





# The LSE Evaluation Framework– Pathway & Resource Box

Phase	Prompts for what to do and ask	Resource Box
<b>1. Situational analysis</b> 	<b>1. Read the <b>Overview &amp; Guide</b>. Consider the following:</b> A. What is the scope and object of the evaluation? What do you hope to learn about the target activity's outputs, outcomes, and/or how it was undertaken? What is known about the current context? Are there examples of good practice or previous work to draw on? B. Will a team undertake the evaluation, if so, who? C. Who are the other key stakeholders for a successful evaluation?	<b>1. <b>Overview &amp; Guide</b>:</b> a brief orientation statement on and representation of the LSE approach
<b>2. Planning and designing the evaluation</b> 	<b>2. Gather the team (if applicable) and begin the <b>Pro-forma &amp; Planner</b> exercise (may need multiple meetings). Prompts A-N can guide discussion:</b> D. What do you understand or believe about the underlying reasons for why the target activity will lead to change(s)? <b>Noting this down as the 'theory of change' (or use an equivalent way of articulating the underlying change strategy) will help guide the evaluation design.</b> E. What will you measure – what concepts, behaviours, actions, views, processes, etc.? With what indicators? F. Are there milestones in the activity – short, medium and/or long term – that you should be evaluating? Or any other moments or timescales to be aware of?	<b>2. <b>Pro-forma &amp; Planner</b></b> for articulating all stages, includes operational definitions (based on RUFDATA) <b>3. What is a 'Theory of Change'?</b> 3.1. Theory of Change explainer, 'How to' guide, resources (video and text) 3.2. Examples of a Theory of Change <b>4. What are 'indicators'?</b> 4.1. Briefing note on 'friendly indicators' 4.2. Using indicators to aid identification of clear focus for evaluation (e.g. mode 1 general aspects and mode 3 desired effects or characteristics) 4.3. Examples of mode 3 indicators on enhancement
<b>3. Planning, designing, and gathering data</b> 	G. What data do you need? Is it available, and do you have access? How are you going to gather data? H. Is there an Access and Participation Plan (APP) – i.e. UK UG – dimension to your data / analysis / evaluation? I. Who is responsible for gathering and formatting data? J. Do you need to obtain ethical clearance? K. What analytical method/s will you use? Do you have what you need? L. What/whose time and resources will be set aside for this?	<b>5. Examples, resources, guidance for gathering data:</b> 5.1. Survey instrument on student engagement 5.2. Comment bank 5.3. Example of interview schedule on student experience 5.4. Focus group protocol 5.6. Example of statistical analysis structure for use with quantitative data <b>6. Contact <a href="#">Jonathan Schulte</a>, LSE Evaluation Manager, for APP-related resources and guidance</b>
<b>4. Designing evaluation outputs</b> 	M. By who, when, and at what levels might the evaluation be used (e.g. small group, department/division, institution, and sector levels)? How will be the evaluation be used, and how usable and timely will it be? How can you support use and usability and timeliness for the various audiences? N. How can you make explicit the expected/anticipated/ potential implications for practice, systems, process, etc.? O. What forms of communications outputs will you create, and who will you be communicating to? <b>3. Discuss the drafted <b>Pro-forma &amp; Planner</b> with key stakeholders and engage them in designing evaluation</b>	<b>7. Guidance and resources for designing outputs:</b> 7.1. Principles of use and usability 7.2. Designing evaluations with use in mind (text and video)
<b>5. Carry out the evaluation</b>		
<b>6. Share and act on outputs of evaluation</b>	<b>4. Share the outputs with relevant local actors, and with wider actors and interested parties/bodies across the School (and externally if appropriate)</b> P. What is the expected value for them? What is expected of them? Have you articulated these things in advance and/or when sharing the outputs?	
<b>7. Reflection</b>	<b>5. Carry out a reflection exercise and complete the <b>Reflection Log</b> at the end of the <b>Pro-forma &amp; Planner</b>.</b> Q. How useful was the evaluation? For you, and for the different users/audiences? Were there any impacts or changes arising from the evaluation output (or not)? Where they expected or unexpected? R. <b>Continuous evaluation is strongly encouraged.</b> Will you be doing the evaluation again (e.g. for an annual/periodic replication; or for a similar process/activity)? If so, will you be doing it differently as result of reflecting on this evaluation?	