

Foundations of Practice and Beyond

Monday

Stream D

Session 1 1130

Session 3 1615



Hilary Morton

Evaluation – what can it do for you.

Biography

I qualified as a Remedial Gymnast in 1982, becoming a Chartered Physiotherapist in 1985. Following rotational experience I specialised in adults with learning disabilities, working in this area for 15 years. I moved into my role with manual handling in 1990 working as a manual handling manager in the NHS and teaching in the private sector. I have been a member of N.B.E. for 14 years.

Abstract

All organisations are operating within a period of global financial instability. If financial cutbacks affect an organisation it is often training budgets that suffer first. Also accountability affects manual handling departments just as much as any other and proof of worth and value to the organisation is vital.

In the UK our public services are undergoing transition. This transition is required to meet the needs of a growing population with a dwindling workforce (Skills for Health 2006). It is recognised that change will be brought about by the workforce e.g. “Designed to Work” (2006). The workforce required is highly skilled, flexible and responsive to change, the strategies recognise the importance of effective training for implementation.

Do our services justify their investment? Do organisations get the results they expect? Does training result in its intended outcomes? Do we save our organisation money? Is the organisation a safer place to work in because of our input? Does this investment assist the organisation to provide world class services to the population it serves? To assist in finding answers to these and other questions, evaluation of training may be undertaken. As McCoy and Hargle 2001 state:

The ultimate quest is to devise evaluation programmes that provide accurate and relevant information.

Swanson (1994 cited in Sadler-Smith et al 1999) states that effective training interventions must link HRD to organisation goals, if not strategically integrated they are likely to fail.

Brinkerhoff (1988) also advocates a system of evaluation that seeks the impact of training and worth in relation to the overall organisations objectives.

Kirkpatrick (2006) advocated four levels of evaluation, these were goal based as recommended by Tyler (1942 cited in McCoy and Hargle 2001) and Weiss (1972). Phillips added a fifth level the return on investment (1991).

There are many benefits to undertaking evaluation at different levels including, justification of departments and training courses.

Bramley (1991) sums this up:

It is not possible to divorce training in organisations from the concept of effectiveness. Nor can the concept of evaluation be separated from the training process.