Assessing Delegates Understanding and Examples

In this document you will find a range of different methods that can be used within your training session to help you assess your delegates level of knowledge, understanding, and retention of the information that you are facilitating.

Each method is explained, with some examples of how you can carry this out. We have also included the range of benefits that each method brings for both your delegates and you as a facilitator, and suggestions of when you can use these methods within your training session.

After looking through this document, please also look at the Activity Examples and Checklist document here.

In the document you will find a range of different activities that meet learning styles, keep a session engaging and enable assessment throughout your training.

Contents

A Note on Engagement

It is important to note that the level of engagement from each delegate is a key indicator to help with assessing their knowledge, understanding, and retainment of your training objectives. Having delegates engage in a training session can help track their level of assessment against the training objectives and act as a mini assessment itself.

It is also important to remember that within your training sessions you will have a diverse mix of delegates, who will each engage in different ways depending on their preferred learning styles, and therefore it is important to include a wide range of activities and assessment methods within your session. This will ensure that you have a greater chance of meeting everyone's preferred learning styles and give each of your delegates the opportunity to engage in their preferred ways. For example, some delegates may prefer to engage in smaller group work as it may allow them to reflect more or observe others which, in turn, can influence their learning.

This is why it is also beneficial to break up the information that you are facilitating and change your activities at least every 20 minutes to help with engagement levels and participation from your delegates. This ensures that your training sessions have a variety of methods that account for different preferences, speeds of learning, and time for reflection.

For more guidance on how to meet different learning styles and ensure that your sessions are interactive and engaging please see Activity Examples and Checklist document here.

> " As facilitators, we want people to leave our courses having enjoyed the whole experience and remained engaged and motivated throughout. We want to see light bulbs going on all over the place, and we want the delegates to take away as much learning as they can.
>
> When they retain that learning, they can apply it effectively in an operational setting. And we want them to feel confident about positively impacting on someone's life. "
>
> **Tammy Banks- Transform Your Training**

Engaging

Assessment Activities

Icebreakers/Introductions

Information	Icebreakers and introductions are a great way to be able to gain a quick understanding of the knowledge within the room. You can ask delegates simple questions related to the course content within their introductions such as "Let us know your experience of safeguarding". The information gathered from this will also allow you to tailor your course to your delegates as you are facilitating throughout the day. You will also be able to use this information to help with engagement and further activities throughout your session.
Benefits	• Gives all delegates a chance to participate. • Facilitators can find out why people have come on the course and what they hope to learn from the session. • Introduces delegates that can help facilitate learning throughout the session. • Promote networking and engagement within the delegates. • Promotes initial engagement. • Sets the scene for the session.
When to use	• At the start of the training session. • At the start of a new topic being introduced. • To gain an understanding on the subject/topic.
Training 4 Influence Methodology being met	• Expert • Tailored • Engaging • Values
Learning Styles being met	• Diverging • Assimilating • Reflective • Interpersonal

Group Work Activities

Information	Group work activities is a great way to bring your delegates together to share knowledge, to be able to reflect, and also learn from each other. You can assess knowledge by observing the conversations taking place and the level of participation that each delegate is contributing towards the group and the activity. Ensure each group feeds back to assess their learning, you can determine the level of knowledge backed on the quality of their answers. This also allows you to give constructive feedback. Ensure you give clear instructions to your activity, timings and that you check on each groups progress throughout the time that they are completing the activity.
Benefits	- You can use a wide range of different activities. - Allows delegates to reflect on the learning. - The activity can be energising. - Gives delegates a chance to feedback. - Delegates can learn from more experienced members of the group. - Help delegates gain confidence to contribute to the wider group.
When to use	Can be used throughout the training session. Beneficial to use after discussing theoretical knowledge or after explaining a policy or process. To check understanding and to give reflections or something that will change as result of teaching/ learning.
Training 4 Influence Methodology being met	- Tailored - Engaging - Values-led
Learning Styles being met	- Accommodating - Activists - Reflectors - Interpersonal - Intrapersonal - Auditory

Scenario Based Examples

Information	Scenario based activities are a brilliant way to bring in emotional learning such as case studies, but you can also use them to assess your delegates understanding of certain procedures or processes that they will be using within their roles. You can bring in scenario-based activities that are related to legislation or government guidance, such as serious case reviews. You can create case studies that encompass the needs or concerns of the organisation, or you can create case studies to bring in empathy and understanding of the course subject or service user. • Create your case study and questions that you would like the delegates to answer/reflect on, based on the objectives of the course. • Hand out the case study to the delegates. They can complete this in pairs, larger groups or individually. • Have discussions around the thoughts/answers relating to the questions given.
Benefits	• Relatable to professional practice. • Likely to be remembered as they are more personal to the delegates everyday practice. • Building a story and letting people do the work of analysing – Checking learning.
When to use	To cement understanding. To check understanding and to give reflections or something that will change as result of teaching/ learning
T4I methodology being met	• Tailored • Engaging • Values-led
Learning styles being met	• Converging • Reflectors • Theorists • Interpersonal • Intrapersonal

Quiz and/or Games

Instructions	Quizzes and/or games can inject an element of fun within your training session and give you a simple and quick understanding of assessing your delegates. You can determine their level of knowledge based on the quality of their answers and the quantity of their responses if needed more than one answer/example.
Benefits	• They can be quick and simple to carry out. • They can bring an element of fun into the session. • Provide a scoring level of the knowledge retained. • Gets people to reflect on the learning and see how they will improve as a result of the training.
When to use	Use at the start of the session to assess understanding of any prework or prereading that should have been undertaken. Use at the end of the session to ensure understanding and retainment of the days content. Can be used to assessed what delegates have remembered from previous courses/levels such as Safeguarding Awareness and Safeguarding Alerter. Can be part of any prework to assess level of knowledge that will be in the training session on the day.
T4I methodology being met	• Expert • Tailored • Engaging
Learning styles being met	• Converging • Pragmatists • Linguistic • Auditory • Visual

Written Work

Information	Written activities are a great way to allow delegates to reflect at the start of a session or throughout the day. They are also helpful if you wish for the delegates to consider personal aspects or for those that may be quiet and less engaging in larger group activities. Written work can also include completing organisational forms and processes to gain an understanding of roles and tasks delegates are expected to undertake.
Benefits	• Group learning and sharing of practice. • Gets people to reflect on the learning and see how they will improve as a result of the training. • Relatable to practice and likely to be remembered. • Checking learning and understanding.
When to use	• To check understanding and to give reflections or something that will change as result of teaching/ learning. • To cement understanding • People learn how to complete forms for future use. Check people's understanding.
T4I methodology being met	• Tailored • Engaging • Values-led
Learning styles being met	• Diverging • Assimilating • Reflective • Intrapersonal

Skills Practice

Information	Skills practice is an engaging way for delegates to practice and roleplay skills, such as active listening, and scenarios such as dealing with challenging behaviour, but also to put themselves in other roles or situations such as those that their service users may experience. It provides a great way of assessing whether delegates have understood the information you have given regarding roles, tasks, performance duties, or skills needed to carry out their roles.
Benefits	• Group learning and sharing ideas and tools from other delegates. • Allows feedback from facilitator and other delegates, extremely beneficial if this is a skill that needs to be enforced or practice as part of the training course. • Relatable to practice and likely to be remembered. • Gets people to reflect on the learning and see how they will improve as a result of the training. • Reflective and checks on whether training has been useful in changing practice
When to use	• To check understanding and to give reflections or something that will change as result of teaching/ learning. • At the end of teaching to check understanding.
T4I methodology being met	• Engaging • Values-led
Learning styles being met	• Converging • Accommodating • Activists • Pragmatists • Intrapersonal • Kinaesthetic

Top Takeaways

Information	Asking the delegates for their top takeaways from the training session is a great way to assess their level of retainment and what they perceived to the be the most important sections of the course. It is important to note however, that some people will only remember the last segment of the training for this activity.

You can tailor the top takeaways for your session to ask the delegates 'the biggest learning for you today' or 'how you will change your practise because of today'. You can also include takeaways at the start of your training session if it is part of a series such as Level 1 and Level 2.

You can also make this into an interactive activity by using a Slido, Wordcloud or a Zoom Poll. You could use the chat function if online and also asking delegates to stand up and verbally say their takeaway. |
| **Benefits** | • Gets people to reflect on the learning and see how they will improve because of the training.
• Allows delegates to share their important takeaways with others. |
| **When to use** | At the end of training or at the start if part of a series of courses.

To check understanding and to give reflections or something that will change as result of teaching/ learning |
| **T4I methodology being met** | • Tailored
• Engaging
• Values-led |
| **Learning styles being met** | • Reflective
• Converging
• Interpersonal
• Pragmatists |

Action Planning

Information	Action planning is a brilliant way to allow delegates to reflect on the learning from the session and how they can apply that learning to their roles. Has there been new information that they will be using daily? Have other delegates shared skills or processes that they would like to remember? Delegates can complete an action plan individually or within a group, it can be something that they have personally to work on or can be something that is required to discuss with their manager after completing the training course.
Benefits	• People plan on putting training to practice and have a written down plan. • Relatable to practice and likely to be remembered. • Gets people to reflect on the learning and see how they will improve as a result of the training
When to use	At the end of training To check understanding and to give reflections or something that will change as result of teaching/ learning
T4I methodology being met	• Tailored • Engaging • Values-led
Learning styles being met	• Reflective • Converging • Interpersonal • Pragmatists

Feedback Forms/Evaluations

Information	Feedback forms and evaluations can be used to assess the days training content, has the course met its objectives and the delegates requirements. Evaluations can be done immediately after a training session to ascertain understanding, but also later on after a training course as part of post-training work to allow more time for reflection and level of retainment.
Benefits	• **Reflective and checks on whether training has been useful in changing practice.** • **Ascertain understanding.** • **Gets people to reflect on the learning and see how they will improve as a result of the training**
When to use	**At the end of training**
T4I methodology being met	• **Tailored** • **Engaging** • **Values-led**
Learning styles being met	• **Reflective** • **Converging** • **Interpersonal** • **Pragmatists**

Course Name:
Date:

Assessment and Engagement Tracker

The level of engagement for each delegate is important to note during a training session as it helps reassure us as facilitators that information is being understood and retained. This document is designed to help you identify delegates who are not engaging or struggling to understand the material. Please track how your delegates are engaging and make a brief note regarding their perceived understanding.

Delegates Initials	Did the delegate engage in the full group? Tally (Up to 3 interactions)	Did the delegate engage in small groups? Tally (Up to 3 interactions)	Did the delegate show they understood and could apply the material? I.e., through action planning or skills practise etc. Example	Notes

Engaging