National Education Opportunities Network

# NEON Establishing Evidence and Measuring Impact Working Group Meeting Notes- Thursday 27th June 2019

## Current vs Future plans

- **Current levels of evaluation undertake for projects and activities:**
    - NCOPs: programme theories- use research questions to test theories- carried out logic model for each theory not for each activity as this is not practically possible given the large volume of events on offer
    - HEI approach: sometimes a bolt on- hard to think about adding evaluation into established programme in the same way as you could for a new activity;
    - Third Sector- started with ToC but needs to be updated, always collected data but not necessarily conducted full evaluations

- **Impact of the new OfS guidance on evaluation plans moving forward:**
    - Need to make decisions about what and when to evaluate?
        - Intensive, new and costly activities as standard
        - Level of evaluation needs to be proportionate to activity being delivered

- **TASO:**
    - Colleagues have submitted evidence
    - Group concerned that evidence call submissions were limited and this might have resulted in only best examples of evaluation being sent in for review
    - To help the sector understand evaluation more fully we need to see examples of the good, the bad and the ugly- and not be fearful of the consequences of sharing work which doesn't meet new sector standards.
    - Group see TASO supporting breaking down these barriers in sharing all practice in the future and would welcome their attendance at the group to facilitate this.

## Useful Methods and Techniques

- **Different quantitative methods and analysis techniques colleagues may have been using to date and/or are considering using in the future**
    - Colleagues use a variety of methods such as postcodes, reflective logs and diaries, post-it notes, surveys, observations
    - Sometimes however the issues around evaluation is not in the gathering of evidence but in having time after an event to analyse it- especially if it's the role of the practioner or one person who is covering the whole student lifecycle for the entire institution

- **Minimising non-response in evaluation. Lessons learned and best practice?**
    - Group acknowledge it's hard to maximise response whilst still ensuring data is valid and reliable

  - Move to online data collection may assist with this
  - Using alterative to surveys when gathering data may also be warranted

- **Matching methodologies being used to understand recording of sustained interventions. (anyone out there using fuzzy matching techniques)**
  - Various methods in play for linking datasets:
    - Names, DOB and postcodes in combinations
    - Letters from names, day of birth and postcode

- **Use of statistical techniques and hypothesis testing – anyone doing Chi-square, t-tests, etc.?**
  - Depending on the level of reporting required- hat have stakeholders requested
  - Is there enough data to do when taking into account all the assumptions?
  - Some lack confidence and expertise in this area- if you aren't understanding statistical analysis regularly it's easy to forget how to do it

- **Tools and Tips:**
  - Some colleagues using remark software as this helps to cutdown inputting time especially when dealing with open ended responses to survey questions
  - 'Plickers' is also being used as a way of gathering feedback at events

**<u>Future Meeting Topics</u>**

- Ask representative from TASO to come and talk to the group about what the new centre is looking to achieve, support available for the sector and how as a group we can get involved
- How to build and support a 'culture of evaluation' in our WP teams in light of the new OfS requirements? As monitoring and evaluation have become so important everyone is now required to take a role in it but when facilitators are so busy with their events how do we successfully ensure they can fit it into their busy schedules without it feeling like a 'bolt on' task or just ANOTHER thing they have to think about?