

End of course evaluation

The course organisers often require some official evaluation of the course in order to be able to monitor its effectiveness in relation to the costs. Such evaluation will vary from organisation to organisation, and will have different priorities. Often, standard forms of evaluation are not adapted to evaluate language course, which have particular aims and objectives. Evaluation can be used:

- ❑ to check levels of achievement of the stated training aims
- ❑ to provide feedback to the training team for future activities
- ❑ to provide information for all the stakeholders involved (funders, organisers, trainers, participants)
- ❑ to check that content, levels, and approaches are appropriate

Different aspects of the course can be evaluated, with different methods appropriate for each:

➤ **The immediate reactions of participants and tutors**

The most effective method for gauging immediate reactions is by means of a individual questionnaire, drawn up to match the particular course and its contents. [\[See example questionnaire at end of this file\]](#)

This can be combined with a group discussion. Participants can be asked to discuss their reactions in small groups, after filling in the questionnaire, then report back to a plenary discussion.

➤ **Course content**

This can be assessed by means of an activity towards the end of the course, which requires participants to apply language skills and new vocabulary acquired during the course. This could take the form of a presentation, or participation in some other group communication activity. [\[See section Assessing learner's needs and language level/Tutor evaluation of learner's progress\]](#)

➤ **Impact of new skills and knowledge on the participant's work**

This is more difficult to evaluate, as participants will necessarily need to be back in their workplaces, some time after the end of the course. A proper evaluation of the impact of the training would be costly and time-consuming. Nevertheless, individuals can draw up an Action Plan, and their progress against this plan can be monitored. Contact can be maintained with tutors via e-mail or a dedicated electronic conferencing system such as FirstClass.



What to evaluate on language courses

Course aims	☐ Were the aims and the objectives clear? ☐ Were the aims and objectives met? ☐ Were the learners' expectations met?
Content	☐ Was the level appropriate? ☐ Was the balance between the four skills appropriate? ☐ Were the structures and functions appropriate? ☐ Were the language-learning contexts appropriate?
Methods	☐ Were these appropriate? ☐ Were the methods sufficiently varied? ☐ Was the balance between activities appropriate?
Groups	☐ Was the organisation of groups appropriate? Were the tasks always clear? ☐ Was integration between the groups achieved?
Materials	☐ Were these appropriate? ☐ Were there adequate materials?
Trainers	☐ Did they work well as a team? ☐ Were they competent?
Experts (invited guests)	☐ Was their contribution useful?
Learners	☐ Were they committed? ☐ Were they well integrated?
Administration and organisation	☐ Was there sufficient pre-course information?
Accommodation	☐ Was the training environment suitable? ☐ Were the residential facilities adequate?

The end-of-course evaluation questionnaire provides valuable information on the extent to which learners' needs and expectations have been met, and the summary evaluation provides a useful starting point for planning further courses. The questionnaire will help ascertain whether learning objectives have been achieved, though this is not always apparent at the end of an activity or course. Learners need to be able to assess the usefulness of what has been learned once they are back in the workplace, and they need time to apply what has been learnt and to practise new skills.



The final course evaluation should be qualitative as well as quantitative. Quantitative evaluation is useful for making comparisons and monitoring progression. It is important that learners understand the purpose of the evaluation, as well as the individual questions.

Example Evaluation Questionnaire

		Low	1	2	3	4	5	High
1.	Do you think the overall aims of the course were achieved?							
2.	Do you think these outcomes were achieved? Can you now:							
	☐ talk about yourself?							
	☐ describe your work?							
	☐ explain your trade union organisation?							
3.	How do you rate the working groups?							
4.	How do you rate the preparation sessions?							
5.	How do you rate the presentations?							
6.	How do you rate the quality of course materials?							
7.	How do you rate the work of the training team?							
8.	How do you rate the organisation of this course?							
9.	How do you rate your overall impression of the course?							

10. What were the positive things about this course?

11. Is there anything you did not like about this course?

12. What are your needs for a follow-up course?

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