# Overview of the Evaluation Capability Building Project

Dr Julian Crockford
September 2019



## What is the evaluation capability building project?

- Office for Students commissioned project to:
  - Assess individual NCOP Evaluation Strategies for Phase 2
  - To determine where there are gaps in capability to deliver robust and effective local impact and process evaluation
  - To work with NCOP partnerships to build a community of practice
  - To develop training and support to close capability gaps
  - To support partnerships with producing and sharing robust evaluation evidence.
- Who are the project team?

### How does the evaluation capability building project relate to / differ from the CFE evaluation?

- CFE responsible for overall NCOP programme impact evaluation
- This project:
  - Initial stage assessment of evaluation strategies
  - Ongoing project to support the development of evaluation capability based on gaps identified in this initial assessment
  - Working closely with individual partnerships to help them implement their strategy and develop and share effective evaluation practice
  - Capability building project to support partnerships with producing their own robust evidence to contribute to sector-wide evidence.
  - Develop shared resources / measures



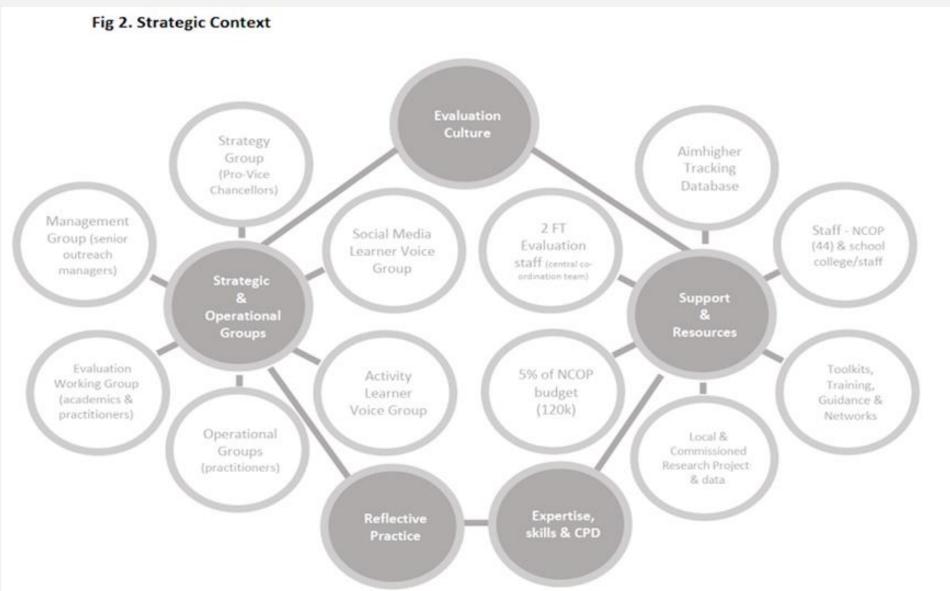
## What was the outcome of the assessment of evaluation strategies

- Most partnerships met the OfS brief in the design of the strategies
- There is much variation in the size and structure of partnerships and strategies were generally proportionate
- There is a lot of great practice and some well designed evaluation activity taking place across the sector
- There are plenty of opportunities for partnerships to learn from and support each other
- Many partnerships do have at least some areas for 'further development'
- Collectively NCOP partnerships cover a range of approaches and methodologies



## What will be the key areas of focus for building capability?

Developing thinking about the needs of different stakeholders



(Aimhigher Westmidlands)

## What will be the key areas of focus for building capability?

Improving the articulation between programme design, and the indicators used to measure progress

(Kent and Medway Progression Federation)

Figure 3: KaMCOP Phase 2 Strategic level Logic Model puts & Resources (and Enablers Off. Standards of Euldence Type 1. Nametive: Qualitative enolysis, theme or trend is evident in data A range of interventions of varying intensity impaged onto the Type 2. Measuring Change: Fre- and post-activity surveys to show increases in attitudes. reasion Framework) delivered to students in years \$-13 (and i Expected observable and measureable charge taylour (intentions) and knowledge judged using statistical significance. Phone 2 taken place as planned one 3. Causalitie Statistical charges over time contrast with counterfactual with control for confounding variables. Triangulation with qualitative data Between Medium Term leff-efficacy scale: (e.g. Rowbotham Analysis of activity Qualitative student ater attendance and can identify goals are Impresse in levels of self-awareness; including Capabilities approac Switch Cufé - year 9 attrition; repeat steps to achieve them measurements of capabilities & self-efficien e.e. Wilson-Stredon inspiring Mindsets - year 30 Developing self-awarenes increase in motivation and self-confidence Teachers repor enals and making ulture Yeu - (FEC and Schools proved behav plans (part of self collaboration between partner universities Greater ability to set goals and make plans to motivation and year 12 (Level 3, year 1) afficacy) FECs, schools and other project partners confidence in: Career-adaptability Schools and FECs ongaged chieving (s.g. fro scale (Frigerio & (Type 1 and 2) (Type I and I) Kent and Medway Programion Federation with KeMCOP portners to (HE survey) (KMPF) and NCOP phase 2 Hub. deliver activities. (Type 2) Knowledge of HE Design and development of activities for Reduced gap in HE consistent (from CE range of year groups that have the aim of ving in target wards who a participation between baselinei meeting the national NCOP aims in yr5-13 and from loos tase in confidence the most and least schools and FECs. 20% saking informed choice represented groups in Perceptions of HE about their future. HEAT subscription and resources including enqued (1640) each hat Happens Next? - Year 9 & 1: target wards Self-reported crease in intention t Registration Tool, Survey Tool and evidence Understanding Progression. ademic year in each of 40 baseTine) and data avaisable in the file Store. reason in knowledge o target wards. SUCCEED- year 12 Evidence of young HE (Type 2 and 3) HE and increase in people in years 510 T National evaluation team (CFI), Phase 1 positive perceptions of Engagement with older making informed findings and Phase Zstrategy learners in PECs on Level 1 decisions about their and Level 3 courses future education Moretoring and evaluation plan and operational plans Widence of effective a and parents impactful local Data collection and data mining on word collaboration by HE high arbitratures rafflex, school profiles along with use of the TEM Outreach - Year 10 Inspir groviders tes for CREST award HEAT database, NPD planning dataset, and Minds and Summer Schools POLARE Q1 and Q2 working together with Arts Award, High hase I ungagement date to inform targeting rease in knowledge o solvoots; colleges, Attitudes to STEM ompletion rates fo Creative Workshops and Art Collection of demographi level of attainment employers and other (From Barmby) and online Modules Design of logic models, pre and post activity data (recorded in HEAT) equired for career aims attainment (self intention to study Understand and develop mitudes to Creative (Type 2) surveys and focus groups or interviews for study specific outsiect reported) pedfic subjects (e.g. ademic knowledge and skills Arts question scale individual projects. a -Mentoring, yr12 Post-16 and/or in HE TEM pood-16 or in HE Increase in academic ence of What work Self-regorted ward learners through a skills to support career in life points with (Type 3) framework of activities haining of ambassadors and practitioners to Laser Online Learning resenting/debatin deliver activities, collect and input data Ones, with res of agreement with schools and FECs and Personal Statement support rease in awareness o application proorss and (Type 2 and 3) Made interviews the types of support ung people from targe Make the transition evaluable to help them anti apply, receive a natives of UCAS an Portfolio-development transition to the next HESA data using accept HE offers phase of their comparator group Finance talks and workshops education/career (Type 3)

What will be the key areas of focus for building

capability?

Developing effective feedback mechanisms within the consortium – in particular between practitioners and evaluators

(HEPP SY)

#### Iterative Feedback Model

"Owing to the theoretical approach taken [Realist Evaluation], the evaluation is very much an iterative process, one where there is an ongoing cycle of data collection, analysis, and feedback to the delivery team.

The approach allows the team to refine the delivery plan continually, making the <u>Programme</u> more bespoke where required and concentrating resources and types of delivery where they are most needed rather than where they may not be.

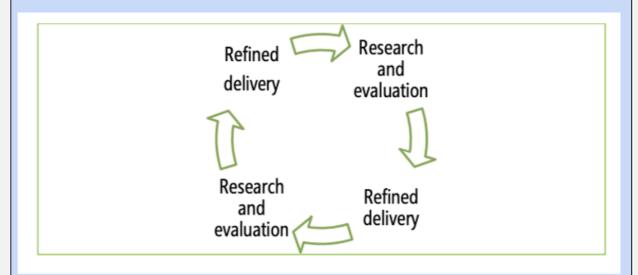


Figure 1: The iterative delivery-evaluation loop

This approach also enables evaluation to take place flexibly and continuously at different times in the lifespan of the programme. As evaluative findings are fed back into the Programme, the Evaluation Plan and logic model can be updated, and findings fed back to the wider team. For instance, the baseline survey findings uncovered the significant role which families play in shaping the decision-making of young people. This led to discussions about what activities HeppSY could carry out with parents and led to the inclusion of more specific targets in the logic model to achieve this. The qualitative case study work is an element of the evaluation that has the ability to quickly feed back into delivery planning, subsequently enabling more effective outcomes to be achieved.

# Many more examples of good practice available

National Collaborative Outreach <u>Programme</u>: Evaluation Plans Feedback and Good Practice Advice: Interim Report

Disclaimer: This is not an exhaustive document. It is an interim draft of good practice guidance to support NCOP Consortia with improving and resubmitting their Evaluation Strategy documents.

The views expressed in this document and the recommendations made are those of the Assessment Team and do not represent official guidance from the Office for Students.

We welcome your feedback and comments on this interim draft and any suggestions for improvements; please email WPREU@sheffield.ac.uk

### Other areas of focus for further development #1

- Responding to the limitations of self report data
- Developing thinking about the needs of different stakeholders
- Improving the articulation between programme design, and the indicators used to measure progress
- Developing effective feedback mechanisms within the consortium – in particular between practitioners and evaluators



### Other areas of focus for further development #2

- Designing effective qualitative tools and analysing qualitative data
- Developing type 3 evaluation design
- Developing effective analytical approaches to evaluation data
- Incorporating 'learner voice' in the evaluation process
- Developing effective reports for key audiences



### So what happens next?

- We've divided NCOP partnerships into regions – each with a named contact from the project team
- Evaluation capability building through face to face meetings, online resources, webinars
- Developing an online community of practice
  - To share good practice / solutions
  - Offer support
  - Support collaborations
  - Build a sustainable evaluation resource





### Proposed time line (in 4 month chunks)

		1	/	
	Ongoing Support	Community of Practice	<b>Developing Practical Evaluation Resources</b>	Developing Shared Measurement Tools
Ongoing	Ad hoc support as required	Manage message board		Develop psychological construct tool
September	Introduction to project team	This webinar		
		Theory of change workshop		
October		Launch website, blogs and messaging facility		
November		Webinar - Framing the evaluation process.		
		Webinar - statistical analysis		
December	Regional networking meeting (online or face to face)  Workshop and activities at 'Why Evaluate 2' Conference	Blog post - Sample NCOP of feedback process	Launch practical resources: Framing evaluation, logic models, theories of change, evaluation techniques and their uses, qualitative research process, trial-based designs, project management training	Resource: how to cognitively test questionnaires and surveys with learners