

Learning Effectiveness Checklist

A practical check from the initial request through to evidence of change at work.

How to use it

Use this checklist when planning or reviewing a learning intervention. Mark each point Yes, Partly, No or Not applicable. For Partly or No, note an action. The aim is to make learning useful in the work, not simply to record attendance or completion.

Before design

Check	What to look for	Y / P / N / NA
Need	The problem and its likely causes have been checked with people close to the work.	_____
Outcome	We can describe what participants should do differently after learning.	_____
Audience	The intended audience and any different starting points are clear.	_____
Measure	A sensible baseline and a way to observe change have been agreed.	_____

During design and delivery

Check	What to look for	Y / P / N / NA
Method	The format fits the task, context, access needs and available practice.	_____
Practice	Learners can apply the relevant decisions or skills and receive feedback.	_____
Managers	Managers know what to reinforce before and after the learning.	_____
Assessment	Assessment checks the intended outcome at a suitable level.	_____

After learning

Check	What to look for	Y / P / N / NA
Application	People have the tools, time and opportunity to use the learning.	_____
Follow-up	A manager or peer has a planned conversation about application.	_____
Evidence	We collect evidence of behaviour or work quality where feasible.	_____
Improvement	We review feedback, work outcomes and unintended effects and adapt.	_____

Agree the follow-up

Target behaviour or result: _____

What evidence can we reasonably collect? _____

Manager action: _____ Owner: _____ Review date: _____

Completion, satisfaction and quiz scores tell you something, but each answers a different question. They do not, on their own, demonstrate changed performance. Choose measures proportionate to the value and risk of the learning.