Training evaluation form

A training evaluation form, often called a training feedback form, collects what participants thought of a session and what they did afterwards. This page shows the complete form as a table with a five-point scale you can tick, four open questions with writing space, a follow-up form for two to four weeks later, a follow-up tracker, and an Excel tally for the results.

10 minutes | Any group | Online and adaptable in person

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The outcome

The trainer separates participant experience, demonstrated learning and later application when deciding what to improve.

Before the session

- Choose one or two learning objectives before the session. Define a short task that would show whether participants can use the skill.
- Explain what feedback is collected, who will see it and whether responses are anonymous. Do not promise anonymity if your form collects identities.
- Use a short accessible form or printed sheet. Make open questions optional and include a “not applicable” option where appropriate.

Included in this kit

A facilitator run of show, participant worksheets with real tables, reference tables, debrief questions, adaptation notes and a follow-up plan. Use the editable Word copy to tailor examples and prompts before delivery.

Original material by Superglue. Timings are suggestions; adjust them to your participants. This resource has not been independently evaluated.

What is inside

The participant sheets come first so you can print one page per person. Your own facilitator section follows them.

- Session feedback form — Print one page per participant and collect the pages before people leave.
- Open questions — Write as much or as little as you like.
- Follow-up form, two to four weeks later — Send this after two to four weeks.
- Follow-up tracker — One row per participant.
- Filled example: follow-up tracker — Six fictional participants from one session, three weeks later.
- Facilitator run of show, debrief questions and adaptation notes — for you, after the participant sheets.

Session feedback form

Print one page per participant and collect the pages before people leave. Tick one box per statement.

Tick one box per statement. 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree.

Session title and date

_____

Facilitator

_____

Your role or team (optional)

_____

#	Statement	1	2	3	4	5
1	The session addressed a need that is relevant to my work.	☐	☐	☐	☐	☐
2	The purpose of the session was clear from the start.	☐	☐	☐	☐	☐
3	I had a usable way to participate, including when I did not want to speak.	☐	☐	☐	☐	☐
4	The pace gave me time to think about the material.	☐	☐	☐	☐	☐
5	The examples were close enough to my work to be useful.	☐	☐	☐	☐	☐
6	The facilitator explained the task before asking us to practise.	☐	☐	☐	☐	☐
7	I know what I am expected to do differently after this session.	☐	☐	☐	☐	☐
8	I had a chance to ask questions that mattered to me.	☐	☐	☐	☐	☐
9	The session used my time on the parts that were hardest to learn alone.	☐	☐	☐	☐	☐
10	I would recommend this session to a colleague doing similar work.	☐	☐	☐	☐	☐

Open questions

Write as much or as little as you like. Your answers are read by the facilitator and used to improve the next run.

Your answers are read by the facilitator and used to improve the next run. Write as much or as little as you like.

Which activity helped your learning most, and why?

_____

_____

_____

What should we change before running this session again?

_____

_____

_____

Where could you apply this skill in the next month, and what might get in the way?

_____

_____

_____

Anything else the facilitator should know?

_____

_____

_____

Follow-up form, two to four weeks later

Send this after two to four weeks. Compare the answers with what the same person wrote at the end of the session.

Question	Answer
Have you had a chance to use the skill since the session?	Yes / No / Not yet relevant
What did you try, and what happened?	
What helped or got in the way?	
What support would help next?	

Follow-up tracker

One row per participant. Copy the place they planned to use the skill from their end-of-session answer. Use a code instead of a name if the answers were anonymous or the group is small.

Participant or code	Session date	Where they planned to use it	Follow-up sent	Reply received	Used the skill? Yes / No / Not yet	What helped or got in the way	Support offered

Filled example: follow-up tracker

Six fictional participants from one session, three weeks later. Four replied: two used the skill, one has not had the chance yet, and one met a barrier in a tool.

Participant or code	Session date	Where they planned to use it	Follow-up sent	Reply received	Used the skill? Yes / No / Not yet	What helped or got in the way	Support offered
P01	6 Oct	Weekly handover to the night shift	27 Oct	28 Oct	Yes	The template in the shared drive	None needed
P02	6 Oct	Project status handovers	27 Oct	28 Oct	Not yet	No handover due yet	Ask again at the next follow-up
P03	6 Oct	Customer case transfers	27 Oct				Reminder on 3 Nov
P04	6 Oct	Handover before annual leave	27 Oct	30 Oct	Yes	Manager asked for the owner field	None needed
P05	6 Oct	Shift handover	27 Oct	29 Oct	No	The handover tool has no free-text field	Raised with the tool owner
P06	6 Oct	Weekly team update	27 Oct				Reminder on 3 Nov

What we will change or ask about in the next follow-up

Facilitator run of show

1 Revisit the objective | 2 minutes

Display the specific skill or decision the session aimed to support. Example: “Write a clear handover with an owner, due date and acceptance criteria.” Explain that a useful evaluation looks at learning as well as how the session felt.

2 Collect a small learning sample | 3 minutes

Invite participants to apply the skill to a short fictional example. Use the same stated criteria for everyone. For the handover example, check for an owner, due date and criteria. Let participants keep the work private if evaluation of individuals was not agreed in advance.

3 Collect session feedback | 3 minutes

Ask the ten statements and four open questions on the worksheet. Give quiet time and make clear that criticism is useful. Avoid reading responses aloud while people are still submitting. Offer a text or spoken alternative privately when needed.

4 Record a next step | 2 minutes

Ask participants to name one situation in which they could apply the skill and one obstacle. Explain whether and when a follow-up will happen. Thank people without implying that positive scores are expected.

Debrief and next steps

Questions for reflection

- Did our learning task actually test the objective?
- Are we confusing enjoyment or confidence with demonstrated ability?
- Whose feedback might be missing, and how might that affect our interpretation?

Adapt the session

- For short events, use two questions: what was useful and what should change; keep a separate learning check if skill development is the objective.
- For small groups, report themes carefully because comments may identify people even without names.
- For repeated programmes, keep the core questions stable and record changes to wording so comparisons remain interpretable.

After the session

Review responses within two working days and choose one improvement. If a follow-up was agreed, ask about application after 2–4 weeks. Report response counts and limitations. A positive rating or self-reported change alone does not establish that the training caused a business result.

Questions people ask

How many questions should a training evaluation form have?

Ten statements on a five-point scale plus three or four open questions. Longer forms reduce the number of people who finish, and end-of-session time is short.

Is this a training feedback form or a training evaluation form?

Both. A training feedback form asks how the session went for the participant, and that is what the ten statements and the open questions do. Evaluation goes further: what people learned, what they do differently at work and whether the business result moved. This form covers the reaction level, plus a self-reported follow-up. To plan all four levels before a course, with a baseline, knowledge check and manager visits, use the training evaluation plan kit and put this form in its reaction row.

What is a good response rate for a training evaluation?

Aim to collect from most of the room while people are still present, and record the count you actually received. A high score from four replies out of twenty is not comparable with twenty replies.

Should I use a five-point or a ten-point scale?

Five points, labelled from strongly disagree to strongly agree, is easier to complete on paper and easier to tally. A ten-point scale adds precision that a session survey rarely needs.

What should a follow-up ask?

Ask whether the person used the skill, what they tried, what helped or blocked them, and what support would help next. Send it two to four weeks later so there is a realistic chance of use.

Can I copy these questions into a form tool?

Yes. The copy-all-questions button below puts the ten statements and the scale on your clipboard, and the editable Word file holds the same wording.

Can I use this as a workshop evaluation form?

Yes. Replace “session” with “workshop” in the statements. For a decision-making workshop, add “I know what was decided and what happens next.”

How do I keep track of follow-up answers?

Use the follow-up tracker, with one row per participant. The Excel version calculates the reply rate and the share of replies that report use.

Use and sharing

Free to use and adapt in your own training sessions, including paid client work. Do not resell or redistribute the unmodified download as a standalone product. Share the resource page instead.