

**Bournemouth University  
Carer and Service User Partnership Group**

# Opportunities for involvement

**24<sup>th</sup> June - 12<sup>th</sup> July 2007**

**EVALUATION REPORT**

**Tutor - Angela Warren**

**Foreword**

In September 2005 Bournemouth University in partnership with Carer's and Service Users were involved in the Skills for Care National Pilot project called "Getting Involved " in which they held a course for 8 Generic Carers and Service Users over 7 weeks. The purpose of the course was to equip them with the knowledge and skills to be involved in the Social Work Degree programme as part of the Carer and Service User participation agenda. From this initial group of 8 Carer and Service Users, the Bournemouth University Carer and Service User Partnership Group was formed

In November/December 2006 with the help of funding from Keith Brown the Director of the Centre for Post Qualifying Social Work at Bournemouth University it was decided to design and run an updated version of the "Getting Involved" project called 'Opportunities for Involvement' to enable us to expand the areas of experience of the Carer and Service Users in our group. We were able to link up with groups concerned with Drugs and Alcohol, Sexual Abuse and Domestic Violence. To that end on the 2<sup>nd</sup> June 2007, we held an Information Day at Bournemouth Library about the course and invited the following organizations to it:

Help and Care – Older People  
EDDAAS – Drug & Alcohol  
DAA – Sexual Abuse/Domestic Violence  
Alzheimer Society  
Jones Practice – HIV/Aids  
The Network – Mental Health Service User Group  
East Dorset Mental Health Carer's Forum (EDMHCF)

Out of this event we were able to recruit a total of 9 Carer and Service Users from across the Dorset area to attend the 'Opportunities for Involvement' course which started on the 21<sup>st</sup> June 2007.

**Peter Atkins**  
**Co-ordinator of Bournemouth University Carer & Service User Partnership Group**

## **Acknowledgements**

The Bournemouth University Carer and Service User Partnership Group would like to thank all the individuals and organizations that have contributed to the development of this 'Opportunities for Involvement' course.

We would particularly like to thank Gillian Thomas Senior Lecturer at IHCS for her input on the course with regards to the Social Work Degree information. Also we would like to thank the Social Work team for their input into the final evaluation session on the course.

We are especially grateful to Angela Warren, who was the Course Tutor, for all her hard work in putting together and running this course.

We also thank the Bournemouth University administration team as well as Peter Atkins, Carer and Service User Co-ordinator, for their valuable backup in making sure everything ran smoothly during the course.

Special thanks too, go to Anne Powell for bringing together the evaluation form into graph and table format.

Above all, we thank the Service Users and Carers who took part on the course and made it such a success and are listed below:

Laura Daniels – Service User  
Jennifer Dykes – Service User  
Dianne Dymond – Service User  
Teresa Faris – Service User  
Keith Hogg - Carer  
Alan Lindsey – Service User  
Marko Radulovic – Service User  
Paivi Smith – Carer  
Jane Wigman – Service User

### **The spirit of equal partnership and co-operation working positively**

My role in the university is as a Senior Lecturer, Practice Learning. I also work in close co-operation with our Service User/Carer group.

I was clear from the outset that the group would run the induction for new members themselves. However I envisaged that working in a spirit of equal partnership and co-operation could produce a course that would meet the new member's needs, but could also

be clearly focused on the specific needs of the under graduate and post qualifying social work programmes. I believe we achieved this balance.

Angela and I worked together to plan the course. We began by mapping out the existing group's achievements and roles. We reflected on what would work best to help the new group build on their skills. We wanted them to form an identity as a group gaining experience and strength from each other.

As a co-worker, I was able to make links with social work, helping the new group to understand how important their new role would be in shaping future social work education. It was important for the group to understand the programme as a whole and the aims of the social work programmes. We had planned activities based on existing and developing roles. For example there were activities based on interviewing skills, portfolio reading, assessment and giving and receiving feedback, as well as the teaching element of the role.

From my perspective as a lecturer with a particular interest in practice learning, I believe through widening participation we are now in a good place to start to produce resources to enable students to gain greater insight into the knowledge and values they need to develop to become skilled practitioners. New members of the group should also be able to develop their skills and knowledge thus enabling them to take on a meaningful role in the planning and delivery of the programmes.

It has been a very positive experience and one that I have learned from and enjoyed enormously.

Gill Thomas

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## **Section 1 – Setting the Scene**

### **1.1 Background**

According to Skills for Care (formerly Topss England), “there are currently insufficient numbers of service users or carers actively involved in training to achieve the policy commitment and the delivery of improved learning. The social care sector therefore needs to increase, and then sustain, capacity for training to be provided and supported by service users and carers.” (Topss England Invitation to submit an Expression of Interest, 2005).

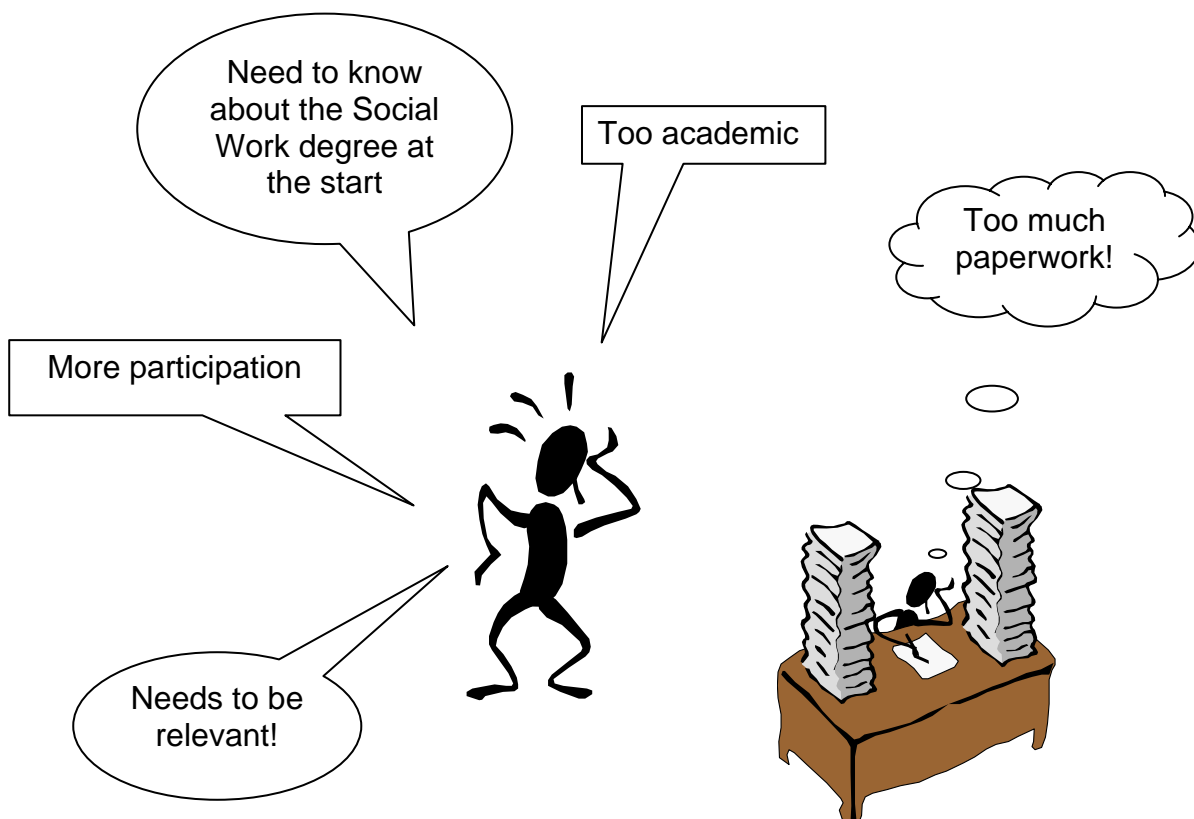
Bournemouth University ran the Skills for Care National Pilot project, ‘Getting involved,’ in 2005. From this course, the University gained 5 service users and 3 carers who were willing to participate in the Social work degree programme. From small beginnings, the Bournemouth University Carer and Service User Partnership group was formed.

During the last two years a need was identified to expand this group; not only in terms of numbers, but to widen the range of expertise within the group. The Information Day held at Bournemouth Library was attended by 25 people from a number of different organisations. The purpose of the Information day was threefold:

- To publicise the Carer and Service user work at Bournemouth University
- To communicate the benefits of involvement
- To promote the new ‘Opportunities for Involvement’ Course

### **1.2 Why ‘Opportunities for Involvement?’**

Based on the evaluation of the previous ‘Skills for Care pilot:



Careful thought was needed to develop some training that:

- Acknowledged the evaluation from the 'Getting Involved' course
- Involved more participation
- Better informed participants of the structure and content of the BA Social Work degree programme.
- Was much more focussed on the specific opportunities of involvement
- Was more user-friendly, less academic and fun!

In addition to this, it was hoped that participants would benefit personally by

- Developing new skills
- Learning from each other
- Feeling empowered
- Making new friends
- Having opportunity to join the Partnership Group

### 1.3 The benefit to students

Service users and carers who attended the previous course have all had experience of working with students and the feedback that has been received has proved that user/carer involvement is of significant benefit to students.

They report having gained insight into the service user/carer experience, thus bringing 'theory to life.' Hearing people's stories can challenge their assumptions and stereotypes and can combat fear gained through lack of understanding.

The ultimate goal of service user and carer involvement is to have an impact on professional practice; thus improving the quality of services.

'Thank you, I feel you helped me gain a better insight and I feel more aware. . . . I hope I can apply some of this understanding to my work.'

' I feel I have a greater understanding of self harm and hope that this will enhance my practice.'

'This session was beneficial with comparison to theoretical perspectives. . . I learnt a lot.'

(Students' comments following a service user talking about their experience of self harm)

In all areas of involvement, be it talking to students, interviewing prospective students or portfolio reading; students benefit from the unique perspective and expertise that service users and carers provide.

One of the key aims of developing this new training was to build the capacity for involvement. There is an issue of numbers (having enough people involved so as not to overburden a small number of people) and also a need to expand the range of expertise.

The Bournemouth University Carer and Service User Partnership group have a passion and commitment to see involvement grow and develop because they believe in the value of it.

## **1.4 Course planning**

Initially Gill Thomas, Peter Atkins and Angela Warren met to discuss the aims and structure of the course, reflecting on the report of the Skills for Care pilot and looking how to best prepare service users and carers for involvement. Gill and Angela then met to plan the outline content of the course and Peter focussed on the administrative work.

It was decided to run the course on four consecutive Thursdays from 9.30 am – 4.00 pm. It was hoped that running a shorter, more focussed programme would increase the likelihood of people being able to attend all sessions. Although an outside training venue may have been preferable, it was thought that running the course within the University would enable the participants to familiarise themselves with the environment in which their future involvement would take place

## **1.5 Pre-course preparation**

A pre-course meeting was held at Bournemouth University for participants to

- Familiarise themselves with the venue
- Ask questions and voice any concerns
- Receive course information, including the 'Course Overview' (Appendix 1) and a 'Task sheet' to be completed in preparation for day one.

5 people attended this meeting along with Peter Atkins.

## **Section 2 - The Participants**

Participants were recruited from groups represented at the open day and also from existing contacts within the University and the Partnership Group. Recruitment was time consuming requiring personal contact, phone conversations and meetings to discuss individuals' needs to be able to attend.

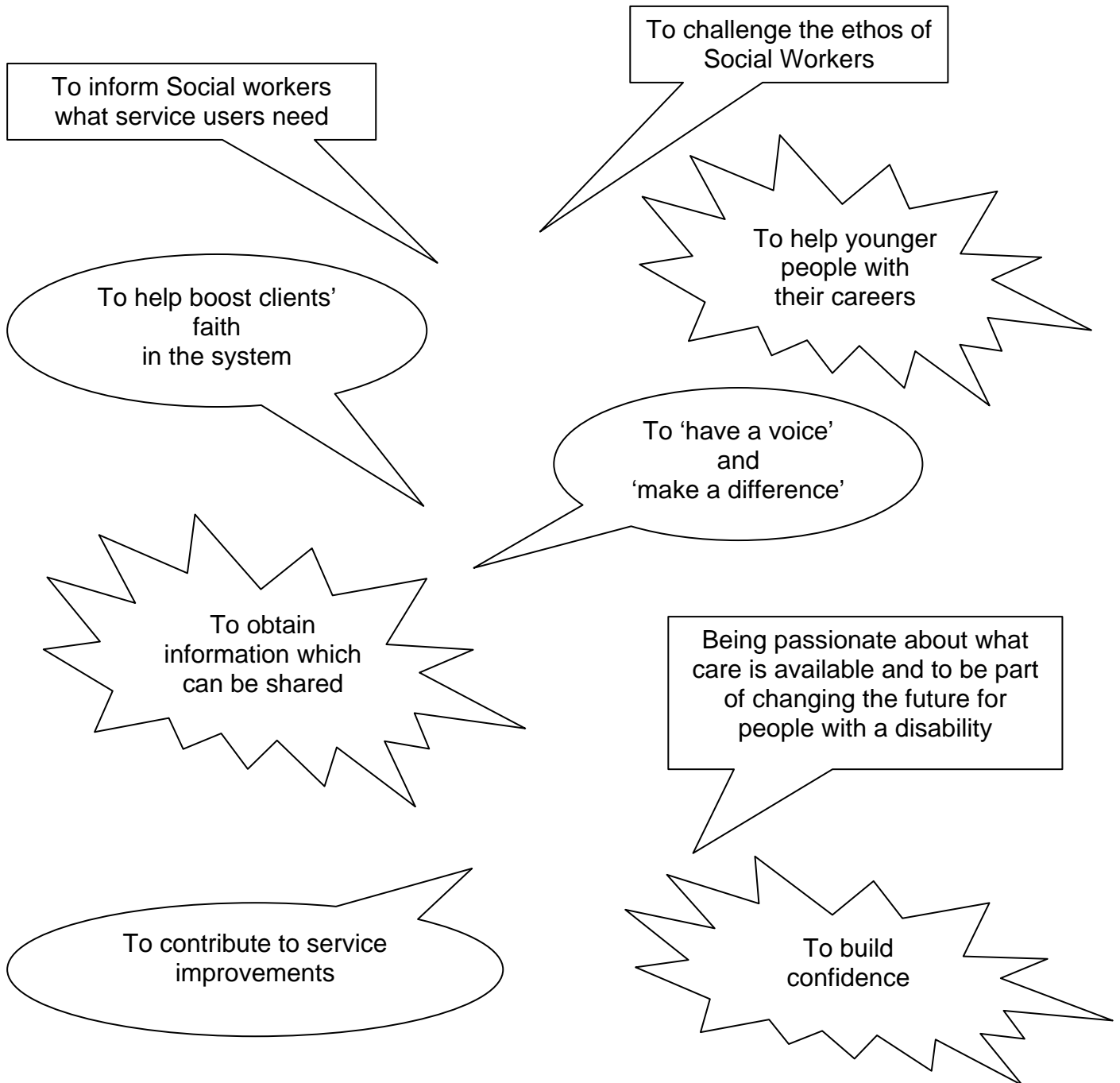
In addition to Angela Warren, Gill Thomas and Peter Atkins, a total of nine individuals attended the course. A tenth person was identified to attend, but had to withdraw for personal reasons. Sociodemographic information about the group is provided in the table below

<b>AGE</b>		<b>GENDER</b>		<b>EXPERIENCE</b>	
20 – 29	1	Male	3	Service User	6
30 – 39	2	Female	6	Carer	3
40 – 49	2				
50 – 59	2				
60 – 69	2				

Participants and trainers have experience in the following areas

- Mental Health Carer – member of East Dorset Carers' Mental Health Forum
- Mental Health Service User
- Expert Patient programme
- Multiple Sclerosis – Service user
- Domestic abuse – member of 'Dorset Action on Abuse'
- Drugs/alcohol – service user and worker at EDAAS
- Carer of child with Downs Syndrome – member of 'Rainbow Parent' group
- Stepping Stones (Employment Project)
- Cerebral Palsy – service user
- Bournemouth Churches Housing Association (BCHA)
- Help and Care – volunteer
- Older Persons – Carer
- Fostering and Adoption
- M.S. society (Bournemouth Branch)

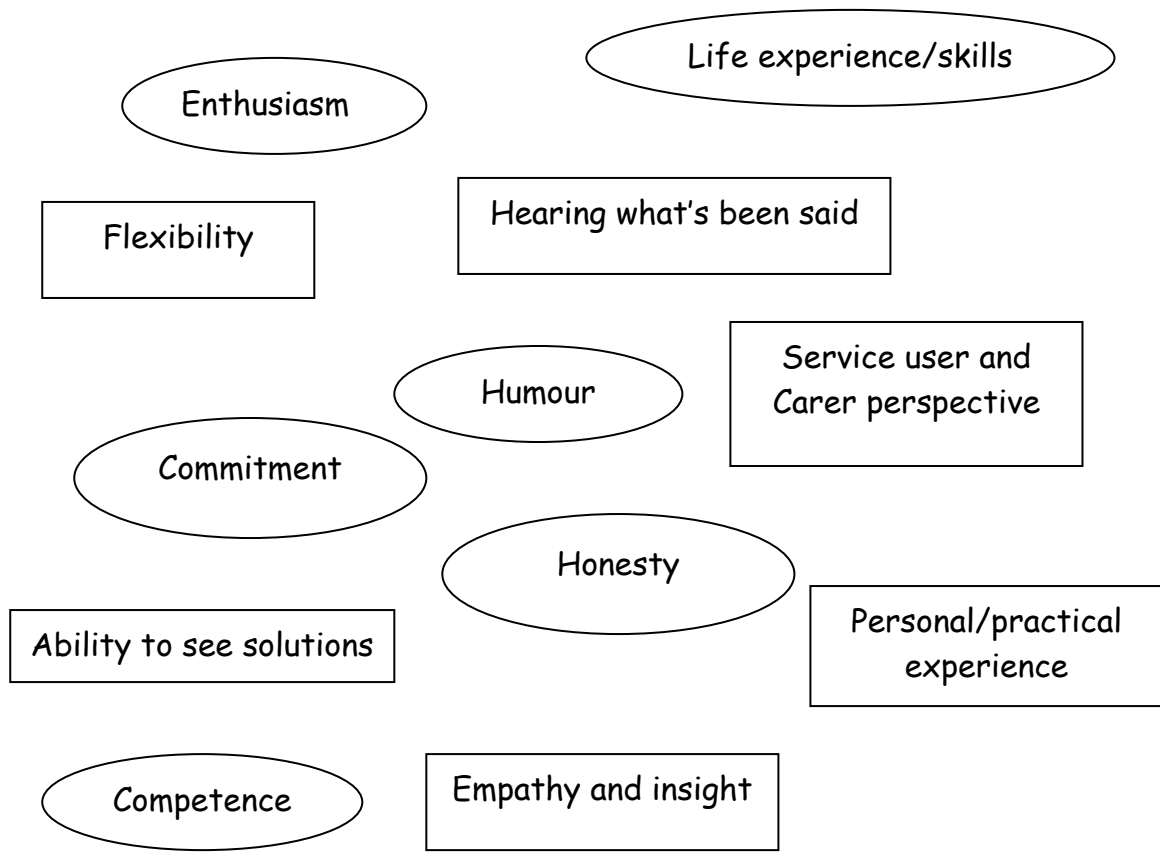
There was 97% attendance: one participant having to miss just one session due to work commitments. This high attendance was an indication of the motivation and commitment of the participants. The reasons for wanting to 'get involved' included the following:



At the outset, participants expressed the need for help with

- Feeling safe in this environment
- Facing fears
- Confidence building and recognising strengths
- Pinpointing experiences
- Time and encouragement to express views, feelings and opinions
- Understanding the (Social Work) system

As well as a need for help, participants were very clear about what they had to offer



The combination of a carefully planned course and the commitment/experiences of the participants augured well for the course to fulfil its aims.

## **Section 3 - THE EVALUATION**

### **3.1 Aims of the Evaluation**

- i) To assess how far the course fulfilled its aims
- ii) To evaluate the quality and usability of the materials
- iii) To collect qualitative information on how participants enjoyed/benefited from the course
- iv) To ascertain how the course could be improved

### **3.2 Evaluation methodology**

Participants were asked to fill out an evaluation form at the end of each week (see Appendix 2 for an example). In addition there was the opportunity for further comments should there be any points/suggestions to make.

Any points made were included in the introduction of the following week and were discussed in the group.

(Qualitative information from the evaluation forms can be found in Appendix 3)

On week 4 a more comprehensive form was used to provide an evaluation of the whole course, including comment on the practical and environmental aspects. The decision was made in this instance, to provide participants with a stamped addressed envelope to enable them to take time to reflect on the course. The time given for completion was 2 weeks, but reality proved that forms were returned over a longer period, necessitating reminder calls. In all, 7 'end of course evaluation forms' were returned.

### **3.3 How far did the course fulfil its aims?**

Two of the key aims of the course were

- To provide information and understanding on the Social work Degree
- To introduce the range of opportunities for involvement and to provide training in each area.

A number of participants stated that they had gained a better understanding of the Social Work degree course and one person stated that learning about the Social Work training was one of the most enjoyable parts of the course. In the final evaluation everyone said that they had a clear idea about what the actual opportunities for involvement are.

On reflection of the previous course, it was felt that information on the Social Work degree should be the main focus of Day 1. Gill Thomas provided in depth information throughout the entire course which was invaluable and much appreciated by participants. A service user trainer alone could never have this depth of knowledge which indicates how real, active partnership working is not only useful but necessary to inform and equip service users and carers for involvement.

Participants were asked on a weekly basis whether they thought the aims for that day had been fulfilled. Over the 4 weeks participants' response showed that nearly 90% of the aims set out had been fulfilled.

### **3.4 The quality and usability of the materials**

The rationale behind the design and content of the materials was that they be:

- Easy to read and understand
- Well presented
- Easy to use (in terms of materials for activities)
- Adaptable – e.g. produced in larger font, e-mailed, to enable completion online instead of handwritten.

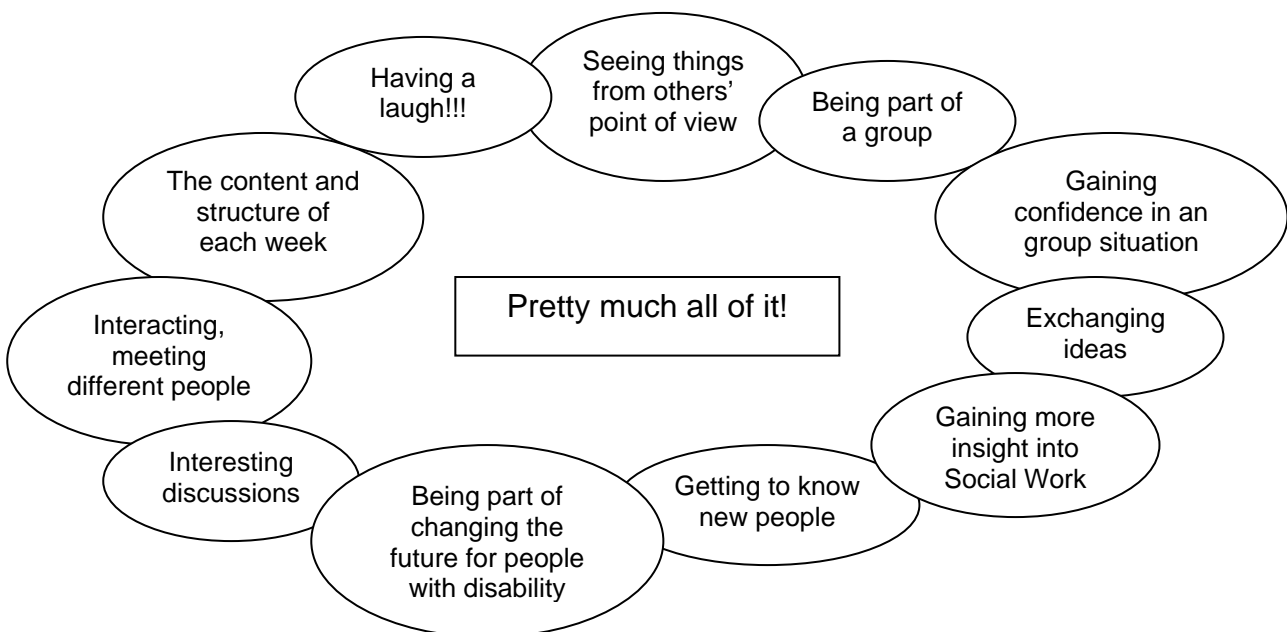
It was hoped that there would be a balance between participants be provided with adequate, relevant information and being overwhelmed with unnecessary paperwork. As well as weekly handouts and copies of PowerPoint slides, participants were given a weekly 'task sheet' with work to complete in preparation for the next session. The purpose of the task sheets were twofold

- To prepare something in advance to save time during the structured sessions
- To maintain a focus on the course between sessions

### 3.5 How participants enjoyed and benefited from the course

There was a good mixture of people in the group with a diverse range of experiences. Comments from the feedback sheets clearly indicated that people particularly enjoyed participating, exchanging views and ideas and learning about the social work degree. One person stated that it was good, "to see a bond start to grow within the group," on day 1! The course clearly provided some participants with some personal challenges. Some were understandably anxious at the prospect of a 'presentation' and there were comments about 'being put on the spot' in the group role play. However, each member seemed to overcome their fears by getting involved and having the courage to be open about their own experiences.

The four days aimed to provide a mixture of teaching, group activities, exercises in pairs, reflecting and opportunities to challenge and ask questions. Participants enjoyed:



### 3.6 Areas for improvement

As part of the weekly evaluation participants were asked what they least enjoyed about the day and were invited to write further comments. The following areas were highlighted

- i) Environmental Some people felt that the room was too small and too hot. It was suggested that a bigger room would be more suitable for wheelchair users. When the lunch was delivered on a trolley, it was difficult to move it to a suitable place in the room that was accessible to all participants and did not cause an obstruction.
- ii) Facilities It was noted that the toilets for wheelchair users in Bournemouth House are in need of modernisation. The passageways are very narrow, making access and manoeuvring difficult.
- iii) Parking There is limited parking at Bournemouth House and this necessitated some participants (and the Tutor!) having to Park at Melbury House on some days. This meant that participants had to walk a significant distance to the venue.
- iv) Course structure and Content On day three it was arranged for participants to view the 'Evaluation DVD' from the 'Getting Involved' course. There were considerable difficulties with the sound quality and even with IT support it was impossible to increase the sound to an acceptable level. This took valuable time from the programme and many people commented that it would have been better to have sorted the problem out before the day began.
- v) Time keeping One person highlighted the need for good timekeeping as was set out in the group ground rules. As this was a new course, the programme was planned by estimating the time that each activity would take. One of the main errors of judgement regarding this was the time set for presentations on day four. Nearly all the group felt that a whole day should have been dedicated to the presentations – to allow time for more reflection, comment and feedback
- vi) Length of the Course/each day A number of people said that it would have been better for them if the day had started at 10 am instead of 9.30 am. Each day was planned for 9.30 am for 10 am start to enable participants to arrive, have a drink etc. If the day were to start later, it was suggested that a shorter lunch break may be appropriate so as not to extend the day at the end. However it was noted that the lunch break provided time for people to eat, use the toilet, have a cigarette etc. without the need to rush. People with certain disabilities may need the longer break. One solution would be to extend the course by half a day to incorporate a 10 am start and allow for a full day for presentations with the final morning devoted to the filmed evaluation session.
- vii) The Presentations Some people were not happy at being told about the presentation just a week before. There were comments about wanting to opt out or not even attending the last day at all. Careful thought had gone into how to plan for the presentations. It was agreed that if participants were told on day one that there was an expectation on them to give a presentation at the end of the course, this may cause people too much anxiety and even lead them to withdraw from the course. The rationale behind leaving it until day 3 to talk about the presentations was
- o To allow the group to bond and feel comfortable with each other
  - o To practice skills in communication and building confidence
  - o To enable people to focus on the main content of the course

On day 3 participants were introduced to the task of giving a short presentation. They were told that the content did not need to be focussed on their own personal story but if they were aiming to talk to students, then this may be a safe environment in which to practise. A task sheet was produced to serve as an aid to planning and contact details

were given to enable participants to talk about their presentation and voice any concerns should they arise.

In retrospect, maybe it would have been better to allow two weeks for preparation. In the planning of future courses, it will be useful to consult with the group on this and other areas that have been highlighted.

### 3.7 The positives of the Presentations!

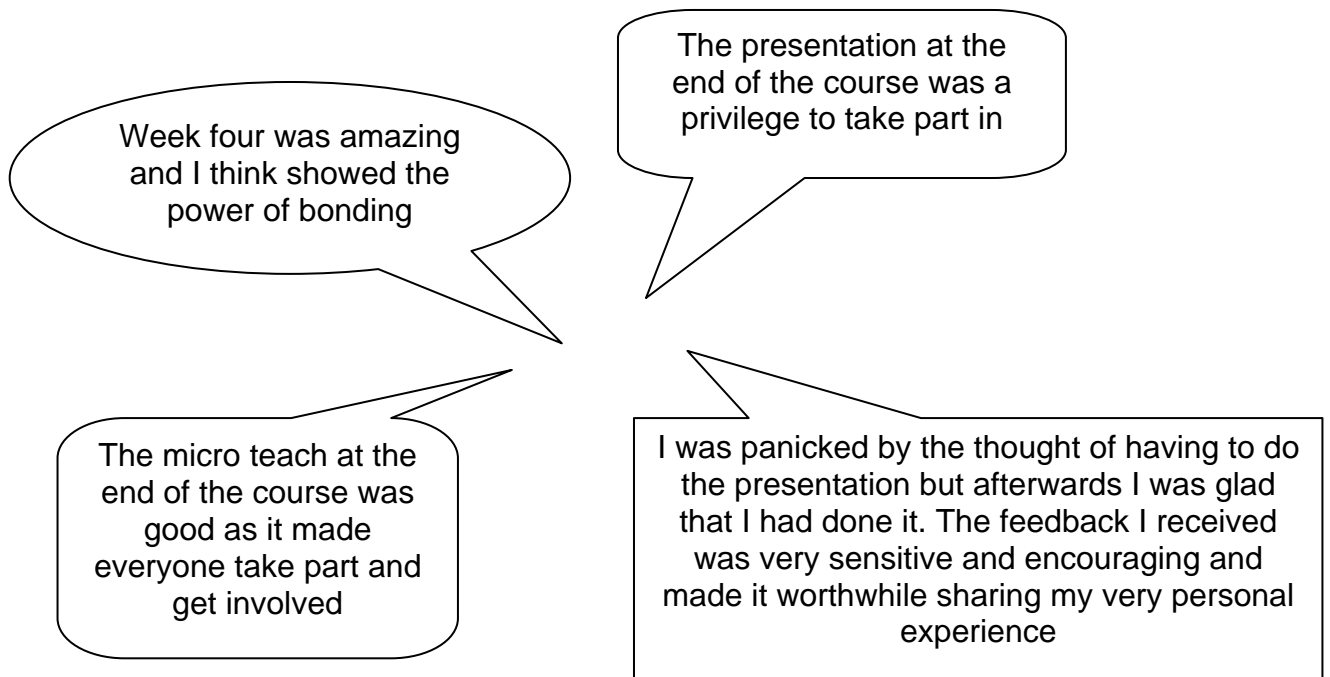
It seems appropriate at this point to highlight the positives of the presentations as there were many! It was clear that there some were understandably very anxious as this was to be a new and challenging experience.

Participants agreed to pick numbered cards to determine the order – inevitably someone had to go first and last! It is true to say that each person had prepared very well and given considerable thought to their presentation and everyone spoke with real depth of feeling. The presentations covered the following areas

- The experience of sexual abuse/domestic violence
- The concept of addiction with relationships to drugs/alcohol
- The journey of caring for a child with Down's syndrome
- The experience of being a Foster carer
- A love and passion for Cornwall!
- The Expert Patient Programme
- The experience of being in hospital when you have a physical disability

Each presentation was very moving and powerful and evoked a lot of discussion and feedback. The planning of the day had not really allowed for this but it was important not to rush on to the next person without some time to reflect.

It would be difficult to capture everyone's thoughts and reactions to the presentations but these comments provide a flavour:



### **3.8 The Evaluation session**

The culmination of the course was an evaluation session. The first part of this was a filmed open discussion with members of the University Social work team: Ann Daniel, Gail Stuart, Annie Parfitt, Kate Hearn, Mel Hughes and Gillian Thomas. The purpose of the session was to reflect on the experience of attending the course and to engage in discussion with those with whom participants would be working.

A DVD will be produced by the media department in due course.

Over a cup of tea and cake there was also time to talk informally and to celebrate the achievements of each participant by the presentation of a certificate.

## **Section 4 - The Tutor's Perspective!**

'Opportunities for Involvement' had been a significant and very rewarding challenge personally. Reflection on the Skills for Care course provided a starting point for the planning and design of the new course. It was most helpful to work with Gillian Thomas from the outset looking at the outline structure and content of the course in the first instance and then progressing to the details of specific teaching sessions and group activities.

As a service user trainer and member of the Bournemouth University Carer and Service User Partnership I brought both my training experience and that of being involved in every area of participation in the Social Work degree programme to this new course. Being the tutor on the 'Getting Involved' course had given me valuable experience, increased confidence and a good insight as to what preparation was needed for involvement.

I think it would be true to say that the success of this course from my own perspective, was mainly due to the following

- A passion and belief in the work. I sincerely believe that service user and carer involvement is of great value in the education and training of the Social Care workforce. Over recent years I have seen and experienced, first hand, the benefit to both students and service users and carers. The comments from students are a clear demonstration that the input is well received and has an impact on understanding and implications for practice. From a service user perspective it can be empowering; telling your story and having a sense that something positive can come from your experiences,
- Preparation Careful thought and preparation contributed greatly to the smooth running of the course. A lot of time was spent preparing handouts and materials for activities to ensure that they were 'user friendly' and of a high quality. It was also very helpful to have easy access to IT support should it be needed
- The Group itself The individuals who attended were definitely the most important factor in how successful the course was. I was thrilled to have such a diverse and highly motivated group of people to work with. We shared a common interest in finding out about the Social degree course and a drive to get involved and make a difference. One person commented at the end, 'I loved the course and believe it will bring about change for the better.' As someone noted on day one, the group bonded well and were willing to fully participate. Even those who found the role play and the presentation an enormous challenge – they too overcame their fears. Humour played an important part in our interactions – I certainly discovered that when you are 'up front' and don't get it quite right, it's good to be able to laugh at yourself!

Although we only worked together for four days we were able to establish a rapport and level of trust and acceptance which enabled every person to give an amazing presentation on the last day. Personally I was in awe of each person who had put so much thought into what they said and who delivered their presentation with honesty and great depth of feeling. I'm unashamed to say that some moved me to tears with their courage in sharing their stories.

Everyone, without exception, said that they would recommend the course to others and all have expressed a willingness to participate in various aspects of the social work programme.

- General thoughts The course has been extremely hard work and at times has pushed my anxiety levels to the limit! However it has been a joy and privilege to work with the group and to ascertain from the feedback and evaluation that this course has been enjoyed and received well. On the whole it would be fair to say that it has achieved its aims – the result being that there is now a wider and more diverse group of people who are trained and willing to offer their expertise to the training and education of Social workers of the future.

It has been encouraging to know that not only will the University benefit as a consequence of ‘Opportunities for Involvement,’ but that participants have already gained personal benefit by rising to new challenges, gaining confidence and having a sense that they have something to offer which is of significant value.

I, along with the Bournemouth Carer and Service user partnership group, and the social work team, are committed to the ongoing development of this work. I am excited to see it grow and move forward and truly believe that it has the potential to enhance the quality of social work education, so producing better equipped practitioners, resulting in a better service for all.

**Angela Warren – Course Tutor**

## **Section 5 - Conclusion and the way forward**

There are a few points to make in concluding this report as well as thoughts and recommendations for the way forward. The responses during the course and through the formal evaluation clearly indicate that people enjoyed the course and benefited from it. The Partnership Group have gained new members and the Social Work Department will have a more diverse, richer pool of resources from which to draw.

Considerable time was spent planning and developing the new course drawing on the feedback from 'Getting involved.' Also the administrative aspect in putting together a course in terms of recruiting participants, securing a venue, organising lunch, arranging transport and making payments, is time consuming and demanding.

One of the most significant and valuable improvements to this course was to be working with a member of the academic staff in both the planning and delivery of 'Opportunities for Involvement.' Not only does this demonstrate real partnership working, but is essential for participants to get a real insight into Social work education.

It would be fair to say that the course has gone a long way in terms of fulfilling the requirements for service users and carers to be involved in the education of future social workers. As the new academic year begins, opportunities for involvement will arise and it is hoped that established members of the Partnership Group will support new members by linking up with them the first time they get involved.

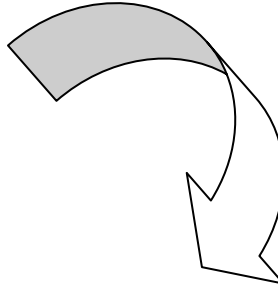
It has been an exciting and rewarding experience running this course. From the perspective of the Bournemouth University Carer and Service user Partnership Group, we would look ahead with the vision of

- Run the 'Opportunities for Involvement' course on an annual basis
- Consider the possibility of training young people to participate
- Develop a 'Train the Trainer' programme to enable other members of the Partnership to assist with the 'Opportunities for Involvement' course.
- Continue to recruit members to the Partnership to increase the variety of interest and to allow for people to step down when it is timely for them to do so.

Inevitably there is the issue of funding. This course was funded by Keith Brown the Director of the Centre for Post Qualifying Social Work at Bournemouth University. Service user and Carer involvement in Social Work education is a cornerstone of current Government policy. On the ground level we have seen the benefits to both students and participants and we believe that this kind of involvement has the potential to enhance social work education and so improve the quality of future services.

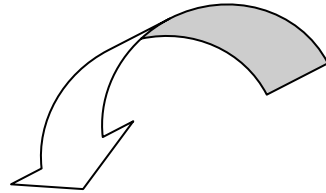
### 1 About the BA Social Work degree

- Understanding the Structure of the Social Work degree
- Appreciating Social Work from the perspective of Users and Carers.
- Understanding the concept of 'Involvement.'
- Exploring different options for involvement



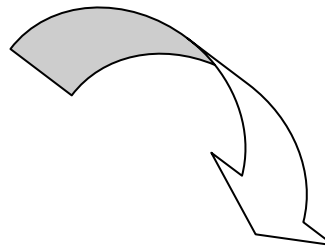
### 2 Bringing Personal Expertise into Social Work Training

- Recognising how Users' and Carers' experience, expertise and strengths can contribute to student and staff learning.
- Understanding and using active listening and assertiveness, and engaging meaningfully with others.
- Exploring experiences of learning and identifying personal learning needs



### 3 Communication skills

- Working in a group
- Working with individuals
- Communicating in meetings
- Non-verbal communication
- Encouraging interaction and engagement
- Exploring a range of visual/presentation aids



### 4 Skills in Action

- Practising a range of communication techniques: one-to-one, to small/large groups.
- Applying learning to help students learn
- Deciding what to say, why and how to say it.
- Preparation and presentation of micro-teaching session
- Identifying further needs.

Evaluation and next steps.

## EVALUATION - WEEK 1

1. What have you enjoyed about today?

2. Has the content of the day fulfilled the aims set out at the beginning?

<b>Not at all</b>					<b>Totally</b>
1	2	3	4	5	6

3. For the following, circle the number that closely represents how you feel about the day

<b>Boring</b>	1	2	3	4	5	6	<b>Stimulating</b>
<b>Irrelevant</b>	1	2	3	4	5	6	<b>Relevant</b>
<b>Confusing</b>	1	2	3	4	5	6	<b>Easy to understand</b>
<b>Observer</b>	1	2	3	4	5	6	<b>Participant</b>

Comments:

4. Please rate your score on the following

<u>Range of activity</u>							
<b>Very poor</b>	1	2	3	4	5	6	<b>Excellent</b>

<u>Quality of handouts</u>							
<b>Very poor</b>	1	2	3	4	5	7	<b>Excellent</b>

<u>Content/readability of PowerPoint and flip chart</u>							
<b>Very poor</b>	1	2	3	4	5	6	<b>Excellent</b>

Comments:

5. Please rate the Trainer(s) **Not effective** **Very effective**

<u>Knowledge of subject</u>	1	2	3	4	5	6
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<u>Organisation of session</u>	1	2	3	4	5	6
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<u>Please rate the Trainer(s) cont.</u>	<b>Not effective</b>					<b>Very effective</b>
<u>Preparation</u>	1	2	3	4	5	6
<u>Style/delivery</u>	1	2	3	4	5	6

**Please use this space to write further comments and any suggestions how any aspect of the day could have been better.**