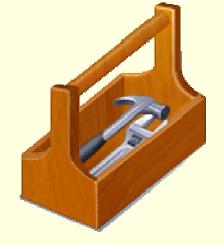


# **Evaluation Impact Indicators Moving beyond feedback forms**

#### **Levels of Impact**

- Quality
- Attitude
- Behaviour
- Connections with EPO indicators



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







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







4D

Preferred HEFCE levels



## **Evaluation 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





## 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







### 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.











#### 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.







### 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, longerterm national trends.
  - some HEIs and Aimhigher partnerships will have tracking schemes in place





# 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?





# **Evaluation Capacity Building** in Widening Participation Practice



#### **ECB Toolkit Website:**

<a href="https://www.lancs.ac.uk/fass/events/capacitybuilding/index.php">www.lancs.ac.uk/fass/events/capacitybuilding/index.php</a>







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