



# Training Methodology

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## *Executive summary*

This document has been prepared in order to define and describe the training activities foreseen in FARMLAND project. The project contributes to the EU strategic guidelines for rural development for 2007-2013 in the areas of "competitiveness for agriculture, food and forestry axis, targeting human capital", "quality of life and diversification of the rural economy, which helps to develop rural areas by promoting services for the public, micro-enterprises, rural tourism, and development of the cultural heritage to improve the conditions for growth and job creation in all sectors".

FARMLAND is an transfer of innovation project. The teaching materials for transfer of innovation will be provided by the "Scuola in fattoria" network managed by the research and training institute "Agricoltura è Vita", implemented with practical experiences and specific teaching materials provided by regional agencies of the Italian Confederation of Farmers (CIA). ICT tools will be also provided to create a "farm school virtual kit" that will be constituted, like an online suitcase, of all kind of available courses at farm schools.

The teaching materials will be updated and implemented according to the need analyses performed by the FARMLAND partnership, based on the state-of-the-art of similar experiences in Europe.

Training methodology and e-learning and ICT tools will need to be implemented, updated and upgraded to support user friendly teaching materials for three specific main targets groups young farmers, female entrepreneurs and adults experienced in conventional agriculture, plus three secondary target groups, teachers, intellectual unemployed persons and local policy makers in education, training and rural development.

CPIP-COMUNITATEA PENTRU INTAREA PERMANENTA Romania is coordinating the activity of developing the training methodology in the context of the work-package 3" ADAPTATION AND DEVELOPMENT OF THE TEACHING MATERIALS", but the contribution of the other partners is foreseen in terms of responsibilities for national content and development.

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The methodological approach is based on training need analysis, starting from the existing teaching materials, focused on labour market needs, with a specific focus on agricultural innovative new trends, with use of new techniques such as work shadowing, between stagier and tutor, as a bilateral competence process.

This deliverable summarizes the main information on the FARMLAND training methodology, a combination of modules delivered on web-based platform, with the aim of helping partners, institutional stakeholders and other relevant parties implementing an On-line Learning Training based on FARMLAND developments.

**Chapter 1, *Introduction***, explains in more detail the subject of this document, how the training activities will be developed, and presents methodologies and didactical structures.

**Chapter 2, *User Group Selection***, details the procedures for the identification of the user groups. It explains how the user groups should be selected, what should be the target audience and other relevant specifications. Trainees' characteristics, competences and skills are also defined.

**Chapter 3, *Modules***, gives more details about the training structure, module topics and learning specifications.

**Chapter 4, *Materials***, presents the typologies of materials and documentation to be utilized and produced during the training course.

The various criteria adopted to evaluate the course results through the training activities are described in **Chapter 5, *Success indicators***.



## *1. Introduction*

Taking in consideration the **Principles of adult learning:**

**from easy to difficult**

**from the simple to the complex**

**from general to detail**

**from the known to the unknown**

and also how the adult people learn, the FARMLAND training methods will be adapted to trainees age, abilities ,learning experiences and working conditions.

Vocational training requires knowledge which is specially prepared and divided into fragments. There should be less amount of the fragments and of such a size that is appropriate for the age of learners group. **Structured and logically related material is absorbed much better.** Changes with age are neither as large nor so important as to preclude teaching adults, but the method of education must take into account the characteristics of memory, a bit different from each other in different age groups.

### ***1.1 Overall Training Methodology***

Two crucial targets need to be adressed for training preparation: the definition of the training structure and methodology and the development of training modules.

The training activities contribute to the professional training of the involved actors.

The main characteristics of the FARMLAND training are:

- Simple in form ;
- Friendly in access;
- Easy to start ;

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- Possible integration between modules;
- Focused materials, feedback and support;
- Ideal for adult learning and professionals;
- Customization of modules program and training design;
- Provide ongoing guidance and support;
- Provide step-by-step, research-proven materials;

It is essential to select the structure and methodology that will be the most effective for its training environment, considering the factors such as:

- **The overall training objectives:** *what is expected to be achieved through training?*
- In our case the training will create new opportunities for farmers; the capitalization of human resources, such as teachers, psychologists, at risk of the unemployment; full collaboration between the world of agriculture and the school system, with greater involvement of families; attractiveness of farm school methods targeted to the youngsters; spread of experiences on a European level, using linguistic and technological resources as a tool for conveying knowledge and acquiring training experiences; convergence of themes, contents and methods to use common evaluation parameters of the educational paths of "didactic farm" managers and operators. Also transfer of know-how and innovations through acquisition of new skills and competencies of farmers, farms employees and employees of agriculture sector related facilities.
- **Who needs the training:** *and any categories of trainees that will increase training effectiveness and economy?*

it is essential to create a training system that can involve together agricultural entrepreneurs and other human resources, such as teachers as a category facing serious employment difficulties as well as persons in charge of social and youth services. In fact, both public and private schools are less and less able to offer

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permanent jobs to vocational and high education graduates and trained people representing the growing ranks of unemployed and under-employed intellectuals, most of them women. The new skills and work experience should favour the integration, involving the trainees, where they can observe and act together background, problem setting and solving. Tests will be organized, in correspondence of each staff meeting, with different users (young farmers, female entrepreneurs, teachers, with assistance of experienced farmers for each sector) to play their specific role.

- **The expected learning outcomes:** *what each person trained is expected to be able to do, and expect to know, at different stages and at the conclusion of training.* Depending on the intensity level of the training and content of the modules, the trainees are expected to know about: Renewable energy sources & waste recycling on farm; courtyard farm animals; organic farming & biodiversity; become familiar with the process "from milk to cheese " and "from wheat to bread and noodles" ;become familiar with " didactic farm".
- **The scope of the training methods,** *such as face-to-face intensive sessions, provision of reference materials, online available material and courses.*

The adapted FARMLAND teaching materials will be made available on the website for eLearning and on CD for off-line training in the languages of the partners.

Finally an assesment test and user-satisfaction questionnaire will be distributed in order to evaluate the module's results and its success amongst trainees.

The online learning program of the training course aims to provide:

**Competency** to identifying new opportunities for farmers:

- the capitalization of human resources, such as teachers, psychologists, pedagogists, at risk of the unemployment;



- full collaboration between the world of agriculture and the school system, with greater involvement of families;
- attractiveness of farm school methods targeted to the youngsters;
- spread of experiences on a European level, using linguistic and technological resources as a tool for conveying knowledge and acquiring training experiences; convergence of themes, contents and methods to use common evaluation parameters of the educational paths of " didactic farm" managers and operators
- A **professional training** component that integrates European data and development in to the organization of local activities; The courses will be listed according to different themes and level of difficulty and competence, from Level 2 to Level 4;
- An **opportunity to develop practical skills and abilities** in the area of lifelong learning adapted to agricultural environment.

At the end of the online learning experience an FARMLAND certificate of attendance will be distributed to the trainees .

### **1.2 Training Objectives**

**Overall objective:** New opportunities in agriculture and food sector based on "new skills for new jobs".

**Specific objectives:**

- support knowledge about " didactic farm".
- to support entrepreneurship on the rural areas
- promotion of the know-how related to farm school
- to support improvement of effectiveness of farms and agriculture sector related businesses;

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- to support transfer of innovations to the farms and agriculture sector related companies;
- to support improvement of quality of life in rural areas;
- to support employment in rural areas;
- development of new vocational skills
- to support innovations in rural areas
- to support awareness of an environment protection

All training materials have to contain information useful for residents of rural areas. It was emphasized – as a guideline that the training content must be concentrated on the modern technologies in the context of the farm leading.

Trainees should gain at the end of the training experience solid improvement, as a direct result from the learning activity, in problem solving and decision making in several aspects related to the "didactic farm"..

### **Training provision**

The agreed proposal was to develop 6 modules:

1. General module, concerning starting up educational farm business
2. 5. Modules: specific subjects according to the results of training needs survey

General module and 2 more modules will be delivered by AgriVita to adaptation and other 3 modules will be developed by Poland, Romania and Spain (one new module per each).

All partners will also develop the specific legal conditions for General module only in their national languages and at least one study case for other modules.

CEJA will be responsible for choosing and delivering study cases for each specific module from the European resources as far as the general EU legal rights for general module in English. CEJA will also correct the English version of whole content.

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CPIP will propose the modules format and the training methodology.

There was agreed that pilot trainings will involve not less than 20 people in each participating country. All modules in national language version must be tested during pilot testing. It means that each partner will test 6 modules in national language. To consider someone as a trained person, it is obligatory for the person/student/trainee to go through and pass the assessment test of: general module + 2 additional modules.

### 1.2.1 The on-line environment

ICT tools will be provided to create a "farm school virtual kit" that will be constituted, like an online suitcase, of all kind of available courses at farm schools.

The participants can follow interactive online programmes with the opportunity to interact with professors and other students in the selected course, by social networks, blogs and forum walls, moderated by the FARMLAND portal. This method thus makes possible to promote the choice of timing, procedures and customized contents, but without socially isolating the users, which is often a limitation and risk of Internet.

The transfer of innovations from "Scuola in fattoria" network managed by the research and training institute "Agricoltura è Vita", are based on transfer the teaching materials.

### Expected results

The training courses are intended to provide an intensive and interdisciplinary sequence of on-line work. At the end of the course, participants should be able to:

- Use the FARMLAND learning environment and to export the learning experience through their daily activities
- Ensure an operative integration of FARMLAND knowledge into farm routines.
- Communicate the knowledge acquired through FARMLAND learning experience to other stakeholders in the area.

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## 2. User Group Selection

### ***2.1 The need analysis***

The training activities that will be carried out within the FARMLAND project addresses a wide spectrum of target groups from the agriculture sector, young and female farmers as main reference, but also including entrepreneurs from other sectors interested to develop a multifunctional farm. The research previously developed in the project show that the **target groups** of the FARMLAND project, are particularly attracted by this kind of innovative themes and training and suitable to start, improve and network work and development in rural areas, with opportunities for new skills.

The general conclusions extracted from the research are the following:

**“The report from the questionnaires highlights the opportunities given by those considered the most interesting innovative trends in agriculture and training for farmers, the most effective learning methodologies and the most popular contents to be learnt by a course on school farm and didactic farm activities”**

Taking into consideration the need analysis report, it is strongly suggested, to follow the European guidelines.

“The most common **on farm activities** show differences under a cultural as well as an agricultural profile: in Italy and Spain they are linked to traditional food processing with reference to all kind of produce or meat processing and often addressed to the farm or commercial market, whilst in Poland and Romania, and even in the sample of respondents collected by CEJA, the on farm products are mainly for family consumption (such as "production of jams and other fruit based preserves.."). Another basic point for school farm activities, together with knowledge on food processing, agritourism, since it is to be considered a good starting point for accommodation provided by the farmers, it is highly and traditionally developed in Italy and Spain, also under on-going development in Poland, whilst there was no respondent from the questionnaires in Romania and from CEJA. This can be a weak point from the survey to be adequately considered for the teaching

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materials. It is therefore strongly recommended to start from basic but clear teaching materials helping effectively farmers to plan, design and start a good project of didactic activities.

The answers to the **questions on labour** demonstrate that in all countries the profession of farmer is based on transmission of the property (and knowledge) through the family. Most respondents, in all countries, had no or few extra-family workers, mainly of them engaged for seasonal work. Under this respect **multifunctionality in farm management and, more specifically for its relevance with the FARMLAND project, didactic activities, can generate more income, sustainability and work.**

It is a common vision of the respondents, whether farmers or experts, to state the importance of innovative and multifunctional trends in agriculture and rural development for **economic stability and sustainability of European farms.** "

## ***2.2 The trainees***

Our target groups:

- young farmers,
- female entrepreneurs
- adults experienced in conventional agriculture,

plus three secondary target groups,

- teachers, intellectual unemployed persons and local policy makers in education, training and rural development.

FARMLAND training system will be requested to the specific target users, with a focus group evaluation performed at national level by the partners and in the European context of the workshop in Belgium on new work opportunities in the rural areas. The internal assessment provided by the partner IZOO will enable to evaluate the ongoing outcomes and related indicators under European Qualification Framework.

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There was agreed that pilot trainings will involve not less than 20 people in each participating country.

### **3. Modules**

#### ***3.1 Training Structure***

The objective of the training is to provide participants with the required knowledge and practice to use the FARMLAND knowledge and components as needed.

The European Qualifications Framework are to be considered, as described in the approved project, necessary to define the level of difficulty and competence for each module.

Taking into consideration the need analysis report, it is strongly suggested, to follow the European guidelines:

“The modern **Information and Communication Technologies** are to be considered absolutely necessary for a training system available at European level, even if from all the surveys digital divide and computer literacy problems are highlighted, that’s why long distance learning alone and online training courses are not so successful in the opinion of the respondents, but it is necessary to provide training tools based on **combined methodology**, also with opportunities of residential or non-residential courses, possibly without continuous staying due to time scarceness”

As a consequence, the FARMLAND teaching materials, available both online and off-line, should be made of an module of introduction to the farm school and didactic activities and modules presenting the most popular specialist farming process, duly but shortly described and completed with related competencies. With an association of brief texts, pictures and videos, as samples of education programs that is possible to provide at farm.

The training materials will in compliance with the EQF documents and will be take us reference the EQF definitions for the trainees achievements.

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

### Descriptors defining levels in the European Qualifications Framework (EQF)

Level	Knowledge	Skills	Competence	Example
Level 1	Basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context	
Level 2	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy	lower secondary school ( <a href="#">FI</a> )
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by	take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems	( <a href="#">GCSE</a> Grades A*-C UK)

		selecting and applying basic methods, tools, materials and information		
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	<a href="#">Abitur, vocational school</a>

"Learning outcomes":	Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence
"Knowledge":	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
"Skills":	The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving

	manual dexterity and the use of methods, materials, tools and instruments).
"Competence":	The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

### 3.1.1 Module design

After having evaluated the potential participants' needs and interest level, the training modules have been developed to be accessed in a flexible and customizable manner.

Also in accordance with the TRAINING NEEDS REPORT the online model will be designed interactive, also including a sequence of significant answer/response enabling the user to improve progressively own competence and obtain the relevant level certification (from level 2 to level 4).

The topics to be covered during the training are:

Module	Name/content	Partner responsible
Module 1 (EQF Level 2 and 3)	<b>"Introduction to plan and manage a school farm"</b> (Starting a school farm - School farm networking - Social relationships - Rules and regulations to be respected - Educational issues - How to plan and manage a didactic farm - Agricultural didactic program - Environmental didactic program - Social didactic program - Guidelines to farm school business plan), As a basic but complete tool to understand how to start a school farm and manage it in relation to customers, such as primary and middle schools, as well as, for more specialist programs,	<b>Agricoltura è Vita</b> , in collaboration with the other partners,

	students of agricultural vocational schools and farmers, mainly young and female entrepreneurs interested to learn school farm education, as an additional activity of own farm.	
Module 2	<b>"from wheat to bread and noodles"</b> , as a sample of traditional recipes and food processing at farm by introducing handmade bread and "pasta"	<b>Agricoltura è Vita</b>
Module 3	<b>"from milk to cheese"</b> , with specific reference to traditional cheese processing from cow, sheep and goat milk	<b>Agricoltura è Vita,</b>
Module 4	<b>"courtyard farm animals"</b> intended as role in a school farm to understand animal production processing, animal welfare and use for support to persons with disabilities;	<b>CDR</b> in collaboration with IZOO
Module 5	<b>"renewable energy sources &amp; waste recycling"</b> (for sustainable use of RES at farm and related didactic activities, to use of biomass for compost and heating and waste recycling).	<b>CPIP</b>
Module 6	<b>"organic farming and biodiversity"</b> with specific reference to extra-virgin olive oil and wine production and direct selling	<b>ASAJA</b>

Each "**Module**" will be made of two parts, the first one "**basic**", **Level 2** and the second one "**expert**" **Level 3**. After having carefully read the first part, a test based on 10 questions will be available and, in case of successful performance, a certificate will be released, corresponding to the acquired competence level. The same procedure will be followed for the second part.

One significant **case study** will be provided by each partner for each module and duly presented, based on a template with description of the didactic process and related competencies (EQF 2, 3 and 4), also including pictures and, if available, short video clips.

**Agricoltura è Vita** will also provide a template for development of the **training user case study**, elaborated from the case study template and made interactive.

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Therefore the proposed model from need analysis report should be constituted as follows :

A - FARMLAND Course including the modules 1 to 6.

B - FARMLAND Library including 30 case studies

C - FARMLAND Training User Case Study.

The user friendly **design, deployment and implementation of the FARMLAND training platform**, for online, off-line, class lessons and practical internship, will be provided by the coordinator **CDR** in collaboration with the Polish partner **IZOO**.

- **Each partner** will be responsible for translations in own mother tongue and piloting tests on the teaching materials, by organizing sessions with target groups.
- **Each partner** will be also responsible for dissemination of the project activities at national (or international whenever possible).
- **CDR** will provide a model of leaflet presenting the LdV Programme and FARMLAND project objectives and outputs.
- **CEJA**, will be responsible for the main training workshop and dissemination event in Brussels, with a session of piloting test with young farmers and a project presentation and valorization day addressed to representatives of the EU institutions, stakeholders, training experts, journalists and bloggers.

#### Module content development:

Common frame for partners to develop the modules

\*short summary of the module

\* Objectives of the module

After finalizing the module the trainees

- will be able to do:....

- will understand...

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- will know about...
- \* Information about basic terms, basic concepts;
- \* Principles of each module topic;
- \* Glossary
- \* Characteristics and problems;
- \* Use for rural development and agricultural practices;

**General model adaptable for each module**

**MODULE 1 - "Introduction to plan and manage a school farm"**

**EQF basic level 1**

**Introduction to plan and manage a school farm content of the module:**

- short summary of the module
- objectives of the module
- didactic guidelines – module subject

**Module motivation**

After finalizing the module the trainees

- will be able to do:....

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- will understand...
- will know about....
- become familiar with.....

### **Chapter 1- principles of manage a school farm;**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.

### **EQF Level 2**

### **Chapter 2- Starting a school farm;**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.

### **Chapter 3- School farm networking ; Social relationships; Rules and regulations to be respected**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.



#### **Chapter 4- Educational issues; How to plan and manage a didactic farm;**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.

#### **Chapter 5- Agricultural didactic program; Environmental didactic program; Social didactic program;**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.

#### **For EQF Level 3**

#### **Chapter 6- Guidelines to farm school business plan use for rural development and agricultural practices.**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.



## **Chapter 7- Glossary**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.

## **Chapter 8- Tips for Teaching Units**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.

## **Chapter 9- We play with words**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.

## **Chapter 10- Worksheets**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.



## **Chapter 11- Worksheets with solutions**

- regular text
- online text in the form of lessons with acknowledgements;
- didactic aids including exercise sheets, posters, games and audio-visual materials;
- online forums for discussions;
- links to useful websites.

### **4. Training materials**

The adapted FARMLAND teaching materials will be made available on the website for e.learning and on CD for off-line training in the languages of the partners. The English version will be proof read by CEJA.

### **5. Success indicators**

In the evaluation process we will follow Donald L Kirkpatrick's training evaluation model - the four levels of learning evaluation. This task involves the definition of the evaluation criteria and how the success of the training will be measured.

An assessment questionnaire based on multiple choice questions will be developed, in order to evaluate the knowledge that has been acquired through the course and the trainees' overall performance capacity. The assessment will take place on the on-line environment, at the last of each module.

A specific users satisfaction questionnaire will also be employed in order to check the understanding acquired by participants. This will be especially useful during the piloting and first editions of training, in order to eventually correct and redesign in preparation for further editions.

Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
<p><b>1. Reaction</b></p>	<p><b>Reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example:</b></p> <p>Did the trainees like and enjoy the training?</p> <p>Did they consider the training relevant?</p> <p>Was it a good use of their time?</p> <p>Level of effort required to make the most of the learning.</p> <p>Perceived practicability and potential for applying the learning.</p>	<p>Typically 'happy sheets'.</p> <p>Feedback forms based on subjective personal reaction to the training experience.</p> <p>Post-training surveys or questionnaires.</p> <p>Online evaluation or grading by delegates.</p>	<p>Can be done immediately the training ends.</p> <p>Very easy to obtain reaction feedback</p> <p>Important to know that people were not upset or disappointed.</p> <p>Important that people give a positive impression when relating their experience to others who might be deciding whether to experience same.</p>
<p><b>2. Learning</b></p>	<p><b>Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience:</b></p> <p>Did the trainees learn what intended to be taught?</p>	<p>Typically assessments or tests before and after the training.</p> <p>Methods of assessment need to be closely related to the aims of the learning.</p>	<p>Relatively simple to set up, but more investment and thought required than reaction evaluation.</p> <p>Highly relevant and clear-cut for certain training such as quantifiable or technical skills.</p>

	<p>Did the trainee experience what was intended for them to experience?</p> <p>What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended?</p>	<p>Measurement and analysis is possible and easy on a group scale.</p> <p>Reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment.</p>	<p>Less easy for more complex learning such as attitudinal development, this is famously difficult to assess.</p>
<p><b>3. Behavior</b></p>	<p><b>Behavior evaluation</b> is the extent to which the trainees <b>applied the learning</b> and <b>changed their behavior</b>, and this can be immediately and several months after the training, depending on the situation:</p> <p>Did the trainees put their learning into effect when back on the job?</p> <p>Were the relevant skills and knowledge used</p> <p>Was there noticeable and measurable change in the activity and performance of the trainees when back in their roles?</p> <p>Was the change in behavior and new level of knowledge</p>	<p>Observation and interview over time are required to assess change, relevance of change, and sustainability of change.</p> <p>Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool.</p> <p>Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements.</p> <p>The opinion of the</p>	<p>Measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation.</p> <p>Simple quick response systems unlikely to be adequate.</p> <p>Management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning.</p> <p>Evaluation of implementation and application is an extremely important assessment - there is little point in a good reaction and good increase in capability if</p>

	<p>sustained?</p> <p>Would the trainee be able to transfer their learning to another person?</p> <p>Is the trainee aware of their change in behavior, knowledge, skill level?</p>	<p>trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way.</p> <p>Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria.</p>	<p>nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging.</p> <p>Behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below.</p>
<p><b>4. Results</b></p>	<p><b>Results evaluation</b> is the <b>effect on the business or environment</b> resulting from the improved performance of the trainee - it is the acid test.</p> <p>Measures would typically be business or organizational key performance indicators, such as:</p> <p>Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover,</p>	<p>It is possible that many of these measures are already in place via normal management systems and reporting.</p> <p>The challenge is to identify which and how relate to the trainee's input and influence.</p> <p>Therefore it is important to identify and agree accountability and relevance with the trainee at the start of the training, so they understand what is to be</p>	<p>Individually, results evaluation is not particularly difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability.</p> <p>Also, external factors greatly affect organizational and business performance, which</p>

	<p>attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.</p>	<p>measured. This process overlays normal good management practice - it simply needs linking to the training input.</p>	<p>cloud the true cause of good or poor results.</p>
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