



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY WORKSHOP SERIES

Learning Evaluation

Learning Evaluation: Evidence of Learning, Application and Value

Plan evaluation around the decision a learning initiative must support. Distinguish participant experience, learning, workplace application and results, then draft a proportionate evidence plan that recognises context, transfer conditions and limits on attributing outcomes to training.



01 DAY

Introductory taster

IN-HOUSE

Your people. Your context.

PRACTICAL

Explore, discuss and apply

A PRACTICAL STARTING POINT

Understand the topic. Try it in practice.

A well-attended course and positive feedback can tell us about delivery and experience, but they leave important questions about learning and workplace use unanswered. Evaluation becomes more useful when planned before delivery, connected to an intended decision and supported by proportionate evidence of what changed, for whom and under which working conditions.

The day introduces evaluation planning using the Assure stage of the 7A Training Needs Analysis Framework. Participants build an outcome chain, compare evidence methods and interpret mixed findings, then draft an evaluation plan that can guide a decision to continue, adapt or stop learning provision.

WHO IS IT FOR?

Learning and development practitioners, HR partners, programme owners, managers and internal trainers who commission or evaluate learning and want to connect proportionate evidence with practical decisions about provision and workplace support.

BY THE END OF THE DAY, PARTICIPANTS CAN:

- 01 Clarify the evaluation use**
Identify the decision, stakeholders and intended outcome that should shape an evaluation before selecting measures, surveys or data collection activities.
- 02 Distinguish evidence levels**
Explain the difference between participant experience, learning, workplace application and relevant results, recognising what each source can reasonably establish.
- 03 Plan a baseline**
Identify existing evidence and a realistic starting point for a selected initiative, recording data gaps and conditions that may affect interpretation.
- 04 Choose proportionate methods**
Match observations, work samples, feedback or operational information to the evaluation question, considering burden, access, timing and the quality of available evidence.
- 05 Interpret with caution**
Examine mixed findings, identify transfer barriers and explain plausible alternative influences on results without claiming that training alone caused every observed change.
- 06 Recommend a review decision**
Draft a concise evaluation plan and decision brief with owners, evidence, limitations and questions that support continuing, adapting or stopping a response.

A useful first application

An introductory workshop on evaluation design and interpretation. It does not establish causal impact, guarantee financial return, conduct advanced statistical analysis or complete a full evaluation of an organisational learning programme.

THE FRAMEWORK / WORKSHOP FOCUS

HR Delivery 7A Training Needs Analysis Framework

Assure reviews capability, application and relevant outcomes against a baseline within the full 7A cycle. This workshop concentrates on evaluation decisions while retaining the links to diagnosed need, response design and workplace support.

7A Training Needs Analysis

From strategic need to workplace impact



SIX QUESTIONS TO EXPLORE IN THE WORKSHOP

01 Decision and purpose

What decision should this evaluation help the programme owner make?

03 Starting evidence

What baseline and contextual information can establish a useful comparison?

05 Interpretation

What other influences or transfer barriers could explain the findings?

02 Expected change

What should participants learn, apply and contribute through the initiative?

04 Methods and timing

What proportionate evidence can answer each question at the right time?

06 Action and review

What evidence would justify continuing, adapting or stopping the response?

The six focus questions structure introductory evaluation planning, not a separate validated model. Findings should distinguish delivery, learning, application and results, with data quality, contextual explanations and limits on causal attribution stated clearly.

[Explore the full model >](#)

LEARN BY DOING

Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

01 What does the measure tell us?

Teams sort attendance, satisfaction, task demonstrations and operational results by the question each can answer. They identify a tempting conclusion that goes beyond the evidence and rewrite it more carefully.

02 Build the outcome chain

Pairs map a learning initiative from diagnosed need through practice and workplace use to intended results. They mark assumptions and identify where manager support or process conditions could interrupt the chain.

03 The evidence budget challenge

Groups receive limited evaluation time and several possible data sources. They select a small set tied to the owner's decision, explaining timing, burden and the useful questions left unanswered by their choices.

04 Interpret the mixed results

Participants review strong satisfaction, improved task practice and unchanged service outcomes. They test transfer barriers and alternative explanations, then prepare an honest recommendation that separates delivery improvement from claims of business impact.

DIAGNOSE BEFORE YOU ACT

Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

ONE CASE, DEVELOPED THROUGH THE DAY

A learning team delivers a programme on handling complex customer queries. Attendance and satisfaction are high, and participants perform better in practice. Three months later, service resolution times have barely changed while case volume has increased and managers report limited coaching time. The sponsor asks whether the programme should continue.

Groups build an evidence chain, examine what the mixed findings support and identify missing context, then recommend a proportionate next step with further evidence and workplace support clearly assigned.

THE FACILITATOR WILL

Invite different perspectives.

Make assumptions visible.

Welcome constructive debate.

Capture practical learning.

SAMPLE WORKSHOP AGENDA

A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

09:00-09:20	Welcome and evaluation claims Examine training success claims and identify evidence needed before attendance or positive feedback can support conclusions about useful workplace change.
09:20-10:15	Connect evaluation with the 7A cycle Explore Assure within 7A and map the initiative from diagnosed need through learning and application to its intended service outcome.
10:15-10:30	Break
10:30-11:30	Define questions, baseline and context Choose the evaluation user and decision, then identify baseline evidence, intended changes and operating conditions to record before delivery.
11:30-12:30	Choose proportionate evidence methods Compare feedback, demonstrations, work examples and operational data, selecting evidence that fits the questions, timing, access and reasonable collection burden.
12:30-13:30	Lunch
13:30-14:30	Plan transfer and data responsibilities Clarify responsibility for practice support, evidence collection and interpretation, checking practical conditions before promising measures that cannot realistically be gathered.
14:30-14:45	Break
14:45-15:30	Interpret findings and alternative causes Interpret mixed findings alongside transfer barriers and changing conditions, distinguishing supported conclusions from causal claims that require stronger evidence.
15:30-16:10	Prepare a useful decision briefing Present findings, limitations and options, explaining what should continue, adapt or stop and which unanswered question most affects the decision.
16:10-16:30	Plan one feasible evaluation Choose an initiative, confirm its decision owner and draft baseline, evidence and review steps for a feasible first evaluation plan.

Choose the decision first, trace the expected change and interpret evidence in its real workplace context.

FROM THE SESSION TO YOUR DESK

Useful models. Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

01 Evaluation question brief

A brief naming the evaluation decision, users and intended outcome, explaining why selected evidence is needed and how findings could influence a programme or workplace support choice.

Use it to focus evaluation effort on a useful organisational decision.

02 Learning-to-work outcome chain

A map connecting need, learning, supported practice, application and results, with assumptions and transfer conditions visible rather than treated as automatic consequences of attendance at a course.

Use it to identify where further evidence or workplace support is needed.

03 Evidence and timing plan

A selection of feedback, demonstration, work example or operational measures linked to questions, with baseline, timing, access, burden and ownership considered before proposing further data collection.

Use it to plan a proportionate and feasible evaluation approach.

04 Interpretation and context record

A worksheet separating findings from explanations, recording context and transfer barriers, and identifying conclusions needing stronger evidence before business results can be attributed to the learning initiative.

Use it to avoid overclaiming when evaluation evidence is mixed.

05 Decision briefing outline

A format presenting findings, limitations and choices, with a reasoned recommendation to continue, adapt or stop provision and the evidence most likely to change that recommendation.

Use it to connect evaluation findings with a practical next decision.

06 Thirty-day evaluation starter

A plan for discussing an initiative, locating baseline data and agreeing an evidence review, recording workplace support responsibilities and unanswered questions alongside the proposed evaluation measures.

Use it to begin evaluation before the next delivery or review.

CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)

MAKE THE LEARNING COUNT

A better conversation. A practical next step.

Choose one learning initiative and agree the decision its evaluation should support. Locate existing baseline evidence, specify a small set of learning and application questions and involve managers in reviewing transfer conditions before collecting additional data or drawing impact conclusions.

YOUR FIRST 30 DAYS

01

Days 1-7

Agree the evaluation decision

Meet the initiative owner and clarify what they need to decide. Map the intended change, locate existing baseline information and record the important evidence gaps before proposing new data collection activities.

02

Days 8-21

Establish feasible evidence

Confirm access, responsibilities and timing for a small set of relevant measures. Check manager support and practice opportunities, collecting context that may explain application barriers or changes in operational results after learning.

03

Days 22-30

Review evidence and choices

Discuss the early findings and their limitations with the owner. Identify what can be concluded, what remains uncertain and whether the response, workplace support or evaluation plan should be adjusted before further investment.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

AVAILABLE IN-HOUSE

Shaped around your organisation

Participants bring a learning initiative, its intended outcome and any available evaluation measures. The client identifies the sponsor's decision and information access constraints; anonymised examples are sufficient, and confidential individual learning or performance records are not required for exercises.

PLAN YOUR IN-HOUSE WORKSHOP

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Discuss your workshop

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