

# UEA's evaluation planning and reporting process

Rosie Hannant & Sasha Anderson  
University of East Anglia  
May 2022

# What will we cover?

- UEA's Evidence & Evaluation Team
- Our approach to evaluation and the evaluation process
- Our tiers of evaluation for 2022/23
- Evaluation methods
- Embedding evaluation into the design of the project
- A bit about the Project Plan
- Reporting – impact report and impact workshop
- How to make things work as well as possible... (in our experience)

# UEA's Widening Participation Evidence & Evaluation team

Evaluation

Maddy

- **Widening Participation Evaluation Project Officer**
- Leads on evaluation planning for individual Outreach projects
- Designs project evaluation plans with appropriate methodologies
- Monitors projects and their evaluation

Rosie

- **WPEET team manager**
- Leads on development of overall E&E strategy and approaches
- Manages overall work schedule and allocation of evaluation resource
- Develops top level reporting to monitor progress towards APP targets

Evidence

Sasha

- **Widening Participation Evidence Officer**
- Provides sector & internal evidence to inform project design
- Analyses evaluation data and writes summary evaluation reports
- Leads impact evaluation workshops

# What is evaluation? Two types:

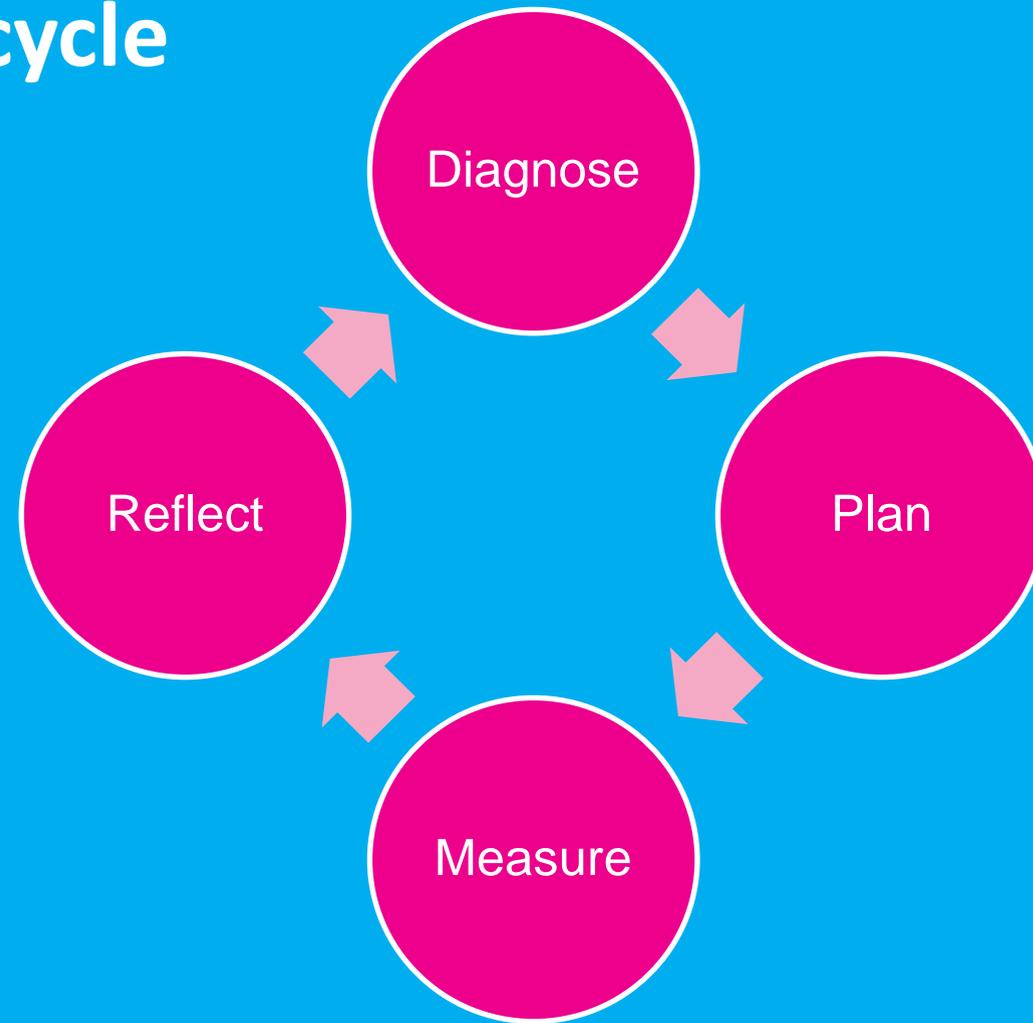
## Impact evaluation

- Theory of change approach to look at the effect on participants
- Using data to establish how well project aims and objectives have been met
- Looking at changes in attitude, perception, attainment, knowledge, behaviour...
- This may be reflective, rather than insight from pre & post measurements

## Process evaluation

- The way in which the project has been implemented
- How well did it run? Did the structure work? Enjoyment? Understanding?
- Identifying anything that should be changed to be more effective in future
- Providing context to the impact results – e.g., participants didn't understand the content so their ratings of knowledge about university were low

# The evaluation cycle



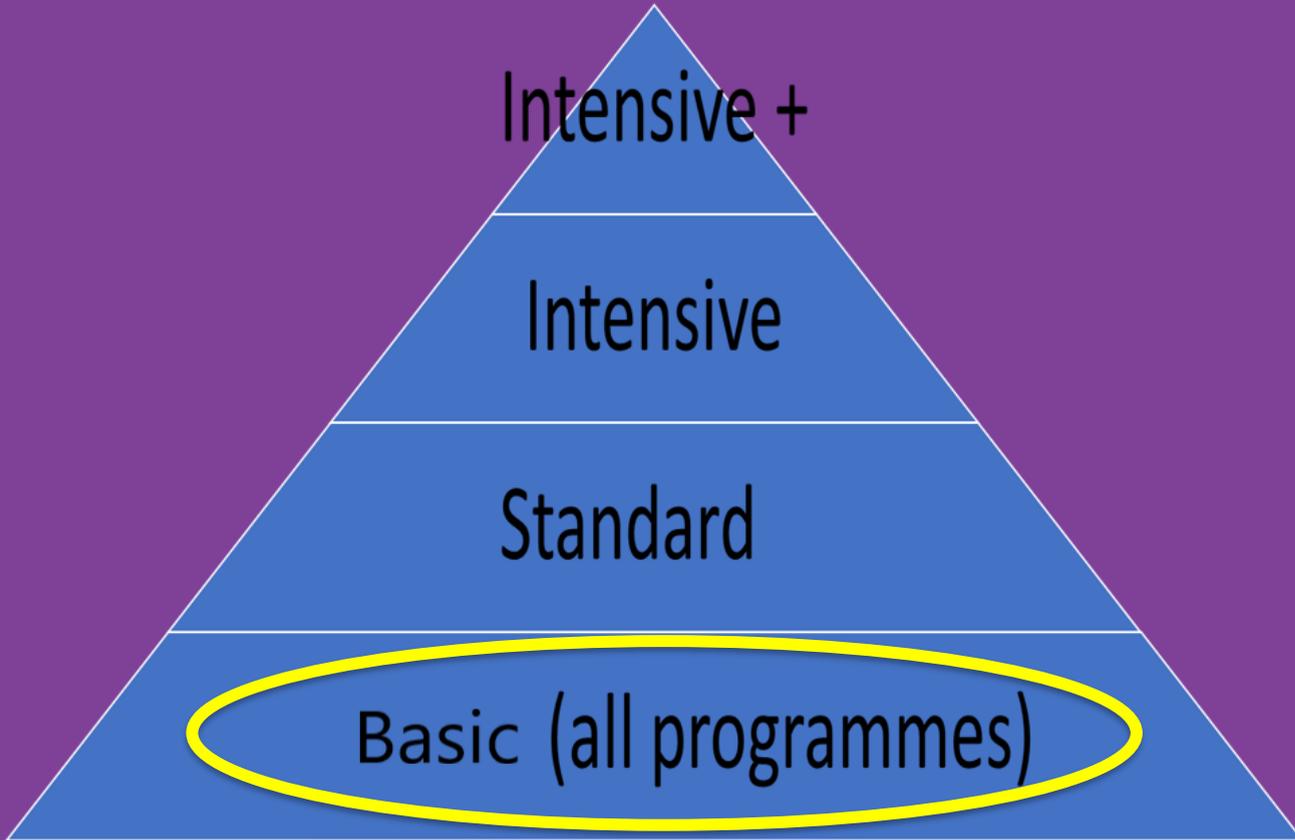
# EVALUATION PROCESS



# Our approach to evaluation 2022/23

- Four **tiers of evaluation** allow us to allocate our evaluation resource as fairly and proportionally as possible – but also to allow us to get learnings where needed most
- We work with Outreach Managers to allocate projects into tiers
- Tiers range from 'Basic' to 'Intensive plus' – the level / depth of evaluation we will offer increases with each tier
- Where possible, where we have similar projects but for different subjects, evaluation approaches will be aligned and pulled into one Project Plan

# What do the tiers mean?



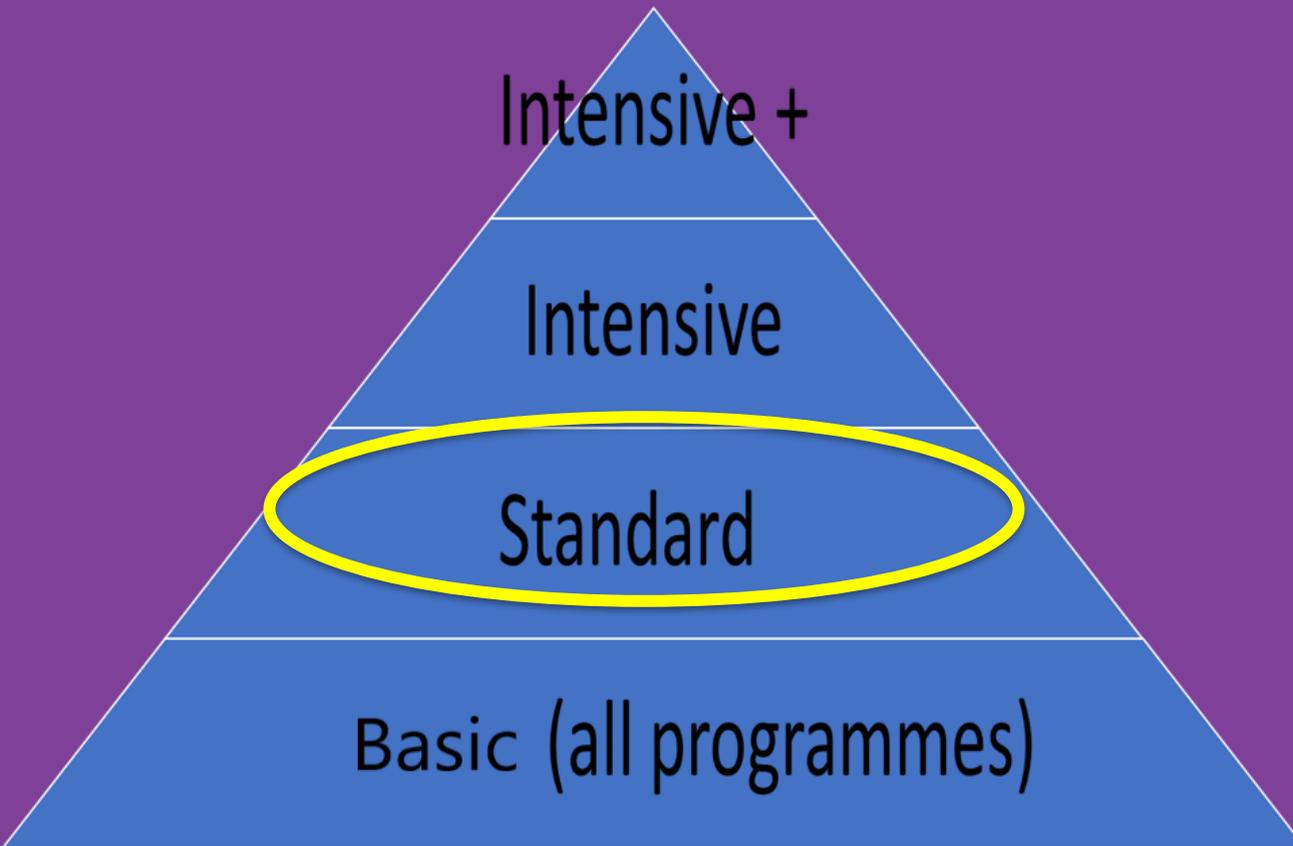
## Lowest level of evaluation

Included for all projects

- Long term tracking (HEAT)
- Teacher feedback where relevant and possible
- Narrative feedback / guided self-reflection from Project Lead

Included in future HEAT reporting  
(No impact workshop)

# What do the tiers mean?



## Medium level of evaluation

As for Basic level evaluation, plus appropriate method/s of post only evaluation, usually a standard post survey (a selection of pre defined questions from a template)

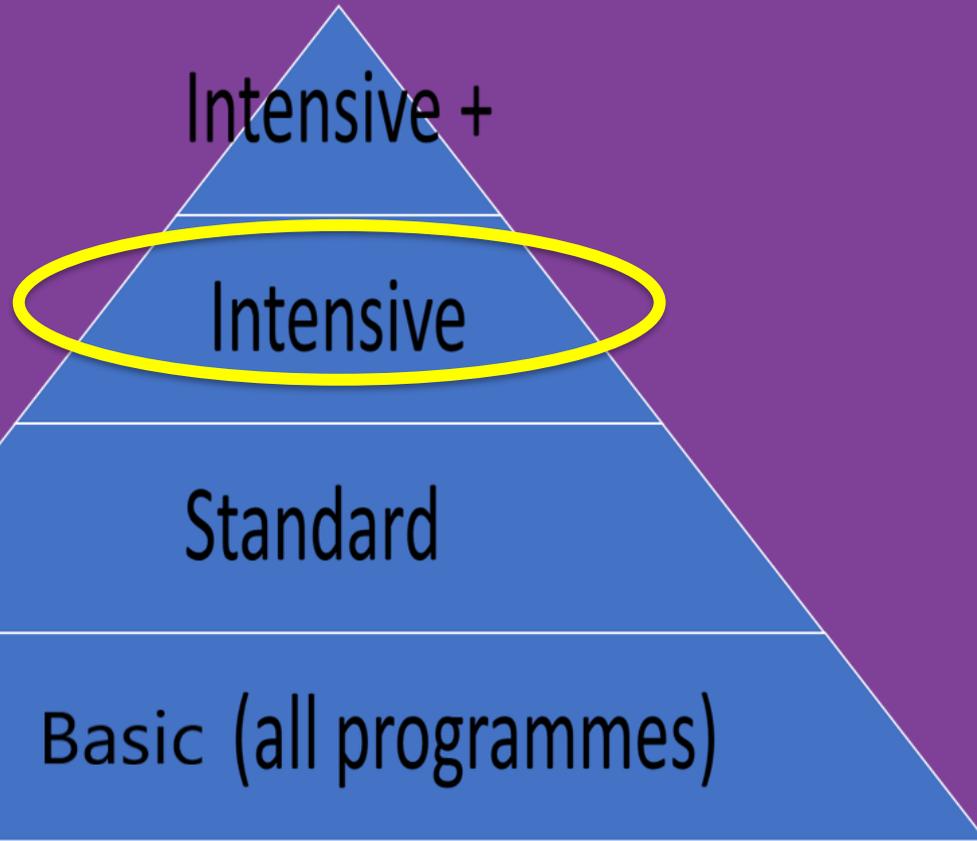
Measurement of impact will be reflective, rather than a true pre and post impact measurement

Included in future HEAT reporting

Summary email of findings

Data will feed into Outreach Events Impact Tableau  
(No impact workshop)

# What do the tiers mean?



## High level of evaluation

As for Basic, plus appropriate methods of pre and post evaluation, usually a pre survey and a post survey (survey questions taken from templates, but can be tailored a bit more to the project)

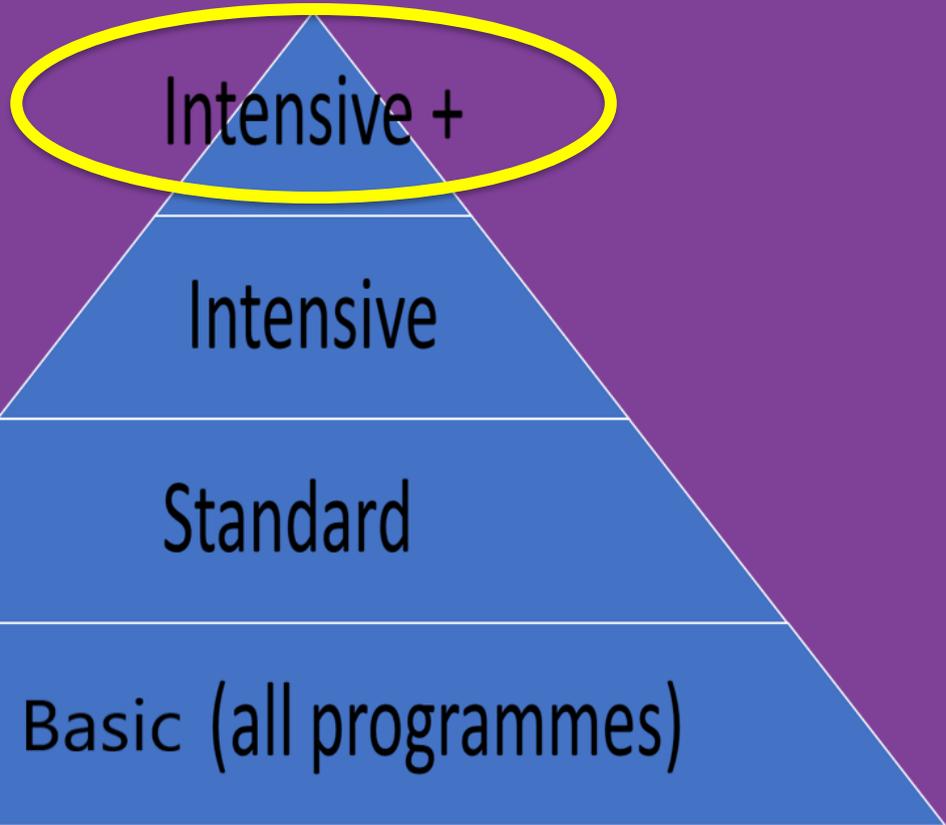
Included in future HEAT reporting

Project level report

Data will feed into Outreach Events Impact Tableau

Impact workshop

# What do the tiers mean?



## Highest level of evaluation

Applies to no more than 3-4 projects a year

As for Intensive, but a fuller, more detailed evaluation with potentially multiple methods where possible

Included in future HEAT reporting

Project level report to cover whole methodology

Data will feed into Outreach Events Impact Tableau

Impact workshop

# Possible evaluation methods

- Tracking in HEAT – recorded in HEAT by the Project Lead
- Project Lead self reflection / narrative feedback
- Pre and/or post (or interim) quantitative or qualitative surveys
- Focus groups or depth interviews
- Pre and post 'test' or 'quiz' methods
- Drawing methods or word comprehension for younger pupils
- Document analysis e.g., analysing journals or essays written by participants
- Feedback from other audiences / influencers, such as teachers and student ambassadors



# Embedding evaluation into the design of the project

- A pre survey incorporated into the application form when participants sign up, or administered at the start of the project on iPads
  - Monitoring attendance and engagement throughout the project
  - A self-reflective activity at the end
  - Attainment measuring activities at the beginning and end
  - A post survey administered at the end of the project, and time allowed for promoting the importance of taking part in this
- 
- These could be an active measure of an outcome we are aiming to achieve, or a test of understanding
  - Other examples might be a fun quiz or test, a piece of written work, or perhaps a drawing for younger participants

# A bit about the Project Plan

Link to Project Plan template for 2022/23 activity: [TEMPLATE APP & neaco Project Plan 2022-23 .xlsx](#)

- Key document used by Project Leads, Outreach Managers, evaluation team - from planning through to reporting and into the next cycle of the project
- We ask that the Project Plan is always kept up to date so that we are always looking at the most up to date version
- Once the project evaluation has finished, the Project Lead completes Summary of Key Learnings and suggestions for addressing them (in Evidence and Research tab) – this wraps up the evaluation cycle and ensures that key learnings will be fed into the next Project Plan

# Reporting: the impact report

- An impact report in the form of PowerPoint presentation slides is produced for projects in the Intensive tiers (for projects in the Standard tier, this will be a briefer email summary)
- It provides the basis for collaborative and productive discussions to ensure we consider how we can most effectively improve the project and its impact in future
- A full impact report provides:
  - brief overview of the project and evaluation methodology, and how these both ran
  - who participated in the project – participant demographics
  - insight into the reported impact and success of the project, including how well the project met its aims and objectives in terms of NERUPI and how well it met the evaluation targets
  - key themes from qualitative comments (if applicable), with representative quotes
  - recommendations for future actions based on the learnings from the current evaluation cycle
- A draft report is circulated to all stakeholders before the impact workshop
- All verbatim responses are collated in a Word document to accompany the final report

# Impact report – example slides

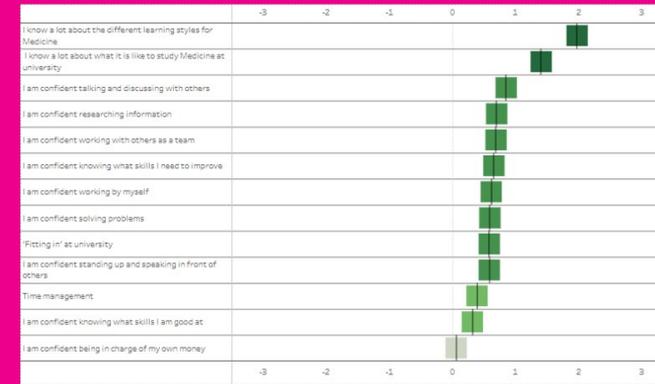
## Workshops Results for NERUPI aims (Intellectual) - % positive responses

Impact aim (capital)	Performance indicator	Baseline	Target	Post survey score (% positive) Base: 12	Success in meeting target
Intellectual	The workshop helped me to understand the topic of climate change		40% strongly agree or 80% agree	17% strongly agree 75% agree	12% above
	The workshop has made me more interested in climate change issues		80% agree	92% agree	12% above
	The workshop helped me to understand what else I can do to help fix climate change issues		70% agree	92% agree	22% above
	The workshop has inspired me to find out more about climate change issues		70% agree	92% agree	22% above
	The workshop has inspired me to get involved in climate change activism		60% agree	75% agree	15% above
			<b>60% positive across all Intellectual Capital questions</b>	<b>88% positive across all Intellectual Capital questions</b>	

uea.ac.uk/everwondered  
@OutreachUEA #EVERWONDERED



## Impact – Pre-Post

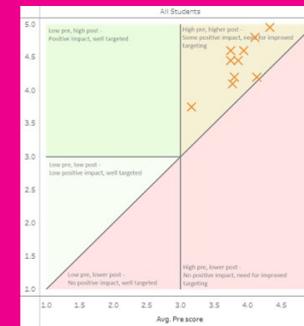


- The greatest impact was made on 'knowing about different learning styles for Medicine'
- Little impact was made across a few of the skills tested. Pre scores show that confidence was relatively high across many of the skills areas before participating, therefore the potential for having a positive impact is limited.
- The areas of least confidence reported in the pre survey was for presentation skills. A positive impact was made for presentation skills.
- Very little impact was made in areas of time management, knowing the skills I am good at, and being in charge of money.

uea.ac.uk/everwondered  
@OutreachUEA #EVERWONDERED

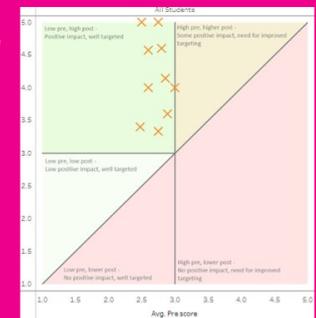


## Boston Matrix charts - Skills



Non-filtered results

- On average, respondents already had high confidence levels in these areas, limiting the scope to have further positive impact.
- Filtering the results only for those who reported lower confidence in their skills in the pre survey, results are much more positive.
- The positioning in the top left quarter shows that the desired impact was made on these particular respondents.



Filtered results

uea.ac.uk/everwondered  
@OutreachUEA #EVERWONDERED



# Impact report – example slides

## Topline results – Process evaluation

### Colour coding for performance indicator results:

- Dark green: Well above average result
- Light green: Above average result
- Orange: Average result
- Pink: Below average result
- Red: Well below average result

Performance indicator (survey questions asked)	Baseline	Target	Success in meeting target (result for all respondents) Base: 20
I enjoyed the programme	82% strongly agreed	40% strongly agree	80% strongly agreed 15% agreed
The activities worked well together		40% strongly agree	75% strongly agreed 25% agreed
I would recommend the event to a friend	96% definitely would	40% definitely would	85% definitely would 10% probably would
The programme helped me to feel better prepared for university	41% strongly agreed	40% strongly agree	75% strongly agreed 25% agreed
Since the programme finished, have you used something you learnt on the programme?	95% yes	80% yes	100% yes

uea.ac.uk/everwondered  
 @OutreachUEA #EVERWONDERED



## Verbatim – Improvements

*“More support on entrance exams (UCAT and BMAT) e.g. a ‘crash-course’ session”*

*“A bigger focus on the UCAT would have been nice, as this was something that I struggled with and it may have been useful to have sessions on it earlier in the year. Other than that, I have absolutely no complaints. I truly don't think I would be applying o medicine without this programme, so thank you so much for the incredible opportunity! :)”*

*“A virtual tour of the hospital would be interesting, or a mock consultation held by students that we could watch.”*

*“Personally i felt a lot was covered, maybe some more interview workshops online as-well a bit closer to date would be good for the next round of applicants in medical aspirations.”*

*“I was disappointed that I didn't have the opportunity to attend an in person GP placement but appreciate the alternative opportunities.”*

Total responses: 16

uea.ac.uk/everwondered  
 @OutreachUEA #EVERWONDERED



# The impact workshop

- Attended by Project Leads, Outreach Managers, other key stakeholders, WPEET
- Usually lasts 1-1.5 hours
- Attendees are expected to have read and digested the impact report ahead of the workshop to allow maximum time for discussions
- We discuss how well the project met its aims and objectives and consider the report's recommendations
- The workshop is an opportunity to:
  - provide additional context attendees see as relevant to the evaluation findings
  - ask questions relating to the evaluation and clarify queries highlighted in the draft report
  - reflect on what worked/didn't work, discuss thoughts/actions for next time
  - look at targeting – who participated? Was it appropriate for the aims?
- After the impact workshop, an updated final version of the impact report is circulated and stored, together with full verbatim responses



# How to make things work as well as possible...

- Project Leads are asked to read and digest the Project Plan fully to ensure they understand the plan and what input is needed from them, and to keep it up to date
- Tasks are allocated via MS Planner cards, with automated reminders sent when tasks are due
- Project Leads are asked to keep in touch with our WP Evaluation Project Officer throughout the evaluation cycle and let us know if there are any changes or problems with their project, as these could impact the evaluation, examples include:
  - not receiving any survey responses or hearing from teachers
  - if new schools/pupils/year groups join or drop out of the project
  - if changes are made to the structure of the project (e.g., sessions added or removed)
  - if the date/s of the project change
  - if surveys need to remain open longer than planned
- Communication! We encourage Project Leads to communicate with us and ask questions at any stage



Thank you for  
listening!  
Any questions?