

## THINGS TO THINK ABOUT... FIVE NZQA QUESTIONS TO ASK DURING EVALUATION



Did your training programme achieve its objectives? As you consider how to evaluate the programme, here are five questions the New Zealand Qualifications Authority recommends you ask.

### How well do your employees achieve?

Evaluating knowledge, skills and attitude before and after the training is essential to answer this question. But when you're dealing with literacy needs, completing a written evaluation survey may be difficult. Check how your trainer will conduct the evaluation. Options include written assessments, oral questioning, work observations and others. Trainers will typically recommend trialling assessment activities before using them with your employees.

### How effective is the teaching?

How many are in the training group? Does the training environment suit the need? What is the feedback on the trainer – do they involve your employees? Is the pace of the programme about right? Are the activities interesting, relevant and engaging? Again, you may need to use a variety of assessment methods to determine answers to these questions.

### How are your employees guided and supported?

The support provided by your trainer before and after training is an element here but your managers and supervisors, and even your employees' peers, have a role too. For example, are your supervisors following up to help your employees apply new skills back on the job? Are they releasing your employees to attend? Are peers in your programme providing mutual support to each other? What is the attitude of other employees to those who are involved? Are employees being made to feel guilty for taking time out to do your programme?

### EMPLOYERS TALK ABOUT EVALUATING THE SUCCESS OF THEIR PROGRAMMES

WE ASKED FOR FEEDBACK ABOUT EVALUATION QUESTIONS FROM EMPLOYERS WHO HAVE COMPLETED TRAINING PROGRAMMES. HERE'S WHAT THEY SAID:



*Over the past year we've written a quality assurance system to give us a way to report on the programme's progress and to benchmark ourselves. In the meantime, our Business Basics coaches are reporting in weekly, I report in monthly and so on. Every trainee has a learner contract and an individual development plan, which is updated regularly throughout the programme. It's another reporting tool if you like because it serves as an ongoing record of what a trainee is doing and at what level.*

~ MILLENNIUM HOTELS AND RESORTS

*We believe you have got to be rigorous about identifying, measuring and reporting back on literacy and numeracy programmes in the long term. Yet, it's the real-life stories behind the data that really make the difference. We're very interested in these stories as a business. We're asking supervisors to find out what they're seeing in the workforce and to document what they hear from employees themselves.*

~ DOWNER EDI



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Some organisations also put in place ongoing support systems such as learning champions or literacy coaches.

#### **How well does your programme and its activities match the needs of your employees and your business?**

A tailored programme rich in the context and culture of your business gives the best results for your employees and your business. Are the materials and examples your trainer is using, actual materials and examples from your business? Are they training in skills that your employees actually need? Is there a link to career paths and performance progressions?

#### **What is the value for your employees and your business?**

The specific value you'll track will relate to the objectives you set for your employees and your business. Remember you'll need to allow enough time for a change in behaviour to take place. Measure both before and after the training, if feasible, and repeat the measurement at appropriate times. See the Employee Evaluation Worksheet. Also consider the cost of doing the evaluation versus the potential benefits. Be satisfied with the evidence if absolute proof isn't possible to attain.

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*Sometimes, there's a temptation to underestimate the capability of your workforce. That's a mistake. In fact, we found people preferred a challenge over something that was easy. They enjoyed more complex course work. When people got something too simple they found it patronising, like we were treating them like dummies, it turned them off.*

~ SPOTLESS SERVICES

Over time we would like to monitor the impact of literacy training through:

- improved performance in training across the board
- fewer soldiers failing courses because of literacy problems
- fewer retests because of literacy problems
- more effective training (as our instructors learn how to tailor their training to meet the needs of their students)
- improved retention rates.

~ NEW ZEALAND ARMY



For more information visit: [www.skillshighway.govt.nz](http://www.skillshighway.govt.nz)

