Handbook for the Training of Panel Members

for External Quality Assurance Procedures

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“As you will learn from this handbook, the best way to prevent difficult situations with your participants is to (a) know as much about their backgrounds as you can; (b) make the training environment welcoming and conducive to building up trust between you and the participants; and (c) make sure all participants know what the aims of the training are and what the ground rules are.”

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Foreword

The trust building potential of external quality assurance (QA) procedures depends upon the quality and professionalism of the involved external experts. In an increasingly internationalized higher education area independent, highly competent and intercultural aware experts are urgently needed in order to guarantee fair decision making and to benefit higher education institutions in all types of external QA procedures. The European Consortium for Accreditation in Higher education (ECA) has acknowledged the vital role of the expert panel members ever since its inception (Code of good practice, 2004 and Guidelines for the selection of external expert panel members, 2007). After careful review of the training practices of its members agencies, ECA in 2010 launched its EU funded "E-TRAIN" project with the goal to train and to share a community of knowledgeable and internationally experienced experts in the domain of external QA in higher education. Based on the collection of international good practices ECA successfully offered pilot trainings to experts and established a „train the trainer"-programme.

> **The training sessions strengthened the expert's knowledge about the diversity of European higher education systems, raised awareness about the expert's role in external QA procedures and provided them with opportunities to acquire the necessary audit and communication skills.**

The E-TRAIN project is strictly output-oriented and offers guides to good practices, a training handbook, an electronic training portal for experts, standardised expert portfolios and a European Expert Exchange Platform which provides access to a searchable database of experts.

This handbook gives practical guidelines on how to organize effective training sessions for panel members. All steps of the training process are covered in the handbook, from the planning phase up to the necessary evaluation of the delivered trainings. It is believed that both quality assurance agencies and higher education institutions, and also the individual experts, can profit from its reading.

Today all relevant higher education stakeholder groups of the European Higher Education Area acknowledge the need for well trained, professionally acting and internationally competent expert panellists. The E-TRAIN project has powerfully contributed to the establishment of such a community of experts and is clearly strengthening the European dimension in quality assurance. Based on the success of its operations ECA will – together with its partners – continue its efforts to organise regular trainings in order to assure the required capabilities and capacities of their external experts and to promote consistency of decisions in external quality assurance.

We hope you will find this handbook interesting and enjoyable. Additional information about this project is provided on our website (http://www.ecaconsortium.net). Please feel free at any time to address your questions and comments also directly to our secretariat.

Rolf Heusser

Chairman of ECA

The Hague, The Netherlands

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1. Introduction

This guidance is aimed at any person who will be delivering training to members of expert panels. The term 'panel member' is used to refer to any person who will be carrying out a panel task, such as a review or audit or accreditation activity for a quality assurance agency (QA agency). In some agencies or countries those persons are referred to as 'experts', 'reviewers', 'auditors', 'review/audit secretary', etc. This handbook uses the term 'panel members' for all such people.

This handbook refers to 'training event': this is intended to include all kinds of training sessions whether they last 3 hours or 3 days. This handbook is not concerned with training that is primarily carried out online or remotely. It is concerned with training that is primarily delivered to participants face-to-face. A face-to-face event, however brief, has uses other than just passing on knowledge or acquisition of skills. It enables the trainer (who will usually be a staff member of a quality assurance or accreditation agency) to get to know the panel members who will be carrying out work for the agency in the future. It also helps participants who may work together in the future, to meet and get to know each other a little. This will help to build a community of practice amongst the panel members, which in turn will help them to support and learn from each other. Meeting face-to-face will give the trainer an opportunity to model the values and expectations of the quality assurance agency and encourage a professional attitude amongst panel members.

This handbook is not concerned with training that is primarily carried out online or remotely. It is concerned with training that is primarily delivered to participants face-to-face. A face-to-face event, however brief, has uses other than just passing on knowledge or acquisition of skills.

The guidance for planning a training event given below should be helpful whatever the length of the training, whoever the participants are, and whatever the objectives of the training are. The general principles outlined below will still apply. The guidance is divided into 5 sections: deciding on the overall aim of training; deciding on content, session aims and learning outcomes; looking at the needs of participants; delivering the training; ensuring that the training is effective. A stage-by-stage summary of the main stages of the guidance may be found in the checklist in Annex 1: Stage by stage checklist of main points for training.

In each section of the guidance the trainer will be encouraged to ask some simple questions. It is important that the trainer knows the answers to these questions so that the training prepared is appropriate, relevant and effective.

There is also a list of publications and websites in Annex 2: References which you might find useful if you need more information or ideas.

2. Overall aim and general area

The trainer needs to ask him/herself the questions:

"Why is this training necessary?

What is the subject of my training event?

What is it about?

What is it supposed to accomplish?"

It is essential that you know why the training is to be carried out, in other words, what need has been identified by your agency or organization that the training of panel members will meet. Your agency may have carried out a systematic organizational or business needs analysis which demonstrated that to carry out its activities effectively and economically, panel experts needed preparation for the review/accreditation work which they will be expected to carry out. In this case the aim of the training would be "to prepare panel members to carry out a review for the agency".

There may be other aims for running a training event, for example, to assess the abilities of participants to become panel members; to provide an opportunity for panel members to network and learn from one another; to satisfy stakeholder confidence in the review/accreditation process. These aims are not mutually exclusive but you need to be clear which aims your training is trying to address.

Once you have clarified the aim you can go on to consider the broad areas that the training must cover. In the case mentioned above (aim = to prepare panel members to carry out a review), the training would need to: introduce panel members to the actual review process; explain the ethos and expectations of the agency; give them the knowledge and skills and attitudes to carry out a review effectively and professionally.

For your own training event you should think about the review process (or other panel activity) that you will be training panel members for and decide what broad subject headings your training needs to cover. You need to consider how much your participants are likely to know about the process: can you assume that the participants know anything at all about the review method/process? Will they already be familiar with national or European requirements, qualifications descriptions, codes of quality or codes of conduct? Do they need to know anything about the history of your organisation?

You may also need to consider whether the panel members are already very experienced and, therefore, do not need communications (or other) skills? Is their main need support with writing a report? Do groups of reviewers (e.g. students, employers, administrators) differ in their needs? If so, how will you deal with that? We shall return to some of these questions throughout this handbook.

What you need to include in your training event depends on the answers to these questions. Once you have decided on the broad areas that the training must cover you can go on to think about the detailed content and learning outcomes of the training.

3. The contents, session aims and learning outcomes

We now need to list the detailed information for each of the areas identified: the actual review process; the ethos and expectations of quality assurance agencies; the knowledge, skills and attitudes to effectively and professionally carry out a review.

3.1. Contents of the training

Once you have decided on the broad areas that the training must cover, you will need to think in more detail about what those areas will include. Above we identified the following broad areas for a training event: "introduce panel members to the actual review process; explain the ethos and expectations of the agency; give them the knowledge and skills and attitudes to carry out a review effectively and professionally". We now need to list the detailed information for each of these areas. For example, if we concentrate on "introduce panel members to the actual review process", we might decide that the kind of information that participants will need to know includes: where to find information about the review process, how to get support from the agency in understanding the review process; an introduction to the review handbook; an introduction to the national qualifications framework for awards; who is involved in the review process; the main stages of the review process", and so on.

Repeating this process for all the broad areas that you identified will give a complete list of the materials which your training event needs to include. This is the material which will make up the individual sessions of your training event and give it its overall structure. But before we think about that, we need to make sure that we know (a) what the aims of each session are; and (b) what we expect our participants to have achieved in each part of the training.

3.2. Session aims

It might be helpful to remember the following:

- ***a Session Aim*** *is a statement of what you (the trainer) intend to accomplish*
- ***a Learning Outcome*** *is a statement of what the participant is expected to achieve.*

By setting the aims for each part of the training you will make it clear to participants what you are trying to do and the material you intend to cover. This will help to make the participants' expectations of the training realistic and it will enable them to give you more accurate feedback on the training afterwards. It will help the participants to know exactly what will or will not be covered in the training event. It is important that participants know the aims before they decide to come to training so that they can decide whether it is appropriate for them or not. This will help to reduce resentment or disaffection on the training event from participants who expected something quite different!

3.3. Learning outcomes

Learning outcomes are simply the things that you want participants to have achieved by a certain point in time, probably by the end of the training event (unless you are carrying out any kind of follow-up activity). Achievements can include knowledge, skills or attitudes.

Drawing up learning outcomes is important because it will help you to know that the training material you intend to present is relevant to your overall aim for the training. It will help you to know that you are delivering material which will enable your participants to acquire the specific skills, attitudes or knowledge that they need to carry out the work that you will ask them to do. Having learning outcomes will also help you to test whether participants have achieved what you need them to achieve, so they are also a way of evaluating the training (see section 6.2. Evaluation). Learning outcomes also make it easier for participants to assess for themselves what they have learned.

When you draw up the learning outcomes, be specific. Learning outcomes should include a verb because you will expect your participants to have **done** something. It is important to choose the verbs in the learning outcome carefully. For example if you are presenting participants with information about the review process you may expect them to read the information, recall it, interpret it, synthesise it, evaluate it, and so on. Think carefully about the exact wording that is needed so that participants know what you expect of them. Some examples of verbs that you might consider are given in the table in Annex 3: Verbs for learning outcomes.

One way of checking whether the learning outcome will be useful for the participant's learning and assessment of that learning is to use the familiar SMART questions: is the learning outcome **Specific, Measurable, Attainable, Relevant and Time-bound**? But do not worry if you cannot always meet these requirements. For example, it might be difficult to always find learning outcomes which give measurable results since some of the skills that you might wish participants to acquire will be attitudes or 'soft' skills: communication, empathy, gaining trust, and so on. Similarly, having a deadline for when a learning outcome should be achieved can also be problematic, since in many cases you will not know for sure that a panel member has achieved the learning outcome until they have carried out a review – and you may not be able to get feedback about that. So if some of the learning outcomes do not look too SMART it is not a serious problem! But it is worth using the questions as a check, to make sure that you have thought seriously about the wording of each learning outcome.

When you are writing learning outcomes bear the following points in mind:

- Make the learning outcome brief and to the point; if the learning outcome begins to take up several sentences it probably means that you have amalgamated several different outcomes and you may find it difficult to know whether each one has been covered in the training
- Set a target date; this will usually be by the end of the training, but bear in mind the point above, that participants may only be able to demonstrate that they have attained the learning outcome in the actual review
- If particular resources will be needed to attain the learning outcome make sure it is clear who will provide them and where they can be found
- Make the learning outcome realistic – what can you and the participants do as a result of one training event?
- Make it challenging enough to be worth setting, not something that you already expect the participants can do
- Specify conditions under which the learning outcome must be achieved, e.g. alone or with a buddy or in a team; using a laptop or flip chart, etc.
- Select learning outcomes which are consistent with overall goals and values (yours, those of the participants and those of your agency/organisation); if the ethos of your agency demands politeness and collegiality do not expect participants to learn aggressive questioning behaviour!

So an example of a learning outcome might be:

> **"By the end of the training event each panel member will be able to use four different kinds of questioning technique in a review meeting and will have practised these techniques in a mock meeting with other participants".**

This is a reasonable learning outcome because it describes the precise knowledge to be acquired and the need for the participant to have used that knowledge in practice. However, in order to assess whether the trainer had addressed all of the material relevant to the learning outcome, and that the learning outcome was achieved by the participants, it would be even better to divide this into two learning outcomes.

For example,

> **"By the end of the training event each panel member will**
>
> **(a) know how to use four different kinds of questioning technique in a review meeting and**
>
> **(b) have practised these techniques in a mock meeting with other participants".**

3.4. Structure of the training – participant engagement

You have now got an outline of the material which you need to cover in your training event, divided into sessions, each with a session aim and participant learning outcomes. You will now need to think about how to structure this set of material – what kind of a programme for the training event will best ensure that participants have a good chance of achieving the learning outcomes.

As you consider the programme it is necessary to think about not only the presentation of the *technical material* (knowledge, skills, attitudes) as discussed above, but also other *general sessions* which will help the participants to engage with the training fully. To do this properly you need to have an understanding of who your participants are and we shall return to this (in section 4. Taking the needs of the participants into account). But before that we shall look at what kinds of general sessions might be useful.

3.4.1. Introduction to the training

First, it is very important to set the scene for your training – this will help to set the kind of ethos that you want to generate in your training event. Starting off well and making sure that your participants know that you are committed to the training, and committed to enabling them to learn, will make the rest of the training go well. So do not leave this section out, even if you do not have much time. It is a particularly important section if you do not know the participants but will need to work with them in future. It helps to build up rapport and commitment in your participants and this will encourage a professional attitude in them as they go about the work of being a panel member.

The kind of elements that you might want to cover include:

Introductions

Introduce yourself and, if there is time, let participants introduce themselves in a plenary session. It is important to introduce yourself so that you can give a short explanation of why you are qualified to give the training – this will increase the credibility of the event. If participants are able to have the opportunity to say just a little about themselves this may help them to identify better with other participants, and be prepared to engage more fully. If it is a large group and time is short, divide the participants into small groups and let the members of each group introduce each other. If you have the luxury of a longer training event there are many ways that you can use the opening session to help participants get to know one another and begin to feel comfortable working together. Such activities are sometimes called 'ice-breakers'. You should ensure that any activities that you use are suitable for the audience that you are training, and are relevant to the kind of skills and information you are delivering. Many websites and publications provide examples of such activities. Some are included in Annex 2: References.

Reminder of the aims of the training event

It is worth making sure that the participants know what you are aiming to do in the training event. This will help to make their expectations realistic and lessen the likelihood that participants complain that you did not give them the relevant information. You should have specified the aims before inviting participants to the training so that they know what they are getting!

Learning on the event

Tell the participants what you will do or provide to help them learn effectively on the event. You could encourage them to fill out a learning log or list of issues and questions that they want to think about; you may give them other kinds of handouts, such as the PowerPoint slides you are using. Emphasize that you yourself are a learning resource and so are other participants. The point of setting ground rules for learning (see next point) is to enable everyone to learn as effectively as they can during the event, and to enjoy it too!

Ground rules and confidentiality

If you have time allow the participants to suggest the ground rules for the event, e.g. expecting everyone to be punctual, no use of mobile phones; openness to others' opinions; respect for other participants; and so on. If you are short on time, give a list of the ground rules that you would like to use, and ask for any objections to them. You can modify them quickly to accommodate your participants. It is particularly important to agree a confidentiality agreement. During the training participants might swap confidential information about their organizations. The group of participants needs to agree that what is discussed in the training room is confidential, or to agree not to share sensitive information.

Recap of the expected learning outcomes of the training event

Again, this will help to remind participants what the event is all about and to remove any false expectations about the material that you will cover. It will also give participants a set of benchmarks against which they can evaluate their learning on the event.

Outline of the training event and house-keeping announcements

You should provide participants with a programme with the running order for the event. Apart from start and finish times you may wish to leave out other start times for individual sessions so that you have a chance to modify the event as you go along. You might want to spend longer on a session that participants are finding difficult, for example, and cut down somewhere else. Also let participants know about basic house-keeping details: arrangement for emergency evacuation or fire drills; where the cloak rooms are; whether refreshments will be available all the time or just at set times. Try to reduce as much uncertainty as possible so that the participants feel at home and welcome. This is the start of good communication.

3.4.2. Reflection, summary of the day, action planning

If you have time, build opportunities into the programme for participants to think about the material you have delivered and to note any questions they have or issues they want to pursue. If participants keep a list of these matters then you can return to them at the end of the event. You can build in a question and answer session at the end of the event, or at certain points during the event.

Participants can use the list of issues and ideas that they build up for an action planning session at the end of the event. It is always useful to encourage participants to have a few specific actions that they can carry out when they go back to their workplace. This will help to transfer the learning that they have done during the event into the real world (see section 6. How to ensure that training has been effective).

3.5. Structure of the training – presenting the information

To recap: so far you have got an outline of the material which you need to cover in your training event, probably divided into several sessions, each with a session aim and participant learning outcomes. You have begun to think about how you will structure this material in your training event by thinking about the general sessions (Introductions, action planning, and so on) that you might want to include. Now you need to think about the technical material that you will deliver – information about knowledge, skills or aptitudes required for review panel work. You need to think about how to structure this set of material to ensure that participants have a good chance of achieving the learning outcomes. For example, you might decide to put all information about skills in one session, or you might consider that it will take more than one session. You might want to introduce the skills in the order that the reviewer will use them. You might want to separate off some skills because not all reviewers will use them – or because some might have them already. You might also consider that some learning outcomes should be achieved before the training event starts, perhaps by online or distance communication.

So although at this stage you have a good idea of the material to be covered, and the learning outcomes to be achieved, you still need to ask questions about how you structure the training material. Remember that your aim in doing this is to try to ensure that participants have the best possible chance of achieving the learning outcomes. After all, that is your overall goal. This is the result which will make your job as a QA agency staff member easier to do, and increase the job satisfaction of the panel members that you are training.

To structure the training material you need to be able to answer three simple but important questions:

i. **When and in what order will the material be delivered?**
ii. **What resources are needed to deliver the material?**
iii. **How will the material be delivered?**

We shall look at some possible answers to the first two questions; how training material can be delivered effectively is the subject of section 5. Effective delivery of the training event.

3.5.1. Order and timing

One of the first things you need to consider in planning a training is how much of it needs to be carried out face-to-face and how much could be delivered by other means such as online or by sending out training documents by email. Electronic facilities are obviously very useful for sending out documentation or exercises that you want participants to see before any face-to-face event takes place. You could combine sending out reading materials with a quiz or test to ensure that participants have read it – although this does not guarantee that they have understood it! You could also ask participants to carry out exercises which they must bring along to the face-to-face training, and which could be part of an exercise at that stage. If your organisation has a website where documentation about the review/accreditation process and any national frameworks or codes of practice can be found, then it is possible to ask participants to look at this before the training.

If your participants are very busy and time is short it might be tempting to deliver all of the training online. This is very understandable, and if the materials are well written and combined with interactive online scenarios or tests it can be very valuable. But remember that in this case your participants will not get the chance to practise skills with other participants, and you will not have the chance to observe them, or to get to know them. If these possibilities are important to you then you will need to build in a face-to-face stage for the training.

We have already started to think about time constraints. If our participants are senior members of organisations then their time will be very precious. Some participants may have to take leave from their organisation to attend training and in that case finance may be an issue. Your own time is also very valuable – you may be delivering this training in addition to all your other tasks. For all these reasons you must make the most of the time that you have available, and deliver the training in the most cost-effective way for all those who will be present. This is true whether the training is three hours long or three days long. Participants must always feel that their time has been well spent.

You will also need to take into account any travelling time that you and participants will need to reach the training venue. Even if your face-to-face training takes only three hours, that might still mean a whole day travelling or even an overnight stay for some participants. Bear this in mind when you think about what time your training will start and what time it will end.

Also think carefully about who your participants are. (There is more information about this in the next section.) Do the participants know each other already? If so, you can probably spend less time on introductions and getting to know each other. Do they have non-academic needs to think about, e.g. child care to organize? If all participants are local, but some have child care responsibilities, then you might want to start at a time that allows for those responsibilities. Knowing your participants is the start of good communication with them.

You also need to plan when you will have breaks in the programme, how long they will be and whether refreshments will be served. If your training event includes lunch think carefully about what you will do directly after lunch. This is sometimes called the "graveyard session", for good reason: people may be sleepy and unresponsive. You might want to plan something more active or interactive straight after lunch. A plain PowerPoint presentation is probably best avoided!

Once you have decided on the length of event, number and length of sessions, and breaks, you need to check that the material is in a sequence which is intelligible and makes sense to participants. Usually it is preferable in the kind of training that you will deliver to panel members to build up the material sequentially – content later in the programme will build on what you delivered earlier. This is not the only way, however. You could instead have some standalone sessions which could be delivered in any order. In that case it is important for you to explain how they relate to one another, and to reflect on this as a plenary group when all the sessions have been delivered.

In some kinds of training it can also be useful to give participants slightly different tasks to do, perhaps in small groups. This is less likely to be the case in trainings of panel members where it is necessary for each panel member to be familiar with all the material, so that they can carry out their panel review duties consistently. You might want to consider separate parallel sessions for different kinds of panel members, such as panel secretaries, or student panel members. However, in the interests of consistency for the review process, these separate sessions should only be a minor part of the overall training event.

3.5.2. Resources

Probably the major resource which you will need to consider is time – the time you spend developing and delivering the training, and the time your participants spend preparing for it and attending it (if you have a face-to-face event). Time is money because there will be a financial cost associated with you spending your time providing training, and for your participants to do the training. But there will also be opportunity costs: if you and your participants are doing training, you cannot be doing anything else. Because of this, as was noted above, you need to ensure that the training is worthwhile for everyone involved: that the learning outcomes set for the training are appropriate for what your agency needs to achieve, and that the participants can achieve the learning outcomes.

But there are other resources which your training event may need which will also affect the costs of the event. You will need to consider these so that you can budget accurately for the training event, and so that your agency knows how much the event will cost. The checklist in Annex 4: Example of an aide-mémoire will help you to think about what you might need for the training.

In particular it is worth thinking very carefully about the venue of the training event and the layout of the training room. You may not have very much choice about these aspects of training, but you should still think about what is the ideal arrangement for the training, and find out in advance whether this is available. If it is not, then you will be in a position to think about how you could change things before you start the training.

For training of panel members it is likely that you will want to carry out some interactive exercises. You may consider that the participants should have the opportunity to carry out exercises like a mock meeting, or analysing a self-evaluative document or case study. You may simply want to allow them time to discuss issues and problems about the review activity. Whenever training is going to be interactive you should try to arrange the training room as flexibly as you can. For example, using an IT training room with fixed desks and monitors will not be ideal. Similarly a lecture theatre with tiers of seating will not enable you to get the most out of training. The ideal is to have the room arranged with a number of small tables so that participants can sit in small groups and have a space for small group work. Light chairs that can be moved around the room easily are ideal so that participants can work in different areas with different people. A space for a table where resource or stationery items can be laid out is helpful, as is a separate table for refreshments, if these will be provided. If you are using PowerPoint or the internet you will also need a computer, projector, screen and internet connection – and someone who can show you how to use them! The diagram in Annex 5: Organisation of the training room shows an ideal arrangement. If this cannot be provided for you, at least try to make sure that you have a room that is big enough for participants to move their chairs into small groups – and chairs that are light enough to be able to do that!

An important constraint on you the trainer is how many people you feel capable of training at one time. Panel member training is a special type of training because it is necessary to build up a relationship with the participants so that when they leave training they will have accepted your agency's values for their work. This will help them to carry out the review process with professionalism and commitment, even if you are not with them. Training can be a very important way of building this relationship between you and the panel members, and between the panel members themselves. This is one reason why training delivered entirely online may not be ideal for training panel members. If you need to use training to start building a community of reviewers then you need to be able to meet participants and to give each participant some individual attention – however brief – during the training. You also need to give them the opportunity to approach you with their problems and ideas. For this reason a general guideline would be to have no more than 30 participants to one trainer. However, if you need to give feedback to each participant individually, or if there are a lot of interactive exercises to be facilitated, one trainer to 15 participants might be more realistic. You might want to consider working with a colleague if you need to train a large number of participants at the same time. This will give the participants the added bonus of some variety in training delivery!

4. Taking the needs of the participants into account

The trainer needs to ask him/herself the questions: "Who are the participants? Will they all have the same background knowledge? Will some of them have accomplished some of the learning objectives already? What are their needs? How will they learn best? Do I need to modify the content, structure or learning outcomes of my event?"

As has been emphasised several times now, effective delivery of a training event depends very much on knowing your participants. It will help the training event if you know a little bit about the background of the particular participants that you will have, but also some background information about how people learn.

4.1. Knowing your participants

Those who train panel members need to remember that their participants are in some ways very different from the usual participants on training programmes or activities. Trainers need to be mindful of these special characteristics as they design training.

Participants are not always your 'employees'

If you recruit panel members from other organisations, such as universities, then your participants will not be your employees: they will be employed by the own institution. This has two main consequences. First, they will be carrying out panel work in addition to their 'day job', so may find it very difficult to give up the time required both for training and for the panel work. Secondly, the normal incentives to encourage good performance in an employee – such as promotion, monetary reward, or disciplinary procedures – will not be available to you. You will need to build on other incentives to encourage successful performance. These other incentives must include building up a community of panel members who have loyalty to your agency and to each other; and who will take their panel work seriously and find value in it, even if it is not very well paid!

The subject matter of the training may not be part of the participant's 'job description'

This may mean that they do not have all the skills and knowledge that you expect (that is the point of giving them training), but again it probably means that the participants will be carrying out panel work in addition to their normal job, and you will need to demonstrate that both the training and the panel work is worthwhile for them. Participants will normally be very busy people so every minute of the training programme must count for them. They have to understand what is in it for them. They will also need to feel valued and appreciated in their panel work.

In addition, the participants might not be using the skills and knowledge acquired in the training event for some time afterwards. A participant may not be allocated to a panel event (review, accreditation, etc.) until some time after the training. This will mean that retention of the training material will be a problem and you must bear this in mind in planning the training and any post-training events that you may be able to organize. We shall return to this matter in section 6. How to ensure that training has been effective.

Understanding who the participants are, and what their needs might be, is crucial to communicating well with them. There are many techniques, tips and tricks that can be learned to help a trainer communicate well in a training session, but these are little use if they are applied inappropriately to the audience because the trainer has not taken the time to find out who the audience is. One of the crucial rules of effective communication is know who you are talking to!

4.2. Needs analysis

You can start to get to know your participants and their learning needs by sending them a short questionnaire before the start of the training. From a short questionnaire you can find out the role that participants play in their own institution: are they academics or students or employers or agency staff? Are they international reviewers who may not know your national system very well? What experiences do they already have that you can take advantage of in the training? What are the major skills or knowledge gaps that you will need to address? In the short questionnaire remind them of the aims and learning outcomes of the training event so that they can tell you specifically where they think their main skills and knowledge gaps might be.

You could also use a more detailed questionnaire before the training to check out each participant's perception of where they think their strengths and weaknesses lie as far as carrying out a review activity might be. You can then repeat the same questionnaire after the training to see whether the individual's perception has changed. This will enable you to assess the effectiveness of the training, and also allow the participants to assess the effectiveness of their learning, and perhaps construct action points for further learning.

When you analyse the questionnaires you will almost certainly find that your participants have mixed experience and needs. Of course, you cannot fulfil every need of every participant, so you will need to prioritise those needs that must be met in order for you to achieve the overall aims of the training programme.

4.3. How do people learn effectively?

Much research has been carried out to find out how people learn most effectively and there is a vast literature describing the results of that research. One idea that is frequently used is the '**learning cycle**'. This suggests that there are particular stages which a learner goes through as they learn. Various terminologies have been put forward but they usually suggest that the leaner goes from experiencing something, to reflecting on it, then to thinking conceptually about it, and then to actively testing out our conceptual understanding. This in turn, can create new experiences – and so the cycle continues. Understanding of the learning cycle can help teachers and trainers to structure the content and format of training. Similarly, work on the preferred '**learning styles**' of individuals has been important in informing how delivery of teaching and training can best be carried out. This handbook will not summarise that work but instead simply alert you to the fact that it exists. You can follow up the work in various publications and websites given in the Annex 2: References. Here we shall just consider some basic principles of learning as it applies to our training activities.

4.3.1. Adult learners

It is important to remember that in our event we are training adults – people with experience of life behind them. Student reviewers may be younger than some other participants but they will have significant experiences to bring to their learning. Adults have some particular requirements when it comes to learning.

- They need to know why they should learn something; you cannot simply rely on telling them what to do and expect them to do it happily and effectively! They may need reasons or theoretical justification for what they learn.
- Adults have an image of themselves as responsible, self-directing grown-ups - they will want to have a say in how and what they learn; but they may also consider it their responsibility to help the trainer make the training effective.
- Adults have a wealth of experience and a lot they can contribute to the training. As a trainer you should learn to use this.
- Adults learn most readily those things which will help in 'every day' life. This matches well with the aims of panel member training because the point of this is to enable participants to go into the 'real world' of panel work and to carry out their task effectively.
- Adults will devote time and energy to something that they think will help them with a task. On the other hand do not expect them to devote themselves to something for which they cannot see any point.
- Adults will respond well to internal motivators like increased self-esteem. This is a good thing for panel member training because you may not be able to pay participants to attend, and even the work that they do afterwards as a panel

member may not be well paid. However, you will need to ensure that your training event increases self-esteem, rather than reducing it!

What does this mean for the trainer? As trainers we can capitalise on these characteristics by creating a learning environment that is safe and stimulating, so that learners will participate well. The trainer needs to be well organised and have well-defined aims and outcomes for the training event, and these must be clearly communicated to the participants. On the other hand the trainer needs to be flexible when it is necessary to be able to capitalise on the experience and knowledge that the participants have, and also to allow participants to take responsibility for their learning. The trainer must ensure that the content of the training means something to participants and is relevant to the real world task that they will be expected to do. The trainer must always treat learners with respect. Your participants may well know more than you do about some aspects of the training, and may want to demonstrate that! Accept their contribution with respect and allow all participants to benefit from it. Invite all the participants to share their experience and knowledge.

4.3.2. Learning styles

Even within the general category of 'adult', people have preferred ways of learning. This doesn't mean that they cannot learn in other ways, but that they will have to work harder or put more effort into learning. For example, one can learn about scientific experiments by reading about them, or by looking at a diagram or video, or by actually doing an experiment. Some learners may feel more comfortable and relaxed doing one thing rather than another. That does not mean that there is a right or wrong way to learn – just that we apply different learning styles.

As noted above there have been various attempts to classify the way people learn and if you would like to find out more about this there is a huge literature. You can find out more about the various models in Annex 2: References, Section 3. All of the models have some disadvantages: no one model can describe every person all of the time. But they are useful in reminding us that each of the participants will come with a different background and present different opportunities and challenges to us as trainers. It might be comforting to know that a participant who looks bored or restless during your PowerPoint presentation may simply not be experiencing his/her preferred learning style and will participate more actively in group work or personal reflection!

It is inevitable that our participants will not all share the same preferred learning style – and in any case the learning style of an individual can change from time to time. The trainer may not know how each of the participants learn best: indeed, the participants may not know themselves. Even if the trainer did know each individual's learning style, it would be impossible to design a separate programme for each participant. So perhaps the best we can do as a trainer is to remember that we are training adults, and that like any learner, they will find some ways of learning more effective than others. The trainer should try to use a variety of delivery methods so that no-one has to work harder than anyone else all the time. In the next section we shall consider effective delivery of the training.

When you have thought carefully about who your participants are, what their needs might be, and how they might learn you should go back to your programme for the training event and double check that it is appropriate for the participants you will be training. Are the sessions in the right order? Can some sessions be left out? Do you need to add anything else? When you are happy with the programme for the event you can start to think about how to deliver it effectively.

5. Effective delivery of the training event

The trainer needs to ask him/herself the questions: "What skills are required to deliver training and what strengths do I have that I can use to deliver training? How do I deliver the training material effectively for this particular audience of participants? How do I try to ensure that participants stay engaged and interested? How do I ensure that the learning outcomes can be accomplished by participants?"

5.1. Attributes of an effective trainer

First, we shall review the kinds of skills and attributes that an effective trainer needs.

We are all different people, we will deliver training differently, and we will be delivering to different audiences. However, there are some attributes which all trainers need to be successful.

- Ability to relate to specific situations and participants
- Commitment to the subject and the training event
- Willingness to consider criticism or advice about the training event or your training style; remaining objective and not taking remarks, situations or problems personally.
- Ability to encourage participants to be independent by not always giving the solutions to problems or questions and not always suggesting the way forward; willingness to learn from participants

- Ability to show genuine concern for the participants and establish an effective and helpful relationship with them; not being judgemental about participants' views and contributions to the training
- Ability to influence assertively and build trust; not trying to score points over the participants
- Ability to relate business needs to training delivery
- Ability to be both logical and creative!
- Confidence
- Flexibility
- Good listening skills
- Patience
- Good organizational and time management skills
- Tidiness in appearance!
- Excellent communication skills

Every person who will deliver training should think about these attributes and ask him or herself where their strengths and development areas lie in this list. It is good to assess your skills every now and again. Any good book on training should provide information on how you can assess your training knowledge and skills. There are also websites which provide resources and information for trainers (see Annex 2: References).

Your skills and attributes will help to determine your training style. For example, you may feel very confident giving a PowerPoint presentation, but less comfortable about role-playing a Provost or Vice-Chancellor in a mock meeting! You may enjoy facilitating small group work, but feel more daunted guiding a plenary discussion. You may enjoy getting to know your participants in the training, but feel more hesitant about giving them honest feedback on how they are doing. This is quite natural. You should use your strengths but also remember that you can improve the skills that you feel less confident about. These are simply behaviours and behaviour can be learned or changed.

Bear in mind the state of your own experience and confidence. It is fine to stretch yourself as well as your participants during the training but stay within your competence and skills. For example, if you know that your IT skills are not advanced it may be better not to try to show a YouTube clip live online; or if you know your memory is not excellent, then make sure that you have good notes or prompt cards for your sessions.

You may wish to find a buddy or mentor to help you develop as a trainer. You might meet appropriate people if you attend 'Train the Trainer' sessions or you might find a colleague in your agency or another organisation. Such a person can support and encourage you and offer constructive feedback on your trainer development.

5.2. Communication

Almost all of the attributes of being an effective trainer have their source in good communication. Good communication skills are crucial if you are to deliver your training effectively. Good communication is embedded in everything that you do as a trainer. It is not simply about giving interesting presentations or writing intelligible training materials – although those things will help! In this section we shall review some principles of good communication, then look at the kind of trainer behaviour that encourages good communication, and lastly we shall briefly think about skills for specific kinds of communication.

5.2.1. Principles of good communication

First and foremost, knowing your participants' background and needs is crucial for good communication, and this has been pointed out several times already in this handbook (see 3.4.1. Introduction to the training, 3.5.1. Order and timing and 4.1. Knowing your participants). Time spent before the training event finding out about your participants (such as in a needs survey, as mentioned in section 4.2. Needs analysis) will be well spent and will facilitate your ability to communicate well. Similarly, taking time at the beginning of the event to introduce yourself and allow participants to introduce themselves will also help effective communication (see 3.4.1. Introduction to the training). All of these activities help you to build up rapport with the participants and will help them to trust you and have confidence in the training. Hopefully, they will relax and feel at home in the training event, which will mean that they will engage well, participate fully, and achieve the learning outcomes that you have planned. Once you have established rapport and respect with the participants you will be in a good position to deliver the training material effectively.

The audiences or groups of participants that you will encounter in the different training activities that you deliver will obviously vary, and each group may be made up of people with different backgrounds, needs or characteristics. However, for panel member training, the participants may have some characteristics in common and it may help your training to be successful if you bear these characteristics in mind. For example, it is likely that the participants will be involved in higher education in some way, as academics, administrators and students. They probably will be used to a learning environment and may already have considerable experience of learning. They may have already thought about how they learn best. They may also be teachers or trainers themselves. This may mean that they will be ready and willing to learn on the training programme, but it might also mean that they express criticism of training that they think is not professional or well-prepared. You will need to ensure that this is not the case: that the participants will feel that the training is a worthwhile experience.

There is more discussion of difficulties that you might encounter in training below (in section 5.2.3. Training difficulties).

Do not forget any participants that have a different background from the main group. For example, if you are training employer representatives or overseas panel members. You will need to bear in mind that they may have slightly different experience or needs. Your pre-training participant questionnaire should have given you information about that.

Training should model the everyday situation that your trained participants will go into. Therefore, you should not include anything in the training that would create difficulties for panel members in the organisations in which they will be working for you. If the organisations in which they will be working value collegiality and discussion, then it would be counterproductive if your training had a culture of aggressiveness or control. The participants may have their own cultural backgrounds and you should be aware of this in case any of the participant cultural expectations differ from those of the institutions that you want them to work in.

5.2.2. Trainer behaviour that encourages good communication

This section talks about different behaviours. You may feel that you do not have all of the characteristics mentioned below, but do not worry. Because they are behaviours, not genetic characteristics, you can learn them. There will always be some people who are better at some of the behaviours than others, but with a little effort and the willingness to improve we can all reach a stage of enough competence to deliver training.

It will be apparent from section 5.2.1. Principles of good communication above that **awareness** is an important skill for the trainer. This includes awareness of yourself (your skills, preferred delivery style, experience, etc.) and awareness of your participants' needs and characteristics. This awareness will allow you to think about the different learning styles that your participants may have and to design sessions and activities which give enough choice so that all learning styles and all stages of the learning cycle can be included. As we recognised before, this will help the participants to engage fully with the training.

Your behaviour should also be **assertive** (never aggressive!). This means that while you will respect the participants you should also expect them to respect you. You are the trainer and even in a training event that is interactive and facilitative it is your responsibility to ensure that participants find the training effective, so to that extent you are 'in charge'. But you should also listen to what the participants are telling you – both in words and body language. They may be indicating that the training is not working for them and you may want to think about whether you can change an activity or a presentation to make the training work better. Or you may have to be able to say to participants that you cannot change the training; or you may have to prevent them being diverted from the main purpose of the training. Participants may be feeling threatened (if they are inexperienced) or embarrassed (if they are used to being the teacher, not being taught!). In all these situations you need to maintain respect for the participants and deal calmly with them without being judgmental, but also without making too many compromises or denying your own professional values.

Being assertive and aware demands that you know how to listen properly to participants, and to read other clues about how they are feeling about the training , for example from body language. If you need to improve your skills in these areas you will find some information in Annex 2: References, Section 4.

We noted above that some of your participants may be much more experienced than you are in delivering teaching/training, or they may come from very different backgrounds. Do not let this intimidate you or make you defensive. **Openness** to others' experience and knowledge is a vital part of communicating well and helping participants to feel valued. Make the decision to learn from all the participants that you meet and to use their expertise where you can in the training event. This will improve the training and help to make experienced participants feel that it has not been a waste of time. Less experienced participants will also be able to learn from their more experienced colleagues so this will add value to the training event.

Flexibility to respond to participant needs is also an important behaviour to learn. You may get into a difficult situation with a participant, or you may run out of time, or some participants may decide to leave. On the other hand, you may have misjudged the level of experience that your participants have or some cultural aspects have arisen that you did not anticipate. For example, not all participants may speak the language that you are using as proficiently as you thought they would; they may need breaks at specific times of the day that you did not know about; they may have different ideas about the trainer-participant relationship from yours. Ideally, you would have found out all of these things before the training started so that you could plan training activities appropriately, but occasionally even the best planned activities go wrong!

If you want to make sure that the training still delivers as much as it can you will need to be able to respond flexibly to these unexpected situations. The best way to respond is to have anticipated those situations and have an alternative plan to deal with unexpected or difficult situations. If you are lucky enough to be delivering training with a colleague you can discuss possible changes with him/her, perhaps during a break in delivery. You could also discuss changes to the programme with the participants to see what would suit them best. This will indicate to them that you want the training to be effective for them, and that you value their views on the programme. It also helps the participants to take some responsibility for their own learning. That is an attitude that you would like to encourage because it means that they might be willing to further build up their training knowledge and skills after the training event.

If things do go wrong, be honest with the participants. Normally the majority of the participants will be sympathetic and will want to help sort out any problems. They will probably not be sympathetic if you ignore problems and try to carry on regardless.

Avoiding difficult or unforeseen situations is much simpler the better **prepared** that you are, and the better time-management skills that you have. In most training activities time will be very precious and you will have prepared a programme to make the very best use of your time and that of your participants. Normally you will be too busy just delivering the training material and concentrating on the needs of your participants to think about anything else. Although you must be flexible, there will be a limit to how much you can change the training programme on the day. The shorter the training event, the less flexibility you will have. **So you must have prepared everything that you possibly can prepare beforehand**. That includes simple things like always visiting the training room before the participants arrive – even if it is just a few minutes before. Then you can make sure that it is arranged as you wanted it, but also have a plan for what you will do if the facilities were not what you were expecting. Always test out the IT provision before you start!

But, as was noted above, preparation also includes anticipating difficult or unexpected situations and having a plan for dealing with them.

For example, if you delivering a training event for the first time you may not know exactly how long a particular session might take. You may need a plan for if it overruns (what else will you cut down?) or for if it is too short (an extra activity that will consolidate the learning, perhaps?). You may find that the material provokes some very interesting discussion, which you had not anticipated, or that the plenary sessions are very lively and fascinating. Even though you would like to contribute to these discussions, and to allow them to go on for a long time, you must remember the aims and outcomes of the training event. Do not be distracted even by fascinating discussions! Suggest to the participants that they might want to continue the discussion by email – or if you have a 'chat room', this could be used.

There might also be a danger that because you have carefully designed and prepared the training, that you will deliver it all, as written in the programme, whether participants need all the information or not! You may be tempted to stick rigidly to your programme, just because you have put a lot of work into constructing the training. This will not help the participants if you find out, for example, that they are more experienced or knowledgeable than you thought, or if the computer breaks down and you cannot show a clip from the internet. You need to be able to pass on to other material that is more relevant.

So what can you do if you find that you have too much material (or material that turns out not to be relevant) or too little to deliver (perhaps because you were relying on the internet for material and the link does not work)?

First, if you need to adapt your programme as you go along, do not feel that you must tell the participants about this unless they have suggested a change themselves and you want to show that you have responded to that suggestion. Don't give the participants the impression that you do not know what you're doing – it will make them nervous! If your programme includes periods while the participants are working on their own, or you have breaks, then these are good points to ask yourself whether the programme needs changing and think about what you can leave out without removing the ability of participants to achieve the learning outcomes. Or, if you need to add material, you can look through the additional materials that you have brought with you and decide what is most appropriate and what fits the time gap. Because you can never be absolutely certain how training will be received it makes sense always to build in some breaks (even just 5 minutes) to give yourself the opportunity to tweak or adapt the delivery if you need to.

If you are working with another trainer then one trainer can think about whether the training needs adapting – and keep a watchful eye on the participants' reactions - while another is delivering.

If you have seriously misjudged the timing of the event you may find that you do not have time to deliver enough material to enable all the learning outcomes to be achieved. This is a serious state of affairs and the reason for all the extensive preparation that is described in the previous sections is to try to make sure that this does not happen. However, if you are unlucky (perhaps a fire alarm went off and the room had to be evacuated), you will need to deal with the situation. Look at the programme and decide which of the learning outcomes could be delivered later - perhaps online or by an email correspondence. Any session which is mainly just a PowerPoint delivery would be appropriate – as long as it did not contain information which was necessary for a later session in the training. Again, it is essential that you have thought about this beforehand, so that you know which sessions you could miss out completely in an emergency. If you have to do this, explain it calmly to the participants and tell them how you will enable them to achieve the learning outcome another way. If you say that you will send them information by email, tell them the date by which you will do this.

Making big changes to the programme in this way are really emergency reactions. If you have prepared properly, and you know your participants, all you should need to do during the programme is make small 'tweaks'.

If you have taken into account the advice in earlier sections of this guide, then you should already have thought about your preparation and you will be ready for anything!

5.2.3. Training difficulties

The best way to prevent difficulties during your training event is to make sure that you recruit the right people, and that you have clearly specified the aims and objectives of the training. Recruiting the right people will make sure that participants have the correct experience and knowledge to prepare them for training so that they will not feel out of their depth or isolated or threatened. You can also check that participants have the right attitude to training (open and participative) and to the panel tasks that you may have for them in future. Specifying the aims and objectives clearly will prevent participants from straying from the purposes of the training or asking many irrelevant questions.

However, you may still encounter some difficulties during the training and you will need to make up your own strategies for dealing with these. The strategies you use should reflect your own training style and should reflect a genuine desire to help participants – not simply wish them to be quiet or to be somewhere else! Remember that you and the participants have invested a lot of time and effort to be at the training so you need to try to deal with any difficulties that a participant might present without alienating them or making them want to leave, or to cause further disruption.

What difficulties might you find on a training event designed for the kind of people who will be acting as panel members?

You may find that you have people who ask questions all the time. This might reflect the fact that they do not have the correct background knowledge to make use of the training. Or if you gave out pre-training work, they might not have completed that work. Or they might just be very enthusiastic about the subject and have a lot to contribute. Obviously, you want to encourage participants to participate in the training, and asking questions is one way of doing that, but if it starts to take up too much time, or the participant is asking questions that are of no interest or use to other participants, then you need to deal with the situation. Remind the whole group of participants that you have certain materials and activities that you need to work through together, so you can only deal with the questions which are relevant to the training. Offer to deal with other questions during the breaks (if you have breaks) or after the training, perhaps by phone or email. If you offer to do this you must make sure that you keep your promise or you will lose credibility with your participants. Assuming that you do not wish to spend long hours on email or the phone, you will see why it is important to recruit the right participants and to make the aims and outcomes of training clear!

There may be participants who disagree with what you are saying, and will say so openly in the training event. First of all, always allow for the fact that they may be right! You are not infallible and however well you prepare you might make a mistake during delivering material, or one of your participants might have some up-to-date information which could correct or amend what you are saying. Always accept criticism graciously. If you can deal with it quickly during the training, do so. If not, inform the participant that you will think about it later. If the participant is criticising you and you know that the criticism is unwarranted or given in a rude manner then you will need to speak to the participant to find out why he/she is behaving in such a manner and decide whether you can help the participant to take a more constructive attitude. Do this privately with the participant. If the person is being really disruptive and your training programme is short you might need to call for a 5 minute break for everyone so that you can talk to the critical participant discretely. Otherwise your training could be disrupted completely.

Most people you train will not set out deliberately to make life difficult for you. Usually there are reasons why people behave in a difficult way – they may feel threatened by all the clever people in the room; they may be tired or worried about their day job; they may be feeling guilty because they have not done the preparatory work. If you can help the participant to lay these considerations on one side for a short time and try to enjoy the training, then you may find that the difficulties go away.

You may see people texting or leaving the room to take frequent phone calls. If you are allowing participants to use lap tops some people might be reading work documents while you are speaking. Before the training stress to would-be participants that they must be able to leave their day job behind, at least while sessions in the training room are taking place. If they really must, then participants could use the breaks to contact their office or work. But on the whole it is a good thing to use the breaks for relaxing and networking, so make sure that you set that expectation before training. Some training groups add these expectations to their ground rules (see section 3.4.1. Introduction to the training): no use of mobile phones in the training room; concentrating on the training activities while in the training room; etc.

You may find that some people are shy or embarrassed about joining small groups, work-pairs or practical activities. Again, you should be honest with participants before the training that you will expect them to take part in such activities, and that the activities are designed to prepare them for similar activities in panel work. During the training event let participants know that everyone is in the same position, and that the training is a learning activity. Make sure that you give participants enough information to know how to carry out group or practical activities, and be prepared to facilitate groups if they do not seem to know what to do. Also encourage group members to help and support each other. Congratulate groups when they have done well.

If your training event involves small group work it is possible that some of the participants in the group may not get on with one another and the work of the group may be disrupted. If the training extends for a significant length of time, and the participants stay in the same groups, this could potentially cause problems for you. The best way to deal with the problem is to ask the group to reflect on the situation, identify the problem, and see whether it can produce a solution for itself. In real life, panel members will be working in groups for their panel activities and they will not usually choose who they work with, so they need to be able to get along with a variety of people. Each group member will need to have their own strategy for working in a group or team, and this may be one of the things that you ask them to reflect on and produce an action point for at the end of the training event. If you frequently encounter problems with group work you may want to include a specific session on team-working in the training.

As we have seen in other sections, the best way to prevent difficult situations with your participants is to (a) know as much about their backgrounds as you can; (b) make the training environment welcoming and conducive to building up trust between you and the participants; and (c) make sure all participants know what the aims of the training are and what the ground rules are. But sometimes all your preparation may not be enough for a particularly difficult situation, e.g. if a participant is dealing with personal issues and is not amenable to discussion. There may be a time when you must discretely ask a participant whether staying on the training is the best use of his/her time. Do not consider this a failure; mistakes in recruitment do happen and occasionally a participant may feel unable to complete the training. Make sure that you know why so that you can try to prevent the situation happening again.

A few tips for dealing with difficult trainees

- For participants with a lot of energy who may want to be the centre of attention: ask them to help with organizing tasks or logistical matters; remind them that you would like to hear from everyone; you could answer some of their questions by saying to the whole room, „Let's hear what others think about that."
- If a participant is not joining in, try using an exercise which expects an answer from everyone and go around the room, asking each person to reply briefly in turn. If some people are very shy you could give them a few minutes to write down the answer first.
- If a person is voicing very negative opinions about aspects of the training ask if he/she is willing to suggest a practical alternative; ask other members of the group what they think and whether they also have alternatives.
- If a participant is behaving rudely or aggressively towards others: remind him/her that the training is about a process, not about the other people in the room; participant's comments should be confined to the training material. If you have a ground rule about courtesy or respect, remind the participant of this.

In all cases where a person is behaving in a difficult way, manage the situation in the training room as best as you can and then in the next break you have, discuss the issue with the participant on his/her own.

5.2.4. Specific communications skills

The specific skills that you may need for your training event will depend on what kind of event it is. If it is a short event which concentrates mostly on information briefing you may need to ensure that you have adequate presentation skills. If participants need to work in teams or small groups you will need to have skills for organising and facilitating those groups. If the training is interactive then you will need to be able to guide discussions and plenaries and ensure that all participants are included.

Whatever form the training takes, and however long it takes, the basic skill you need is the ability to encourage your participants to learn by facilitating the event effectively. This will involve remembering the characteristics of adult learners that we noted in section 4.3.1. Adult learners. In particular, your behaviour will be collegial not dictatorial. You should enable two-way conversation between you and the participants, guide discussion rather than leading it, asking good questions rather than always needing to have the answers, take the participants' goals into account, allow them to take responsibility for their own learning.

There is a wealth of literature available to help with acquiring or enhancing these skills and some of these are given in Annex 2: References, Section 4.

5.3. Matching learning outcomes and delivery methods to the training materials

The most important criterion for effective delivery of the training material is that it should enable participants to achieve the learning outcomes. In order to facilitate this we need to think about how material can be delivered so that participants achieve the learning outcomes. We need to bear in mind that different participants may prefer to learn differently, and they may come to training with different backgrounds of skills and knowledge. We also need to appreciate that certain learning outcomes might demand different kinds of delivery methods if they are to be achieved. For example, returning to the learning outcome given in section 3.3. Learning outcomes:

> **"By the end of the training event each panel member will**
>
> **(a) know how to use four different kinds of questioning technique in a review meeting and**
>
> **(b) have practised these techniques in a mock meeting with other participants".**

If this learning outcome is to be achieved, the training event must include a mock meeting exercise to facilitate learning outcome (b). Participants will not be able to achieve that learning outcome from a PowerPoint presentation or small group discussion.

Similarly, if the participant is required to be able to use online resources and one learning outcome is:

> **"before the residential training begins each panel member will have logged on to a secure server and posted a commentary on the case study"**

then there must be pre-training information which provides instructions on how to log on, and gain access to the secure server. Again, just lecturing participants or sending them an email about this will not enable them to achieve the learning outcome.

Some ideas for the kinds of delivery methods that you might use are given in Annex 6: Evaluation of delivery types.

You should now look over the programme for your training event and the learning outcomes that you decided for each session. For each learning outcome you should decide on the most appropriate delivery method. The delivery method should ensure that the learning outcome can be met, but also bear in mind that participants will value a variety of delivery methods (remember they may have different preferred learning styles) and also some fun from time to time!

5.4. Participant learning materials

You will need to decide whether you will provide any learning materials for your participants, such as handouts, copies of slides, reading lists, learning logs, and so on. Again, bear in mind that different participants will have different preferred learning styles – some may welcome having all the materials written down, others may rely on listening to you and making their own notes. So even if you do provide written materials make sure that you explain key material verbally as well. If you expect all participants to take away a large pile of paper containing important information and read it afterwards, you may be disappointed.

If you are providing a general handout for each session, consider including the following:

- Aim(s) of the session (remember an aim is a statement of what you intend)
- Material to be covered and how it will delivered (PowerPoint, group work, role play, etc.)
- Learning outcome(s) (remember a learning outcome is a statement of what the participant is expected to learn)
- Expected length of the session (you may choose to leave this out if you are not sure, but if any part of the session includes an activity which has set timings you will need to include those).

These handouts could be provided before the training so that participants understand exactly what the training will cover and how it is being presented. This will help to make their expectations of the training realistic.

Other kinds of handouts that you might want to consider are:

- Task description: detailed instructions (including any timings) for an activity or exercise
- Briefs/role play instructions: if you are having a role play exercise and you want certain participants to play a particular role you can give them a brief of the characteristics and behaviour that you want
- Case studies: these are particularly useful if you are including exercises on reading, analysis, reporting, and so on. If you use real cases then you should get permission from the owner and make sure that participants appreciate any confidentiality aspects.

Remember to bear the participants in mind when you write the handouts. Think carefully about language – will the language in which you are writing be the first language of all participants? Will you have to be mindful of the language for different sets of participants? Will you need to avoid HE jargon if some of your participants come from industry? Will the handouts be in hard copy or an online interactive document with active links? If so, have you made sure that participants know that it will be acceptable to use laptops at the training – have you told them to bring them? Put yourself in the position of your participants and think about what they might need to know.

Here are some basic tips for writing materials:

- Make the material easy to read; it is often helpful to use a conversational (but professional) tone
- Order the materials so that it is easy to find the information required for a particular session (use different sections, headings, links, etc.)
- Short paragraphs, leaving space or giving margins for notes often help to make a written document less daunting and more pleasant to look at
- Break up the text with bullets, indentations, boxes, etc. Again this will help to make the document look friendlier and will help to retain the participant's attention
- Use graphics and clip art if you can: these also help to maintain interest
- Number the pages!

However, do not produce handouts just for the sake of it. Make sure that they contain information that your participants need to know. If you add lots of documentation 'just in case' a participant might need it, or because it makes it look as though you have done a lot of work on the training, then you run the risk of participants concentrating on the less relevant material, and not getting around to the information they really need to see.

6. How to ensure that training has been effective

The trainer needs to ask him/herself the questions: "How do I plan the training so that it helps participants to retain the material? How do I get feedback on the training and whether it has helped participants in their panel work?"

6.1. Retention

We know that much of the knowledge and skills learned on a training event is lost very quickly unless it is put into use straightaway on a day-to-day basis. We noted in section 4.1. Knowing your participants that, for many of our participants, there may be a significant gap between training and carrying out panel work. If training is to be effective it has to be retained long enough to be taken into the workplace or real-life situation – in our case, into the panel situation. We can maximise the chances of this in various ways:

- Make sure the design of training matches the needs that you and your organisation have identified. In this way you should be able to ensure that there will be opportunities for participants to use the knowledge and skills acquired on the training event, even though these might be some time in the future
- Make sure that anyone from your organisation who will be working with your panel members also knows what the training has included, and is prepared to coach panel members when they carry out panel work to help them to put skills

and knowledge into practice. It is very useful if members of your organisation can attend at least one training event

- Make sure that the training includes practical examples which reflect the actual work of the panel member. These can be descriptions of the work, case studies, or practice activities such as mock meetings. Introducing activities into the training which encourage ‘doing’, rather than just ‘listening’ or ‘speaking’, also encourages retention of the material
- If you have the time during the training event try to encourage participants to discover the principles involved in panel work for themselves. We tend to remember the knowledge that we have discovered for ourselves better than things we are simply told. You could use case-studies for problem-based learning activities, or give small groups open-ended questions or problems to discuss. Remember to share the solutions that individuals or groups discover with the whole group after the exercise
- Give participants an aide-mémoire of the process that they will be using as a panel member. This could take the form of a guide to procedure (just bullet-points or headlines) which you could refer to during the training. It can then be used by participants during their panel work to ‘jog their memory’ of the main points that they learned on training
- When you design hand-outs or other training materials for the participants think about how the participant will use them after the training and try to ensure that they will still be comprehensible and useful even after the training has finished. If the training is changed after you deliver it for the first time you will need to remember to update those who have already had the training. If it is possible, it might be a good idea to put the training materials on a part of your organisation’s website dedicated to panel members. Then you will be able to update training materials easily.
- Encourage action planning on the part of participants. It was noted above (in section 3.4.2. Reflection, summary of the day, action planning) that it is a good idea to allow time in the training event for participants to reflect on their learning and put together some action points to be started when they return home. These

action points will give a trigger for the participant to keep thinking about the training event, and to carry on with their learning after the training until they have a chance to carry out some panel work. It is also useful if the new panel member is given the opportunity to reflect after the first panel work, and see whether there are any new action points to consider (see section 6.3 Continued engagement with participants)

- Encourage follow-up between participants, and if you have the time, with yourself. This could be through email, online, get-togethers, support groups, etc. This will help to build up a community of panel members who can support each other (see section 6.3 Continued engagement with participants).
- If you can, use past participants as mentors. Once a panel member has been trained and has carried out some panel activity he/she may be prepared to mentor new panel members. The mentoring relationship may have many forms so you will want to put in writing what the mentor is expected to do. It may simply involve being available should the new panel member wish to email with a question. Or it could include meeting and discussing the new panel member's work.

6.2. Evaluation

It is no good encouraging your participants to retain what they have learned on the programme if what you have delivered is not relevant to the learning outcomes, or has not been delivered in a way that helps them to learn. So you need to find out how effective the training has been and, if it has not worked as well as you wanted, to change some aspects of it. This is the process of evaluation and it is a very important part of the overall training cycle (see the diagram in Annex 7: The training cycle).

There are different options for carrying out evaluation and gathering feedback.

- Spot checks during the training: you can find out how participants are doing on the training event by asking questions now and again. This method is probably most helpful during a longer training event where participants have time to settle down and start learning, and where the learning outcomes are build upon each other sequentially. You could ask general questions like 'What have you learned so far?' or more detailed ones about the content of the programme, like 'Can you explain the three main sections of the Qualifications Framework?'. Participants could write down their answers quickly so that you could gather them in for analysis. Simply observing the participants will also give you an idea of whether they are understanding what is going on and are finding the training material intelligible.

- Give out a 'Reactionnaire' straight after the training has finished. As the name implies this kind of evaluation instrument gathers the participants' reaction to the training. It can be short or detailed, and ask a few questions or many. You could use this kind of questionnaire to ask participants whether the aims of the training have been met. To do that you would need to make sure that you had set the aims of the training, and then decide what questions you would ask the participants to try to establish whether your aims have been met. An example is given in Annex 8: Example of a training 'Reactionnaire'.
- Evaluation of key learning outcomes: this is a more sophisticated kind of evaluation questionnaire. It can ask all the questions in a Reactionnaire, but it concentrates on asking the participants whether they think they have been able to meet the learning outcomes of the training. This kind of evaluation demands (a) that you have set learning outcomes; and (b) that the participants know what they are.
- Group discussion: if you have some time after the training event has ended and some of your participants can stay around for an hour you could run a group discussion on how the training went. You could ask the same questions as in the Reactionnaire or learning outcome questionnaire, but having the group of people in the room means that you can drill down into their responses and get more information about why aspects of the training worked well, and why some did not. Or you could focus on the aspects of the training that you personally were less confident about. Remember though that the opinions expressed by the small group may not be completely representative of the whole group of participants.
- Delayed questionnaire: it can be very useful to give participants a questionnaire some time after the training (and ideally after they have carried out some panel work) to ask whether the training was appropriate for their panel task and whether they have been able to put the training to use. This can be in addition to a Reactionnaire and/or Evaluation of learning outcomes, depending on how much

time and money you can spend on evaluation. It might make more sense to invest in detailed evaluation at the start of a training cycle, so that you can be sure that the training is meeting its aims, and then perhaps reduce evaluation, or use different evaluation instruments, later on.

- Pre-training questionnaire: the delayed questionnaire could be combined with a pre-training questionnaire which asks the participants for their perception of how well prepared they are for panel work. They can then be asked the same questions after training and/or after their first panel work to see whether they feel more confident and better prepared for their work. If they do not, then something is not working and you need to think again about the learning outcomes of the training.

These kinds of questionnaires are designed to help with your own developmental needs and with the development of the training event. They will provide useful information for you but may not be sophisticated enough for other purposes, such as demonstrating a business case, or applying for funding. If you need sophisticated or statistical information you may need to consult a professional who can devise evaluation methods for you.

If you are tempted to think that evaluation is a waste of time, remember that it will actually save you time and effort in the future. If you have chosen your learning outcomes carefully, and delivered training effectively, this means that you will produce panel members who know the process, adhere to that process, behave professionally and produce reports on time. If this is not happening the training is a waste of time and money, and your life will be harder not easier. So you need to find out whether your training is working, and if it is not, why not.

6.3. Continued engagement with participants

In the last section we noted that giving participants the opportunity to keep in contact after the training was one of the ways you could increase retention of the training material and encourage participants to put the training into action when they carry out panel work. In this way participants can continue to ask questions about panel work and increase their knowledge of the processes that they will be working in. They can also swap ideas for dealing with difficult situations. They can mentor or buddy one another to develop good practice in panel activities. In this way they will build up a community of panel members who will help to improve not only their own performances but also increase the consistency with which panel activities are carried out.

The most obvious way that you can facilitate this activity is providing an online facility, like a ‚chat room', or by enabling participants to keep in email contact with each other. Unless you have made this a condition of the training, you should make sure that all participants are happy about having personal details such as email addresses circulated to everyone else. You should also make it clear what the rules for communication are, and whether anyone will moderate the chat room or emails.

If you have the resources, offering refresher training, annual meetings, or workshops are very good ways of keeping your community of panel members together and will give you opportunities to update them on any changes to the panel processes. Of course, providing these activities is expensive and panel members may not have the time to attend, so you might choose to do this updating using a website. Another alternative is to set aside a small amount of time before a panel activity (that is, a review, accreditation event, etc.) to update and refresh panel members' knowledge before they start a new piece of panel work.

You can also encourage new panel members to reflect on their first panel event and draw up any action points that they feel they should address. If you have the resources, it would be good for a member of your agency to go through the action points with the new panel member to ensure that they can be dealt with successfully – perhaps with a mentor, or through using information on your website.

If a member of your agency is present with the panel team in its panel work, then you might be able to give a new panel member immediate feedback on their first panel activity. If you do this, then ideally you should have some criteria against which to give feedback. Some examples might be: was written work completed before the deadline? was the panel member punctual at the panel event? did the panel member contribute to panel discussions constructively and knowledgeably? did the panel member behave in a professional way with meetings with the institution? Work out what you want your panel member to do, and how you want them to behave. Then draw up your feedback criteria to match.

In order to be most effective training should not end when the last participant leaves the training room. If you can encourage panel members to stay in contact with you and with each other you will help to produce a community of panel members who will not only be interested in keeping their knowledge up to date, but also help to improve panel processes, and provide a source of support for you and for each other.

Annex 1: Stage by stage checklist of main points for training

This checklist assumes that you have already:

- Decided the overall aims of training (Stage 1)
- Decided the broad subject of the training areas (Stage 2)
- Decided the detailed content for each area (Stage 3)
- Divided the detailed content into individual sessions (Stage 4)

Stage 5. Draw up session aims and learning outcomes

Remember:

- ***a Session Aim*** *is a statement of what you (the trainer) intend to accomplish*
- ***a Learning Outcome*** *is a statement of what the participant is expected to achieve*

Key points:

- Decide an overall aim for each individual session that you will deliver
- Make sure that what you are aiming to do in the sessions will help participants to achieve the learning outcomes
- Decide on the learning outcomes for each individual session
- Make sure that the Learning outcomes for each session are **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-bound

Write down:

the provisional list of sessions that you will deliver together with the aim(s) and learning outcome(s) for each session.

Stage 6. Structure the sessions into a programme

Remember:

you need to keep participants' needs in mind

Key points:

- Find out who the participants are. If possible use a participant needs survey to get relevant information about the participants
- Keep participants' needs in mind as you structure the programme for the training
- Think carefully about the best order for delivering the sessions
- Think carefully about the best medium for delivering the training. For example, will you use online methods or face-to-face or a combination?
- Consider the resources that you need to deliver the sessions – in particular how much time do you have?
- Include general sessions like introductions, ground rules, reflection times, action planning
- Be realistic about the amount of material you can include - think about how you prioritise the material so that you do not have too much to deliver
- If possible, try out some of the material to see how long it will take to deliver
- Consider talking to other trainers for their advice on how much to include in the training
- Be strong-minded enough to take out some of the material or sessions if there is too much!

Write down:

a programme for the training which shows the times of each session, together with any breaks.

STAGE 7. DECIDE ON DELIVERY METHODS

Remember:

the most important criterion for effective delivery of the training material is that it should enable participants to achieve the learning outcomes

Key points:

- Choose delivery methods that will best enable participants to achieve the learning outcomes
- Match your own particular strengths to delivery methods where you can, so that delivery is effective

- Include a variety of delivery methods, so that participants stay engaged and different learning styles of participants are considered

Write down:

add the proposed delivery methods to the programme for the training.

STAGE 8. PREPARE TRAINING MATERIALS

Key points:

- Decide on the training materials that participants really need to help them learn
- Decide how materials will be produced - hard copy, electronic, or both?
- Keep in mind the resources you have available for providing training materials
- Keep the training materials as brief as you can; use accessible language; try to make the appearance of the materials attractive.

Write down:

a list of any training materials that you need to prepare for participants and a schedule for when you will produce them. Keep to the schedule!

STAGE 9. PREPARE FOR THE TRAINING

Remember:

preparation is key to successful delivery – prepare, prepare, prepare!

Key points:

- Prepare all the materials that you and the participants will need in advance
- Make sure that the training venue is booked. Try to visit the venue to make sure it's suitable?
- Organise IT support in advance if necessary
- If participants must stay overnight, make adequate arrangements for them
- Ensure that all information that participants need so that they can get to the training ('Joining instructions') are sent out in a timely way
- Do everything in advance that you possibly can. Do not leave things until the training starts if you can deal with them beforehand – you will be too busy on the day.

Write down:

a checklist of the essential actions to have done before the training starts.

Stage 10. Deliver the training

Remember: working carefully through the previous stages is the best way to guarantee that your training will enable participants to achieve the learning outcomes that you need them to achieve. But flexibility is also important: you need to be confident enough to depart from your programme if participants' needs dictate it

Key points:

- Get to get to the training room well before the training starts
- Check that the IT equipment is working
- Make sure that you are completely familiar with all the training materials and the programme
- Establish a welcoming and relaxed environment
- Pay attention to the reactions and needs of the participants
- Have your own strategies for what to do if you have too much material or too little; do not be afraid to miss things out if participants know them, or to take longer over a topic if participants find it difficult
- Always remember that the point of the training is to enable participants to learn what your organisation needs them to know; don't get distracted from that
- But do not keep rigidly to your programme when you see that the delivery is not working for participants; work out what is wrong, if you can, and make adjustments. Be flexible.

Write down:

a flexibility strategy for dealing with situations like: too much material; too little material; disruptive participants; failure of IT or other resources.

STAGE 11. EVALUATE THE TRAINING

Key points:

- Make sure that you know the purpose of carrying out evaluation of your training event
- Decide the kind of training evaluation instrument (survey, focus group, informal chat, etc.) that will best help you to find out what you need to know about the training
- Clarify the resources that you will have available to carry out the evaluation
- Clarify who will write the evaluation questionnaire/survey, and who will analyse it
- Decide how will you use the results of the evaluation (for personal development, to justify running the programme, for improving the programme, etc.)

Write down:

the purpose of your evaluation and an action plan for writing and analysing the evaluation questionnaire/survey

Annex 2: References

It is hoped that references to websites given below will be helpful. However, the author can take no responsibility for the persistence or accuracy of the URLs given, and cannot guarantee that the content of such websites will remain appropriate.

Section 1. How to carry out an organizational needs analysis

- The Learning Needs Analysis Toolkit (website). 2012. University of Oxford Continuing Professional Development Centre: www.conted.ox.ac/courses/professional/lnat/index.php

Section 2. General references to publications and websites for training activities

- www. trainerbubble.com/energisers.aspx
- www. businessballs.com/businessballs-index.htm#l
- www.trainingzone.co.uk
- Belbin, R M. 1981. Management Teams. Oxford, UK: Butterworth-Heinemann.
- Biech, E. 2005. Training for Dummies. Indiana, US: Wiley.
- Buckley, R and Caple, J. 2009. The Theory and Practice of Training. 6th edition. London, UK: KoganPage.
- Clark, R. C. 2010. Evidence-based Training Methods: A Guide for Training Professionals. ASTD Press.
- Cranton, P. 1992. Working with adult learners. Toronto, Canada: Wall and Emerson.
- Fee, K. 2011. 101 Learning and Development Tools: Essential Techniques for Creating, Delivering and Managing Effective Training. London: KoganPage.
- Knowles, M. 1984. The adult learner: a neglected species. Houston, US: Gulf.
- Pike, B. 2011. 101 Games for Trainers. HRD Press, Inc.
- Sheal, P. 1999. The Staff Development handbook – an action kit to improve performance. 2nd edition. London, UK: Kogan Page.
- Townsend, J. 2003. The Trainer's Pocketbook. 10th edition. Management Pocketbooks.

Section 3. References on learning styles and learning cycle

- Buckley, R and Caple, J. 2009. Chapter 7.
- O'Neill-Blackwell, J. 2012. Engage: The Trainer's Guide to Learning Styles. John Wiley and Sons.
- www. businessballs.com/kolblearningstyles.htm

SECTION 4. REFERENCES ON SPECIFIC TRAINING SKILLS

- www.skillsyouneed.co.uk
- Assertiveness. www.businessballs.com/self-confidence-assertiveness.htm
- Presentation skills. www.businessballs.com/presentation.htm
- Visual aids. www.businessballs.com/visualaids.htm
- Role play. www.businessballs.com/roleplayinggames.htm
- Biech, E. 2005. Training for Dummies. Part III: Showtime: Delivering a Dynamic Training Session
- Lucas, R.W. 1999. The Big Book of Flip Charts: A Comprehensive Guide for Presenters, Trainers and Facilitators. McGraw-Hill Professional.
- Townsend, J. 2009. The Facilitator's Pocketbook. 2nd edition. Management Pocketbooks.
- Townsend, J. 2009. The Presentations Pocketbook. 2nd edition. Management Pocketbooks.

Annex 3: Verbs for learning outcomes

The following is a table with examples of verbs which could be used in learning outcomes.

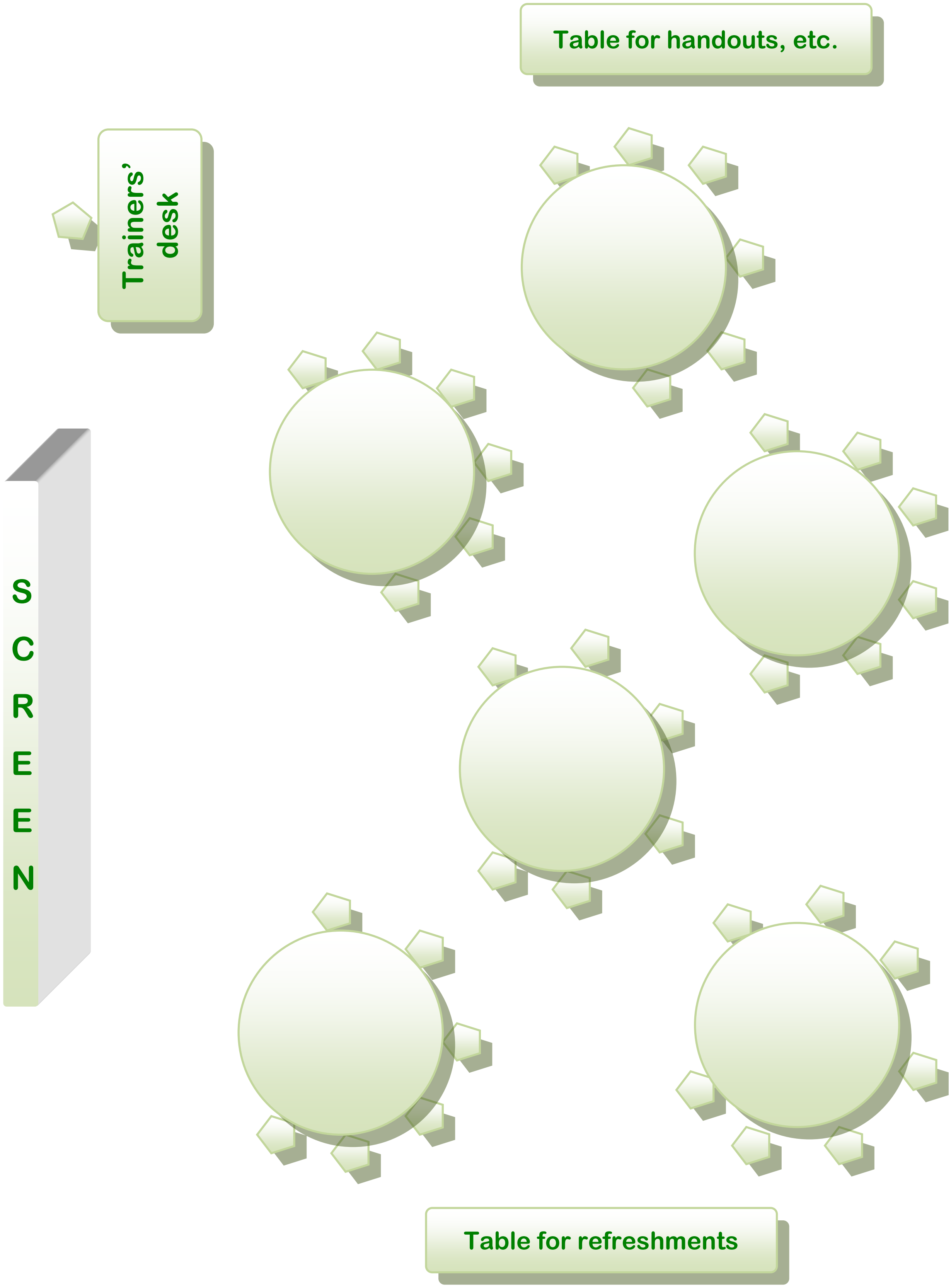
Subject knowledge and understanding: recall information - explain in own words	**Intellectual skills: analysis, synthesis, evaluation, problem-solving**	**Practical skills: laboratory, workplace, field skills**	**Transferable/key skills: communication, team-working**
Arrange	Apply	Use	Write
List	Calculate	Assemble	Present
Memorise	Classify	Repair	Co-operate
Recall	Complete	Diagnose	Assist
Outline	Design	Organise	Plan
Record	Demonstrate	Make	Empathise
Repeat	Interpret	Navigate	Finish
Reproduce	Solve	Manipulate	Listen
Select	Appraise	Build	Participate
Tabulate	Evaluate	Implement	Challenge
Describe	Analyse	Calibrate	Justify
Express	Synthesise	Record	Persuade
Paraphrase	Compare	Construct	Prioritise
Restate	Contrast	Project-manage	Reconcile
Sort	Criticise	Invent	Debate
Review	Diagram	Demonstrate	Contribute
Tell	Discriminate		Be open to
Locate	Question		
Identify	Differentiate		
Illustrate	Test		
Summarise	Categorise		

The exact words will vary according to the subject or programme. The important thing is to use verbs which describe exactly what you expect the student to do.

Annex 4: Example of an aide-mémoire

- ☐ Your availability (How much time can you give? When?)
- ☐ Availability of participants (How much time can they give? When?)
- ☐ Will there be administrative support? (How will participants register?)
- ☐ Venue, design of the training room (Formal? Informal? Will you need to pay for it?)
- ☐ Refreshments, lunch
- ☐ Will it be residential? Who will organise accommodation? Will participants be paid to attend?
- ☐ IT equipment needed
- ☐ Paper, pencils, other writing equipment, flip charts, games, toys
- ☐ Prizes, certificates, rewards
- ☐ Video, dvd, YouTube clips, recordings, music
- ☐ Your notes
- ☐ Your slides
- ☐ Participants' training pack/handbook/file (hard copy, online, memory stick, cd)

Annex 5: Training room organisation

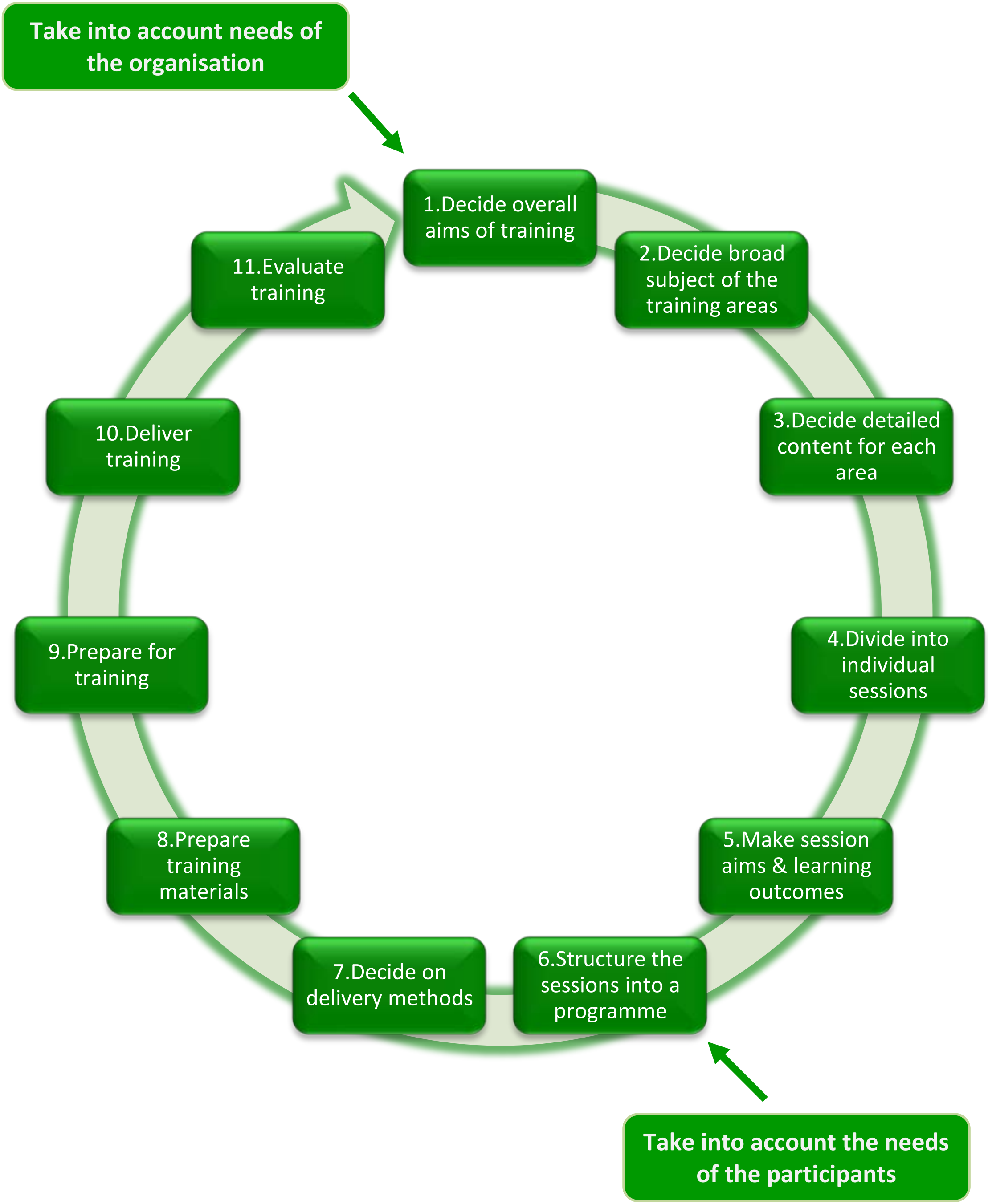


Annex 6: Evaluation of delivery types

The following table presents an overview of types of delivery and their (dis)advantages.

Type of delivery	Advantages	Disadvantages
Lecture-type presentation	• Trainer has control of content and timing • Can deal with a large number of participants • Can be used over again at other training activities	• Not for teaching practical skills • Little interaction between trainer and participants • Difficult to hold participants' attention • Delivery skill of the trainer is crucial
Demonstration of a task or skill (e.g. conducting a meeting)	• Participants easily kept interested • Provides a model for reinforcement of what is required on the task • Can adapt speed to suit the group	• Needs very careful preparation on part of the trainer • Additional help may be needed • Can be time-consuming to prepare and set-up • Limit on how many participants can see the demo at any one time
Group work	• Can be adapted in terms of content and pace to suit learners • Good for teaching skills • High level of participation • If necessary, can be used to assess participant performance • Easier for new or inexperienced trainers to deliver • Allows participants to get to know each other and learn from each other	• If the group is large it may be difficult for the trainer to give all group members adequate attention • Slower or faster learners in a group may dictate the pace of the group work and this may be frustrating for other members • If the group members do not get on or gel then the benefit gained can be little
Role-play or simulation, case studies	• Introduces some realism into the training – it's more like the real task • Keeps participants interested; involves a high level of activity • Participants can use their own experience • If necessary, can be used to assess participant performance • Can give a safe situation to try out critical tasks	• Needs very careful preparation on the part of the trainer • Additional help may be needed • Can be time-consuming to prepare and set-up

Annex 7: The training cycle



Annex 8: Example of a training 'Reactionnaire'

[This part should be filled in beforehand]

NAME OF THE TRAINING EVENT

PLACE AND DATE OF THE TRAINING

AIMS OF THE TRAINING:

List all the training aims

[This part should be filled in by the participants in the training]

Please comment as fully as possible on all relevant items. Where scoring ranges are given, circle the score that most closely represents your views.

1. To what extent have the aims of the training been achieved?

Fully					Not at all
6	**5**	**4**	**3**	**2**	**1**
○	○	○	○	○	○

If you have scored 3, 2 or 1, please comment on why you have given this rating.

2. To what extent have your personal objectives for attending the workshop been achieved?

Fully					Not at all
6	**5**	**4**	**3**	**2**	**1**
○	○	○	○	○	○

If you have scored 3, 2 or 1, please comment on why you have given this rating.

3. To what extent has your understanding of the subject improved or increased as a result of the workshop?

Fully					Not at all
6	**5**	**4**	**3**	**2**	**1**
○	○	○	○	○	○

If you have scored 3, 2 or 1, please comment on why you have given this rating.

4. To what extent have your skills in the subject of the training improved or increased as a result of the workshop?

Fully					Not at all
6	**5**	**4**	**3**	**2**	**1**
○	○	○	○	○	○

If you have scored 3, 2 or 1, please comment on why you have given this rating.

5. To what extent has the training helped to enhance your appreciation and understanding of your panel member role as a whole?

Fully					Not at all
6	**5**	**4**	**3**	**2**	**1**
○	○	○	○	○	○

If you have scored 3, 2 or 1, please comment on why you have given this rating.

6. What is your overall rating of this training event?

Fully					Not at all
6	**5**	**4**	**3**	**2**	**1**
○	○	○	○	○	○

If you have scored 3, 2 or 1, please comment on why you have given this rating.

7. Make any other comments on your ratings that you feel will be of help to the designers of this training event.

e c a

european consortium for accreditation

www.ecaconsortium.net

www.qrossroads.eu

www.ECApedia.net