Evaluation with Learners – **Sample**

**Introduction**

Centres exist specifically to provide education and training for Learners. In one sense Learners are “clients” of the service being provided and as such they should have opportunities to evaluate aspects of programme provision.

Evaluation by Learners is important at two levels:

■ Firstly it provides centre staff with information that can feed into the improvement in the service that is provided.

■ Secondly it encourages Learners to participate in a process where their views are not only considered to be important but they are also acted upon.

**Planning an Evaluation Session**

In order to maximise the opportunity for Learner feedback it is important that the evaluation session is carefully planned. Centres could consider the evaluation with Learners as a mirror of the evaluation session with staff.

Before holding an evaluation session/s with Learners there are a number of issues to consider. The evaluation session/s may differ from group to group and from year to year. The important thing is that the staff receive “real” feedback from Learners and that the process is a positive experience for the Learners involved. It is important that Learners are introduced to the reasons behind the evaluation process and equally important that they are given feedback following the evaluation process.

**Sample Outline of Evaluation Session**

9.30 Energiser Group Activity

9.40 Introduction to Evaluation Process. Why Do We Evaluate?

9.50 Time Line of the Year

10.00 SCOT Analysis. This process will need to be explained by the staff

 facilitating the session.

10.30 Feedback

10.40 Questionnaire (May be done in hard copy or Online). Staff should read through questions prior to Learners completing questionnaire to ensure understanding.

11.00. Finish

Once the CEIP Process is complete it is important to feedback relevant planned actions to Learners

**Sample Learner Evaluation Questionnaire**

PLEASE NOTE: This is a sample - centres **should prepare their own** based on the priority areas that are being evaluated.

Please show your level of agreement with each of the statements by circling a number.

This is what the numbers mean. 1=strongly disagree 2=disagree 3=agree 4=strongly agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | I felt welcomed into the programme | 1 | 2 | 3 | 4 |
| 2 | The atmosphere in the centre is warm and friendly | 1 | 2 | 3 | 4 |
| 3 | The centre has a nice appearance | 1 | 2 | 3 | 4 |
| 4 | The centre is tidy and clean | 1 | 2 | 3 | 4 |
| 5 | The teachers treat me with respect | 1 | 2 | 3 | 4 |
| 6 | The subjects are interesting | 1 | 2 | 3 | 4 |
| 7 | I am learning and growing in confidence | 1 | 2 | 3 | 4 |
| 8 | The teachers have worked out a learning plan with me | 1 | 2 | 3 | 4 |
| 9 | I regularly have a chance to discuss my progress with teachers in the centre | 1 | 2 | 3 | 4 |
| 10 | I am clear about the rules of the centre  | 1 | 2 | 3 | 4 |
| 11 | I think the teachers make sure the rules are kept | 1 | 2 | 3 | 4 |
| 12 | I get a lot of encouragement from teachers | 1 | 2 | 3 | 4 |
| 13 | My parents are happy that I am in this Programme | 1 | 2 | 3 | 4 |
| 14 | I think that I will go on to another education/ training programme after I finish | 1 | 2 | 3 | 4 |
| 15 | I get on well with the other Learners | 1 | 2 | 3 | 4 |
| 16 | The centre is well organised | 1 | 2 | 3 | 4 |
| 17 | Classes start on time | 1 | 2 | 3 | 4 |
| 18 | I am proud to be in this centre | 1 | 2 | 3 | 4 |
| 19 | I am happy with the qualifications I am able to get in this centre | 1 | 2 | 3 | 4 |
| 20 | There are plenty of trips and outside activities organised for us | 1 | 2 | 3 | 4 |
| 21 | I am able to see the counsellor as often as I like | 1 | 2 | 3 | 4 |
| 22 | I am getting all the help I need with reading and writing | 1 | 2 | 3 | 4 |
| 23 | The staff really listen to me here | 1 | 2 | 3 | 4 |
| 24 | This centre is well known in the local community | 1 | 2 | 3 | 4 |
| 25 | I always get lots of notice if there are days off or trips planned | 1 | 2 | 3 | 4 |