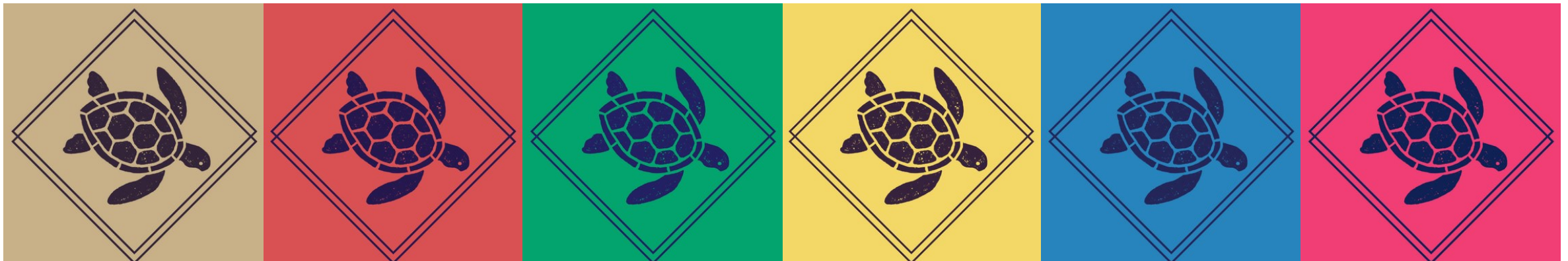


# Evaluate and improve your training

This resource supports the development of level 1, stage 1  
deliver capabilities.



# Contents

1. Introduction
2. The benefits of evaluating and improving your training
3. The evaluation and improvement cycle
  - Step 1: Collect data
  - Step 2: Analyse the data to evaluate the training
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4. Bring it all together

# 1. Introduction

- Looking for ways to improve your training can be both challenging and rewarding.
- This work is never complete, because we always want to make our sessions even more engaging and support learners even better.
- This resource introduces you to a systematic way to build the habits of:
  - reflection in your practice (during sessions)
  - reflection on your practice (after sessions)
  - asking for and valuing feedback from your learners
  - planning improvements to your lessons.



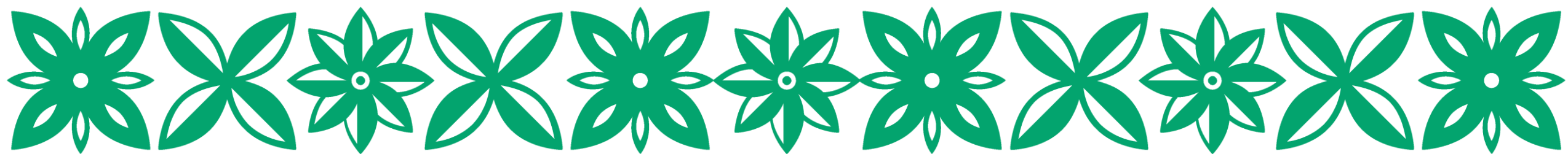
# 2. The benefits of evaluation

## Benefits for you

- Identify barriers to learning.
- Discover how your learners learn best.
- Try different ways of training.
- Become a more confident trainer.
- Be more flexible in your training.
- Learn more about your strengths and challenges.
- Get better at asking for and accepting feedback.

## Benefits for learners

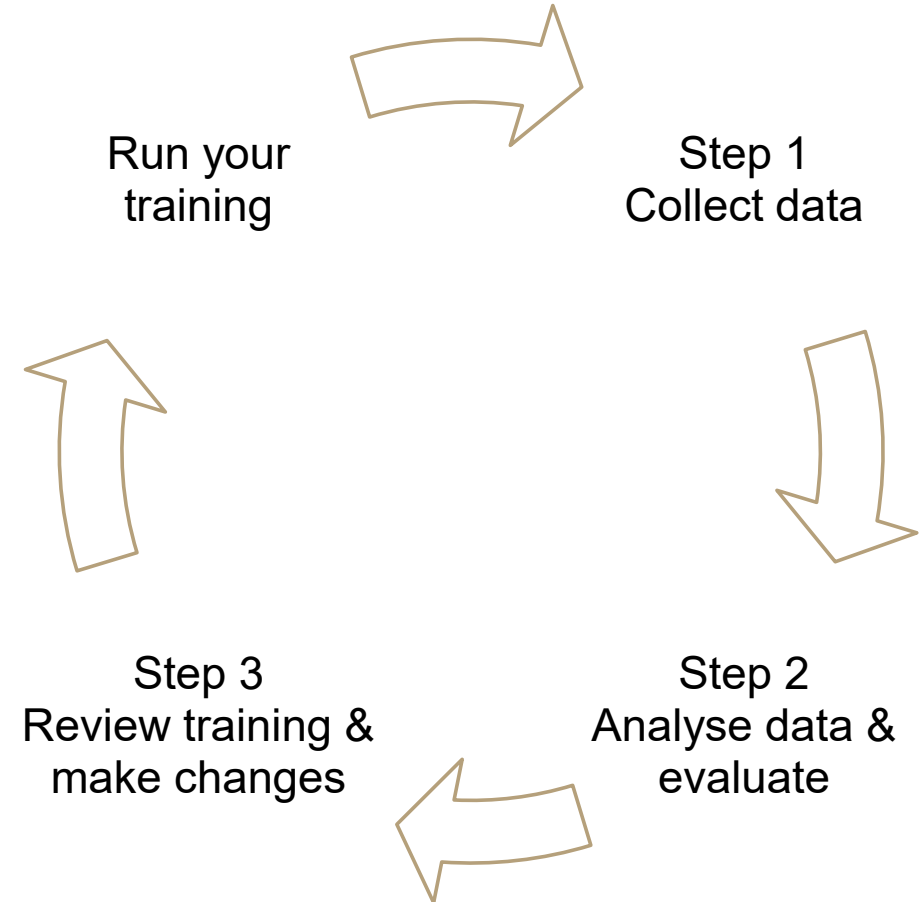
- Being positively challenged by new training methods.
- Feeling like they have an active part in learning by giving feedback.
- Feeling like their opinion is listened to.
- Having more variety in their learning as you change your training.
- Learning to learn by seeing you model how to receive feedback and improve as part of the learning process.



# 3. The evaluation and improvement cycle

After you have run your training, there are three steps to evaluate and improve your training.

- Step 1. Collect data
- Step 2. Analyse the data to evaluate your training
- Step 3. Review your training and make changes
- This is a continuous cycle
  - Continuous means it keeps on going.
  - Each time you complete your training, you will work through these steps.



# Step 1

## Collect data



# What data can you collect?

## What is data?

- Data is facts.
- Data can be words or numbers.
- Types of data used for training evaluation:
  1. Attendance and completion statistics
  2. Reflective practice notes
  3. Learners' assessment results
  4. Feedback from the learners.

... next, let's look at each type of data.



# Attendance and completion statistics

- Record the following data:
  - How many learners attended?
  - How many learners completed?
  - How long did the training take (number of days, hours, sessions)?
- When should I do this?
  - During the session, and
  - when learners have completed any assessments.





# Reflective practice



- Reflective practice helps work out:
  - what went well, and
  - how to make your training even better.
- Reflect means
  - look back at a situation and think about it.
- Practice means
  - your work - your work as a trainer.
- Reflective practice means
  - looking back and thinking about your training.



# Questions for reflective practice

- Reflect **in** practice
  - During your lesson, observe your learners and make notes about:
    - how they respond
    - how confident they are
    - what they get confused with.
- Reflect **on** practice
  - After your lesson, think back and make notes about:
  - the parts of the lesson you are happy with
  - The parts of the lesson that could have been better



# Learners' assessment results



- Assessment results show the learners' competence.
- Make a note of any formative assessment after the lesson.
- Record grades or results from summative assessment.



# Feedback from learners

## How do I get feedback?


- By asking questions in conversation
- By using surveys or questionnaires
- By using online feedback tools

... we will look at each one of these in a moment.

## When do I ask for feedback?

- At the end of the lesson.
- A few weeks or months after training.  
This gives learners the chance to:
  - apply their new knowledge, and
  - look back and see if the training helped them on the job.





# Aspects of training

- Before planning your questions, think about different aspects of your training.
- This will help you ask useful questions that will help you improve your lessons.

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<b>Aspect</b>	<b>What this means</b>
Engagement	How easy was it for the learner to understand the training and how well the session held their attention?
Relevance	How important was the training to the learner's job?
Satisfaction	How happy was the learner with the training?
Attitude	How does the learner feel about the training?
Confidence	How confident is the learner now to apply what they learned?
Commitment	How committed is the learner now to apply what they learned?

---

# Useful questions

- Ask open questions for useful feedback
  - these invite more information.
- Avoid closed questions for feedback
  - these have yes or no answers.

See some examples on the right.

For more examples of questions to ask your learners, see the resource in the TVET Toolkit 'Questions for learner feedback'.

What, if anything, helped your learning?

What, if anything, got in the way of your learning?

Which part of the training did you find the most relevant to your job?

How could we improve this training?

Why did you choose to do this training?



# Feedback surveys

- A feedback survey asks learners to provide written feedback.
- Surveys can be anonymous, or learners can write their name.
  - You can ask the learner to add their name if they would like you to follow up with them.
  - Some people will provide more honest answers if they can be anonymous. While this feedback can sometimes feel critical, it can often be the most valuable kind of feedback to receive.
- Surveys can use questions and ratings.

## Example

For each statement, circle a number to show how much you agree with each statement.

1 = strongly disagree

2 = disagree

3 = NA

4 = agree

5 = strongly agree

Statements	Score
The training environment helped me to learn.	1 2 3 4 5
This training was interesting.	1 2 3 4 5
What I learned in this training will help me in my job.	1 2 3 4 5
I feel confident to apply what I learned back in my job.	1 2 3 4 5



# Online tools to request feedback

- If you have device with an internet connection, you can use online tools to request feedback.
- Click these links to look at some options in your web browser.
  - [Microsoft forms](#)
  - [Survey monkey](#)
  - [Mentimeter](#)





Step 2  
Analyse the data  
to evaluate your training



# Summarise your collected data

- In step 1, you collected several types of data.
  - Attendance and completion statistics
  - Notes from reflective practice
  - Assessment results
  - Feedback from learners
- In this step, you will summarise your data.
  - This will help you make sense of it.
  - Your summary can also help with reporting.

... next, let's look at summarising each type of data.



# Attendance and completion data

- This kind of data is numeric. That is, it uses numbers.
- It can be useful to record it in a spreadsheet or a table.
- Consider if you need to include student names if your data will be included in a report.
  - Remove identifying information if the report will be read by people outside of your workplace.
- The example is for a one-day workshop. This kind of data is more useful for longer courses.

## Example

<b>Attendance summary</b>	<b>Morning # learners</b>	<b>Afternoon # learners</b>
Present	15	16
Absent	2	1

<b>Completion summary</b>	<b># learners</b>	<b>% learners</b>
Complete	16	94%
Incomplete	1	6%

## Comments

The student who was absent in the morning, was able to catch up on the content with me during the lunch break.

All learners who attended the afternoon completed the lesson.

# Reflective practice notes

- This kind of data is text. That is, it is written in words.
- Your notes are your viewpoint.
- They don't necessarily reflect the learners' experience.
- You can document them as you wish, but make sure they:
  - are legible
  - make sense.
- They can be hand-written or typed.
- See the example of what your summarised notes might look like.

## **What worked well?**

*Most learners seemed to enjoy the group activities. It felt more practical.*

## **How engaged were learners?**

*Most learners in this group seemed to be more hands-on. Some learners didn't like the quiz. It made them stress.*

## **Which topics did learners struggle with?**

*Learners seem to struggle with the theory of cracking eggs. But they did a lot better in the practical.*

## **Did learners look confident?**

*Most learners looked like they wanted more time to practice their cracking techniques.*

## **What could I do differently?**

*I could look at different ways of teaching theory.*



# Summarise assessment results

- If you have an assessment as part of your training, summarise this data.
- This kind of data is numeric.
- Using percentages can be useful in a summary.
- Graphs are a useful way to present numerical data visually.

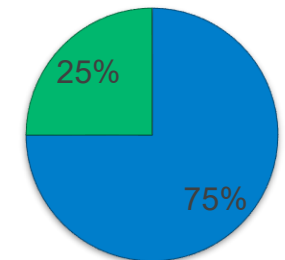
## Example

	# learners CO	% learners CO	# learners NYC	% learners NYC
Knowledge questions	12	75%	4	25%
Practical assessment	15	93.75%	1	6.25%

### Key

- CO – Competent
- NYC – Not yet competent

### Assessment results



- Competent
- Not yet competent

# Learner feedback from discussion

- This kind of data is text and numbers.
- This is the learners' points of view.
- Write down the questions you asked and the learners' responses.
- Some learners may not like to be critical when answering questions face to face.

Example		
No.	Question and response	% of learners
Q1	Was there anything about your experience in the training that prevented you from learning? If so, what?	
A1	"I didn't like the presentations in class. I think it took too long. I would like more group work."	80%
Q2	Which part of the training did you find the most relevant to your job?	
A2	"I like the practical part more. I found it more relevant to my actual job."	50%
Q3	How could we improve this training?	
A3	"Include more time for practising in groups."	80%
Q4	Why did you choose to do this training?	
A4	"Because my boss said I had to."	70%



# Learner feedback from surveys

- Summarising survey data is a good way to interpret text-based data in a numeric way.
- You can summarise the responses onto one sheet.
- The total number of responses is often written as “n = ”

## Example

Survey prompt	Response selected	Responses number (n=16)	Responses percentage
The training environment helped me to learn.	Strongly agree	1	6.25%
	agree	14	87.50%
	Disagree	1	6.25%
This training was interesting.	Agree	15	93.75%
	Disagree	1	6.25%
What I learned in this training will help me in my job.	Strongly agree	8	50.0%
	Agree	6	37.5%
	NA	2	12.5%
I feel confident to apply what I learned in my job.	Strongly agree	6	37.5%
	Agree	8	50.0%
	NA	2	12.5%

# Step 3

## Review your training & make changes






# Plan your improvements

- So far, you have collected data and reflected on it. You can start to see a story unfold.
- In this step, you will look through the feedback again and make a note of your thoughts and ideas.
- We will work through each data source from the example and suggest some ideas for improvements.





# Review your reflective practice notes

- Looking at your notes will prompt some ideas for aspects of your training that you can improve next time.
- Using the example from earlier, what do you think about the ideas on the following pages?

## My notes

### What worked well?

Most learners seemed to enjoy the group activities. It felt more practical.

### How engaged were learners?

Most learners in this group seemed to be more hands-on. Some learners didn't like the quiz. It made them stress.

### Which topics did learners struggle with?

Learners seem to struggle with the theory of cracking eggs. But they did a lot better in the practical.

### Did learners lack confidence?

Most learners just looked like they wanted more time to practice their cracking techniques.

### What could I do differently?

I could look at different ways of teaching theory.

## My ideas for improvement

More group activities

More activities to suit learners with practical learning style.

Revise lesson plan to allow more time for practice

Discuss theory as we work through the practical steps, rather than separate.

# Review assessment data

## Observations

More learners were successful with the practical part of the assessment than the knowledge-based part of the assessment.

Because we used more than one way to evaluate the program, we found out that some learners are more hands-on.

One idea is to revise the assessment to ask knowledge-based questions orally while doing the practical tasks.

## Comments

*Learners seemed to struggle with the theory part.*

*We could consider if a more practical way of assessing the knowledge would be possible.*

*This helps the learner to apply the knowledge to the practical task.*



# Review learner feedback from discussion

## Questions and answers from discussions with learners

Was there anything about your experience in the training that prevented you from learning? If so, what?

- "I didn't like the presentations in class. I think it took too long. I would like more group work."

Which part of the training did you find the most relevant to your job?

- "I like the practical part more. I found it more relevant to my actual job."

How could we improve this training?

- "Include more time for practising in groups."

Why do you think you had to do this training?

- "Because my boss said I had to."

## Ideas for improvement

*I will include more small group discussion activities with peer assessment rather than the presentations.*

*I will include a different way of teaching theory that is more practical. I will align each part of the theory with a practical step.*

*I can plan more time in my session for practice.*

*I can explain the benefits of training to practice in a safe environment with more time. In the workplace, we are expected to do the task quickly and to a high standard.*

# Review learner feedback from survey

Survey prompt	Response selected	Responses #	Responses %
The training environment helped me to learn.	Strongly agree	1	6.25%
	Agree	14	87.50%
	Disagree	1	6.25%
This training was interesting.	Agree	15	93.75%
	Disagree	1	6.25%
What I learned in this training will help me in my job.	Strongly agree	8	50.0%
	Agree	6	37.5%
	NA	2	12.5%
I feel confident to apply what I learned back in my job.	Strongly agree	6	37.5%
	Agree	8	50.0%
	NA	2	12.5%

## Ideas for improvement

No change needed.

While most agree, no one strongly agreed. It will be useful to change some activities to different learning styles.

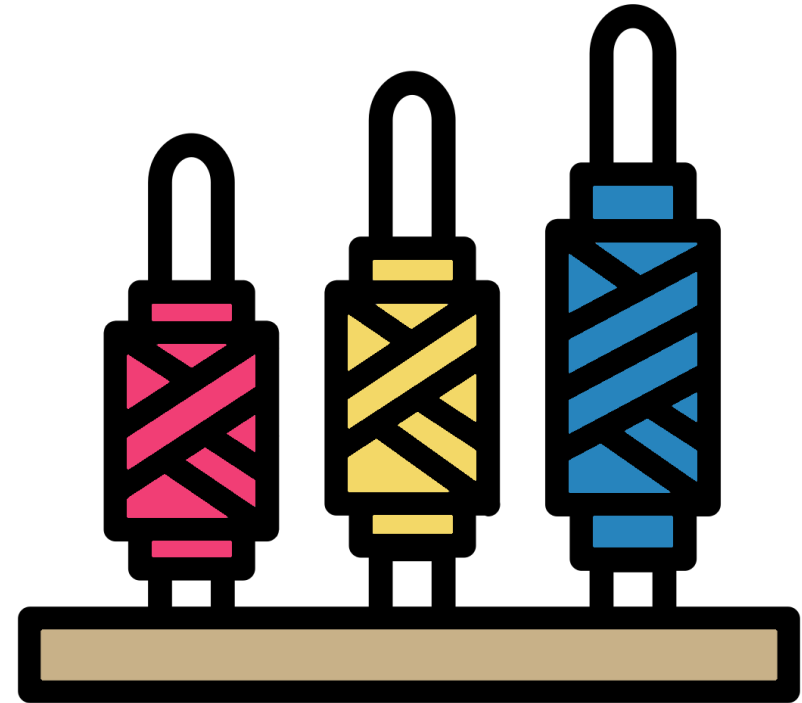
Most learners agreed this was useful training for work. It will be useful to explain a little bit how this skill can be applied.

Most of the learners aren't confident walking out of training and applying what they learned. They will need more support and time to practice.



# Bring it all together

- Look back through all your ideas from your review.
- You will see that some are repeated and some complement each other.
- It is useful to:
  - Theme the ideas – this means bring the similar ideas together.
  - Summarise the ideas into actions you will take.
  - Prioritise the ideas if you have limited time and resources.
- See the example on the next page.



# Theme

- These are all the ideas we came up with in our example while reviewing our data.
- They are themed by using a few words to give the gist.
- The themes are:
  - Groups
  - Learning preferences
  - More practice
  - Align theory with practice
  - Training benefits

## Ideas from review

## Theme

More group activities.

Groups

More activities to suit learners with practical learning style.

Learning preferences

Revise lesson plan to allow more time for practice.

More practice

Discuss theory as we work through the practical steps, rather than separate.

Align theory with practice

I will include more small group discussion activities with peer assessment rather than the presentations.

Groups

I will include a different way of teaching theory that is more practical. I will align each part of the theory with a practical step.

Align theory with practice

I can plan more time in my session for practice.

More practice

I can explain the benefits of training to practice in a safe environment with more time. In the workplace, we are expected to do the task quickly and to a high standard.

Training benefits

While most agree, no one strongly agreed. It will be useful to change some activities to different learning styles.

Learning preferences

Most learners agreed this was useful training for work. It will be useful to explain a little bit how this skill can be applied.

Training benefits

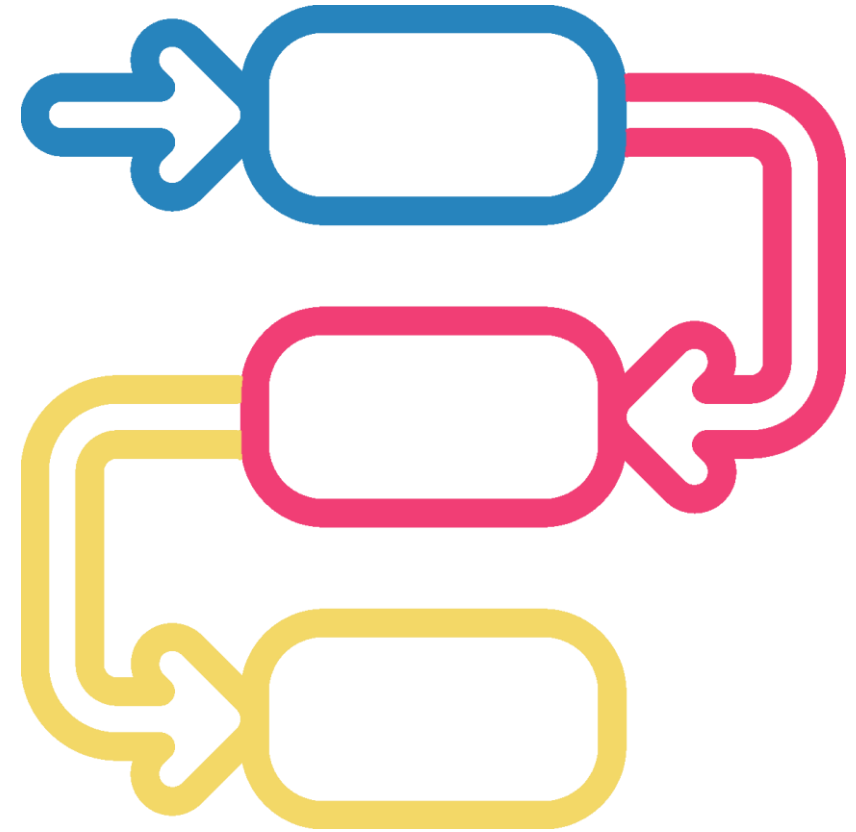
Most of the learners aren't confident walking out of training and applying what they learned. They will need more support and time to practice.

More practice



# Summarise and prioritise

- Decide what you will do, based on each theme.
- Prioritise in case you have limited time or resources.
- The priority could be worked out from the:
  - number of times the theme was mentioned
  - impact you think it will have on your training
  - simplest or quickest ones.
- See the example on the next page.





# Your final plan for improvement

You now have a clear plan of what you need to do to make your training better.

Priority	Action
1	Revise the session schedule to allow more time for practice.
2	Align each part of the theory with the practical steps, rather than a separate presentation. <ul style="list-style-type: none"><li>• Revise session schedule.</li><li>• Revise slides to align with steps in practical demonstration.</li></ul>
3	Explain benefits of training in a safe and supportive environment, ready to succeed in the workplace. <ul style="list-style-type: none"><li>• Revise session schedule.</li><li>• Make a new slide with some dot points.</li></ul>
4	Include more group discussion activities. <ul style="list-style-type: none"><li>• Look at the session plan and work out which learning points would work well with this.</li></ul>
5	Look for opportunities to use different learning activities to meet a range of learning preferences. <ul style="list-style-type: none"><li>• Ask a few ex-learners to make some suggestions as to what would have been even better for them.</li><li>• Update the survey to always ask a question about suggestions for innovative ways to learn any of the theory.</li><li>• Put the theory in an online module so learners can read it themselves if they want to.</li></ul>



# Update your training

- Finally, you need to take the time to update your:
  - lesson plan and
  - learning resources.
- Then the cycle starts all over again when you run your training the next time.

