

Policy

Title: EVALUATION POLICY FOR ILIaD DEVELOPMENT ACTIVITIES (Professional Development & Doctoral College)

Ref: PD-ILIaD/Version 1

Date: 1st February 2016

The Evaluation Policy establishes the purpose, scope, aims, objectives and processes of evaluation of development interventions offered by the Institute of Learning Innovation and Development (ILIaD).

1. Purpose

Evaluation is an essential element in the design of training and development provision and is a significant part of ILIaD's strategy. The purpose of evaluation is to provide evidence that can be used more effectively to ensure we are achieving the maximum impact from the development activities for participants and for the University as a whole.

2. Scope

This Evaluation Policy covers all face-to-face development interventions booked through StaffBook and GradBook, offered by Professional Development (PD) and the Doctoral College (DC). It excludes PCAP, PGCAP, PREP, ILTeR and special events.

3. Aims

The Evaluation Policy detailed below, aims to:

- Ensure that ILIaD and the University are world class in using evidence to derive greater value and impact from development activities;
- Provide clarity and consistency in the design, conduct and use of evaluation for all ILIaD development activities;
- Set high standards, rigour and ethical practice in evaluation practices within the University;

4. Objectives

The Evaluation Policy objectives are as below:

- Raise awareness about the importance of evaluating impact of development interventions;
- Inform users of ILIaD evaluation process;
- Inform users and stakeholders of data management processes and storage;

5. Evaluation Process

It is ILLaD's policy to ask all participants to provide information about the courses/workshops via two short online surveys, thus contributing the evidence needed to ensure all training and development provision is relevant, appropriate for current needs, and provides value for money.

Development interventions are evaluated using the Training Evaluation Matrix (TEM) designed by Dr Julie Reeves and Dr Tania Alcantarilla in 2014.

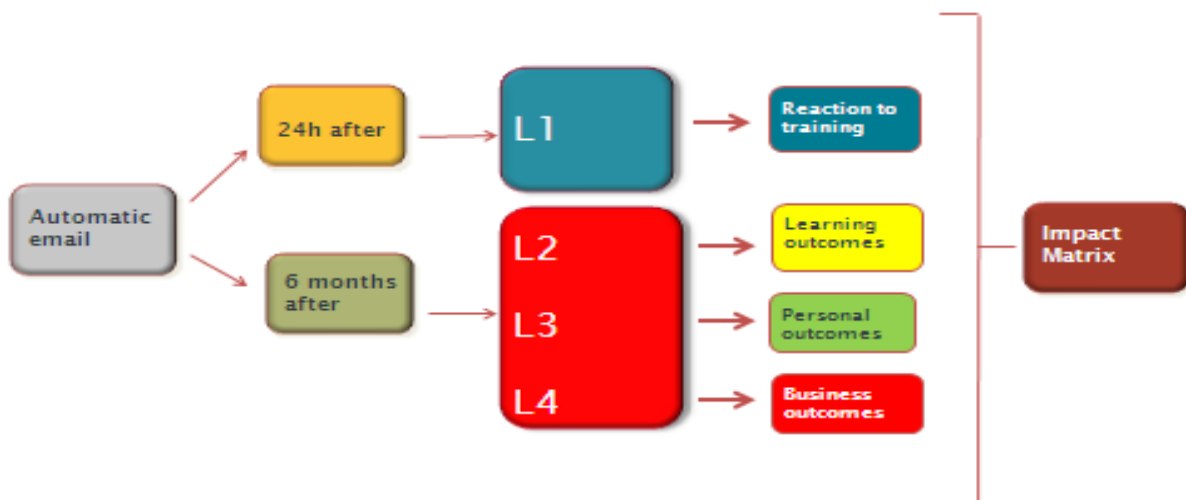


Diagram 1: Training Evaluation Matrix

TEM measures development interventions to Kirkpatrick's Level 4 of evaluation¹.

The TEM offers a simple and light touch structure. It consists of 2 emails to participants and an outcomes matrix containing a list of the expected impact of interventions within the University. All the responses of participants are anonymous and participants are not identifiable during the process.

- 24h after an event, participants will receive an automatic email asking them to complete an iSurvey questionnaire containing 8 questions. All participants will receive an additional reminder to complete the iSurvey 10 days after the event took place. This iSurvey collects information regarding the reaction of participants immediately after participating in a development intervention.
- 6 months after the first iSurvey questionnaire, participants will be automatically invited to complete a second iSurvey questionnaire. All participants will receive an additional reminder to complete the iSurvey 6 months and 10 days after the event took place. The iSurvey contains the following three questions:

¹ Kirkpatrick D. L. & Kirkpatrick J.D. (2006) Evaluating Training Programmes: The Four Levels. Berrett –Koehler Publisher, Inc. San Francisco

1. First question reminds participants of the learning outcomes of the original intervention for staff and a summary of the outcomes for PGRs, and asks them to indicate (on a 5 point Likert scale) the extent to which they were acquired.
2. Second question asks participants to give details of when they have been able to apply the outcomes or how they have changed their behaviour as a result of the intervention.
3. Third question ask participants for details of how the learning has impacted on/benefited the department/University.

6. Data Analysis:

The data obtained is analysed as follows:

- First iSurvey (24h after): is analysed through Excel spreadsheets
- Second iSurvey (6 months after): is analysed using NVIVO
- The Impact Matrix contains information of where the impact of each development intervention is considered likely to manifest itself. The Impact Matrix is currently in the development stage.

All responses are anonymous and participants are not identifiable

7. Data Usage:

Evaluation data has a key role in generating evidence of impact for the University. Information obtained from the TEM is used on quarterly and annual reports within ILlAD and for internal stakeholders. The reports assess the relevancy of the content of development interventions, and evaluate the impact such activities had for participants and the University in terms of workplace skills transfer.

Programme participants are informed of the report outcomes on an annual basis and to the changes made as a result of their feedback (i.e. 'you said, we did...') This is located on the PD-ILlAD website

The information collected from the TEM is used to evaluate the impact of development activities and ILlAD guarantee that no information is used shared for other purposes with internal or external parties.

8. Evaluation data management, storage and deletion

The data is not personal and data management, storage and deletion processes comply with the Data Protection and Data Storage requisites of UoS:

- Evaluation datasets and verbatims are stored electronically on the PDU J drive and are retained for a maximum of 5 years from collection;
- Reports are stored electronically on the ILlAD SharePoint;
- The Data Manager will be the Evaluation and Impact Project Manager

TEM has approval from the Research Ethics Committee with ERGO number 18778

End of Evaluation Policy

Dr Tania Alcantarilla & Dr Julie Reeves