

Description:	This approach involves collating feedback about an activity or programme from stakeholders or interested parties other than the direct recipients, for example teachers, lecturers or parents. Definitions of 'feedback' emphasise information or critique from individuals or groups and use of this information to adjust and improve current and future actions. The feedback could be qualitative or quantitative: some methods of feedback encourage written or verbal comments in a very open-ended way (e.g. focus groups or interviews), while others such as surveys may restrict the range of answers to fixed choices.
Application:	Feedback from interested parties can inform evaluation of activities and programmes delivered to target cohorts, and can be especially powerful where those with the closest involvement with your target groups are external to your organization, for example, teachers in partner schools and colleges, parents of widening participation target groups, employers or special interest groups. As well as using feedback from practitioners to review activities, potentially you could also seek feedback on your plans before the activity as a way of involving those working with students in the design of an activity.
Type of evidence:	Qualitative & quantitative. OfS Type I (narrative)
Strengths:	Most people agree feedback (both positive and negative) is a good thing because it can help to identify areas for improvements and enhancements. It supports decision making and can help to develop communication with others.
	Effective feedback has benefits for the giver because it can aid their inclusion in the process.
	Feedback is a tool for continued learning. It can help you to take account of the wider context in which you're working.
Weaknesses:	Feedback could be open to confirmation bias or respondents bringing in their own agendas.
	It is designed to capture immediate perceptions rather than any changes over time, although parents, teachers and lecturers could be asked to reflect on changes observed.
Mixed Methods:	Feedback combines well with a range of other methods.
Expertise:	Medium
Requirements:	Depending on the method, collation of feedback from interested parties can be a low-cost evaluation initiative, which potentially provides rich data and deepens understanding of the contextual factors that impact on interventions or programmes. The richer the feedback being sought, the more time-consuming it is to collect and analyse. The approach requires buy-in from those who are asked to give feedback and their objectivity. It's helpful to ask for structured feedback, for example via a questionnaire, aiming for the information to be both sufficiently detailed to allow for precision and sufficiently generalized to allow for comparisons.
Ethical considerations:	The ethical considerations are likely to depend on the methods used to generate the feedback, although in all cases participation should be on the basis of informed consent, which consider issues of identity anonymity and data security. Anonymous surveys can help to encourage feedback and ensure there is an equitable opportunity for participation. It's important when conducting a survey, to always explain why the feedback is important and how it will be used. As with all research, making sure findings are used appropriately disseminated to intended beneficiaries is good ethical practice.
Work planning:	The first step is to consider how to obtain the information you need in a way that gives a reasonably sound and well-balanced picture. You also need to think about what aspects of the project or programme you are looking for feedback on. There may be choices to be made about which aspects of your programme different practitioners need to feedback on so you may need different ways in which feedback can be sought.
	You are probably already getting a lot of anecdotal feedback, and these informal impressions can be useful however they may only give a partial view. Informal channels of feedback are seldom sufficient in themselves so it makes sense to obtain some additional systematic feedback.

Ideally in evaluation you'll use multiple sources for collecting feedback and to do so several times, rather just the equivalent of a single snapshot, from a single vantage point on a single occasion. Findings drawn from different perspectives are more likely to reveal the consistencies amongst diverse reactions or pointers for action. Therefore, it is a matter of using a methodology that balances comprehensiveness and some degree of triangulation against the need for economy of effort. Often a questionnaire survey is an efficient way of collecting data from a sample of (see example).

**Analysis:**

The analysis will depend on the type of data collected. Qualitative data is likely to be the richest source and could be analysed thematically to draw out the emerging issues and themes. Thematic analysis involves drawing out interesting aspects by collating responses from respondents who cluster against each theme identified, allowing you to assess the strength of opinion.

**Reporting:**

When reporting feedback it is helpful to quantify the share of your sample giving particular responses, relating the themes back to your research questions and objectives. Use examples to illustrate your findings.

The Schools Programme is made up of a series of activities which are offered to schools which meet disadvantage criteria, including a HE talk, subject specific taster sessions, student ambassador mentoring scheme and a campus visit. The Schools Programme team wanted to collect other evidence to inform the evaluation of the work alongside self-reported data which was being collected from the young people taking part in the activities. Collecting feedback from teachers working with the young people targeted for the programme meant that the evaluation would be able to 'triangulate' evidence from different sources. Schools leads were asked to take part in a written questionnaire survey, which was disseminated via email. The responses were analysed on a question-by-question basis, and a short report was prepared. This report was used to inform an impact evaluation of the programme and fed into reporting on the Access and Participation plan. Plus further focus group research took place with a small group of teachers to discuss the findings and consider the implications and next steps for the scheme. As a result some changes were proposed to the offer made to schools, including some curriculum focused activities, which will be taken forward in the next academic year.

### **[HE provider A] outreach review**

The outreach programme is intended to support the progression of under-represented learners into higher education. [HE provider A] is keen to ensure that our programme and activities are designed and delivered in ways that maximise their impact by making them more:

- **Learner centred:** they address identified barriers and needs for the learners accessing them;
- **Progressive:** they are sequenced to reflect the developing needs of learners as they move through their progression journey;
- **Integrated:** they are coherent and complementary to the core curriculum and support experiences of learners in their school, college or other provider.

We would be grateful if you would take some time to answer the following questions so that we can review how successful we have been in achieving this, and what you and we can do to improve and have a greater impact on your learners' success.

#### **Learner centred**

1	Were the learner outcomes of our outreach programme clear to you? Please explain.
2	Were the learner outcomes of our outreach programme appropriate for the learners who accessed them? Please explain.
3	If no, why? If yes, please explain.
4	Which learner outcomes addressed in our outreach programme and activities were most important to you and your learners?
5	Are there particular learner outcomes that you feel were missing and you would like to see addressed in the future? Please give details.
6	What could you do to help us make our outreach programme and activities more learner centred? Please explain.

<b>Progressive</b>	
7	Was the sequencing of our outreach activities appropriate i.e. did they come in the right order to develop your learners step by step? (If you only accessed one or two activities, did the outcomes match the stage your learners were at?) Please explain.
8	How could our outreach programme be improved to be more progressive?
9	What could you do to help us make our outreach programme and activities more progressive?
<b>Integrated</b>	
10	How well aligned were our outreach programme and activities to your school/college/other provider's own curriculum and support experiences? Please explain.
11	What could we do differently to make it easier for you to ensure that our outreach is more complementary to your curriculum and support experiences? Please explain.
12	Did you provide any preparation or follow-up support for your learners before and/or after any of our experiences? Please give details.
13	What could you do to help our outreach programme and activities be more integrated with learners' other curriculum and support experiences?
14	Any other comments?