

Reporting and Disseminating your Evaluation

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Session Outline

13.00	Welcome and General Introductions
13.15	Audiences for evaluations
13.30	Presenting results of evaluations
13.45	Developing Recommendations
14.00	Evaluation Outputs
14.15	Sharing Learning Internally
14.40	Sharing Lessons Externally
15.00	Academic Articles
15.20	Round up

Why evaluate WP & equity interventions?

- To achieve an equitable higher education system which enables everyone to succeed institutions need effective interventions
 - **Outcome and impact evaluation:** to understand whether the intervention has made any difference and how that affected achievement of widening participation objectives
 - **Process evaluation:** to understand the components of success and how interventions can be strengthened over time
- Learning lessons within institutions that might be shared with stakeholders and the global HE community

Why evaluate WP & equity interventions?

- Accountability and transparency
- Regulatory Frameworks
 - “...must have in place the means of critically reviewing [its own] performance, in particular in relation to standards and student outcomes. It needs to know how it is doing in comparison with other similar organisations, and have in place robust mechanisms for disseminating good practice. It must also be able to identify limitations or deficiencies in its own activities and take timely and effective remedial action when this is called for.”

[OfS, Regulatory Framework page 206]

1. The audience for the evaluation findings, conclusions and recommendations
2. The aims of disseminating the evaluation to different audiences
3. The communication methods

<https://www.nerupi.co.uk/members/toolkit/basics/stakeholders>

Related tools and resources

Interactive exercises

Who are the stakeholders? - interactive exercise >

Stakeholders and praxis teams - reflective questions >

Example outreach dissemination plan

1. Audience	2. Aims	3. Dissemination mode(s)
Senior managers & colleagues across the organisation	Influence institutional strategy (WP, EDI, teaching & learning) Contribute to culture change & understanding of inequalities	Circulation of the summary report and recommendations Presentation of findings to management groups Meeting with Departmental Reps News items on website
Stakeholders & practitioners	Feedback on effectiveness Part of iterative planning cycle	Meeting with partners Discussion within the Praxis group
Participants	Feedback on evaluation & inform participants how data was used	Poster display in schools and colleges, YouTube presentation, discussion
Practitioners working in outreach	Share lessons about effectiveness of outreach, what works	Submission of report to TASO repository Lunchtime seminar for regional HE colleagues Present a lightning talk at NERUPI working group Present at NERUPI event or Convention Provide Practice Example for NERUPI website Blog or Publication in a journal

- Institutional stakeholders (internal managers)
- Praxis teams (project stakeholders)
- External partners, participants & supporters
- Policy stakeholders (external regulators and funders)
- HE sector stakeholders (other institutions)
- Others
 - What % of effort goes into dissemination to different audiences currently?
 - What % would be ideal in an ideal world?

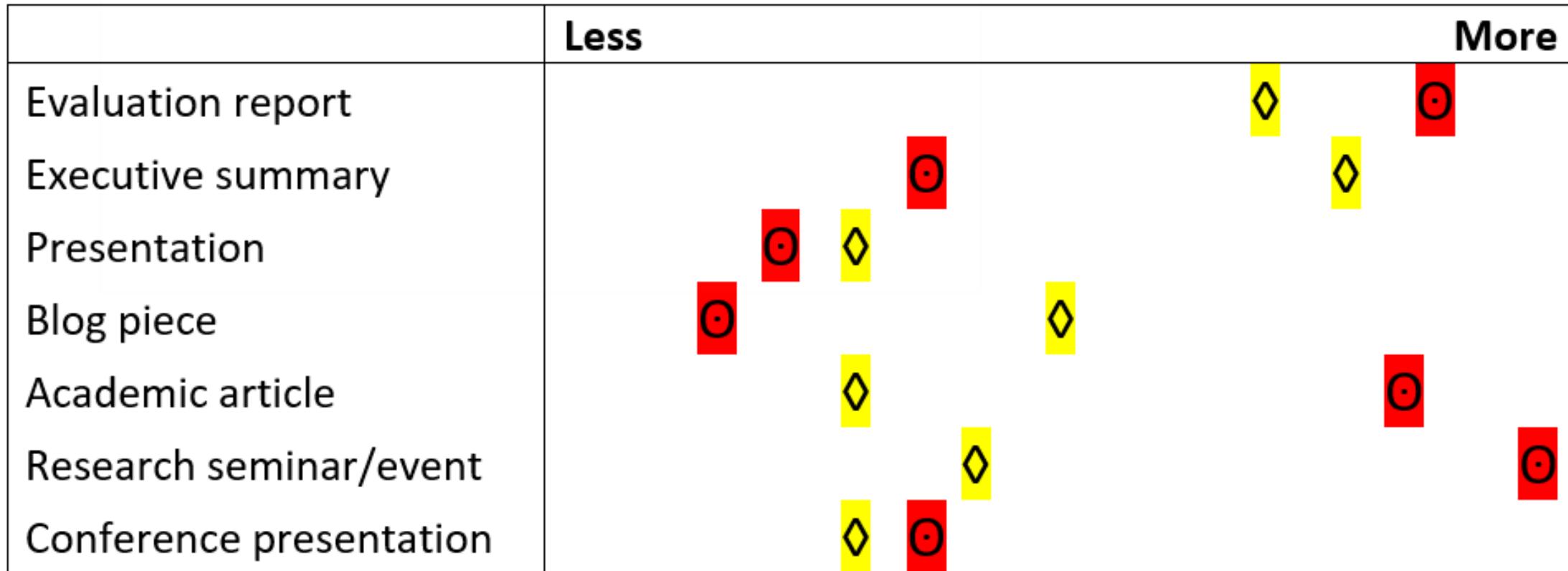
Presentation of Evidence Challenges

- Time & resources for analysis, writing up & reporting
- Sensitivities in presenting findings
- Accounting for study limitations
- Data validation issues
- Reporting formats
- Ethical considerations
- Drawing conclusions
- Making recommendations



Focus on answering identified research questions.
Present expected & unexpected results.
Use results to adapt implementation & ToCs

Reporting methods and formats



Tools & templates

Evaluation report template

<https://www.nerupi.co.uk/members/toolkit/evaluation/reporting-your-evaluation-1>

◊ Reach ○ Time/Resource

Developing Recommendations

If the programme DID have a positive impact

- A positive evaluation offers evidence that the intervention works
 - Use the results to get buy-in/support
 - Consider potential for scale-up
- Is the impact sustainable and replicable?
 - What are the implications for resources?
- Should the programme be scaled-up?
 - Same approach or adapt?
 - Resources required?

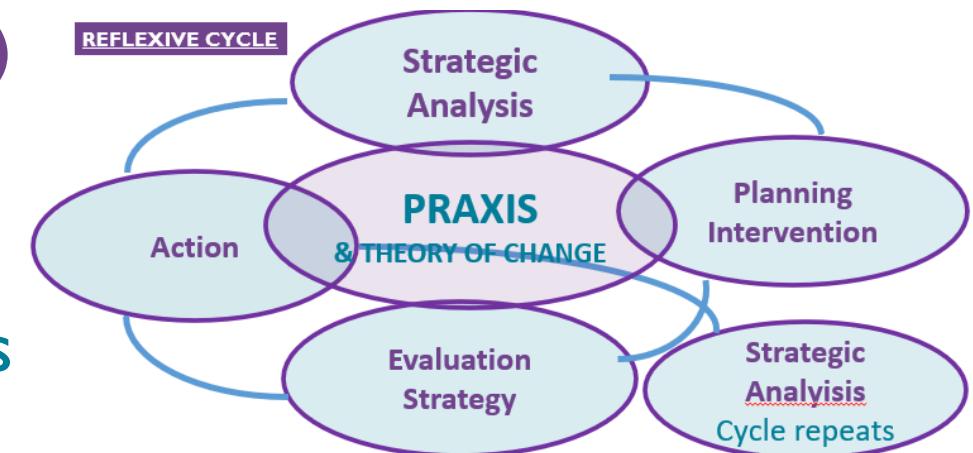
If the programme DID NOT have a positive impact

- Understand what went wrong
 - Was it a problem with the programme design or the implementation/delivery?
 - Might need more evidence if evaluation results are unclear, e.g. process evaluation
- Implications for future interventions
 - If the programme was unsuccessful, what will make it successful?
- Involve all stakeholders to consider evaluation findings

Institutional Stakeholders – Internal

- For maximising impact and value -> leading to the refinement of projects and programmes
- Comparing for strategic decisions (e.g, differential student outcomes)
- Improvement / internal quality enhancement processes (e.g. programme reviews)
- External processes (e.g., APP narratives)
- Evidence-informed developments, new projects and programmes
- Personal uses (e.g. performance reviews and career progression)

1. Initial discussion directly after results are found
Make sense of results
2. Preliminary reflection (what went right or wrong)
3. Recommendations (refine/continue, roll-out, dis-continue interventions)



Poppleville evaluation dissemination

- What are your immediate thoughts about this Poppleville scenario?
- Can the WP Team justify their evaluation approach to the PVC?
- What other steps could the WP Team could have taken?
- What lessons can we learn on how evaluations might be shared and discussed internally?

<https://padlet.com/nerupi/poppleville-evaluation-dissemination-4jcqzdfg479pntqj>

What makes evaluation impactful?

- Evaluation planning address uses by the primary audience
- Share interim findings - rehearsing the implication for decision-making
- Get buy-in to the evaluation by keeping people informed.
- Identify the implications for action and the options for programme improvement
- Share in a timely way using an appropriate format
- An element of technical support – a champion or someone closely involved to interpret the evaluations and promote full appreciation of the findings and any associated actions

- All findings are important, both positive and negative
 - Regardless of the findings, we need to learn from experiences to figure out which intervention strategies are most effective
- Identify whether to disseminate to OfS, TASO
- Make your findings available to other practitioners
 - Repositories of evidence, conferences, publications
- In the long term, continue dialogue to discuss how the intervention might be incorporated into national strategies, if appropriate
 - Policy makers, sector fora, task forces, good practice research
- However, projects and programmes are highly context-specific
 - Make sure to explain the context in which the program was implemented and evaluate

Preparing to share lessons externally



Why Publish?

Disseminate activity to a wider audience

Create an enduring record

Give academic credibility to WP & equity work

Develop our own critical thinking and understandings



Widening Participation & Lifelong Learning

WPLL Journal

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Specifications for articles for the Innovative Practice section

- Submissions to this section of the journal should report institutional interventions which have been evaluated.
- Submissions will be peer-reviewed by the editors and are selected for their contribution to innovative practice.
- The articles should be between 1500 and 3000 words in length.
- Authors' details must include a full international contact address, telephone number and e-mail address.

Sign-posting

- [NERUPI evaluation toolkit resources](#)
- [Reporting and supporting evaluation use and influence: Tips from evaluators - Blog post on BetterEvaluation](#)
- [Staff guide to using evidence - Evidence for Enhancement \(enhancementthemes.ac.uk\)](#)
- [Research ethics guidance - TASO](#)