

ICL Pathway

Training Evaluation Paper

Ref: SU/TRN/005  
Version: 2.0 08/7/99  
Date:**Document Title:** Training Evaluation Paper**Document Type:** Reference

**Abstract:** This document defines the processes applicable to the Peritas activities undertaken to discharge the contractual responsibilities for the measurement of the effectiveness of the user training programme in a manner consistent with the Kirkpatrick model.

**Status:** Draft

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## 0 Document control

### 0.1 Document history

Reference	Version	Date	Title
PATH/22/047	0.1	22/8/97	Training Evaluation Paper
SU/TRN/005	1.0	15/9/97	ICL Pathway version of the above
SU/TRN/005	2.0	08/7/99	Changed as a result of DSS contract termination and removal of the Benefit Payment Card.

### 0.2 Approval authorities

Name	Position	Signature	Date
S. L. Kearns	Training Project Manager		
S Lovegrove	User Implementation Manager		

### 0.3 Associated documents

	Reference	Version	Date	Title	Source
1	SU/REP/021	1.0	22/08/97	Standard Reports and Formats	ICL Pathway
2	BP/TRN/001	7.0	6/11/97	Training and User Awareness Baseline Document	ICL Pathway

### 0.4 Abbreviations

MTC	Minimum Training Compliance
RODB	Rollout Database
TAC	Training Administration Centre

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## 0.5 Changes in this version

Changes made to remove references to the Benefit Encashment Service following the Treasury Review.

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## 1. Introduction

This document defines the processes applicable to the Peritas activities undertaken to discharge the contractual responsibilities for measurement of the effectiveness of the user training programme in a manner consistent with the Kirkpatrick model.

## 2. Scope

This paper is intended to provide a definition of the evaluation process required to satisfy Requirement 915, Evaluation of User Training.

Although User Awareness programmes will have an appraisal process, this is outside the scope of this paper.

## 3. Principles of Training Evaluation

### 3.1 Introduction

Training evaluation is an essential process in developing and delivering effective training programmes. It is vital that effective evaluation is built into the development as well as the delivery stages of training projects, so that milestones are set and achieved. In this way, the training products are assessed throughout their lifecycle against a known set of criteria, based upon the goals of the programme itself. Should these change, the products can change as well. Thus, the evaluation process becomes the controlling element that ensures the products finally delivered into the training cycle meet all the needs and goals set for them.

It is clear that evaluation must follow a systematic approach which is commonly understood so that it encourages a partnership between the training function and the managers and staff to be developed. The advantage of obtaining commitment from the management at the start of the programme is that the overall needs are clearly identified and joint ownership of the solution exists.

Within the framework of such a partnership it is possible to document an evaluation strategy. This strategy enables the development of tactics and measurements by which to judge the effectiveness of the training itself.

## 3.2 The Four Level Approach to Evaluation

To ensure that the training delivered is effective, both Peritas and POCL apply a Four Level Approach based closely on the well-known Kirkpatrick Model. Levels One to Three are those most commonly used; Level Four, which complements the methodology, is used less often.

The first three levels of the approach can be encapsulated within these questions:

### Level One – Reaction

“Were the participants pleased with the training?”

“Did it meet their expectations?”

### Level Two – Learning

“What did the participants learn?”

### Level Three – Application

“Were the participants able to apply what they learnt during training in the work place?”

One can see from the questions that levels 1 & 2 may be measured.

#### 3.2.1 Level 1

Level One looks at the reaction of the participants and what they thought of the training. This includes tutors, materials, facilities, methodology, content and similar factors. Initial receptivity provides a good atmosphere for learning, but does not mean high levels of learning will automatically occur.

#### 3.2.2 Level 2



Level Two concerns learning or knowledge gain. It measures the retention of principles, facts, techniques and skills presented in the training. The measures must be objective and quantifiable to be good indicators of what knowledge has been learnt.

### 3.2.3 Level 3

Level Three concerns measurement of the extent of application of knowledge. This level is progressively harder to measure than the previous levels as there are many factors which can affect on-the-job performance. Techniques include before and after comparisons, observations by superiors and subordinates, statistical comparisons and long range follow-ups.

### 3.2.4 Level Four Evaluation

Level Four evaluation attempts to measure the impact of training on overall business performance. Typical success measures are reduced costs or increased output. This would mean objective collection of detailed data before and after training to provide benchmarks against which to analyse the changes. Many other variables exist which can affect results, so attempts are made to isolate these.

Level Four evaluation is extremely complex and very difficult to measure in practical terms, due to the many variables which can affect the enterprise during the period in which a learning programme is being evaluated.

## 4. Contractual Obligations

### 4.1 Venue Assessment

Peritas are required to obtain an assessment of whether each venue used for user training is satisfactory for that purpose. ICL Pathway have a contractual threshold level which requires 85% of all events to be delivered within a satisfactory venue. (See Appendix A1)

### 4.2 Training Assessment

Peritas are required to provide a procedure for measuring the effectiveness of the training programme at levels 1 and 2 of the Kirkpatrick model. Both these measures



are to be taken when the delegate attends any user training event. Level 1 assessment occurring when the training phase of the event is completed, subsequently a competence test is used to secure the level 2 evaluation. (See Appendix A2)

The higher levels of the model, i.e. levels 3 and 4 are addressed by the "Management of Change" programmes undertaken by ICL Pathway and POCL.

## 5. Proposed Procedure

### 5.1 Timing of Measurement

On completion of each training event each delegate is required to provide an assessment of the event in a manner consistent with level 1 of the Kirkpatrick model. Such a process is consistent with the traditional end of course appraisal process used in most commercial training events.

Following the course appraisal and review, each delegate is required to demonstrate operational competence in a manner consistent with level 2 of the Kirkpatrick model. Such a procedure requires the individual to complete a number of operational processes both accurately and within agreed time constraints.

### 5.2 Course Appraisal

A course appraisal form will be the basis of the level one assessment and also the venue assessment.

The appraisal form is completed by the trainee, subsequently the trainer's comment code is added to the document.

The form is a two sided document, side 1 is entered into the Peritas system (TPAS). Should further analysis be required the reverse side of the form is used to capture the detailed comments of each trainee.

### 5.3 Venue Assessment

Section 1 of the end of course appraisal will contain the venue assessment, the delegate being requested to tick one of three statements which best describes the

contribution of the venue to the overall quality of the training event (See Appendix A1). The three descriptions proposed are:

1. The venue helped the learning process.
2. The venue made no difference to the ability to learn.
3. The venue made learning more difficult.

The training administration system is used to record the comments and aggregate the number of satisfactory responses i.e. the summation of questions 1 and 2, and the number of unsatisfactory responses, i.e. question 3, selected.

The venue assessment is complemented by the trainer's perception of the individual attributes of the venue.

The attributes assessed are:

- Ease of access
- Extraneous Noise
- Comfort
- HASAW Conformance
- Refreshments
- General Decor
- Overall Venue Assessment

## 5.4 Level 1 Assessment

On completion of each training event each delegate is required to provide an assessment of the event in a manner consistent with level 1 of the Kirkpatrick model. Such a process is consistent with the traditional end of course appraisal process used in most commercial training events.

Following the course appraisal and review, each delegate is required to demonstrate operational competence in a manner consistent with level 2 of the Kirkpatrick model. Such a procedure requires the individual to complete a number of operational processes both accurately and within agreed time constraints.

The appraisal requests the delegate to comment on the 5 key attributes of the training event which are:

1. Achievement of course objectives.
2. Quality of course presentation.
3. Skill and knowledge of trainer.
4. Relevance of the course workbook.
5. Overall level of satisfaction.

The contractual requirement is based on a target percentage of the delegates regarding the event as "satisfactory". Rather than rely on secondary translation to determine whether the event is satisfactory the contractual term is used within the appraisal.

For each attribute there are 4 possible ratings:

1. Excellent
2. Good
3. Satisfactory
4. Unsatisfactory

The rationale which results in the additional positive rating in this case "Excellent" arises from the findings of the majority of research studies in that delegates have a basic aversion to marking the highest positive category and therefore the need for balance is achieved by inclusion of the extra category.

The subsequent processing of the appraisal form within TPAS, the training project administration system, determines the "predominant perception" of each delegate as follows:

The categories 1 to 4 are assigned a score in the range from 4 to 1 respectively, this creates a maximum score of 20 for each delegate.

The "predominant perception" is calculated as follows:

**Score < 8**                      the course classification is unsatisfactory

---

7 < score < 13	the course classification is satisfactory
12 < score < 18	the course classification is good
17 < score < 21	the course classification is excellent

The system aggregates the total number of each category in order to determine performance against the contractual target on a cumulative and period basis, the period being a calendar month.

The above banding ensures that the course is only considered as acceptable if the majority of attributes are scored as satisfactory or better.

On the reverse side of the appraisal form detailed comments may be added concerning the specific attributes of the event as measured on Page 1 of the appraisal form. In addition, examples of the course appraisal are shown in Appendix A.

## 5.5 Level 2 Assessment

### 5.5.1 Measurement method

This assessment is based on a test of user competence which occurs on completion of the training event (See Appendix B). The competence test content and critical elements are based on the key competencies defined for each job category by POCL. The categories identified are:

Trainer  
Auditor  
Postmaster  
Counter Assistant

The successful completion of the competence test results in the award of a "Horizon Achievement Certificate" for the appropriate job category as listed above (See Appendix C). In the event of failure the trainee is invited to attend a remedial training event.

## 6. Remedial Training

### 6.1 Criteria for live operation

All training for essential staff must be completed with not more than four working days remaining prior to the installation date for the office.

Additional staff, above the level of Minimum Training Compliance (MTC), are targeted for training within the same window. However, should they be unavailable then they must be trained not more than two working days after the office installation date.

### 6.2 Remedial Training Provision

Remedial Training is provided in two forms:-

1. Where a critical area of competence fails to meet the required standard the delegate is invited to attend a remedial training event.
2. Where multiple areas of competency fail to meet the required standard the delegate is invited to another training event.

Remedial events are provided during the afternoon or evening and are of 2.5 hours tuition duration plus competence test re-sit.

The delegate will be offered a place on the first available local event, which will be on the same day or the following day. Subject to the constraint that the remedial activity must be completed prior to installation, then further alternative dates may be offered.

### 6.3 Remedial Training Timetable

#### 6.3.1 Types of Event

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There are two variants of events i.e. Manager's remedial and Counter Assistant's remedial.

### 6.3.2 Scheduling

Manager's remedial events are scheduled within each geographic area for the Tuesday, Friday and Saturday (afternoon).

Counter Assistant's events are scheduled within the same area for Monday, Wednesday and Thursday of each week.

Typically, there will be up to 8 events on each day of the week covered by the implementation programme.

### 6.3.3 Result notification

Competence test results for remedial events are known by 22.00 on any day. During the period 22.00 to 23.00 the trainer will brief delegates on the outcome of their tests, arrange any further remedial action should that be necessary and finally communicate the results to the ICL Pathway Training Administration Centre (TAC).

The TAC processes the test results and transmits any changes to the status of the MTC to the Roll Out Database (RoDB), in the event of a competence test failure which relates to an office due for installation on the following working day, the information is also transmitted by electronic mail to the appropriate implementation group manager.



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## 7. Appendices

### 7.1 Appendix A1: Delegate User Training Course Appraisal form

#### Venue Assessment

Please tick the statement which is most appropriate to this training venue

*The venue helped the learning process*

☐

*The venue made no difference*

☐

*The venue made learning more difficult*

☐

Comments:

---

#### Training

Please tick one box for each question to indicate how you rate the following:

Unsatisfactory 1    Satisfactory 2    Good 3    Excellent 4

Achievement of course objectives

☐☐☐☐

Comments:

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Quality of Course presentation

Comments:

---

Skill and knowledge of the trainer

Comments:

---

Quality of course workbook

Comments:

---



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Your overall level of satisfaction

Comments:

Additional Comments

1. Are there any topics you would like to be added to the training session ?

---

2. Are there any topics you would omit from the training session?

---

3. Was enough time allocated to each topic? Yes [ ] No [ ]

If your answer to the above question is no, which topic/s needed more time?

---

4. Did you have enough time to complete the exercises? Yes [ ] No [ ]

If your answer to the above question is no, which exercises needed more time?

---

5. Was there enough time allocated to role play? Yes [ ] No [ ]

6. How confident do you feel in using the Horizon System?

---

Any further comments :

---

---

---

Delegate's name: \_\_\_\_\_

FAD code: \_\_\_\_\_

(please print)

Delegate's signature: \_\_\_\_\_

File ref: Evaluation.doc

COMMERCIAL IN CONFIDENCE

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Trainer's signature: \_\_\_\_\_

Comment Code

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



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Event Detail		Summary of the Statistics of Achievement	
Trainer Name			
Venue Name		Number expected	
Room Name		Number attended	
Start Time		Number passed	
Date		Number remedials	
Event ID			

**Venue Assessment**

Attribute	Unacceptable 3	Acceptable 2	Good 3
Ease of access			
Extraneous noise			
Comfort			
HASAW conformance			
Refreshments			
General decor			
Overall Venue assessment			

If unacceptable, please comment

---



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This section should be completed at the end of each event. Detail any incidents/opinions which may have influenced the answers given on each delegate appraisal.

Questions	Details
Attainment of course objectives	
Quality of course presentation	
Skills and knowledge of the trainer	
Quality of course work book	
Relevance of the training to your job	
Confidence in using the Horizon system	
Overall level of satisfaction	

**Trainer Comments**

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## Training Equipment Problems

Equipment Type	Serial Number	Crate Number	Urgent Repair	Non Urgent Repair

Entries into this table will prompt a call from Logistics during the next working day

Please continue on a separate sheet if necessary.

### 7.3 Appendix B: Sample IGL Competence Test

Ask the delegate to complete the five practical exercises notified from the selection below:-

Start Time:

End Time :

1 A customer requires 10 1<sup>st</sup> class stamps, 3 2<sup>nd</sup> class stamps and 2 Postal Orders, 1 for £5 and 1 for £12.75, the customer is paying by cash.

What is the value of the transaction ? \_\_\_\_\_

The customer tenders £40, what change is due? \_\_\_\_\_

The customer also requires a receipt. Print and attach.

2. A customer requires to cash a Green Giro valued at £97.50, the customer also requires to purchase a £5 BT stamp, 2 £1 TV stamps and £5 of Quantum Gas.

What is the value due to the customer ? \_\_\_\_\_

3. A customer requires to pay a BT bill. The bill has a value of £57.87. The customer pays £20 in BT stamps and the £37.87 in cash. The customer when asked for the balance suddenly find he does not have enough cash and decides not to pay the bill. Now void/reverse the transaction?

4. A customer wants to make a payment into his NS account by warrant of £75. Complete the transaction.

5. You need to transfer into your stock unit 100 1<sup>st</sup> class stamps and £500 cash. Complete the transaction on your counter system.

6. You need to transfer to supply division 100 2<sup>nd</sup> class stamps (surplus due to increase in price). Complete the transaction.

7. A customer requires a renewal of a 10 year passport with 50 pages and wants to include a child, also the customer requires to send a large parcel to Hong Kong. Complete the transaction, the customer is paying by cheque.

8. A customer wants to cash a National Westminster Banks cheque at your Post Office valued at £128, complete the transaction.

How much is due to the customer? \_\_\_\_\_

Is commission automatically deducted from the balance due to the customer?

9. A customer requires to pay an electricity bill of £67.20, the customer is paying by cheque and £10 in stamps. Complete the transaction.

10. A customer has just received a Pickup Notice to collect her new benefit card.

Go through the procedures to activate the card for payment.

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**Pass**

☐

**Marginal Fail**  
**(Support Required)**

☐

**Fail**  
**(Extra Training Required)**

☐

**Trainers Signature :**

---

**Delegates Signature:**

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## 7.4 Appendix C: Sample Horizon Achievement Certificate

To be approved