**Appendix 7:**

**Sample impact assessment model-basic principles**

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| **Initial stages**  The learning and development needs of the organisation and staff need to be identified through an agreed process as part of staff and volunteer development.  Once the needs are identified then the learning and development opportunities can be sourced, arranged and promoted to staff and volunteers. |

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| **STAGE 1**  Pre and post course confidence/knowledge or skills | Delegates score themselves on their level of confidence against a number of statements linked to the objectives of the training at the beginning and end of the training course.  The same statements can then be used in the 4-6 week post course evaluation to determine how confidence changed as a result of the course. |

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| **STAGE 2**  Optional–according to business need  Evaluation forms | Generic evaluation forms usually used to gauge feedback on trainer delivery, venue, content etc and is usually combined with form above. |

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| **STAGE 3**  Optional -according to business need  Trainer self-evaluation form used to gather trainer’s feedback | The trainer would be asked to complete this for each topic they deliver, if the courses are running over a full 12 month period then it may be that they are asked to complete 2 per year.  Trainer evaluations usually include judgement on own performance, interaction with group and to identify whether any changes need to be made to the materials.  The form could be used in combination with an observed session of training usually undertaken by the team that have responsibility for the training as part of quality assurance process. |

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| **STAGE 4**  Impact forms  4-6 weeks post learning opportunity  Used to inform how delegates have used / applied the learning. | Short electronic post course evaluation sent to all delegates. It is good practice to ask them to score themselves against the same statements as stage 1 so that you can compare scores over time.  It is also helpful to ask what difference the learning opportunity has made to their practice.  Certificates can be withheld until this stage has been completed |

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| **QUARTERLY REPORT**  Provides analysis to evidence that training is impacting on practice |

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| **STAGE 5**  Follow-up.- 6 months  To ascertain if the training has impacted on service improvement / outcomes for children and young people. | It is good practice to ask them to score themselves against the same statements as stage 1 and 4 so that you can compare scores over time.  Follow up could be undertaken in a variety of ways- further surveys; telephone conversations, face to face interviews etc.  This stage could be completed in-house through the management supervision/one to one or appraisal system |

To enhance the above model it is useful to develop individual learners’ case studies where they have identified significant impact on their practice as a result of a learning event, this may be through a one off event or through a series of events. This is best captured through a short one to one conversation either in person or by telephone.

All the above can be linked to the performance management cycle and the model adapted to suit individual service need.