

Career learning for the 21st century

CPD series



LSIS LEARNING
AND SKILLS
IMPROVEMENT
SERVICE

Module 5:

**Introduction to evaluating
and measuring impact in
career development**

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This CPD module is available to download in PDF format from the Excellence Gateway Career Development section.

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Introduction to evaluating and measuring impact in career development workshop

Tutor notes

Workshop outline

This workshop has been designed for those working in the FE and skills sector and who are new to, or want to revisit, evaluating and measuring the impact of career development. It raises issues of why we need to monitor and evaluate our services, the need for continual improvement, identifies the impact that high quality career development activities can have on all our learners and on organisational performance.

This module can be delivered by anyone who is an experienced or qualified training professional if they take the time to familiarise themselves with the materials including the web links, handouts and references. It would, however, be an advantage if the trainer had experience and/or training in career development, as it would enable wider and deeper exploration of the topics covered.

The materials can be delivered as they stand, contextualised or modified to suit the time available and the needs of the participants or organisation. The PowerPoint™ slides and handouts are available as separate files.

This workshop is the fifth in a series of CPD workshops produced by LSIS and available to download from the LSIS Excellence Gateway. There are 10 others in the series:

- Introduction to career development
- Introduction to interviewing skills
- Introduction to values and ethics in career development
- Introduction to delivering career development through group work
- Introduction to reaching potential by raising aspirations
- Introduction to developing employability skills
- Introduction to career development for those with additional support needs
- Learning and earning: understanding the options for your learners
- An introduction to career development for STEM learners
- Introduction to the Blueprint for Careers.

This series of workshops is supported by a one-day “Train the trainer” programme aimed at those who have responsibility for staff development, continuing professional development or for developing a team’s or department’s skills and knowledge in career development. The programme introduces all the workshops: their aims, objectives, exercises and content while exploring how to tailor the content to specific contexts. If you are interested in gaining further information about this programme, please contact ann.ruthven@lsis.org.uk.

LSIS has also developed an online resource, “Career learning for all”, available free of charge on the LSIS virtual learning environment: just go to www.leadershiplearning.org.uk and create your own login. This has been designed for those involved in supporting learners with their career development, both specialists and non-specialists.

Workshop aim and objectives

The **aim** of the workshop is to explore continuous quality improvement and why evaluation and measuring impact are key to the effective delivery of career development..

The **objectives** of the workshop are to enable participants to:

- describe the outcomes of effective career development
- analyse how their organisations monitor, review and evaluate career development activities
- identify what effective evaluation of career development includes
- explore some different ways of measuring impact
- identify areas of strength and weakness in their organisation’s review, monitoring, evaluation and recording systems.

Example workshop timetable

Time	Session/s
09.30	Welcome, domestics, introduction, aim and objectives
09.37	Impact and reality
09.55	Monitoring, review and evaluation
10.45	Drawing it together
11.00	Refreshment break
11.15	Audit tool
11.40	Ofsted
12.05	Measuring impact
12.20	Summary
12.30	Conclusion

Checklist of resources required

- Fire evacuation procedures.
- PowerPoint™ slides 1 to 16.
- Flip chart and marker pens, or whiteboard.
- Pre-prepared flip charts.
- Screen.
- LCD projector.
- Laptop.
- Copies of handouts 1–3.
- Copies of LSIS publication, *Careers in the 21 century* (optional).
- Evaluation form: LSIS workshop – trainer’s feedback (see page 32).
- Evaluation form: LSIS workshop – attendee’s feedback (see page 33).

Slides and notes



Introduction to evaluating and measuring impact in career development

Presented by

Date

“Doubt, the essential preliminary of all improvement and discovery, must accompany the stages of man’s onward progress. The faculty of doubting and questioning, without which those of comparison and judgment would be useless, is itself a divine prerogative of the reason.”

Albert Pike

Slide 1

Customise the visual to include your own details and date of the workshop.

Present the domestic arrangements and fire safety for the venue. Introduce yourself and the session. Ask the group to read the quote, and ask for their reactions. Normally groups say:

- Highlights the need to not be self-satisfied
- Prompts you to question and not just accept something is over and completed
- You do this when you are new or when you first do things, but complacency can set in etc.

Resources: Fire evacuation procedures.

Timing: 10 minutes for this plus aim and objectives.

Transition statement: Let’s look at the aim and objectives of this workshop.

Your notes:

Aim and objective

Aim

To explore continuous quality improvement and why evaluation and measuring impact are key to the effective delivery of career development



Objectives

By the end of the session learners will be able to:

- describe the outcomes of effective career development
- analyse how their organisations monitor, review and evaluate career development activities
- identify what effective evaluation of career development includes
- explore some different ways of measuring impact
- identify areas of strength and weakness in their organisations' review, monitoring, evaluation and recording systems.

Slide 2

Introduce the overall aim of the workshop.

Relate this aim back to the quote and group's comments in the previous slide.

Go through the objectives and ask if there are any questions.

Resources:

Timing: 2 minutes.

Transition statement: We are going to discuss what monitoring, review and evaluation are, especially in the context of this organisation.

Your notes:

Impact of career development



Work in pairs, preferably with someone you do not know well. Introduce yourselves: name, job role, experience in evaluating and measuring impact of career development activities.

Agree between you the outcomes and impact that should result from delivering, an organisation-wide excellent career development service for learners.

You have 5 minutes for this activity.

Slide 3

This exercise includes both slides 3 and 4.

Ask the group to split into pairs and try to ensure they work with people they do not know well if this is possible. Talk through the slide, ensuring everyone is aware of what is required.

When the five minutes are up, give two pairs a piece of flip chart paper and ask them to write up their first two ideas and pass it on to the next pair – continue this process until everyone's ideas have been recorded. Alternatively, to save paper, you could ask them to list ideas on a whiteboard.

Ask the whole group to read the list. Answers could include:

- More self-aware learners and motivated learners
- Learners on the right programme of learning
- Increased employability skills
- Improved learning culture in groups
- Less absenteeism and behavioural problems
- Better retention and results
- Increased employment and destination statistics
- Improved networking with local employers and the community
- Increased Ofsted results and reputation
- Increased applications.

Reality?



- A total of 1,543 current and former pupils, aged 16 and over took part in a Future First poll
- Findings included:
 - State school pupils are more than four times as likely to be given bad careers advice than private school students, new research shows
 - 27 per cent of former state sector pupils had been given bad careers advice, against 6 per cent who were educated privately
 - 39 per cent of state pupils said they had never met anybody with a job they would like to do, compared with 25 per cent at private institutions
 - 71 per cent from the state sector thought it would be difficult to get a decent career, compared with 63 per cent who went private.

Slide 3 continued

Work through the list, identifying which ones benefit the individual learners, which benefit the teaching or assessing team and which benefit the organisation as a whole – use different coloured pens to highlight the areas.

Say that this shows the potential impact of career development and how it could be measured. Ask, “So, do we do it?” and “How do we know?” Show slide 4 and allow the group time to read the contents.

Slide 4

Ask the group for reactions to the findings. Ask, “How do we know we are not giving bad advice?” Answers include: feedback, complaints, monitoring activities, reviews, evaluations, past learners’ comments, statistics, open culture, asking for feedback all the time etc.

Resources: Flip chart or whiteboard and pens.

Timing: 3 minutes to organise the exercise, 5 minutes for the exercise and 10 minutes for the feedback and discussion.

Transition statement: We are now going to look at how we can work towards the former and avoid the latter.

Your notes:

Definition – monitoring



Monitoring is the regular observation and recording of activities taking place in a programme. It is a process of routinely gathering information on all aspects of the activity. It is like watching where you are going while riding a bicycle; you can adjust as you go along and ensure that you are on the right track.

Slide 5

Tell the group that to find out what is happening in career development you need to monitor activities. Say that formative monitoring and review is carried out during the year to assess if what was planned and designed is what is actually taking place.

Ask the group to consider individually for a minute what is monitored in their organisations and how this is done.

Ask for feedback and record the answers on a whiteboard or flip chart.

Normally groups come up with:

- Evaluation sheets
- Tutorial records
- Attendance lists
- Learner retention
- Learner success rates
- Learner destination information and statistics
- Curriculum data (programmes, session plans timetables etc).

Go through each one, asking for the benefits and costs of each of these monitoring activities. Normally this raises issues of:

- Tick-box exercise only
- Time-consuming exercise with no time given to the findings
- Done half-heartedly by some and well by others
- No collation across the organisation of the findings
- No one will do anything with the results etc.

Have a pre-prepared flip chart or area of whiteboard or wall headed: 'Improvements' available. Ask the group to write up how the existing monitoring could be improved.

Say that true to the nature of the workshop, you will keep a record of improvements that could be made and circulate the findings after the end of the workshop.

Resources: Pre-prepared flip chart or whiteboard headed 'Improvements' and pens.

Timings: 15 minutes.

Transition statement: Now we will look at review.

Your notes:

Definition – review



Review: to look back upon; view retrospectively.

Slide 6

Ask the group to compare the terms 'review' and 'monitor' – ask what are the differences?

Say that reviewing is looking back at what went well and not so well. “What went well” implies a qualitative measure. Say that monitoring could be concerned only with whether something took place, how many participated etc, but not be concerned with quality.

As before, ask participants to reflect for a minute on what their organisation does to review career development activities:

- Learner feedback, evaluations and surveys
- Observation reports
- Audits
- Meetings to review destinations, results, retention and sickness
- Curriculum review meetings
- Review of complaints, compliments etc.

Record these on a flip chart or whiteboard and ask for benefits and costs.

Many groups give these responses:

- Going through the motions
- Little follow up to see if changes implemented
- Meetings sometimes missed if busy
- Tendency to think another year over and focus on new year
- Little communication across the institution
- No feedback to new employees etc.

Resources: Flip chart or whiteboard and pens.

Timing: 5 minutes.

Transition statement: Next up is evaluation.

Your notes:

Definition – evaluation



Evaluation is the assessing and judging the value of a piece of work, an organisation or a service. Its main purpose is to help an organisation reflect on what it is trying to achieve, assessing how far it is succeeding, and identify required changes.

Slide 7

Reinforce the fact that evaluation is about value, it answers the question, 'Was it worth it?' Ask if there are any comments or questions. Say this is very different from monitoring if what was designed occurred – it is the, "So what?" question?

Ask the group to form groups of four. Ask them to consider how an institution or organisation could evaluate the provision of career development. Allow **5 minutes** for this part of the exercise.

Normally answers include: interviews, questionnaires, observations, case studies, focus groups, personal logs or diaries, log books, reports, workshops, creative methods (drawing, writing, photography), stakeholder meetings, reviewing Facebook comments, blogs etc.

Allocate three methods from the list to each group of four and ask the groups to decide when each method would be useful and to note any problems or issues with the method. Ask each group to present their findings. Allow **10 minutes** for this part of the exercise.

Organise for this list to be word processed and circulated to all participants.

Summarise the findings and say that when doing evaluation you need to consider how you are going to analyse, interpret and present the findings.

Resources:

Timing: 30 minutes – 3 minutes to talk about the slide and form small groups, 15 minutes for the exercise and 12 minutes for the presentations and summary.

Transition statement: Let's look at all of these together.

Your notes:

Drawing this together



Monitoring and review activities

- Draw attention to successes
- Highlight areas that need changing
- Identify opportunities for development.

Evaluation activities

- Generate information on impact and value
- Provide evidence against which you can make judgments relating to the quality of provision and practice
- Inform the continuous improvement plan and the organisation's capacity to improve.

Slide 8

Monitoring and review gather the evidence – this is the formative process.

Evaluation is where you make the judgement relating to progress and the need for further development (summative).

Draw attention to the group of the focus from Ofsted, The framework shows that just to identify strengths and areas to improve are no longer enough. An organisation needs to be self-knowing and have a robust continuous improvement plan – a plan that is reflected in all areas of the organisation.

Resources:

Timing: 3 minutes.

Transition statement: Now we will consider evaluation frameworks.

Your notes:

Evaluation framework



- Identify the qualitative and quantitative data that is going to be gathered.
- Outline how the data is going to be used
 - **Reach** – numbers and types of individuals affected by, or in contact with, the career development intervention
 - **Reaction** – Initial feedback from the learners
 - **Learning** – What has been learnt as a result of the activity or information and can this be evidenced?
 - **Impact** – What does the individual do differently and how does this feed into the organisation's effectiveness?

Based on Donald Kirkpatrick's Learning Evaluation Model 1959.

Slide 9

It is important that the group understand that as part of a rich and robust evaluation process we are looking at:

- Who we are working with? Say this has implications for equality, access and allocation of resources. Ask if they feel all groups within their institutions/organisations have equal access and in particular part-time learners.
- Their immediate feedback. Ask what they get feedback on, if formal or informal, where recorded, how analysed, what is done with the information and who has access?
- What they have learnt and how this is directly attributed to the career development activity? Ask how they check on this aspect? Ask how they know if learners have learnt from career development interventions?
- What they are going to do differently as a direct result of the activity or information? How will this also impact on their organisation? Ask how they know if their learners are changing plans, taking alternative routes etc. as a result of their interventions? Ask how often they change their behaviour as a result of the organisation's or institution's evaluation findings?

Give out handout 1 – Evaluation; this provides further detail on evaluation and is specifically linked to career development. Ask the participants to read it and discuss in pairs where their organisation is at present in monitoring, reviewing and evaluating career development.

Ask the whole group for findings.

Resources: Copies of handout 1 – Evaluation.

Timing: 12 minutes – 5 minutes talking through slide, 5 minutes discussion in pairs and 2 minutes summary.

Transition statement: It is time to take a look at our own service and see what judgments we can make, but first we shall take a 15-minute break.

Your notes:

Completing the career development audit



Activity

Individually go through the audit tool and make judgments relating to career development processes and practices within your organisation.

In fours, compare your assessments, noting similarities and differences.

Slide 10

Activity

Give out handout 2 – Audit tool, to all participants. Ask the group to work individually and then in fours.

- Individually review each of the areas included in the audit tool for their organisation. (5 minutes)
- As a group, compare and contrast their assessments. (10 minutes)

Take feedback from the group, drawing out on a flip chart the areas where most providers are effectively evaluating career development provision and areas where there are gaps.

Resources: Copies of handout 2 – Audit tool, flip chart and markers.

Timing: 25 minutes – 5 minutes for set-up and individual work, 10 minutes for discussion in fours, 10 minutes for feedback and discussion.

Transition statement: We will now look at Ofsted's requirements.

Your notes:

The focus of Ofsted



Ofsted 2012

- Evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement.
- Help bring about improvement by identifying strengths and areas for improvement, highlighting good practice and judging what steps need to be taken to improve provision further.

Activity

- Following from your audit, select one area that you need to improve and then identify a range of interventions that could be considered in order to make this improvement.

Slide 11

Ask the class to read the extract from the Ofsted 2012 framework and ask them how they think Ofsted would make this judgement. Possible answers include:

- A clear view of strengths and development needs
- Evidence of monitoring and review
- Clear detailed plans for improvement from the past and for the future with evidence of progressions.

Activity

Ask the groups of four to split into pairs and to take one area from each of their audits that they have identified as an area of improvement. Ask them to develop two or three interventions that could be considered in order to bring about improvement.

Ask them to put these on a few flip charts using the headings below. Each pair should pass on the flip chart to the next to add their findings.

Area /practice that needs improving **Interventions that could be considered**

Organise the flip charts to be displayed in the room. If there is enough time, ask each pair to comment on why they have chosen their interventions. If this is a large group, ask the group to read the flip charts and comment on patterns, themes and learning from the exercise.

Resources: Flip chart paper and markers.

Timing: 25 minutes – 15 minutes for set-up and discussion in pairs and 10 minutes for feedback.

Transition statement: We need to be able to measure impact both qualitatively and quantitatively. First we will take a break. Can we resume in 15 minutes please?

Your notes:

Measuring impact



- The impact that effective career development has will reflect in the outcomes for the learner, for example, in:
 - attendance
 - participation
 - curriculum coverage
 - assessment
 - retention and achievement
 - progression
 - increased employability.
- Measuring impact is about setting clear measures in each of these areas and being able to track this to the effectiveness of the career development. Please remember that measures can be both **quantitative** and **qualitative**.

Slide 12

Say that slide 12 shows how career development interventions can have significant impact on learners and consequently on the lecturers, trainers or assessors and their organisations or institutions.

Go through each aspect on the slide and ensure that individuals understand the final statement. Link comments back to their initial views on impact at the start of the session.

Give out handout 3 – Ways to measure, as an example for the class to read.

Resources: Copies of handout 3 – Ways to measure.

Timing: 5 minutes.

Transition statement: Let's look at some Ofsted criteria.

Your notes:

External measures



In judging outcomes for learners, inspectors must evaluate the extent to which:

- all learners achieve and make progress relative to their starting points and learning goals
- achievement gaps are narrowing between different groups of learners
- learners develop personal, social and employability skills
- learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs.
- learners benefit from high expectations, engagement, care, support and motivation from staff.

Slides 13 and 14

These follow on from the discussion of slide 12. Ask the group to read the points on slides 13 and 14 and then do the activity below.

Activity

Ask the group as a whole to consider what their organisation has in place to monitor, review or evaluate the impact areas on the slides and to comment on how, if possible, it could be improved.

Take general feedback on areas of strengths and development areas..

Resources:

Timing: 10 minutes.

Transition statement: Let's look at what we have covered.

Your notes:

External measures (continued)



And the extent to which:

- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning
- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims
- appropriate and timely information, advice and guidance supports learning effectively
- equality and diversity are promoted through teaching and learning.

Summary



- What does monitor mean?
- Give some examples of reviewing
- What does evaluation mean in terms of career development?
- What impact could effective career development have on learners?
- What aspects of the career development audit do you recall?

Thank you for attending; please complete an evaluation form.

Slide 15

Go through the questions and if necessary revisit slides if any areas of difficulty arise. Ask for any outstanding questions.

Give out the evaluations and ask for these to be completed.

Thank the group and close the session.

Resources: Evaluation forms.

Timing: 10 minutes – 5 minutes for review and 5 minutes for evaluation and close.

Transition statement: I have included a list of the references used today.

Your notes:

References



www.thisislondon.co.uk/standard/article-23925975-state-school-pupils-are-being-failed-by-poor-careers-advice.doc

<http://cec.vcn.bc.ca/cmp/modules/mon-wht.htm>

www.definitions.net/definition/review

www.evaluationtrust.org/evaluation/definitions

Kirkpatrick, DL and Kirkpatrick, JD (2006) *Evaluating Training Programmes*. Berrett-Koehler.

Slide 16

Thank the group for their participation.

Resources:

Timing:

Transition statement:

Your notes:

Handout 1 – Evaluation



Evaluation is the collection, analysis and use of evidence to make judgements about something. The 'something' could include one or more of the following:

- Quality, impact and achievement
- Effectiveness, efficiency and value for money
- Factors that make the biggest difference to learner attainment and achievement
- Strengths, weaknesses, speed of improvement and capacity to improve.

In careers work, evaluation normally covers the events and activities that make up a programme. It looks at:

- What is happening and where
- Who is contributing, what they are doing and the impact they are having
- The impact of provision and practice on learners and other stakeholders
- Strengths and weaknesses
- Areas for improvement and development

An evaluation might be carried out by staff with the help of colleagues, learners and others (self-evaluation) or by people outside the organisation, such as inspectors and quality award assessors (external evaluation).

What should you evaluate?

An annual evaluation of their careers programme. Many will also evaluate one or two specific aspects of it in greater depth.

Evaluating a whole careers programme

This gives an overview of the programme. It provides the basis of annual and other reports, and guides development planning. This type of evaluation draws on information from monitoring, review and other activities and focuses on areas such as:

- How well the programme supports learners' self-development, career exploration and career management
- How well the programme meets learner needs
- How well the programme supports inclusion and learner progression
- The strengths and weaknesses of teaching and learning
- The impact of action taken to improve teaching and learning
- How well the programme is led and managed.

Gathering evaluation evidence

General principles

- Ensure that all stakeholders contribute to the evaluation – staff, learners, parents, carers, representatives from partner organisations etc.
- Use representative samples – it is vital, for example, to involve learners, but unnecessary to involve a whole cohort.
- Gather evidence about something from more than one source – known as triangulation, this helps to ensure that evaluation results give a balanced view and are not skewed towards a particular viewpoint from a single source or a vested interest.
- Focus on impact. Make sure you choose evaluation methods and materials that will help to answer the evaluation questions. Guard against being sidetracked by something that looks interesting or focuses only on learner impact. Remember that satisfaction surveys test satisfaction; they rarely give any information about learning gains and their application.
- Force people to express an opinion – give people an even number of choices, space out questions of a similar nature so that they do not follow on from each other, and balance the number of open and closed questions.
- Test evaluation materials – show evaluation materials to others to see if they make sense and are fit for purpose. Pilot them if there is time.

Useful techniques (also refer to handout 3 – Ways to measure)

- Evaluation forms, including learner self-evaluation forms
- Questionnaire surveys
- Face-to-face meetings, interviews, focus groups, class discussions etc
- Observation in taught sessions, at careers events, etc
- Entry and exit polls at careers events
- Bulletin boards and Post-it™ notes recording participants' views, learning gains, suggestions for change, etc.
- Concluding rounds, oral or written, of suggestions and thanks
- Tests and assessments
- Work samples.

Summary

Evaluation is the purposeful collection, analysis and use of evidence to make judgements about provision and practice. It is essential for effective programme management, as it ensures that changes flow from identified needs.

Evaluation requires advance planning to ensure that there is reliable information about starting points; that existing evidence is used; that evidence-gathering is built into learning activities; and that they do not clash with other significant events. It is advisable to act on evaluation findings as quickly as possible and let other people know what has been done and how their contributions have helped.

Maintaining a portfolio of evidence incorporating evaluation findings makes it easier to undertake development planning, write reports and respond to requests for information from managers, inspectors and other external assessors.

External career development providers can be a useful source of help, advice and resources on how to approach the evaluation of careers work.

Questions to ask yourself

- How do you use evaluation now to identify your strengths and weaknesses and improve what you do?
- Who do you involve?
- How could you improve your use of evaluation and who could help?

Handout 2 – Career development audit

Making your judgement



Go through each statement and allocate a score as follows:

1. Fully meets the specification, with some possible minor improvements identified
2. Provision / performance is good, some improvement needed
3. Improvement is needed generally
4. An area for significant improvement.

Statement – does your organisation:	1	2	3	4	Evidence/examples of how this happens in practice
Promote lifelong learning and the personal development of all learners?					
Recognise career development as an integral part of each learner’s entitlement throughout his or her learning programme?					
Ensure that all learners are informed about and have the opportunity to receive their entitlement to unbiased guidance and support when making career decisions and encouraging and supporting them in accessing it?					
Support all learners in achieving their potential as individuals and in maximising their contribution to the community?					
Respect individuals learners’ needs and circumstances and encourage diversity of approach in education and training to address these needs?					
Acknowledge the value of each individual’s experience, talents, skills and achievements and in doing so promote equality and diversity of opportunity and challenge stereotypes?					
Ensure that there is a consistent approach to the transfer of all relevant and crucial information between key stages and beyond to aid smooth transition?					
Collaborate effectively to ensure the success of common application procedures?					

Handout 3 – Ways to measure



Method	Pros	Cons
Application and equality and diversity forms	<ul style="list-style-type: none"> ● Already produced ● Provide quantitative data ● Provide information on whether target audience being reached 	<ul style="list-style-type: none"> ● No measure of impact ● No qualitative data
Evaluation forms used at events or at end of programmes	<ul style="list-style-type: none"> ● Easy and cost-effective to administer ● Identify basic problems and issues 	<ul style="list-style-type: none"> ● No time for reflection ● Little evidence of impact
Discussion groups	<ul style="list-style-type: none"> ● Can raise interesting questions, issues and feedback 	<ul style="list-style-type: none"> ● Cannot be anonymous, therefore individuals may not be frank about views
Focus groups	<ul style="list-style-type: none"> ● Useful for exploring how a programme or service could be improved 	<ul style="list-style-type: none"> ● Need to be administered by objective experts ● Lack of anonymity ● Expensive and time-consuming
Postal surveys	<ul style="list-style-type: none"> ● Can be anonymous ● Cost-effective and relatively easy to administer but need to be well-designed 	<ul style="list-style-type: none"> ● Poor response rate ● Data analysis takes time
Email surveys	<ul style="list-style-type: none"> ● Cost-effective and relatively easy to administer but need to be well-designed 	<ul style="list-style-type: none"> ● Response rate ● Data analysis takes time
Online, for example, using SurveyMonkey	<ul style="list-style-type: none"> ● Can be anonymous ● Cost-effective and relatively easy to administer but need to be well-designed ● Analysis easy 	<ul style="list-style-type: none"> ● Response rate
Telephone surveys	<ul style="list-style-type: none"> ● Better response rate than postal surveys ● Can explore individual issues ● Need to be conducted by trained staff, preferably not involved directly in programme or service being evaluated 	<ul style="list-style-type: none"> ● Response rate ● Time-consuming ● Data analysis takes time
Longitudinal studies	<ul style="list-style-type: none"> ● Rich data ● Can measure longer -term impact 	<ul style="list-style-type: none"> ● Expensive and time-consuming

Taken from *Career learning for the 21st century: effective practice in the FE sector* (LSIS, 2009).

LSIS workshop – trainer’s feedback



Please use this form to feedback how useful you found the training materials provided. This is not to measure the success or otherwise of your workshop, but to help us improve the quality of the materials provided.

Name of workshop: Introduction to evaluating and measuring impact in career development	Date of workshop:
---	-------------------

Using a rating of 1 = very good to 7 = very poor, please answer the following questions:

	Rating
Overall how happy were you with the materials?	
How well did you think the course met its aim and objectives?	
How well did the course meets its aim and objectives?	
How would you rate the handouts?	
How would you rate the PowerPoint™ presentation?	
How would you rate the exercises?	
How would you rate the trainer’s background information?	

Which parts did you find most useful?
Which parts did you find the least useful?
What do you think could be done to improve the materials?
Please comment on the suitability of the timings provided.
Any other comments?

LSIS workshop – attendee’s feedback



Name of workshop: Introduction to evaluating and measuring impact in career development	Date of workshop:
---	-------------------

Using a rating of 1 = very good to 7 = very poor, please answer the following questions:

Overall how useful did you find the course?	
How would you rate the materials provided?	
How would you rate the trainer?	
How useful were the exercises?	
How would you rate the pace of the course?	
How would you rate the length of the course?	

Which parts did you find most useful?

Which parts did you find the least useful?

What do you think could be done to improve the workshop?

Any other comments?

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www.lsis.org.uk

Learning and Skills Improvement Service

The Learning and Skills Improvement Service (LSIS) is the sector-owned body supporting the development of excellent and sustainable FE provision across the learning and skills sector. Its aim is to accelerate the drive for excellence and, working in partnership with all parts of the sector, build on the sector's own capacity to design, commission and deliver improvement and strategic change.

Disability equality policy

LSIS is committed to promoting equality for disabled people and we strive to ensure that our communication and learning materials can be made available in accessible formats. Please let us know if you consider yourself disabled and require reasonable adjustments made to support you.