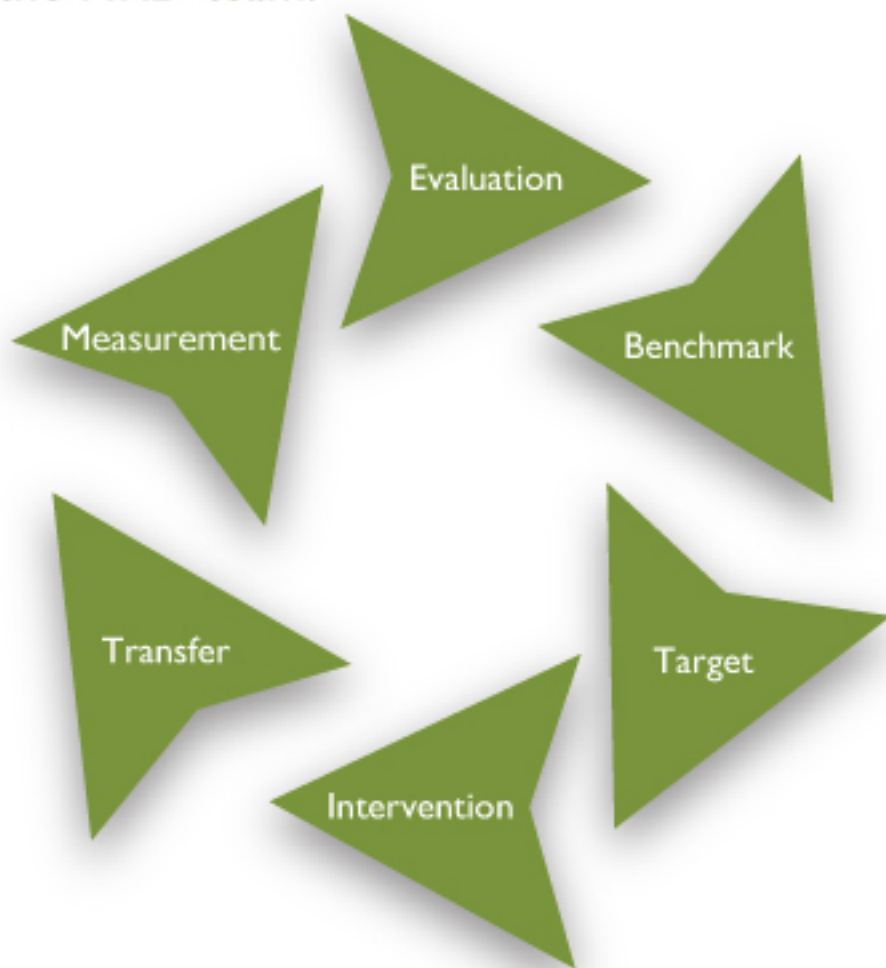


## Case Study

### Introduction

A Midlands based University set out to check the effectiveness of their staff training programmes and review the level of on the job transfer and application. They had always gathered initial reaction evaluation data but were keen to check what learning was taking place, were staff changing their behaviour and if so what impact was this having across the University or on students.

GPSVision were commissioned to conduct the evaluation exercise and produce a report to the HRD team.



GPSVision Performance Improvement Cycle © 2003

### Objectives

- Evaluate the extent and effectiveness of learning transfer into the University from staff learning and development programmes
- Review the factors that helped or hindered this process
- Carry out both quantitative and qualitative analysis
- Inform improvements in learning and return on investment (ROI)

*"Our unique support process embeds learning into organisations and provides data on the return on investment"*  
Patrick Taggart Director GPSVision Ltd

## Process

After gathering data on courses attended and initial evaluations, GPSVision produced an online questionnaire that allowed staff to provide feedback on the programmes and their post-training experiences. This allowed analysis by job type (e.g. professional versus academic), by department or service, and other demographic variables, as well as providing a view by training programme.

In addition, structured interviews were conducted with learners, their managers and trainers, to gain further insight into the issues affecting learning transfer such as:

- Preparation for training, including needs/skills and analysis, information and pre-course discussion
- Programme design, for example practical opportunities, materials, action planning, reflective learning and follow up
- Barriers to learning transfer such as lacking opportunities to put the learning into practice, equipment and resources, line manager support and departmental culture

*“The Excel course was a great help to me. Learning about ‘concatenation’ means a job that used to take 4 days, now takes me 3 hours”*

## Results

- Training was being delivered to a high quality and staff responded positively to the workshops
- Evidence indicated that those who set post learning objectives, introduced work related improvements
- Managers were more likely to set objectives than non managers
- 75% of participants felt they had improved as a result of the training
- The most common barriers to applying the learning were lack of time and difficulty finding appropriate opportunities
- Evidence suggested there was a need for post course follow up
- Evidence indicated the importance of a systematic process from organisational need to individual development

*“The evaluation process has stressed the importance of our staff setting post course objectives and we are now in the process of developing follow up strategies to improve the level of learning transfer across the University”*