



This Procedure links into the Policy for Training and Development

PD 169 – PROCEDURE ON MEASURING SUCCESS

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Author:	Roger Cartwright
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Signed: _____ Date: _____
Roger Cartwright

Post: Learning Management Unit

Authorised: _____ Date: _____
Clive Lambert

Post: Head of Training and Development

SECTION 1 TITLE

PROCEDURE ON MEASURING SUCCESS

SECTION 2 VERSION CONTROL

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1.0	Sept 2004	Roger Cartwright	Senior Training and Development Manager	First Issue

SECTION 3 PROCEDURE

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1.0 INTRODUCTION

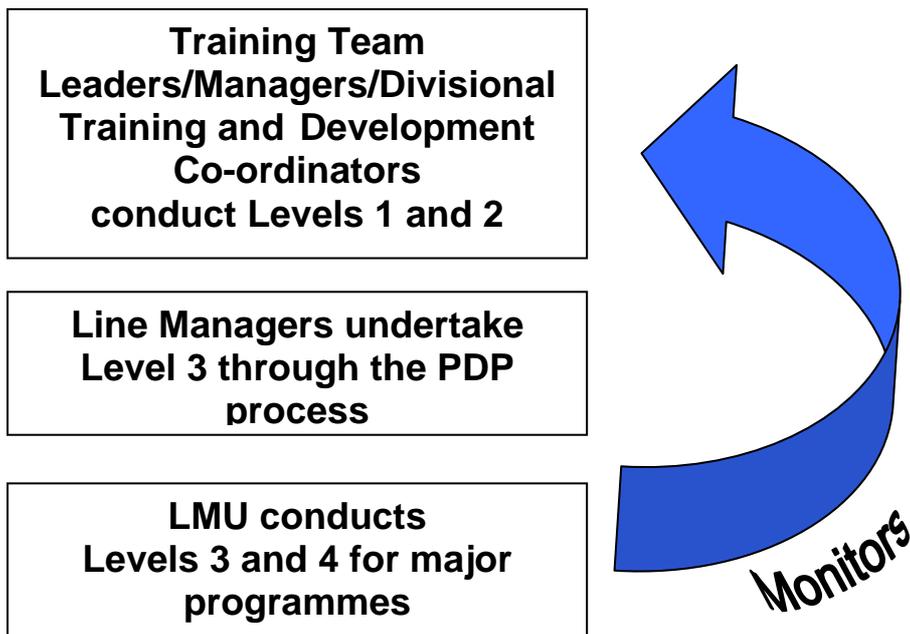
The ultimate aim of all training and development activities is to provide Nottinghamshire Police with the capability to delivery an exemplary service to the community. To ensure this is being achieved, the Force must be in a position to measure how learning events impact upon individuals' knowledge, skills and behaviour, which in turn impact on the customer, i.e. local society. This measurement links to the EFQM philosophy, where the key performance results of the organisation's achievements in relation to its customers, people and society are identified. Results are then fed into a continuous innovation and learning loop in order that new or improved policies and strategies may be formulated. Therefore, evaluation is the mechanism for measuring results and feeding back for learning to improve enablers. The EFQM model is shown diagrammatically in Appendix 1.

Evaluation will be carried out on all learning and training throughout the Force. It will not merely be a 'bolt on' at the end of a learning initiative but will commence in the identification of the learning need before assessing the impact both during and after delivery. The whole process will then be audited. The model to be used (shown in Figure 1 following) was identified in the Force Policy for the Management of Training and Development and incorporates academic models such as Kirkpatrick.

It is essential therefore, that all learning events are evaluated. This will demonstrate the improvement in workplace performance and identify the contribution of that performance to achievement of the Policing Plan. Evaluation will ensure also that all training and development is dynamic, improving and responding to changing needs as and when they occur.

1.1 FIGURE 1 – STAGES OF EVALUATION

<p><u>Stage 1</u> Before Delivery</p>		<p>Based on a Needs Analysis. This can be reinforced by confirming the students' start point using a skills matrix or similar. It provides the benchmark for subsequent performance measurement.</p>
<p><u>Stage 2</u> During Delivery</p>	<p>Level 1 Level 2</p>	<p>Organisationally this may be called Internal Validation (IV) and may be carried out by the training provider. Internally this is a role for the Senior Delivery Manager, or in some instances, the Line Manager. It addresses two widely recognized levels:-</p> <p>Level 1 checks the reaction from students to the training.</p> <p>Level 2 begins by checking that training is delivered according to pre-determined outcomes, i.e. the students' learning.</p>



The exception to this will be new or revised Corporate Training and Development programmes which have been devised by the LMU. In this case, the LMU will conduct Stage 2 Evaluations for the first two events before handing over the process to Training Managers/Divisions/ Departments.

A matrix showing these responsibilities is shown at Appendix 2.

3.0 STAGE 1

Stage 1 is the Baseline Assessment – the identification of learning needs.

Learning Needs may emanate from a variety of sources and should be analysed to identify the skills/performance gap and find the Best Value solution to fill that gap.

Before embarking on any developmental initiative it is essential that we know where the individual(s) is/are at present – in other words to identify the gaps in either knowledge, skills and/or ability of either the individual, groups of workers or the organisation. This provides a focus for the investment and aids the decision making process on how to address the need.

Needs may be identified at either a Corporate, Divisional, Departmental or an individual level.

Needs may arise from:

- a) External Audits and Inspections.

- b) Corporate Requirements.
- c) Department/Divisional requirements (Departmental Plans).
- d) Individual Needs (PDP, either linked to Department Plans, User Groups or forums or for career development).
- e) Career development.
- f) New equipment programmes.
- g) National Occupational Standards/Competencies.
- h) Changes in legislation.

It is important to realise that not all gaps need to be addressed by attendance on a formal training course as this may be wasteful of resources. Each project should be examined independently. There will be no presumption that a delivered training solution will be required and in-house delivery options should not be assumed. Other solutions such as individual coaching, reading, e-learning, outsourcing etc should be considered.

Responsibility for identifying Learning Needs is shown in the matrix in Appendix 2.

3.1 Corporate Needs

For corporate projects, the LMU will conduct Needs Analyses using recognised and systematic Needs Analysis techniques. For particularly large projects, expertise may be brought in but again, this will be managed by the LMU in order to preserve consistency and relevancy.

Needs Analyses will specify targets and strategic goals within any recommended learning solution and will include an estimated Return on Investment (ROI), i.e. the value (in pounds sterling or percentage terms) that any learning initiative aspires to add. This ROI, along with specified learning outcomes, will form the benchmark from which the programme will subsequently be evaluated.

3.2 Departmental/Divisional Needs

There will be some needs unique to a Department or a Division, which involve a number of staff. Depending upon the circumstances, a Needs Analysis may also be required and a Return on Investment (ROI) calculated. Advice should be sought from the LMU.

3.3 Individual Needs

The identification of individual needs relies on the PDP process. These needs, whether for personal development or to improve job performance, should show a direct link to Departmental objectives and thus to the Policing Plan.

4.0 STAGE 2

Once a learning solution has been agreed and implemented, the degree of learning achieved must be assessed.

Training Team Leaders, Managers and Divisional Training and Development Co-ordinators are responsible for Levels 1 and 2 Evaluation and the process will be monitored by the LMU.

4.1 Documentation

To support the measurement process and ensure consistency across the Force, generic documentation will be used (detailed explanation shown on Pages 7-10).

For all courses, whether delivered by our own staff or by External Contractors/Course Providers, the following documentation should be used:

- a) Assessment Sheet (Appendix 3)
- b) Questionnaire (Appendix 4)
- c) Knowledge Assimilation checks (Appendix 4)
- d) Summary Sheet for Questionnaire (Appendix 5)

4.2 Assessment Sheets

Assessments will be conducted by the Senior Training and Development Officer/Project Manager (as appropriate).

Assessments should be carried out by the STandDO or Project Manager to ensure that the training has been conducted in a satisfactory manner and has met the stated outcomes. This also applies to training which is conducted by External Contractors/Course Providers working on Nottinghamshire Police premises. The first two deliveries of a new programme should be assessed with further assessments being undertaken if there is any cause for concern or amendments have been implemented. Thereafter, assessments may be on a cyclical basis or as a result of adverse Questionnaire Summary results, critical incidents or any other cause for concern.

An Assessment Sheet (Appendix 3) should be completed after each assessment and retained until audited by the LMU. The Assessment Sheet used is based on Form EVS 01 Adult Learning Inspectorate.

4.3 End of Course Questionnaires

For all courses delivered by Nottinghamshire Police, Questionnaires are to be administered by the subject Trainer. Questionnaires may be destroyed once a Summary Sheet has been produced subject to approval by the Senior Training and Development Officer/Project Manager (as appropriate).

For all courses delivered by External Contractors/Course Providers on external premises, Questionnaires will be sent by the Divisional Training and Development Co-ordinator or LMU and summarised by them. The Questionnaires may be destroyed once a Summary Sheet has been completed.

The Questionnaire (Appendix 4) should be given to all Delegates of training courses conducted in-house regardless of whether these are delivered by Police trainers or External Contractors/Course Providers. Where training is delivered in-house the Service Delivery Manager may, where a specific reason exists, add questions to the form. However this must be done in consultation with the Force Training Evaluator.

Where the training is delivered by an External Contractor on police premises, the same form (Appendix 4) will be used. Contractors should not use their own Questionnaires but may be invited to add questions to the Force Questionnaire. A copy of the Summary Sheet (Appendix 5) may be given to them.

Where courses are delivered on External Contractors/Course Providers' premises (including Bramshill courses), a Questionnaire should be sent, by the Divisional Training Co-ordinator, to Delegates immediately upon their return to work. Summary sheets are completed by the Divisional Training Co-ordinator and copies passed to the Project Manager and the LMU, where they will eventually be built up to provide a data-base of quality External Providers for use throughout the Force.

For courses booked by the LMU under the Force Learning and Development Initiative, questionnaires will be despatched to the Delegates by the LMU. The LMU will monitor the responses for each provider to ensure that quality of delivery is maintained and action taken if poor responses are given.

4.4 Knowledge Assimilation checks

Testing for Knowledge Assimilation will be conducted by the subject Trainer. The results of the testing may be destroyed once a Summary Sheet has been completed, subject to approval by the Senior Training and Development Officer/Project Manager (as appropriate).

All training courses should have inbuilt testing to gauge the level of learning achieved. Testing may take the form of multiple choice tests, written question and answer or straightforward verbal questioning.

Testing for Knowledge Assimilation should be administered at the end of each delivery and the results input onto the Summary Sheet. This also applies to courses run in-house by External Providers

4.5 Summary Sheets

Summary Sheets, for all courses run by Nottinghamshire Police will be completed by the Trainer and endorsed by the Senior Training and Development Officer or Divisional Training and Development Co-ordinator as appropriate. Summary Sheets should be retained for audit purposes. A copy should be sent to Force Training Evaluator where amendments have been made to the training which affect the Aims and Objectives of the programme.

Summary Sheets for all courses run by External Providers' on their own premises, should be completed by the Divisional Training and Development Co-ordinator or LMU as appropriate. Recommendations should be endorsed by the Senior Training Development Officer or LMU and agreed with the Provider. A copy should be retained for audit purposes and a further copy should be sent to the LMU.

The Summary Sheet (Appendix 5) will give a composite of the Questionnaire results and knowledge assimilation checks.

For all courses delivered by Nottinghamshire Police, the Summary Sheet (Appendix 5) will be completed by the subject trainer at the end of each delivery. It should include any recommendations the trainer might have for amendment to the course.

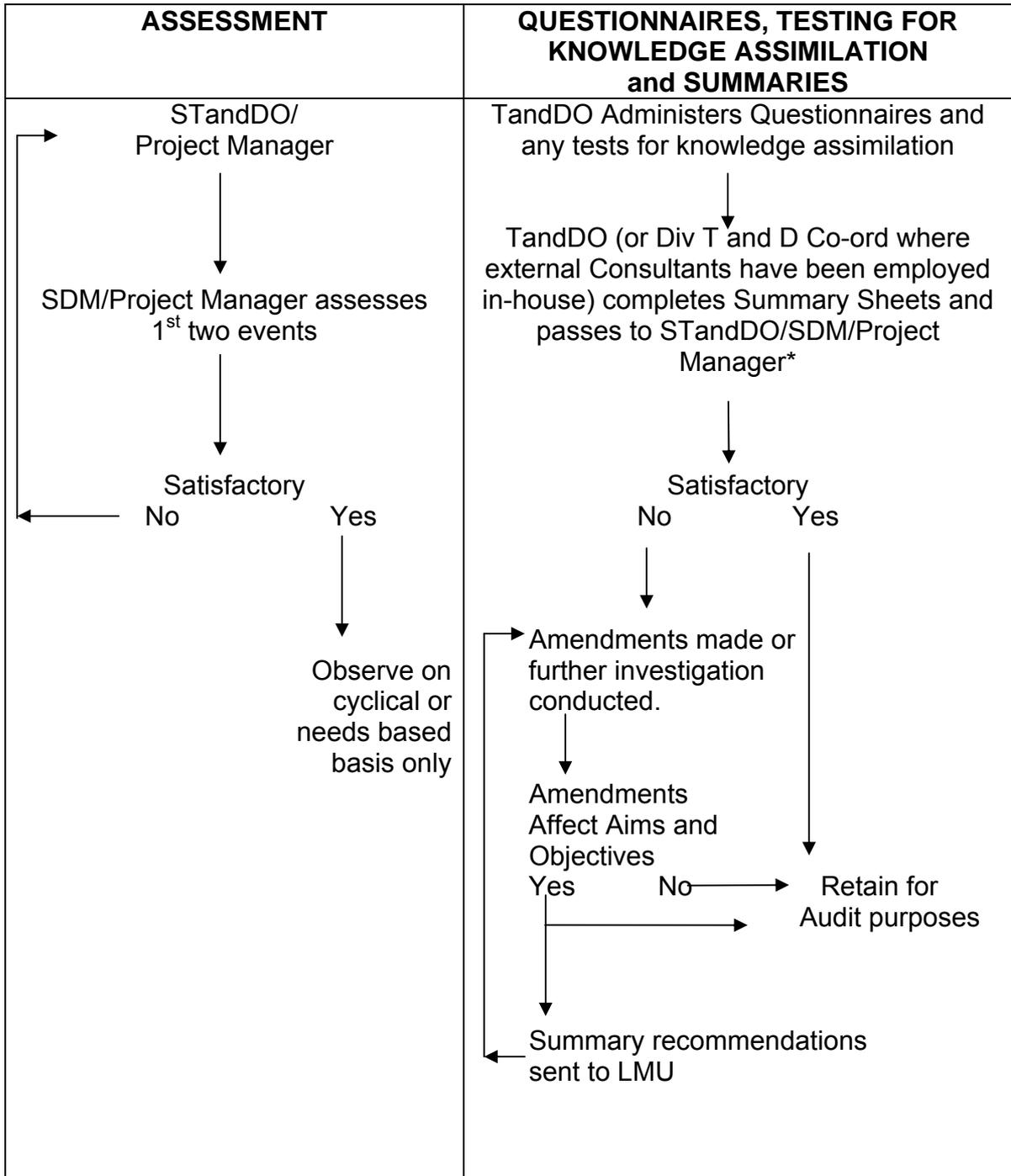
Recommendations should be endorsed on the Summary Sheet by the Senior Training Development Officer, Project Manager or Divisional Training and Development Co-ordinator (whoever is appropriate). If changes are recommended which will affect the Aims and Objectives specified originally, a copy of the Summary Sheet should be sent to the Force Training Evaluator for endorsement before any changes are implemented.

For courses delivered on External Contractors/Course Providers' premises, the Summary Sheet (Appendix 5) will be completed by the Divisional Training and Development Co-ordinator and forwarded to the Service Delivery Manager (or Project Manager as appropriate). If appropriate, the SDM (or Project Manager) will make any suggestions for amendment to the course content to the Contractor. If the Contractor does not agree to these amendments, the matter will be referred to the LMU for possible Contract Termination or removal from the Training Provider List. A copy of all Summary Sheets for courses delivered on External Contractors/Course Providers' premises will be sent to the LMU.

4.6 Process

The process will vary slightly depending upon whether the training is conducted on Police premises (Figure 2) or not (Figure 3).

Fig 2 – Process for all courses run by Nottinghamshire Police

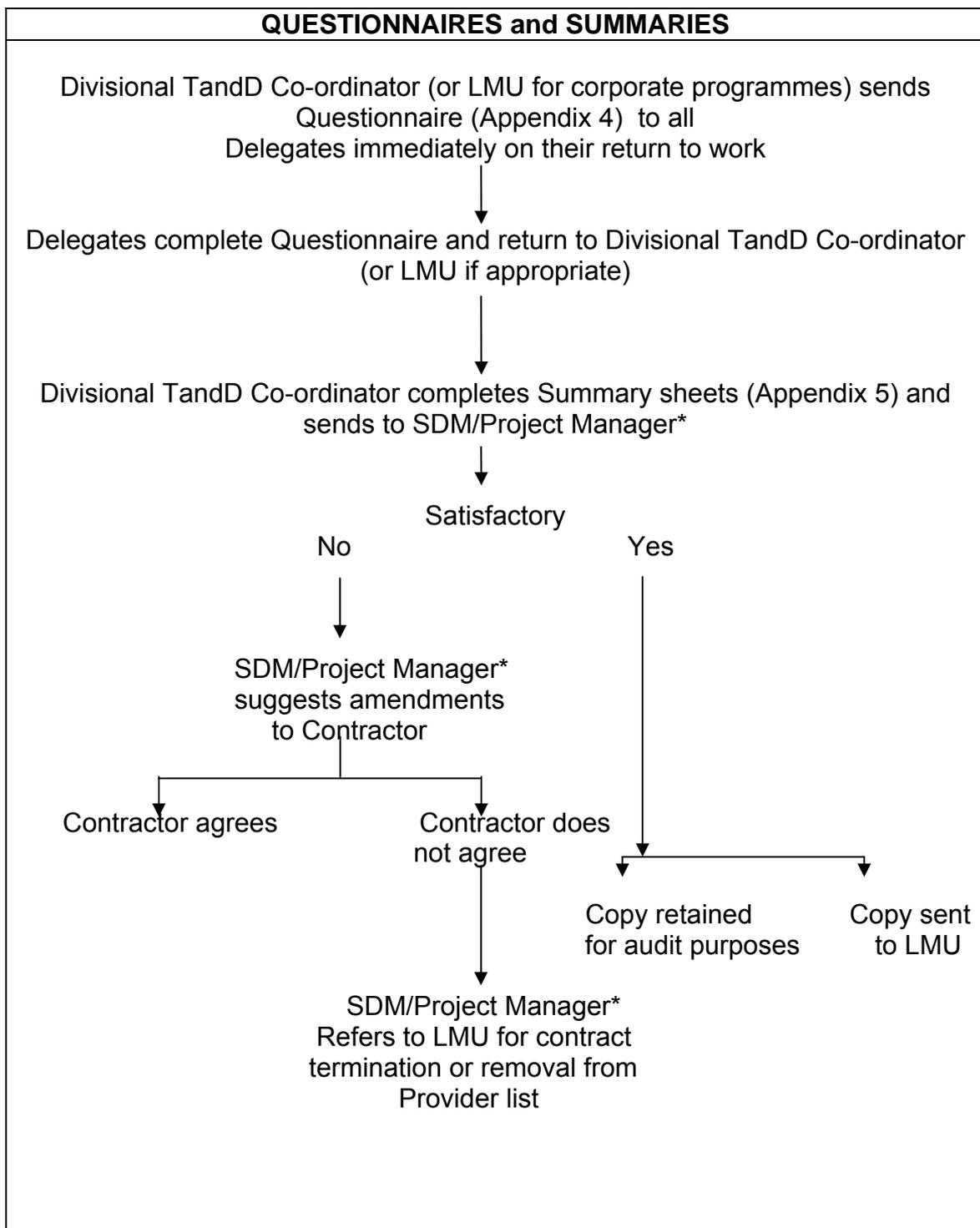


* to suit individual Divisional/Departmental arrangements.

Legend

- SDM = Service Delivery Manager
- STandDO = Senior Training and Development Officer
- TandDO = Training and Development Officer
- LMU = Learning Management Unit

Fig 3 – Process for all courses run by External Contractors/Course Providers on their own premises



* to suit individual Divisional/Departmental arrangements.

Legend

- SDM = Service Delivery Manager
- STandDO = Senior Training and Development Officer
- TandDO = Training and Development Officer
- LMU = Learning Management Unit

4.7 Responsibilities within Levels 1 and 2

A matrix showing a complete list of responsibilities is given in Appendix 2.

In summary :

a) Training and Development Officer (including External Contractors/Course Providers working on Nottinghamshire Police Premises)

At the end of each course:

- Hands out Questionnaire (Appendix 4)
- Checks Assimilation of Knowledge (Appendix 4)
- Makes recommendations for improvement (if appropriate)
- Summarises Questionnaire results, testing and recommendations on Summary Sheet for each course and sends to Senior Training and Development Officer for approval (Appendix 5).

b) Senior Training and Development Officers/Project Manager (as appropriate)

- Assesses first two deliveries (if appropriate)
- Assesses training on a cyclical basis
- Receives Summary Sheets from Training and Development Officers and monitors
- Sends copy of Summary Sheet to LMU if amendments/recommendations have affected the stated Aims and Objectives.
- Authorises any amendment to the training delivery in consultation with the LMU.

c) Divisional Training and Development Co-ordinator

- Sends Questionnaires (Appendix 4) to Delegates of courses run by External Contractors/Course Providers on their own premises.
- Receives completed Questionnaires back from Delegates of courses run by External Contractors/Course Providers on their own premises and completes Summary Sheets (Appendix 5)
- Sends Summary Sheets to Project Manager and LMU.

d) Learning Management Unit

- Sends questionnaires to Delegates of courses run by External Contractors on their own premises (where attendance has been organised by the LMU)
- Monitors the Summary Sheets. Ultimately, a system of benchmarking and reporting the results will be developed in order that best practice may be shared.

5.0 STAGE 3

A measure of the success of any learning initiative must be to see an improvement in the work performance of Delegates and assess the impact of the programme upon delivery of the Policing Plan. This is achieved by Level 3 evaluation.

5.1 Individual Learning

Level 3 evaluation is designed to assess the impact of the learning upon achievement of the stated objectives and, ultimately, the Policing Plan.

Performance checks will be carried out by reviewing PDP entries, reviewing Portfolios, comparisons with Performance Indicators and Divisional/Force Objectives.

Staff must take equal responsibility to ensure that PDPs and Portfolio evidence are up to date and accurate and to report their reactions to any training attended. Line Managers and individuals should maintain a regular and focused dialogue both prior to any training event and afterwards, to assess the learning achieved.

Where learning has not been achieved, the reasons for this will be explored by the Line Manager. This should determine whether the course was inappropriate for the individual's needs or if it failed to achieve the stated Outcomes. (In this latter instance, the LMU should be notified). Alternatively it may be determined that other extraneous issues have prevented the Delegate from utilising their new learning – e.g. changes in job role or priorities.

5.2 Corporate Programmes

The LMU will be responsible for conducting formal evaluations to Level 3 (Kirkpatrick) using systematic and recognised evaluation/research techniques and methodologies.

Level 3 Evaluations will use the Return on Investment (ROI) calculated at the time of the Needs Analysis and the unique measure of learning shown on the individual course Summary Sheets as a benchmark from which to assess improvement.

The Force Training Evaluator will produce an annual Evaluation Plan, based on the previous year's Training and Development Plan, and will evaluate all initiatives:

- a) Where there is a direct risk to the public if the training does not achieve the expected outcomes.
- b) Where the total training investment is more than £100K in any one financial year.

Thereafter, evaluations will be prioritised using the following matrix.

Fig 4 – Evaluation Prioritisation matrix

		Yes	No		score
1	Is there a direct risk to the Organisation if the training does not achieve the expected outcomes?			7	
2	Are there concerns about the quality of the training? (This may arise from the results of Questionnaires, see page 8)			6	
3	Has a critical incident occurred which may impact on this training? (please give details)			5	
4	Are more than 50% of the total number of Police Officers to be trained?			4	
5	Are more than 50% of the total number of Support Staff to be trained?			4	
6	Are more than 50% of staff within that specialist role to be trained?			3	
7	Are more than 20 training days in one year involved?			2	
8	Is the training in new skills/concepts rather than refresher training?			1	
TOTAL					

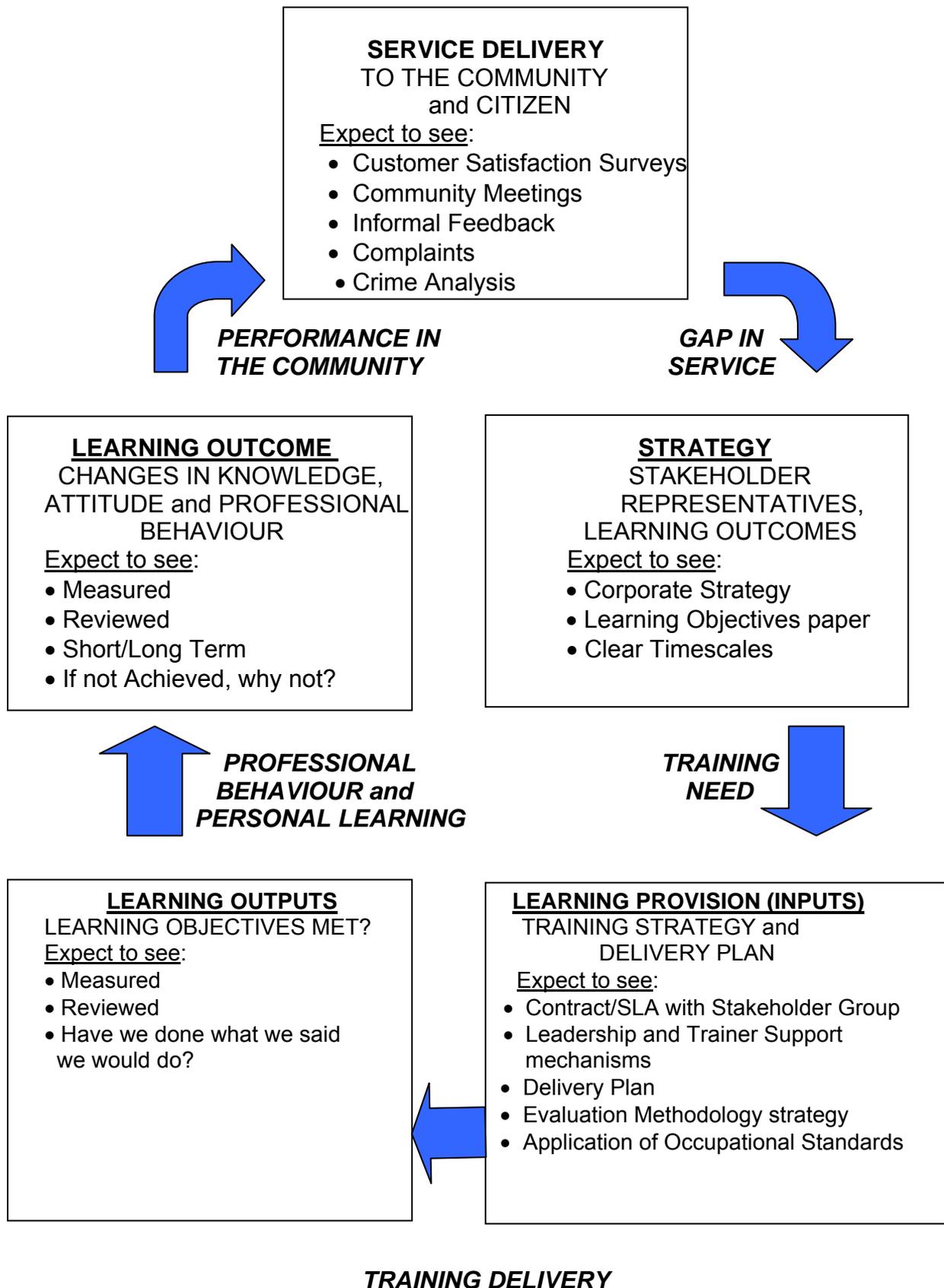
The LMU will liaise closely with the Quality of Service Department and Best Value management team to ensure the effectiveness and accuracy of evaluations to this Stage.

Evaluations will be conducted using recognized methodologies and sampling techniques, according to the Program Evaluation Standards laid down by the Joint Committee on Standards for Educational Evaluation and Croners Training and Development

To assess the impact of the programme upon delivery of the Policing Plan and achievement of Best Value, Level 4 evaluations will be conducted by the LMU. This level also checks that the training has been delivered in an appropriate format and provides feedback to enable continuous programme development.

The stages in Level 4 evaluations may be seen in Figure 5 following.

Figure 5 – Level 4 Evaluation



6.0 STAGE 4

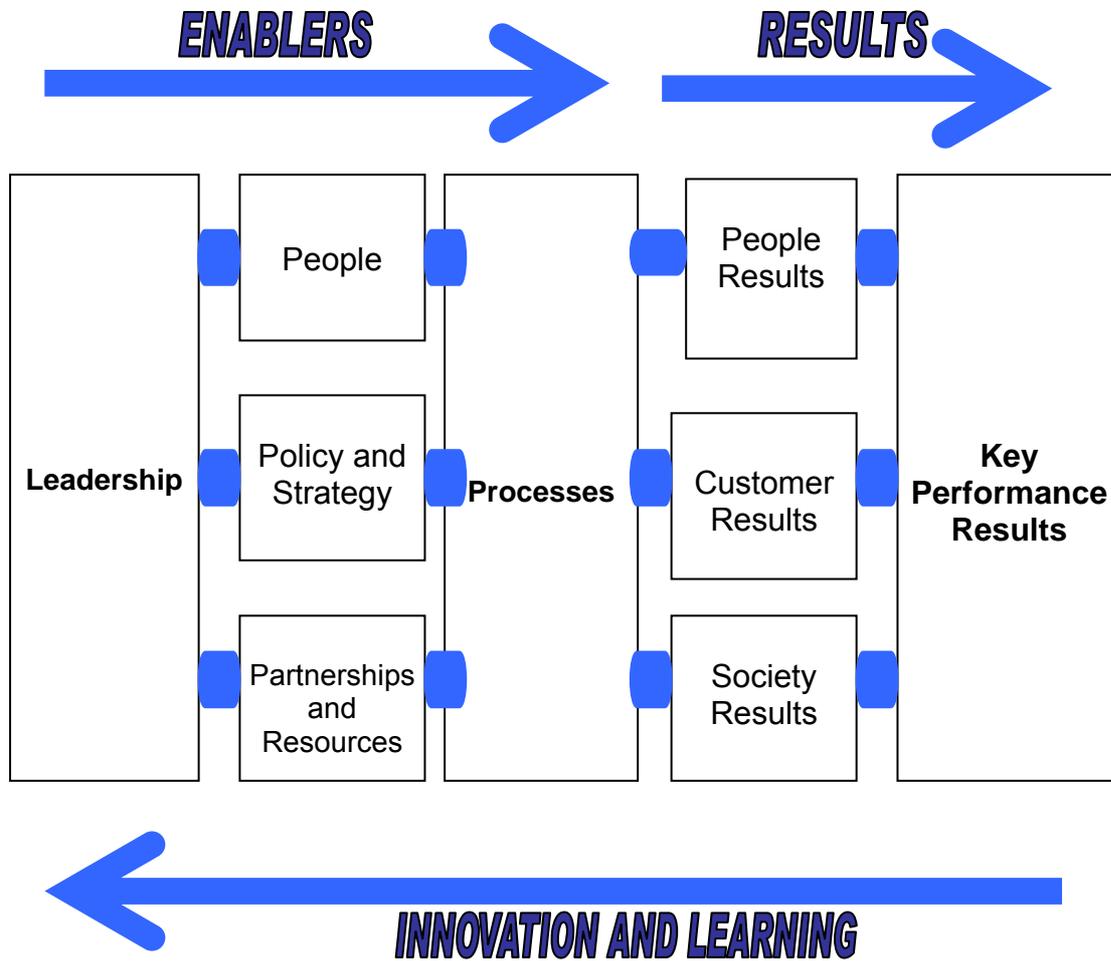
Stage 4 is the Audit stage and completes the evaluative process. This stage will be carried out by the LMU in consultation with Divisions and Departments. In addition to ensuring that the evaluative process is operating correctly, ensuring that delivery and assessment standards have been applied and that records have been kept, this stage will consider the wider quality assurance of learning and development and ultimate customer satisfaction.

This process is the subject of a separate Policy addressing the wider QA issues in accordance with ISO 9000/2000 standards.

SECTION 4 LEGISLATIVE COMPLIANCE STATEMENT

This document has been drafted to comply with the general and specific duties in the Race Relations (Amendment) Act 2000, Data Protection Act, Freedom of Information Act, European Convention of Human Rights and other legislation relevant to the area of policing.

EFQM EXCELLENCE MODEL



APPENDIX 2

RESPONSIBILITIES

	Individual	Line Manager	TandD Co-ordinator	LMU (RandD)	Project Manager	TandDO /Tutor	STandDO	SDM
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STAGE 1

BASELINE ASSESSMENT

Learning Needs Analysis			X	X	X			
National Standards/Packages				X				
PDP	X	X	X	X				
Context/Environment			X	X	X			

STAGE 2

LEARNING CHECK

Kirkpatrick Level 1	Reactionnaires and Summaries			X		X	X	X	
	Delivery Observations			X		X		X	X
Kirkpatrick Level 2	Testing for Knowledge Assimilation					X	X		

STAGE 3

PERFORMANCE CHECK

Kirkpatrick Level 3	PDP	X	X	X	X				
	Portfolio (competence evidence)	X	X			X	X	X	X
	Performance Indicators			X	X	X			
	Divisional/Force Objectives			X	X	X			

IMPACT ON THE COMMUNITY									
Kirkpatrick Level 4	Community Surveys and Consultation				X				
	ROI Surveys				X				

APPENDIX 3



**NOTTINGHAMSHIRE
POLICE**

LEARNING ASSESSMENT SHEET

COURSE NAME: VENUE
 TRAINER DATE
 NO.OF ATTENDEES: NO. OF VACANCIES NO OF 'NO-SHOWS'
 NAME OF ASSESSOR
 DURATION OF OBSERVATION

Consider Common inspection Framework key questions on:

- Learners' achievements and progress
- Effectiveness of teaching and learning
- Appropriateness of resources
- Assessment practices
- Appropriateness of programme

Grade*

1	Strengths		
2	Weaknesses		
3	Other improvements needed		
4	Overall evaluation of learning session		
5	Any examples of good practice		
6	Any examples of poor practice		

* Grades: 1=excellent. 2=good. 3=average. 4=poor. 5=very poor.

SIGNED **NAME** **DATE**
 (Senior Training and Development Officer/Project Manager)

APPENDIX 4



TRAINING COURSE QUESTIONNAIRE

In order to assess the quality and effectiveness of the training you received, please complete and return this questionnaire to by
The Aims and Objectives of the training are attached to this questionnaire. Please be as honest as possible as all responses will be treated in the strictest of confidence.

Training Course Dates
Training Provider (if other than Nottinghamshire Police staff)
Venue Trainer(s) Name(s).....
Your Division/Department

QUESTIONS 1 AND 2 CONCERN YOUR OVERALL SATISFACTION WITH THE TRAINING

Q1 Please summarise your overall satisfaction with the course content.

- Very satisfied
- Satisfied
- Not satisfied

Q2 Please summarise your overall satisfaction with the delivery of the course.

- Very satisfied
- Satisfied
- Not satisfied

QUESTIONS 3-5 CONCERN THE TRANSFER OF LEARNING

Q3 Have you learnt anything new/acquired a new skill during this course?

- YES
- NO

Q4 Will you be able to apply this new learning or skill into your work?

- YES (please move to Question 6)
- NO

Q5 What will prevent you applying this new learning or skill?

QUESTIONS 6-8 CONCERN DIVERSITY

Q6 Were the language, material and behaviour appropriate to the workplace? YES/NO

Q7 Did you feel you were treated fairly? YES/NO

Q8 If applicable, were any special needs you may have had accommodated?
(mobility, hearing, eyesight etc) YES/NO

QUESTIONS 9-11 CONCERN VENUE and ADMINISTRATION

Please rate as follows:-		← Excellent →				
		Poor				
9	How useful did you find the joining instructions (clear, concise, on-time etc)?					
10	How appropriate to learning did you find the venue? (e.g. heating, lighting, noise levels etc)?					
11	Do you have any other comments regarding any aspect of the administration or training environment?					

QUESTIONS 12-16 CONCERN THE TRAINING DELIVERY and APPROPRIATENESS

Please rate as follows:-		← Excellent →				
		Poor				
12	How well the objectives of the course were explained and understood					
13	How well the outcomes met your expectations.					
14	Whether the course was pitched at an appropriate level of understanding.					
15	Whether the balance between lecture, discussion, group activity etc was appropriate?					
16	If used during the course, the effectiveness of: ... the Handouts?					
	... Video/Audio materials					
	... Overheads					
	... Powerpoint					
	... Other (please specify)					

QUESTIONS 17-19 CONCERN THE TRAINERS

Please rate as follows:-		← Excellent →				
		Poor				
17	What would be your assessment of the level of knowledge demonstrated by the trainer(s)?					
18	How approachable did you find the trainer(s)?					
19	Do you have any comments on the trainer(s) and his/her style?					

**Thank you for completing this questionnaire.
Please return it to**

REVERSE OF QUESTIONNAIRE

ASSIMILATION OF KNOWLEDGE CHECK

This may be either multiple choice or question and answer. It is suggested that no more than ten questions are used.

	Question	
Q1		
Q2		
Q3		
Q4		
Q5		
Q6		
Q7		
Q8		
Q9		
Q10		

APPENDIX 5

TRAINING COURSE QUESTIONNAIRE SUMMARY SHEET (INPUT SHEET)

Course Name	
Date(s)	
Training Provider	
Venue	
Trainer(s) Names	
Div/Dept	
No. of Attendees	
No. of Vacancies	
No. of 'no-shows'	

COURSE SATISFACTION		Very Sat.	Sat.	Not Sat.
Q1	Course Content			
Q2	Course Delivery			

TRANSFER OF LEARNING		Yes	No
Q3	New Skills Acquired		
Q4	Will new skill be applied?		
Q5	What will prevent transference?		

DIVERSITY		Yes	No
Q6	Language etc appropriate		
Q7	Fair treatment		
Q8	Special Needs accommodated		

VENUE & ADMINISTRATION		1 Excellent	2	3	4	5 Poor
Q9	Usefulness of Joining Instructions					
Q10	Appropriateness of venue					
Q11	Comments					

TRAINING DELIVERY		1 Excellent	2	3	4	5 Poor
Q12	Objectives explained & understood					
Q13	Outcomes met expectations					
Q14	Course pitched at appropriate level					
Q15	Balance between lecture etc appropriate					
Q16	Handouts effective					
	Video/Audio effective					
	Overheads effective					
	Powerpoint effective					
	Other effective (specified below)					

TRAINERS		1 Excellent	2	3	4	5 Poor
Q17	Level of Knowledge of trainer					
Q18	Approachability of trainer					
Q19	Comments					

TRAINING COURSE QUESTIONNAIRE SUMMARY SHEET (RESULTS & VERIFICATION SHEET)

Course Name	0
Date(s)	0
Training Provider	0
Venue	0
Trainer(s) Names	0
Div/Dept	0
No. of Attendees	0
No. of Vacancies	0
No. of 'no-shows'	0

COURSE SATISFACTION		Very Sat.	Sat.	Not Sat.
Q1	Course Content	#DIV/0!	#DIV/0!	#DIV/0!
Q2	Course Delivery	#DIV/0!	#DIV/0!	#DIV/0!

check
#DIV/0!
#DIV/0!

TRANSFER OF LEARNING		Yes	No
Q3	New Skills Acquired	#DIV/0!	#DIV/0!
Q4	Will new skill be applied?	#DIV/0!	#DIV/0!
Q5	What will prevent transference?		

#DIV/0!
#DIV/0!

DIVERSITY		Yes	No
Q6	Language etc appropriate	#DIV/0!	#DIV/0!
Q7	Fair treatment	#DIV/0!	#DIV/0!
Q8	Special Needs accommodated	#DIV/0!	#DIV/0!

#DIV/0!
#DIV/0!
#DIV/0!

VENUE & ADMINISTRATION		1 Excellent	2	3	4	5 Poor
Q9	Usefulness of Joining Instructions	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q10	Appropriateness of venue	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q11	Comments	0				

#DIV/0!
#DIV/0!

TRAINING DELIVERY		1 Excellent	2	3	4	5 Poor
Q12	Objectives explained & understood	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q13	Outcomes met expectations	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q14	Course pitched at appropriate level	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q15	Balance between lecture etc appropriate	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q16	Handouts effective	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Video/Audio effective	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Overheads effective	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Powerpoint effective	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Other effective (specified below)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
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TRAINERS		1 Excellent	2	3	4	5 Poor
Q17	Level of Knowledge of trainer	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q18	Approachability of trainer	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Q19	Comments	0				

#DIV/0!
#DIV/0!

TO BE COMPLETED BY STDO/DIV T & D CO-ORD			
I have analysed the data and comments and recommend the following actions (leave blank if no action)			
Signed			Date
Name & Date			

TO BE COMPLETED BY THE SERVICE DELIVERY MANAGER/PROJECT MANAGER			
I verify that the actions recommended above are valid. In addition, I recommend the following: (leave blank if no action)			
Page 27 of 29		Not Protectively Marked	
		PD 169 V1.0	
Signed			Date
Name & Date			

APPENDIX 6
MATRIX FOR THE PRIORITISATION OF LEVEL 3 EVALUATIONS

To be forwarded to the Learning Management Unit.

	<u>Course Title:</u>	<u>Yes</u>	<u>No</u>		<u>Score</u> (To be completed by the LMU)
1	Is there a direct risk to the Organisation if the training does not achieve the expected outcomes?			7	
2	Are there concerns about the quality of the training? (This may arise from the results of Questionnaires)			6	
3	Has a critical incident occurred which may impact on this training? (please give details			5	
4	Are more than 50% of the total number of Police Officers to be trained?			4	
5	Are more than 50% of the total number of Support Staff to be trained?			4	
6	Are more than 50% of staff within that specialist role to be trained?			3	
7	Are more than 20 training days in one year involved?			2	
8	Is the training in new skills/concepts rather than refresher training?			1	
TOTAL					

Please give details of any other related issues of which you feel the LMU should be made aware.

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Name Telephone Ext

Signed

APPENDIX 7

GLOSSARY OF TERMS/ABBREVIATIONS USED IN THIS DOCUMENT

EFQM	European Foundation for Quality Management
EV	External Validation
IV	Internal Validation
Kirkpatrick are:	The Levels of Evaluation suggested by Donald L Kirkpatrick (1967)

Level 1	Reaction	What the delegates think or feel about the course
Level 2	Immediate	What the delegates learned from the course
Level 3	Intermediate	The effect of the training on job performance
Level 4	Ultimate	The effect on organisational performance

LMU	Learning Management Unit
PDP	Personal Development Portfolio
PDR	Personal Development Review
ROI	Return on Investment
SDM	Service Delivery Manager
SLA	Service Level Agreement
STandDO	Senior Training and Development Officer
T and D	Training and Development
TandDO	Training and Development Officer