



# **Competency Based Learning Materials (CBLM)**

**Competency Based Training and Assessment (CBT&A)  
Methodology**

**Level-5**

**Module: Evaluating Competency-Based Training  
and Assessment**

**Code: CBLM- OU-TAM-06-L5-EN-V1**



**National Skills Development Authority  
Prime Minister's Office  
Government of the People's Republic of Bangladesh**



## Copyright

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National Skills Development Authority  
Prime Minister's Office  
Level: 10-11, Biniyog Bhaban,  
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.  
Email: [ec@nsda.gov.bd](mailto:ec@nsda.gov.bd)  
Website: [www.nsga.gov.bd](http://www.nsga.gov.bd).  
National Skills Portal: <http://skillsportal.gov.bd>

This Competency Based Learning Materials (CBLM) on “Evaluating Competency-Based Training and Assessment” under the CBT&A Methodology for Trainers &Assessors, Level-5 qualification is developed based on the national competency standard approved by National Skills Development Authority (NSDA)

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

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This Competency Based Learning Materials is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this CBLM for activities benefitting Bangladesh.

## List of Abbreviations

CS	- Competency Standard
ISC	- Industry Skills Council
NSDA	- National Skills Development Authority
NSQF	- National Skills Qualifications Framework
BNQF	- Bangladesh National Qualifications Framework
OSH	- Occupational Safety and Health
PPE	- Personal Protective Equipment
SCVC	- Standards and Curriculum Validation Committee
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
TNA	- Training Need Analysis
FGD	- Focus Group Discussion
KIIs	- Key Informant Interviews
UoC	- Unit of Competency
EC	- Executive Committee
CBT&A	- Competency based Training & Assessment
CBC	- Competency based Curriculum
CAD	- Course Accreditation Document
CBLM	- Competency Based Learning Materials

## How to use this Competency Based Learning Materials (CBLMs)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice the job. You may need to practice the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module



Approved by

28<sup>th</sup> Authority Meeting of NSDA

Held on 07.09.2023



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# **MODULE CONTENT**

## **Unit of Competency: Evaluate Competency-Based Training and Assessment**

### **Module Title: Evaluating Competency-Based Training and Assessment**

**Module Description:** This module discusses the aspects that must be given attention when Evaluating Competency-Based Training and Assessment. It includes identifying the basis for the evaluation, planning evaluation of training and assessment, conducting evaluation of training and assessment and determining & reporting evaluation outcomes.

### **Nominal Duration: 30 Hours**

#### **Learning Outcomes:**

Upon completion of this module the trainees must be able to:

- LO 1. Identify the basis for the evaluation
- LO 2. Plan evaluation of training and assessment
- LO 3. Conduct evaluation of training and assessment
- LO 4. Determine and report evaluation outcomes

#### **Assessment Criteria:**

- 1.1 The purpose, objectives and scope of the evaluation are determined and confirmed with relevant persons
- 1.2 Previous relevant evaluations are accessed and reviewed
- 1.3 Framework is identified
- 1.4 Methods and criteria for conducting the evaluation are interpreted
- 2.1 The roles and responsibilities of persons to be involved in the evaluation process are determined
- 2.2 Resources to perform the evaluation are determined.
- 2.3 Evaluation plan is prepared and documented and approved by relevant personnel.
- 2.4 Involvement of appropriate persons are ensured
- 3.1 Specific Organizational documentation/ information is analyzed in accordance with evaluation criteria and key points are noted
- 3.2 Relevant persons are interviewed to clarify points and to obtain further relevant information
- 3.3 Training & assessment processes and operating systems is observed

- 3.4 Documentary evaluation evidence is confirmed
- 3.5 Records and notes of all evaluation proceedings are documented
- 4.1 Records and notes of evaluation process are analyzed for determining evaluation outcomes
- 4.2 Evaluation outcomes are determined
- 4.3 Final report is prepared based on evaluation outcomes
- 4.4 Evaluation outcomes are communicated to the target audience on time
- 4.5 Follow-up actions are noted

## **Learning Outcome 6.1: Identify the basis for the evaluation**

### **Assessment criteria:**

- 1.1 The purpose, objectives and scope of the evaluation are determined and confirmed with relevant persons.
- 1.2 Previous relevant evaluations are accessed and reviewed.
- 1.3 Framework is identified
- 1.4 Methods and criteria for conducting the evaluation are interpreted.

### **Content:**

- Evaluation
- Assessment and Evaluation
- Evaluation and Audits
- The Kirkpatrick Model
- Key considerations for designing evaluation process
- Evaluation Process
- Purpose and objectives of evaluation
- Scope of the Evaluation
- Evaluation strategies
- Previous relevant evaluation documents
- Organizational Evaluation Framework
- Evaluation Methods

### **Resources Required/ Conditions:**

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

### **Methodologies**

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

### **Assessment Methods**

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

## Learning Experience 6.1: Identify the basis for the evaluation

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about identify the basis for the evaluation.	1. Instructor will provide the learning materials “ <b>identify the basis for the evaluation</b> ”
2. Read the Information sheet/s	2. Information Sheet No:6.1 Basis of Evaluation.
3. Perform the Activity	3. Activity 6.1.1
4. Complete the Self Checks & Check answer sheets.	4. Self-Check/s Self-Check No: 1 Basis of Evaluation. Answer key No. 1 Basis of Evaluation.

## INFORMATION SHEET 6.1: BASIS OF EVALUATION

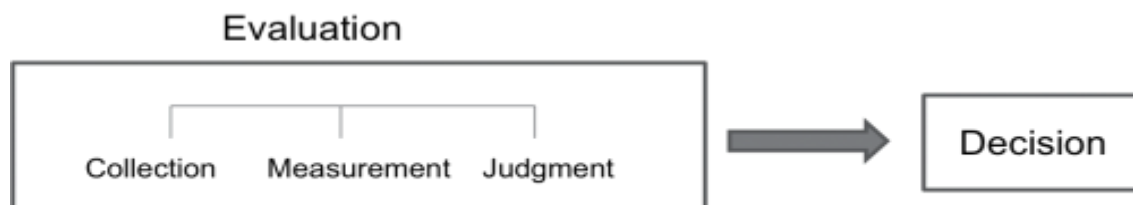
### Learning Objectives:

The learners will be able to:

- Determine and confirm the purpose, objectives and scope of the evaluation with relevant persons.
- Access and review previous relevant evaluations
- Identify framework
- Interpret methods and criteria for conducting the evaluation

### Introduction

Evaluation is the process of determining the value or worth of a program, course, or other initiative, toward the ultimate goal of making decisions about adopting, rejecting, or revising the innovation.



Evaluation phases within the decision making process (Toma et al., 1996)

### Difference between Assessment and Evaluation

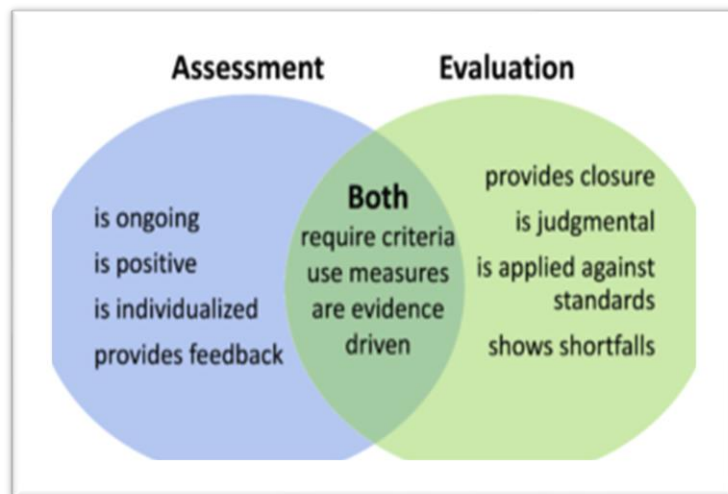
Many educators often use the terms ‘assessment’ and ‘evaluation’ interchangeably, although they are two distinct concepts. Assessment refers to the measuring and judging the quality of learner performance, while evaluation refers to the quality of a course or program or of a whole system or institution.

The term ‘evaluation’ is used in the judging of all the circumstances and systems that influence an educational

or training course, program, system or institution. The goal of evaluation, therefore is to put a value on the course, program or larger system or institution. A broad evaluation will therefore look at student learning, trainer behavior, course and program design, materials, administration, etc.

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved.

The purpose of assessment is to confirm that an individual can perform to the standards



expected in the workplace as expressed in the relevant industry competency standards.

Evaluation appraises the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness.

### **Difference between Evaluation and Audits**

Evaluation and audits are both processes used to assess the effectiveness, efficiency, and compliance of programs, processes, or systems, but they have distinct purposes, methodologies, and contexts. Here are the key differences between evaluation and audits

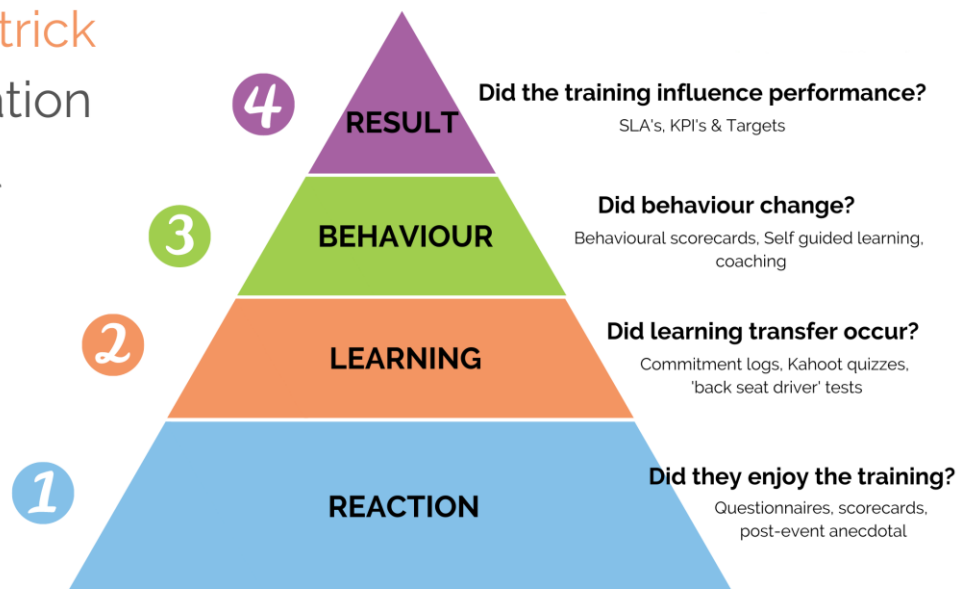
Segment	Evaluation	Audit
1. Purpose	Evaluation is a broader process aimed at assessing the overall effectiveness, efficiency, and impact of a program, policy, or initiative. It often focuses on understanding the program's outcomes, benefits, and areas for improvement.	An audit is a systematic examination of financial records, processes, or operations to ensure compliance with established standards, regulations, or guidelines. The primary goal of an audit is to verify accuracy, validity, and adherence to established rules.
2. Focus	Evaluation considers not only compliance but also effectiveness, outcomes, and the achievement of goals. It examines whether the intended objectives have been met and what impact the program has had.	Audits primarily focus on compliance with established rules, standards, and regulations. They seek to ensure that procedures are followed correctly and accurately
3. Methodology	Evaluation methods can include data collection, analysis, surveys, participant feedback, and expert opinions. It aims to provide a comprehensive understanding of the program's strengths, weaknesses, and areas for improvement	Audits involve a thorough examination of financial records, processes, documents, and procedures. The process often includes verifying documentation and checking for discrepancies
4. Context	Evaluation is often used to measure the effectiveness of programs or policies in achieving desired outcomes. It is commonly employed in educational, social, and developmental contexts	Audits are typically associated with financial and operational contexts. They are common in accounting, financial reporting, compliance with industry regulations, and quality assurance
5. Reporting	Evaluation reports provide insights into the program's overall performance, impact, and areas for improvement. They often include recommendations for enhancing effectiveness.	Audit reports focus on verifying compliance with standards and regulations. They identify discrepancies, errors, and areas of non-compliance
6. Stakeholders	Evaluation may involve a wide range of stakeholders, including program beneficiaries, managers,	Audits typically involve internal or external auditors who verify compliance with standards and

	policymakers, and funders. The focus is on understanding program outcomes and benefits	regulations. The focus is on verifying accuracy and adherence to established rules
7. Scope	The scope of evaluation can be broader and may include assessing program relevance, efficiency, effectiveness, and impact	The scope of audits is narrower and usually revolves around verifying compliance with specific regulations, guidelines, or procedures

The Kirkpatrick Model is a globally recognized method of evaluating the results of training and learning programs. It assesses both formal and informal training methods and rates them against four levels of criteria: reaction, learning, behavior, and results.

## The Kirkpatrick Model for Evaluation

### Kirkpatrick evaluation model



#### Level 1: Reaction

The first level of criteria is “reaction,” which measures whether learners find the training engaging, favorable, and relevant to their jobs. This level is most commonly assessed by an after-training survey (often referred to as a “smile sheet”) that asks students to rate their experience.

A crucial component of Level 1 analysis is a focus on the learner versus the trainer. While it may feel natural for a facilitator to fixate on the training outcome (such as content or learning environment), the Kirkpatrick Model encourages survey questions that concentrate on the learner’s takeaways.

#### Level 2: Learning

Level 2 gauges the learning of each participant based on whether learners acquire the intended knowledge, skills, attitude, confidence and commitment to the training. Learning can be evaluated through both formal and informal methods, and should be evaluated through pre-learning and post-learning assessments to identify accuracy and comprehension.

Methods of assessment include exams or interview-style evaluations. A defined, clear scoring process must be determined in advance to reduce inconsistencies.

#### Level 3: Behavior

One of the most crucial steps in the Kirkpatrick Model, Level 3 measures whether participants were truly impacted by the learning and if they’re applying what they learn. Assessing behavioral changes makes it possible to know not only whether the skills were understood, but if it's logistically possible to use the skills in the workplace.

Oftentimes, evaluating behavior uncovers issues within the workplace. A lack of behavioral change may not mean training was ineffective, but that the organization’s current processes and cultural conditions aren’t fostering an ideal learning environment for the desired change.

**Level 4: Results**

The final level, Level 4, is dedicated to measuring direct results. Level 4 measures the learning against an organization's business outcomes— the Key Performance Indicators that were established before learning was initiated. Common KPI's include higher return on investments, less workplace accidents, and larger quantity of sales.

Using the Kirkpatrick Model creates an actionable measurement plan to clearly define goals, measure results and identify areas of notable impact. Analyzing data at each level allows organizations to evaluate the relationship between each level to better understand the training results— and, as an added benefit, allows organizations to readjust plans and correct course throughout the learning process.

### **Key considerations for designing evaluation process –**

1. For what purposes is the evaluation being done, i.e., what do you want to be able to decide as a result of the evaluation?
2. Who are the audiences for the information from the evaluation, e.g., trainees, guardians, govt. bodies, funders, donors, board, management, teachers, staff, etc.
3. What kinds of information are needed to make the decision you need to make and/or enlighten your intended audiences, e.g., information to really understand the process of the product or program (its inputs, activities and outputs), benefits to the stakeholders (outcomes), how the product or program failed and why, etc.
4. From what sources should the information be collected, e.g., database, trainees, trainers, employees, boards, management, program documentation, etc.
5. How can that information be collected in a reasonable fashion, e.g., questionnaires, interviews, examining documentation, observing trainees or employees, conducting focus groups among trainees or employees, etc.
6. When is the information needed (so, by when must it be collected)?
7. What resources are available to collect the information?

### **Evaluation Process**

The evaluation process for training and assessment involves systematically assessing the effectiveness of a training program and the knowledge, skills, and abilities of the individuals who have undergone the training. This process is crucial for determining whether the training has achieved its intended outcomes and whether participants have gained the necessary competencies.



There are several types of evaluation processes that can be used to assess the effectiveness of a training and assessment program. These processes vary in their focus, timing, and methods used. Here are some common types of evaluation processes for training and assessment programs:

#### **Goals-Based Evaluation**

Goal-based evaluations are evaluating the extent to which programs are meeting predetermined goals or objectives. Questions to ask yourself when designing an evaluation to see if you reached your goals, are:

1. How were the program goals (and objectives, is applicable) established? Was the process effective?
2. What is the status of the program's progress toward achieving the goals?
3. Will the goals be achieved according to the timelines specified in the program implementation or operations plan? If not, then why?
4. Do personnel have adequate resources (money, equipment, facilities, training, etc.) to achieve the goals?
5. How should priorities be changed to put more focus on achieving the goals? (Depending on the context, this question might be viewed as a program management decision, more than an evaluation question.)

6. How should timelines be changed (be careful about making these changes - know why efforts are behind schedule before timelines are changed)?
7. How should goals be changed (be careful about making these changes - know why efforts are not achieving the goals before changing the goals)? Should any goals be added or removed? Why?
8. How should goals be established in the future?

### **Process-Based Evaluation**

Process-based evaluations are geared to fully understanding how a program works -- how does it produce that results that it does. These evaluations are useful if programs are long-standing and have changed over the years, there appear to be large inefficiencies in delivering program and they are also useful for accurately portraying to outside parties how a program truly operates (e.g., for replication elsewhere). There are numerous questions that might be addressed in a process evaluation. Some examples are:

1. On what basis do training centers and/or the trainees decide that training is needed?
2. What is required of training center in order to deliver the training?
3. How are the trainers prepared for the training program?
4. How do trainees come into the program?
5. What is required of the trainees?
6. How does the training provider select which module to train?
7. What is the general process that trainees go through with the program?
8. What do trainees consider to be strengths of the program?
9. What do trainers/ training providers consider to be strengths of the program?
10. What typical complaints are heard from trainers/ staff and/or trainees?
11. What do trainers/staff and/or trainees recommend to improve the product or program?
12. On what basis do trainers/ staff and/or trainees decide that the training is no longer needed?

### **Outcomes-Based Evaluation**

Program evaluation with an outcomes focus is increasingly important for the funders and coordinators of training programs. Outcomes are benefits to clients from participation in the program. Outcomes are usually in terms of enhanced learning (knowledge, perceptions/attitudes or skills) or conditions, e.g., increased literacy, self-reliance, etc. Outcomes are often confused with program outputs or units of services, e.g., the number of trainees who went through a program.

The general steps to accomplish an outcomes-based evaluation include to:

1. Identify the major outcomes that you want to examine or verify for the program under evaluation. You might reflect on your mission (the overall purpose of your organization) and ask yourself what impacts you will have on your clients as you work towards your mission.
2. Choose the outcomes that you want to examine, prioritize the outcomes and, if your time and resources are limited, pick the top two to four most important outcomes to examine for now.
3. For each outcome, specify what observable measures, or indicators, will suggest that you're achieving that key outcome with your clients. This is often the most important and enlightening step in outcomes-based evaluation. However, it is often the most challenging and even confusing step, too, because you're suddenly going from a rather intangible concept, e.g., increased skills, to specific activities, e.g., designing a shirt, developing lesson plan, etc.
4. Specify a "target" goal of clients/ trainees, i.e., what number or percent of trainees you commit to achieving specific outcomes with, e.g., "increased skills on designing shirt (an outcome) for 70% of trainees".
5. Identify what information is needed to show these indicators, e.g., you'll need to know how many trainees in the target group went through the program, how many of them reliably undertook their tasks, how many successfully achieved the competencies etc. If your program is new, you may need to evaluate the process in the program to verify that the program is indeed carried out according to your original plans.
6. Decide how this information can be efficiently and realistically gathered. Consider program documentation, observation of program personnel and trainees in the program, questionnaires and interviews about trainees' perceived benefits from the program, case studies of program failures and successes, etc.

Alongside these processes, if we consider training program evaluation, following evaluation methods can be used based on necessity:

### **Learner Evaluation**

Perhaps the most informative evaluative feedback you will get is from your learners. Only they can tell you from their perspective what they gained from the learning session and how effective they considered your learning activities and delivery methods to be.

You might feel a little threatened by allowing your learners to comment on your performance. This is natural, but you must remember that 'the customer is always right' and our learners are, in effect, our customers.

The learners themselves may feel uncomfortable in taking part in a formal evaluation process. They might feel that it is some kind of test that they have to pass, or perhaps feel that you are trying to 'check up on them' - that they will be singled out if they are critical of the module or your teaching/training.

You need to help in overcoming any resistance. It is crucial for you to obtain open and honest evaluative comments from your learners. You need to create a supportive learning environment where the learners feel free to express their opinion about their learning and see this as a normal part of the process of learning.

## Learner Evaluation Questioner

Purpose of Evaluation of Training: To Evaluate the Quality of Training

Name of the Trainer:

Training Venue:

Training Qualification:

Training date & time:

{Put Tick (√) mark in the appropriate field}

Sl. No.	Overall Impression	Not Impressive	Just Impressive	Very Impressive
1.	Was the general Interest full fill of the session?	Low	Medium	High
2.	Were Presentation and Handling satisfactory of session?	Satisfactory	Good	Excellent
3.	Was the expression clear of the trainer?	Not clear	Just Clear	Very clear
4.	Was the time Management accurate?	Inaccurate	Accurate	Very accurate
5.	Was the Content of the session adequate?	Inadequate	Just adequate	Adequate
6.	Were used examples & Illustrations appropriate?	Inappropriate	appropriate	Very appropriate
7.	Were the used training methods effective?	Not effective	Just effective	Very effective
8.	Were the used learning strategies relevant?	Not relevant	Just relevant	Fully relevant
9.	Were the supplied background materials useful?	Not useful	Just useful	Very useful
10.	Was Extent to which expectations raised and met?	Not met	Just met	Fully met
11.	Were The sessions presented in a logical manner?	Strongly Agree	Agree	Disagree
12.	Was the program facilitator friendly and helpful?	Strongly Agree	Agree	Disagree
13.	Does the facilitator modeled CBT practices well?	Strongly Agree	Agree	Disagree
14.	Does the program provide the right amount of information and discussion in the time available?	Strongly Agree	Agree	Disagree

15.	Was the feedback provided by the trainer in time?			
		Strongly Agree	Agree	Disagree
Overall suggestion for future improvement:				

## Peer Evaluation

Asking your colleagues, mentor or facilitator to observe your teaching/training will provide you with a different type of feedback to that provided from your learners. They will be able to tell you about your preparation, your teaching/training style, delivery methods and learning activities from a base of knowledge. That is, they have seen other teachers/trainers in action and can provide you with feedback that is in context, that takes into account some of the variables that might exist, such as the physical learning environment, the group of learners, the learning content, etc.

It might seem scary to ask your colleagues to evaluate your teaching/training, and even scarier to ask-your Principal/ Supervisor. There are many positives:

- You will be seen as having a professional approach to your teaching/training.
- You may pick up some valuable insights into your teaching/ training.
- It will expand your range of teaching/training skills.
- Your colleagues will respect you for asking them to evaluate your performance.
- It promotes a learning attitude in the institution.

## Peer valuation on training and assessment activity

Name of trainee assessor:		Comments/feedback
Name of peer assessor: SHADANANDA ROY		
<b>Session plan</b>	Learning outcome statements <ul style="list-style-type: none"> <li><input type="radio"/> were written using active verb</li> <li><input type="radio"/> Can be measured</li> <li><input type="radio"/> Were realistic for the time allocated</li> </ul> Performance criteria <ul style="list-style-type: none"> <li><input type="radio"/> Performance measured against given standard Structure</li> <li><input type="radio"/> Learner activities/practice planned</li> <li><input type="radio"/> Training aids listed</li> <li><input type="radio"/> OSH issues covered where relevant</li> </ul>	
<b>Training Delivery</b>	<ul style="list-style-type: none"> <li><input type="radio"/> OSH issues discussed with trainees as appropriate and managed</li> <li><input type="radio"/> Appropriate learning methods were used</li> <li><input type="radio"/> Learning aids assisted learning</li> <li><input type="radio"/> Practice activities were effectively conducted</li> <li><input type="radio"/> Review of key topics done</li> <li><input type="radio"/> Appropriate time management demonstrated during the session</li> <li><input type="radio"/> Theory and practice were integrated</li> </ul>	
<b>Assessment Plan</b>	<ul style="list-style-type: none"> <li><input type="radio"/> All PCs assessed</li> <li><input type="radio"/> Choice of assessment tools valid</li> <li><input type="radio"/> Adequate assessment is planned</li> </ul>	
<b>Feedback to trainee</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Helpful feedback on performance was provided to trainee</li> </ul>	
<b>Evidence guide</b>	<ul style="list-style-type: none"> <li><input type="radio"/> The assessment methods chosen by the trainee teacher were suitable for collecting the evidence required to confirm competence</li> <li><input type="radio"/> 2 appropriate evidence guides (assessment tools/instruments) are provided</li> <li><input type="radio"/> Questions appropriate to PC were asked</li> <li><input type="radio"/> Observation checklist matched PC</li> </ul>	

### Self-Evaluation or Reflection

Self-evaluation is one of the most productive exercises that you can use to improve your teaching/training performance. It is also one of the easiest to implement. You need to reflect on your teaching on a regular basis. You will be looking for tangible elements (such as learner performance and feedback) and intangible elements (like your 'gut reaction' to the session - did you feel good about it).

### Self-Evaluation Template

Purpose of Evaluation of Training: To Evaluate the Quality of Training

Name of the Trainer:

Training Venue:

Training Qualification:

Training date & time:

The purpose of this form is to guide you to self-evaluate your training session.

Responses	Comments
1. How did you make your session introduction informative?	
2. How did you make your session plan clear and useful?	
3. How could you improve your session planning in the future?	
4. What improvements do you need to make to your activities to make them more effective?	
5. How did you cater for a variety of learning styles?	
6. How did you make your instructional and demonstrational skills effective?	
7. What did you do to motivate your learners?	
8. What was the best feature of your presentation?	
9. How did you ensure your support materials were appropriate?	
10. How did you structure the practice opportunity?	
11. What did you do to ensure the environment was safe and supportive for your learners?	
12. Explain why you think that the feedback you gave to your learners was effective	
13. How did you know that your learners achieved the stated learning outcomes?	
14. How did you know your learner was ready for assessment?	
15. How did you conclude your session?	

The best part of my training was...

Next time, I will...

I'd like to learn more about...

### Activity: 6.1

Prepare a self-evaluation, a peer's evaluation and a learner evaluation on your training session.

## **Purpose and objectives of evaluation**

The purpose and objectives of training and/or assessment service/system may be to:

- evaluate outcomes of a learning or assessment process or product or strategy
- determine or trial new processes/products/strategies
- ensure the training and/or assessment management system is operating in accordance with legal/ organizational requirements
- establish client satisfaction
- meet other quality systems requirements
- improve training and/or assessment systems and services
- ensure learning/assessment strategies and programs are relevant to focus and learner needs
- determine resource needs

## **Scope of the Evaluation**

The Scope of the evaluation depends on the evaluation's purpose and information needs to its intended audience. Scope of the evaluation may be the:

- whole of training and/or assessment organization
- specific training and/or assessment products and services
- specific training and/or assessment products and strategies
- specific aspects of training and/or assessment systems
- partner organization arrangements

## **Relevant persons or stakeholders**

In a training and assessment program, various stakeholders play essential roles in its development, implementation, and evaluation. These stakeholders have specific interests and responsibilities to ensure the success of the program. Here are some relevant persons and stakeholders involved in a training and assessment program:

- senior personnel, for example:
  - principals/ Head of department/ senior management
  - other managers and supervisors
- trainers/facilitators/teachers/practitioners and assessors
- program managers/training coordinators
- curriculum and resource developers/instructional designers
- specialist and experts
- administration support
- stakeholders/clients and organization
- personnel responsible for monitoring the training and/or assessment organization's services

To identify the stakeholders according to their priority, following template can be used-

Priority	Person/ Group	Comments

### **Evaluation strategies**

There are several important factors that you need to consider in answering this question. You need to determine:

- when to evaluate – timing of evaluation
- what to evaluate – focus of evaluation
- who should do the evaluation
- how to evaluate- methods/ measures of evaluation

### **When to evaluate?**

Evaluating a training program is a multi-faceted process that involves assessing its effectiveness, outcomes, and impact. The evaluation should occur at different stages to capture comprehensive insights and make informed decisions for improvement. Here are the key points when you should consider evaluating a training program:

#### **Pre-Training Evaluation:**

Before the training program begins, it's beneficial to conduct a baseline assessment to understand the participants' initial skills, knowledge levels, and expectations. This evaluation helps you tailor the training content to the participants' needs and measure their progress accurately.

#### **During the Training:**

Ongoing evaluation during the training can provide real-time feedback on the program's effectiveness and participants' engagement. This can include:

Informal observations: Trainers and facilitators can observe participants' interactions, engagement levels, and comprehension during sessions.

Participant feedback: Collect feedback during breaks or at the end of each session to gauge participants' reactions, understanding, and suggestions for improvement.

#### **Post-Training Evaluation:**

After the training is completed, a comprehensive evaluation should be conducted to assess the overall effectiveness of the program and its impact on participants.

## What to evaluate?

When evaluating a training and assessment program, you should assess various aspects to determine its effectiveness, efficiency, and overall impact. Here are key areas to evaluate:

- **Learning Outcomes:**

Evaluate whether participants have achieved the intended learning outcomes and objectives of the training program. This can include assessing their knowledge, skills, and abilities in relation to the content taught.

- **Content Relevance and Quality:**

Review the training materials, content, and resources to ensure they are accurate, up-to-date, and relevant to the participants' needs and the goals of the program.

- **Delivery Method:**

Assess how the training was delivered—whether through lectures, hands-on exercises, group discussions, online modules, etc. Evaluate the effectiveness of the chosen delivery methods in engaging participants and facilitating learning.

- **Assessment Methods:**

Evaluate the types of assessments used to measure participants' understanding and skills. Assess whether the assessment methods align with the learning objectives and provide a comprehensive evaluation of participants' capabilities.

- **Participant Engagement:**

Measure how engaged participants were during the training sessions. Engagement can be assessed through participation rates, interaction with trainers and peers, and the level of attention and interest shown.

- **Trainer/Facilitator Performance:**

Evaluate the trainers' or facilitators' effectiveness in delivering the content, managing discussions, answering questions, and creating a conducive learning environment.

- **Feedback and Surveys:**

Collect feedback from participants through surveys or direct discussions. Analyze their perceptions of the training program, including what they found valuable, what could be improved, and how the training affected their skills and confidence.

- **Assessment Process:**

Assess whether the assessment methods used are fair and unbiased, and if they effectively measure participants' performance without discriminating against certain groups.

- **Technology and Resources:**

Evaluate the technology and resources used in the training program, such as online platforms, equipment, and materials. Ensure that these tools support effective learning and assessment.

- **Participant Progress:** Track participants' progress throughout the training program to understand how their skills and knowledge have evolved over time.

- **Completion Rates:** Measure the percentage of participants who successfully completed the training program. Low completion rates could indicate issues with engagement, content quality, or delivery.



- **Job Performance Impact:** If applicable, assess whether participants' job performance improved after completing the training program. This could involve reviewing post-training performance metrics and feedback from supervisors.
- **Return on Investment (ROI):** Evaluate the value of the training program in relation to the resources invested. Assess whether the benefits gained from improved skills and performance outweigh the costs of the program.
- **Long-Term Impact:** Consider evaluating the long-term impact of the training by assessing whether participants retain and apply the skills learned over an extended period.
- **Alignment with Organizational and National Goals:** Review whether the training program aligns with the organization's overall goals and contributes to strategic objectives.
- **Continuous Improvement:** Identify areas for improvement based on the evaluation results and use them to refine the training program for future iterations.

Remember that the specific aspects to evaluate can vary based on the nature of the training program, the intended audience, and the goals of the assessment. An effective evaluation process takes a comprehensive approach to gather insights from various perspectives to inform ongoing improvement efforts.

### **Who should do the evaluation?**

The evaluation of a training and assessment program typically involves multiple stakeholders who collaborate to ensure a comprehensive and balanced assessment. Here are some key roles and individuals who should be involved in the evaluation process:

- Internal Evaluation Team
- Training Facilitators and Instructors
- Supervisors and Managers
- Subject Matter Experts (SMEs)
- Learning and Development Professionals
- Evaluation Specialists
- Senior Management
- External Consultants or Auditors
- Advisory or Review Committees

## How to evaluate?

As mentioned earlier, you can use both formal and informal methods of evaluation.

**Formal:** includes questionnaires and structured interviews.

**Informal:** includes observations, reflections and group discussions.



### Previous relevant evaluation documents

By accessing and reviewing previous relevant evaluations, the goal is to gain insights into the individual's developmental trajectory over time. This information can help trainers, educators, supervisors, or assessors tailor their approach to the current training or assessment process. For instance, if someone has shown improvement in certain areas since their last evaluation, the current training might focus on building upon those improvements. On the other hand, if there are persistent challenges, the training could be designed to address those specific areas. Here are some types of documents and records that you should consider reviewing:

#### Training Materials:

Training curriculum: Review the curriculum to understand the topics covered the sequence of content, and the learning objectives.

Training manuals and guides: Examine the materials provided to participants, including any handouts, presentations, or reference materials.

#### Participant Records:

Attendance records: Check who attended the training sessions and how consistently.

Pre-training assessments: Review any assessments conducted before the training to measure participants' initial skills and knowledge levels.

Post-training assessments: Examine the assessments conducted after the training to measure participants' improvement.

#### Feedback and Evaluation Forms:

Participant feedback forms: Analyze feedback from participants about the training content, delivery, relevance, and overall experience.

Trainer evaluations: Review evaluations of trainers or facilitators to understand their effectiveness in conveying the material and engaging participants.

#### Assessment Instruments:

Tests and quizzes: Examine the tests and quizzes used to measure participants' understanding of the content.

Practical assessments: Review any hands-on assessments, projects, or simulations used to evaluate participants' practical skills.

#### Performance Data:



Job performance metrics: If applicable, review data on participants' job performance before and after the training to assess any improvements.

Skill demonstration records: Look at records of participants demonstrating specific skills learned during the training.

### **Training Schedule and Agenda:**

Review the schedule and agenda of the training program to understand the sequence of sessions, duration of each session, and activities planned.

### **Communication and Correspondence:**

Emails or memos: Look for communication related to the training program, such as announcements, invitations, and reminders.

### **Surveys and Reports:**

Surveys of training impact: Analyze surveys that aim to measure the impact of the training on participants' skills, confidence, and job performance.

Training reports: Review any reports generated during or after the training that document key insights, observations, and outcomes.

### **Budget and Resources:**

Budget allocation: Review the budget allocated for the training program, including costs related to materials, trainers, facilities, and technology.

### **Observation Notes:**

If evaluators observed the training sessions, review their notes on the delivery, engagement, and interaction during the sessions.

### **Learning Management System (LMS) Data:**

If an LMS was used, review the data on participants' engagement, completion rates, and assessment scores.

### **Case Studies or Success Stories:**

Examine any case studies or success stories that showcase the application of skills learned during the training in real-world scenarios.

By reviewing these documents and records, you can gather valuable insights into the training program's effectiveness, participant engagement, and areas that may require improvement. This information will guide your evaluation process and help you make informed decisions about enhancing future training initiatives.

## **Organizational Evaluation Framework**

Creating a framework for evaluating a training and assessment program involves structuring the evaluation process to ensure systematic data collection, analysis, and decision-making. Here's a step-by-step guide on how to effectively evaluate a training and assessment program, it might be varied in accordance with the organizational evaluation framework:

- Define Evaluation Objectives
- Select Evaluation Methods
- Prepare Questioner for data collection
- Validate the Questioner
- Collect Data
- Analyze Data
- Assess Learning Outcomes
- Gather Participant Feedback
- Review Assessment Methods
- Examine Engagement Levels
- Review Trainer Performance
- Compare Performance Data
- Identify Strengths and Weaknesses
- Generate Recommendations
- Report Findings
- Implement Improvements
- Continuous Feedback Loop
- Document the Process

## Evaluation Methods

Method	Overall, Purpose	Advantages	Challenges
<b>Questionnaires, surveys, checklists</b>	when need to quickly and/or easily get lots of information from people in a non-threatening way	<ul style="list-style-type: none"> <li>-can complete anonymously</li> <li>-inexpensive to administer</li> <li>-easy to compare and analyze</li> <li>-administer to many people</li> <li>-can get lots of data</li> <li>-many sample questionnaires already exist</li> </ul>	<ul style="list-style-type: none"> <li>-might not get careful feedback</li> <li>-wording can bias client's responses</li> <li>-are impersonal</li> <li>-in surveys, may need sampling expert</li> <li>- doesn't get full story</li> </ul>
<b>Interviews</b>	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	<ul style="list-style-type: none"> <li>-get full range and depth of information</li> <li>-develops relationship with client</li> <li>-can be flexible with client</li> </ul>	<ul style="list-style-type: none"> <li>-can take much time</li> <li>-can be hard to analyze and compare</li> <li>-can be costly</li> <li>-interviewer can bias client's responses</li> </ul>
<b>Documentation review</b>	when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	<ul style="list-style-type: none"> <li>-get comprehensive and historical information</li> <li>-doesn't interrupt program or client's routine in program</li> <li>-information already exists</li> <li>-few biases about information</li> </ul>	<ul style="list-style-type: none"> <li>-often takes much time</li> <li>-info may be incomplete</li> <li>-need to be quite clear about what looking for</li> <li>-not flexible means to get data; data restricted to what already exists</li> </ul>
<b>Observation</b>	to gather accurate information about how a program actually operates, particularly about processes	<ul style="list-style-type: none"> <li>-view operations of a program as they are actually occurring</li> <li>-can adapt to events as they occur</li> </ul>	<ul style="list-style-type: none"> <li>-can be difficult to interpret seen behaviors</li> <li>-can be complex to categorize observations</li> <li>-can influence behaviors of program participants</li> <li>-can be expensive</li> </ul>
<b>Group discussion</b>		<ul style="list-style-type: none"> <li>-responses are usually open and honest</li> <li>-lots of data gathered quickly</li> </ul>	<ul style="list-style-type: none"> <li>-can be difficult to manage</li> <li>-People with a dominant</li> </ul>

Method	Overall, Purpose	Advantages	Challenges
		<ul style="list-style-type: none"> <li>-allows respondents to feel valued</li> <li>-can prompt deeper levels of discussion</li> </ul>	<ul style="list-style-type: none"> <li>personality can take over proceedings</li> <li>- can turn into a complaint session</li> </ul>
<b>Focus groups</b>	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.	<ul style="list-style-type: none"> <li>-quickly and reliably get common impressions</li> <li>-can be efficient way to get much range and depth of information in short time</li> <li>- can convey key information about programs</li> </ul>	<ul style="list-style-type: none"> <li>-can be hard to analyze responses</li> <li>-need good facilitator for safety and closure</li> <li>-difficult to schedule 6-8 people together</li> </ul>
<b>Case studies</b>	to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	<ul style="list-style-type: none"> <li>-fully depicts client's experience in program input, process and results</li> <li>-powerful means to portray program to outsiders</li> </ul>	<ul style="list-style-type: none"> <li>-usually quite time consuming to collect, organize and describe</li> <li>-represents depth of information, rather than breadth</li> </ul>

Source: McNamara, 2004

### **Selecting which methods to use:**

The overall goal in selecting evaluation method(s) is to get the most useful information to key decision makers in the most cost-effective and realistic fashion. Consider the following questions:

1. What information is needed to make current decisions about a program?
2. Of this information, how much can be collected and analyzed in a low-cost and practical manner, e.g., using questionnaires, surveys and checklists?
3. How accurate will the information be (reference the above table for disadvantages of methods)?
4. Will the methods get all of the needed information?
5. What additional methods should and could be used if additional information is needed?
6. Will the information appear as credible to decision makers, e.g., to funders or top management?
7. Will the nature of the audience conform to the methods, e.g., will they fill out questionnaires carefully, engage in interviews or focus groups, let you examine their documentations, etc.?
8. Who can administer the methods now or is training required?
9. How can the information be analyzed?

Note that, ideally, the evaluator uses a combination of methods, for example, a questionnaire to quickly collect a great deal of information from a lot of people, and then interviews to get more in-depth information from certain respondents to the questionnaires. Perhaps case studies could then be used for more in-depth analysis of unique and notable cases, e.g., those who benefited or not from the program, those who quit the program, etc.

## Sample Evaluation Matrix

<b>Evaluation components</b>	<b>Activities</b>	<b>Major Activity</b>	<b>Observations</b>	<b>Evidence of Prior Learning</b>	<b>Tests</b>
<b>The purpose, objectives and scope of the evaluation are determined</b>	Facilitator collects completed activities	Presents completed evaluation matrix		Presents completed evaluation matrix	Completes quiz with relevant questions relating to evaluation preparation processes
<b>Previous relevant evaluations are accessed and reviewed, where appropriate</b>	Facilitator collects completed activities		Facilitator confirms with where trainee can source or review previous relevant evaluations	Presents completed evaluation matrix	Completes quiz with relevant questions
<b>Relevant framework and criteria for conducting the evaluation are identified and interpreted</b>	Facilitator collects completed activities	Presents completed evaluation matrix			Completes quiz with relevant questions

## **SELF-CHECK- 6.1**

**Direction:** Give short answer to the following questions:

1. How many levels in The Kirkpatrick Model for evaluation and what are they?

**Answer:**

2. What are the purpose and objectives of evaluation?

**Answer:**

3. Who may involve in evaluation process?

**Answer:**

4. When to conduct evaluation?

**Answer:**

5. Identify the advantages and challenges of following evaluation methods-

<b>Method</b>	<b>Advantages</b>	<b>Challenges</b>
<b>Questionnaires, surveys, checklists</b>		
<b>Interviews</b>		
<b>Documentation review</b>		
<b>Observation</b>		

## **ANSWER KEY 6.1**

### **Answer 1**

Level 1: Reaction

Level 2: Learning

Level 3: Behavior

Level 4: Results

### **Answer 2**

The purpose and objectives of training and/or assessment service/system may be to:

- evaluate outcomes of a learning or assessment process or product or strategy
- determine or trial new processes/products/strategies
- ensure the training and/or assessment management system is operating in accordance with legal/organizational requirements
- establish client satisfaction
- meet other quality systems requirements
- improve training and/or assessment systems and services
- ensure learning/assessment strategies and programs are relevant to focus and learner needs
- determine resource needs

### **Answer 3**

Following personnel may involve in evaluation process

- senior personnel, for example:
  - principals/ Head of department/ senior management
  - other managers and supervisors
- trainers/facilitators/teachers/practitioners and assessors
- program managers/training coordinators
- curriculum and resource developers/instructional designers
- specialist and experts
- administration support
- stakeholders/clients and organization
- personnel responsible for monitoring the training and/or assessment organization's services

### **Answer 4**

#### **Pre-Training Evaluation:**

Before the training program begins, it's beneficial to conduct a baseline assessment to understand the participants' initial skills, knowledge levels, and expectations. This evaluation helps you tailor the training content to the participants' needs and measure their progress accurately.

#### **During the Training:**

Ongoing evaluation during the training can provide real-time feedback on the program's effectiveness and participants' engagement. This can include:

Informal observations: Trainers and facilitators can observe participants' interactions, engagement levels, and comprehension during sessions.

Participant feedback: Collect feedback during breaks or at the end of each session to gauge participants' reactions, understanding, and suggestions for improvement.

**Post-Training Evaluation:**

After the training is completed, a comprehensive evaluation should be conducted to assess the overall effectiveness of the program and its impact on participants.

**Answer 5**

<b>Method</b>	<b>Advantages</b>	<b>Challenges</b>
<b>Questionnaires, surveys, checklists</b>	<ul style="list-style-type: none"> <li>-can complete anonymously</li> <li>-inexpensive to administer</li> <li>-easy to compare and analyses</li> <li>-administer to many people</li> <li>-can get lots of data</li> <li>-many sample questionnaires already exist</li> </ul>	<ul style="list-style-type: none"> <li>-might not get careful feedback</li> <li>-wording can bias client's responses</li> <li>-are impersonal</li> <li>-in surveys, may need sampling expert</li> <li>- doesn't get full story</li> </ul>
<b>Interviews</b>	<ul style="list-style-type: none"> <li>-get full range and depth of information</li> <li>-develops relationship with client</li> <li>-can be flexible with client</li> </ul>	<ul style="list-style-type: none"> <li>-can take much time</li> <li>-can be hard to analyze and compare</li> <li>-can be costly</li> <li>-interviewer can bias client's responses</li> </ul>
<b>Documentation review</b>	<ul style="list-style-type: none"> <li>-get comprehensive and historical information</li> <li>-doesn't interrupt program or client's routine in program</li> <li>-information already exists</li> <li>-few biases about information</li> </ul>	<ul style="list-style-type: none"> <li>-often takes much time</li> <li>-info may be incomplete</li> <li>-need to be quite clear about what looking for</li> <li>-not flexible means to get data; data restricted to what already exists</li> </ul>
<b>Observation</b>	<ul style="list-style-type: none"> <li>-view operations of a program as they are actually occurring</li> <li>-can adapt to events as they occur</li> </ul>	<ul style="list-style-type: none"> <li>-can be difficult to interpret seen behaviors</li> <li>-can be complex to categorize observations</li> <li>-can influence behaviors of program participants</li> <li>-can be expensive</li> </ul>

## **LEARNING OUTCOME 6.2: PLAN EVALUATION OF TRAINING AND ASSESSMENT**

### **Assessment Criteria:**

- 2.1 The roles and responsibilities of persons to be involved in the evaluation process are determined
- 2.2 Resources to perform the evaluation are determined.
- 2.3 Evaluation plan is prepared and documented and approved by relevant personnel.
- 2.4 Involvement of appropriate persons are ensured

### **Contents:**

1. Evaluation process
2. Evaluation plan

### **Conditions:**

Trainees must be provided with the following:

- Facilities and equipment relevant to the activity
- Resources and materials relevant to the activity
- Time to accomplish the activity

### **Methodologies:**

- Lecture/discussion
- Demonstration/application
- Presentation

### **Assessment Methods:**

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

## Learning Experiences 6.2: Plan evaluation of training and assessment

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

<b>Learning Activities</b>	<b>Resources/Special Instructions</b>
Identify evaluation process	<ul style="list-style-type: none"><li>• Read Information sheet 17.2-1. Evaluation process.</li><li>• Answer Self-check 17.2-1, refer to answer key 17.2-1 to check if you have answered the questions correctly.</li></ul>
Develop evaluation plan	<ul style="list-style-type: none"><li>• Read Information sheet 17.2-2. Evaluation plan.</li><li>• Answer Self-check 17.2-2, refer to answer key 17.2-2 to check if you have answered the questions correctly.</li><li>• Perform Task sheet 17.2-2, refer to performance criteria checklist 17.2-2 to check if you have answered the questions correctly.</li></ul>

## INFORMATION SHEET- 6.2: EVALUATION PROCESS

### Learning Objectives:

The learners will be able to:

- Determine the roles and responsibilities of persons to be involved in the evaluation process
- Determine resources to perform the evaluation
- Prepare and document and approve evaluation plan by relevant personnel
- Ensure involvement of appropriate persons

### The roles and responsibilities

Determining the roles and responsibilities of individuals involved in an evaluation process is crucial to ensure a well-organized and effective assessment. Below are common roles and their associated responsibilities in training and assessment evaluation process:

- **Evaluator(s):** The primary individuals responsible for conducting the evaluation. They should be experts in the subject matter being evaluated and possess a clear understanding of evaluation methodologies.  
**Responsibilities:**
  - Define the evaluation goals, objectives, and criteria.
  - Design the evaluation plan, including data collection methods, tools, and timelines.
  - Gather relevant data and information through various sources, such as surveys, interviews, observations, and document reviews.
  - Analyze collected data and draw conclusions based on evaluation criteria.
  - Generate an evaluation report or presentation summarizing findings, insights, and recommendations.
  - Provide actionable feedback for improvement based on evaluation results.
- **Evaluator Team/Committee:** In larger evaluations, a team of evaluators may collaborate to ensure a comprehensive evaluation.  
**Responsibilities:**
  - Collaborate in defining evaluation goals and criteria.
  - Divide responsibilities for data collection, analysis, and report generation.
  - Regularly communicate and share findings among team members.
  - Ensure consistency and objectivity in the evaluation process.
  - Jointly review and finalize the evaluation report.
- **Stakeholders:** Individuals or groups with a vested interest in the evaluation outcome. They provide insights, context, and feedback related to the subject being evaluated.  
**Responsibilities:**
  - Provide input on evaluation goals and criteria to ensure they align with stakeholders' needs.
  - Offer context and background information to guide the evaluation process.
  - Review and provide feedback on interim findings and the final evaluation report.
  - Act on recommendations resulting from the evaluation.
- **Subject Matter Experts (SMEs):** Individuals with specialized knowledge about the subject being evaluated.  
**Responsibilities:**

- Provide expertise in defining evaluation criteria and standards.
  - Assist in designing data collection methods and tools.
  - Participate in data analysis and interpretation, ensuring accuracy and relevance.
  - Validate evaluation findings and recommendations based on their expertise.
- **Data Collectors:** Individuals responsible for gathering data through various methods such as surveys, interviews, observations, and document reviews.  
Responsibilities:
    - Follow the data collection plan and methods outlined by evaluators.
    - Ensure accurate and consistent data collection.
    - Document collected data and maintain data integrity.
    - Report any challenges or issues faced during data collection.
  - **Data Analysts:** Individuals responsible for processing, analyzing, and interpreting the collected data.  
Responsibilities:
    - Clean and organize collected data for analysis.
    - Apply appropriate statistical or analytical methods to draw insights from the data.
    - Present findings in a clear and understandable manner, often using visualizations.
  - **Report Writer/Presenter:** The person responsible for compiling the evaluation findings into a coherent report or presentation.  
Responsibilities:
    - Organize evaluation findings and insights logically.
    - Clearly communicate evaluation results, conclusions, and recommendations.
    - Ensure the report is well-structured, accurate, and aligned with the evaluation objectives.

Remember that the specific roles and responsibilities may vary depending on the nature of the evaluation, the organization's structure, and the goals of the assessment. It's essential to have clear communication, coordination, and collaboration among all individuals involved in the evaluation process.

### **Resources to perform the evaluation**

Documentation to support the evaluation:

- Evaluation recording templates/checklists and observation checklists/questionnaires
- Briefing documents for evaluation team/relevant persons

Physical resources:

- Interview place
- Meeting room

## **Documentation to support the evaluation**

Documentation is essential for supporting the evaluation of training and assessment processes. Proper documentation ensures transparency, accountability, and the ability to track progress and improvements over time.

Evaluation recording refers to keep records of communication among trainers, assessors, participants, and stakeholders.

### **Sample of Checklists are given below**

#### **Material**

1. Was my material appropriate for the group? (How can you prove this this?)
2. Was it well organized?
3. Did I state the learning outcomes?
4. Did I explain and emphasize main points?
5. Did I achieve the session learning outcomes?
6. Were my communication aids effective?
7. Were my handouts adequate?
8. Were the learning materials used valuable and effective?

#### **Presentation**

1. Did I get the attention and interest of the learner group? (How did you do this)
2. Did I give a coherent presentation?
3. Did I motivate the group?
4. Did I use my teaching and learning aids effectively?
5. Did I establish rapport with the group?
6. Did I encourage participation? (How?)
7. Did I use simple, understandable, and correct language?
8. Did I use the proper tone of voice? (Friendly and non-threatening)
9. Were my gestures meaningful?
10. Did I say things that were not necessary?
11. Could I be heard and understood?
12. Did use open questionings?
13. Was my demonstration correct and well organized?
14. Did I make the best use of the time available?

#### **Facilities**

1. Were the physical arrangements satisfactory?
2. Was the training environment comfortable?
2. Did I keep adequate records?

#### **Post-Learning**

1. Were the learning session outcomes achieved? To what extent? If not, why not?
2. Were the learner's expectations met? How do I know?
3. What were some of the indications of changes in knowledge, skills, or attitudes?
4. What delivery methods worked well? Why? Which ones were not successful? Why?
5. Were the facilities and equipment satisfactory? How might they be improved?

6. What improvements can be made in the material?
7. Did everyone participate?
8. Did I stimulate good discussion

## Questionnaire

A questionnaire is a formal method of evaluation that asks a series of questions designed to gain information about the training and evaluation. You can ask structured or open questions.

A **structured** question is one that provides a set of answers to choose from - they might be multiple choice, true/false or a ranking scale.

### Sample of Structured Question:

- Do you feel that there were enough practical exercises?

Yes    No

### Follow-up:

- If you answered 'no' to the above question, what types of practical exercises would you like to see more of?

An **open** question is one that allows much greater flexibility and freedom in responses. Examples of open questions include:

- What changes, if any, do you feel should be made to the module?
- What comments would you care to make on the use of case studies?

Open questions are often considered optional and are not answered as frequently as the structured question. Generally, these questions are answered by people with a particular point to make.

## Structured Interviews

A structured interview is one where you ask a series of planned questions. While you can prompt for further information, it is important for the validity of the process that you do not vary from the structure from interview to interview. The responses are collated and analyzed later.

You should almost always ask open questions in a structured interview. This will help to get the most out of the interviewee. Consider these two questions:

- Have you applied the knowledge you have learnt to the workplace?
- In what ways have you been able to apply to the workplace the knowledge you learnt in the session?

The first one is likely to get a 'yes' or 'no' response. The second question is essentially after the same information, but the interviewee would need to provide details, even if they hadn't been able to apply their knowledge to the workplace.

When conducting a formal interview, you should:

- welcome the interviewee and put them at ease
- explain the purpose of the interview
- explain what the results will be used for
- explain that the interviewee is free to seek clarification on any point
- thank the interviewee for their time.

### **Observations**

This evaluation method involves someone observing the delivery of a learning session. You can have one or more observers, who will note down the things that they observe at the time. It is not intended for interpretation later-on, but rather as a catalogue of things observed as you delivered your session. Observers should have a preset observation checklist, which can include questions (with space for answers), boxes to tick, items to count, etc.

### **Reflection**

A reflection involves asking yourself a series of questions after the learning session. This is most effective when it is carried out on a regular basis and answers are kept for later review.

It is a good idea to start with a reflection that is more **strategic**, as it focuses you on very clear outcomes:

- What did I see happening in the session?
- How did I feel?
- What worked well and what didn't?
- How would I have liked it to be?
- What needs to change?
- What do I need to make the changes?
- What support do I need?

Some other questions you might ask yourself include:

- Did the learners achieve/develop the competencies?
- Did I ensure that the session learning outcomes were achieved?
- Did the learners seem to enjoy it?
- Was my pace of delivery appropriate?
- Did I seek and obtain feedback properly?
- Had I done enough planning and preparation?

### **Group discussions**

This is a technique where groups of learners are asked to evaluate their learning experience. You can apply the techniques to the whole group of learners, but it is generally more effective in small groups of 5-7 learners.

As with interviews, you should explain the process to the group members and ask a series of questions. When interviewed in groups, learners tend to be more open and stimulated by their peers than in a structured interview. This can be a daunting prospect for a teacher/trainer, so

you may wish to ask a colleague to be involved as well. Sometimes the groups get a bit carried away, and the discussion can degenerate into a complaint session or turn into a rave session and lose direction and purpose.

## Samples of Evaluation Tools

Program Leader: \_\_\_\_\_

Venue: \_\_\_\_\_ Date: \_\_\_\_\_

- |   |   |
|---|---|
| 1. How clear to you was the purpose of this training?                         | Clear <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Vague                      |
| 2. How well did this training achieve its purpose?                            | Fully <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Little                     |
| 3. Was there sufficient time allowed for each session to achieve its purpose? | Sufficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Insufficient          |
| 4. How motivating were the methods used by the trainers                       | Highly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ineffective               |
| 5. How relevant do you think the content was                                  | Highly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Irrelevant                |
| 6. How would you rate the following:  | Well organized <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not organized     |
| • Course Organization   | Highly interesting <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Uninteresting |
| • Overall presentation  | Highly effective <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ineffective     |
| • Trainers  | High quality <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Low quality         |
| • Learning Materials  |   |
| 7. What I found most useful was:  |   |
| 8. What I would change is:  |   |
| 9. Other comments:  |   |

Thank you for assisting us in the evaluation and continuous improvement of our training program

**You could improve this tool and use in your own programs**

## Evaluation Plan

An evaluation plan is a written document that describes how you will monitor and evaluate your program, as well as how you intend to use evaluation results for program improvement and decision making. The evaluation plan clarifies how you will describe the “*What*,” the “*How*,” and the “*Why It Matters*” for your program.

- The “*What*” reflects the description of your program and how its activities are linked with the intended effects. It serves to clarify the program’s purpose and anticipated outcomes.
- The “*How*” addresses the process for implementing a program and provides information about whether the program is operating with fidelity to the program’s design. Additionally, the “*How*” (or process evaluation), along with output and/or short-term outcome information, helps clarify if changes should be made during implementation.
- The “*Why It Matters*” provides the rationale for your program and the impact it has on skill development. This is also sometimes referred to as the “so what” question. Being able to demonstrate that your program has made a difference is critical to program sustainability.

An evaluation plan is similar to a roadmap. It clarifies the steps needed to assess the processes and outcomes of a program. An effective evaluation plan is more than a column of indicators added to your program’s work plan. It is a dynamic tool (i.e., a “living document”) that should be updated on an ongoing basis to reflect program changes and priorities over time. An evaluation plan serves as a bridge between evaluation and program planning by highlighting program goals, clarifying measurable program objectives, and linking program activities with intended outcomes.

## Why Do You Want an Evaluation Plan?

Just as using a roadmap facilitates progress on a long journey, an evaluation plan can clarify what direction your evaluation should take based on priorities, resources, time, and skills needed to accomplish the evaluation. The process of developing an evaluation plan in cooperation with an evaluation workgroup of stakeholders will foster collaboration and a sense of shared purpose. Having a *written evaluation plan* will foster transparency and ensure that stakeholders are on the same page with regards to the purpose, use, and users of the evaluation results. Moreover, use of evaluation results is not something that can be hoped or wished for but must be planned, directed, and intentional. A written plan is one of your most effective tools in your evaluation tool box. A written evaluation plan can—

- create a shared understanding of the purpose(s), use, and users of the evaluation results,
- foster program transparency to stakeholders and decision makers,
- increase buy-in and acceptance of methods,
- serve as an advocacy tool for evaluation resources based on negotiated priorities and established stakeholder and decision maker information needs,
- help to identify whether there are sufficient program resources and time to accomplish desired evaluation activities and answer prioritized evaluation questions,
- assist in facilitating a smoother transition,
- facilitate evaluation capacity building among partners and stakeholders,

- provide a multi-year comprehensive document that makes explicit everything from stakeholders to dissemination to use of results, and facilitate good evaluation practice.

There are several critical elements needed to ensure that your evaluation plan lives up to its potential. These elements include ensuring (1) that your plan is collaboratively developed with stakeholders, (2) that it is responsive to program changes and priorities, and (3) that it addresses your entire program rather than focusing on just one component or objective/activity. You will, by necessity, focus the evaluation based on feasibility, stage of development, ability to consume information, and other priorities.

### Evaluation Plan Method Grid

Purpose of Evaluation of Training: To Evaluate the Quality of Training

Training Venue:

Training Qualification:

Evacuation Question	Indicator/ Performance Measure	Methods	Data Source	Frequency	Responsibility
Was the general Interest full fill of the session?					
Were Presentation and Handling satisfactory of session?					
Was the expression clear of the trainer?					
Was the time Management accurate?					
Was the Content of the session adequate?					
Were used examples & Illustrations appropriate?					
Were the used training methods effective?					
Were the used learning strategies relevant?					
Were the supplied background materials useful?					
Was Extent to which expectations raised and met?					
Were the sessions presented in a logical manner?					
Was the program facilitator friendly and helpful?					
Does the facilitator modeled CBT practices well?					
Does the program provide the right amount of information and discussion in the time available?					

Was the feedback provided by the trainer in time?					
---	--	--	--	--	--

### Evaluation Budget

Developing an evaluation budget for training and assessment is essential due to several reasons that contribute to the effective and well-structured execution of the evaluation process. Obtaining approval for this budget ensures that the evaluation is adequately resourced and aligned with the organization's goals.

## TASK SHEET 6.2

<b>Title:</b> Develop an Evaluation Budget
<b>Performance Objective:</b> Given templates for evaluation plan, the trainee must be able to formulate budget for a training program evaluation.
<b>Supplies/Materials:</b> Competency based learning materials, details of a training program and paper.
<b>Equipment:</b> PC, printer, pen, sketch paper.
<b>Steps/Procedure:</b> <ul style="list-style-type: none"> <li>• Identify all evaluation questions and associated methods that can be used.</li> <li>• By priority, identify the current evaluation questions.</li> <li>• Determine the resources required to answer these evaluation questions.</li> <li>• Determine the costs required for implementing evaluation questions.</li> <li>• Present the output to the trainer.</li> </ul>

**SPECIFICATION SHEET 6.2**

**Template for Identifying Evaluation Questions:**

<b>Evaluation Question</b>	<b>Methods That Might Be Used to Answer the Question</b>	<b>Assumptions or Conditions for This Method to Be Viable</b>	<b>Resources Needed to Implement This Method</b>	<b>Limitations of This Method</b>

**To Tabulate Current Evaluation Questions:**

<b>The evaluation questions for the current evaluation are:</b>

**Template for Identifying Costs:**

<b>Evaluation Question</b>	<b>Indicator/ Performance Measure</b>	<b>Method</b>	<b>Data Source</b>	<b>Frequency</b>	<b>Respon- sibility</b>	<b>Cost Considera- tions</b>

## Performance Criteria Checklist

Sl. No.	Criteria (Did I?)	Yes	No
1	Identify all evaluation questions and associated methods that can be used.		
2	Identify the current evaluation questions by priority.		
3	Determine the resources required to answer these evaluation questions.		
4	Determine the costs required for implementing evaluation questions.		
5	Present the output to the trainer.		

### Ensure involvement of appropriate persons

Involving appropriate individuals in the evaluation of training and assessment processes is crucial to ensure a comprehensive and unbiased assessment. By including a diverse range of perspectives and expertise, you can gather valuable insights and make informed decisions regarding the effectiveness of your training programs. Here's how you can involve the right people in the evaluation process:

- **Stakeholders and Decision-makers:**
  - Identify key stakeholders who have a vested interest in the outcomes of the training and assessment. This might include senior management, department heads, and funders.
  - Involve decision-makers who can provide guidance and allocate resources based on evaluation findings.
  - Seek their input on evaluation objectives, criteria, and desired outcomes.
- **Subject Matter Experts (SMEs):**
  - Involve SMEs who have expertise in the subject matter being taught or assessed.
  - They can provide insights into the relevance of the training content and the appropriateness of assessment methods.
  - SMEs can validate the accuracy and validity of the evaluation criteria and rubrics.
- **Trainers and Assessors:**
  - Include the individuals responsible for delivering the training and conducting assessments.
  - They can offer insights into the challenges and successes encountered during training and assessment.
  - Their input is valuable for understanding the practical implementation of the training program.

- **Participants:**
  - Collect feedback directly from participants who have undergone the training and assessment.
  - Gather insights on the clarity of instructions, the effectiveness of training materials, and the relevance of assessment tasks.
  - Participants' feedback helps identify areas for improvement from the learners' perspective.
  
- **Evaluation Specialists:**
  - Involve individuals experienced in evaluation methodologies and best practices.
  - They can guide the design of the evaluation process, including data collection methods, analysis techniques, and reporting standards.
  - Evaluation specialists ensure that the evaluation is conducted objectively and produces reliable results.
  
- **HR and Training Managers:**
  - Include representatives from the human resources and training departments.
  - They can provide insights into the alignment of training and assessment with organizational goals, as well as the overall impact on workforce development.
  
- **Quality Assurance or Compliance Personnel:**
  - If relevant, involve individuals responsible for ensuring compliance with industry standards, regulations, or certification requirements.
  - They can verify whether the training and assessment meet necessary benchmarks.
  
- **External Consultants or Auditors:**
  - Consider involving external experts or auditors who can offer an impartial perspective on the evaluation process.
  - Their input can add credibility to the evaluation and its findings.
  
- **IT and Technology Specialists:**
  - If the training involves technology, involve IT specialists who can assess the functionality and usability of digital tools and platforms.
  
- **Diversity and Inclusion Representatives:**
  - Ensure that the evaluation process is inclusive and considers diverse perspectives.
  - Involve representatives who advocate for equity and inclusion to identify any potential biases in the training or assessment.

By involving these appropriate individuals in the evaluation process, you can gather a well-rounded understanding of the training and assessment's impact, effectiveness, and areas for improvement. Collaboration among these stakeholders helps ensure that the evaluation process is holistic, credible, and capable of driving meaningful enhancements.

## **SELF-CHECK 6.2**

**Direction:** Give short answer to the following questions:

1. What questions should I ask for goal-based evaluation?

**Answer:**

2. What are the four levels of evaluation?

**Answer:**

3. What is self-evaluation or reflection?

**Answer:**

## **ANSWER KEY 6.2**

### **Answer 1**

Goal-based evaluations are evaluating the extent to which programs are meeting predetermined goals or objectives. Questions to ask yourself when designing an evaluation to see if you reached your goals, are:

- i. How were the program goals (and objectives, is applicable) established? Was the process effective?
- ii. What is the status of the program's progress toward achieving the goals?
- iii. Will the goals be achieved according to the timelines specified in the program implementation or operations plan? If not, then why?
- iv. Do personnel have adequate resources (money, equipment, facilities, training, etc.) to achieve the goals?
- v. How should priorities be changed to put more focus on achieving the goals? (Depending on the context, this question might be viewed as a program management decision, more than an evaluation question.)
- vi. How should timelines be changed (be careful about making these changes - know why efforts are behind schedule before timelines are changed)?
- vii. How should goals be changed (be careful about making these changes - know why efforts are not achieving the goals before changing the goals)? Should any goals be added or removed? Why?
- viii. How should goals be established in the future?

### **Answer 2**

Evaluation is often looked at from four different levels (the "Kirkpatrick levels") listed below. Note that the farther down the list, the more valid the evaluation.

1. Reaction - What does the learner feel about the training?
2. Learning - What facts, knowledge, etc., did the learner gain?
3. Behaviors - What skills did the learner develop, that is, what new information is the learner using on the job?
4. Results or effectiveness - What results occurred, that is, did the learner apply the new skills to the necessary tasks in the organization and, if so, what results were achieved?

### **Answer 3**

#### **Self-Evaluation or Reflection**

Self-evaluation is one of the most productive exercises that you can use to improve your teaching/training performance. It is also one of the easiest to implement. We need to reflect on our teaching on a regular basis. We will be looking for tangible elements (such as learner performance and feedback) and intangible elements (like 'gut reaction' to the session - did I feel good about it).

## **LEARNING OUTCOME 6.3: CONDUCT EVALUATION OF TRAINING AND ASSESSMENT**

### **Assessment criteria:**

- 3.1 Specific Organizational documentation/ information is analyzed in accordance with evaluation criteria and key points are noted
- 3.2 Relevant persons are interviewed to clarify points and to obtain further relevant information
- 3.3 Training & assessment processes and operating systems is observed
- 3.4 Documentary evaluation evidence is confirmed
- 3.5 Records and notes of all evaluation proceedings are documented

### **Contents:**

- Conducting Evaluation

### **Conditions:**

#### **Trainees must be provided with the following:**

- Facilities and equipment relevant to the activity
- Resources and materials relevant to the activity
- Time to accomplish the activity

### **Methodologies:**

- Lecture/discussion
- Demonstration/application
- Presentation

### **Assessment methods:**

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

### Learning Experiences 6.3: Conduct evaluation of training and assessment

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

<b>Learning Activities</b>	<b>Resources/Special Instructions</b>
Conduct Evaluation	<ul style="list-style-type: none"><li>• Read Information sheet 5.3-1. Conducting evaluation.</li><li>• Answer Self-check 5.3-1, refer to answer key 5.3-1 to check if you have answered the questions correctly.</li><li>• Perform Task sheet 5.3-1, refer to performance criteria checklist 5.3-1 to check if you have answered the questions correctly.</li></ul>

## **INFORMATION SHEET 6.3: CONDUCT EVALUATION OF TRAINING AND ASSESSMENT**

### **Learning Objectives:**

The learners will be able to:

- Analyze specific organizational documentation/information in accordance with evaluation criteria and note key points
- Interview relevant persons to clarify points and to obtain further relevant information
- Observe training & assessment processes and operating systems
- Confirm documentary evaluation evidence
- Document records and notes of all evaluation proceedings

### **Conducting Evaluation**

After finalizing the evaluation plan, you need to conduct evaluation as per evaluation plan. For this, you need to analyze specific organizational documents/information and note key points.

Specific organizational documentation/information may include:

- previous evaluation reports/records/documentation
- organizational policies, procedures and guidelines
- organizational goals, objectives, plans, systems and processes
- relevant components of business plans
- learner records
- trainer/facilitator and assessor qualifications
- assessment tools and assessment strategies
- learners/candidate outcomes/results and completion dates
- enrolment details, including general learner information
- traineeship/apprenticeship records
- information management system requirements and components, including recording and reporting outcomes
- written partnership agreements (where relevant)
- quality assurance and/or procedures manuals
- access and equity principles and practices
- ethical standards
- collaborative/partnership arrangements
- OSH policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- certification systems and documentation
- promotional/marketing materials

**Key points may include:**

- issues requiring clarification
- strengths
- areas of compliance/non-compliance

**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 program is still in progress (usually called *formative* evaluation)
- for selection, certification and accountability at the end of the program (usually called *summative* evaluation)
- to motivate participants or supporters of a program, to make them aware, and to gain public support
- to exercise (administrative) authority

Usually, one of the primary reasons for the evaluation of training is to establish whether the outcomes of the program have been achieved. Unless these outcomes are clearly spelled out from the beginning, meaningful evaluation after the completion of the program 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 program. A vague and obscure specification of training goals may contribute to a situation where different decision-makers feel that the training program does not fulfill all their expectations. It is therefore fundamentally important to inform the various decision makers on the purpose of the evaluation before it starts.

## 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. You have to be 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. Srinvasan (1990) has established criteria for trainers to use in designing learner-centred activities:

<b>Learner-centered design criteria questions</b>	<b>Learner centered design clues Did the activity include elements of:</b>	1	2	3	4	5
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 conceptualizing					

#### **4. Decide What to Focus on**

It is impossible to observe and evaluate everything that happens in a course or program. 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, e.g. 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 program coordinator, trainers, learners and anyone who, in some way, is involved in, or has a 'stake' in, the program or course.

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.

## **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).

## **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.

Once the developer defined the evidence requirements and decided on the assessment method to be used, the next step is to design and develop the corresponding assessment tool. The developer should know relative documents that comprise the assessment tool and the type of assessment tool that would address the identified assessment method.

### **Pitfalls to Avoid**

- Don't balk at evaluation because it seems far too "scientific." It's not. Usually the first 20% of effort will generate the first 80% of the plan, and this is far better than nothing.
- There is no "perfect" evaluation design. Don't worry about the plan being perfect. It's far more important to do something, than to wait until every last detail has been tested.
- Work hard to include some interviews in your evaluation methods. Questionnaires don't capture "the story," and the story is usually the most powerful depiction of the benefits of your services.
- Don't interview just the successes. You'll learn a great deal about the program by understanding its failures, dropouts, etc.
- Don't throw away evaluation results once a report has been generated. Results don't take up much room, and they can provide precious information later when trying to understand changes in the program.

## Implementation of Evaluation Plan

By using all 6 steps in the previous chapter, the evaluation plan can be conducted by following actions-

1. First, brainstorm a list of stakeholders for your evaluation project.

Priority	Person/Group	Comments

2. Go back to your list and circle high-priority stakeholders or high-priority information needs.

From the list of high-priority stakeholders identified above, think about their information needs from the evaluation or about the program.

Primary Intended User	Information Needed

Discuss the intended uses of the evaluation by primary intended users and program staff:

Primary Intended User/Program Staff	Intended Uses

3. What goals and objectives for the evaluation do stakeholders come to the table with before you even begin the evaluation? What is most important to each of the stakeholders at the table?

Stakeholder	Goals/Objectives

4. Briefly describe your program:

Description of Program:

5. Based on your program's current stage, your list of high-priority stakeholders and high-priority information needs, as well as your information needs, what are your possible evaluation questions?

**Your evaluation questions for the current evaluation are:**


6. Now, take each question and think about ways you might answer that question. Will your method be qualitative, quantitative or both? Do you already have a data source? Will you have some success stories? Will you use questionnaire, survey etc.? How much will it cost? What resources do you have? Who needs to be involved to make the evaluation a success? How will you ensure use of lessons learned?

<b>Evaluation Question</b>	<b>Indicator/ Performance Measure</b>	<b>Method</b>	<b>Data Source</b>	<b>Frequency</b>	<b>Responsibility</b>	<b>Cost Considerations</b>

7. Use appropriate method and relevant tools for the specific evaluation questions. Below is a sample questionnaire.

### **SELF-CHECK 6.3**

**Direction:** Give short answer to the following questions:

1. What does organizational documentation may include?

**Answer:**

2. State some general principles when conducting evaluation.

**Answer:**

## **ANSWER KEY 6.3**

### **Answer 1**

Specific organizational documentation/information may include:

- previous evaluation reports/records/documentation
- organizational policies, procedures and guidelines
- organizational goals, objectives, plans, systems and processes
- relevant components of business plans
- learner records
- trainer/facilitator and assessor qualifications
- assessment tools and assessment strategies
- learners/candidate outcomes/results and completion dates
- enrolment details, including general learner information
- traineeship/apprenticeship records
- information management system requirements and components, including recording and reporting outcomes
- written partnership agreements (where relevant)
- quality assurance and/or procedures manuals
- access and equity principles and practices
- ethical standards
- collaborative/partnership arrangements
- OSH policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- certification systems and documentation
- promotional/marketing materials

### **Answer 2**

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

### TASK SHEET 6.3

<b>Title:</b> Conduct a Mock Evaluation of a Training Program
<b>Performance Objective:</b> The trainee must be able to conduct a mock evaluation for a sample training program.
<b>Supplies/Materials:</b> Competency based learning materials, details of a training program and paper.
<b>Equipment:</b> PC, printer, pen, sketch paper.
<b>Steps/Procedure:</b> <ul style="list-style-type: none"><li>• Brainstorm a list of stakeholders for your evaluation project.</li><li>• Go back to your list and circle high-priority stakeholders or high-priority information needs.</li><li>• From the list of high-priority stakeholders identified above, think about their information needs from the evaluation or about the program.</li><li>• Identify goals and objectives for different stakeholders.</li><li>• Briefly describe your program.</li><li>• Identify current evaluation questions.</li><li>• For each questions, determine evaluation methods and required costs.</li><li>• Use appropriate method and relevant tools for the specific evaluation questions. (Here use a questionnaire.)</li><li>• Present the output to the trainer.</li></ul>

### SPECIFICATION SHEET 6.3

Template for identifying list of stakeholders:

Priority	Person/Group	Comments

Information needed for high priority stakeholders:

Primary Intended User	Information Needed

Goals and objectives of stakeholders:

Stakeholder	Goals/Objectives

Description of program:

Description of Program:

Current evaluation questions:

Your evaluation questions for the current evaluation are:

**Methods and costs for evaluation questions:**

<b>Evaluation Question</b>	<b>Indicator/ Performance Measure</b>	<b>Method</b>	<b>Data Source</b>	<b>Frequency</b>	<b>Responsibility</b>	<b>Cost Considerations</b>

**To Tabulate Current Evaluation Questions:**

<b>The evaluation questions for the current evaluation are:</b>

**Template for Identifying Costs:**

<b>Evaluation Question</b>	<b>Indicator/ Performance Measure</b>	<b>Method</b>	<b>Data Source</b>	<b>Frequency</b>	<b>Respon- sibility</b>	<b>Cost Considera- tions</b>

**Performance Criteria Checklist 5.3-1**

<b>Sl. No.</b>	<b>Criteria (Did I?)</b>	<b>Yes</b>	<b>No</b>
1	Identify the evaluation questions		
2	Determine the resource required to perform the evaluation		
3	Determine the estimated cost for the evaluation		
4	Conduct evaluation through questionnaire		

## **LEARNING OUTCOME 6.4: DETERMINE AND REPORT EVALUATION OUTCOME**

### **Assessment criteria:**

- 4.1 Records and notes of evaluation process are analyzed for determining evaluation outcomes
- 4.2 Evaluation outcomes are determined
- 4.3 Final report is prepared based on evaluation outcomes
- 4.4 Evaluation outcomes are communicated to the target audience on time
- 4.5 Follow-up actions are noted

### **Contents:**

- Determining and Reporting Evaluation Outcomes

### **Conditions:**

#### **Trainees must be provided with the following:**

- Facilities and equipment relevant to the activity
- Resources and materials relevant to the activity
- Time to accomplish the activity

### **Methodologies:**

- Lecture/discussion
- Demonstration/application
- Presentation

### **Assessment methods:**

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

## Learning Experiences 6.4: Determine and report evaluation outcome

### Determine and report evaluation outcome

Learning Activities	Resources/Special Instructions
Determine and report evaluation outcomes	<ul style="list-style-type: none"><li data-bbox="587 427 1394 495">• Read Information sheet 5.4-1. Determining and reporting evaluation outcomes.</li><li data-bbox="587 510 1394 577">• Answer Self-check 5.4-1, refer to answer key 5.4-1 to check if you have answered the questions correctly.</li><li data-bbox="587 593 1394 696">• Perform Task sheet 5.4-1, refer to performance criteria checklist 5.4-1 to check if you have answered the questions correctly.</li></ul>

## INFORMATION SHEET 6.4: DETERMINING AND REPORTING EVALUATION OUTCOMES

### Learning Objectives:

The learners will be able to:

- Analyze records and notes of evaluation process for determining evaluation outcomes
- Determine evaluation outcomes
- Prepare final report based on evaluation outcomes
- Communicate evaluation outcomes to the target audience on time
- Note follow-up actions

### Analyzing and Interpreting Information

Analyzing quantitative and qualitative data is often the topic of advanced research and evaluation methods. There are certain basics which can help to make sense of reams of data.

#### Always start with your evaluation goals:

When analyzing data (whether from questionnaires, interviews, focus groups, or whatever), always start from review of your evaluation goals, i.e., the reason you undertook the evaluation in the first place. This will help you organize your data and focus your analysis. For example, if you wanted to improve your program by identifying its strengths and weaknesses, you can organize data into program strengths, weaknesses and suggestions to improve the program. If you wanted to fully understand how your program works, you could organize data in the chronological order in which clients go through your program. If you are conducting an outcomes-based evaluation, you can categorize data according to the indicators for each outcome.

**Basic analysis of "quantitative" information** (for information other than commentary, e.g., ratings, rankings, yes's, no's, etc.):

- Make copies of your data and store the master copy away. Use the copy for making edits, cutting and pasting, etc.
- Tabulate the information, i.e., add up the number of ratings, rankings, yes's, no's for each question.
- For ratings and rankings, consider computing a mean, or average, for each question. For example, "For question #1, the average ranking was 2.4". This is more meaningful than indicating, e.g., how many respondents ranked 1, 2, or 3.
- Consider conveying the range of answers, e.g., 20 people ranked "1", 30 ranked "2", and 20 people ranked "3".

**Basic analysis of "qualitative" information** (respondents' verbal answers in interviews, focus groups, or written commentary on questionnaires):

- Read through all the data.
- Organize comments into similar categories, e.g., concerns, suggestions, strengths, weaknesses, similar experiences, program inputs, recommendations, outputs, outcome indicators, etc.
- Label the categories or themes, e.g., concerns, suggestions, etc.
- Attempt to identify patterns, or associations and causal relationships in the themes, e.g., all people who attended programs had similar concerns, most people came from the

same educational background, most people were in the same occupational sector, what processes or events respondents experience during the program, etc.

- Keep all commentary for several years after completion in case needed for future reference.

## **Interpreting Information**

- Attempt to put the information in perspective, e.g., compare results to what you expected, promised results; management or program staff; any common standards for your services; original program goals (especially if you're conducting a program evaluation); indications of accomplishing outcomes (especially if you're conducting an outcomes evaluation); description of the program's experiences, strengths, weaknesses, etc. (especially if you're conducting a process evaluation).
- Consider recommendations to help program staff improve the program, conclusions about program operations or meeting goals, etc.
- Record conclusions and recommendations in a report document, and associate interpretations to justify your conclusions or recommendations.

## **Reporting Evaluation Results**

- The level and scope of content depends on to whom the report is intended, e.g., to govt., funders, training providers, employers, the public, etc.
- Be sure training providers have a chance to carefully review and discuss the report. Translate recommendations to action plans, including who is going to do what about the program and by when.
- Be sure to record the evaluation plans and activities in an evaluation plan which can be referenced when a similar program evaluation is needed in the future.

## **Evaluation Report**

Evaluation report examines the effectiveness and efficiency of program operations, including specific recommendations to address issues identified during the evaluation. Once the final report is prepared, you need to communicate your report to the target audience in a systematic manner. Consider the following format for your report:

1. Title Page (name of the organization that is being, or has a program that is being, evaluated; date)
2. Table of Contents
3. Executive Summary (one-page, concise overview of findings and recommendations)
4. Purpose of the Report (what type of evaluation(s) was conducted, what decisions are being aided by the findings of the evaluation, who is making the decision, etc.)
5. Background About Organization and Training Program that is being evaluated
  - a. Organization Description/ History
  - b. Program Description (that is being evaluated)
    - i. Overall Goal(s) of Training Program
    - ii. Outcomes (or training impacts) and Performance Measures (that can be measured as indicators toward the outcomes)

- iii. Activities/Technologies of the Program (general description of how the program is developed and delivered)
- iv. Staffing (description of the number of personnel/ trainers/ staffs etc and roles in the organization that are relevant to developing and delivering the program)
- 6. Overall Evaluation Goals (eg, what questions are being answered by the evaluation)
- 7. Methodology
  - a. Types of data/information that were collected
  - b. How data/information were collected (what instruments were used, etc.)
  - c. How data/information were analyzed
  - d. Limitations of the evaluation (eg, cautions about findings/conclusions and how to use the findings/conclusions, etc.)
  - e. Interpretations and Conclusions (from analysis of the data/information)
  - f. Recommendations (regarding the decisions that must be made about the program)

**Appendices:** content of the appendices depends on the goals of the evaluation report, eg.:

- a) Instruments/ tools used to collect data/information
- b) Data, i.e. in tabular format, etc.
- c) Testimonials, comments made by users of the program
- d) Case studies related to the program
- e) Review of existing program/ reports
- f) Any related literature

Ensure your evaluation plan is documented so you can regularly and efficiently carry out your evaluation activities. Record enough information in the plan so that someone outside of the organization can understand what you're evaluating and how.

## **Communication and Dissemination Plans**

Your evaluation results may not reach the intended audience with the intended impact just because they are published. An intentional communication and dissemination approach should be included in your evaluation plan. The communication-dissemination phase of the evaluation is a two-way process designed to support use of the evaluation results for program improvement and decision making. In order to achieve this outcome, a program must translate evaluation results into practical applications and must systematically distribute the information through a variety of audience-specific strategies. In order to be effective, dissemination systems need to-

- orient toward the needs of the user, incorporating the types and levels of information needed into the forms and language preferred by the user,
- use varied dissemination methods, including written information, electronic media, and person-to-person contact,
- include both proactive and reactive dissemination channels—that is, incorporate information that users have identified as important and information that users may not know to request but that they are likely to need,
- establish clear channels for users to make their needs and priorities known to the disseminating agency,
- recognize and provide for the “natural flow” of the four levels of dissemination that have been identified as leading to utilization: spread, exchange, choice, and implementation,
- draw upon existing resources, relationships, and networks to the maximum extent possible while building new resources as needed by users,
- include effective quality control mechanisms to assure that information included is accurate, relevant, and representative,
- incorporate sufficient information so that the user can determine the basic principles underlying specific practices and the settings in which these practices may be used most productively, and
- establish linkages to resources that may be needed to implement the information—usually referred to as technical assistance.

When developing your communication or dissemination strategy, carefully consider the following:

- With which target audiences or groups of stakeholders will you share findings?
- What formats and channels will you use to share findings?
- When and how often do you plan to share findings?
- Who is responsible for carrying out dissemination strategies?

You can use the following matrix to help you plan your communication process-

What do you want to communicate?	Who do you want to communicate?	How do you want to communicate?	
		Format(s)	Channel(s)

## Ensuring Use

Communicating results is not enough to *ensure use* of evaluation results and lessons learned. The evaluation team and program staff needs to proactively take action to encourage use and wide dissemination of the information gleaned through the evaluation project. It is helpful to strategize with stakeholders early in the evaluation process about how your program will ensure that findings are used to support program improvement efforts and inform decision making.

There are several practical steps you can include in your evaluation plan to help ensure evaluation findings are used. These steps might contain plans to—

- conduct regularly scheduled meetings with evaluation stakeholders as a forum for sharing evaluation findings in real time and developing recommendations for program improvement based on evaluation findings,
- review evaluation findings and recommendations in regularly scheduled staff meetings,
- engage stakeholders in identifying ways they can apply evaluation findings to improve their programs,
- coordinate, document, and monitor efforts program staff and partners are making to implement improvement recommendations, and
- develop multiple, tailored evaluation reports to address specific stakeholders' information needs.

## How Can I Learn and Develop from Session Evaluation?

To use the evaluation as a tool for your future development, you must first have confidence in the instrument of evaluation and value evaluation. That is, you must believe that the evaluation is a true reflection on your strengths and weaknesses.

One of the ways that you can develop trust in the evaluation is to have ownership of the process. That is, don't wait for someone to tell you that you have to implement an evaluation. Make that decision for yourself. Some advice on interpreting comments made in the evaluation follows.

### **Don't Be Offended by Negative Comments**

While it might seem nice to get a lot of favorable comments, the comments that really help your teaching/training performance are the ones that point out areas for improvement. Some of these may be couched in an offensive or overly negative way. Your job in interpreting the information is to see the opportunities that these comments provide.

For example, if an evaluation that you read says 'The trainer had a lousy questioning style', then don't get defensive, get better. Work on ways to improve your questioning style.

### **Look for the Good as Well as the Bad**

If you are used to receiving favorable evaluations, then you may be devastated to see a few negative comments. At times like this, it is important that you remember to read all of the comments, including the ones that say what a great job you're doing.

### **Look for Common Themes**

You are likely to get a range of information back from an evaluation process. Sometimes the amount can seem a bit much and you may not know where to start. Start by identifying areas on agreement among the evaluative comments. Work on these. If several people comment on the same things, then it is likely to be something that you need to work on straight away.

### **Don't Try to Change the World**

It's great to be enthusiastic and to respond to comments provided to you. **But**, make sure that some of the improvements that you plan to make don't mean that you stop doing some of the things that you are doing really well now.

Identify a few areas of change and a few new techniques that you will try each time you embark on a learning program. Change will be much more effective if it is introduced slowly and monitored carefully.



## **Action Plans**

One strategy that needs to be more widely used in a reformed TVET institution is the development and monitoring of action plans. The emphasis is on **action learning**, which is a technique for solving work-based problems by establishing an action learning group with a facilitator to help with the action learning process.

The group meets and develops an **action learning plan**, then meets regularly and at the end of a set period reports to nominated work contacts. It follows a **Plan - Act - Reflect - Understand** cycle.

## **How Can the Learning Program Be Improved Through Evaluation?**

Some of the ways in which a learning program can be improved by evaluation include:

- The timing of the sessions
- The sequencing of information
- The mix of theory and practice
- The amount of supporting information provided
- The relevance of the content.

It is important to remember that the whole point of evaluation is to identify areas of achievement and areas for improvement. Therefore it is vital that evaluations are analyzed and acted upon. The learners will be very pleased to see that you have implemented some of their suggestions. It will show that you are learning too.

## **SELF-CHECK 6.4**

**Direction:** Give short answer to the following questions:

1. What kind of analysis we can do on quantitative data?

**Answer:**

2. State the points of a sample evaluation report.

**Answer:**

3. How can we learn and develop from session evaluation?

**Answer:**

4. How can the learning program be improved through evaluation?

**Answer:**

## ANSWER KEY 6.4

### Answer 1

**Basic analysis of "quantitative" information** (for information other than commentary, e.g., ratings, rankings, yes's, no's, etc.):

- Make copies of your data and store the master copy away. Use the copy for making edits, cutting and pasting, etc.
- Tabulate the information, i.e., add up the number of ratings, rankings, yes's, no's for each question.
- For ratings and rankings, consider computing a mean, or average, for each question. For example, "For question #1, the average ranking was 2.4". This is more meaningful than indicating, e.g., how many respondents ranked 1, 2, or 3.
- Consider conveying the range of answers, e.g., 20 people ranked "1", 30 ranked "2", and 20 people ranked "3".

### Answer 2

We can consider the following format for evaluation report:

- Title Page (name of the organization that is being, or has a program that is being, evaluated; date)
- Table of Contents
- Executive Summary (one-page, concise overview of findings and recommendations)
- Purpose of the Report (what type of evaluation(s) was conducted, what decisions are being aided by the findings of the evaluation, who is making the decision, etc.)
- Background About Organization and Training Program that is being evaluated
  - a. Organization Description/ History
  - b. Program Description (that is being evaluated)
    - i. Overall Goal(s) of Training Program
    - ii. Outcomes (or training impacts) and Performance Measures (that can be measured as indicators toward the outcomes)
    - iii. Activities/Technologies of the Program (general description of how the program is developed and delivered)
    - iv. Staffing (description of the number of personnel/ trainers/ staffs etc and roles in the organization that are relevant to developing and delivering the program)
- Overall Evaluation Goals (e.g., what questions are being answered by the evaluation)
- Methodology
  - c. Types of data/information that were collected
  - d. How data/information were collected (what instruments were used, etc.)
  - e. How data/information were analyzed
  - f. Limitations of the evaluation (e.g., cautions about findings/conclusions and how to use the findings/conclusions, etc.)
  - g. Interpretations and Conclusions (from analysis of the data/information)
  - h. Recommendations (regarding the decisions that must be made about the program)

**Appendices:** content of the appendices depends on the goals of the evaluation report, eg.:

- a) Instruments/ tools used to collect data/information
- b) Data, i.e. in tabular format, etc.
- c) Testimonials, comments made by users of the program
- d) Case studies related to the program
- e) Review of existing program/ reports
- f) Any related literature

### **Answer 3**

To use the evaluation as a tool for future development, we must first have confidence in the instrument of evaluation and value evaluation. That is, we must believe that the evaluation is a true reflection on our strengths and weaknesses.

One of the ways that we can develop trust in the evaluation is to have ownership of the process. That is, we don't wait for someone to tell us that we have to implement an evaluation. We need to make that decision for ourselves. We can follow the following advices-

- Don't Be Offended by Negative Comments
- Look for the Good as Well as the Bad
- Look for Common Themes
- Don't Try to Change the World

### **Answer 4**

Some of the ways in which a learning program can be improved by evaluation include:

- The timing of the sessions
- The sequencing of information
- The mix of theory and practice
- The amount of supporting information provided
- The relevance of the content.

## TASK SHEET 6.4-1

<b>Title:</b> Produce an Evaluation Report
<b>Performance Objective:</b> By following a template, the trainee must be able to produce an evaluation report.
<b>Supplies/Materials:</b> Competency based learning materials, details of a training program and paper.
<b>Equipment:</b> PC, printer, pen, sketch paper.
<b>Steps/Procedure:</b> <ul style="list-style-type: none"><li>• By evaluation plan, conduct the evaluation.</li><li>• Prepare final report according to template.</li><li>• Present the output to the trainer.</li></ul>

## **SPECIFICATION SHEET 6.4-1**

### **Format for evaluation report:**

1. Title Page (name of the organization that is being, or has a program that is being, evaluated; date)
2. Table of Contents
3. Executive Summary (one-page, concise overview of findings and recommendations)
4. Purpose of the Report (what type of evaluation(s) was conducted, what decisions are being aided by the findings of the evaluation, who is making the decision, etc.)
5. Background About Organization and Training Program that is being evaluated
  - a. Organization Description/ History
  - b. Program Description (that is being evaluated)
    - i. Overall Goal(s) of Training Program
    - ii. Outcomes (or training impacts) and Performance Measures (that can be measured as indicators toward the outcomes)
    - iii. Activities/Technologies of the Program (general description of how the program is developed and delivered)
    - iv. Staffing (description of the number of personnel/ trainers/ staffs etc and roles in the organization that are relevant to developing and delivering the program)
6. Overall Evaluation Goals (eg, what questions are being answered by the evaluation)
7. Methodology
  - a. Types of data/information that were collected
  - b. How data/information were collected (what instruments were used, etc.)
  - c. How data/information were analyzed
  - d. Limitations of the evaluation (eg, cautions about findings/conclusions and how to use the findings/conclusions, etc.)
  - e. Interpretations and Conclusions (from analysis of the data/information)
  - f. Recommendations (regarding the decisions that must be made about the program)

**Appendices:** content of the appendices depends on the goals of the evaluation report, eg.:

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- d) Case studies related to the program
- e) Review of existing program/ reports
- f) Any related literature

### Performance Criteria Checklist 6.4-1

Sl. No.	Criteria (Did I?)	Yes	No
1	Identify the Evaluation outcomes.		
2	Prepare the Final reports.		
3	Present the output to the trainer.		

## REVIEW OF COMPETENCY

Below is your performance criteria checklist for the module of Evaluating

### Competency-Based Training and Assessment

Performance Criteria	YES	NO
1.1 The purpose, objectives and scope of the evaluation are determined and confirmed with relevant persons.		
1.2 Previous relevant evaluations are accessed and reviewed.		
1.3 Framework is identified		
1.4 Methods and criteria for conducting the evaluation are interpreted.		
2.1 The roles and responsibilities of persons to be involved in the evaluation process are determined.		
2.2 Resources to perform the evaluation are determined.		
2.3 Evaluation plan is prepared and documented and approved by relevant personnel.		
2.4 Involvement of appropriate persons are ensured.		
3.1 Specific Organizational documentation/ information relevant to the focus of evaluation is analyzed in accordance with evaluation criteria and key points are noted.		
3.2 Relevant persons are interviewed to clarify points and to obtain further relevant information.		
3.3 Training and assessment processes and operating systems is observed.		
3.4 Documentary evaluation evidence is confirmed		
3.5 Records and notes of all evaluation proceedings are documented.		
4.1 Records and notes of evaluation process are analyzed that provide the basis for determining evaluation outcomes.		
4.2 Evaluation outcomes are determined.		
4.3 Final report is prepared.		
4.4 Evaluation outcomes are communicated to the target audience on time.		
4.5		
4.6 Follow-up actions are noted.		

I now feel ready to undertake my formal competency assessment

Signature of trainee:

(Name: .....)

Date: .....

## REFERENCES

1. TVET Reform Project, Evaluate Competency Based Training & Assessment, 2012.
2. David J. Basarab, Sr., The Training Evaluation Process, 1992.
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6. Kirkpatrick, D. L., Evaluating Training Programs: The Four Levels, San Francisco, Berrett-Koehler, 1994.

## Review Workshop of Competency Based Learning Material (CBLM)

The Competency Based Learning Material (CBLM) of Evaluate Competency Based Training and Assessment for National Skills Certificate in CBT&A, Level-5 is reviewed by NSDA on 09-10 August 2023.

### List of Members

Sl No	Name and Address	Position in the committee
1.	Md Abdullah Al Mamun, Deputy Director UCEP, Mirpur, Dhaka, Mobile: 01930113355 Email: mamun.tvet@gmail.com	Member
2.	Mr. Ananda Falia, Chief Instructor (Tech/Food), Gopalganj Polytechnic Institute. Cell phone no: 01716754858, email: faliazoom@gmail.com	Member
3.	Md. Mozzammel Hussain, Asstt. Director RISDA Institute of Technology, Mobile: 01716607767, Email: tvetmasud@gmail.com	Member
4.	Md. Fazlul Haque, Instructor, Faridpur TTC Mobile: 01715-107077, Email: fhaque.ttc@gmail.com	Member
5.	Engr. Md. Abdur Razzaque, Specialist-1, NSDA, Dhaka. Mobile: +88 01743 734313, E-mail: razzaque159@gmail.com	Member