

1. What type of learning can OTI test?
2. What is the attraction of OTI over other types of test?
3. What different demands does marking an OTI make compared to an Intrain item answer?
4. Why do OTIs tend to be carefully guarded and reused?
5. Does guessing mean that OTI cannot distinguish between the trainee who has learned and the trainee who is lucky or skilled at guessing?
6. How many choices should be built into a multiple choice item?
7. Where should the distracter be placed relative to the correct answer in a multiple choice question?
8. What do you see as the purpose of Behaviour Analysis?
9. What demands does BA make on the trainees?
10. What demands does BA make on the trainers?
11. How should individual feedback from BA observation be best managed?
12. Where do IRQs fit in the EoT Matrix?
13. Where do QTIs fit in the EoT Matrix?
14. Where do you think DoPT should concentrate in the EoT Matrix?
15. What is the name of Level 1 evaluation?
16. What tools can we use to collect data at Level 2?
17. Suggest three ways a 'Proven' course could be 'Improved'.
18. What is crucial for effective Level 3 evaluation?
19. Suggest three things that an IT based monitoring system for EOT can achieve in the Easterby-Smith model.
20. Give four things that should be included in a learning log.
21. Give two reasons for completing a learning log.
22. Distinguish between effective and efficient training.
23. Define internal validation.
24. Give two reasons for doing external validation.