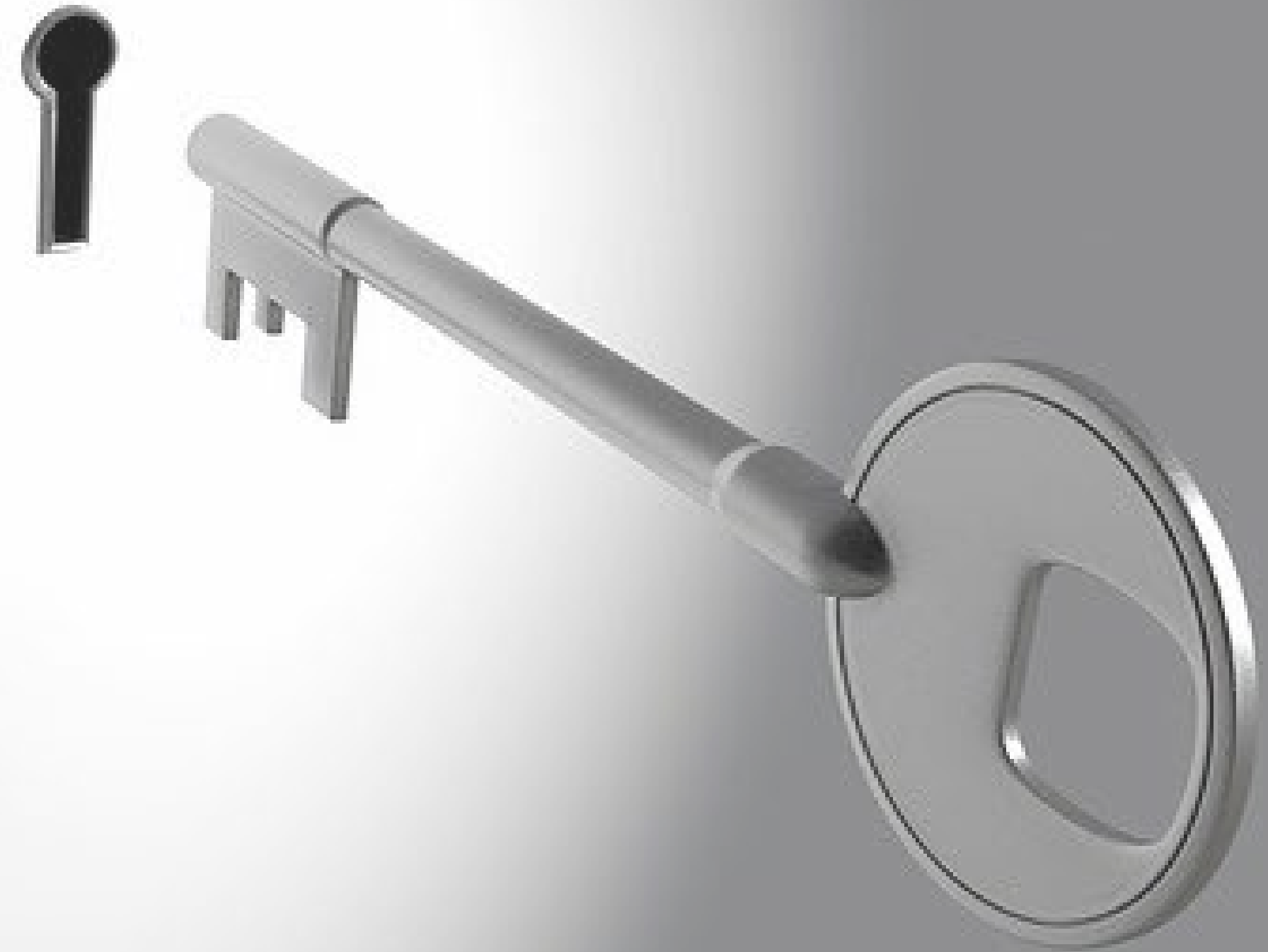


EVALUATION

Improving our practise and using
performance data

What we'll do today:

Working out why your
evaluation strategy
needs to change to
reflect modern learning
practice



What we'll do today:

Work through
7 principles to measure
learning effectiveness

What we'll do today:

Help you **identify** where
you can **develop your
evaluation practice**



Learning has changed **forever**

We're moving from **supply driven practise to a demand-led profession.**

This means our **design, delivery, and evaluation** has to change to reflect **modern learning** demands.



Learning has **moved**

From just **in case**



Learning has **moved**

To just **in time**



Learning has **moved**

To just **for me**

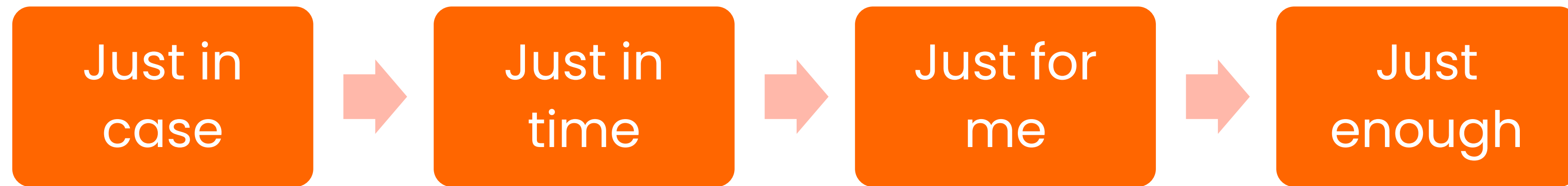


Learning has **moved**

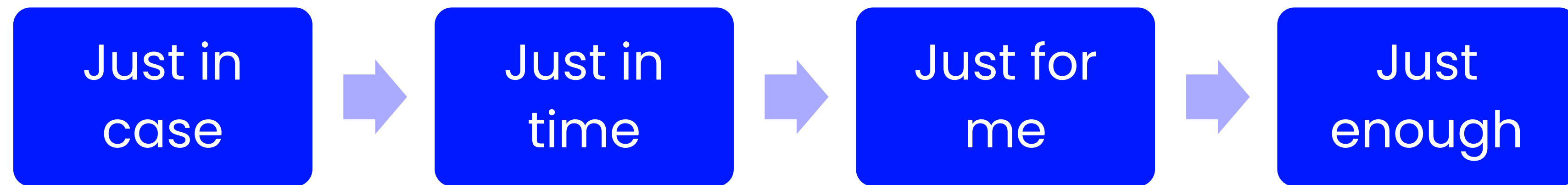
To just **enough**



Content expectations have changed



Evaluation expectations have changed



Evaluation isn't a **science**

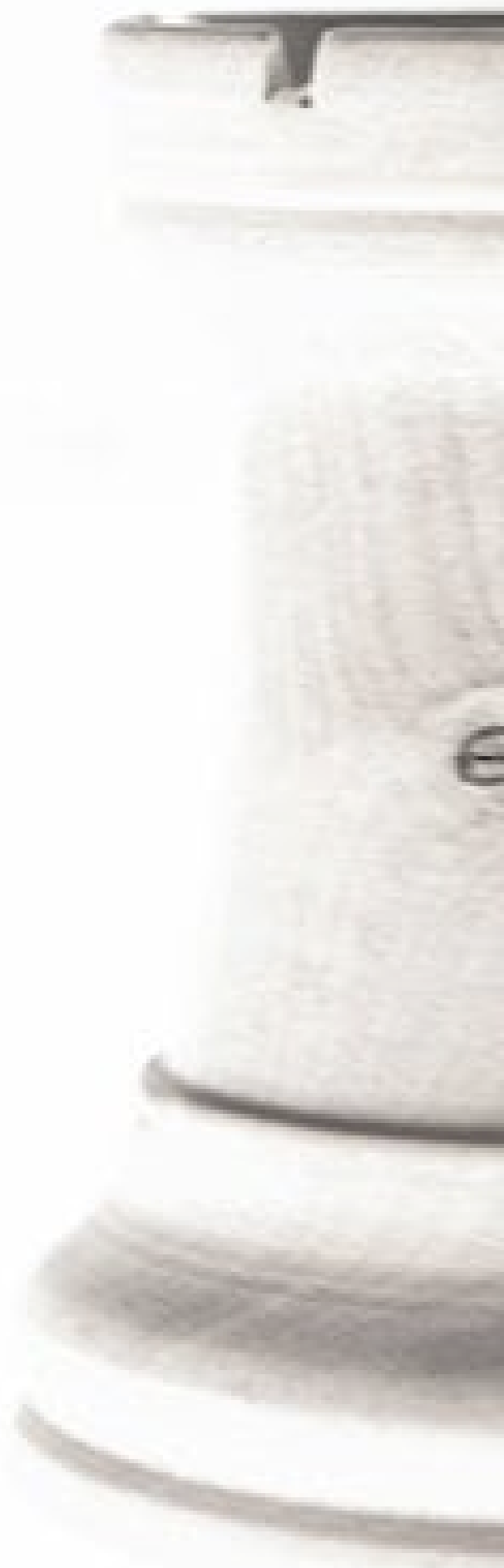
“Evidence is **always partial**. **Facts** are not **truth**, though they are part of it. **Information is not knowledge.**”

Hilary Mantel 2017



Evaluation needs a **strategy**

An **evaluation strategy** will describe your **principles of evaluation** as well as being able to explain which elements you'll need to **build, borrow**, and **buy**.



Evaluation needs **principles**

The intrinsic elements which describe your **approach**. Principles make your approach **transparent, consistent**, and **easier to understand**.





**Goal setting and
measurement**
are
fundamental to
workplace
learning and
development



Measuring
learning
performance
outcomes is
always
recommended
versus only
measuring
outputs



The **effect** on
organisational
performance
can and should
always be
measured

An aerial, high-angle photograph of a massive crowd of people, likely at a festival or sporting event. The individuals are densely packed, and their clothing creates a mosaic of various colors like red, blue, green, and yellow. The background is slightly blurred, emphasizing the scale of the gathering.

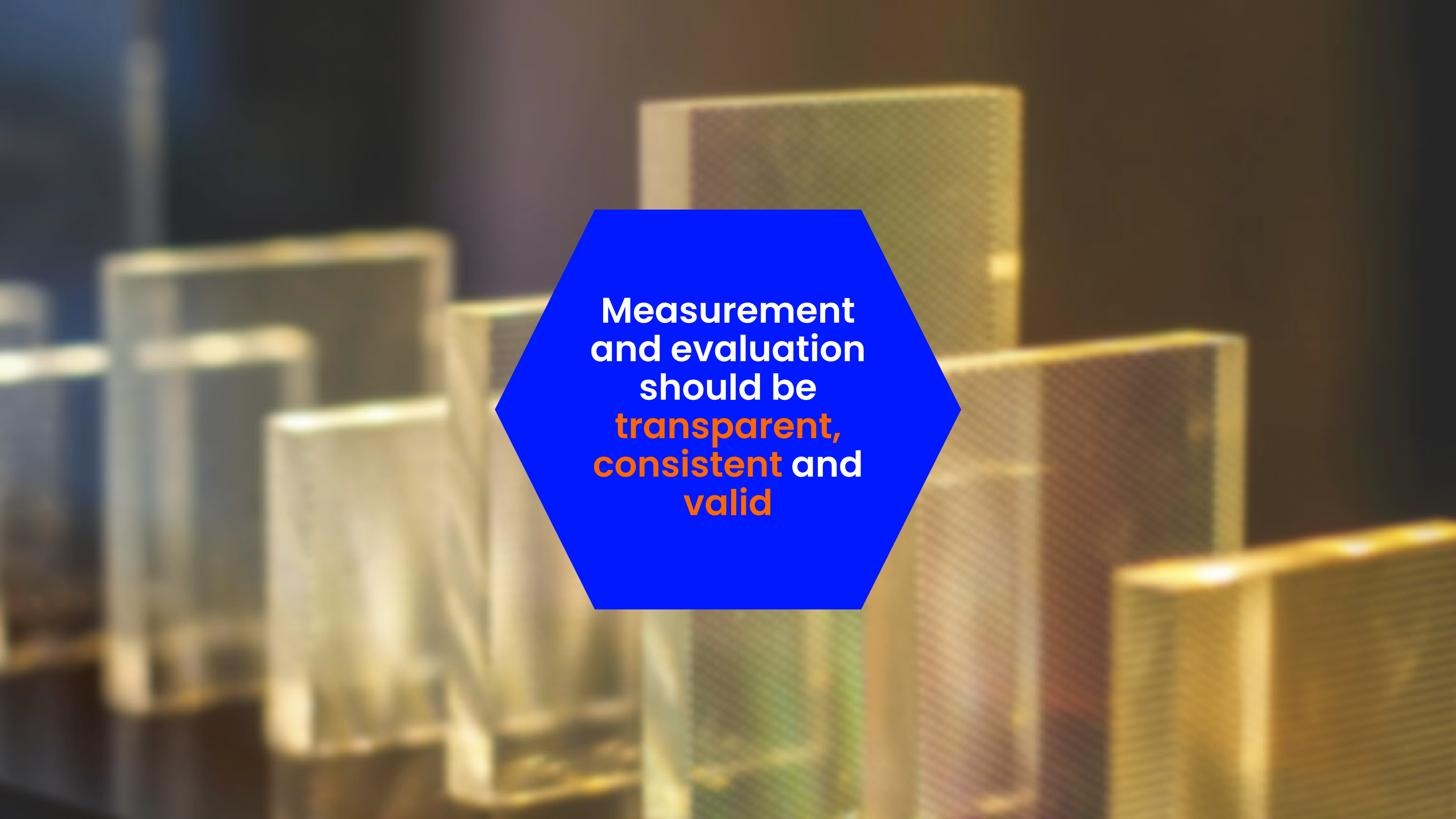
Measurement
and evaluation
require both
qualitative and
quantitative
methods



Learning **cost**
figures are not
the value of
learning

A row of park benches in a park setting. The benches are dark metal with light-colored slatted seats and backs. They are arranged in a line, receding into the distance. The background is filled with lush green trees and vibrant pink flowers in the foreground, creating a soft, out-of-focus backdrop. A blue hexagonal graphic is overlaid in the center, containing text.

**Social learning
can and should
be measured
consistently
with other
learning activity**

A blue hexagon is centered on the page, containing text. The background is a blurred image of several books standing upright on a shelf. The text inside the hexagon is as follows:

Measurement
and evaluation
should be
transparent,
consistent and
valid

Evaluation needs **principles**

- **Goal setting** and **measurement** are fundamental to workplace learning and development
- Measuring **learning performance outcomes** is always recommended versus only measuring outputs
- The **effect** on **organisational performance** can and should always be measured
- Measurement and evaluation require both **qualitative** and **quantitative** methods
- Learning **cost figures** are not the value of learning
- **Social learning** can and should be **measured consistently** with other learning activity
- Measurement and evaluation should be **transparent**, **consistent** and **valid**

So **what?**

What use are **principles** if you can't see them in **practice**?



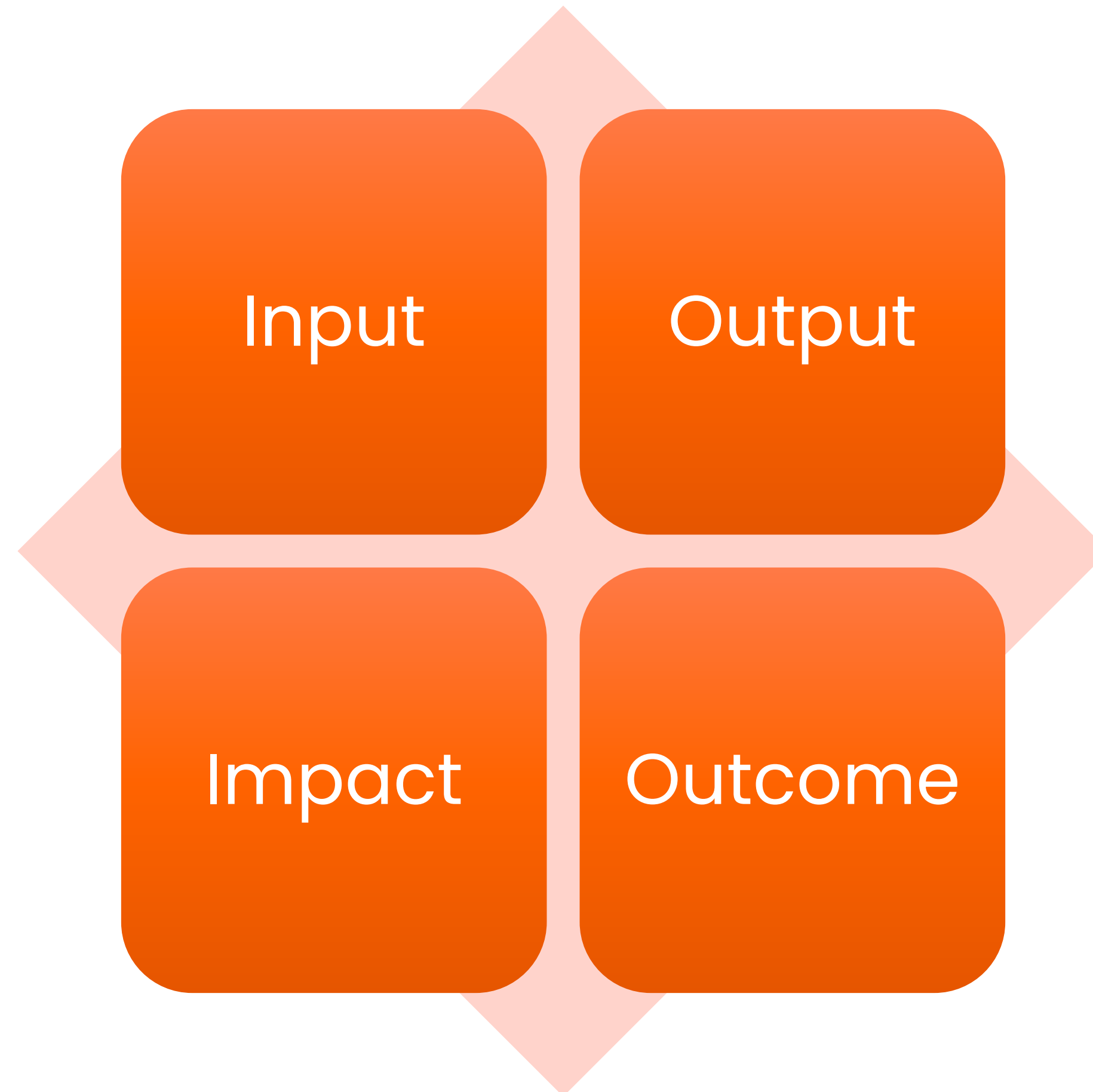
Real world

I was responsible for **designing**, **delivering** and **evaluating** the roll out of **Lateral Flow Device** testing in the UK

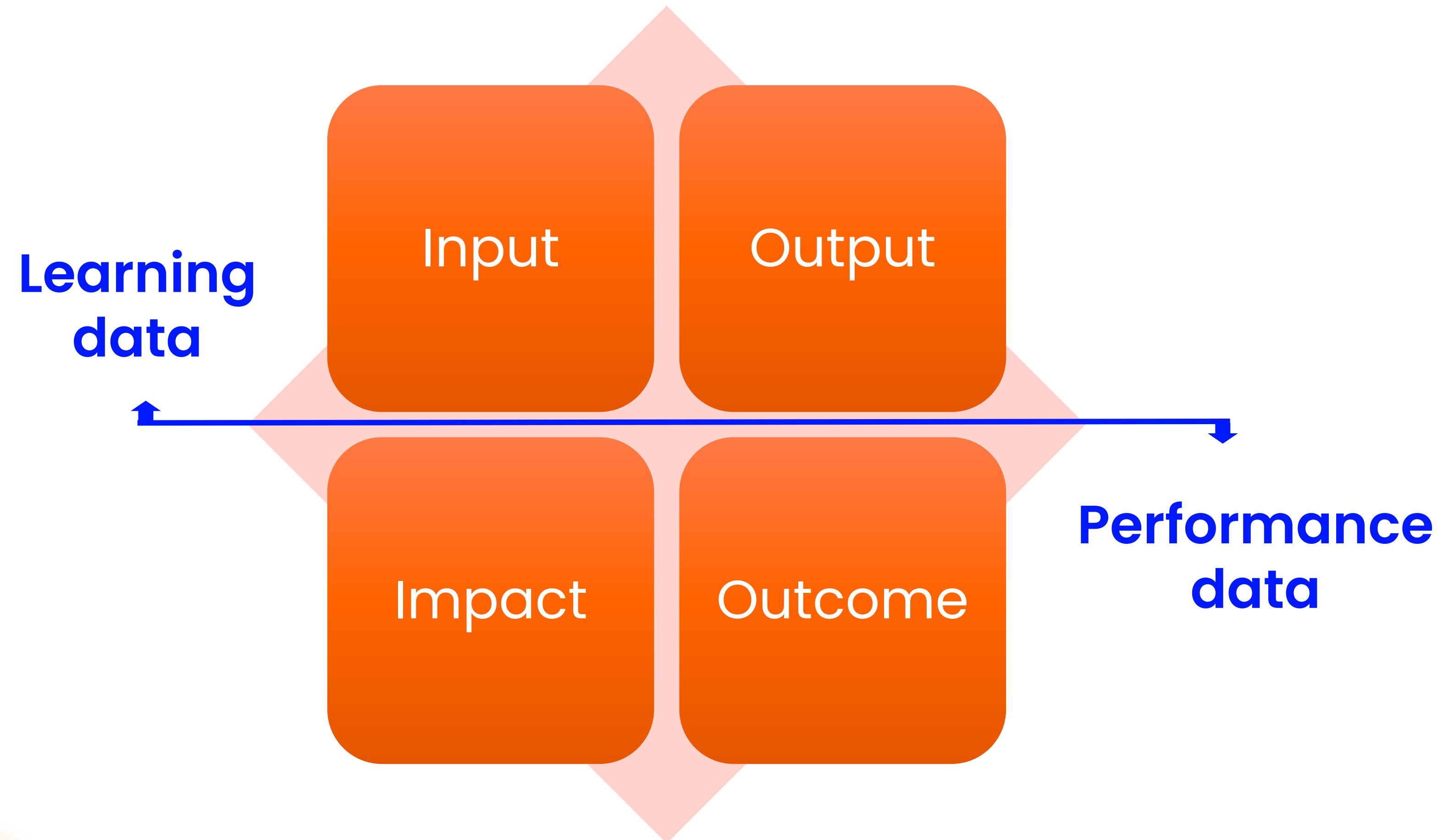
Some **550k+ users** later we had accumulated a range of data which informed the following logic model.



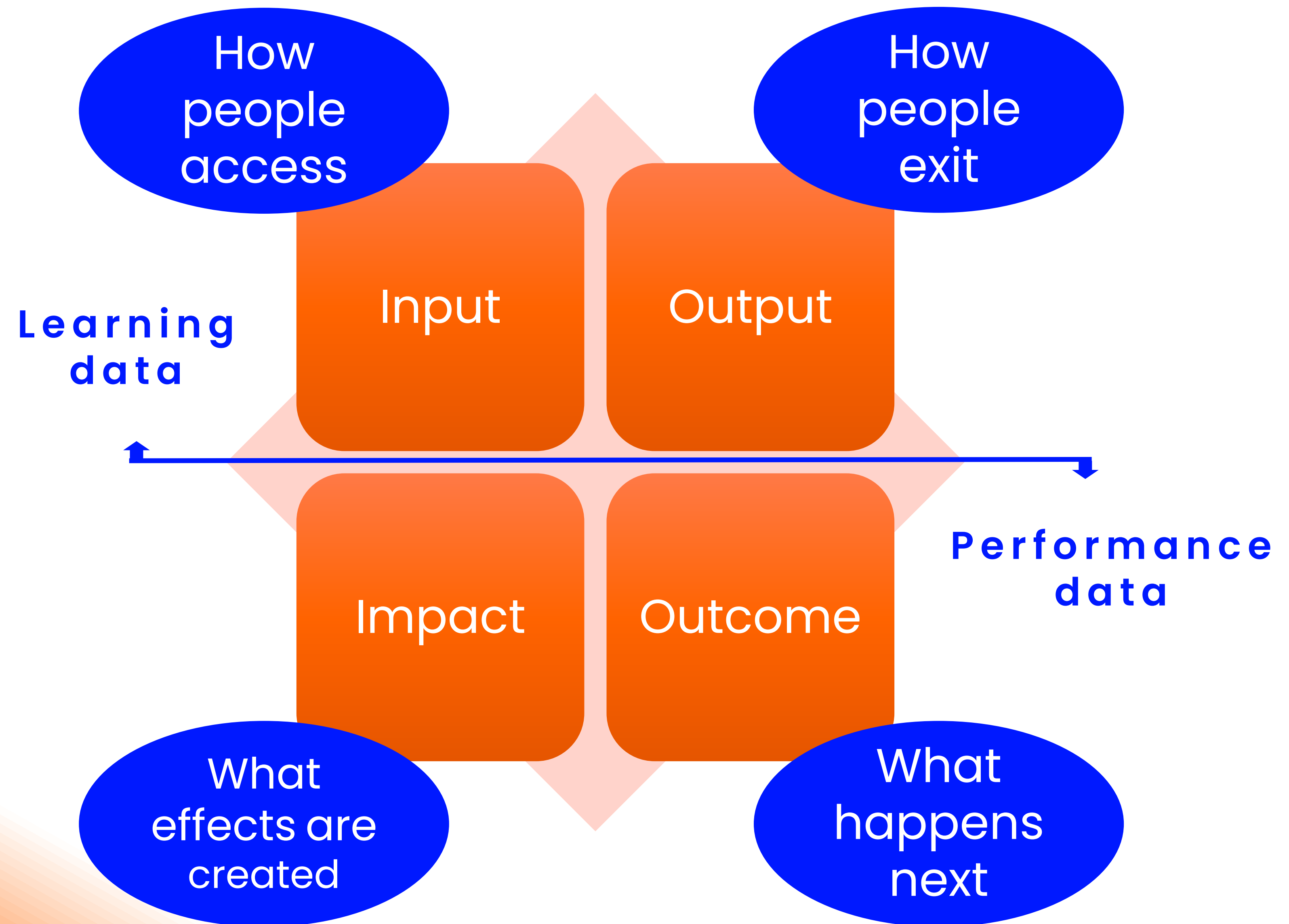
4 areas of focus



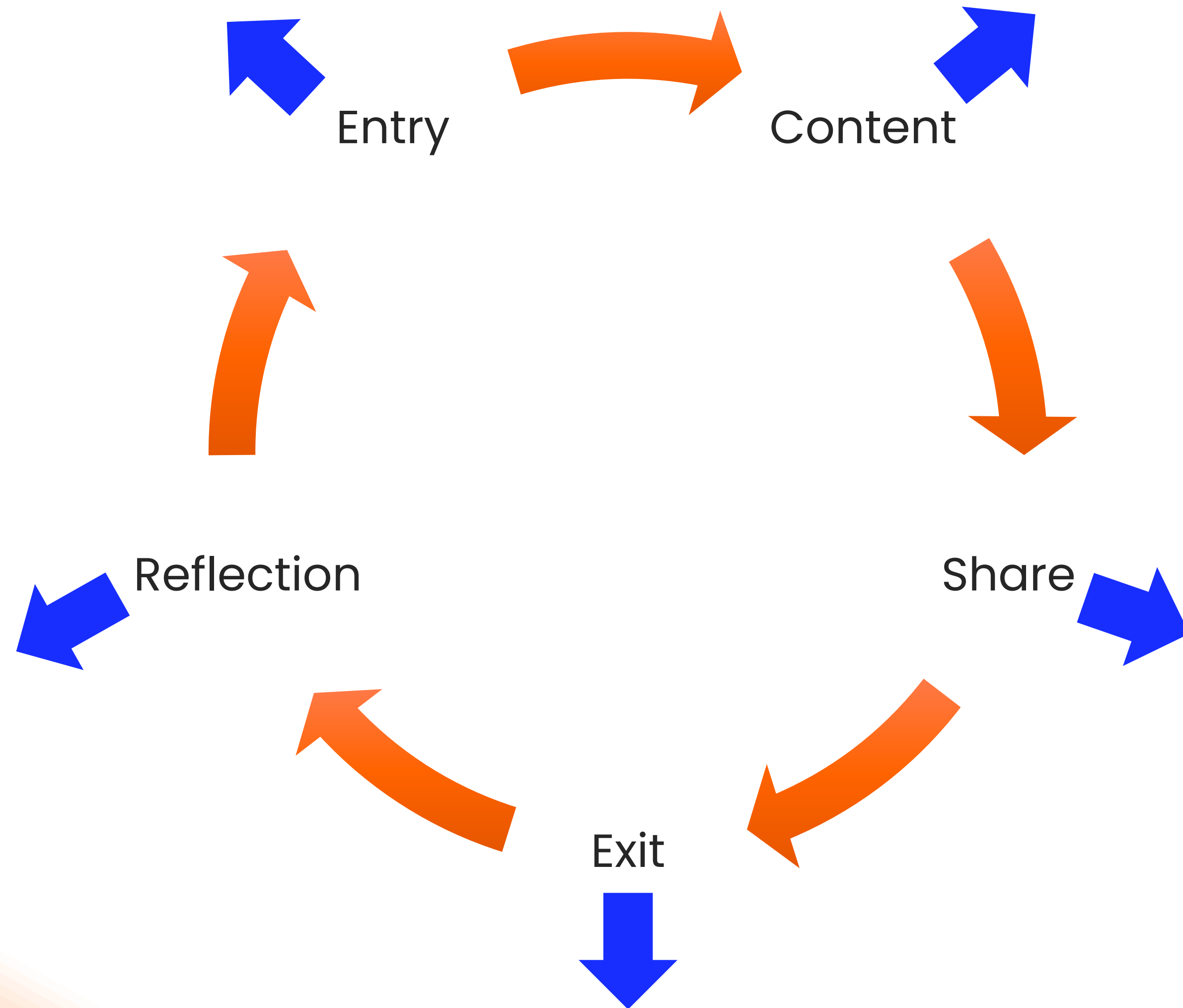
4 areas of focus

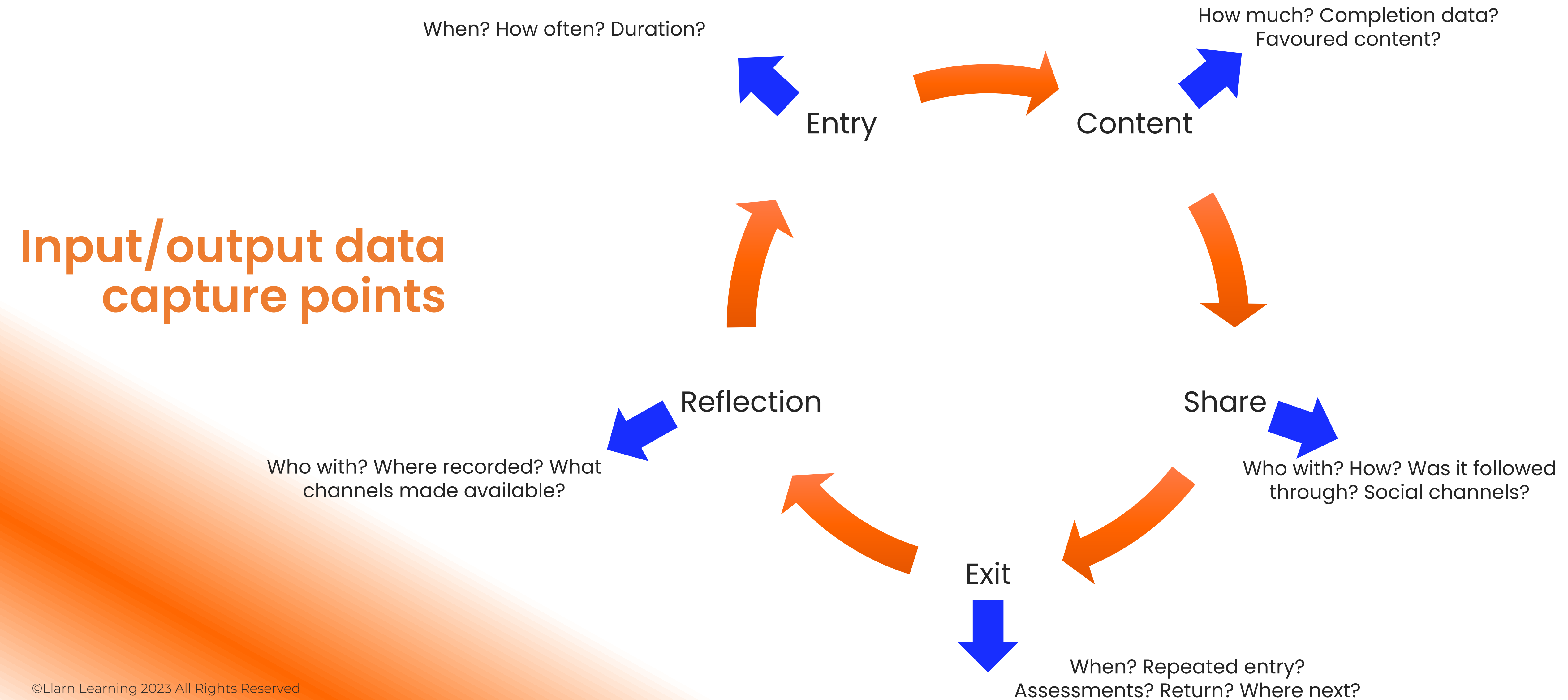


4 areas of focus

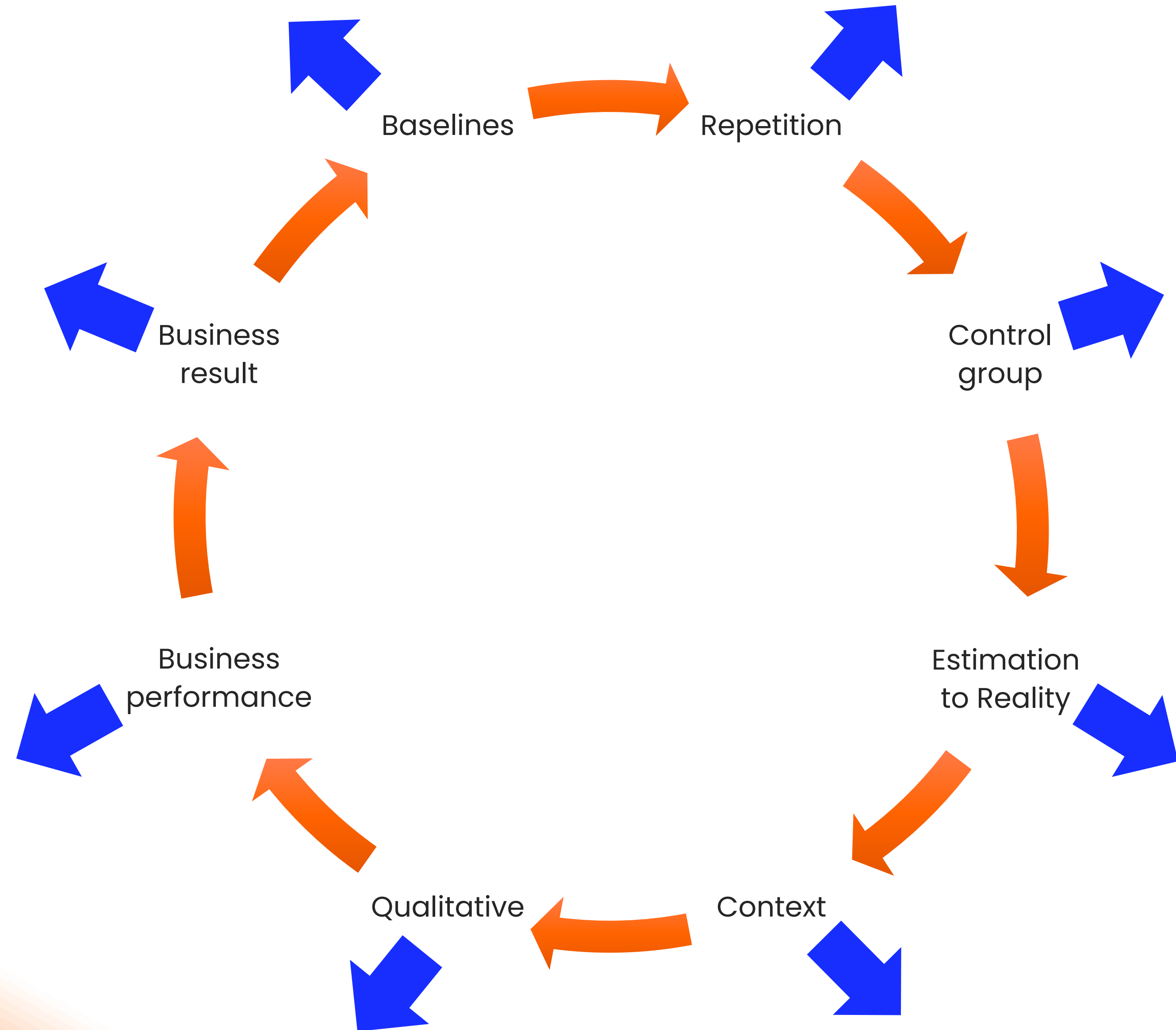


Input/output data capture points

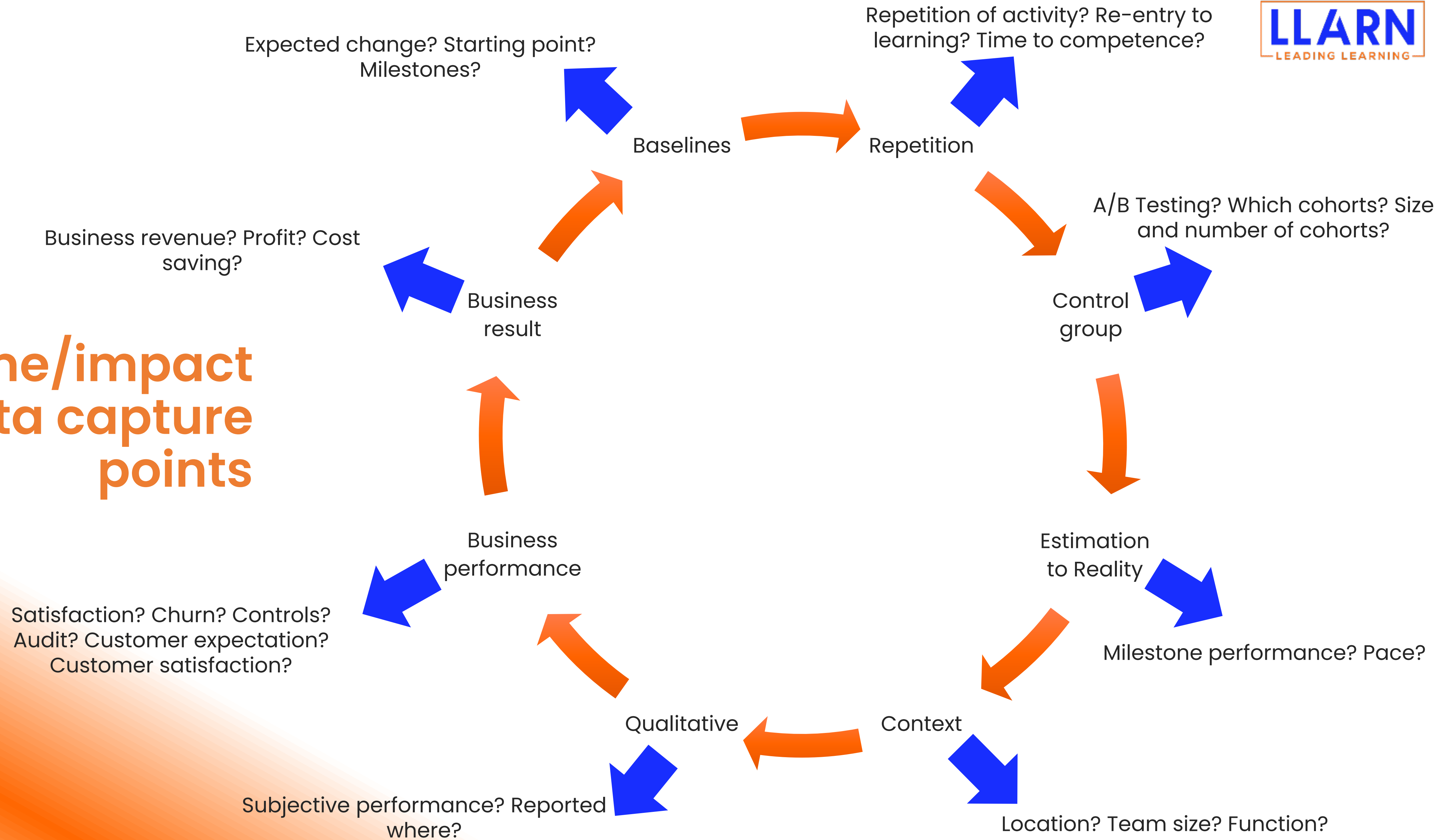




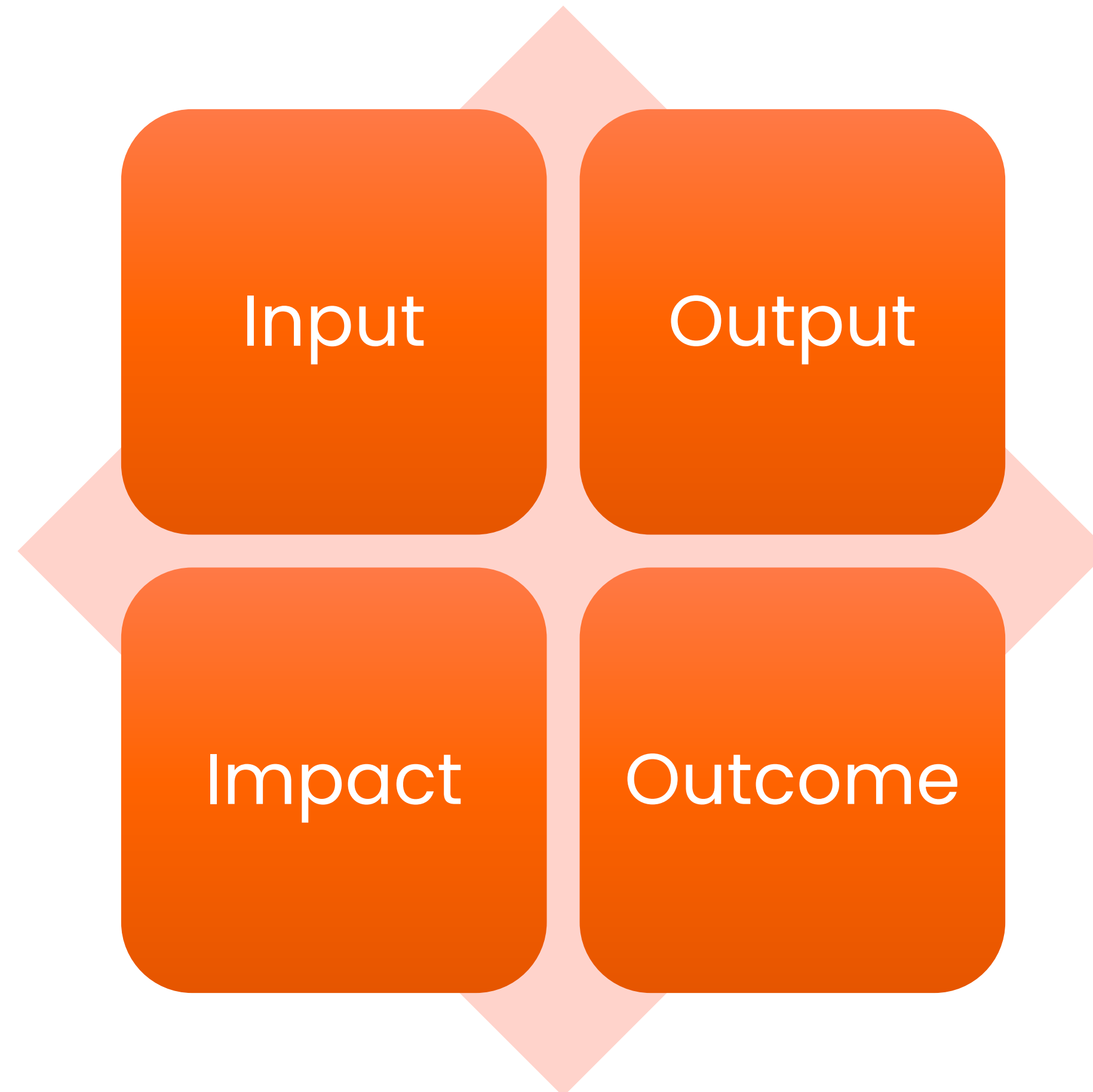
Outcome/impact data capture points



Outcome/impact data capture points



4 areas of focus



Real world

Input

554k users
Registration : Entry 99%
1.5m logins

Real world

Output

3.1m unit completions

5.4 completions per user

c.2.4k Welsh language entries

Minimal Welsh completions

Average 3.1 entries to platform

Ave time to complete 53 mins

98% of 40k users satisfied

FAQ downloaded 117k times in the first
week

Real world

Outcome

Calls to helpdesk dropped 90+%

Sites with training completed had fewer void tests – approx. 90%

Multiple devices supported and live within hours

Sites live more quickly – up to 2 days

Fed back data on specific use cases – schools, universities, transport, retail, community

Real world

Impact

Over 150k university and school employees trained – university students could go home for Christmas and schools could reopen

17k retail and transportation workers trained – supplies and logistics were maintained to keep food on the shelves

Over 250k health and social care employees trained – protected health in particularly critical environments

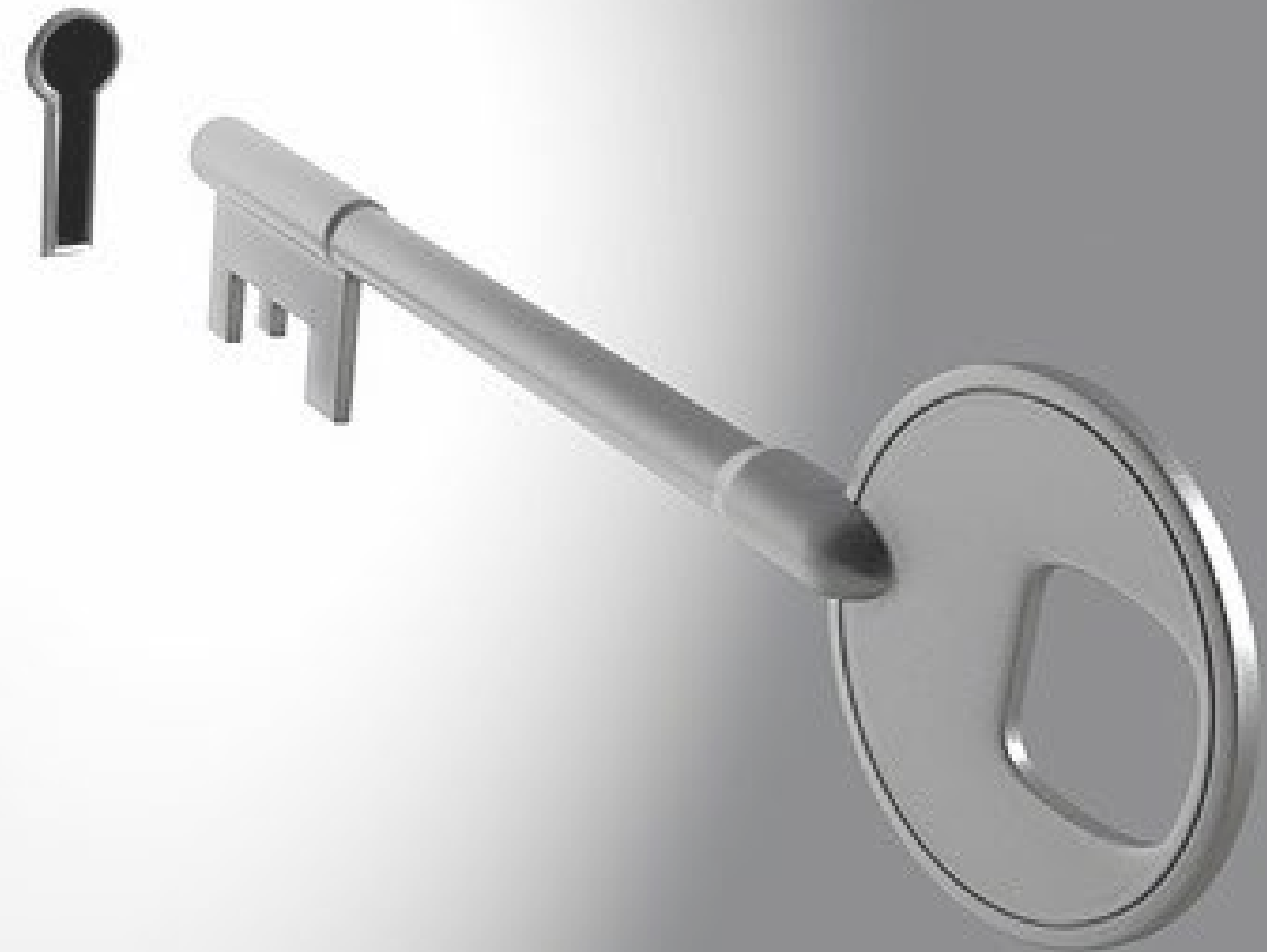
Training available for all new devices as they went live – continuity of service

169,624 people found to be positive for Coronavirus (as of 19th May 2020)

If a carrier infects approx. 5 people, we directly helped avoid 850k people getting Covid-19 – 11.8k fatalities.

To unlock **modern
evaluation:**

Have **clear principles**
before you **design** an
evaluation strategy. Be
clear about what is
learning data and what
is **performance data**.
Report widely.



THANK YOU

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