evaluation of training and learning

These instruments for training and learning evaluation and follow-up were developed by W Leslie Rae MPhil, FITOL, Chartered FCIPD, who is an expert in this field, and author of over 30 books about training and learning. These materials are free for personal and organizational use subject to the terms stated (basically, retain the copyright notice, accept liability for any issues arising, and don't sell or publish the materials).

This document contains the essential end-of-programme validation, feedback and follow-up instruments: most ready for use, others for you to develop to suit your own situation.

You will make better use of these systems if you read the section on training and learning evaluation on www.businessballs.com.

Instruments such as the ones included here are the most effective way of:

- a) determining what the participants have learned
- b) giving the learners time to reflect on their learning during the programme prior to their completion of their post-training personal action plan
- c) getting useful feedback in an organized manner, to help with future training planning, and
- d) ensuring trainees and learners follow-up their training with relevant actions to apply, improve, develop and reinforce learning attained.

The document contains two alternative learning evaluation instruments; two suggested approaches to post-training personal action planning, and four types of 'reactionnaire' for post-training feedback.

tools included:

- Evaluation of Learning Questionnaire (LQ) ready to use
- Evaluation of Key Objectives Learning Questionnaire (KOLQ) guide
- Action Plan template and instruction ready to use
- Four separate and different 'Reactionnaires' to suit different situations

about 'reactionnaires'

It is often valuable to obtain the reactions of training participants to matters outside the evaluation of the learning itself, eg., domestic arrangements, style and pace of training delivery, training administration, etc.

By using a well constructed and effective 'reactionnaire' (not a tame 'happy sheet', skewed to prompt favourable comments) useful data can be obtained to help plan future training.

It is not necessary to have this type of feedback completed after every course or programme. Use 'reactionnaires' for the first two or three times that a new programme or course is run, to enable fine tuning and to identify problem areas.

evaluation of learning questionnaire (LQ)

Please consider the learning programme that you have attended and complete the following. Be completely honest in your assessments and answer the questions as fully as possible, continuing on a separate sheet if necessary. You will find your reflections helpful in the completion of your Action Plan.

LQ Part I - Learning

To what extent do you feel you have learned from the programme? (Please ring the score number that you feel most closely represents your views)

Learned a lot	6	5	4	3	2	1	Learned nothing
	•						

If you have rated 6, 5 or 4 please describe a) what you have learned and b) what you intend to do with this learning on your return to work.

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

LQ Part II - Confirmation of Learning

To what extent do you feel you have had previous learning (perhaps some you have forgotten) confirmed?



If you have rated 6, 5 or 4, please describe a) what has been confirmed and b) what you intend to do with this learning on your return to work.

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

LQ Part III - Non-learning What have you NOT learned that you needed to and /or expected to learn during the programme? Please describe fully any items.

LQ Part IV - Any other comments

evaluation of key objectives learning questionnaire (KOLQ)

This instrument is a more specific alternative to the LQ where you want to determine the learning of the particular content and objectives of the programme. You should identify from the training programme planning activity what are the main objectives of the programme (which, of course, every programme should have). These can be converted into a format of questions seeking information on the extent to which the learners feel that they have learned in each key objective area. While being more specifically related to the learning, this method obviously takes greater effort in preparation since a different KOLQ will have to be produced for each different programme.

Part of a KOLQ for, for example, an interpersonal skills programme might be: 1. To what extent have you learned on the course about your behavioural skills? A lot 6 2 **Nothing** If you scored in the range 3 to 1, please comment why you have given this rating. To what extent have you learned on the course about how much you contribute to group discussions? A lot 6 5 Nothing If you scored in the range 3 to 1, please comment why you have given this rating. To what extent have you learned on the course about non-verbal communication? 5 A lot 6 3 2 1 **Nothing** If you scored in the range 3 to 1, please comment why you have given this rating. and so on.

action plan - template and instruction

the action plan format

It is essential that at the end of every learning event, all learners should complete an action plan based on what has been learned or has been reminded. When learning is applied when the trainee returns to work, the new skills and knowledge develop, reinforce their new abilities, and the organization benefits from improved performance. Learning without meaningful follow-up and application is largely forgotten and wasted.

Learners should be guided to produce action plans that:

- are simple and straightforward
- are clear and unambiguous
- contain items that can be implemented by the learner at work, with or without support
- or any resources that might be available
- contain comments on the methods to be used; the resource required and the timings: start, finish times or dates, for all the action items (use 'SMART' - Specific, Measurable, Agreed, Realistic, Time-bound)

Finally, action plans should be achievable in the context of work demands. Action plans should not contain more items than the learner can handle without undue delay or creating problems at work. If the action list appears to be too complex or long, items should be scheduled for progressive introduction, when prior items have been completed.

personal action plan

(Continue on a separate sheet if necessary)

	action plan item	how to implement	when
1.			
2.			
3.			
4.			
5.			
6.			

action plan implementation aid

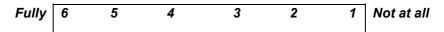
C	complete	this	sheet	for	each	item	included	on	the	action	plan:

1.	What is the item of learning you intend to implement?
2.	By which targets will you measure progress?
3.	What barriers might impede your implementation?
4.	How will you avoid or negate these barriers?
5.	Time: when do you intend to start implementing the item?
6.	Time: by when do you intend to complete the implementation of the item?
7.	Resources: what resources (people, equipment, extra skills, etc.) will you need to complete the implementation of the item?
8.	Benefits: what benefits do you hope will result from your actions (including financials if possible to assess)?
9.	Commitment: when will you and your manager meet a) to discuss the implementation of your plan and b) to review the progress of this action?
10.	Any other comments (continue on a separate sheet if necessary):

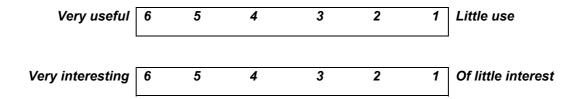
reactionnaire 1 (general)

Where scoring number ranges are given, circle the number that you feel most closely represents your views.

1. To what extent do you feel your personal learning objectives have been achieved?



- 2. Which of your personal objectives were not achieved, and why?
- 3. Which parts of the event do you feel will be most useful back at work?
- 4. Which parts of the event do you feel will be least useful, or not at all useful back at work?
- 5. Are there any subjects you would have liked to be included?
- 6. To make way for any additional material what would you omit?
- 7. How would you rate the programme overall



Please state fully why you have given the above ratings.

reactionnaire 2 (specific)

training location/hotel/accommodation/travel

This reactionnaire can be used as a model to customise your own, based on the specific areas on which you wish to obtain the learners' views - eg., administration, accommodation, training facilities, etc.

Circle the score nearest to your views.

bedroom comfort



Why have you given this score?

bedroom facilities



Why have you given this score?

food quality

Good	6	5	4	3	2	1	Poor

Why have you given this score?

training accommodation - seating comfort

Good	6	5	4	3	2	1	Poor

Why have you given this score?

training accommodation - facilities



Why have you given this score?

Good	6	5	4	3	2	1	Poor

Why have you given this score?

other:

Good	6	5	4	3	2	1	Poor

Why have you given this score?

any other comments:

reactionnaire 3 (general)

Comments are required as well as scores please.

For every item place an 'X' in the scoring box that most closely represents how you feel about the programme. Also, please comment briefly on each item about your reasons for giving this score, particularly if your ratings are 3, 2 or 1.

	6	5	4	3	2	1				
Stimulating							Boring			
Please comment briefly why	you ha	ve given	this rati	ng						
Useful for my work							Useless			
Please comment briefly why	you ha	ve given	this rati	ng						
Relevant to my work							Irrelevant			
Please comment briefly why	you ha	ve given	this rati	ng						
Good discussions							Limited discussions			
Please comment briefly why	you ha	ve given	this rati	ng						
Flexible structure							Rigid structure			
Please comment briefly why	you ha	ve given	this rati	ng						
Well conducted							Poorly conducted			
Please comment briefly why	Please comment briefly why you have given this rating									
Demanding							Undemanding			
Please comment briefly why	you ha	ve given	this rati	ng						

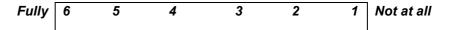
	6	5	4	3	2	1	
Challenging							Patronizing
Please comment briefly why	you ha	ve giver	this rati	ing			
Well spaced out							Too condensed
Please comment briefly why	you ha	ve giver	this rati	ing			
Good use of time							Poor use of time
Please comment briefly why	you ha	ve giver	this rati	ing			
Good level of activity							Poor level of activity
Please comment briefly why	you ha	ve giver	this rati	ing			
My objectives achieved							My objectives not achieved
Please comment briefly why	you ha	ve giver	this rati	ing			
Lwould recommend the proc	ıramma	to my o	olloggue			Voo	□ No □
I would recommend the prog	панние	to my C	olicague	70		Yes	□ No □
any other comments	:						

reactionnaire 4 (general - detailed)

Please comment as fully as possible on all relevant items and where scoring ranges are given, circle the score that most closely represents your views.

general





If you have scored 3, 2 or 1, please comment why you have given this rating.

2. To what extent have your personal objectives for attending the programme been achieved?

Fully	6	5	4	3	2	1	Not at all

If you have scored 3, 2 or 1, please comment why you have given this rating.

3. To what extent has your understanding of the subject improved or increased as a result of the programme?

							n.
A lot	6	5	4	3	2	1	Little

If you have scored 3, 2 or 1, please comment why you have given this rating.

4. To what extent have your skills in the subject of the programme improved or increased as a result of the programme?



If you have scored 3, 2 or 1, please comment why you have given this rating.

5. To what extent has the programme helped to enhance your appreciation and understanding of your job as a whole?



If you have scored 3, 2 or 1, please comment why you have given this rating.

6.	What is ye	our overall r	ating o	of this pro	ogramme?				
		Excellent	6	5	4	3	2	1	Poor
	Make any programn		on you	ur ratings	s that you f	eel will be o	of help to	the des	igners of this
7.	To what e		you re	ecommer	nd others v	vith similar	needs to	your ov	vn to attend
		Fully	6	5	4	3	2	1	Not at all
pr (8.		ne admin extent was n ne?			ary to the	orogramme	provided	to you	prior to the
		Fully	6	5	4	3	2	1	Not at all
9.	complete	s the level o pre-prograr o the trainin	nme m	aterial, c					mme, b) e programme
	a)	Excellent	6	5	4	3	2	1	Poor
	b)	Excellent	6	5	4	3	2	1	Poor
	c)	Excellent	6	5	4	3	2	1	Poor
	d)	Excellent	6	5	4	3	2	1	Poor
Ple	ase make a	any comme	nts you	ı feel wo	uld help th	e designers	s and adm	ninistra	ors of this

Please make any comments you feel would help the designers and administrators of this programme.

10. Did	you think that th	e numbe	r of partici	pants on the	course	was			
	Too few			Just right			Too n	nany 🗆	
traine	r evaluation								
	ase rate each tra ect, from (a) to (lacing his/	her initials u	nder the	e relevant s	core an	d for each	
						Very effective	Good	Not very effectives	Not ffective
(a)	Knowledge of s	subject				4	3	2	1
(b)	Organization of	f session	s			4	3	2	1
(c)	Obvious prepa	ration				4	3	2	1
(d)	Style and delive	ery				4	3	2	1
(e)	Responsivenes	ss to grou	qu			4	3	2	1
(f)	Producing a go	od learni	ing climate	;		4	3	2	1
balan	er comments: ce of progra v do you rate the		between i	input sessior	ıs, activ	rities, discu:	ssions,	and videos	?
	Good balance	6	5	4	3	2	1 P	oor balanc	е
Why do	you give this rati	ing?							
13. Hov	v did you feel ab	out the le	ength of the	e programme	e?				
	Too short 「	-	Ju	st right 🛚	l	Te	oo long		
14. To	what extent was	the progi	ramme log	ically sequer	nced?				
ı	Well sequenced	6	5	4	3	2	1 P	oorly sequ	enced
In what	way?								

15. How did	you feel abo	ut the pac	ing of the pr	ogramme?	•		
Too s	hort 🛚		Just right	· 🗆		Too Id	ong 🗆
16. How effectiv	e were the p	ractical ac	tivities?				
Very e	fective 6	5	4	3	2	1	Ineffective
Why do you give	this rating?						
17. What wa discussion?	s the level of	f time give	n for (a) the	activities a	and (b) the	follow	-up
	fficient 6	5	4	3	2	1	Insufficient
b) Su	fficient 6	5	4	3	2	1	Insufficient
What level of the straining?	dgeable and. Very 6				chniques :	and ap	proaches of Not at all
In what v	vay?						
programme	content						
19. What did you	like best abo	out the pro	ogramme?				
20. What did you	like least ab	out the pr	ogramme?				
21. What did you	learn from the	ne prograi	mme?				
22. What did you	not learn fro	m the pro	gramme tha	t you were	expecting	g to lea	rn?

24. What do you th	ink should	be dropped t	from the	program	me?		
25 To what extent	did the pro	gramme dup	licate wh	at you h	ad learned pr	evious	sly
6. What are your	views on th	e handouts i	ssued?				_
Excellent q	uality 6	5	4	3	2	1	Poor quality
oo many	٥	Just right		۵	Too few		
				_	N=4 =4 = 11	-1	nt 🗆
Yery relevant Any comments 6. What are your					Not at all r	eievai	<i>"</i>
Any comments	s on the ab	ove ratings?		3	Not at all re	eievai 1	Poor quality
Any comments 6. What are your OHP/Powerpo Excellent q	s on the ab	ove ratings? ne visual aid	s used?		2	1	-
Any comments 6. What are your OHP/Powerpo Excellent q	views on the sint slides:	ove ratings? ne visual aid	s used?	3	2	1	Poor quality
Any comments 6. What are your OHP/Powerpo Excellent q	views on the about views on the slides: uality 6 many •	ove ratings? ne visual aid:	s used? 4 Just	3 right □	2	1	Poor quality Too few □
Any comments 6. What are your OHP/Powerpo Excellent q Too Well	views on the about views on the sides: uality 6 many 1 used 6	ove ratings? ne visual aid:	s used? 4 Just	3 right □	2	1	Poor quality Too few □
Any comments 6. What are your OHP/Powerpo Excellent q Too Well Flipchart: Excellent q	views on the about views on the sides: uality 6 many 1 used 6	ove ratings? ne visual aid:	s used? 4 Just 4	3 right □	2	1 1	Poor quality Too few □ Badly used

training location

27.	How do you rate the	trainin	g establis	snment?				
	Excellent	6	5	4	3	2	1	Poor
	If you have rated 3, 2	? or 1,	please st	ate why.				
28.	How do you rate the	trainin	g accomi	modation (trair	ning ro	om, etc)?		
	Excellent	6	5	4	3	2	1	Poor
29.	How do you rate the	service	e (breaks	s, refreshments	s, meal	s, etc)?		
	Excellent	6	5	4	3	2	1	Poor
ро	st-training							
30.	Has a post-training d	ebriefi	ng meeti	ng been arran	ged wit	h your line	mana	ger?
				_				J
	Y	'es	٥			No		o
31.	If 'No', will you have a		_	debriefing with	your li		_	
31.			_	debriefing with			_	No □
	If 'No', will you have a	a post- ou be h	training o	Don't know	۵	ne manage	er?	No 🗅
	If 'No', will you have a Yes To what extent will you	a post- ou be h	training o	Don't know	۵	ne manage	er?	No 🗅
	If 'No', will you have a Yes To what extent will you have a	a post- ou be h	training of nelped to gues?	Don't know implement yo	ur Actio	ne manage on Plans: (a	er? a) by y	<i>No</i> □ our line
	If 'No', will you have a Yes To what extent will you have a	a post- ou be r collea	training of nelped to gues?	Don't know implement yo	ur Actio	ne manage on Plans: (a	er? a) by y	<i>No</i> □ our line
	If 'No', will you have a Yes To what extent will you manager (b) by your A lot	a post- ou be r collea	nelped to gues?	Don't know implement yo	ur Actio	ne manage on Plans: (a	er? a) by y	No □ our line Not at all
32.	If 'No', will you have a Yes To what extent will you manager (b) by your A lot	ou be h collea 6	nelped to gues? 5 outperfor	Don't know implement yo 4 m post-progra	ur Action	on Plans: (a	a) by y	No □ our line Not at all Not at all

