National Education Opportunities Network

NEON Establishing Evidence and Measuring Impact Working Group Meeting

Wednesday 11th March 2020 – 12.30pm – 16.30pm

Minutes

University of Lincoln: Lincoln Impact Evaluation Framework

Rachel and Becky from LHERI at the University of Lincoln will talk about the Lincoln Impact Evaluation Framework, devised by Prof. John Sharp. They will share how they have used it so far in Access and Participation Plan evaluation and how it is being used by colleagues across the organisation to demonstrate impact.

- **Background**
    - Post 92 institution
    - No WP unit
        - Due to the nature of Lincoln's set up and the nature of the institution
        - Seen as being built into the foundations of the institution
- **Lief (Lincoln Impact Evaluation Framework)**
    - Set up in 2017
    - Based in professional services
    - Academic evaluation posts
    - Change in focus and renewed importance of evaluation following introduction of APP
    - https://lheri.lincoln.ac.uk/lief/
- **How it's used**
    - Example
        - Applied retrospectively- as it wasn't available at the start of the project
            - But that engaged the team to pilot of the framework
        - Piloted Project: Access Covenant Evaluation
            - Evaluate the university's commitment to evaluation of it's access and participation work
            - Testing thought that interventions would help support particular sets of students getting into and on within university- covered the while of the student lifecycle
            - Used logic model to support evaluation
                - Themed outcomes:
                    - Engagement and student lifecycle
                    - Emotional
                    - Personal
                    - Academic
            - Used a mixed methods approach: online surveys, interviews and biographical interviews (using life grids)

- o https://www.slideshare.net/Blenddes/using-the-life-grid-interviewing-method-as-a-qualitative-research-tool
- Findings- awareness of services; although students did not always choose to access them; data collection proved problematic under the backdrop of GDPR
- Conclusions: staff commitment was clear; community of practice has emerged as a result- and grown beyond the scope of the project; students should be more involved in the creation and evaluation of the services designed to support them
- Value of Lief in this evaluation: demonstrated it could be adopted; useful communication tool; freely available; allows colleagues to think about their programmes- as well as the evaluation of their programme

Questions

- How do you approach interviews when you are asking students questions about things they may be bound to answer positively?
  - o Using standardised pretested questions
  - o Assure participants of the nature of the confidentially of the interview- that you want them to be honest in their responses
- What does the life interview grid look like? And how do you approach it? How did you go about ethics approval?
  - o Required ethical approval from the institution
  - o Might be useful to work with colleagues within education departments

Tools to support colleagues

The following were examples of intervention / tools / sites used by colleagues and discussed during the breakout sessions:

https://www.amazon.co.uk/Developing-Monitoring-Evaluation-Frameworks-Markiewicz/dp/148335833X

https://primaryfutures.org/news/

https://www.northlincs.gov.uk/new-initiative-helps-primary-school-children-explore-their-futures/

Topics for next meeting

- Theory of Change vs Logic Model