

## Module 6

# Management and Evaluation of ETD practices

## Where are you in the process?

**MODULE 1:**  
**The context of Education, Training and Development Practices**

**MODULE 2:**  
**Training Needs Assessment**

**MODULE 3:**  
**Planning and Design of Outcomes-based Learning**

**MODULE 4:**  
**Facilitating and assessing learning**

**MODULE 5:**  
**Methods, media and technology in facilitating learning**

**MODULE 6:**  
**Management and Evaluation of ETD practices**

**MODULE 7:**  
**Continuous occupational expertise development**

# Module 6: Contents

<b>Learning outcomes.....</b>	<b>5</b>
<b>Aim of the module.....</b>	<b>6</b>
<b>The management functions in training.....</b>	<b>7</b>
<i>Activity 6.1: Managing a football club.....</i>	<i>9</i>
<i>Activity 6.1: The management functions and training.....</i>	<i>11</i>
<i>Activity 6.3: Case study of management functions in action.....</i>	<i>12</i>
<i>Activity 6.4: Management skills for trainers.....</i>	<i>15</i>
<i>Activity 6.5: Other management and logistical support.....</i>	<i>17</i>
<b>Managing and maintaining training records.....</b>	<b>18</b>
<b>Budgetting for training.....</b>	<b>20</b>
<i>Activity 6.6: Budgetting for training.....</i>	<i>21</i>
<b>Establishing quality measures.....</b>	<b>22</b>
Why is quality important?.....	22
Maintaining quality.....	23
The Quality Management System.....	23
Management system.....	23
Personnel and material resources.....	23
Administrative, physical and financial resources.....	23
Quality assurance practices.....	26
<i>Activity 6.7: Understanding the quality discourse.....</i>	<i>27</i>
Advantages of establishing a quality assurance system.....	29
Quality assurance in training.....	30
Evaluating Training and Development Outcomes.....	30



# Learning outcomes

After completing this module, you should be able to:

- Describe four functions of management and how they apply to training
- Maintain effective and efficient administrative system
- State reasons for keeping all training records up to date
- Identify and confirm training costs with appropriate personnel
- Maintain a resource list of external and internal training people
- Check and ensure that training materials, training records and training information are accessible
- Maintain an up to date register of external courses and providers
- Describe the main features of a quality management system
- Discuss quality assurance in training
- Evaluate the learning process
- State in what way is evaluation “political” and “subjective” in nature
- Differentiate between “summative” and “formative” evaluation
- Discuss who should be involved in the evaluation process
- State some general principles and procedures for conducting evaluations.

# Aim of the Module

The aim of **Module 6** is to explore the principles underlying the effective and efficient management of training. We will also discuss methods of evaluating the effectiveness of training.

The management of training is obviously important. Training does not just happen, its implementation requires a complex set of administrative and management processes to take place.

The evaluation of training is the last step in the training process. The purpose of training is to broaden knowledge, enhance skills and improve attitudes, so as to render the worker more competent for the performance of his or her tasks. When training is evaluated, the evaluator judges whether the worker is more competent and better equipped to carry out those tasks. Evaluation checks whether the needs or deficiencies that were identified prior to the training have indeed been met and rectified. Evaluation ascertains whether the objectives set during the planning and design phase have been achieved and the worker is better able to perform the job.

Therefore the evaluation of training begins with the objectives that have been set. Planning how the attainment of the programme or course objectives can be verified should take place as early as possible.

One evaluation has been done, the information needs to be fed back into the system. The evaluation data can lead to the discovery of new needs, the revision of the course objectives, content, facilitation and assessment methods, and materials. More generally it enables the organisation to judge whether the particular training intervention is worthwhile.

A training programme is most successful when the right participants receive the right knowledge, attitudes and skills taught by means of the right methods, media, and Trainer at the right time and place so as to meet or exceed the organization's expectations.

(Scott B. Parry)

# The management functions in training

Trainers need to be able to manage the various training activities, and hence, need to understand how the basic management functions of planning, organising, leading and control relate to training.

## *Planning*

Through planning you essentially decide what needs to be done and broadly how and when things need to be done. For example, you have to plan the annual training activities of the organisation. Planning gives direction to the organisation. Planning determines the mission and goals of the organisation, including the ways in which the goals are to be attained, and the resources needed for the task.

## *Organising*

Through organising you decide how to arrange, deploy and use the organisation's resources, the processes and the work. For example, you have to arrange the training facilities for a training courses to be presented. Organising provides the mechanisms through which the goals, previously determined in the planning process, can be attained. Organising entails the following:

- ◆ The human and physical resources of the organisation have to be allocated by management to the relevant departments or persons.
- ◆ Duties need to be defined.
- ◆ Procedures need to be determined to enable the organisation to attain its goals and objectives.

## *Leading/directing*

Leading or directing has to do with the processes and practices aimed at activating and mobilising the resources of the organisation towards goal achievement. For example, directing your training staff in conducting the training courses entails

- ◆ Giving orders and directions to the human resources staff
- ◆ Motivating the staff to direct their actions in accordance with the goals and plans
- ◆ Leadership of the organisation to influence and motivate staff through effective communication

## Control

Control refers to the all-important managerial task you will have of continuously monitoring and checking whether the organisation is indeed moving towards the achievement of goals and standards: For example, checking whether the required standard of training has been achieved on a particular course. This means that managers should constantly check whether the business is on course towards the attainment of the goals. It also required managers, such as yourself to detect any deviations from the plan and to initiate corrections. For example, you have to monitor, check and control expenditure in respect of training.

The table below is a simplified representation of the interrelationship between these four processes of planning, organising, leading and control.

Activity	Management function
Management decides what needs to be done	Planning
Management decides how it should be done	Organising
Management says how and when it should be done	Leading or directing
Management ascertains whether it has been done	Control



**Activity 6.1: Managing a football club**

You are the manager of your local football club. You have to plan, organise, direct and control the activities of the club for the next football season. Can you think of the activities that you have to carry out under each of the following management functions:

**Planning**

---

---

**Organising**

---

---

**Leading or directing**

---

---

**Control**

---

---

We are sure that you came up with a number of ideas for each of these functions. The following are just a few examples of what you could have listed:

<b>Function</b>	<b>Activities</b>
Planning	Plan the activities of the season by drawing up a fixtures list Budget for the club's activities
Organise	Organise the various matches Assign responsibilities to the various members of the club management
Leading	Motivate the players and management committee members Direct the activities of the club
Control	Control the expenditure of the club Control the management committee meetings



**Activity 6.2:** *The management functions and training*

Based on your own experience of training, how do you think these four management functions relate to training? Reflect on this for a few minutes and then write down the type of training activities that you think would relate to these four functions. Use the space next to each function to write down your ideas:

Management function	Related training activities
<b>Planning</b>	
<b>Organising</b>	
<b>Leading</b>	
<b>Controlling</b>	



**Activity 6.3:** *Case study of management functions in action*

Approach the training manager of your department or of any organisation you are familiar with, ask him or her the following questions, and make notes about his or her responses to each question.

What planning activities are conducted in respect of training in the enterprise?

---

---

---

What organising activities are conducted in respect of training in the enterprise?

---

---

---

What directing or leading activities are conducted in respect of training in the enterprise?

---

---

---

What control activities are conducted in respect of training in the enterprise?

---

---

---

After your discussion with the training manager, draw up a list of all the activities and classify them under the headings of planning, organising, leading and control.

Do you think the list is complete? Compare it with your own list from Activity 6.2. What do you think should be added? Reflect on this and add those points that may have been omitted by the training manager.

You may have obtained a variety of inputs from the organisation you consulted. On the next page is an example of what you may have been able to classify under the four management functions in respect of training in organisations:

<b>Function</b>	<b>Training activities</b>
<b>Planning</b>	<ol style="list-style-type: none"> <li>1. Determine the training needs of the organisation</li> <li>2. Analysing the tasks and the learning outcomes of a programme</li> <li>3. Drawing up a strategic plan for training</li> <li>4. Drawing up an annual training plan and schedule</li> <li>5. Planning every learning intervention such as lesson planning and allocation of resources</li> <li>6. Planning the training budget for the following year</li> </ol>
<b>Organising</b>	<ol style="list-style-type: none"> <li>1. Organising the training department, for example allocating of responsibilities to various staff members in the training department</li> <li>2. Organising course such as in for supervisory training or in communication skills</li> <li>3. Identifying and coordinating the resources, including training staff required to execute the plan, for example, identifying the training facilities and catering requirements.</li> <li>4. Selecting suitable training methods, training aids and facilities and the trainers themselves</li> <li>5. Arranging accommodation and making administrative arrangements for the training programme and learners</li> </ol>
<b>Leading</b>	<ol style="list-style-type: none"> <li>1. The steps taken to motivate training and support staff, for example, team building exercises</li> <li>2. Providing direction and guidelines to training staff, for example direction and guidelines on training methods and techniques</li> <li>3. Providing support for the achievement of the objectives</li> </ol>
<b>Control</b>	<ol style="list-style-type: none"> <li>1. Determining whether or not the required results have been achieved</li> <li>2. Determining whether the training programme was executed as planned</li> <li>3. Determining whether the objectives were achieved</li> </ol>

4. Assessing whether the learner has learned and what changes to the programme or course are necessary for future programmes
5. Determining whether the budget was adhered to.



### **Activity 6.4: Management skills for trainers**

Planning in training is extremely important and can be seen as the key to an effective and successful training programme — “Proper Planning and Practice Prevents Poor Performance!” Go through the following questions and give your ideas.

#### **Planning**

**Why is planning important?**

---

---

---

**What skills does a trainer need to plan effectively?**

---

---

---

**Organizing**

**Why is organising important?**

---

---

---

---

**What skills does a trainer need to organise effectively?**

---

---

---

**Leading**

**What are the requirements for leading?**

---

---

---

**What skills does a trainer need to be an effective leader?**

---

---

---

**Control**

**Why is controlling important?**

---

---

---



# Managing and maintaining training records

The management and maintenance of records are crucial factors in any training organisation. To maintain an effective and efficient administrative system you have to store, manage and retrieve records. Here are examples of the type of records that need to be stored, managed and retrieved in a training organisation:

- ◆ Records of the names and biographical details of the learners attending courses
- ◆ Training records
- ◆ The results of learner's tests, assignments and examinations
- ◆ Records of learner feedback on courses
- ◆ Course evaluation records

Other types of records include:

## **Programme planning records**

This includes course schedules, allocation of training locations, budget allocations for training, and the allocation of ETD practitioners.

## **Course booking records**

This includes course place details, vacancy details, waiting lists, joining instructions and nominations for courses, enquiries, etc.

## **Accommodation records**

This includes participant lists, seating plans, etc.

## **Statistics**

This includes the number of course participants, drop-out rate, resource usage, cost of training per learner, cost per course, learner and staff demographics, etc. Much of these would be used in planning.

## **Finance records**

This includes the training budget and records of income from fees, transfers and cancellation fees, and expenditure such as for part-time and contract staff.

Quality control records

Quality audit and self-evaluation records.

Depending on the magnitude of the task and the frequency with which courses are presented it may be necessary to provide a computerised system for the maintenance and retrieval of training records. You will probably agree that such a system will lighten the work load and reduce the time taken to maintain training records and retrieve records of learning that has taken place.

# Budgeting for training

The trainer has to provide appropriate information for budgetary purposes in respect of elements such as the following:

- ◆ The estimated cost of facilities
- ◆ The estimated cost of trainers and guest speakers
- ◆ The estimated cost of training material
- ◆ The estimated cost of refreshments
- ◆ The estimated cost of traveling expenses and accommodation
- ◆ The estimated administrative costs

Often these estimates will be based on an analysis of actual expenses of previous training activities adjusted for current costs and taking into account the scale of the planned for operations.



**Activity 6.6:** *Budgetting for training*

What does the trainer have to do in respect of the budgetary process in your context?

---

---

---

---

---

---

---

---

# Establishing quality measures

The word “quality” is defined by The Concise Oxford Dictionary as “degree of excellence” and the word “assurance” means “formal guarantee; positive declaration”. So, from these definitions, “quality assurance” may be interpreted as a formal guarantee of a degree of excellence. “Quality Management” is defined as all activities of the overall management function that determine the quality policy, objectives and responsibilities and implementation of them by means of a combination of processes.

## *Why is quality important?*

When people buy goods and services they are naturally interested in getting value for money. To guarantee their quality many suppliers use management systems designed to ensure they deliver consistently excellent products and services. It has become normal for consumers to demand, and get, guarantees of quality. Public attention is now also firmly focused on getting quality provision from the public service.

Traditionally the public service sector has relied on the professionalism of its staff to maintain the quality of its services. Modern approaches to quality assurance have moved away from external inspection systems towards internal quality management systems that are developed and owned by the organisation or institution.

In the public service the move towards a quality management systems approach is being driven by:

- ◆ citizens (the public) demanding a higher level of quality in service (and which they have paid for with their taxes)
- ◆ international expectations that each country will ensure the quality of public service as part of ongoing commitment to democracy
- ◆ the demands of change and globalisation requiring flexible responsive staff who are lifelong learners
- ◆ devolution from expensive, unresponsive centralised systems; and
- ◆ standards and qualifications which will specify the learning outcomes that are going to be supplied to the client.

A robust and coherent quality management system in public service institutions provides the public with an assurance that the public service has the capacity to meet the needs of its clients. Within the training divisions of the public service the imperative of quality management applies equally to its provision of education, training and development programmes and courses to improve the public service.

## ***Maintaining quality***

Quality can only be measured when the quality requirements are known and defined. By defining requirements, the standards to be achieved are set.

The setting of these quality standards involves a number of processes including:

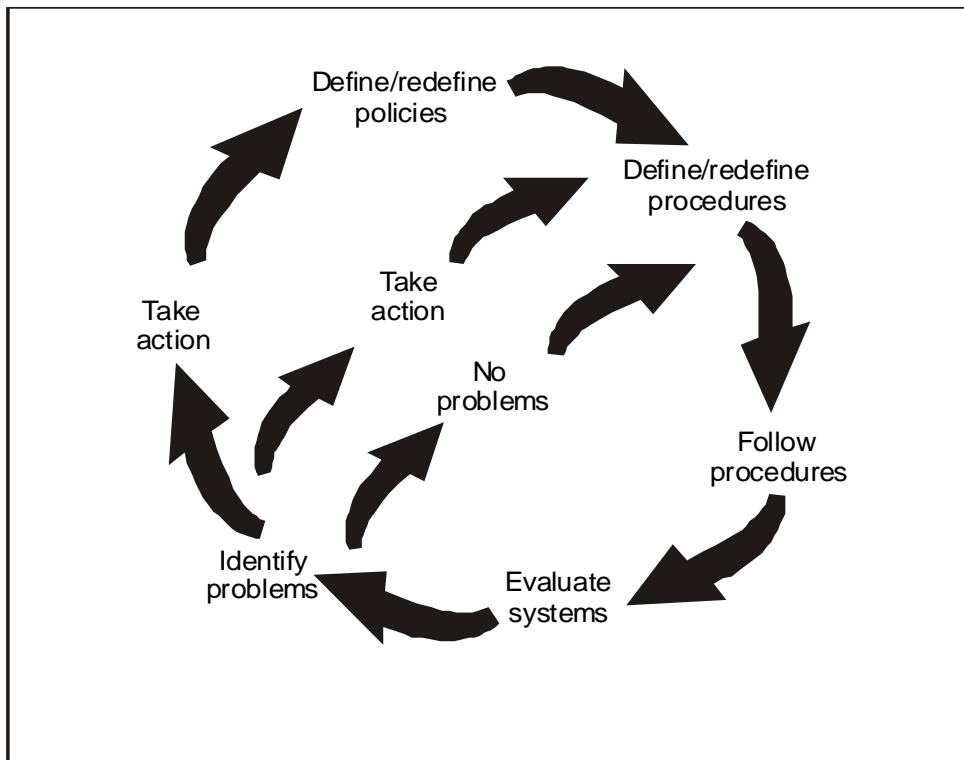
**Policies** are set which define purposes and set the standards the organisation wants to meet;

**Procedures** are implemented to put these policies into practice; and

**Reviews of policies and procedures** are made to ensure that public service providers are actively improving their effectiveness and efficiency.

A quality system should be developed, established, documented, implemented and maintained as a means by which the policies and procedures and objectives for quality may be accomplished. The quality system elements should be structured to establish adequate control and assurance over all operational processes affecting service quality. The quality system should emphasise preventative actions that avoid occurrence of problems while not sacrificing the ability to respond to and correct failures, should they occur. To maintain improved levels of quality, public service providers and specifically the providers of education and training will have to become good at doing critical self-evaluation

A quality management system provides a feedback loop in which:



## ***The Quality Management System***

### ***Management system***

Management is responsible for overseeing the design of the quality management system. The following are key management functions regarding the quality management system:

- ◆ Compiling the departmental business plan, workforce plan, workplace skills plan, and budget.
- ◆ Establish policies and procedures, which specify the standards of performance and service delivery.
- ◆ Reviewing performance and service delivery against the set standards.
- ◆ Developing a strategy to achieve the planned goals and strategies.
- ◆ Developing a quality and service delivery culture.

### ***Personnel and material resources***

Management should provide sufficient and appropriate resources to implement the quality system and achieve the quality objectives. The motivation, competence and thus training and development, communication capacity and performance of personnel involved in quality management are crucial. Effective performance management processes must be in place for all personnel involved in the managing of facilitating the quality management system. Employees must also be educated in the principles of the quality management system. Regular communication on quality performance is essential

for improvement purposes.

### *Administrative, physical and financial resources*

These include service provisioning equipment and stores, accommodation, transport and information systems; quality assessment facilities; operational and technical documentation; the funding of learning provision; administrating, recording and storing of learner achievement, training and development.

An employee's biographical information, qualifications, educational level and performance appraisal data should be maintained and updated through the **personnel administration system**.

**Training and Development Records** are normally kept to:

Make strategic skills development decisions.

Keep track of the status of skills in the department/organization.

Enable HRD management staff to respond to enquiries from top management and outside institutions.

Guide employees in reaching their full potential in the organization [Public Service] by devising individual development plans that suit their particular needs.

#### **Financial records**

The **costs** of formal training activities should be budgeted for, managed and monitored effectively in line with any legislation relation to public finance and to skills development. Each department must make provision for the financing of its training and development programmes and budget no less than the amount prescribed and specified for this purpose in legislation or regulations.

#### **An Effective Communication System**

An effective communication system allows for an effective flow of information between all the parties involved in the development of people.

The communication system must eliminate the blockages and obstacles interrupting the flow of information and ensure that all information is available to all levels of staff within the agreed time frames.

## Quality Assurance Practices

The administration and management system should meet the logistical challenges of the planned training and development. Training and development should be monitored and evaluated at three points in the quality process:

- ◆ **Product and Outcome:** Recording and evaluation of learner achievements (achievement of unit standard outcomes).
- ◆ **Inputs:** Contracted learning and skills development targets.
- ◆ **Process:** Quality of learning and assessment activities as well as the learners' experiences of the training and development.

Quality Practices include the following:

- ◆ Quality standards set out in policies and procedures
- ◆ Quality self-evaluations
- ◆ Continuous improvement plans
- ◆ Quality review mechanisms: regular progress review meetings, quality audits
- ◆ Accredited and recognized training providers
- ◆ Unit standards-based training and development
- ◆ Training impact evaluation
- ◆ Competent trainers
- ◆ Development progress reviews

Which practices would you like to add?



**Activity 6.7: Understanding the quality discourse**

Write down your understanding of the following concepts:

**Quality**

---

–

---

–

---

–

---

–

**Quality management**

---

–

---

–

---

–

---

–

**Quality assurance**

---

–

---

—

---

—

---

—

**Quality auditing**

---

-

---

-

---

-

---

-

**Quality control**

---

-

---

-

---

-

---

-

## ***Advantages of establishing a quality assurance system***

- ◆ Your training and development practices will be according to national (and international) standards of excellence.
- ◆ Training will have measurable results.
- ◆ Your training and development will be integrated with other Human Resources Development systems e.g. recruitment; remuneration; performance management; succession management.
- ◆ You will have effective development strategies for building the organisations core competency capacity.
- ◆ You will have effective development strategies for the activation of your employment equity plans.
- ◆ You will have a structured quality assurance team in place to ensure the quality and consistency of qualifications within your organisation.
- ◆ You will have structured individual development plans based on real skills requirements.
- ◆ You will be able to track and monitor individual development progress in a structured and efficient manner.
- ◆ You will have employees taking responsibility for their jobs and personal development by generating evidence of competence on the job.
- ◆ The management will be more involved with the development and management of their teams of responsibility.
- ◆ You will have established a culture of learning within your organisation.

What benefits/advantages would you like to add?

## ***Quality assurance in training***

Quality assurance in training is a most important principle and leads naturally to the issues related to evaluation

## **Evaluating Training and Development Outcomes**

The evaluation of training outcomes on individual and organizational level is critical to be able to assess to what extent the training intervention has produced behavioral and cost-related outcomes (e.g. productivity, improved job performance, absenteeism, reductions in turnover or accidents).

Evaluation is the process of making judgments about the success and failure of learning processes, materials and programmes, policies and systems. Evaluation usually occurs **during** the learning programme, **at the end** of the programme and some time **after** the end of the programme.

Evaluation is an important activity as it helps providers to:

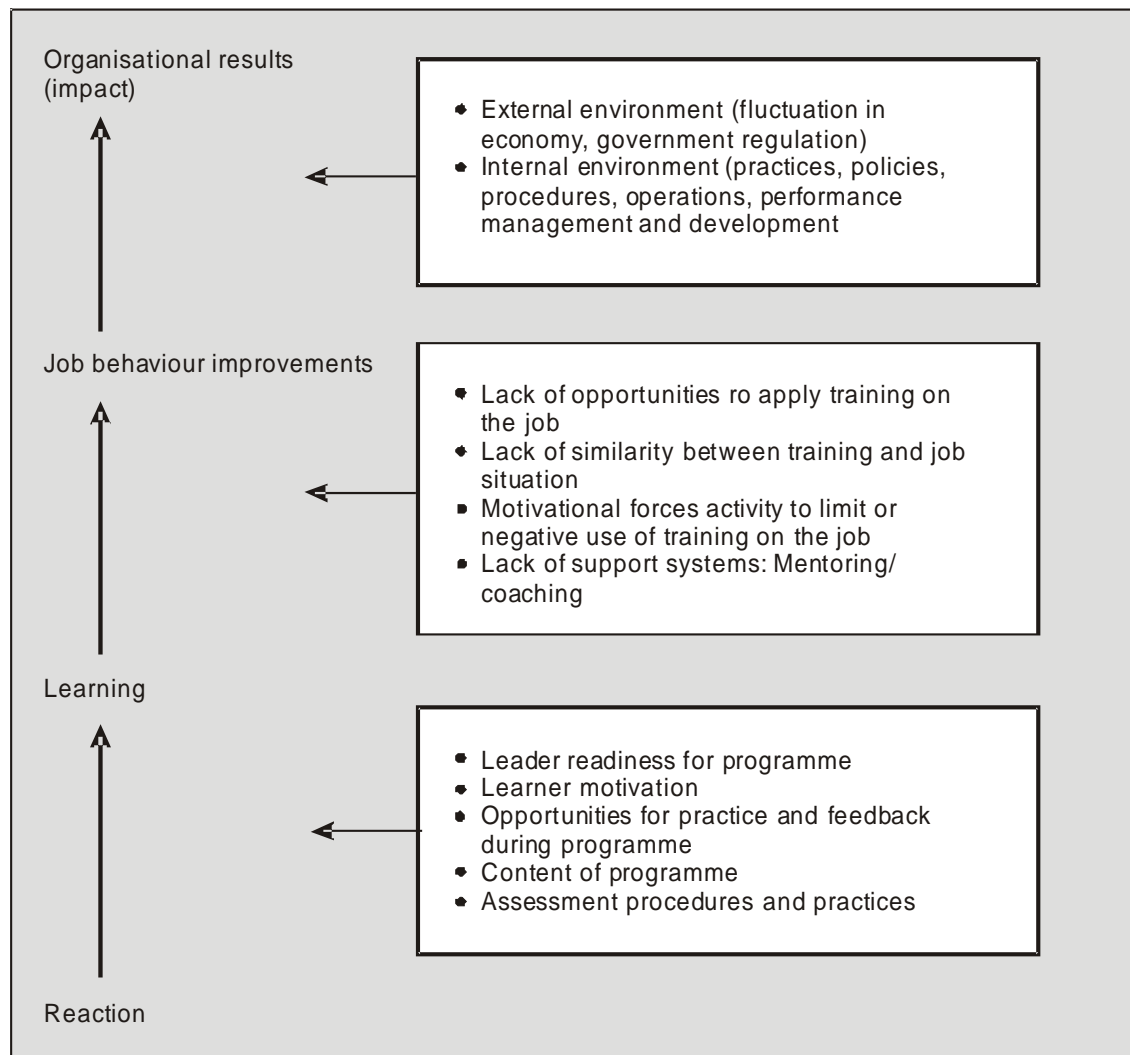
- ◆ Plan modifications to the content of their learning programmes
- ◆ Justify their programme to others (e.g. training managers, line managers, administrators)
- ◆ Gain information that can be used to help recruit learners to future programmes.
- ◆ Give their learners an opportunity to express their views about the programme
- ◆ Enhance their learners' sense of involvement in the learning process
- ◆ See how they can improve on their own performance in the training room
- ◆ See how they are meeting the overall aims of all stakeholders

In the context of training

- ◆ Learner reactions to course are evaluated. Notice has to be taken of reactions by learners regarding what they think of the training and what they have learned.
- ◆ Learners are assessed. The training and development practitioner must ensure that individual learners are assessed on their achievements of the learning outcomes of the course.
- ◆ Post course behaviour change on the job is evaluated. It is necessary to establish what changes in job behaviour resulted from the training.
- ◆ The overall impact of the training is evaluated. What changes in job results are attributed to the training? How much more productive are learners after receiving the training? What differences in productivity levels stem from the training?

Kirkpatrick's (1977), hierarchy theory of training evaluation provides a useful framework for evaluation training outcomes. He identified four criterion measures for evaluating outcomes, which he sees as forming a hierarchy, namely reaction (which is at the bottom of the hierarchy), learning [which follows reaction in the hierarchy), job behaviour (which depends on learning), and organizational results (which are outcomes of improvements in job behaviour).

### Levels of training evaluation (Kirkpatrick, 1977)



Quality assurance in training is particularly important given the reality that often people development efforts fail for a variety of reasons, amongst them the following:

- ◆ Only the manager is interested in the end result
- ◆ No one is in charge
- ◆ No effective/efficient Information Technology infrastructure
- ◆ The skills development plans lack structure, or detail
- ◆ Insufficient resources are allocated
- ◆ The actual training is not related to the plans
- ◆ The managers, trainers and learners are not communicating
- ◆ No Human Resources support for managers
- ◆ No quality management system established
- ◆ No Human Resource Information System
- ◆ No training follow-up
- ◆ No improvement Planning
- ◆ No communication framework established to communicate and review progress

It is an important goal of quality assurance to identify the causes of training failures, some of the most common of which are:

### Diagnosing training failures (Van Dyk et al, 1997)

Possible Source of Failure	Possible Solution
Training outcomes were not clearly defined	Redefine outcomes
Course content was not relevant to training outcomes	Redesign content to reflect outcomes
Content was not based on appropriate assumptions or theories about how adults learn	Redesign content using more appropriate models of learning
Training was not delivered as designed	Train instructors
Instructors lack the required skills or expertise	Train instructors

Training therefore requires considerable follow up including activities that :

- ◆ Monitor, report and predict costs.
- ◆ Set up and carry out effective quality assurance procedures to follow through until all training has been finalized.
- ◆ Monitor training outcomes against training events and number of people trained.
- ◆ Ensure that personnel are well organized and motivated.
- ◆ Conduct progress meetings and report to key stakeholders involved.
- ◆ Evaluate the training and its impact.

# Evaluating training

## What is the difference between assessment and evaluation?

Many educators often use the terms ‘assessment’ and ‘evaluation’ interchangeably, although they are two distinct concepts. Assessment refers to the measuring and judging the quality of learner performance, while evaluation refers to the quality of a course or programme or of a whole system or institution.

Look at these two definitions:

### **Assessment**

Assessment measures what learners have learned in an educational or training activity. It helps to determine the degree to which the aims and objectives of an educational activity are achieved, that is, it measures learning outcomes. The goal of assessment is to put a value on the achievement of students; its focus is on the achievement of learners, individually or in groups. This usually involves appraising or judging individuals (or, in some cases, groups) in relation to educational aims, objectives, outcomes, standards or criteria. All assessment involves the making of comparisons.

(Note that in many books from North America what is here defined as ‘assessment’ is called ‘student evaluation’.)

### **Evaluation**

The term *evaluation* is used in the judging of all the circumstances and systems that influence an educational or training course, programme, system or institution. The goal of evaluation, therefore is to put a value on the course, programme or larger system or institution. A broad evaluation will therefore look at student learning, trainer behaviour, course and programme design, materials, administration, etc.

(Note that in many books from North America what is here defined as evaluation is often called ‘programme evaluation’.)

## ***What is evaluation?***

To evaluate something is to discover its nature and worth. In training, evaluation is the process of determining the degree to which the aims and objectives of a training activity are achieved. It is therefore an important part of the control function of the management of the training programme.

Usually evaluation of training involves appraising or judging persons, organizations or things in relation to stated objectives, standards or criteria.



## ***The “political” and “subjective” nature of evaluation***

Like all other aspects of education, training and development, evaluation is not a neutral enterprise. Evaluations make judgements about the quality of a course or programme or campaign and those judgements are often used as information for decision making about resource allocation and funding, and as a means of trainer appraisal. Thus, there is a strong “political” or “governance” element to evaluation.

This raises the issue of “objectivity”, by which we mean the ability to make observations and findings accurately and fairly without being influenced by our own desires, hopes, fears, ambitions, prejudices, biases, etc. The opposite of objectivity is subjectivity, by which we mean that the seeing of things mainly from our own personal perspective.

In evaluation it is very difficult to make perfectly objective decisions about what to look for, which questions to ask, who to consult, whose views to take most seriously. For example the trainer and the learners may see different things as important and may interpret them differently. Similarly trainers may differ from management on what should be evaluated.

Clearly it is important to identify the decision-makers who will authorise an evaluation and define its scope. Decisions about evaluation in the training context will be divided into two categories: training function decisions and management decisions.

Most trainers are primarily concerned with training function decisions. They want to know whether instructors are efficient, what the quality of the materials in use is, whether the facilities are adequate and so forth. The training department has to decide on the allocation of time to the various activities, promotion of staff and curriculum development and revision. Trainers therefore have a need for specific information with regard to the evaluation of training. An evaluation will be useful to them only if it contains information relevant to the need that requires a decision. This correlates with trainers’ faith in the results of learner reactions during evaluation. Learners reactions to training programmes are immediate and, obviously, relevant to trainers’ decision-making needs. On the other hand, the results of learners’ reactions to training programmes do not play a very prominent role in the other decision-making group, management.

Management decisions about training differ fundamentally from the decisions made by the training department. The most obvious difference is that management decisions affect the entire organization or large sections of it, whereas the decisions of the training department affect that department only.

A management edict, for example, ordering all customer engineers to take a customer relations course affects not only the training department, but all those departments of divisions, which employ customer engineers as well. Moreover, management decision makers are not concerned with course development or the merits of various instructional techniques.

Obviously, information which meets the needs of management decision makers will differ from that required by training decision-makers.

These issues relate also to the debates about who should conduct evaluations. Some people believe that evaluation should be conducted by outside evaluation specialists to ensure as much objectivity as possible. Others believe that you can never completely escape this problem of objectivity. They argue that the evaluator must just be aware of these issues, be honest in acknowledging his or her own position and interests, and guard against the possibility of bias as much as possible.

### ***“Summative” and “formative” evaluation***

There are two common types of evaluation. Evaluation can be used to **measure the results** of a course or programme **and** it can be a means for **continuously monitoring** the course or programme as it develops, constantly reviewing its aims, materials and practical problems. The two types need not exclude one another.

The first kind of evaluation is often called **summative** evaluation – its ‘sums up’ a programme’s value. The second kind is called **formative** evaluation – it is used to continue the formation, growth and improvement of the course or project.



## ***Who should be involved in the evaluation process?***

This aspect of evaluation is as subject to as much debate as evaluation itself! Due to the contentious nature of evaluation the debate rages around questions of who has the right to be an evaluator and make judgements, through to who has (and does not have) the necessary objectivity. The main question is whether the evaluator should be someone internal or external to the project or course being evaluated.

## **An internal or external evaluation?**

An evaluation can be internal or external. An internal evaluation is conducted by people, for example trainers, within the training programme where the evaluation takes place. An external evaluation is conducted by people, for example evaluation specialists, from outside the training setting. Internal evaluation is often rejected as having low credibility because it relies upon the ideas and judgements of people from within a programme or project. Since the values and self-interest of these people have already influenced work within the setting, it is sometimes thought that internal evaluation does little more than reinforce value perspectives, biases and prejudices already established. External evaluation, by contrast, is often thought to be more objective and impartial. However, on the positive side, because of the insider knowledge the internal evaluators have, they may have more insight and commitment. Outsider, external evaluators, may suffer from ignorance of the dynamics of the course or programme and may also have their own biases.

Who should be involved in an evaluation depends on what you see the purpose of the evaluation as being. If the evaluation is seen as a process for measuring results and outcomes of a training project an internal or external evaluation could be conducted (and some would argue that an external evaluation would guarantee more neutrality).

If, however, the evaluation is seen as a means for course development and improvement it would surely be vital that those involved in the course (for example the course planner, trainer and possibly learners) are part of the evaluation process so that they themselves can identify what the areas of change need to be. (After all they will be the ones involved in implementing the changes!)

Practical considerations, such as cost, should also be borne in mind. It is clearly expensive and unnecessary to hire an external evaluator for all courses and workshops that you may run. If you wish to build ongoing evaluation into your course the costs may be exorbitant!

## ***Some general principles for conducting an evaluation***

1. Know your purpose
2. Acknowledge your position
3. Establish your criteria
4. Decide what to focus on
5. Make it a collaborative process
6. Be creative in your methods
7. Allow for unpredictable outcomes

### **1. Know your purpose**

It is important to know why you are doing the evaluation. There are generally four main reasons why anybody might want to do an evaluation:

- to improve what is being evaluated and help decision making about it while the programme is still in progress (usually called *formative* evaluation)
- for selection, certification and accountability at the end of the programme (usually called *summative* evaluation)
- to motivate participants or supporters of a programme, to make them aware, and to gain public support (often called *sociopolitical* or *psychological* evaluation)
- to exercise (administrative) authority (often called *administrative* evaluation).

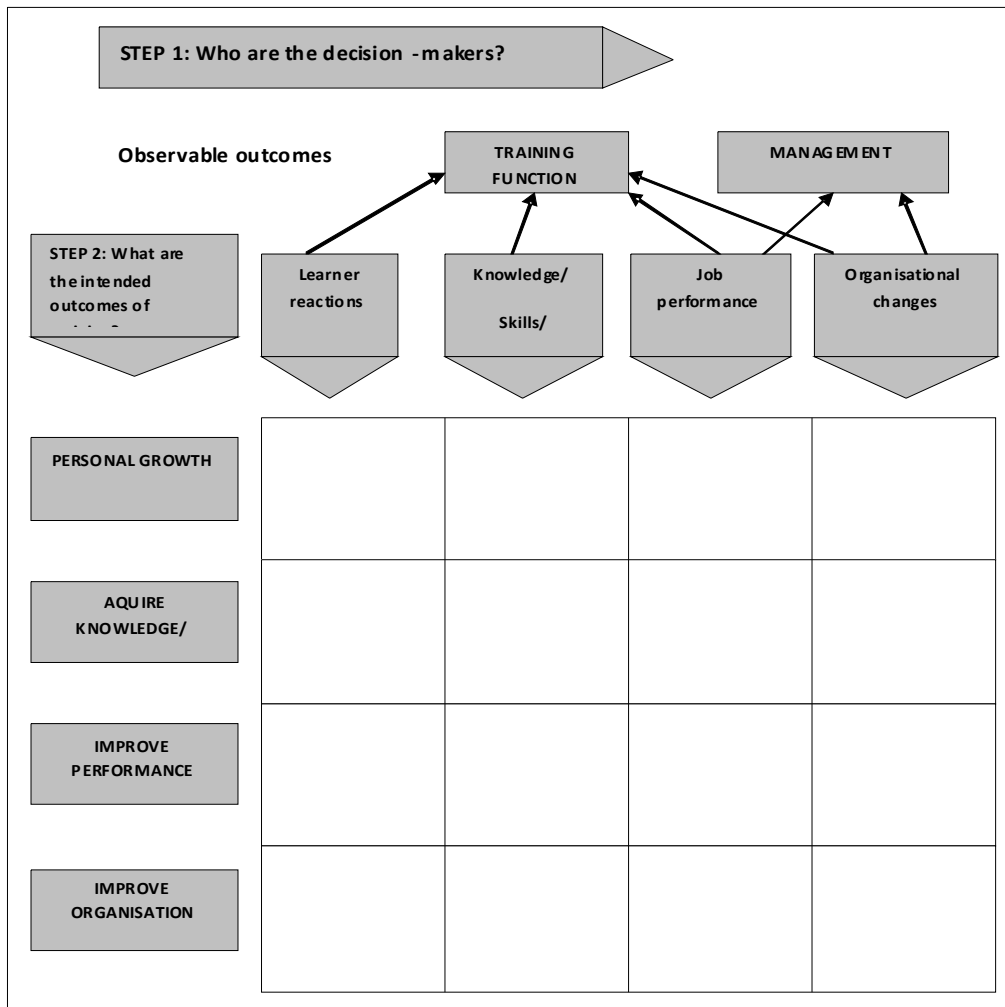
Usually one of the primary reasons for the evaluation of training is to establish whether the outcomes of the programme have been achieved. Unless these outcomes are clearly spelled out from the beginning, meaningful evaluation after the completion of the programme will be impossible. The following questions should be considered at the beginning:

- ◆ What results can we expect? (whether it is in personal growth; acquisition of knowledge/skills; acquisition of skill or improved performance; or organizational development or improvement.
- ◆ What results can reasonably be achieved?

The clarification of training outcomes is important from another perspective. Different people may have different expectations about the results of a training programme. A vague and obscure specification of training goals may contribute to a situation where different decision-makers feel that the training programme does not fulfill all their expectations. It is therefore fundamentally important to get buy in from the various decision makers on the purpose of the evaluation before it starts.

For example, if personal growth is the principal outcome of a training program, we are probably wasting valuable time if we attempt to measure the effect of the programme on something like employee turnover. Thus, it is important to match the result that we measure to the intended outcomes of the training programme.

### Evaluating training outcomes (van Dyk et al, 1997)



## 2. Acknowledge your position

What you think is good educational quality may be subject to debate! Evaluation involves particular judgements being made and particular ideas being awarded more importance than others. As noted earlier, cannot be an objective, neutral enterprise. This is not to say, however, that ‘anything goes’ and that all opinions equally valuable. What it does mean is being honest about your own position as evaluator and about the evaluation criteria you choose.

### 3. Establish your criteria

Knowing how you will do the evaluation, and what sorts of things you will be looking out for, require you to establish criteria for the evaluation. These should be clearly stated so that everyone involved in the evaluation process knows what criteria the course or project is being judged against. (This is especially important if an external evaluator is involved in the evaluation.)

Criteria can be very specific. Look at the example below. Srinivasan (1990) has established criteria for trainers to use in designing learner-centred activities:

<b>Learner-centred design criteria questions</b>	<b>Learner centred design clues Did the activity include elements of:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Was it enjoyable?	Enjoyment					
Did it involve sharing of experience?	Experience-sharing					
Was it a hands-on activity?	Hands-on activity					
Was it a multi-sensory experience?	Multi-sensory experience					
Did it require use of creativity and imagination?	Creative imagination					
Did it involve analysis?	Analysis					
Did it involve problem-solving?	Problem-solving					
Did participants have to make their own decisions?	Decision-making					
Did it require assessment of alternative solutions?	Solution-finding					
Were participants engaged in planning?	Planning					
Did participants assume different roles and responsibilities?	Assumption of roles and responsibilities					
Did the group do any evaluation?	Evaluation					
Did the activity require clarification of concepts?	Learning from experience and conceptualising					
Source: Srinivasan, L. 1990. <i>Tools for Community Participation: A manual for training trainers in participatory techniques</i> . New York: PROWESS/ UNDP						

Another example of criteria for trainers is phrased as a set of questions (Werner and Brower, 1982, pp. 9-17):

1. Show enthusiasm?
2. Relate the subject to everyday life and the students' experience?
3. Encourage participation by asking questions and presenting problems?
4. Use imaginative teaching aids?

5. Speak and write clearly?
6. Use the vocabulary of the local people and avoid big words?
7. Match the teaching methods to the learning traditions of the local people?
8. Give examples or tell stories to illustrate ideas and new ways?
9. Encourage active learning?
10. Treat the students as friends and as equals?
11. Make sure the shyer students are given a chance to speak?
12. Make himself or herself available to students for discussion after class?
13. Provide enough time for study and review?
14. Avoid embarrassing the students?
15. Encourage quicker students to help those who have more difficulty?
16. Prepare teaching plans and materials in advance?
17. Know the subject adequately?
18. Encourage and respond positively to ideas and criticism from students?
19. Show honesty and openness?
20. Openly admit mistakes or lack of knowledge?
21. Respond to student errors with positive criticism and patience?
22. Provide plenty of opportunities for practical experience?
23. Emphasize how what they learn can be used in the students' future work?
24. Cover the material that was planned?
25. Emphasize and repeat the most important points?
26. Leave out what is not important or too detailed?
27. Evaluate whether students will be able to use their learning in real-life situations?
28. Show loyalty to students?
29. Show loyalty and respect for those whose needs are greatest?

#### **4. Decide what to focus on**

It is impossible to observe and evaluate everything that happens in a course or programme. Part of the early plan stage of any evaluation is to use the evaluation criteria to help draw up a list of those things to be looked at.

You may clarify the aims and objectives of the course and the reasons why it is run:

- reason for course being run
- description of aims
- description of objectives
- what needs it was meant to satisfy
- was the course necessary?
- assumptions about the target population (background, competency and motivation of the trainees).

You may wish to describe the course:

- type and scope of the course
- stages and length
- coverage of objectives
- course content
- course units, modules and parts
- appropriateness of instructional methods
- instructional materials
- facilities and resources
- tasks, tests and other assessment methods

You may wish to examine course outcomes and effectiveness:

- what was learned?
- what action did it stimulate?
- what changes in behaviour happened?
- what changes in attitude happened?
- does it work, eg in work effectiveness, achievement of objectives, long term competencies.
- was it efficiently implemented?
- what could be more effective in future course design and implementation?
- was the course justifiable (time, effort, money, etc.) in terms of the results achieved?
- any unexpected achievements?
- trainee opinion (is there a correlation between trainee opinion of the course and its effectiveness?)
- what were the effects of instruction and how was it measured?

## 5. Make it a collaborative process

Who are the stakeholders in an evaluation? They include the programme co-ordinator, trainers, learners and anyone who, in some way, is involved in, or has a 'stake' in, the programme or course. For example, one might include staff union representatives as additional stakeholders.

Making the evaluation a collaborative or participative process is an important one. It establishes that all stakeholders have some responsibility for the evaluation and for the course itself: it gives all participants the right to have say in the evaluation. If people participate in the evaluation it is more likely that some type of action will result from the evaluation and that stakeholders know what to do next. Establishing the evaluation as a collaborative process changes the role of evaluator from 'expert' to co-participant.

Within the collaborative process you can establish joint expectations of all the participants with regard to the evaluation. This is especially important if an external evaluator is involved. Criteria and goals of the evaluation can be negotiated amongst the stakeholders. All stakeholders' views on what is being evaluated should be considered. Finally, the outcomes of the evaluation can be shared and discussed amongst the stakeholders and a way forward negotiated. For example, changes in the programme or course might be discussed.

## 6. Be creative in your methods

When you conduct an evaluation your approach and manner is important. For example, if you are asking trainees for feedback on a course, it is important that you are sensitive to whose views are expressed – the most vocal "high-talker" learners or the shyer "low-talker" ones as well. You need to create a climate that encourages all participants to express their views. Do they feel comfortable and safe enough to raise issues which may be negative about the course? You may wish to guarantee confidentiality for what people say.

If you use a questionnaire or conduct interviews, the way questions are phrased is important. For example, an open-ended question may elicit more information than a closed question (a question which requires a yes/ no response).

John Aitchison (1998, pp. 93-98) notes that there is a growing literature on evaluation techniques and methods. He has listed some suggestions for participatory training situations:

- Short comments by participants at the end of the session or day with suggestions for the next session. Lead trainers can help to deepen the evaluation through discussing the responses with participants.
- Informal observation and feedback by facilitators in the course of training.

- A variety of questionnaire type evaluation instruments. We have found that those developed jointly by participants and trainers, administered by the participants and very simple in format (“What did you like most/ What did you like least/ What would you like to change/ What have you learned?/ Suggestions and comments”) are often the most effective. The open ended nature of the questions allows for new and unexpected insights to emerge.
- Evaluation methods that encourage participants to evaluate each others’ productions and training materials.
- Group and team evaluation methods.
- Methods that enable participants to evaluate staff.
- Methods that use drama and other creative methods, particularly those that enable evaluation of the whole person to be done in a constructive way.
- Methods which teach constructive ways of giving and receiving criticism.
- Methods that help participants assess their own previous educational development successes and failures.

When designing an evaluation or evaluation exercises you don’t need to restrict yourself to one method. Using many different methods adds variety and interest which is important, especially if you are building in evaluation throughout a course you are running. Using different methods may also gather in different information. This is important as the more information you have the more you can check your findings and create validity for your conclusions.

At the more systemic level of a training system common methods employed in evaluation include **pre-test-post-test** to check whether training has resulted in changes. Thus, for example, one might look at the productivity of a particular department before and after the manager had completed a management skills course. Or, we might measure a particular employee’s customer relation’s skills before and after customer relations training.

The pre-test-post-test method is very valuable in establishing whether changes have occurred, but less appropriate for establishing whether training has been the cause of the changes, since something may have happened between the pre-test to cause the change.

Let’s assume that, at about the same time that our manager was undergoing training, all the salaries in his or her department were substantially upgraded. We now have a confounding factor. It is very difficult to say whether the increase in productivity was the result of the manager’s acquisition of new skills or the result of the salary increase.

There are two methods by which to solve the problem of pre-test and post-tests. The first requires a control group of employees who have not been exposed to the training. These employees have to resemble the trainees as closely as possible as regards length of service, nature of work, size of department, etc. If the results of this group are compared with the results of the pre-test-post-test of the trainees, one can establish whether or not the observed changes can be attributed to the training programme.

Another method is known as the **time-series analysis**. A typical pre-test-post-test

includes one measurement before training and another after training. A time-series analysis contains several pre-tests and post-tests at regular intervals and may be spread over a number of weeks or even months before and after training.

A time-series analysis is especially useful for determining training outcomes such as productivity changes. Since productivity data is normally collected at regular intervals, and since productivity is subject to numerous influences apart from training, this method is very appropriate.

In assessing the impact of training, one has to realize that there is a difference between immediate and long-term changes resulting from training. Whereas the acquisition of knowledge and skill is usually immediate, changes in productivity, turnover and workers' attitudes are usually a long-term reaction. The latter outcomes are furthermore influenced by many other factors.

Any changes due to training may be less dramatic than the changes we see in the individuals who are trained. An extended time-series analysis with a comparison group would be extremely useful for measuring long-term effects.

## **7. Allow for unpredictable outcomes**

Establishing criteria and areas of focus for an evaluation may lead you to notice only things related to those areas. It is important that you be on the alert for unexpected and unpredictable outcomes, which may include information which contradicts other information you have received. This type of information can be valuable as it challenges your beliefs and perceptions about a course and can lead to change.

Certain methods, for example using visual material such as collages, may allow 'hidden' attitudes to be revealed more than more standard methods such as questionnaires and interviews. Again a combination of methods is desirable.

## ***Eleven lessons on how to evaluate training***

### **Evaluation must start before you train - afterward is too late:**

There are a number of reasons why evaluation must begin with the needs analysis before you design or conduct training:

- to get commitment on what to evaluate (course objectives) and how to evaluate after training;
- to measure gain and document your impact (pre-measurement and post measurement improvements);
- to identify reinforces and constraints in the workplace that will help or hinder your graduates in applying what they learned:
- so you can get agreement on expectations of the managers of your trainees; and
- so you can start to develop a maintenance system that will support and reinforce the desired back on the job.

### **You must evaluate three things before you train:**

First, evaluate the entering of the trainees. What knowledge, attitudes, and skills do they bring that you can build on? Next, evaluate the needs and expectations of the organization, then establish the terminal behavior that you expect of the trainees after training. Finally, evaluate the workplace in which trainees are expected to perform to see what factors will support or extinguish the desired behavior, so that you can maximize and minimize the constraints. Trainers are gap fillers, closing the gap between EB and TB. Thus, they must know both if they are to evaluate the effectiveness of training.

### **Evaluation must be an integral part of the instructional process:**

Unlike the public schools, where evaluation is done mainly through formal assessment processes of tests and examinations, training provides ample opportunity for hands-on learning and frequent responses from trainees. The trainer and trainee alike the frequent feedback they both need to ensure that they both need to ensure that the learning objectives are being met. Much assessment is done informally. There are many occasions in which evaluation can be done of course progress.

### **Someone else besides the trainer should do formal evaluation:**

Trainers have a vested interest in getting good evaluations. Moreover, they can develop end-of-course tests and rating sheets to show anything they want. Thus, professionals should develop the tools and techniques of evaluation, and impartial persons – a training advisory committee of line managers or an outside consultant should supervise the process of evaluation. Data collected by the trainee and his or her manager is often more acceptable than the trainer's evaluation data.

**An up-front performance contract makes evaluation easier:**

Effective training is the responsibility of three persons: trainer, trainee, and the trainee's manager. All three must agree on the expected outcomes and on when and how they will be measured. All three must perform if the desired outcomes are to be met. By agreeing at the start on roles and responsibilities, the training will be more effective, the outcomes will be easier to evaluate, the criteria will have been established.

**Delayed evaluation is better:**

Although it's easier to evaluate trainees while they are still captive, we can evaluate only their mediating (enabling) behaviour in class. If we're interested in transfer of training (from class to job), then we must go to the workplace and take our evaluation measurements after the intervening variables (reinforces and constraints) have had their impact on the trainee's performance.

**The higher we train, the harder it is to evaluate the results:**

Employees at lower levels of the organisation chart are relatively easy to assess and evaluate. Job standards and expectations are clearer, and more quantitative, more observable. But as we move into professional and managerial positions, evaluating the results of training becomes more difficult. Indeed, in many instances the trainee and his or her manager bear the primary responsibility for giving the trainer feedback on the effectiveness of training. The trainer's role is to help them to define effectiveness in operational terms rather than in ratings of relevance, timeliness, or popularity.

**There are five levels on the Abstraction Ladder:**

Where do we collect our evaluation data? Where should we take our readings? Our data will range from hard to soft, from fact to opinion, from experience to abstractions of it depending on how far up or down the ladder we choose to evaluate. At the bottom is concrete experience on the job - performance at work. Next comes simulation, where we rate the trainee's response to situations via case method or situational analysis. This is often vicarious rather than personal.

Next comes appraisal by other - peers, boss, subordinates, and customers. Finally, there are verbal abstractions of reality, where trainees describe the correct and incorrect behaviour in response to questions or situations.

**We don't know what we don't know:**

Perhaps the biggest lesson to be learned on evaluation is the realisation that we know what we know, but we don't know what we don't know. Hence, evaluation via any method other than direct observation of hard data back on the job is going to be suspect and shaky. Questionnaires, interviews, and survey research are peripheral to the central

issue of evaluation: Can we see improved performance on the job in objective, measurable ways? Hence the current interest in competency-based instruction and in assessment in which trainees respond to real-world stimuli rather than classroom stimuli.

**Respondents will often say what they think you want to hear:**

Any form of survey research (questionnaires, interviews) faces this reality. Thus, you trainees and their managers find it easy to take the path of least resistance and give good evaluations to your course. It is more difficult to be objective and analytical in assessing a course and its impact. The questions must be specific, unbiased, an open ended enough to accommodate for a full range of ratings.

**Evaluation should yield cost and benefit data for senior management:**

The bottom-line results that senior management wants to see can only be answered through summative assessment.

It must be done in the workplace where the person who has been trained must deal with many constraints that affect transfer of learning and the degree of return on the training investment.

## Evaluating a training workshop

The following short checklist may give you some indication of the things that you might want to evaluate in an educational event.

An evaluation checklist	
<b>Design</b>	
Appropriate for people present?	
Appropriate for time available?	
Clarity of purpose?	
Flexible?	
Experience-based?	
Steps of learning cycle present : Experience/Identification/Analysis/Generalisation?	
Closure effective?	
Purpose achieved?	
<b>Administration</b>	
Timing reasonable?	
Instructions clear?	
Participation of all encouraged?	
Media use effective?	
Enthusiasm shown?	
<b>Staff behaviour</b>	
Audibility?	
Tone?	
Body language?	
Position?	
Attitudes?	
Relationship with participants?	
- awareness of education level, etc.?	
- use of feedback?	
- responses to participants?	
- encouragement of participants?	

Sometimes the most effective evaluation instrument is very simple, such as the following example that can be used at the end of an event or a sub-section of an event:

<b>Evaluation form</b>	
1.	What worked well in the workshop?
2.	What did not work well, or worked less well, in the workshop?
3.	What would you want to change?
4.	What important things did you learn?
5.	Any other comments?

On the following pages are other examples of evaluation instruments.

Skills programme evaluation form (Coetzee, 2002)

Name of Skills Programme	
Name of Trainer(s)	
Date the Skills Programme was attended	

**Evaluate your learning experience**

Questions	Absolutely yes	Fairly so	In a small measure	Absolutely no
The purpose of the programme is clear to me				
I understand the learning outcomes I have to achieve to successfully complete this programme				
The learning objectives of the programme helped me to achieve the learning outcomes				
The time we spent on the various activities was appropriate				
The learning material helped me to improve my understanding of what I needed to learn				
Instructions for learning activities were clear				
The learning experience satisfied my personal learning needs				
I could relate the learning activities, case studies, examples from my work situation				
I was encouraged to participate in the learning activities				
I was treated with respect				
The trainer/facilitator was at all times professional and approachable				
I was given a lot of help and support completing the programme activities				
The venue, time, refreshments and breaks were well organized				
The facilitator/trainer helped me to identify				

Questions	Absolutely yes	Fairly so	In a small measure	Absolutely no
ideas/actions which could assist me to learn more effectively				
The assessment of my competencies was well-planned and clear to me				
I knew what evidence to provide to prove any competence in terms of the learning outcomes				
The assessment of my competence was fair and objective				
I was given the opportunity to ask questions about the assessment results				
The feedback provided by the trainer/facilitator helped me to know how to build on my strengths and how to develop my weaknesses				
I was assisted in completing a personal development plan				

**Comments:**

With regards to my answers on the above statement, I have the following problems and/or recommendations:

---

—

---

—

---

—

---

—

---

—

---

—

---

–

---

–

**Expectations:**

My needs/expectations for this course were the following:

---

–

---

–

---

–

---

–

---

–

---

–

---

–

---

–

---

–

---

–

**Learnings and future actions**

1. My learning points from the course are:

---

–

---

–

---

–

2. The most useful part of the learning programme was:

---

–

---

–

---

–

3. The least useful part of the learning programme was:

---

–

---

–

---

–

4. The action I am going to take as a result of the learning programme is:

---

–

---

–

Thank you for your valuable inputs

Please submit this form to the facilitator/trainer  
 Learning facilitation, administration and management  
 Facilitator/trainer quality checklist (Coetzee, 2002)

		Yes	No	Comments
<b>Planning of learning/training event</b>				
1.1	I know and understand the learning outcomes to be achieved			
1.2	I have thoroughly studied the facilitator guidelines:			
	Sequencing of teaching techniques and learning abilities; Time allocation; Opportunities for application and practice; Use of OHP, Video, Data projector, Textbook, Learner Workbook; and Formative and summative assessment activities			
<b>Organising resources for a learning event</b>				
2.1	I have identified the equipment and resources I need:			
	Writing boards; Flipchart/OHP/White board/pens; OHP transparencies; Monitor and visual equipment; Tape recorder Data projector Laptop computer			
2.2	Requisitions for equipment and materials are submitted in time to the appropriate person			
2.3	Quantity of learning materials/equipment			

		Yes	No	Comments
	ordered matches anticipated number of learners			
2.4	Materials/equipment to be used are available and organised in an orderly manner			
2.5	Venue is arranged in a way which promotes learner participation and suits learning activities			

<b>Facilitation of learning/training event</b>				
3.1	I make a conscious effort to be seen and heard by all learners when speaking			
3.2	The pace and level of language of oral communication are suitable for the group			
3.3	I repeat, rephrase and sum up new information at adequate intervals			
3.4	Demonstrations of practical tasks are done at a pace slow enough for learners to assimilate essential information			
3.5	Learning is contextualised into real-life situations whenever possible			
3.6	Previous learning is referred to and built on Use of materials to facilitate learning			
<b>Use of materials to facilitate learning</b>				
4.1	Materials are used in an appropriate manner at appropriate stages of the learning cycle			
4.2	Clear instructions are given to learners regarding the use of materials			
4.3	Checks are carried out to ensure that learners understand and follow instructions regarding the use of materials			
4.4	Gaps in existing materials are identified and simple strategies used to address these (e.g. extra explanation is offered to learners; supplementary materials are introduced)			
4.5	Audio-visual material used can be seen and heard by learners Effectiveness of learning event			
<b>Effectiveness of learning event</b>				

**AMDIN public sector capacity development: training of trainers programme**

		Yes	No	Comments
5.1	Purpose and intended outcomes of the learning event are explained to learners			
5.2	Teaching techniques and learning activities are appropriate for the subject matter being facilitated			
5.3	Opportunities for application and practice are provided within the learning event			
5.4	Activities are varied within a single learning event			
5.5	Learners are actively involved in each stage of the learning event			
5.6	Learning needs of individual learners are dealt with adequately			
5.7	Learning event is summarised and I indicated what is planned for the future event			
<b>Assessment of learners within a learning situation</b>				
6.1	Learners are informed of impending assessment events			
6.2	Purpose of the impending assessment event is explained to learners (placement; formative; summative)			
6.3	Outcomes that learners will be expected to demonstrate in the assessment are explained to learners in accessible terms			
6.4	Prescribed assessment instruments are used as specified			
6.5	Learners are given clear instructions regarding the assessment event			
6.6	Judgment on learner's performance are made in accordance with prescribed guidelines			
6.7	Moderation/verification procedures for internal assessment are followed where necessary according to policy			
6.8	Results of internal assessment are made available to learners within a specified period			
6.9	Administrative requirements of the external assessment agency is fulfilled			
6.10	Specified measures are taken to ensure the security of the assessment documentation			

		Yes	No	Comments
6.11	Assessment is ethically administered			
6.12	Learners are given an opportunity to ask questions about their assessment results			
6.13	Feedback is given to all learners on their individual strengths and weaknesses in performance in the assessment event			
6.14	Implications of assessment results are clarified with learners in a sensitive manner (e.g. the need to repeat a level, the need to improve on identified weaknesses)			
6.15	Records are kept of learner's performance in assessment events, in accordance with the requirements of the organisation			
6.16	Information from assessment results is used in lesson planning in order to build on learner's strengths and help them improve their weaknesses			
6.17	Appropriate forms of formative and summative assessment for illiterate/semi-literate learners are used (where applicable)			
<b>Fulfilling administrative requirements of a learning group</b>				
7.1	I have an attendance register which records learner's names, surnames, dates and times of classes and absenteeism			
7.2	I have records of learner's addresses, contact telephone numbers, contact persons			
7.3	Reasons for collecting personal information are explained to learners			
7.4	Records are accurate, complete and up to date			
7.5	Records are available to learners and relevant authorities			
7.6	Records are systematically organised			
7.7	Venue is secured (through relevant authority) for the duration of the event			
7.8	Venue and equipment are organised timeously			
7.9	Damage to equipment or venue is promptly reported to appropriate person			
7.10	Situations which may affect the health and safety of learners are promptly reported to the			

**AMDIN public sector capacity development: training of trainers programme**

		Yes	No	Comments
	appropriate person			
7.11	Dates; times of learning events; venues; registration procedures; fees; absentee procedures are communicated to learners			
<b>Evaluation of own facilitation performance</b>				
8.1	Feedback on learning event is sought from learners in the form of open-ended questions			
8.2	Learner feedback is synthesised into a few valid points			
8.3	Relatively successful and unsuccessful aspects of a learning event are identified			
8.4	Actual outcomes of the event are compared to planned outcomes			
8.5	Plausible reasons are given for relative success/failure of the event			
8.6	Feedback from learners and own reflection are formulated into resolutions about future learning events			
8.7	Own learning and development needs and areas for self-improvement are identified			
8.8	Resolutions are formulated to build on own strengths or address own development needs			
8.9	Assistance and advice are sought from a senior practitioner or supervisor when necessary			
8.10	Reports on progress of learning groups are produced according to requirements			
8.11	Reports accurately indicate progress made and difficulties encountered			
8.12	Exceptionally high incidents of absenteeism and dropout are recorded and plausible explanations offered			
<b>Helping learners with language and literacies across the curriculum</b>				
9.1	Learners are consulted on language(s) to be used for all activities (e.g. in whole group, small groups, materials, written and oral work)			
9.2	Strategies for dealing with language difficulties which may affect learning are suggested			

		Yes	No	Comments
9.3	Relevant terminology of the subject, including acronyms, and abbreviations, is explained			
9.4	Level and style of language used for instructions is suitable for learners			
9.5	Relevant symbols and their uses are explained to learners			
9.6	Layout and style of visuals used in materials are explained to learners			
9.7	Learners are helped to use the different parts of a text (e.g. contents page, glossary; index; page numbers; charts; graphs; diagrams; uses of colour; worksheets)			
9.8	Learners are questioned on the purpose of a text to ascertain how much is understood, fuller and alternative explanations are given when required			
9.9	Learners are shown how to use textbook and learner workbooks			
9.10	Learners are helped to fill in forms and worksheets relevant to the learning situation			
<b>Identifying and responding to learners who have special needs</b>				
10.1	Learners who may have special learning counseling or health needs are referred to relevant services and appropriate actions are taken within the learning situation			
10.2	Learners who have special needs (e.g. physical disability such as sight or hearing impairment; impairment of movement or motor skills; learning disability as a cause of impaired performance in writing, reading, spelling, numeracy ability; are recognized			
10.3	Learners with special needs are referred for further intervention by someone other than the educator/trainer			
10.4	Adequate information regarding the referral is provided to learner in order to reduce anxiety (e.g. address, time, nature of referral, people involved)			
10.5	Strategies are implemented to assist learner			

		Yes	No	Comments
10.6	Learning environment is organised to alleviate difficulties (e.g. seating closer to the front, negotiating help from other learners)			

### Skills learning programme evaluation (Coetzee, 2002)

Standard	Evidence Required	In Place: Yes/No	In Progress	Action
Has feedback on learning event been sought from learners?	Completed evaluation reports			
Has learner feedback been synthesised into a few valid points?	Report			
Have relatively successful and unsuccessful aspects of the learning event been identified?	Report			
Are actual outcomes of the event compared to planned outcomes?	Report			
Are plausible reasons given for relative success/failure of the event?	Report			
Is feedback from learners and own reflection formulated into resolutions about future learning events?	Report			
Have own learning needs and areas for self- and skills/learning programme improvement been identified?	Report			
Are reports produced on progress of learning group to organisational requirements?	Report			
Do reports accurately indicate progress made and difficulties encountered?	Report			
Are exceptionally high incidents of absenteeism and dropout recorded and plausible explanations offered?	Report			
Do reports contain adequate detail according to organisational requirements?	Report			
Are reports formatted according to	Report			

Standard	Evidence Required	In Place: Yes/No	In Progress	Action
organisational requirements?				

Programme evaluation (Coetzee, 2002)

## Programme evaluation

The programme will be evaluated by the following means:

### Evaluation questionnaire

The programme evaluation questionnaire will be distributed to all learners during the workshop and learners will complete the questionnaire immediately.

The following areas are covered in the evaluation questionnaire:

- Achievement of learning outcomes
- Facilitator – presentation skills, effectiveness, communication skills, etc.
- Logistics – venue, equipment, training aids
- Recommendations for improvement

Note: a copy of the programme evaluation questionnaire is attached as Appendix B.

### Impact analysis

Meetings will be held two months after completion of the workshop with a sample of the learners to ascertain the impact of the workshop on the relevant parties.

**Programme evaluation questionnaire (Coetzee, 2002)**

<b>Name of training programme/ workshop attended</b>	
Name of trainer/facilitator	
Date of training programme/workshop	
Venue of training/workshop	

Please evaluate your learning experience by answering the following questions honestly.

<b>Rating</b>					
<b>Questions</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<b>Venue</b>					
What is your impression regarding the training facility?					
What was your impression regarding the catering at the venue?					
<b>Questions</b>	<b>Yes</b>	<b>Mostly so</b>	<b>Almost never</b>	<b>No</b>	
<b>Course content</b>					
The objectives were clearly stated at the beginning of each module.					
I understood the learning outcomes I had to achieve to successfully complete this programme.					
The learning activities of the learning programme enabled me to achieve the learning outcomes.					
The instructions given for activities were clear.					
I will be able to apply the knowledge gained through this learning programme back in the workplace.					
The duration of the course was adequate.					
The learning programme was pitched at the correct level, i.e. not too easy to understand or too difficult to apply.					
The learning programme covered my specific needs.					
<b>Trainer/facilitator</b>					
The trainer/facilitator used the available equipment, e.g. whiteboards, flipcharts, projectors, etc.					
The trainer/facilitator acted with professionalism.					
The trainer/facilitator responded adequately to questions					
The trainer/facilitator treated me with respect.					







### ***Activity 6.11: Review of Module 6***

Review what you have learned against the outcomes of the module.

What were the significant learnings for you?

---

---

---

---

What will you apply?

---

---

---

---

How will the be the first practical steps you take in applying them?

---

---

---

---



**Activity 6.12:** *Group discussion on applying your learnings*

In groups discuss how you will apply what you have learned in this module in your own training activities and workplace and what further actions you can take to increase your knowledge, understanding and skills regarding training needs assessment?

Actions I can take	Who can assist me?	When should I review my progress?	Comments



## Checklist for Competencies

### Module 6: Management and Evaluation of ETD practices

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

Assess your own skills by indicating with a ✓ how you rate yourself on each aspect mentioned.

I can ...	Poor	Fair	Excellent
Describe four functions of management and how they apply to training			
List the elements of an effective administrative system			
List key features of effective record and registry systems			
State reasons for keeping all training records up to date			
Identify and confirm training costs with appropriate personnel			
Describe the main features of a quality management system			
Discuss quality assurance in training			
Describe some purposes of evaluation			
Distinguish between formative and summative evaluation			
Discuss the "political" and "subjective" nature of evaluation			
Discuss who should be involved in the evaluation process			
Describe some general principles for conducting evaluations			



***Evaluation of Module 6***

What did you like about the module?

---

---

---

What did you not like?

---

---

---

What would you like to change?

---

---

---

Any other comments

---

---

---

---

# References

- Aitchison, J.J.W. (1998). *Training of Trainers*. Windhoek: Out of Africa Publishers
- Coetzee, M. (2002). *Getting and keeping your accreditation: The quality assurance and assessment guide for education, training and development practitioners*. Cape Town: Van Schaiks.
- Coetzee, M. (2002). *Short course in Skills Development Facilitation*. Pretoria: University of South Africa.
- Kirkpatrick, D. L (1977). *Evaluating Training Programs: Evidence vs. Proof*. *Training & Development Journal*, 31,11, 9-12.
- Srinivasan, L. (1990). *Tools for Community Participation: A manual for training trainers in participatory techniques*. New York: PROWESS/ UNDP
- Van Dyk, P.S.; Nel, P.S.; Loedolff, P.vZ.; & Haasbroek, G.D. (1997). *Training Management: A multidisciplinary approach to human resources development in Southern Africa*. Western Cape: International Thomson Publishing SA (Pty) Ltd.
- Werner, D. and Bower, B. (1982). *Helping Health Workers Learn*. Palo Alto, California: The Hesperian Foundation

