

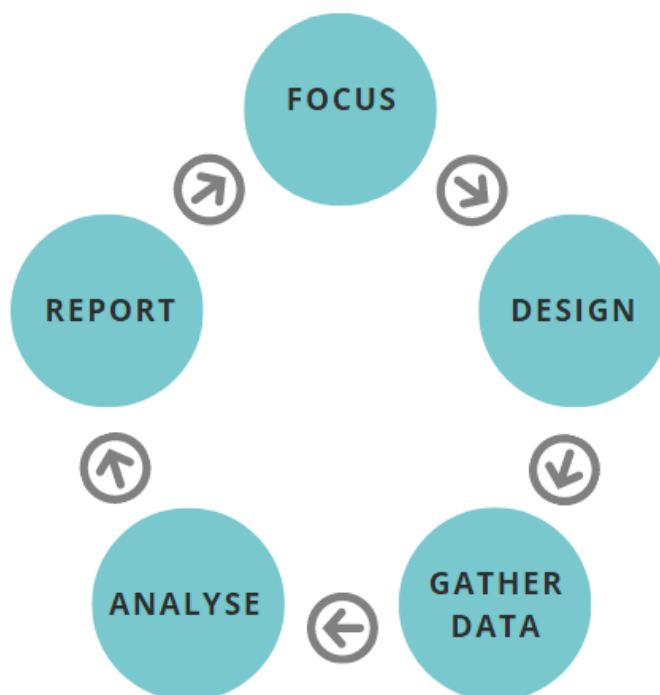
Evaluation Guide

It is intended that projects/initiatives at QMU will be evaluated to determine their effectiveness (or otherwise) to support evidence informed practice and drive improvement. This includes analysing the factors that contributed to the success of the project, any unexpected outcomes, and the overall value of the project.

Ideally, evaluation should be embedded at the outset. Some questions to consider are:

- What are the proposed outcomes of the project?
- Who are the stakeholders?
- How do you intend on evaluating the effectiveness/impact of your project? Which method of evaluation will you adopt?
- Are the outcomes measurable? If so, how can they be measured?
- When will the evaluation process take place and what's the timeframe?
- How will the outcomes and successes be shared?

The Evaluation Cycle



This diagram is based on the evaluation cycle produced by [SCAPP](#).

FOCUS

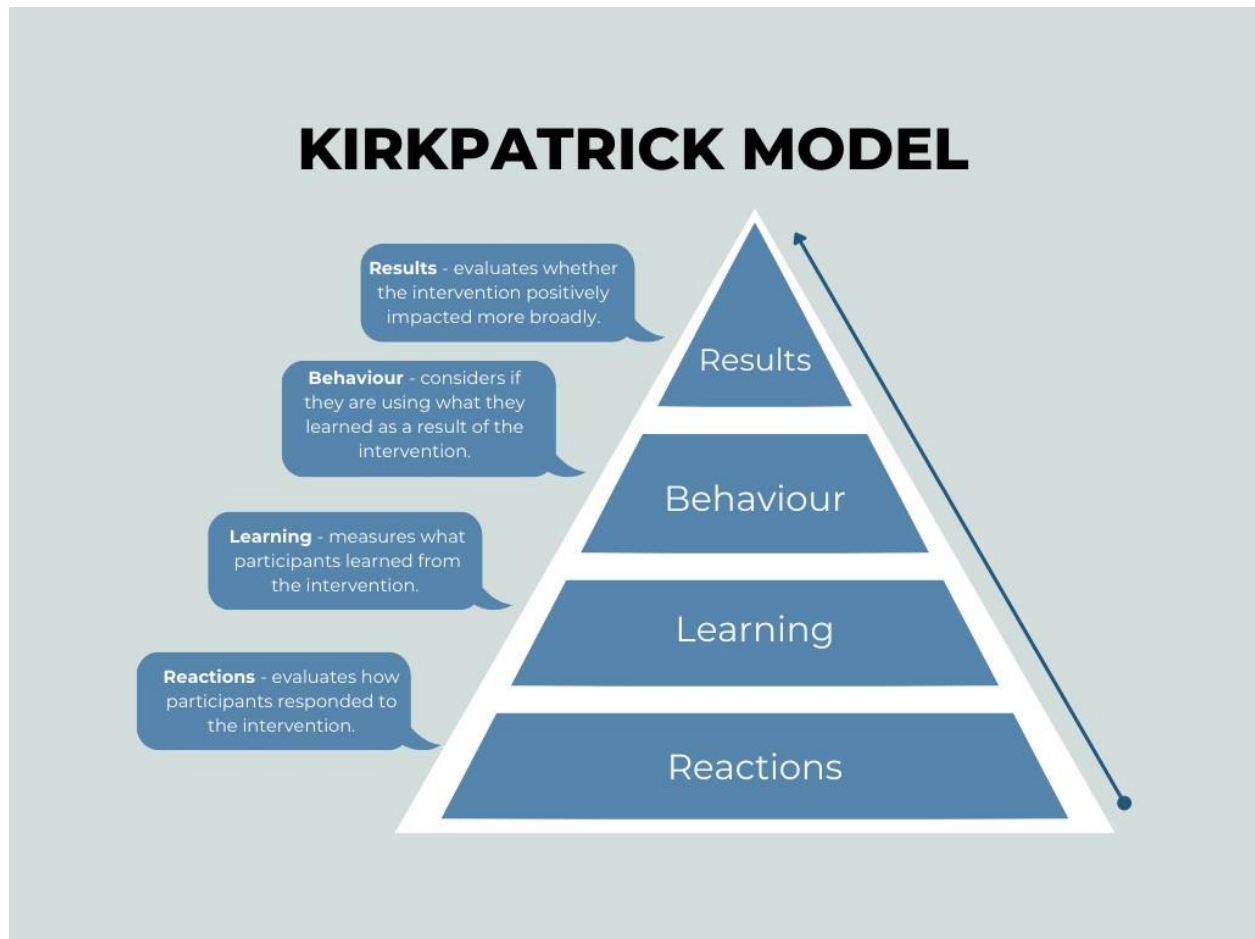
Commonly, a logic chain model or Theory of Change are utilised to plan and identify the focus of the evaluation.

To begin, consider the intended outcomes of the project. What do you want to achieve or change? There may be multiple outcomes. This is an example of a completed logic chain of a QMU run project (a blank version can be found in Appendix 1):

Project name: TGI Thursday

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
|---|--|--|---|---|
| University funding Staff time to arrange and host events Food provided by the catering service Students' Union SU clubs and societies | Provide free food in a warm, safe environment each Thursday, 5-7pm. Students, staff and members of the local community are welcome to attend. Each session will be hosted by a different SU club/society. | Social events Free meals during a cost-of-living Crisis Awareness and participation in SU clubs and societies Meet some of the students' needs as detailed in recent feedback* *Students were asked a series of questions via the platform Padlet. | Community building results in lowers levels of loneliness and isolation among the student body. Higher involvement with clubs and societies, which supports friendship and network making. Alleviates some of the cost-of-living pressures through provision of free food and heating. Local community becomes better acquainted with QMU. | QMU is seen to be a supportive institution. Potentially lower levels of student deferrals/withdrawals. |

In regards to considering the intended impact(s) of the project, the Kirkpatrick model may help in determining these.



DESIGN

Think about the intended outcomes of the project/initiative then focus on evaluation questions that make informed judgements of quality and efficacy. If you have multiple outcomes it is helpful to prioritise them.

Here are some examples of different types of evaluation questions:

| Type of evaluation | Examples |
|---------------------------|--|
| Goals-based evaluation | Measure which objectives have been achieved. <i>To what extent is the project meeting the needs of the target population?</i> |
| Process-based evaluation | Analyse strengths and weaknesses of implementation. <i>To what extent is the project being delivered/implemented? Are the participants engaging with the project?</i> |
| Outcomes-based evaluation | Examine impacts in terms of the broader implications <i>To what extent is the project meeting the expected outcomes? Are there any unintended outcomes?</i> |

Evaluation questions should be SMART (Specific, Measurable, Attainable, Relevant and Timely).

What evidence and data do you need – qualitative / quantitative / mixed methods? There are various methods of evaluation and the most suitable one will be determined by factors such as resources and time available, the type of project, the participants, and skills of the facilitator. In regards the data that is required, be mindful of how much you need to provide relevant answers to your evaluation questions and the methods of collection.

Bear in mind ethical considerations and apply for ethics approval if appropriate.

GATHER

Consider what data is going to be needed to answer your evaluation questions. Evaluation data sources include:

| Quantitative | Qualitative |
|----------------------------------|------------------------------|
| Monitoring data from the project | Open-ended survey responses |
| Tracking data | Interviews |
| Institutional data | Focus Groups |
| Publicly available datasets | Observation |
| Closed survey responses | Reflective diaries |
| | Creative methods |
| | Reports and policy documents |

For further resources, see the links below.

ANALYSE

Data should be analysed in line with your evaluation questions. You may discover additional or unexpected findings.

Quantitative analysis

Numerical data can be displayed in tables or graphs to demonstrate trends and correlations and, when sample sizes are large enough, statistical analysis can be performed to determine the significance of results. Sampling should be relative to the total cohort or population.

Qualitative analysis

Often interpretative coding or scoring of the data is used to find topics and themes emerging from the data. Analysis types:

- Thematic analysis – identification of themes arising in the data.
- Content analysis – determines the presence of certain words or concepts within the text.
- Sentiment analysis – mines the data to understand the subjective opinion being expressed – is it positive, negative or neutral?
- Narrative analysis – understanding of how participants construct story and narrative from their own personal experience.

REPORT

Reporting your findings informs your stakeholders of the evaluation's outcomes. It's a good idea to keep the project stakeholders updated throughout your project. Informing them of the impact of your project allows you to implement the recommendations and enable change.

Produce targeted outputs that are suitable for the audience. Briefing paper(s); presentations; conference papers; journal papers; blogs; reports.

An evaluation of TGIT was undertaken and can be accessed here - [Evaluation of TGIT.docx \(sharepoint.com\)](#)

Further resources of information

[A Guide to Basic Evaluation in Higher Education \(why needed and how to do it\)](#) (an Enhancement Themes publication)

[Staff Guide to Using Evidence](#) (an Enhancement Themes publication)

[Appreciative Inquiry](#) (Glasgow Caledonian University)

[Scottish Community of Access and Participation Practitioners Evaluation Guide](#)

QMU contact

For further support please contact [Heather Hartley](#)

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PROJECT TITLE:

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
|--------|------------|---------|----------|--------|
| | | | | |