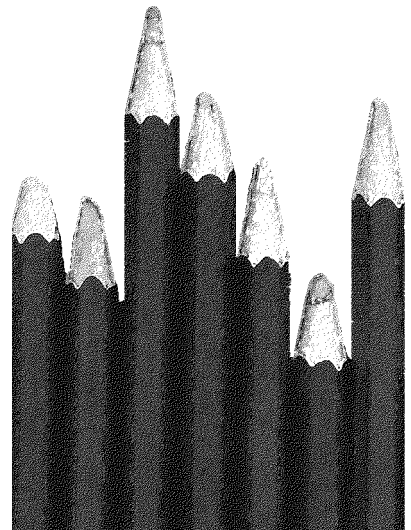


7

Outcomes and Evaluation

**OUTCOMES
EVALUATING STAFF DEVELOPMENT**



OUTCOMES

BEFORE STARTING OUT ON ANY PROCESS OF CHANGE, IT IS OF COURSE IMPORTANT TO THINK ABOUT THE OUTCOMES YOU HOPE TO GAIN FROM IT, AND MAKE SURE THAT THESE ARE CLEAR AND SPECIFIC, AND THAT YOU WILL RECOGNISE WHEN THEY HAVE BEEN ACHIEVED.

WHAT OUTCOMES DO YOU HOPE TO ACHIEVE FROM USING THE ADEPTT APPROACH?

WHAT CHANGES DO YOU SEE IT MAKING?

1
2
3

CAN YOU BREAK THESE DOWN AND MAKE THEM SPECIFIC? FOR EXAMPLE: "IMPROVING TEACHING QUALITY" – HOW MUCH? BY WHEN? FROM WHAT TO WHAT? WHO DECIDES ON WHAT CONSTITUTES "IMPROVED" TEACHING? IS THIS ONLY DURING THE LIFE OF THE PROGRAMME, OR SHOULD IT BE A CONTINUOUS PROCESS?

HOW WILL YOU GAUGE WHEN YOU HAVE ACHIEVED YOUR AIMS?

EVALUATING STAFF DEVELOPMENT

<p>BEFORE YOU START, THINK ABOUT WHY YOU ARE EVALUATING:</p>	<ul style="list-style-type: none"> ❖ FOR ACCOUNTABILITY? ❖ TO CONVINCE BUDGET HOLDERS THAT THIS IS A WORTHWHILE ACTIVITY? ❖ TO IMPROVE WHAT YOU ARE DOING FOR NEXT TIME? 	<p>IN MANY CASES IT WILL BE A COMBINATION OF THESE – BUT WHAT YOU ARE HOPING TO ACHIEVE IS LIKELY TO AFFECT YOUR EVALUATION METHODS.</p>
<p>THERE ARE TWO MAIN LEVELS OF EVALUATION:</p> <p>1 IMMEDIATE REACTIONS</p>	<p>FOR IMMEDIATE REACTIONS, A “HAPPY SHEET” IS THE TRADITIONAL METHOD. YOUR INSTITUTION PROBABLY HAS ONE THAT YOU CAN ADAPT.</p> <ul style="list-style-type: none"> • AIM FOR A BALANCE BETWEEN STRAIGHTFORWARD “QUANTITATIVE” DATA (SUCH AS YES/NO ANSWERS OR RATINGS OUT OF 10), AND QUALITATIVE DATA (ASKING FOR COMMENTS). • THINK ABOUT WHAT YOU NEED TO MEASURE AND WHAT YOU WILL DO WITH THE RESULTS BEFORE YOU BEGIN – THERE’S NO POINT EVALUATING THINGS JUST FOR THE SAKE OF IT. 	<p>PEOPLE ARE NOTORIOUSLY BAD AT FILLING IN SHEETS AND RETURNING THEM, SO IF YOU WANT A GOOD PERCENTAGE, TRY SAYING THAT CLAIM SHEETS FOR TIME AND PAYMENT WILL ONLY BE ACCEPTED WHEN THEY’RE HANDED IN WITH AN EVALUATION SHEET – OR GIVE PEOPLE A FEW MINUTES TO FILL THEM OUT AT THE END OF THE SESSION.</p> <p>DON’T ASK FOR NAMES UNLESS YOU REALLY NEED THEM – PEOPLE WILL BE MORE FRANK IF IT’S ANONYMOUS.</p>
<p>2 IMPACT EVALUATION</p>	<ul style="list-style-type: none"> • MORE MEANINGFUL BUT MUCH MORE COMPLEX. • YOU ARE AIMING TO FIND OUT WHETHER THE INTERVENTION MAKES A LONGER-TERM DIFFERENCE TO SOMEONE. • THE REAL TEST OF WHETHER YOUR ACTIVITIES ARE WORTHWHILE. ARE THE LECTURERS MORE CONFIDENT/HAPPIER/ BETTER TEACHERS AS A RESULT? 	<p>THERE ARE SO MANY THINGS THAT IMPACT ON PEOPLE THAT ONE CANNOT SIMPLY MEASURE CHANGE AND ATTRIBUTE IT TO ONE CAUSE.</p> <p>ONE OPTION IS TO USE CASE STUDIES – TALK TO A SMALL NUMBER OF THE LECTURERS, AND POSSIBLY THEIR PROGRAMME LEADER, BEFOREHAND, SHORTLY AFTERWARDS, THEN A BIT FURTHER DOWN THE LINE, TO SEE WHAT DIFFERENCE IF ANY IT HAS MADE TO THEM.</p> <p>AGAIN, YOU WILL NEED TO THINK ABOUT WHAT YOU WANT TO KNOW AND WHY, AND BRING THIS INTO THE INTERVIEW.</p> <p>YOU WILL NEED TO ASSURE YOUR RESPONDENTS THAT THE CASE STUDIES WILL BE ANONYMOUS, AND IF YOU’RE SHARING THE RESULTS MAKE SURE THERE’S NOTHING IN YOUR WRITE-UP THAT COULD IDENTIFY THEM.</p>

