ENGAGING PRACTITIONERS IN EVALUATION PROCESSES

Dr Hannah Merry

Session Outline

- ☐ Office for Students guidance on evaluation
- ☐ Discussion of current practice
- ☐ Tools for practitioners
- ☐ Ideas to use within your institution

Office for Students Guidance

- Access and participation standards of evidence published in February 2019
- Evaluation self-assessment tool released at same time
- Released this guidance for institutions (APPs) and NCOPs – NCOPs tasked with submitting Phase 2 evaluation plans shortly afterwards including completed self-assessment tool

Office for Students Guidance

- Concentrates on five components:
  - Strategic context – is an evaluation culture supported and prioritised?
  - Programme design – what is the rationale for your interventions?
  - Evaluation design – what types of evidence are you hoping to generate?
  - Evaluation implementation – what processes and methodologies will you use to evaluate?
  - Learning – how will evaluation results be used to inform practice?

Strategic vs Operational

- Some of these things may be decided at a strategic level:
  - Staffing resource (e.g. dedicated roles)
  - Evaluation methodologies (e.g. survey design, qual vs. quant etc.)
  - Programme-level design (e.g. a top-level programme of interventions, not for individual activities)
  - Dissemination processes (e.g. meetings, report expectations etc.)

Office for Students Guidance

2.2 Developing an evaluation culture

An organisation with a culture of data and learning has greater capacity to benefit from evaluations. It becomes a learning organisation, in which leadership and staff continually improve upon ongoing programmes and develop their abilities to achieve the results desired.

A learning organisation can be built by encouraging practitioners to develop reflective practices, by modelling good evaluation, by asking questions about the linkage and availability of data and information systems, and by using data to make informed decisions. It is helpful if some staffing resource is dedicated to evaluation or at least to have staff time protected to undertake evaluation work.

Impact evaluation will be most effective in organisations that are open to learning and create opportunities for outreach practitioners to reflect and develop.

- What opportunities are there for practitioners in your WP teams to get involved in evaluation?
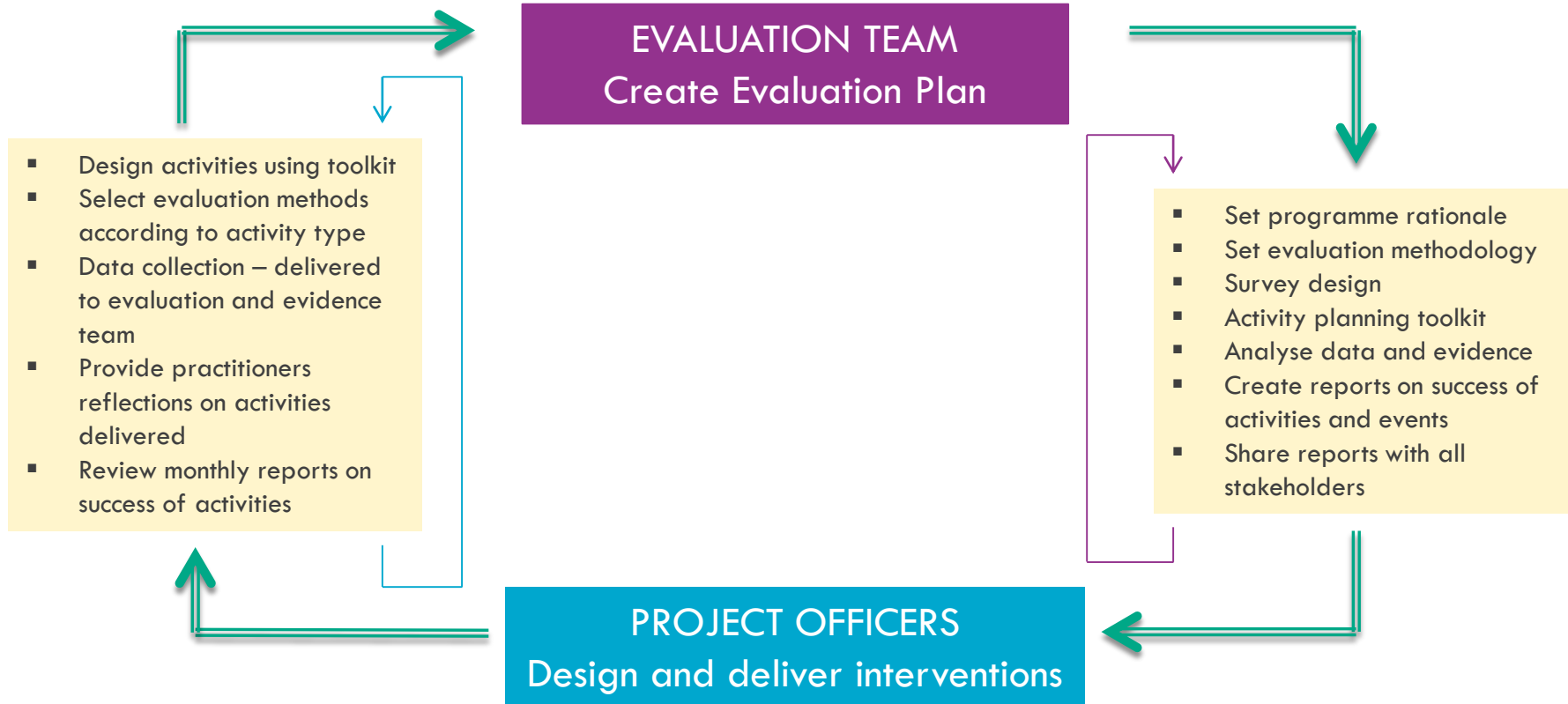
- 10 minutes then feedback

What is the role of practitioners?

- Data collection during activities and events

- Activity design – e.g. how to deliver IAG or organise a campus visit

- Evaluation design – methodology, survey design

- Data analysis and reporting – to Managers?

- Reflection and lessons learnt – continuous improvement of interventions

Barriers to practitioner involvement

- Lack of expertise and knowledge
- Time poor
- Strategic decisions made by Management
- No culture of reflection – learning from evaluation
- Collecting data only, passing it on for analysis
- Evaluation not prioritised within institution
- Must deliver set activities

Higher Horizons model

EVALUATION TEAM
Create Evaluation Plan

PROJECT OFFICERS
Design and deliver interventions

- Design activities using toolkit
- Select evaluation methods according to activity type
- Data collection – delivered to evaluation and evidence team
- Provide practitioners reflections on activities delivered
- Review monthly reports on success of activities

- Set programme rationale
- Set evaluation methodology
- Survey design
- Activity planning toolkit
- Analyse data and evidence
- Create reports on success of activities and events
- Share reports with all stakeholders

Higher Horizons model

- Decided to focus on:
  - Activity planning – learning from evaluation – refining activities
  - Evaluation CPD for all
- Set against introduction of Progression Framework for Phase 2 and more tightly defined aims, objectives and programme-level design (strategic)

Activity Planning

- Want practitioners to reflect on the rationale for their individual activities – can you justify why you are doing this? How will it contribute to our aim to reduce the gap between the least and most likely to progress to HE?

- Activity design should be tied to programme-level design and evaluation methodologies

- Theory of Change / Logic Model

Activity Planning Toolkit

- Progression Framework (with aims and objectives)
- Excel form which asks questions to create a logic model for individual activities
- Suite of standardised surveys for use according to activity intensity and Progression Framework theme

Logic Model Form

FUNDAMENTAL PROBLEM									
There is a considerable and stubborn gap between the most and least privileged young learners entering Higher Education									
CONTRIBUTORY PROBLEM - what aspect of the fundamental problem does the activity address?									
Lack of exposure and experience (VISITS)									
INPUTS - what are we putting into it?									**ASSUMPTIONS - what is informing this activity? (previous experience or evaluation, the literature, etc):**
Personnel	HH Staff	5	Academics	2	Student Ambassadors	12	Other		
Comments:									
Facilities & Equipment	Accommodation, Lecture Theatre, Seminar Rooms, Students Union								Previous evaluation demonstrates that learners gain knowledge of HE and increased intention to apply. Assumes giving young people experience of HE will
Finance (overall, per head)	Overall cost			£30,000	Cost per head			£300.00	
ACTIONS - what are we actually doing?									
Description - this activity is...	A three day two night residential stay at a university, including IAG sessions and activities designed to boost knowledge about higher education								
Schedule - this activity involves...	Taster lectures/seminars, IAG workshops on student finance, how to choose a university, budgeting, staying in accommodation, sports taster sessions, night at the SU								
OUTPUTS - what are we going to get out of it?									**RISKS - factors that we have little control over that could undermine or jeopardise the activity and its goals :**
Engagements	No of NCOP			100	No of non-NCOP			0	
EMWPREP	No of forms to collect			58	No of activity links anticipated			100	
Evaluation data	Pre Evals	Yes	Mid Evals	Yes	Post Evals	Yes	Teacher evals	Yes	Parent evals	Yes	Focus Gp	Yes	Interviews	Maybe	Observations	Yes	
OUTCOMES (short term) - what are the learners going to get out of it?									Giving students exposure to HE could have negative impact on their attitudes towards HE and intention to progress.
They will probably like...	Sports tasters, night at SU, interactive workshops								
They might not like...	Taster lectures, being away from home, being in a new environment								
They will learn...	about higher education, student finance, how to choose a univeristy and what university life is like								
We will see shifts in...	increased knowledge of higher education, positive intention to apply to higher education								
OUTCOMES (Medium term) - the contributory problem reduced or erased									Behaviourial issues or illness means pupils leave part way through activity
Learners will have a tangible awareness of what HE life is like (VISITS)									
OUTCOME (Long term) - the goal, the mission, the dream...									
The gap has gone! - Young learners from the least privileged backgrounds are just as likely to enter HE as their most privileged peers									

Logic Model Form

FUNDAMENTAL PROBLEM	CONTRIBUTORY PROBLEM	INPUTS		ACTIONS	OUTPUTS		OUTCOMES	OUTCOME (Medium)	OUTCOME (Long)
There is a considerable and stubborn gap between the most and least privileged young learners entering Higher Education	Lack of exposure and experience (VISITS)	5	HH Staff	A three day two night residential stay at a university, including IAG sessions and activities designed to boost knowledge about higher education	100	NCOP interactions	Positive reactions to... Sports tasters, night at SU, interactive workshops	Learners will have a tangible awareness of what HE life is like (VISITS)	The gap has gone! - Young learners from the least privileged backgrounds are just as likely to enter HE as their most privileged peers
		2	Academics		0	Non-NCOP interactions	Learners challenged by...		
		12	Ambassadors		58	New EMWPREP forms	Taster lectures, being away from home, being in a new		
		0	Other		100	EMWPREP activity links	Increased learning about...		
		Accommodation, Lecture Theatre, Seminar Rooms, Students Union		Taster lectures/seminars, IAG workshops on student finance, how to choose a university, budgeting, staying in accommodation, sports taster sessions, night at the SU	Pre Evals		about higher education, student finance, how to choose a univeristy and what university life is like		
					Mid Evals				
					Post Evals		Shifts expected in...		
					Teacher evals		increased knowledge of higher education, positive intention to apply to higher education		
					Parent evals				
		Overall cost	£30,000						
		Cost per head	£300		Observations				

ASSUMPTIONS
Previous evaluation demonstrates that learners gain knowledge of HE and increased intention to apply. Assumes giving young people experience of HE will overcome misconceptions and improve attitude to HE

RISKS
Giving students exposure to HE could have negative impact on their attitudes towards HE and intention to progress. Behaviourial issues or illness means pupils leave part way through activity

Learning from evaluation

- Surveys for all activities submitted to Evaluation team for inputting and analysis

- Percentage of positive responses to key indicator questions on learning (gain in knowledge), behaviour (intention), Progression Framework aims, and reaction

- Marked against internal targets for each indicator (RAG rating)

Learning from evaluation

- ☐ Once a month email on previous month's activities
- ☐ Provides at-a-glance guide to how activities received
- ☐ Used to start conversations with Project Officers

| HOME | | | | LEVEL 2 RAG REGISTER | | | | | Learner Feedback | | | | Teacher Feedback | | | | | | | | |

Month	Date	Event	Framework theme	EMWPREP no	Hub	School	REACTION %	LEARNING %	BEHAVIOUR %	FRAMEWORK %	Excellent	Poor	Too advanced	Too simple	Too soon	Too late	Too long	Too short
NOV	05/11/2019	Exotic Zoo Trip - Y10, 05/11/2019	2b Curriculum	60621	Harper/Lizzie	Cannock Chase High School	100%	60%	80%	80%	🟢							
NOV	05/11/2019	Humanutopia Heroes Day - Y12/13, 05/11/2019	2b Wellbeing	60624	Chester/Jess	Priestley College	100%	38%	48%	67%	🟢							
NOV	06/11/2019	Bang For Your Buck - Y12, 06/11/2019	2a IAG	60661	Keele/Alice	Haywood Academy	100%	55%	73%	N/A	🟢							
NOV	06/11/2019	Maths Club - Y11, 06/11/2019	2b Curriculum	60659	Chester/Lucy & Jess	Cardinal Newman Catholic High School	96%	57%	61%	57%	🟢							
NOV	06/11/2019	Access VFX - Y10/11/12, 06/11/2019	2b Careers	60472	Staffs/Helen	Multiple Schools	100%	87%	77%	82%	🟢	🔴						
NOV	08/11/2019	Ruff and Ruby - Y9, 08/11/2019	2a Wellbeing	61030	Keele/Hinna	The Excel Academy	84%	88%	84%	N/A	🟢						🔴	🔴
NOV	08/11/2019	Elevate - Y10, 08/11/2019	2a Curriculum	61032	Keele/Hinna	The Excel Academy	89%	52%	39%	N/A	🟢							🔴
NOV	08/11/2019	Maths Club - Y9/10, 08/11/2019	2b Curriculum	61081	Chester/Lucy	Sir Thomas Boteler Church of England High Sch	100%	45%	55%	73%	🟢	🔴						
NOV	11/11/2019	World War Conference - Y9/10, 11/11/2019	2b Curriculum	61102	Keele/Heather	Multiple Schools	91%	71%	61%	79%	🟢					🔴		🔴
NOV	12/11/2019	Benefits of HE - Y11, 12/11/2019	2a IAG	61230	Keele/Alex	Moorside High School	96%	81%	68%	N/A	🟢							
NOV	12/11/2019	Humanutopia - Y9, 12/11/2019	2b Wellbeing	61269	Harper/Lizzie	Cannock Chase High School	88%	65%	68%	72%	🟢							
NOV	12/11/2019	Humanutopia Who Am I? - Y9, 12/11/2019	2b Wellbeing	61240	Chester/Lucy	Sir Thomas Boteler Church of England High Sch	81%	93%	93%	88%	🟢	🔴			🔴			
NOV	13/11/2019	UCAS and Personal Statements - Y12, 13/11/2019	2a IAG	61274	Keele/Alice	Haywood Academy	100%	100%	91%	N/A	🟢							

Discussion

- What is one thing you could do to improve practitioner involvement in evaluation at your institution?

- Volunteers to feedback

Thank you.

Hannah Merry – h.k.merry1@keele.ac.uk

Any questions?