The changing camera angles were distracting and the verbal delivery did not keep my interest/attention. I would have preferred animated visual content (particularly for the videos explaining scenarios) supported by voice actors speaking clearly at a slower pace and incorporating adequate pauses and/or an option to read a transcript of the content at my own pace.	1
I found the use of jargon (terms that are not understandable to an ordinary person without further explanation - e.g. 'actors', 'regulatory domain', 'intelligence cycle') to be excessive and not particularly practical/useful. Many of our regulatory staff do not come from an academic background and would not be expected to use (or recall) these terms in their roles.	1
Quizzes and activities that focused on terminologies or categorisation (e.g. identifying whether a source of data is documentary/statistical or observational) were not practically applicable and did not help me embed the key messages.	1
Course was content heavy for our workloads. Should be broken down into smaller modules that you can do in 10 minutes rather than 1 hour	1
Modules were of a high quality; however seminars were mixed.	1
It was hard to fit in the modules during busy work time, but this is probably the nature of doing online courses at work.	1

Appendix 1

The Professional Regulator: Foundation pre-poll

Q1. Which jurisdiction are you from?

Q2. What is your job level?

Q3. How would you describe yourself as a regulator? [Choose one]

Q4. How would you rate your knowledge of the following regulatory topics from 1 to 5?   (1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) Knowledge about the broader regulatory environment (e.g. who regulates and why)

Q5. How would you rate your knowledge of the following regulatory topics from 1 to 5?   (1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) Knowledge and experience of the use of licensing as a regulatory tool.

Q6. How would you rate your knowledge of the following regulatory topics from 1 to 5?   (1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) Knowledge about the ways of achieving compliance (e.g. the regulatory tool kit).

Q7. How would you rate your knowledge of the following regulatory topics from 1 to 5?   (1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) Understanding the ways in which different types of information can be used to regulate (e.g. investigating, auditing & inspecting).

Q8. How would you rate your knowledge of the following regulatory topics from 1 to 5?   (1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) Using different forms of regulatory communication.

Q9. How would you rate your knowledge of the following regulatory topics from 1 to 5?   (1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) Applying standards of regulatory professionalism and ethics.

Q10. What are you hoping to learn and achieve from your participation in this course?

The Professional Regulator: Foundation post module 1-3 survey

Q3. How would you rate the following elements of the course from 1 to 5? (1 = not acceptable, 5 = excellent) The course content was presented in a logical way and included relevant case studies.

Q4. How would you rate the following elements of the course from 1 to 5? (1 = not acceptable, 5 = excellent) The videos, reflective journal, quizzes, module summary take-home points and other resources kept me engaged.

Q5. How would you rate the following elements of the course from 1 to 5? (1 = not acceptable, 5 = excellent) It was easy to log on, navigate around and find answers to questions I had about the course.

Q6. Now that you have completed Modules 1-3, how would you rate your knowledge of the following regulatory topics from 1 to 5?(1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) I have a good knowledge about the broader regulatory environment (e.g. who regulates and why).

Q7. Now that you have completed Modules 1-3, how would you rate your knowledge of the following regulatory topics from 1 to 5? (1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) I have knowledge and experience of the use of licensing as a regulatory tool.

Q8. Now that you have completed Modules 1-3, how would you rate your knowledge of the following regulatory topics from 1 to 5?(1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) I have knowledge about the ways of achieving compliance (e.g. the regulatory tool kit).

Q9. What was a key learning that will you take away with you from each of the following modules? Module 1 - Who regulates and why?

Q10. What was a key learning that will you take away with you from each of the following modules? Module 2 - Licensing as regulation

Q11. What was a key learning that will you take away with you from each of the following modules? Module 3 - Understanding and achieving compliance

Q12. At the mid-way point of the course, I am achieving my learning objectives.

Q13. Why/Why not?

The Professional Regulator: Foundation post module 4-6 survey

Q3. How would you rate the following elements of the course from 1 to 5? (1 = not acceptable, 5 = excellent) The course content was presented in a logical way and included relevant case studies.

Q4. How would you rate the following elements of the course from 1 to 5? (1 = not acceptable, 5 = excellent) The videos, reflective journal, quizzes, module summary take-home points and other resources kept me engaged.

Q5. How would you rate the following elements of the course from 1 to 5? (1 = not acceptable, 5 = excellent) It was easy to log on, navigate around and find answers to questions I had about the course.

Q6. Now that you have completed Modules 4-6, how would you rate your knowledge of the following regulatory topics from 1 to 5?(1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic)I understand the ways in which different types of information can be used to regulate (e.g. investigating, auditing & inspecting)

Q7. Now that you have completed Modules 4-6, how would you rate your knowledge of the following regulatory topics from 1 to 5? (1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) I understand what the different forms of regulatory communication are.

Q8. Now that you have completed Modules 4-6, how would you rate your knowledge of the following regulatory topics from 1 to 5?(1= I'm unfamiliar with this topic, 5= I have high level knowledge of this topic) I understand how to apply standards of regulatory professionalism and ethics (e.g. the regulatory tool kit).

Q9. What was a key learning that will you take away with you from each of the following modules? Module 4 – Using information to regulate

Q10. What was a key learning that will you take away with you from each of the following modules? Module 5 – Regulatory communication

Q11. What was a key learning that will you take away with you from each of the following modules? Module 6 - Regulatory professionalism and ethics

Q12. Did the course meet your expectations and learning needs?

Q13. Why/Why not?

Q14. What else would you like us to know?

The Professional Regulator: Foundation Seminar Feedback

Q3. Preparation and enrolment

- I was satisfied with the seminar enrolment process
- I was provided with information about the seminar in a timely and appropriate manner

Q4. Aims achieved

- How would you rate the quality of the seminar?
- How would you rate the functionality of the live seminar?
- How would you rate the scheduling of live session?
- How would you rate the duration of the live session?

Q5. Additional comments

Q6. Seminar design

- The class size was appropriate for this seminar
- The seminar structure was appropriate for this training

Q7. Additional comments

Q8. Content

- How would you rate the quality of the content covered?
- How would you rate the relevance of the content covered?

Q9. Additional comments

Q10. In regards to today's seminar:

- The seminar met my expectations
- The seminar was relevant to my interests and professional endeavours
- This seminar was engaging

Q11. How would you rate the facilitator in terms of:

- Knowledge of the subject matter
- Ability to communicate course content effectively
- Ability to generate enthusiasm for the topic
- Encouragement and input from participants
- Time management