

Guidance for Developing and Implementing Learning Evaluation Frameworks

This guidance provides a comprehensive approach to evaluating the impact and effectiveness of learning and development (L&D) interventions. It is designed to support consultants, programme leads, facilitators and line managers in creating consistent, evidence-based evaluations that capture learning outcomes, behavioural change, and organisational impact.

1. Purpose of the Evaluation Framework

Evaluation is a critical component of any learning intervention. It ensures that the investment in learning delivers measurable value to individuals, teams, and the wider organisation. The framework supports a structured process to assess learning needs, measure progress, and evidence performance improvements aligned with strategic objectives.

2. The Evaluation Model

The model aligns with Kirkpatrick's Four Levels of Evaluation - Reaction, Learning, Behaviour, and Results, and integrates organisational performance indicators to demonstrate tangible impact. It is flexible and can be adapted to a wide range of programme types, from leadership and management development to technical and behavioural training.

The framework evaluates learning at five stages:

1. Pre-Course Assessment – establishing the baseline.
2. Post-Course Assessment – measuring immediate learning and satisfaction.
3. Employer Performance Indicators – setting performance expectations pre-course.
4. 3–6 Month Post-Course Review – assessing sustained behaviour change and impact.
5. Continuous Improvement – using data to refine programme design and delivery.

3. Applying the Framework to Different Programme Types

The framework is intentionally generic and should be tailored to fit the context, audience, and intended outcomes of each learning intervention. Below are examples of how it can be adapted across different programme types.

Programme Type	Example Focus	Key Measures
Leadership Development	Building confidence in leading teams and driving change	Confidence, 360 feedback, leadership behaviours
Technical Skills Training	Enhancing job-specific knowledge and operational performance	Accuracy, error reduction, productivity improvement
Behavioural or Cultural Programme	Promoting collaboration, inclusion, and engagement	Peer feedback, team culture, communication quality
Compliance or Regulatory	Ensuring adherence to standards or policy	Completion rate, knowledge retention, audit compliance

4. Rating Scales and Data Collection

All evaluation forms should use consistent 5-point scales to allow for comparative analysis across interventions. Quantitative ratings provide measurable data, while qualitative comments offer depth and context. Ensure data is collected in both digital and in-person formats where possible, using secure tools (e.g., online forms, Mentimeter, LMS surveys).

Recommended rating descriptors are included later in this toolkit and cover the following categories:

- Agreement (e.g., Strongly Disagree to Strongly Agree)
- Satisfaction (e.g., Dissatisfied to Satisfied)
- Performance (e.g., Needs Improvement to Excellent)

5. Roles and Responsibilities

Role	Key Responsibilities
Participant	Complete all assessments; actively engage in learning; apply learning to workplace practice; reflect on progress.
Line Manager	Provide observation and feedback; reinforce application of learning; complete employer evaluation post-course.
Facilitator/Trainer	Use pre-course data to tailor delivery; collect post-course feedback; identify content improvements.
L&D/OD Lead	Oversee framework implementation; analyse data trends; report findings to leadership; integrate insights into strategy.

6. Employer Performance Indicators

Performance indicators should align directly to the competencies or behaviours targeted by the learning intervention. They provide measurable evidence of skill application, behavioural change, and impact on team or organisational outcomes.

Examples of performance indicators include:

- Improved collaboration and communication across teams.
- Enhanced leadership capability and decision-making.
- Increased productivity, efficiency, or quality of output.
- Improved client, patient, or stakeholder satisfaction.
- Demonstrable alignment with organisational values.

7. Post-Course and 3–6 Month Evaluation

Immediate post-course evaluation focuses on satisfaction, perceived learning, and confidence gain. The 3–6 month follow-up evaluates real-world application, behaviour change and contribution to organisational performance. It is essential to collect both quantitative ratings and qualitative reflections from the learner and their manager.

When conducting 3–6 month reviews:

- Engage both the participant and line manager in reflection.

- Use consistent competency measures from the pre- and post-course stages.
- Gather specific examples of behavioural change or impact.
- Identify further development opportunities or support needs.

8. Continuous Improvement and Learning Analytics

Evaluation findings should feed back into the continuous improvement cycle. L&D/OD teams should aggregate data to identify trends, measure programme effectiveness, and make evidence-based decisions about future learning investments.

Recommended actions include:

- Analyse results quarterly or biannually.
- Compare cohorts or departments to identify best practice.
- Share findings with stakeholders through concise evaluation reports.
- Use insights to refine course content, structure, or delivery.

This framework is designed to create a culture of reflective learning, accountability, and performance improvement across all learning interventions. The following templates provide ready-to-use structures for each stage of the evaluation process.