Planning and Evaluating Events 101

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Overview

- Steps for planning an event
- Evaluating your event
- Practicalities and top tips

Discussion (2 mins)

What do you think are the top 5 things to think about when planning an event?
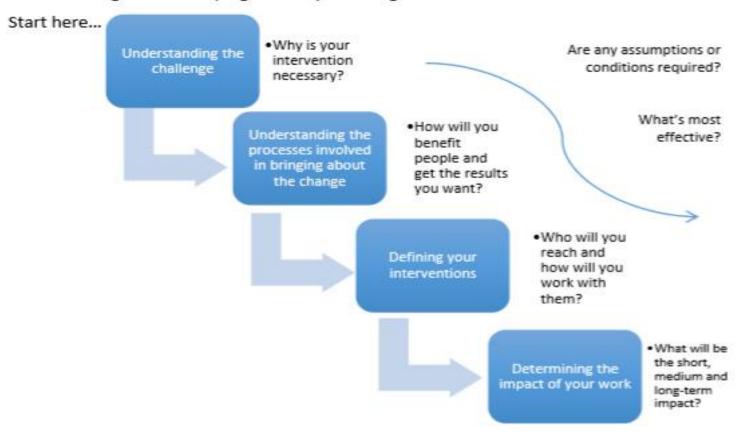
Why Evaluate?

► To understand whether what you are doing is having its intended impact.

- This means having clearly defined aims and objectives

Theory of Change

▶ An approach that describes and illustrates how and why an intervention is going to achieve its intended goals in a particular context.

▶ It focuses on mapping out or filling in what a programme does and how it achieves a desired change.

Theory of Change (Design)
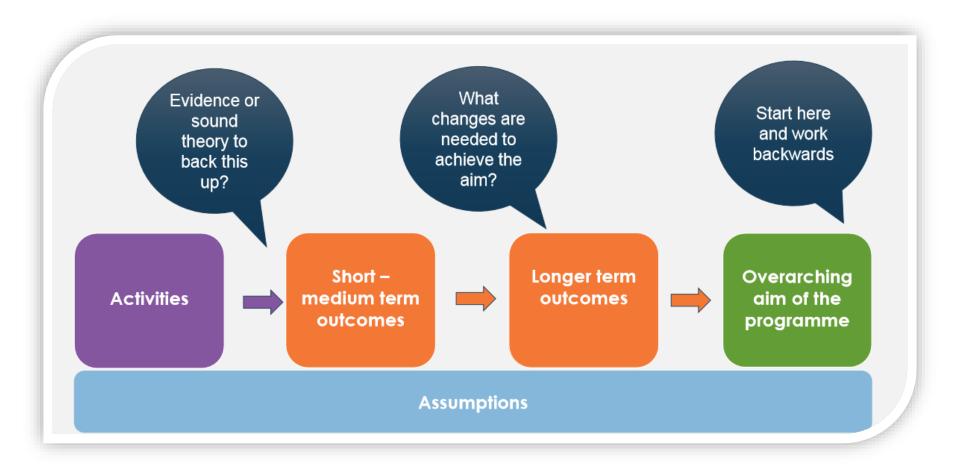
The main stages in developing a Theory of Change are:

Start here...

Understanding the challenge
- Why is your intervention necessary?

Understanding the processes involved in bringing about the change
- How will you benefit people and get the results you want?

Are any assumptions or conditions required?

What's most effective?

Defining your interventions
- Who will you reach and how will you work with them?

Determining the impact of your work
- What will be the short, medium and long-term impact?

Source: OfS (2019) SEF

Why use Theory of Change?

- ▶ To build evaluation processes that are relevant and appropriate to the activity being delivered
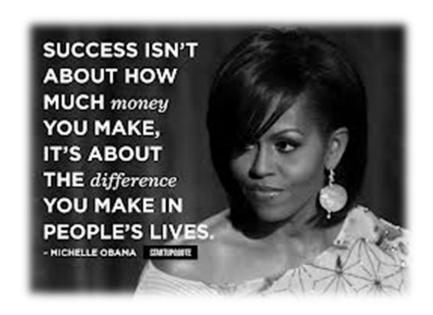- ▶ Evaluation is key but there is no 'one size fits all' approach.
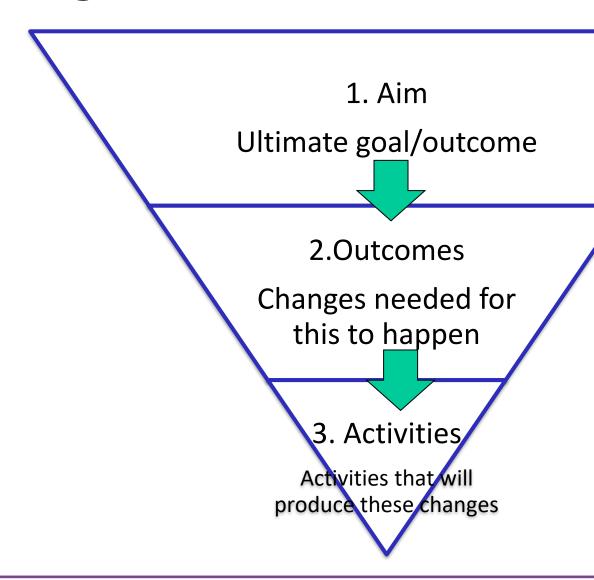
Developing a Theory of Change

Working Backwards

Source: CFE research 2017

1. Identifying your ultimate aim/goal

Working Backwards

1. Aim

Ultimate goal/outcome

2. Outcomes

Changes needed for this to happen

3. Activities

Activities that will produce these changes

Ultimate Aim

Broad statement of the change you hope to make in the lives of your target group

▶ Example 1: The Brilliant Club

– **To support young people aged 14-19 to develop employability skills and enable them to effectively plan and compete for employment and training opportunities within the financial services and accountancy sector**

▶ Example 2 : UniConnect

– **To drive a rapid increase in the number of young people from under-represented backgrounds who go into higher education**

Evidence that underpins aims?

▶ What evidence is there to justify the selection of your aims?

▶ Why are you trying to achieve this aim?

• What evidence is there that the type of event you are running 'works'?

Task (3 mins)

- Identify an activity
  - Multiple one-off activities may be viewed as a collective (i.e. one-off recruitment visits could be viewed as 'school visits')
- What is the ultimate aim of the activity?

Intermediary outcomes/objectives

- ▶ What intermediate changes are needed to achieve/influence ultimate goal?
  - Behaviours/ skills/ attributes/ progress

- ▶ Informed by the evidence you have used to help identify the factors and barriers to equality of opportunity you wish to address

2. Identifying outcomes needed to achieve your aim(s)

Intermediary Outcomes

Attainment

- Developing academic abilities (e.g. writing, academic assignments)
- Increasing curriculum knowledge of A Level/GSCE subjects
- Improving exam, revision technique
- Improving meta-cognition
- Stress management for exams

Knowledge and Skills

- Developing knowledge of GCSE and/or A level subject options
- Navigating the university application system (e.g. personal statements, UCAS forms, student finance, timelines)
- Showcasing subjects
- Careers knowledge and skills (interview technique, work experience, application writing, networking)

Attitudes and Identity

- Developing confidence and resilience (e.g. in skills, abilities and self)
- Addressing concerns about HE (e.g. providing an opportunity to ask questions)
- Addressing student and/or parental misconceptions
- Promoting a sense of belonging in HE (e.g. imagining yourself in an HE context)

Aspirations and Expectations

- Increasing students awareness of the benefits of HE and further study
- Exposing students and/or parents to HE
- Presenting student role models
- Experiencing social interactions in an HE context

Mapping Outcomes with Activities

Outcome	Objectives	Pathways KS4 Events	RAG Status
Attainment	Developing academic abilities (writing, academic assignments)	**0 events**	🟥
	Increasing subject specific knowedge	**2 events** (in school, on campus)	🟩
	Improving exam, revision technique	**1 event** (invited to GCSE Bootcamp)	🟫
	Improving meta-cognition	**0 events**	🟥
	Stress management for exams	**0 events**	🟥
Knowledge and Skills	Developing knowledge of GSCE/A Level options	**1 event** (in school, briefly)	🟫
	Navigating the university application system (ps, UCAS, finance)	**1 event** (on campus, briefly)	🟫
	Showcasing different subjects	**0 events**	🟥
	Developing academic and soft skills	**0 events**	🟥
	Careers knowledge (interview technique, work exp, app writing, networking)	**1 event** (on campus)	🟫
Attitudes and Identity	Developing confidence in skills and abilities	2 events (in school, on campus)	🟩
	Addressing concerns about HE	2 events (in school, on campus)	🟩
	Providing IAG	2 events (in school, on campus)	🟩
	Promoting sense of belonging in HE	2 events (in school, on campus)	🟩
Aspirations and Expectations	Increasing students awareness of benefits of HE	2 events (in school, on campus)	🟩
	Exposing students to HE	1 event (on campus)	🟫
	Presenting student role models	2 events (in school, on campus)	🟩
	Experiencing social aspect of HE	0 events	🟥
Parental Engagement	*Increase awareness of HE with parents*	0 events	🟥

Selecting an Evaluation Approach

- Three-tiered evaluation categorisation system assigns evaluation approaches and standards of evidence to interventions based on their respective 'intensity' levels

- Involves using different approaches to generate evidence suited to a wide range of interventions with varying aims/objectives, outcome measures and target groups.

Evaluation by 'Intensity'

▶ *Three categories (high, medium, low intensity) defined based on expected impacts, aims/objectives, groups that are targeted + in some cases cost and duration*

Intervention Categories	Description
Category 1 (low intensity)	Mainly one-off activities that are broadly aspirational such as campus visits, taster sessions (may form part of multi-component interventions).
Category 2 (medium intensity)	Activities that involve more than one interaction with the same group(s) of participants (i.e. they take place over one or more days). Typically include a learning component. Examples include: mentoring, and summer schools.
Category 3 (high intensity)	Interventions with highest expected impacts based on evidence. These include sustained post-16 outreach and in-reach interventions as well as contextual data & financial bursaries.

Intervention Category	Evaluation Approaches	Key Questions to Address	How will information be gathered?	How will the information be used?
Category 1 **One off activities, with the lowest level of intensity. Typically broadly aspirational.** **Examples:** **Campus visits, one off- taster sessions, general HE talks. *** **Subject tasters could be cat 2**	Type 1 reflective process evaluation What is required: Clearly defined aims and objectives Strengthened by evidence from the literature to motivate the selection of activity What is measured: Participants' reactions and satisfaction with the experience	Pre-implementation: What are your specific aims/objectives? What evidence is there to support selection of activity? Post-implementation: Was the event enjoyable, useful, was time well spent, did the material make sense?	- Monitoring -Feedback forms at the end of events - Participant interviews at the end of or during event (formal or informal) - Learning logs	To improve design and delivery.
Category2: **Activities that involve more than one interaction with same group; typically include an active learning component.** **Examples:** **Summer schools, mentoring, *most pre-16 and primary school sustained**	Type 2 reflective process & impact evaluation What is required: OfS Type 1 requirements plus evidence of impact that those receiving an intervention treatment have better outcomes (this does not need to establish any direct causal effect). What is measured: quantitative or qualitative evidence of pre/post treatment change or a treatment/non-treatment difference (e.g. increase/change in knowledge, skills, aspirations, attitudes)	Pre-implementation: Type 1 questions plus: What are the baselines? What evidence is there to support selection of success measures? How will you measure change? Post-implementation: Did participants acquire new knowledge and skills? Was there a change in participant's knowledge, aspirations, and attitudes?	-Pre and post questionnaires -Interviews/focus groups at the start and end of the event or later -learning logs/participants portfolios -participant reflections -HEAT tracking form	To understand and improve programme content, impacts and effectiveness
Category 3 **Interventions with highest expected impacts** **These include our post-16 programmes such as:** **UniTracks, P2L, P2B, RO.** **Contextual Data** **Financial Bursaries**	Type 3 multi-modal process and impact evaluation What is required: A robust evaluation methodology which combines process and impact evaluation approaches to provide substantive insight into the impacts of interventions, how these have been influential, what components are effective or aren't and why. And/or OfS Type 3 An evaluation methodology that provides quantitative and/or qualitative evidence of a pre/post treatment change on a treated group relative to an appropriate control or comparison group and/or What is measured: (change/causal impacts/perceptions and experiences)	In addition to the above, questions may include: How did participant/s experience the intervention? How was the intervention implemented? What was the impact on the participants? What was the impact on the UoW/school/society? Can changes during and following intervention be reasonably linked to the intervention?	-Pre and post questionnaires -Interviews/focus groups at the start and end of the event or later -learning logs/participants portfolios -participant reflections - Observations -Document Review -Novel tools such as photovoice (+ Causality-RCT/quasi-experimental design) Control groups- RCT -HEAT tracking for outreach and in-reach	To understand meaning of activities from different perspectives, use action change to facilitate implementation along the way. To establish causality where possible.

What next? - Planning your event

▶ You are going to host an outreach school group on campus.

– Which of these do you need to do?

– What order would you put the following in?

What next? - Planning your event

Task	Necessary	Priority Order
Unpack resources		
Advertise for student ambassadors to support the event		
Parking arrangements		
Letter confirming final details – parking, location, programme etc		
Select student ambassadors and send out briefing documents		
Prepare registers for the registration desk		
Book mini buses / taxis		
Book catering and refreshments inc dietary requirements		
Print and pack resources inc signage		
Book large lecture theatre & breakout rooms		
Create presentation and resources		
Contact School for details		
DBS Check		
Get school contact number		
Check presentation for relevant content		
Consent to take part in evaluation		
Buy resources		
Create evaluation form		
Input data post event		
Print out evaluation forms		
Book photographer		

What next? - Planning your event

▶ You are invited to talk at a school about your latest research.

- – Which of these do you need to do?
- – What order would you put the following in?

What next? - Planning your event

Task	Necessary	Priority Order
Create presentation and resources		
Contact School for details		
DBS Check		
Get school contact number		
Arrange transport		
Arrange students (warwick)		
Check presentation for relevant content		
Consent to take part in evaluation		
Buy resources		
Create evaluation form		
Input data post event		
Print out evaluation forms		
Organise catering		

Next steps:

- ▶ Mapping events and activities against aims and objectives

- ▶ Evaluation plans including timelines and data collection

- ▶ Task lists with key admin outlines and time frames

- ▶ Contact details and escalation procedures for safeguarding

- ▶ Relevant training for you and any staff/students involved

Questions and Contacts

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