



UNIVERSITY OF LEEDS

Measuring the Impact of Skills Development - An HEI and Researcher Perspective

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The HEI / Researcher Perspective

1. How can the Rugby Team Impact Framework support the development of a robust evidence base?
2. How can the RTIF engage stakeholders in the evidence agenda?
3. Leeds experience to date in implementing the RTIF



Presentation Outline

- A. Overview of the Rugby Team Impact Framework
- B. A few evaluation tools and concepts
- C. Leeds experience in applying the tools and concepts
 - 1. Macro perspective – Whole Programme Evaluation
 - 2. Micro perspective – Specific activity evaluation

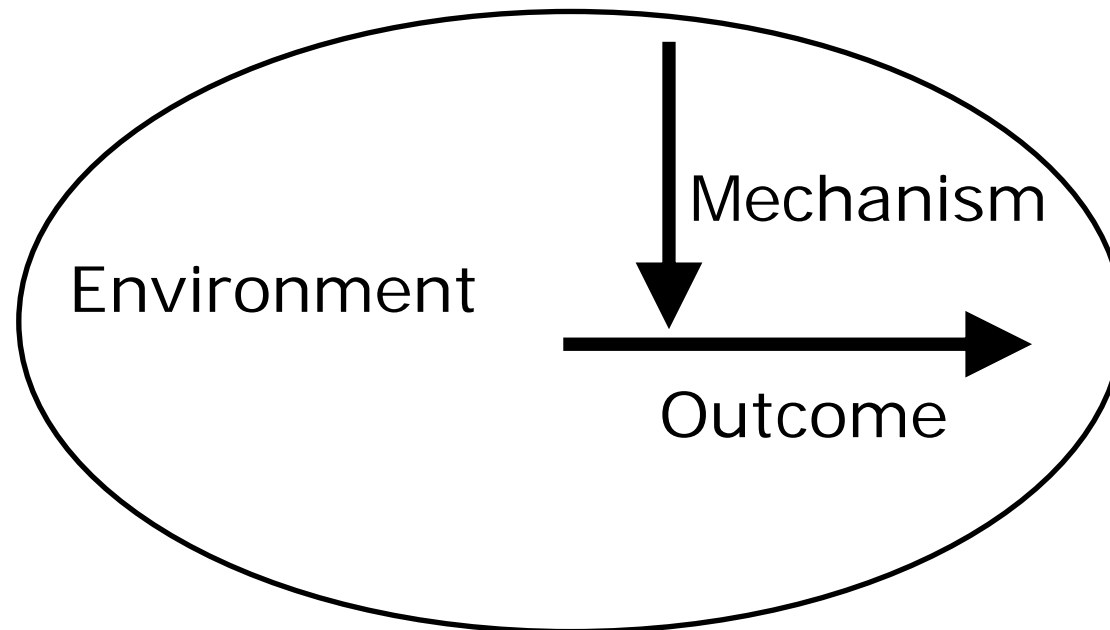


Evaluation starting points 1/2

Know what the aim of the training activity is at the outset. i.e. What is the training need?

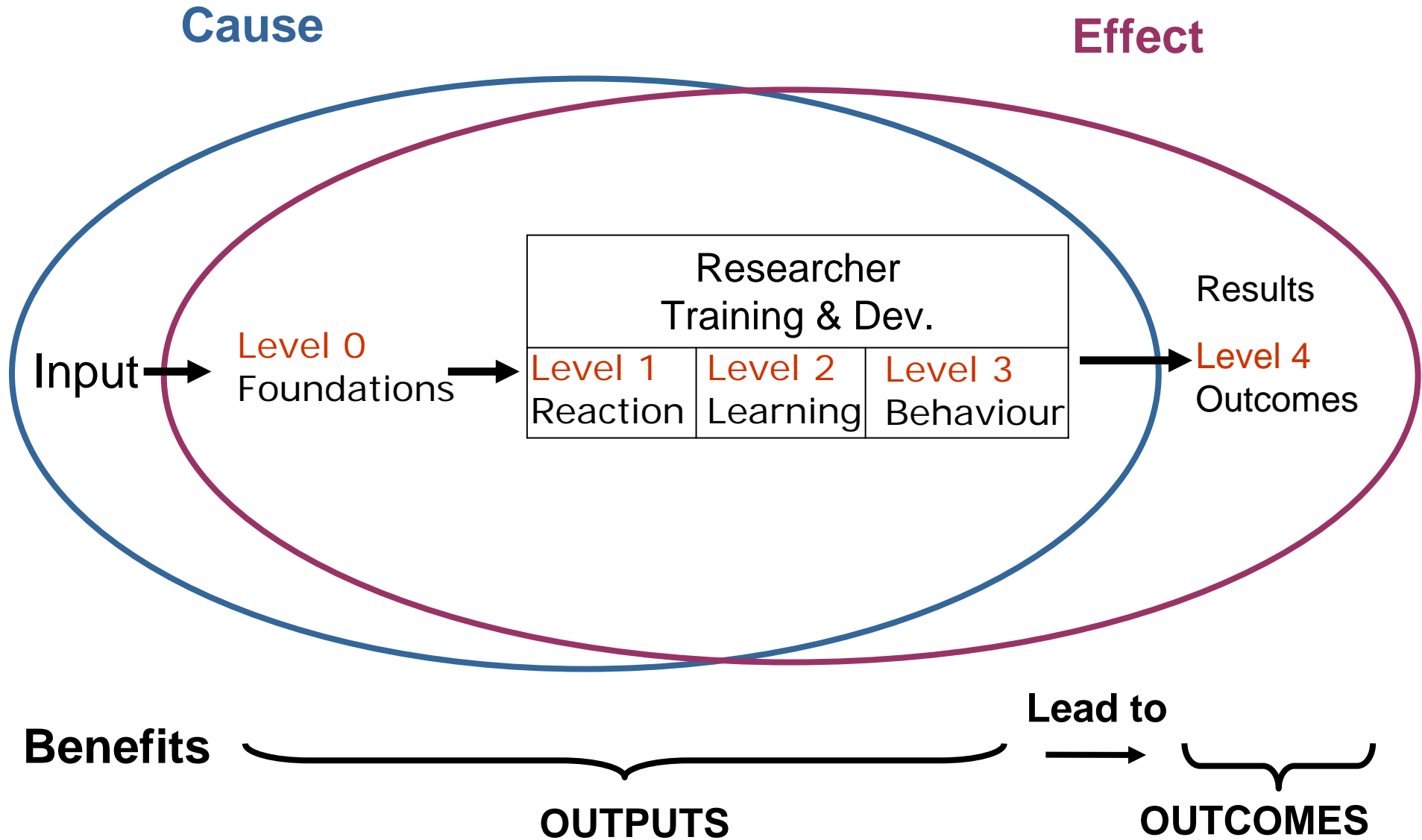


Evaluation starting points 2/2



Environment + Mechanism = Outcome

Pathway approach - IMPACT levels (levels 0 - 4)

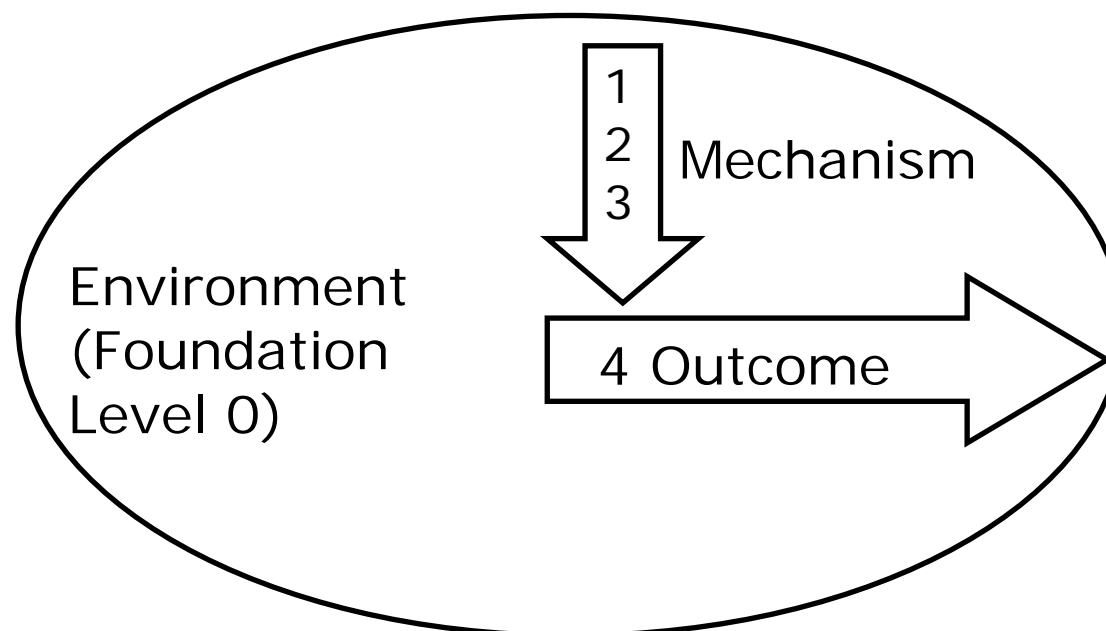


IMPACT Level 0 Foundations





Impact Framework and Evaluation Theory



Environment + Mechanism = Outcome

(Adapted from Pawson, R., and Tilley, N., *Realistic Evaluation* SAGE Publications (1997)
ISBN 978-0-7619-5009-7)



Balanced Scorecard technique

- A method of breaking down a company vision into tangible measures
- A method of illustrating clearly the 'health' of the whole business rather than just one area
- A method of prioritising activity
- A method of engaging people by asking their view and agreeing tangible outcomes that will mean something to them



1. Macro Perspective – Whole Programme Evaluation

- Combine a Balanced Scorecard technique with RTIF Foundation level 0
- Engage people by asking them what they want in a strategic review
- Produce tangible measures for activity that people will invest in

See the handout



Ensure personal and professional development activity contributes clearly to university strategy and the needs of all stakeholders

Growing Research Income and Performance' (GRIP) Strategic initiative



The aim of provision is 'to enable researchers to develop their research performance, employability, professionalism and engagement with society'



Specific activity such as 'Grant Writing Action Learning Sets' 'Project Managing Your Research Degree' 'Fellowships'



2. Micro Perspective – Specific Activity Evaluation

The balanced scorecard 'strategy' approach defines priorities for evaluation

A possible specific example might be:

Institutional/RCUK/Researcher need:

- improved PhD completion rates

How might training and development activity contribute to meeting this need?



2. Micro Perspective – Specific Activity Evaluation

Example Process – ‘Project Managing Your Research Degree’

Level 0 – Focus group re aims. Baseline Needs analysis data, MBTI, Pedagogy of session

Level 1 – ‘Happy Sheets’, email follow up one month later

Level 2 - End of session review, application by participants of ideas in session to their specific projects

Level 3 – Needs Analysis monitoring, progress monitoring, supervisory views, 360° Analysis

Level 4 – Success Case Method*, Data dredge, Focus Groups

* Brinkerhoff, R., ‘*Telling Training’s Story: Evaluation Made Simple, Credible and Effective*’
Berrett-Koehler (2006) ISBN-10: 1576751864; ISBN-13: 978-1576751862



The HEI / Researcher Perspective

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What next for the Rugby Team Impact Framework (RTIF)?

1. The RTIF is referred to in the Roberts reporting letter of August 08
2. HEIs are encouraged to add examples of evaluation practice to the Vitae database of practice
3. Roberts policy forum 2009 – There will be a preliminary report on how a sample of institutions are using the RTIF
4. September 2010 Vitae Conference – A review of evaluation in the sector primarily based upon the database of practice
5. Nurturing and supporting evaluation research