

## Supporting document

### Introducing the Kirkpatrick's four-level training evaluation model

All CAMPUS activities need to conduct a Learners Evaluation to demonstrate the impact and effectiveness of their programmes/education activities. Both, qualitative and quantitative outcomes and impact measures can be used to demonstrate improved skills, knowledge, health behaviours, and mental and physical health, as well as changes at the organisational/societal level (e.g. reduced cost of treatments, lower hospitalisation rate, etc.).

We strongly recommend using a Stage Evaluation Model such as the Kirkpatrick Model, which is commonly used for the evaluation of trainings/education programmes. We recommend all programmes to conduct the Kirkpatrick Level 1 and 2 evaluations. For longer-running Professional & Executive Education programmes, Fellowship programmes, as well as Trainings for Citizens and Patients, it is highly recommended to demonstrate behavioural change (Kirkpatrick model Level 3), as well as results in organisational and/or societal outcomes (Kirkpatrick model Level 4) correlated to the training.

### What it is the Kirkpatrick Model and how can it be applied?

With the Kirkpatrick four-level process one can measure training/programme effectiveness and improve the educational design. The model can be used to demonstrate if the participants are putting their learning into practice and if the results are positively impacting on the wider organization and society. It was first introduced in 1959 by Donald Kirkpatrick and has since undergone several iterations over the years by Kirkpatrick and his family. The most recent update from 2016 is called the *New World Kirkpatrick Model* and consists of the following four levels:

**Level 1 - Reaction:** Measures how participants reacted to and perceived the training e.g., their satisfaction, how engaged they were, and how actively they contributed. A common way to measure this is to conduct a satisfaction survey with every participant after the training. It is



also possible to measure the participation, dropout, and completion rate, and the time spent on trainings (e.g. relevant for self-directed online training courses). Understanding how the learners received the training/education offering and identifying which topics might have been missing, enables you to make improvements to future programmes to achieve the highest impact.

**Level 2 - Learning:** Measures the extent to which participants acquired the intended knowledge, skills, and attitude, as well as their confidence and commitment after participating in the education offering/training. To measure how much the participants have learned, it is a good starting point to identify the learning objectives and to subsequently link the evaluation questions/content to those. A common way to measure the learning process are knowledge, skill, confidence, attitude, and commitment related pre- and post-tests (completed before and after the training/programme by learners), evaluation surveys, interviews or hands-on assignments.

**Level 3 - Individual behaviour:** Measures if the training resulted in behaviour changes and if participants are utilising in real life what they have learned through the education offering. Behaviour change takes time; it can take weeks or months for participants to build confidence, change their behaviour, and to have the opportunity to put their knowledge in practice. Common ways to measure behaviour related changes are pre- and post- questionnaires and interviews with learners, as well as feedback/reports from participants' managers (professionals) or carers (patients). You will need to determine the time point of the Level 3 evaluation. Given that behaviour change and applying knowledge in practice can take time, the evaluation may start 3-6 months after a cohort completed the training/education offering.

**Level 4 – Results:** Measures what impact the training had on the wider organization and/or society, such as increased production, improved quality, reduced adverse events, decreased costs, improved healthcare team performance, etc. As a starting point, it is helpful to identify outcomes linked to the training/education offering that demonstrate a positive impact on, for example, an organization/business, the team members, as well as a good return on investment



(ROI). It is likely that these are long-term outcomes. As a second step, think about an effective method to measure and analyse those outcomes and what resources you require to do so. Level 4 related evaluations are likely to be most costly and resource intensive. Please note that Level 4 evaluations are especially relevant for longer-running programmes and that they can be followed-up at a later stage of re-application.

### **Good to know**

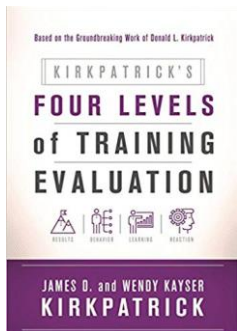
- The Kirkpatrick model can be used backward, as a guide for developing effective educational offerings. Begin by identifying the results that you want to achieve through the educational offering and use those desired results to design a programme that can deliver them.
- Levels 1 and 2 of the Kirkpatrick Model can be achieved using evaluation questionnaires.
- Level 3 and 4 require a mixed method approach to collect both quantitative and qualitative data on a long-term. It is important to allocate enough resources for levels 3 and 4, since conducting, transcribing, and analysing interviews is a resource-intensive process.
- Evaluation bias: To prevent evaluation bias, it is recommended that members of the team involved in the development, implementation or delivery of the educational offering are not involved in its evaluation. An external evaluation team is beneficial to ensure an objective evaluation.

### **Support**

- Support on how to plan and include the Kirkpatrick model in the proposals for the Call 2021 will be developed and offered by the EIT Health Campus Team.
- Support to plan and implement the Kirkpatrick model in 2021 to evaluate the education offerings will be developed and offered by the EIT Health Campus Team.



## References



Kirkpatrick, D. L. (1994). Evaluating training programs: the four levels. San Francisco: Berrett-Koehler.

Kirkpatrick, D. (1996). Revisiting Kirkpatrick's four-level-model. *Training & Development*, 1, 54-57.

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