





Evaluation Capacity Building in Widening Participation Practice



The Team:
 Murray Saunders
 Ann-Marie Houghton
 Paul Davies
 Lesleyann Morgan








Overview



- Overview
- Context & pilot findings
 - Context and pilot findings
 - Widening Participation
- WP focus
 - Evaluation
 - current understanding
 - status
 - purpose
- Evaluation focus
- Hopes
- Evaluation
 - Evaluation
 - RUFDATA
 - What next?
- RUFDATA
- What next?
 - Final thoughts: head, heart, bag and bin
- Final thoughts







HEFCE Context

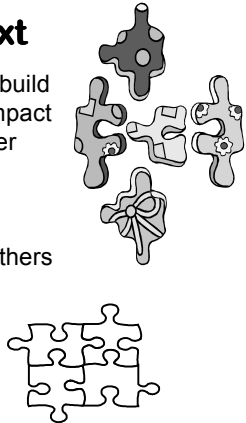
- Overview
- Context & pilot findings
 - Embed a robust culture of evaluation
 - Rich and varied diagnostic evidence
 - how WP is achieving institutional and external goals
 - differential effects on target population
- WP focus
- Evaluation focus
- Hopes
- Evaluation
 - A contribution to identified outcomes about probable, plausible connections
 - A focus on the longer term impact on attainment and access
 - Pre entry aspiration and attainment raising activities
- RUFDATA
- What next?
- Final thoughts









HEFCE Context

- Overview
- Context & pilot findings
 - Evaluation plan can build a bigger picture of impact at different levels over time
- WP focus
- Evaluation focus
- Hopes
- Evaluation
 - Sharing plans with others to help build a more robust and coherent
- RUFDATA
- What next?
- Final thoughts












CSET Capacity Building

- Overview
- Context & pilot findings
 - 6 Capacity building workshops
- WP focus
 - 6 HEI and 2 Aimhigher Consultancies
- Evaluation focus
- Hopes
- Evaluation
 - Toolkit
- RUFDATA
- What next?
 - Pilot Study
 - WP Evaluation Capacity Building Project 2007
- Final thoughts







WP Evaluation Capacity Building Project 2007

- Overview
- Context & pilot findings
 - The four universities very positive about their participation
- WP focus
 - Contexts varied
 - e.g. responsibilities and resources
- Evaluation focus
- Hopes
- Evaluation
 - Project valuable in itself
 - a reason for different people in a university to meet together.
- RUFDATA
- What next?
- Final thoughts

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Overview
Context & pilot findings
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WP Evaluation Capacity Building Project 2007

- Centrally managed and loosely co-ordinated WP programmes
- 'Selecting' or 'recruiting'
- Economic necessity or social responsibility
- Started with a situational analysis
- This shaped the overall evaluation approach

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WP Evaluation Capacity Building Project 2007

- Current evaluation activity varied
- Mainly pupils'/applicants' immediate response
- Loose links only between evaluation and internal planning and decision-making cycles

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WP Evaluation Capacity Building Project 2007

- WP 'teams' keen to develop their evaluation activities
- Long term goal of an evaluation strategy
- Short term goal a more co-ordinated, varied and sophisticated 'approach'

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WP Evaluation Capacity Project 2007

Characteristics of an improved short term, 'evaluation approach'

- WP 'team' to select the methods
- fit for purpose
- easy to do
- flexible
- technically robust
- suitable for range of audiences

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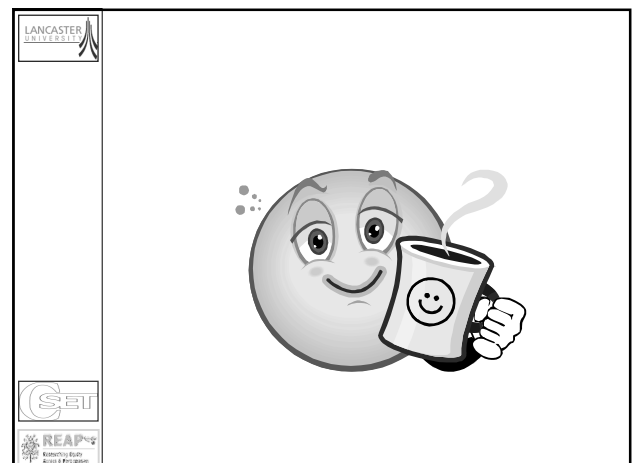
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WP Evaluation Capacity Building Project 2007

Areas of further development

- less routine and more targeted evaluations
- evaluate longer term effects as well as immediate responses
- training in qualitative data analysis
- create an easy to use evaluation 'toolkit'

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Widening Participation

What are the main themes or aspects of the widening participation

- In your HEI
- In your Aimhigher Partnership

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Evaluation focus

Understanding

- What do you think of evaluation?

Status

- What is the current status of evaluation in your context?

Purpose

- What do you see as the purpose of an evaluation plan
 - For you and your work?
 - For your organisation / partnership?

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Hopes

What do you hope to take away from today?

- Answer to a question
- Attitude to Evaluation
- Action plan

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Rough Guide to planning an evaluation approach in WP

Some basics

- definitions, orientation, stances and broad purposes of evaluation

Planning with RUFDATA

- a planning tool for overall evaluation strategies

Focusing

- indicators, trajectories, levels

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Definitions

“Evaluation is the purposeful gathering, analysis and discussion of evidence from relevant sources about the quality, worth and impact of provision, development or policy”

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Evaluation Perspectives

Evaluation for accountability

- e.g. measuring results or efficiency

Evaluation for development

- e.g. providing evaluative help to strengthen institutions or projects

Evaluation for knowledge

- e.g. obtaining a deeper understanding in some specific area or policy field

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Characteristics of an inclusive evaluation

Visions and uses

- participatory approach, democratic vision, authenticity, depictions of experience, inspirational stories

Designs

- making time and space, co-constructors

Ownership

- By -in enables use

Ethics

- protection, access

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Types of Evaluation in national systems

Systemic evaluation

Categorical evaluation

Institutional evaluation

Self evaluation

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Orientating evaluations: creating provisional stabilities

Change process	Participants are in receipt and agents of change. Change practice is situated and dependent on specific circumstances.
Bridging tools	Cases, vignettes, stories, ways of doing things, visions of futures
Provisional stabilities	Taking stock, working hypotheses, what is working

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General points about evaluating change and impact 1

Impact can involve:

- Enabling outcomes
 - new things in place
- Process outcomes
 - new ways of doing things
- Changes in student achievements
 - improvements

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General points about evaluating change and impact 2

Impact

- Desirable / undesirable: differentiated by stakeholders
- Intended / unintended effects
- Has underestimated timescales
- Has difficulties with attribution/lines of determination
- Tie to theory of change in the intervention

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Shifting evaluation roles

➤ audiences: internal/external

➤ independence: close working and bad news

➤ external democratic rights to know v internal safety and diagnostics

➤ participative enabling v independence

➤ broader issues of theories of change embodied by WP and developmental needs internal to projects

➤ focus for evaluations: evaluative feedback, project process, 'object' of WP

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RUFDATA : an evaluation planning tool

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- **Reasons and Purposes** planning, managing, learning, developing, accountability
- **Uses** providing and learning from examples of good practice, staff development, strategic planning, PR, provision of data for management control
- **Foci** activities, aspects, emphasis to be evaluated, should connect to the priority areas for evaluation
- **Data and Evidence** numerical, qualitative, observational, case accounts
- **Audience** Community of practice, commissioners, yourselves
- **Timing** Coincidence with decision making cycles, life cycle of projects
- **Agency** Yourselfs, external evaluators, combination

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RUFDATA : an evaluation planning tool

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Reasons & Purposes	planning, managing, learning, developing, accountability
Uses	providing and learning from examples of good practice, staff development, strategic planning, PR, provision of data for management control
Foci	activities, aspects, emphasis to be evaluated, should connect to the priority areas for evaluation
Data and Evidence	numerical, qualitative, observational, case accounts
Audience	Community of practice, commissioners, yourselves
Timing	Coincidence with decision making cycles, life cycle of projects
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Rough Guide to RUFDATA

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Reasons and purposes

- What are the reasons and purposes for evaluation?
 - Planning
 - Managing
 - Learning
 - Developing
 - Accountability

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Rough Guide to RUFDATA

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Uses

- What will be the uses of our evaluation?
 - Provide examples of good practice
 - Staff development
 - Strategic Planning
 - PR
 - Data for management control

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Rough Guide to RUFDATA

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Foci

- What will be the foci of our evaluations?
 - Activities
 - Emphasis / angle of activity

Don't Forget

Connect with priority areas for evaluation

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Focusing evaluations: Participative methodology-questions about experience/ effects

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Enabling	Process	Outcome
Refers to dimensions which need:	Refers to aspects of:	Refers to:
<ul style="list-style-type: none"> ➤ frameworks for action ➤ protocols ➤ space ➤ time ➤ people ➤ resources 	<ul style="list-style-type: none"> ➤ Action ➤ ways of doing things ➤ styles ➤ behaviours ➤ practices 	<ul style="list-style-type: none"> ➤ goals ➤ product ➤ numbers ➤ impact ➤ changes ➤ new practices

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Focussing attention on 'levels'


- Level 1
 - Quality of experience and immediate effects
- Level 2
 - Changes in attitude, new knowledge/skills
- Level 3
 - Changes in individual practice
- Level 4
 - Changes in institutional practice
- Level 5
 - Sector wide and macro changes

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Trajectories



- Case study or exemplar approaches
- Pre-adoption
- Adoption
- Implementation
- Activity cases
- Interviews / documentation / observations / stakeholder experience including students

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Data and Evidence

- What will data and evidence will we use in our evaluations?
 - Numerical
 - Qualitative
 - Observational
 - Case Studies

Aimhigher
Evidence Good Practice: Guidance

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Rough Guide to RUFDATA

Audience

- Who will be the audience for our evaluations?
 - Yourself
 - Participants
 - Institution / Partnership
 - External body - funding
 - Community of Practice
 - Other

How might audience influence the evaluation process?

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Timescale

- What will be the timing / schedule for our evaluations?
 - When should it take place?
 - Links with other
 - decision making cycle
 - lifecycle of project
 - Relationship with other activities

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Agency

- Who should be the agent conducting the evaluations?

```

graph TD
  A([Yourself]) --- B([External Evaluators])
  B --- C([Combination])
  
```

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Joys and sorrows of evaluation

“Joys”

- working with colleagues to build capacity
- enabling the development of an evaluative culture
- policy learning: institution and national
- enabling provisional stabilities

“Sorrows”

- loss of independence
- public rights to know
- ambiguous loyalties and expectations
- uncertain audiences



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Activity

A chance to consider an overall approach to evaluation

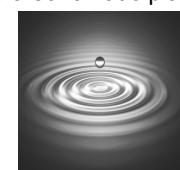
Reconstruction ‘back at base’

Rehearse the realities of using tools like RUFDATA

Take the following categories and, based on earlier work today, develop a schematic plan

Suggest:

- Reasons and purposes
- Use
- Focus
- Data
- Timing



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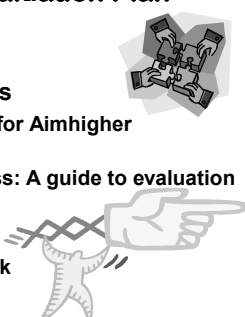
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What next?

Developing an Evaluation Plan

Helping Hands

- Existing resources
 - HEFCE Guidance for Aimhigher Partnerships
 - Measuring Success: A guide to evaluation for Aimhigher
- CSET Toolkit
 - Ideas and feedback
- CSET Workshops



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What next?

Implementing your Evaluation Plan

- Disseminating your findings
- Contributing to the evidence base to support continued funding
 - Internal
 - External

And when you’ve done all that Review plan and ...

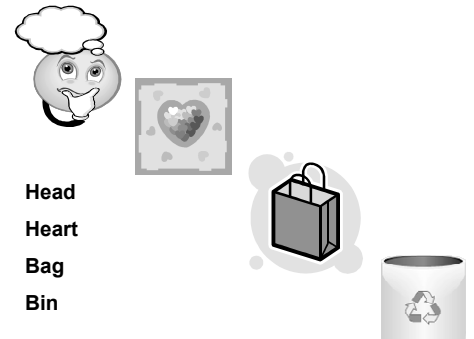
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Head
Heart
Bag
Bin



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Toolkit



Ideas and suggestions for tools

Feedback on tools

- Ann-Marie Houghton
a.houghton@lancaster.ac.uk

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Orientating evaluations: creating provisional stabilities

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Change process →

Participants are in receipt and agents of change. Change practice is situated and dependent on specific circumstances.

Bridging tools

Provisional stabilities

↓
Taking stock, working hypotheses, what is working,

↘
Cases, vignettes, stories, ways of doing things, visions of futures