

	EOLC Training Impact Assessment Template			
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# Training Impact Assessment

## <Insert name of Change Programme>

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- This template can be used at the beginning of a change programme to assess the potential impact of the training
- Text in blue is advice and guidance, which must be deleted from your final document.
- All other text can remain in the final document.
- Any text within <insert> markers must be replaced by the appropriate text.

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**Glossary of Terms:**

Term or Acronym	Definition
LNA	Learning Needs Analysis

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## 1 Document purpose

This high level Training Impact Assessment (TIA) can help determine the initial impact of training on cost and resources of the change programme.

In summary, this document should outline:

- The overall estimated training impact (High, Medium, Low or None)
- The estimated training costs
- Recommendations for any high level Learning Needs Analysis: how this will be designed, delivered and how the results will be analysed and reported.
- How the training solution will be developed, delivered and by whom
- An outline of a basic training programme (training requirements should be assessed for all relevant users)
- Any suitable training infrastructure that already exists

## 2 Background

Explain the background to the change programme.

## 3 Lessons learned

Before you begin planning, consider any information you can use to make sure this training is as effective as possible. There are three key sources to consider:

- Previous training programmes – consult the training team’s lessons learned log and talk with colleagues who were involved in planning and organising any previous similar training
- Activities from across the organisation – speak to other departments about training activities undertaken by other teams
- External – useful learning can be found by taking a look at how other organisations approach their training. You may discover new developments or ideas or learn how others have avoided certain pitfalls.

## 4 Training impact

The primary objective of the TIA is to estimate the impact of training on cost and resources. This section will help you define the level of impact that can be identified at this stage.

The table on the next page will help you define the levels of impact. It can be deleted from the final document or left in as guidance for the reader:

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Impact levels :	Possible Delivery Mechanism	Methods
<b>High</b> , for example where end users require new skill(s) to use/interact with: <ul style="list-style-type: none"> <li>New business process or ways of working due to new policy or directives (local, regional or national)</li> <li>New clinical or IT-related system</li> <li>New business process using existing system(s) with major impact on existing working practices (business process change)</li> <li>High number of users and/or geographical locations</li> </ul>	<ul style="list-style-type: none"> <li>Cascade</li> <li>Train the Trainer</li> </ul>	<ul style="list-style-type: none"> <li>Remote Training, Web conferencing, eLearning</li> <li>Face to face: classroom, workshops, presentations, briefing sessions</li> </ul>
<b>Medium</b> <ul style="list-style-type: none"> <li>Update to mandatory and statutory training</li> <li>Upgrade to existing clinical or IT system or process</li> <li>New functionality to be added to existing system or business process</li> </ul>	<ul style="list-style-type: none"> <li>Cascade</li> <li>Train the Trainer</li> </ul>	<ul style="list-style-type: none"> <li>Remote Training, Web conferencing, digital / online learning</li> <li>Face to face: classroom, workshops, presentations</li> </ul>
<b>Low</b> <ul style="list-style-type: none"> <li>Minor change to an internal business process (low impact)</li> <li>Minor changes in clinical system: data field amendments/ text amendments/ screen layout</li> </ul>	<ul style="list-style-type: none"> <li>User guide</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> </ul>
<b>None</b> <ul style="list-style-type: none"> <li>No direct impact on end users</li> </ul>	<ul style="list-style-type: none"> <li>Information document</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> </ul>

**N.B.:** **Cascade training:** *Key users are trained (by third party, supplier or internal trainers) who then train other users / learners*

**Train the Trainer training:** *Trainers are trained by a third party / supplier. These trainers then train end users*

## 5 Training approach

There are a number of components that make up the training approach:

### 5.1 Target audience:

Estimate the:

- Number of people who will require training
- Number of people who belong in each staff group and / or geographical location / spread if known
- Pre-requisite knowledge that learners need before your training programme can take place.

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## 5.2 High level training objectives:

Explain the expected outputs or benefits from this training, i.e. what will it achieve?

## 5.3 Development and delivery:

This section should identify who will be responsible for the development and delivery of the training solution.

What will be the **principle delivery method** or will you use a blend of different methods?

- Face to face: Classroom / Workshop
- Remote (e.g. web training or digital learning)
- Briefing sessions and presentations
- User guides
- Information document
- Train the trainer and/or end user training

Explain how the **effectiveness of the training** will be measured e.g. using.

- Assessment results
- Evaluation results
- Data quality reporting
- Incident reports

Consider how you will **pilot the training materials and method(s)** of delivery.

It is essential that any measures are established as key performance indicators and are contractually binding with the supplier if you are contracting any of the training.

If an external provider delivers the training, outline the governance and quality assurance process that will be used to manage the development, delivery and evaluation of the third party training.

# 6 Outline training schedule

Prioritising the training will be done once the number of users has been identified and the available training resources confirmed.

Example:

Date	Action	Notes
April/May	Design of training	
June and July	Training materials developed	
August	First of type/ pilot training & review	
September	Delivery of training	
October	Training evaluation and review of delivery and materials	
November	Business as usual training / handover	

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## 7 Estimated costs of the training

Where possible, refer to training programmes or projects with a similar training requirement. This will help you estimate the cost of training based on type of training, delivery methods, number of users, geographical location and end user costs to attend the training.

Example costs:	Example Calculation:
Local cost of backfilling staff being trained	500 staff to be backfilled for 2 hours (500 x 2 x Hourly rate for backfill)
Additional local overtime costs for staff to be trained	100 grade 4-5 staff paid an extra £xx/hour for x hours
Training costs for training the trainers	X days training consultancy at £xxx/day
Training package licence fees for e.g. elearning	End user training licence fees @ £xx per licence
Cost of training material purchased from the supplier if applicable	2000 user training course manuals at £xx each
Cost of providing training facilities	The cost of equipping a regional training room for 6 months such as laptop costs, room hire etc.
Staff costs for the full time trainers	A team of XX people for X years to manage, coordinate, facilitate training
Cost of building training packages (e.g. additional digital learning development costs)	X days development

## 8 High level Learning Needs Analysis (LNA)

The primary objective of an LNA is to determine who needs to be trained, what training will be required and when and how it will be delivered.

Explain:

- How and who is responsible for the content of the LNA
- Any prerequisite skills that end users should have
- The proposed target audience for the LNA
- The timescales and delivery method of the LNA
- How and who will be responsible for the analysis of the LNA results
- Who will require the results of the LNA
- Who needs to take action on the results of the LNA

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## 9 Recommendations

List the main recommendations and think about the next steps for training. E.g.

- Is training required and if so, what is the level of impact?
- What training resources are required?
- What are the training timescales and are these achievable within the change programme timescales?
- What is the expected budget for training?

## 10 Risks

Have any major risks been identified at this stage that will need addressing as the training is developed? E.g. is the number of people to be trained within the timescales actually achievable, is the development of a training environment within budget, etc.

## 11 Issues

Have any high level issues been identified that need addressing? E.g. lack of training support, lack of local knowledge about the subject, product or process to be able to predict training requirements, no funding available, etc.

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