

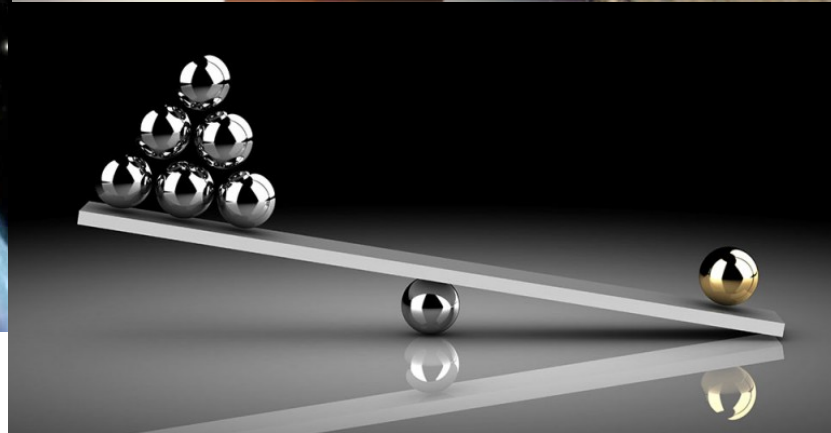
‘What works’ in advancing equality and diversity: a practical look at impact evaluation

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- = How do we know which initiatives are worthwhile and which are not?
- = How do we know whether our actions have made a difference and whether others can learn from our experience?
- = How do we know ‘what works’ and what does not?
- = How can we be confident that a specific outcome is the direct result of our actions?

How would you define impact?



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Definition of impact in an E&D setting



A marked effect or influence (OED)

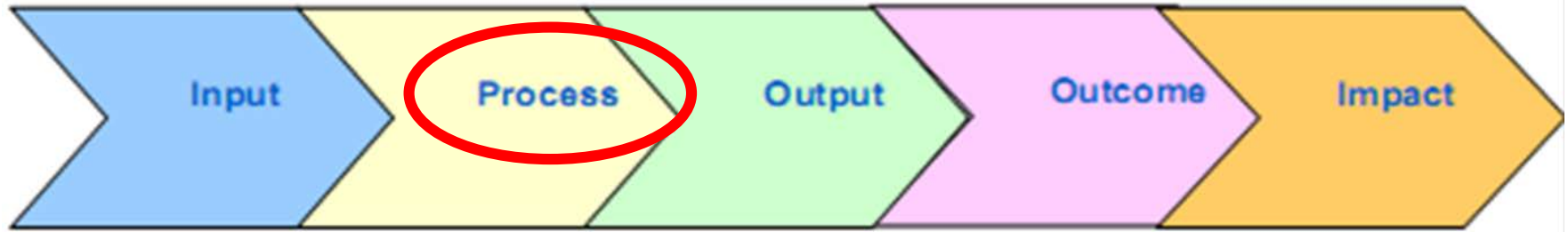
A measurable effect on groups with protected characteristics that can clearly be attributed to (a) specific action(s)

Exercise: is this impact or is it not?



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Process evaluation



- = a method of assessing how an action is being implemented
- = focuses on the action's **operations, implementation and delivery**

Questions for process evaluation

Reach: Who did the action reach?

- = the number of people
- = whether the people it reached were in the target audience
- = what proportion of the target audience was reached

Quality of implementation: How well was the action delivered?

- = was the action implemented properly, according to standards or protocol?
- = what aspects of the action worked well?
- = what aspects did not work so well?

Questions for process evaluation



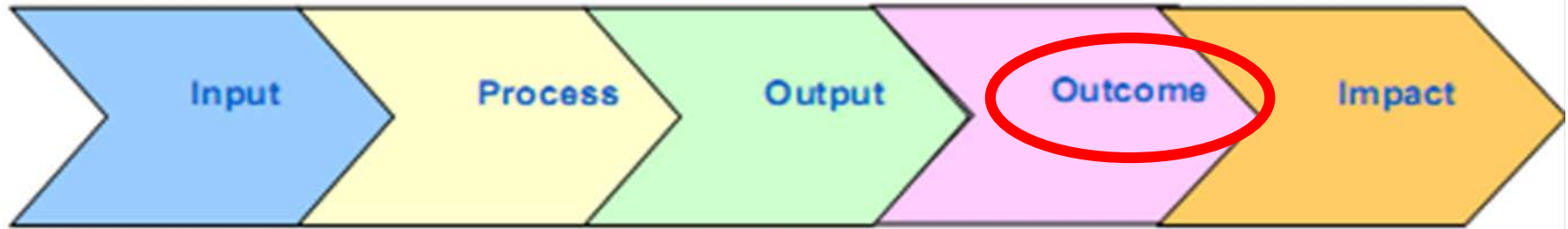
Satisfaction:

- = how satisfied were the people involved in the action (participants, partner organisations, and staff)?

Barriers: What got in the way of success?

- = were there any challenges to participation in the action?
- = what lessons have been learnt that might be useful if this action was to take place again?

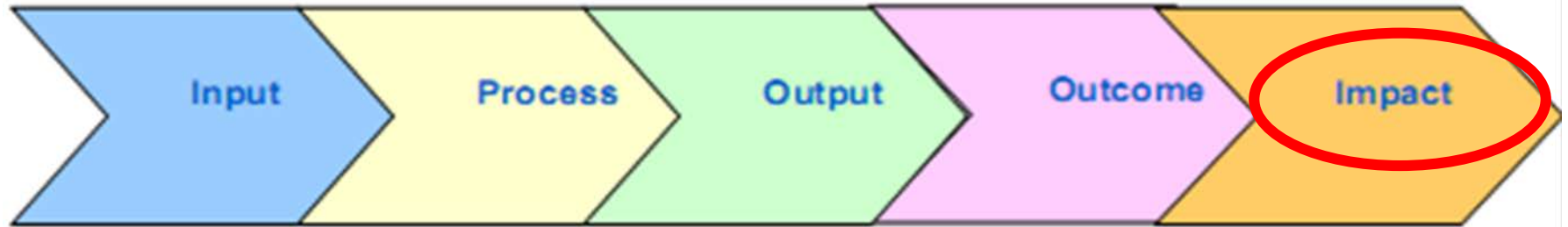
Outcome evaluation



Outcomes are the actual changes that have been made as a result of the action:

- = changes in the people at whom the action was targeted (knowledge, attitude, behaviour)
- = changes in the organisations at which the action was targeted
- = changes in the environment in which the action took place

Impact evaluation



Impact produced by the action, which can be:

- = positive or negative
- = intended and unintended
- = direct and indirect
- = and where **cause of observed changes** can be established

Causal attribution



To establish cause, an outcome evaluation will need to use one of three designs:

- = **Randomized Control Trial (RCT):** This design option uses two or more groups of participants who are randomly assigned to either the treatment in question or to a control group that is not exposed to the treatment
- = **Quasi-experiment with comparison group:** Similar to RCT, except that the comparison group is not randomly assigned (for example: wait-list)
- = **Pre- and post-intervention comparison:** Assesses participants on the same variables over a period of time, before and after they complete treatment.

Example: University X



Rationale:

University X found through an annual all-staff survey that:

43% of all staff and 52% of women report a “poor” understanding of promotions criteria



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Equality charters' methodology



Data collection

Quantitative and qualitative data



Data analysis

Identifying issues and challenges



Identify reasons for issues

Staff and student feedback; literature review



Action identification

Literature review; best practice; staff and student consultation



Action planning

Strategic plan for implementing SMART actions

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University X: Action



An annual workshop on promotion, for all staff, to be run in the department.

Workshops to be advertised by the HoD in the departmental newsletter, at all staff meetings and in new staff inductions.



Developing a SMART action plan



Equality Challenge Unit

Action	Rationale	Timescale	Responsible	Success Measure
Include a specific description of the action that will take place. Consider who the action is aimed at and how it will be implemented.	What did you uncover in the self-assessment process that has led you to considering this action? The rationale should be relevant and clearly linked to issues in the qualitative and quantitative data.	The action must be time-bound . Include clear start and end dates. Avoid too many “ongoing” actions, and consider using milestones to mark progress.	A range of specific roles and people. Ensure action is within the department’s power, making it achievable .	Use of targets are encouraged. Is it clear how achievement of actions are measurable ? Completing the action is not a success measure, what the action is aiming to affect is where measurable targets should come from.

Timescale

- = 4 months prior to the upcoming promotion round, repeated on an annual cycle
- = evaluation to be undertaken after each workshop, and on completion of each promotion round
- = review of data to be undertaken in autumn term, in 3 years' time, and outcomes reported in next submission



Timescale

- = 4 months prior to the upcoming promotion round, repeated on an annual cycle
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Equality Challenge Unit

Process evaluation
(Did they meet their timescale)

Process evaluation
(Happy sheet-satisfaction)
Impact evaluation

Outcome evaluation
(knowledge; survey)
Impact evaluation – increase in numbers applying

Responsibility



HoD, HR (SAT to have input via chair in development of session, based on self-assessment process)



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Success measures



Measure	Evaluation type
100% of staff attend the promotions workshop	Process
80% of female staff report a “good” or “very good” understanding of criteria in next annual survey	Outcome
xx% women apply for promotion before 20xx, compared to baseline figure of x% in period y	Impact

Success measures



Measure	Evaluation type
100% of staff attend the promotions workshop	Process
80% of female staff report a “good” or “very good” understanding of criteria in next annual survey	Outcome
30% women apply for promotion before 2020, compared to baseline figure of 10% in period 2014 -2017	Impact

**After successfully implementing the action,
a self-assessment team finds that...**



OUTCOME = Great

80% of female staff report a “good” or “very good” understanding of promotions criteria in next annual survey.

IMPACT = None

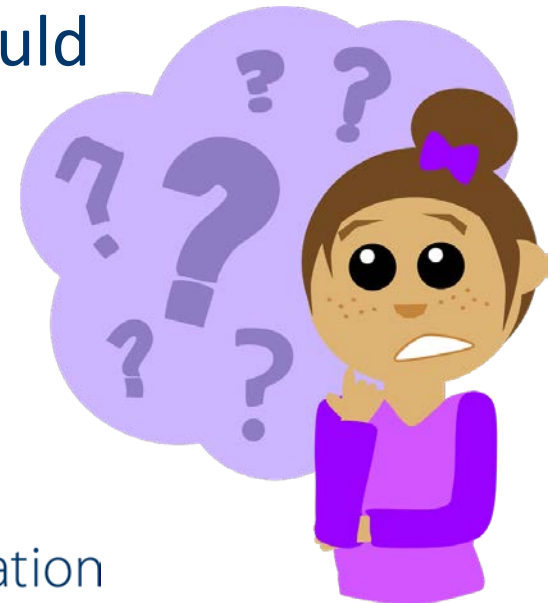
No women have applied for promotion since the action was implemented



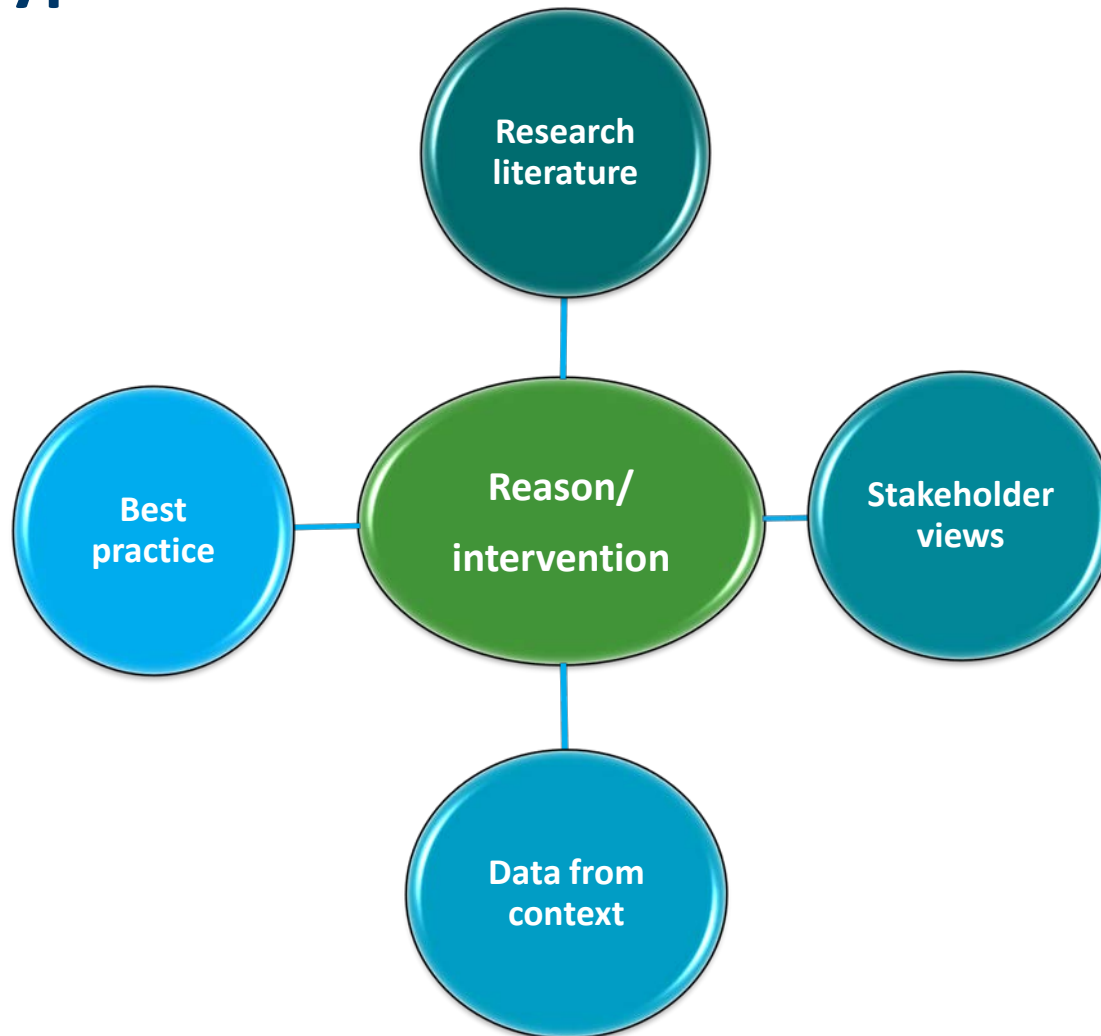
No impact – what now?

No women have applied for promotion since the workshop was implemented

The institution needs to go back and reconsider the evidence to help determine why they have the issues and what they could do about it.



Interrogate four sources of information to generate hypotheses



Exercise: alternative scenario



After implementing an all staff promotions workshop, the number of women who applied for promotion increased by 25% between 2017 and 2018.

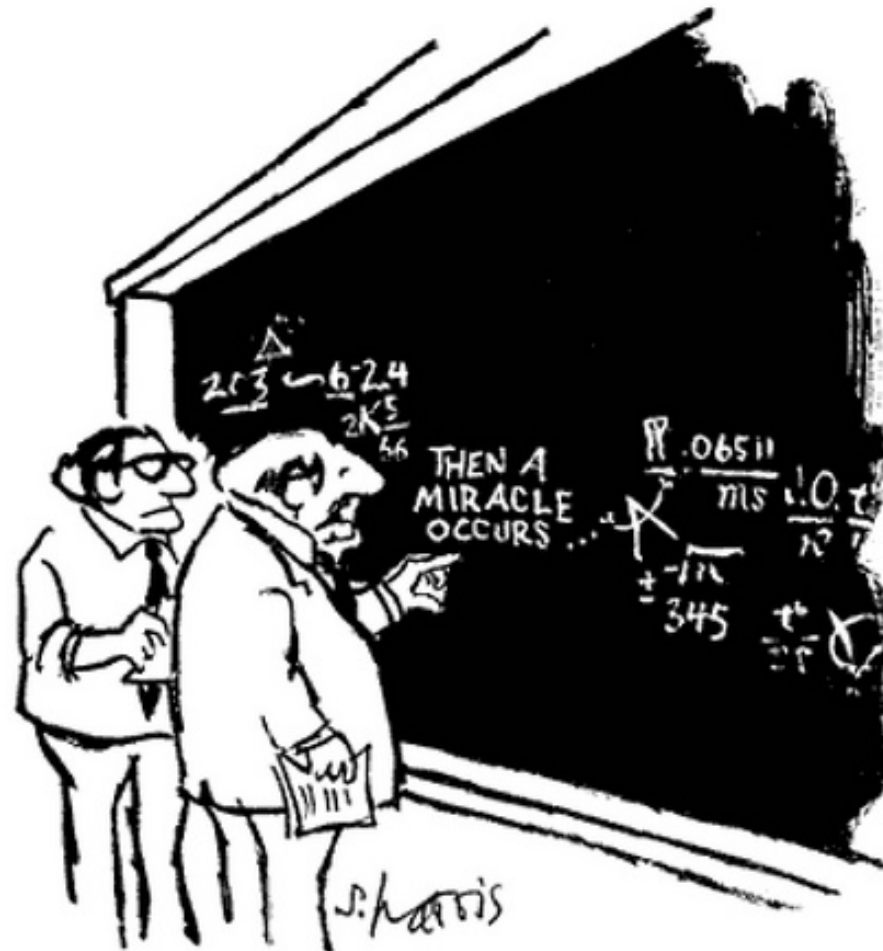
- = How does University X prove that the increase in promotions is attributable to the workshop, and not something else?**
- = What evaluation methodology should have been put in place when devising the action in order to determine this causal link?**

How to present impact



- = Show how the situation has improved for the protected characteristic group in question
- = Present a narrative that shows how your activities have led directly to the impact
- = There should be a clear link between:
data → analysis → actions → progress (outcomes) → impact
- = Case studies

Exercise



"I think you should be more explicit here in step two."

Useful resources



Evaluating socio economic development, Source Book 2: Methods and techniques formative evaluation:

https://nyshealthfoundation.org/uploads/general/evaluating-socio-economic-development-sourcebook-2-methods-techniques-for-formative_evaluation.pdf

Improving the evaluation of outreach (OFFA):

<https://www.offa.org.uk/egp/improving-evaluation-outreach/>