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Evaluation Impact Indicators Moving beyond feedback forms

Levels of Impact

- Quality
- Attitude
- Behaviour

➤ Connections with EPO indicators




<http://www.lancs.ac.uk/fass/events/capacitybuilding/index.php>

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Evaluation Levels



Original CSET levels


- **Level 1**
 - Quality of experience and immediate effects
- **Level 2**
 - Changes in attitude and point of view
- **Level 3**
 - Changes in individual practice
- **Level 4**
 - Changes in institutional practice
- **Level 5**
 - Sector wide and macro changes

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Evaluation Levels



Preferred HEFCE levels


- Level 1**
 - Quality of experience and immediate effects
 - Changes in attitude and point of view
- Level 2**
 - Changes in individual behaviour
- Level 3**
 - Changes in institutional practice
- Level 4**
 - Sector wide and macro changes

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Level 1



Quality of the experience and immediate effects


- Awareness, confidence building, aspirations, knowledge of HE
- For example participant feedback through questionnaires, observation, focus groups

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Level 2



Changes in individual behaviour


- The extent to which there are changes in capacities as well as confidence, and more positive learner identities evidenced by quantitative indicators
 - e.g. SATs, GCSE attainment rates, staying on rates, applications and entry to HE based on areas and/or target schools;
- but can also include qualitative indicators
 - e.g. relating to reported levels of student confidence and motivation.

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Level 3




Changes in institutional practices

- Institutional (or sector) impacts including:
 - changes to the way schools, colleges, HEIs engage;
 - the experience of teachers, parents, and HEI staff,
 - their views of WP interventions and the evidence they offer of the effects of such interventions (for example through questionnaires, focus groups, interviews);
 - the learning cultures and practices of schools, colleges, and HEIs.

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Level 4

Changes in sector wide and macro practices

- Macro or long term strategic objectives;
 - the way local trends connect with, illustrate, reinforce, or contradict, longer-term national trends.
 - some HEIs and Aimhigher partnerships will have tracking schemes in place

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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

How might you use different levels of evaluation to categorise each of the EPO indicators of impact?


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Evaluation Capacity Building in Widening Participation Practice



ECB Toolkit Website:
www.lancs.ac.uk/fass/events/capacitybuilding/index.php

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