



Evaluation Impact Indicators: EPO - A Case Study 4A

This information sheet includes extracts from an evaluation of an Aimhigher staff development programme. It illustrates and comments upon a range of enabling indicators.



Evaluation of 'Up2uni' A staff development programme to develop the role of teachers in guidance and encouraging pupils

1.2 The Up2uni project is a staff development programme designed to support practitioners who are advising prospective students about higher education (HE). The original objectives of the evaluation were to:

- Report on the effectiveness of the project and outcomes achieved;
- Comment on good practice within the project;
- Identify areas for improvement or modification for future delivery, sustainability and transferability of lessons learned from the project.

2.1.4 To complement the CIPP model and provide a focus on indicators for change and future development, the external evaluation uses a second framework based on the enabling, process and outcomes (EPO) methodology (Helsby and Saunders, 1993). The EPO model uses the following headings:

- **Enabling dimensions** – that need to be established or already in existence, e.g., policies, space, time, people and resources;
- **Process dimensions** – that relate to actions, ways of doing things, styles, behaviour and practices;
- **Outcomes** – referring to 'end points', goals, desired products, numerical targets.
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4.2.1 Enabling dimensions – that need to be set up, be in place, policies, space, time, people and resources

Enabling Dimension	Brief descriptor
Network of school and FE contacts	MMU Educational Liaison's existing mailing list and communication system allowed Up2uni to publicise and recruit schools and FE colleges from the start. Some Aimhigher and other HEI assistance was obtained, however, to extend reach or provide a more targeted approach others needed to take a more active role.
MMU Educational Liaison unit	Already established with a positive reputation, existing personnel ready to start immediate delivery allowed the project to start immediately. Departure of administrative assistant placed additional demands on the unit, however, this did not impact overall delivery.
Previous research	'Getting them in' project provided a firm foundation and insights in what was required, the Up2uni project used this work to inform initial pilot and develop core materials.
Trainers	All trainers had existing experience of delivering staff development sessions, this was supported by knowledge and understanding of the



Enabling Dimension	Brief descriptor
	<p>working context of schools and FE college. The main trainer was identified as a particular strength of the project.</p> <p>With respect to wider dissemination there is a concern that the success of the project was too closely linked to the individual trainer's personal qualities and experience.</p>
Pre session Proforma	Developed during the pilot study and used to ensure the workshops were tailored to specific group needs.
Portfolio of sessions	Three core workshops provided a breadth and covered relevant IAG issues including the application process, the financial arrangements and routes into HE.
Newsletters	<p>Provided an effective launch for the project and was a useful mechanism for sharing important messages about the application process and changes to the financial arrangements.</p> <p>To extend impact of the newsletter, further thought might be given to either a regular Up2uni newsletter for schools to provide IAG messages and links to resource or to explore with Local Authorities the possibility of a regular Up2uni / Aimhigher feature in an existing publication.</p>
Regional networking	<p>Up2uni staff attended some regional project meetings and attempted to encourage colleagues to promote the staff development opportunities in their localities – the success rate of this approach was disappointing.</p> <p>There were missed opportunities to make connections with other regional projects. Working in partnership is a complex process, it requires time and needs both potential partners to recognise the benefits. The pressure of work and demands on Aimhigher staff makes this difficult – a top down approach for project staff to work collaboratively is unlikely to be successful, however, there would seem to be a role for the NW region to actively encourage and facilitate projects to work together.</p>

Figure 5: Enabling dimensions of the Up2uni project

4.2.2 Process dimensions – that relate to actions, ways of doing things, styles, behaviour and practices

Process Dimension	Brief descriptor
Pre session proforma	<p>Provided the basis of a discussion about the audience, the areas of content to focus on a willingness to be responsive and offer a tailor made session rather than an 'off the shelf' presentation was a distinctive approach that was welcomed by participants</p> <p>Tailoring the material enhanced the quality it also added to the time, a factor that needs to be taken into account when planning for the future.</p>
Flexible approach	The trainers experience and knowledge base ensured that the workshops were flexible in content and delivery e.g. there were opportunities for staff to discuss concerns as they emerged and 'interrupt the power point presentation'.
Regional newsletter and conference presentations	Informed other practitioners in the region about Up2uni and encouraged discussion about the importance of staff development including the features of the outreach model, which others might use to support them in staff development activities in which they were engaged.
Presentational style	Although the presentation style was didactic this was balanced by



	<p>opportunity to have further discussion if any issues emerged and ensured the content was covered. For staff needing or preferring a more interactive approach the workshop successfully provided them with a shared knowledge base, which they could use in the future.</p> <p>For institutions bringing staff from across the institution it is possible that brief activities to enable staff to meet each other would have been useful for networking and future institutional collaboration. However, given the time available it is recognised that this would have impacted on the content covered and is something for individual institutions to consider.</p>
Outreach model	A set of guiding principles (developed during the pilot and informed by previous research) that influenced HOW Up2uni staff worked with institutions. The outreach model was influential in determining when, where and what was covered during the workshops.
Professional and quality assured	All workshops were evaluated with respect to content, materials, overall usefulness of the session and usefulness of laminate checklists

Figure 6: Process Dimensions

4.2.3 Outcomes – referring to ‘end points’ goals, desired products, numbers.

Outcomes	Brief descriptor
Power point presentations	A set of four power point presentations on 'Applying to HE', Student Finances, Routes to HE and WBL exist. Although the presentations are not in a stand alone format they are ready for further adaptation and development for use by other trainers once they have been trained.
Laminate checklists	<p>During the project 2 laminate checklists with core information were produced (and updated). Staff valued these concise documents primarily because they were brief and easy to use in a variety of ways.</p> <p>The possibility of developing other checklists with core messages for distribution in schools across the region would be useful – however, it is important to remember that the confidence to use these resources is likely to be influenced by attendance at the session which has explained the underpinning philosophy and relevance of the messages. Enabling staff to understand the relevance and purpose is anticipated to bring about a greater change in practice than simply providing a checklist of actions.</p>
74 institutions and 916 participants	Up2uni achieved its numerical targets delivering staff development sessions in a range of different types of institution, across the whole region.
Newsletters and Conference papers	<p>Disseminated lessons learned as well as promoting the project to Aimhigher practitioners so that they could publicise it to local institutions.</p> <p>Conference papers also served the purpose of highlighting the importance of providing IAG and the role that teachers and tutors play in offering this type of support to the young people with whom they come into contact.</p>

Figure 7: Up2uni Outcomes

For details of the whole report

Evaluation of 'Up2uni' A staff development programme to develop the role of teachers in guidance and encouraging pupils (January 2007) Houghton A and Moser M available at:

www.lancs.ac.uk/fass/projects/reap/Documents/Up2uni%20Evaluation%20Report%20Final.pdf