



The CPD Standards Office
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2.8 TRAINING CYCLE (EVALUATE)

The training cycle, also known as the training process or training lifecycle, refers to the systematic and continuous process of planning, implementing, evaluating, and improving training initiatives within an organisation. It consists of several interconnected stages that guide the development and delivery of effective training programs.

The typical stages of the training cycle include:

1. Analysis
2. Design
3. Develop
4. Deliver
5. Evaluate

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At the end of a training course, the trainer can evaluate various aspects to assess the effectiveness of the session and gather feedback for improvement.

Here are some key areas for evaluation:

- **Participant Learning Outcomes:** Assess whether participants have achieved the intended learning objectives of the training course. This can be done through quizzes, tests, demonstrations, or observation of skills application.
- **Participant Engagement:** Evaluate the level of participant engagement throughout the training course. This includes active participation in discussions, activities, and exercises, as well as overall attentiveness and involvement.
- **Training Content Relevance:** Gather feedback on the relevance and usefulness of the training content. Determine if the material covered was applicable to participants' roles, responsibilities, and learning needs.
- **Training Methods and Delivery:** Evaluate the effectiveness of the training methods and delivery techniques used by the trainer. Assess whether the methods employed were engaging, interactive, and conducive to learning.
- **Training Materials:** Review the quality and usefulness of training materials provided to participants, such as handouts, slideshows, worksheets, or reference materials. Ensure that materials are clear, organised, and accessible.
- **Trainer Performance:** Reflect on the trainer's performance and effectiveness in facilitating the training course. Consider factors such as communication skills, subject matter expertise, professionalism, and ability to engage participants.
- **Participant Feedback:** Solicit feedback from participants through surveys, questionnaires, or verbal feedback sessions. Ask participants to provide input on what they found valuable, areas for improvement and suggestions for future training.
- **Training Environment:** Evaluate the training environment, including the physical setting, equipment, and logistical arrangements. Ensure that the environment is conducive to learning and free from distractions.
- **Overall Satisfaction:** Assess participants' overall satisfaction with the training course. Determine if their expectations were met, if they found the training valuable, and if they would recommend it to others.



- **Learning Transfer and Application:** Follow up with participants after the training course to assess the extent to which they have applied their learning in their work or daily activities. Determine if the training has led to tangible improvements or changes in behaviour.
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By evaluating these aspects at the end of the training course, trainers can identify strengths, areas for improvement, and opportunities for future development to enhance the effectiveness of their training programmes.

Evaluating oneself as a trainer is important for several reasons:

- ➡ **Continuous Improvement:** Self-evaluation allows trainers to identify their strengths and weaknesses, enabling them to continuously improve their skills, knowledge, and effectiveness as educators.
- ➡ **Enhanced Performance:** By reflecting on their performance, trainers can identify areas where they excel and areas that need improvement. This self-awareness can lead to more effective teaching strategies, better communication with participants, and overall enhanced performance.
- ➡ **Quality Assurance:** Evaluating oneself ensures that trainers are delivering high-quality training programs that meet the needs and expectations of participants. It helps maintain standards of excellence and ensures that trainers are providing value to their audience.
- ➡ **Tailored Professional Development:** Self-evaluation helps trainers identify areas for professional development and growth. It allows them to focus on specific areas where they can benefit from additional training, coaching, or skill-building activities.
- ➡ **Participant Satisfaction:** Trainers who regularly evaluate themselves are better equipped to meet the needs and preferences of their participants. By understanding their own strengths and weaknesses, trainers can adapt their teaching methods to create a more engaging and effective learning experience for participants.
- ➡ **Accountability:** Self-evaluation holds trainers accountable for their performance and the impact of their training programs. It encourages trainers to take ownership of their professional development and strive for excellence in their teaching practice.



- ➡ **Adaptability:** The training landscape is constantly evolving, with new technologies, methodologies, and best practices emerging regularly. Self-evaluation allows trainers to stay adaptable and responsive to changes in the field, ensuring that they remain relevant and effective educators.

After receiving evaluations from participants, trainers may make the following common mistakes:

- ➡ **Ignoring Feedback:** Failing to thoroughly review and analyse the feedback received, or dismissing it as unimportant. Ignoring feedback prevents trainers from identifying areas for improvement and limits their ability to enhance future training programs.
- ➡ **Taking Feedback Personally:** Reacting defensively or personally to negative feedback instead of viewing it as an opportunity for growth. Trainers may become defensive or dismissive of criticism, which can hinder their ability to objectively assess their performance.
- ➡ **Focusing Only on Positive Feedback:** Fixating solely on positive feedback and disregarding constructive criticism or areas for improvement. While positive feedback is encouraging, it's essential to also address areas where improvements can be made.
- ➡ **Not Acting on Feedback:** Failing to take action or implement changes based on the feedback received. Trainers may neglect to follow up on areas identified for improvement, leading to stagnation in their professional development.
- ➡ **Misinterpreting Feedback:** Misinterpreting or misunderstanding the feedback received from participants. Trainers may misinterpret comments or ratings, leading to incorrect assumptions about their performance or the effectiveness of the training program.
- ➡ **Blaming External Factors:** Blaming external factors, such as participant attitudes or logistical issues, for negative feedback instead of taking responsibility for areas within their control. Trainers should focus on factors they can influence and improve.
- ➡ **Lack of Reflection:** Failing to engage in self-reflection or critical analysis of their training performance. Without reflection, trainers may miss opportunities for growth and development.



-  **Not Seeking Clarification:** Neglecting to seek clarification or further explanation from participants regarding their feedback. Trainers may fail to understand the context or specifics of certain comments, leading to misinterpretation.
-  **Overreacting to Feedback:** Overreacting emotionally to feedback, whether positive or negative, instead of maintaining a balanced and composed demeanour. Emotional reactions can cloud judgment and impede the ability to learn from feedback.
-  **Not Communicating Changes:** Failing to communicate changes or improvements made based on participant feedback. Trainers should inform participants of any adjustments made to address their concerns and demonstrate responsiveness to feedback.

By reviewing the evaluation sheets promptly, trainers can:

- **Gain timely insights:** Reading the evaluation sheets soon after the training session provides trainers with timely feedback on the effectiveness of their delivery, content, and overall training experience.
- **Address issues promptly:** Identifying any areas of concern or improvement early allows trainers to address them promptly and make necessary adjustments for future training sessions.
- **Facilitate reflection:** Reviewing the evaluation sheets shortly after the training session encourages trainers to reflect on their performance and consider ways to enhance their training delivery and content.
- **Demonstrate responsiveness:** Taking prompt action based on the feedback received demonstrates to trainees that their input is valued and that trainers are committed to continuous improvement.
- **Capture accurate impressions:** Reading the evaluation sheets soon after the training session ensures that trainers capture accurate impressions and details while the experience is still fresh in their minds, enhancing the reliability of their reflections and analysis.