



اداره برائے تربیت پبلک پراسیکیوٹرز

**Centre for Professional Development
of Public Prosecutors**

Training Evaluation Strategy

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Appendices:

- A Level I Evaluation template.
- B Level III Evaluation template.

1. Introduction.

The Punjab Criminal Prosecution Service (Constitution, Functions and Powers) Act 2006 established the Punjab Criminal Prosecution Service (PCPS). The underlying purpose of the Act was to ensure prosecutorial independence, provide for an effective and efficient service for the prosecution of criminal cases and ensure better co-ordination within the criminal justice system. The Centre for Professional Development of Public Prosecutors (CPD) was initially established in October 2012 and in 2014 the centre attained the status of an attached department.

The purpose of the CPD is to provide the following services for the PCPS:

Training

The CPD is mandated to carry out three types of training: mandatory; promotion-based; and specialised. Mandatory training currently includes an induction course required by all new prosecutors. Promotion-based training is not mandatory and little has been carried out in recent years. Finally, specialised training is provided where necessary. This has included the training of prosecutors for the Anti-Terrorism Courts and specific training in relation to case review and case-flow management.

Research

The CPD has some excellent reference materials including a well-stocked library. An IT platform is due to be developed over the coming year which will provide training and research opportunities as well as closed discussion forums to allow prosecutors to gain professional advice from colleagues.

Professional Development.

The CPD is also mandated to provide the continuous professional development of public prosecutors providing training, mentoring and professional support throughout a prosecutor's career.

2. Aim.

The purpose of this document is to articulate the training evaluation strategy for the training courses delivered or overseen by the CPD. It further provides Standard Operating Procedures to embed monitoring and evaluation processes into the training cycle and the CPD's core delivery functions. Finally, the document provides standards and performance indicators to ensure that this strategy is implemented.

3. Rationale.

Evaluation forms a critical part of the training cycle process (see figure one), fundamental to ensuring that training meets the needs of its students, whilst meeting the strategic objectives of the organisation.

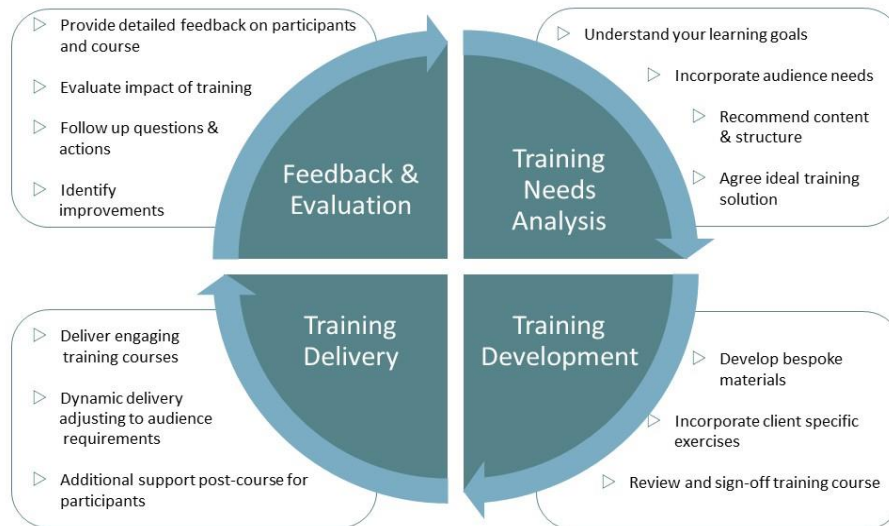


Figure one: The training cycle.

Evaluation is critical to successful training outcomes as it provides an opportunity to review programmes and make adjustments to ensure the content and delivery style is contemporary and meeting the training needs of the organisation and its stakeholders.

Evaluation provides:

- Justification for the existence of the CPD by showing how it contributes to the State Prosecution Services objectives and goals;
- Evidence to assist in determining whether to continue, discontinue or amend training programmes;
- Information on how to improve future training programmes; and
- Evidence to provide accurate feedback to the trainer and CPD about their performance, relevance and methodologies.

The CPD will adopt a revised Kirkpatrick (1994) evaluation model comprising:

1. Student's experience and perceptions (Level I);
2. Transfer of learning and skills assessment (Level II); and
3. Assessment of Transfer into the workplace (Level III).

4. Level I Evaluation.

Purpose.

The purpose of a level I evaluation is to discover how the training was received from a student's perspective. As the purpose of all training is to deliver knowledge, understanding and skills improvement relevant to their role, a level I evaluation seeks information from students concerning their perception of the benefits of the training as well indicating how satisfied they were with the administration, teaching methodologies, trainer capabilities and the learning environment.

Standards.

Every training course delivered or overseen by the CPD will be subjected to an overarching level I evaluation conducted at the end of the course prior to leaving the training establishment. The standard template to be used is at Appendix A.

Every student will complete a final Level I assessment at the conclusion of their training course giving their overall impressions of the course.

This does not preclude the CPD requiring a daily monitoring assessment of the training provided on a daily basis which will provide additional detail concerning each module, trainer and pedagogical technique used.

Completed training sheets will be analysed in a standard format allowing comparison of the course with both other iterations of the same course, and in part, different courses to identify trends.

Findings from the evaluation and the moderators' opinions concerning any element should be documented and passed to the individual course co-ordinator who will take remedial steps where appropriate, consulting the Deputy Director CPD, trainers, designers and administrative staff.

Performance indicators:

- All courses delivered or managed by the CPD will be evaluated at Level I (100%)
- All participants on the course will complete a final level I evaluation prior to departing the training centre on the last day of course delivery. (100%) (Except where urgent authorised absences has prevented this)
- Within 14 days of the completion of the course, the course co-ordinator will complete an analysis of the results, documenting their findings. (90%)
- Within 28 days of the end of the course, the course co-ordinator will report any relevant findings as follows:

- Re trainers performance : to the trainer and Deputy-Director.
- Re course content – to the trainer and course designer
- Re Administrative issues- to the Deputy-Director.

5. Level II Evaluation.

Purpose.

The purpose of a level II evaluation is to measure that learning comprising knowledge, understanding, skills, attitudes and behaviours have been transferred to the learner, and that the student has benefited directly from the training provided by being able to apply this learning vocationally, albeit in a classroom or training environment. A level II evaluation needs to be benchmarked, demonstrating the student's knowledge and skill level prior to or at the commencement of the course, and then through a series of test or exercises undertaken during and towards the end of the course show whether or not ability has ben improved due to the teaching and practice of skills.

Because the range of learning and behaviours being developed will differ considerably dependent upon the course aims and objectives, it is impossible to provide a single template which includes adequately the assessments required. Benchmarking and final assessments can be undertaken by a variety of means including, but not limited to:

- Pre-test
- Quiz
- Question and Answer
- Formal Test
- Practical skill demonstration
- Examination
- Essay, thesis or dissertation
- Viva.

Any formal assessment should be documented.

Standards.

The CPD in conjunction with the design and delivery staff and trainers will agree on the precise nature of the assessment processes to be conducted within each CPD training course, and any test or examination format will be prescribed in the module/course materials.

All CPD courses of three or more days duration should be capable of demonstrating knowledge and skill transfer to the students.

Findings from the evaluation and the moderators opinions concerning any element should be documented and passed to the individual course co-ordinator who will take remedial steps

where appropriate, consulting the Deputy Director CPD, trainers, designers and administrative staff

Performance indicators.

All CPD courses of three or more days duration will provide documentary evidence of a students learning. The precise nature of the assessment will be in accordance with the module/course documentation. (100%)

Within 28 days of the end of the course, the course co-ordinator will report any relevant findings as follows:

- Re trainers performance : to the trainer(s) and Deputy-Director.
- Re course content – to the trainer and course designer

6. Level III Evaluation (Transfer of learning into the workplace).

Purpose.

The purpose of a level III evaluation is to determine whether the training provided to students increases their performance in the workplace and thus contributing to the strategic goals and objectives of the PCPS. The evaluation is designed to identify which aspects of the training are being utilised and whether additional skills developed in the training have contributed to an improved performance. This may include *inter alia* increased confidence or the application of knowledge gained from the training course. The level III evaluation may also provide opportunities to improve the content of the course by identifying important areas which were not covered in the training and that the training quality was sufficient to retain the knowledge and skills for application in the workplace.

Standards.

Every training course delivered or overseen by the CPD will be subjected to a level III evaluation which will be initiated six to eighteen months after the completion of the course. Precisely when the evaluation is conducted will be determined by the design staff and recorded in the course manuals.

The standard Level III evaluation proforma (Appendix B) will be sent to each student via their official and contact emails at their district or office and copied to their immediate supervisor to ensure completion.

Each student is expected to complete the proforma within the stipulated period (fourteen days) and return it to the CPD for analysis.

Telephone contact may be used to chase up missing proformas or to clarify ambiguity or important information.

Completed training sheets will be analysed in a standard format allowing comparison of the course with both other iterations of the same course, and in part, different courses to identify trends.

Findings from the evaluation and the moderator's opinions concerning any element should be documented and passed to the individual course co-ordinator who will take remedial steps where appropriate, consulting the Deputy Director CPD, trainers, designers and administrative staff.

Performance indicators.

All courses delivered or managed by the CPD will be evaluated at Level-III (100%)

All participants on the course will complete a final level-III at their respective workplaces, six to eighteen months after completion of the course. (100%)

All participants will complete the level-III proforma and send it back to the CPD within two weeks of receiving the same. (100%)

Within two weeks of receiving the proformas back at CPD, the course coordinator will, after analysis of the, report any relevant findings as follows:

- Re trainer performance: to the trainer and deputy director.
- Re course content or methodology – to the trainer and course designer.

Director CPD

September 2018.

Student Feedback Form (Level –I)

Course Title	
Student Name (optional)	
Course Dates	
Student Signature (optional)	_____

Data is collected to evaluate the effectiveness of training delivery and the whole learning experience. It is important to determine if the learning outcomes have been met in the most effective and efficient way. Your feedback is valued and will be used to improve the learning experience for students in the future. All information supplied is treated in the strictest confidence.

Feedback

Please indicate clearly whether you agree or disagree with the comments. If any issues were unsatisfactory, please provide the reasons why :

1. Joining Instructions	Excellent	Good	Satisfactory	Not satisfactory
1.1 How did you find intimation mechanism of nomination?				
1.2 How did you find intimation through telephonic calls?				
1.3 How did you find intimation through emails?				
1.4 How clear were the instructions regarding the CPD location?				
1.5 How did you find the reception at CPD?				
1.6 Were the joining instructions provided by CPD clear and complete?				

Comments:

2. Facilities	Excellent	Good	Satisfactory	Not satisfactory	Not Applicable
2.1 How did you find hostel facility?					
2.2 Were the CPD Officers helpful?					
2.3 Were the Ministerial staff helpful?					

Comment:

3. Food etc.	Excellent	Good	Satisfactory	Not satisfactory
3.1 What was the quality of the food provided?				
3.2 What was the quantity of food provided				
3.3 What was the presentation and assistance provided by the serving staff?				

Comment:

4. Training Facilities	Excellent	Good	Satisfactory	Not satisfactory
4.1 What was the quality of the teaching facilities?				
4.2 Were you provided with sufficient stationery and necessary equipment?				
4.3 How did you find facility of library?				
4.4 How did you find internet facility for research articles?				

5. Training	Excellent	Good	Satisfactory	Not satisfactory
5.1 Overall did the course meet your expectations?				
5.2 Overall was the course relevant to your role?				

5.3 List the three most relevant and useful topics covered in the course:

5.4 List the least useful and relevant topics in the course:

5.5 Was there anything NOT covered in the course that you feel would have been relevant and useful.

5.6 Any other comments regarding the course.: (Consider Trainers, Content, Teaching methods)



Cultivating Excellence

NAME	
DESIGNATION	
PLACE OF POSTING	
COURSE ATTENDED	
VENUE	
DATES	
STATE WHICH COURT YOU WERE SITTING IN WHEN ATTENDED THE COURSE	

1. Post-course Evaluation Introduction

This document is designed to determine whether and how the training provided has changed the way you approach your everyday work.

Your feedback is important as it will enable us to better understand how to make the training more relevant to you and any of your colleagues that may attend future training.

Thank you for your time in responding to this short questionnaire.

Please submit your response within two weeks.

2. Feedback

2.1. Please simply answer 'Yes' or 'No'

Since completing the course, do you feel you have been able to apply the knowledge and skills taught in your daily work?

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2.2. Please tick the answer that most accurately reflects your views

Since completing the course, I have:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Approached my work differently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felt confident in applying what I have learnt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Been able to apply most of the learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been able to share the learned best practice with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Please cite any specific learning aspects of your work that you learnt on the course which you apply in your workplace – provide examples of how they have been used.

Learning	Example

2.4. Looking back at the delivery of the course, are there any aspects that you feel could have been improved now that you have had the chance to apply the learning and content in the work place? Please provide any feedback/recommendations on this.

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2.5. Was any part of the training delivered irrelevant to your daily work? If so, please explain why.

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