

# Evaluating OD: The Diamond Standard



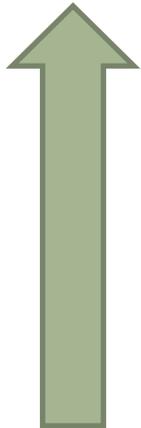
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# Quality in evaluation: the gold standard

'Strong' and 'Weak' standards of proof  
(HM Treasury and Defra : 'Quality in Policy  
Evaluation')



Strong



- Random allocation/ experimental design
- Quasi experimental designs
- Intervention group vs unmatched comparison group
- Predicted vs actual
- No comparison group

Weak

# Quality in evaluation: a diamond standard

**Valuable**

**Multi  
faceted**

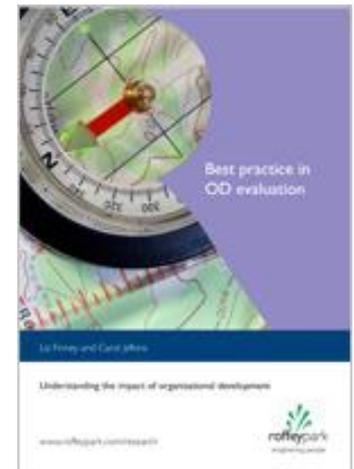


**Durable**

**Shiny and  
attractive**

# Ten ways evaluation adds value to OD\*

1. Talking about evaluation helps to clarify desired outcomes and informs choice and design of interventions
2. Evaluation during an OD intervention helps keep it on track
3. Evaluation can be a valuable OD intervention in its own right
4. Evaluation enables learning
5. The process of evaluation enhances relationships
6. Evaluation helps develop OD as a discipline
7. Evaluation can demonstrate investment in OD is worth while
8. Evaluation feedback can be used to recognise and celebrate change efforts
9. Evaluation can help practitioners with their own professional development
10. Evaluation can help external consultants win business



\*Best practice in OD evaluation: Liz Finney and Carol Jenkins  
Roffey Park

# Putting 'value' into evaluation

A valuable evaluation is:

- Useful – answering specific questions asked by specific people (stakeholders)
- Engaging
- Proportionate
- **Well planned**

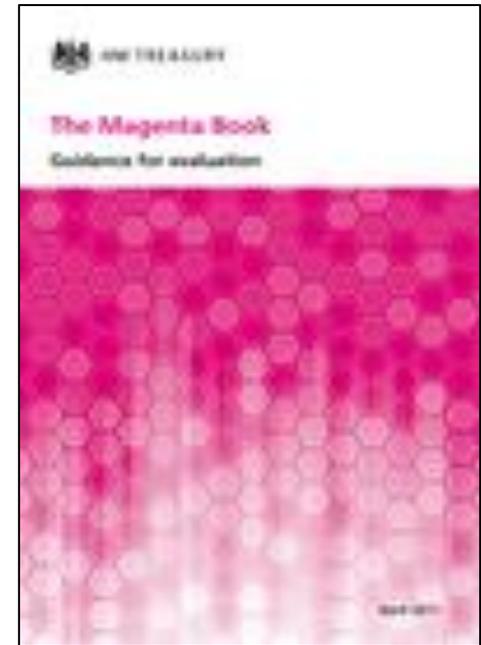
Key questions to ask when planning an evaluation

- **Who** will be using the results and what is it that they will want to know? (stakeholder engagement)
- **What** will they be using the results for (key decisions)?
- **When** do they need the results?
- **What** kind of data is most useful?
- **How** to present the results to ensure they are useful?

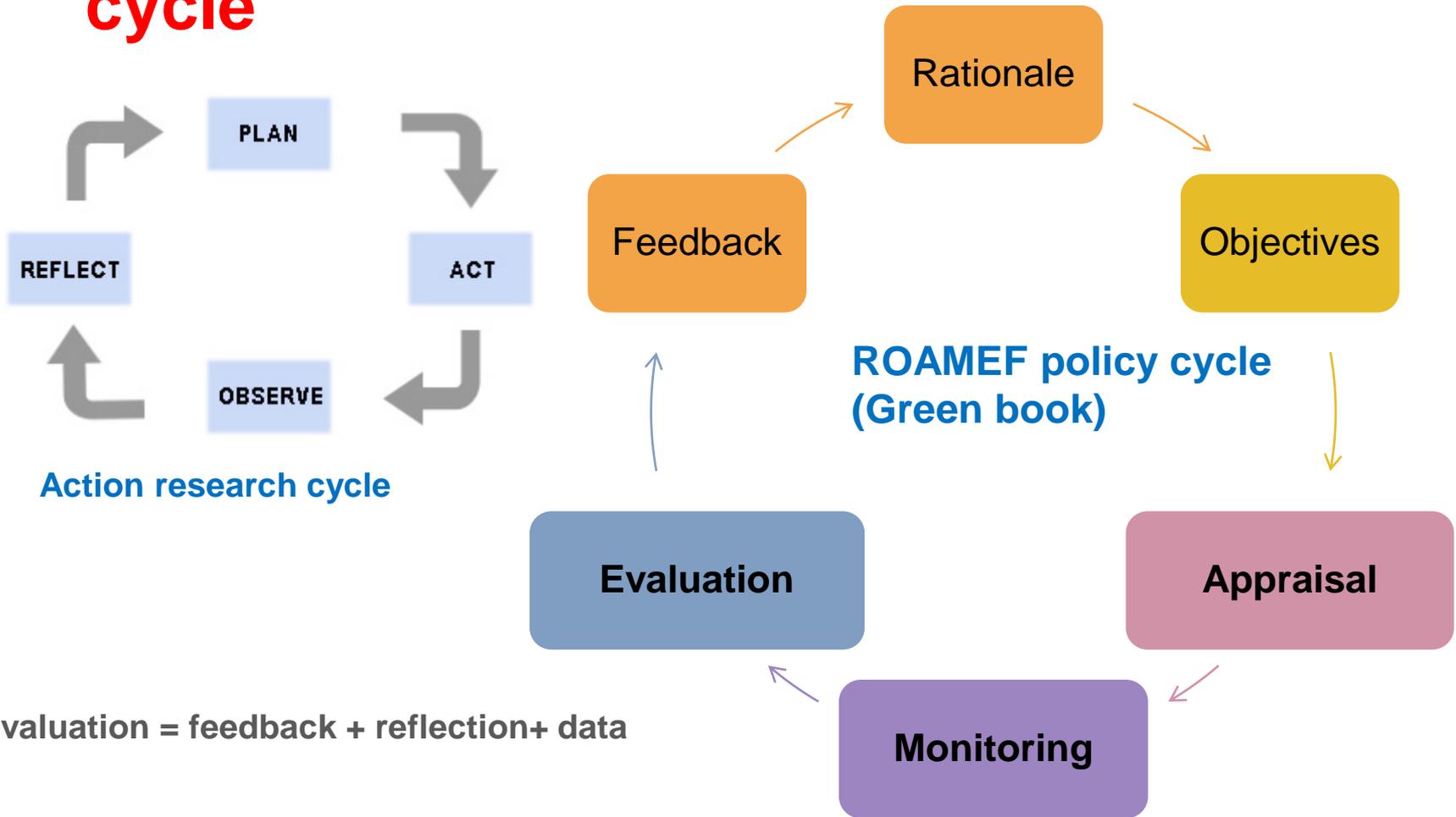
# Planning an evaluation: framework from Magenta book

<https://www.gov.uk/government/publications/the-magenta-book>

1. Defining the policy objectives and intended outcomes
2. Considering implications of policy design for evaluation feasibility
3. Defining the audience for the evaluation
4. Identifying the evaluation objectives and research questions
5. Selecting the evaluation approach
6. Identifying the data requirements
7. Identifying the necessary resources and governance arrangements
8. Conducting the evaluation
9. Using and disseminating the findings

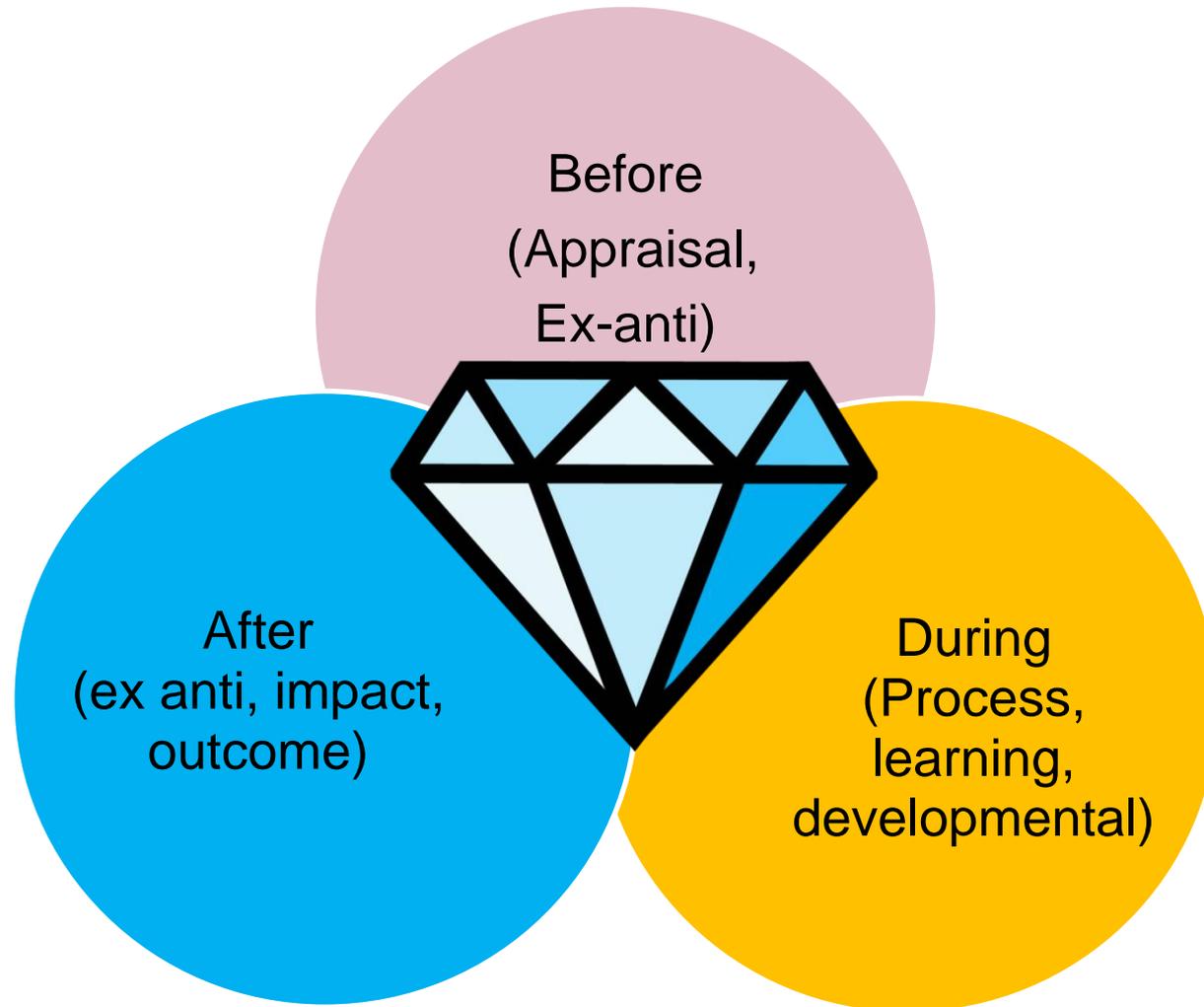


# Inserting evaluation into the programme cycle



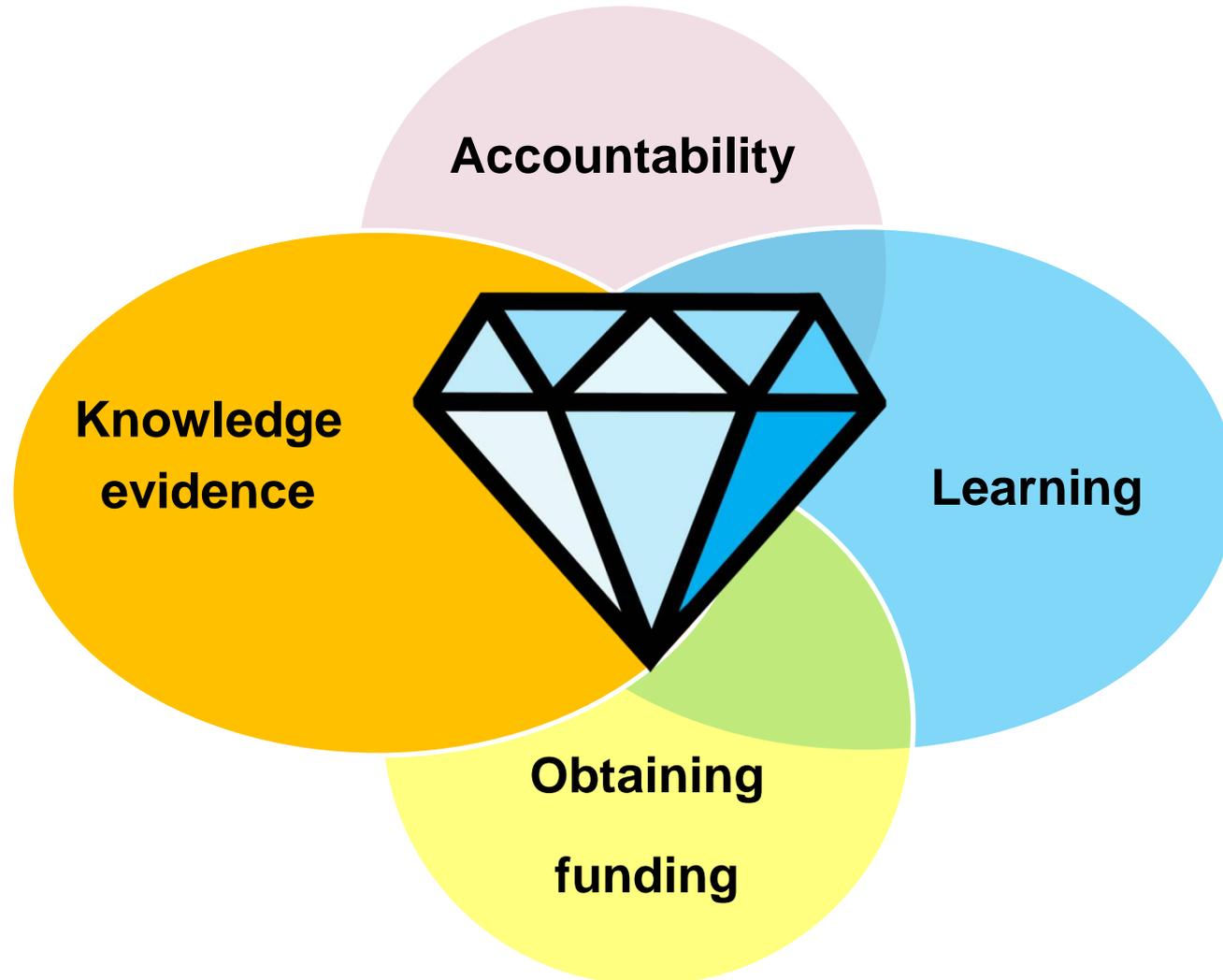
# Multifaceted: When to evaluate?

## Before, during or after?



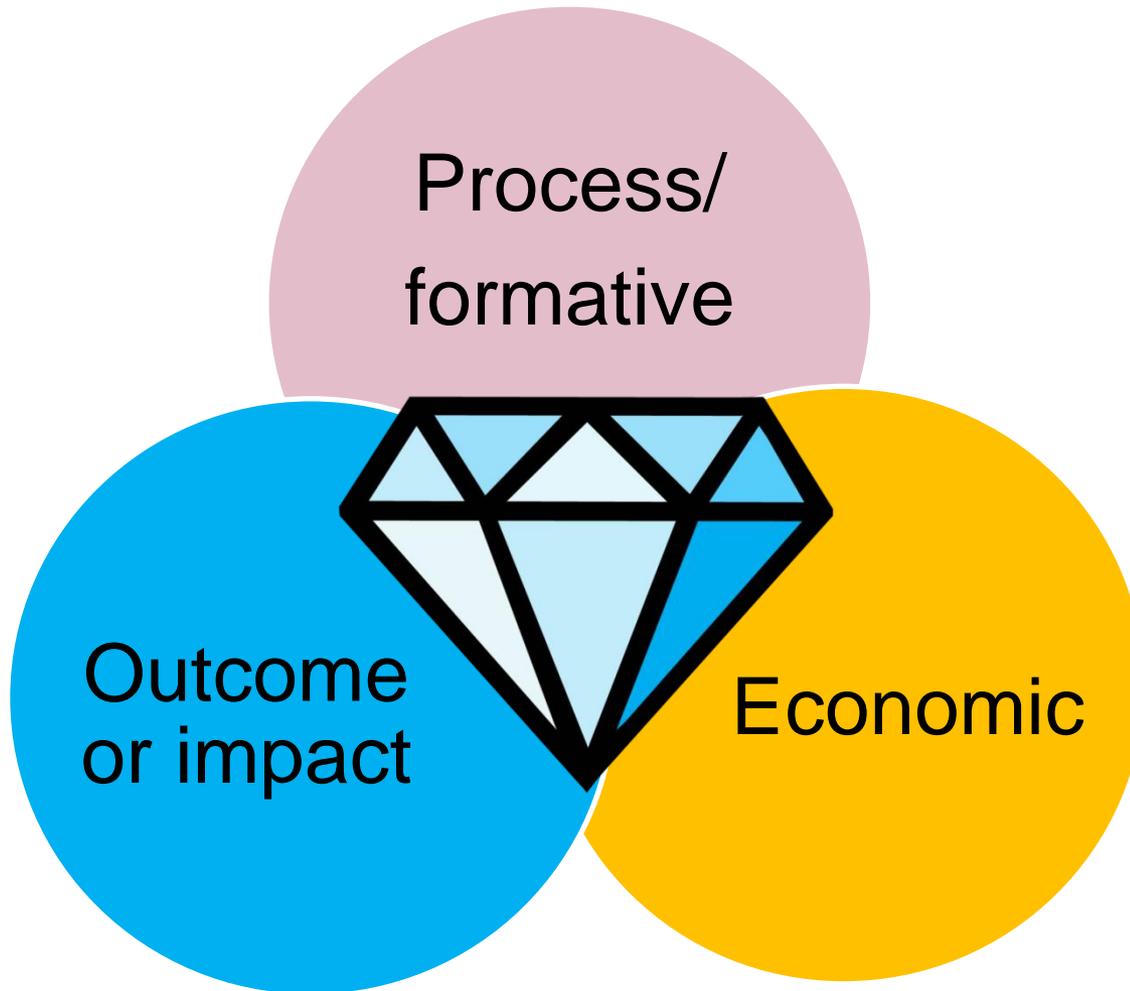
# Multifaceted: Why evaluate?

## Different purposes



# Multifaceted: How to evaluate?

## Different types of evaluation

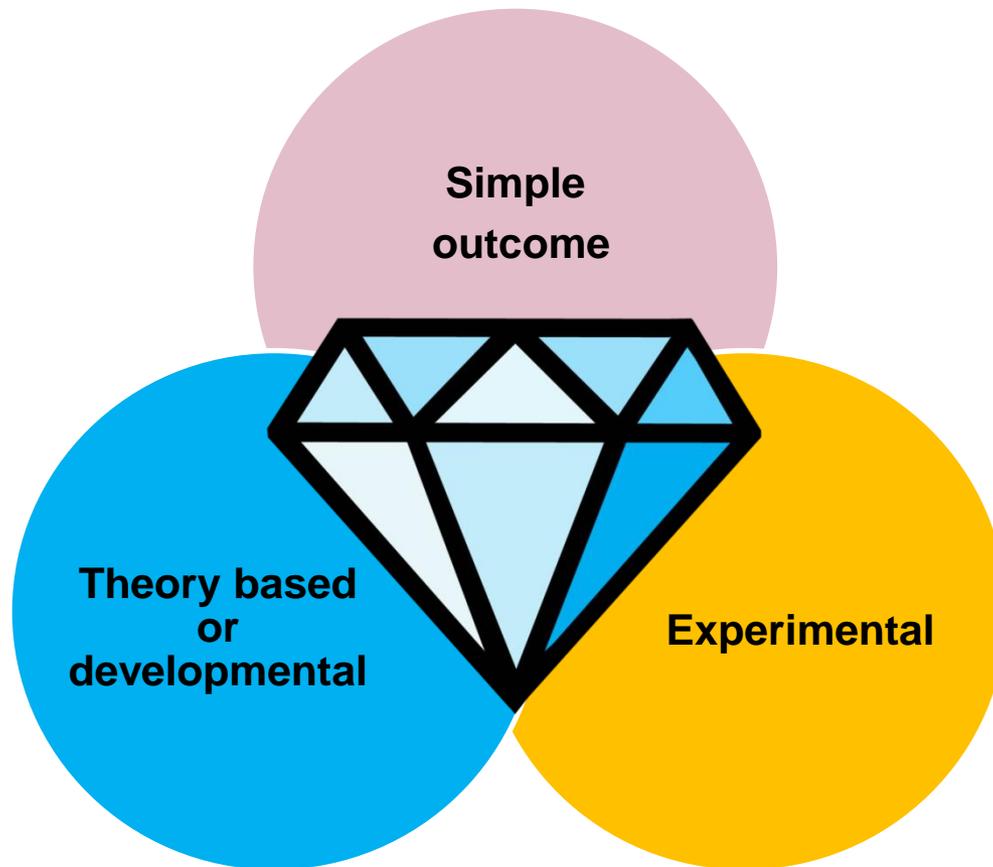


# Different types of evaluation

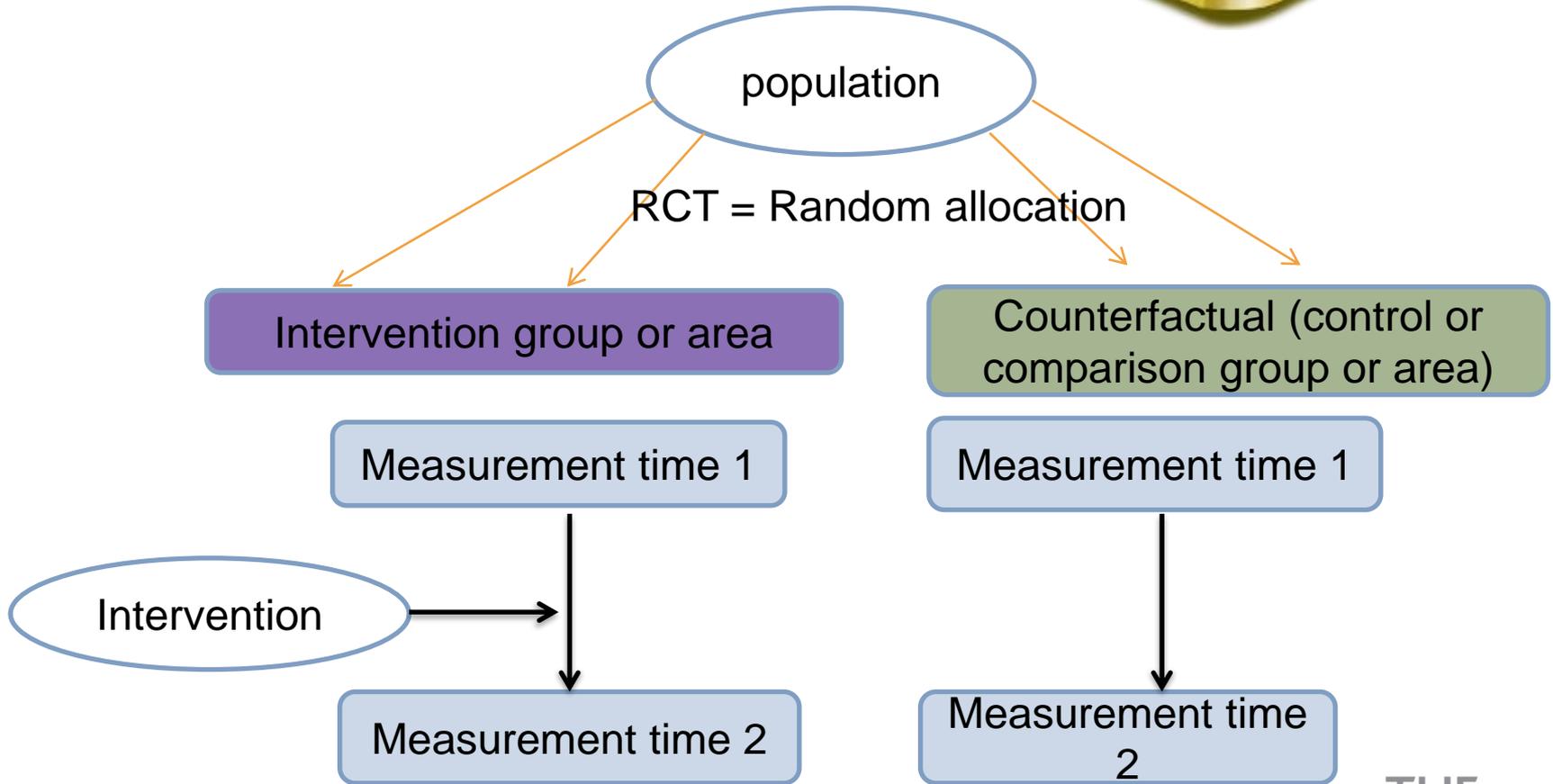
Type of evaluation	When used
<b>Process or formative</b> evaluation	For <b>learning</b> and improving, delivery is central aim of evaluation.
<b>Outcome</b> or impact evaluation	When <b>accountability</b> and producing <b>evidence</b> of 'what works' is important
<b>Economic</b> evaluation	When <b>accountability</b> and making sure that resources are being effectively targeted is important

# Multifaceted: How to evaluate?

## Different evaluation designs



# Experimental designs



\* Taken from: *Quality in policy impact evaluation* (HM Treasury, DECC and DEFRA)

# Simple outcome and experimental methods work well when:

- Time scale is short to medium term
- Causal pathways are short and straightforward
- The intervention won't change during implementation
- Context stable and won't influence outcomes

**Simple outcome approaches** work if the level of change is expected to be large and easy to measure

**Experimental methods** useful when change will be relatively small and require careful measurement

## But what if:

- Intervention is developmental or exploratory
- The context is dynamic and changeable
- Time scale is medium or long-term
- Causal pathways are complex or indirect
- Implementation is likely to vary over time
- Impacts uncertain

### Use:

- Theory based evaluation methods
- Developmental evaluation: Quinn Patton
  - ‘Development evaluation is particularly suited to innovation, radical program re-design, replication, complex issues, crises  
In these situations, DE can help by: framing concepts, test quick iterations, tracking developments, surfacing issues.’
  - [http://betterevaluation.org/plan/approach/developmental\\_evaluation](http://betterevaluation.org/plan/approach/developmental_evaluation)

# Theory based evaluation designs

**Theory of change evaluation:** asks why as well as whether something worked?...by

- Explores underlying assumptions or theories about why it is working

**Realistic evaluation:** Asks ‘what works for whom, and where’?....by

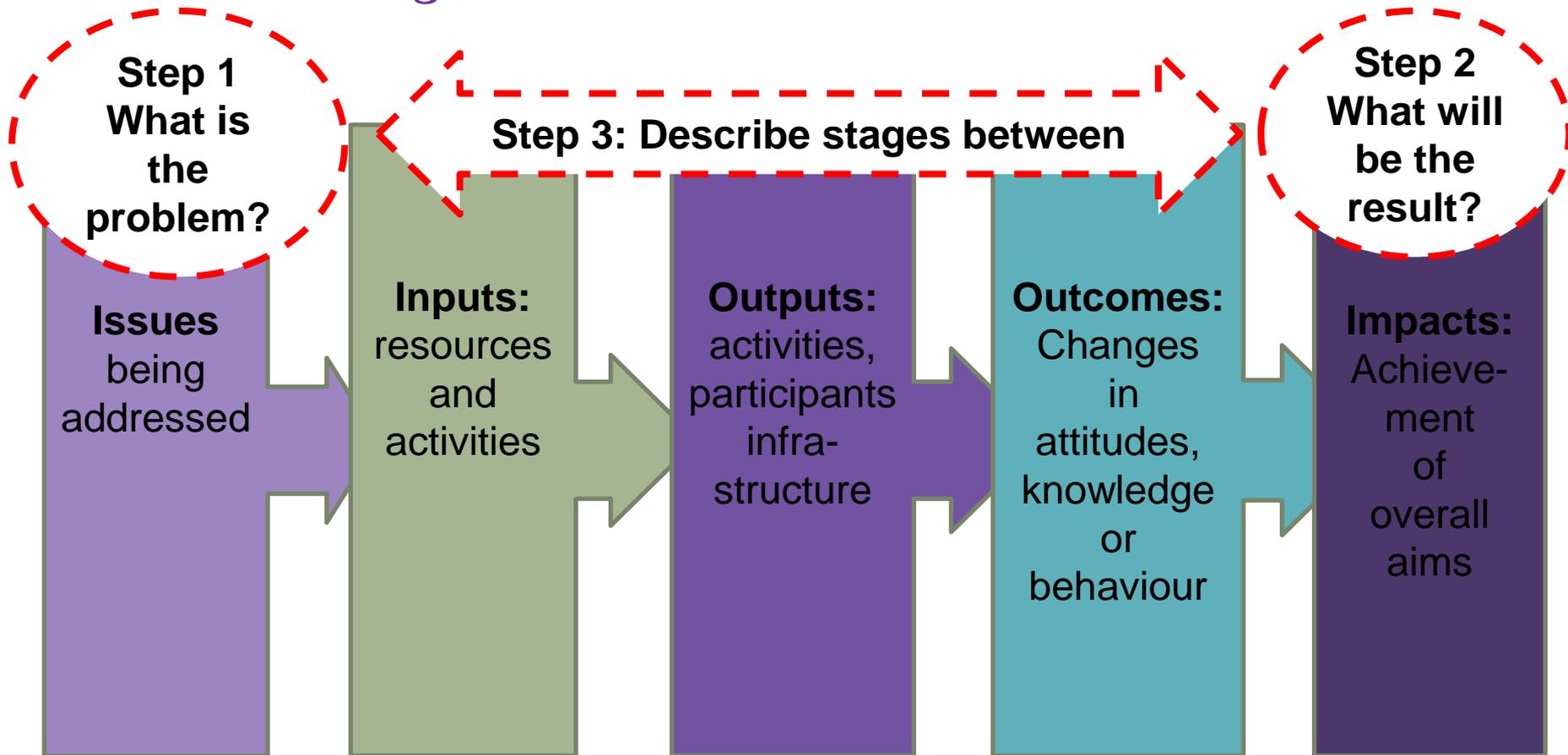
- Exploring the ‘mechanisms’ by which an intervention brings about change, in a particular context or setting

**Contribution analysis:** asks what contribution the intervention made to change? ....by

- Testing alternative explanations for the change taking place

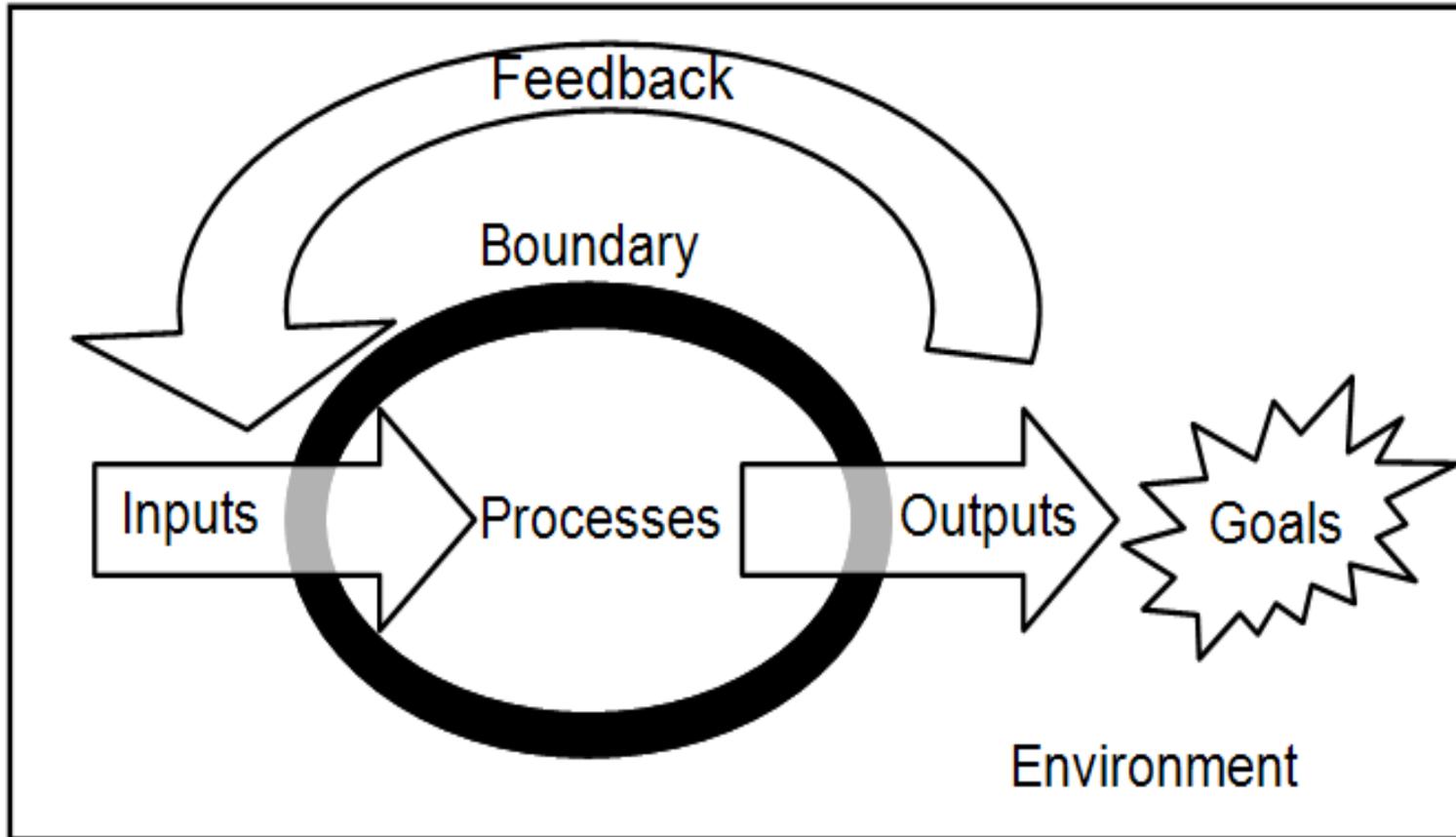
- **All involve mapping the intervention logic**

# Theory based evaluations generally require mapping of intervention logic

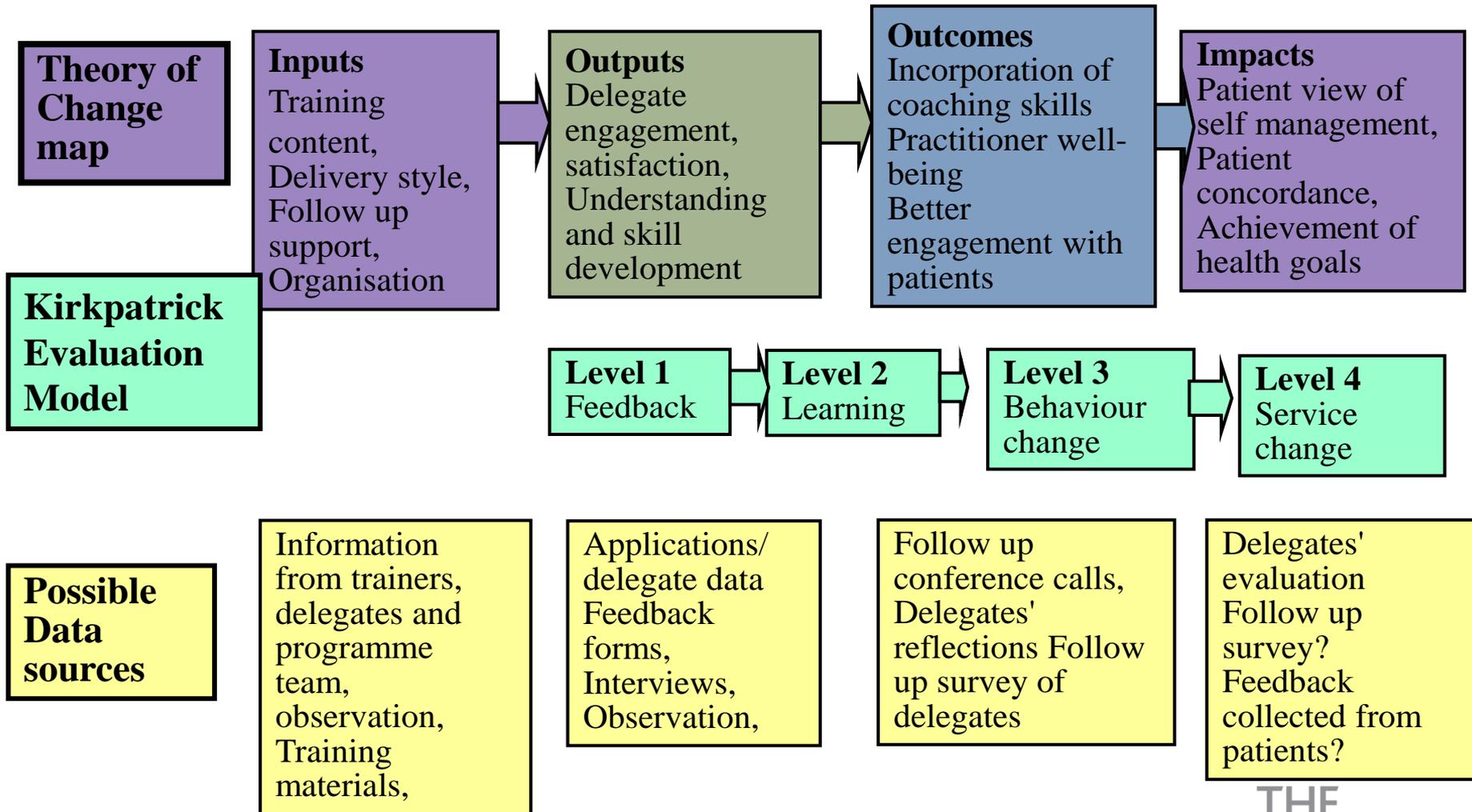


What are the assumptions about how one step leads to the next one?

# Logic mapping helps in visualising intervention as part of a wider system

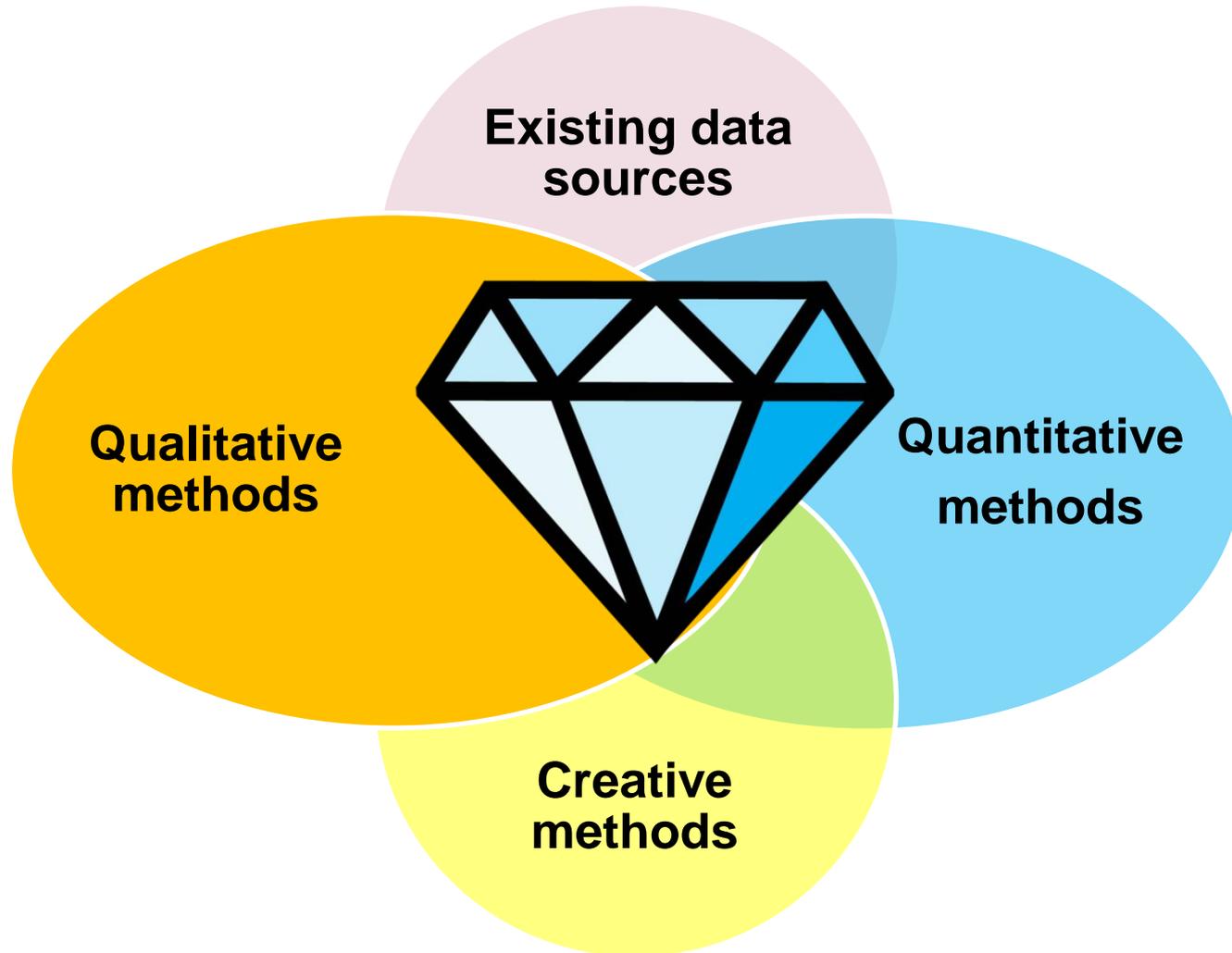


# Evaluation of a coaching for health staff development activity



Shiny and attractive:

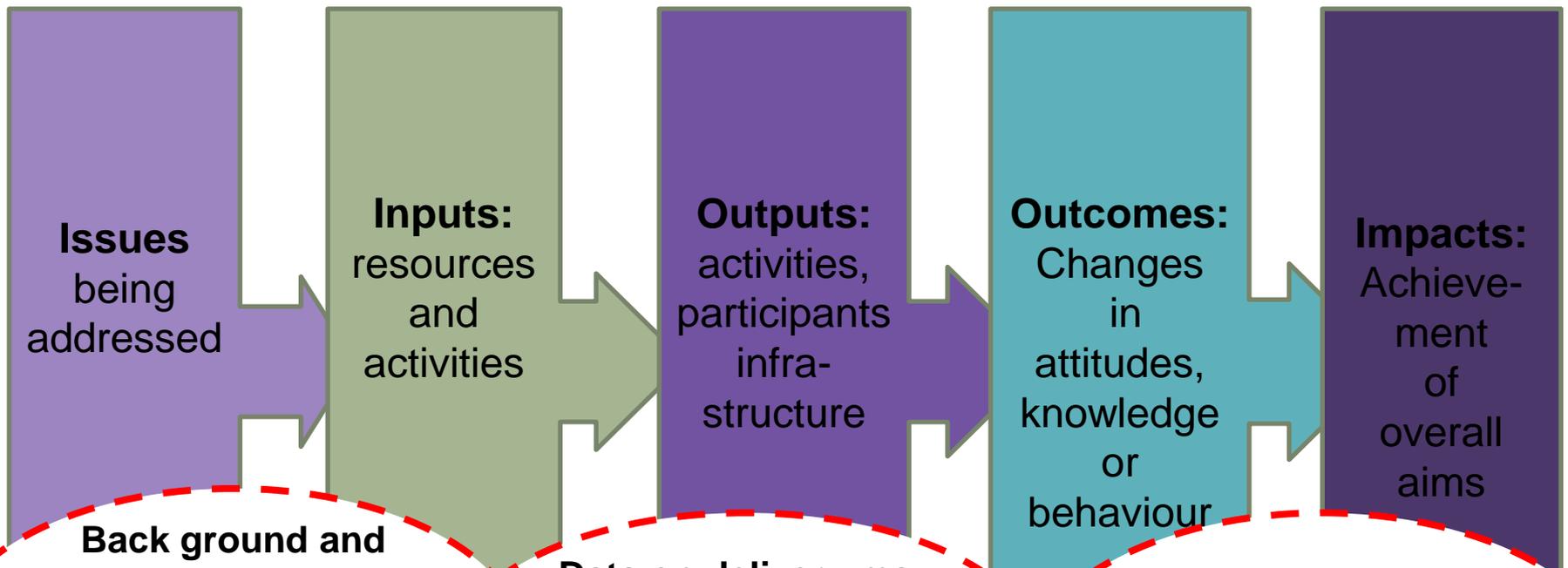
Using data that communicates to your stakeholders



# Using a range of different data sources

- **Existing data sources:** administrative and monitoring data, large population sets and existing surveys
- **Qualitative methods:** interviews, focus groups, observation, document analysis.
- **Quantitative methods:** numerical data used in statistical analysis. Used extensively in experimental research design and surveys.
- **Creative and indirect methods** including increasing use of social media data

# Logic mapping helps identify evaluation questions and data sources



Back ground and base line data may come from policy documents, prior evaluations or appraisal work

Data on delivery may come from monitoring data or new data collection methods

Long term outcomes often require new data collection methods, in addition to monitoring or population level data

## Creative and indirect methods



- **Photos, videos:** to illustrate points – may be collected by programme participants
- **Creative ways of gathering participant feedback** (lego pieces, post it notes, reflective discussion)
- **Social media:** can be used to promote discussion, track trends and communicate information
- **Combinations** of all of above (triangulation of data)

## Shiny and attractive: communicating results effectively

### **Think about the formats that suits your audience**

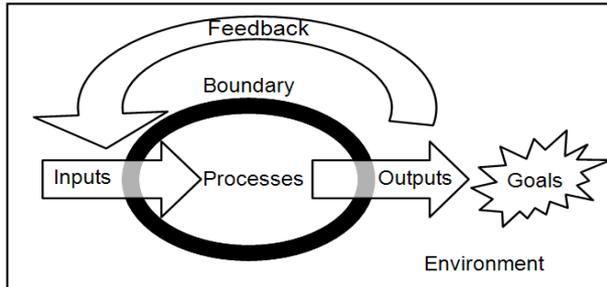
- Workshop or verbal presentation (at which results are discussed in detail)
- Summary report or information sheet
- Cartoons, video, webcasts ( visual presentations)
- Written report (may or may not be published)
- Journal article (makes results easily accessible for systematic reviews)

### **Useful points to consider:**

- Length
- Language (technical, plain English)
- One report or several (for different audiences?)
- Future accessibility – how people will find it?

# Durable: evaluation embedded as a regular activity

- Building in regular cycles of change and reflection



- Select techniques and tools which have been previously effective and are change responsive;
- Streamline evaluation and focus on key priorities and future development directions
- Incorporate into strategic policy and operational activity of service
- Get agreement and commitment of stakeholders

Any questions?

Thank you!

Go sparkle!

