Evaluation example

This is a working evaluation approach used by Radio Regen in evaluating a course: ‘Community Radio Production and skills for employability’. Includes evaluator’s notes on experience and practicality of collecting evidence by each means.

Evaluation Tools

1. Basic biographical data form
2. Attendance Register
3. Self-completion questionnaire/interview
4. Audio diaries / vox pops/ photographic evidence
5. Focus group
6. Case studies
7. Follow up/ progression info

<table>
<thead>
<tr>
<th>Tool</th>
<th>When?</th>
<th>Evidence gathered</th>
<th>Evaluator’s Comments/ Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biographical Data</td>
<td>Beginning or before the course</td>
<td>Age, Gender, Status, Ethnicity</td>
<td>Easy to collect, complete and analyse</td>
</tr>
<tr>
<td>Attendance register</td>
<td>Ongoing</td>
<td>Numbers attending</td>
<td></td>
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| Self completion questionnaire       | At beginning for baseline data – preferably before the course begins.  
                                        | At end for progression data                                                       | Wasn’t possible to meet participants before the course began so did this on the first day.  
                                        |                                                                           | Felt a little awkward – needed to present it more clearly as a self awareness tool (like you do in magazines) rather than as a diagnostic tool.  
<pre><code>                                    |                                                                           | Think some participants completed it ‘to look good’ rather than answering truthfully.     |
</code></pre>
<p>| Audio diaries/ vox pops/ photographic evidence – can be uploaded onto the blog | Ongoing/ throughout                       | Evidence about participants experiences and what’s ‘special’ about radio training and employability | Most effective means to do this was using a blog. Was surprised how keen people were to comment and post on a blog I set up. Participants very keen to take their own photos and to interview each other and talk about the course. This became part of the |</p>
<table>
<thead>
<tr>
<th>Method</th>
<th>Timeframe</th>
<th>Evidence Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>Ongoing/throughout</td>
<td>Evidence about participants’ progress and experiences whilst on the course – include data from initial interviews with participants and follow-up work</td>
<td>Again the blog was useful for collecting participants’ experiences and responses to the course. Otherwise it was difficult to collect evidence for case studies as taught the course. Asking a volunteer to work alongside you as you deliver the course to collect this kind of evidence could be useful.</td>
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<tr>
<td>Tutor diary/blog</td>
<td>Ongoing/throughout</td>
<td>Evidence about tutor and participant experiences as progress through the course (with photos and quotes from learners embedded)</td>
<td>Blog</td>
</tr>
<tr>
<td>Focus group</td>
<td>At end of the course</td>
<td>Evidence about participants’ experiences on the course plus progression routes etc</td>
<td>Focus on completing a radio production made it hard to find time for focus group. However I did work with a volunteer to interview each participant individually about their experiences and what they hope to do next.</td>
</tr>
<tr>
<td>Follow up work</td>
<td>After the course ends</td>
<td>Evidence about what happens to individual participants – do they pursue ‘radio’ or other volunteering, work or training opportunities?</td>
<td>Difficulty of keeping in touch once the course has finished, despite the blog etc – maybe more success if I become friends on Facebook!</td>
</tr>
</tbody>
</table>
1. Basic biographical data

2. Questionnaire (baseline information)
   Soft outcomes (including employability skills)

Core skills for work
1. I am confident about talking in front of others
   Strongly disagree disagree neutral agree strongly agree

2. I am a good listener
   Strongly disagree disagree neutral agree strongly agree

3. I find it hard to answer questions and say what I want to say
   Strongly disagree disagree neutral agree strongly agree

4. I am confident about using a computer for word processing
   Strongly disagree disagree neutral agree strongly agree

5. I find it difficult to find the information I need on the Internet
   Strongly disagree disagree neutral agree strongly agree

6. I am confident about using technology to help me with my work.
   Strongly disagree disagree neutral agree strongly agree

7. I am usually good at working with other people
   Strongly disagree disagree neutral agree strongly agree

8. I am confident about talking in groups
   Strongly disagree disagree neutral agree strongly agree

9. I panic when a problem arises
   Strongly disagree disagree neutral agree strongly agree

10. I am good at solving problems
    Strongly disagree disagree neutral agree strongly agree

11. I am good at time planning and prioritizing
    Strongly disagree disagree neutral agree strongly agree

12. I find it difficult to make decisions and work independently
    Strongly disagree disagree neutral agree strongly agree

13. Once I start something I usually finish it
    Strongly disagree disagree neutral agree strongly agree

Personal Skills / Well-being
1. I make a real effort to do those things that matter to me
   Strongly disagree disagree neutral agree strongly agree

2. I do my best and if I make a mistake I try again
   Strongly disagree disagree neutral agree strongly agree

3. I am willing to take on responsibility
4. I feel good about myself
   Strongly disagree  disagree  neutral  agree  strongly agree

5. I usually get on well with people
   Strongly disagree  disagree  neutral  agree  strongly agree

6. I care about my appearance
   Strongly disagree  disagree  neutral  agree  strongly agree

7. I am reliable and turn up to appointments on time
   Strongly disagree  disagree  neutral  agree  strongly agree

8. I am well organised
   Strongly disagree  disagree  neutral  agree  strongly agree

9. I have a lot of energy
   Strongly disagree  disagree  neutral  agree  strongly agree

10. I generally think clearly
    Strongly disagree  disagree  neutral  agree  strongly agree

11. I am interested in getting involved in new things
    Strongly disagree  disagree  neutral  agree  strongly agree

12. I am good at solving problems
    Strongly disagree  disagree  neutral  agree  strongly agree

13. What is the main thing that prevents you from getting a job?

14. How confident do you feel at the moment about overcoming this?
    Not confident at all  A bit confident  Neutral  Confident  Very confident

[15. Do you have any other training needs – e.g. need any help with writing, reading, maths? (this should go in the personal information section)]
Other evaluation and monitoring (ongoing)

Tutor diary/ journal/ blog – recording individual activities/ reflections/ thoughts, audio recording activities as they progress, taking photographs of activities, plus video footage (including vox pops at the beginning of the course – or they could video each other). NB: issue of informed consent and confidentiality is massive here, and will need to be dealt with (letter of consent necessary).

Case study development – methods as above, plus way of recording events, experiences, attitudes etc of individual participants as they go through the course

Participants – encourage them to comment on the blog, also end of each day each participant takes an audio recorder and asks another participant 3 questions from this list (or others they feel might be important):
What have you most enjoyed today?
What have you learnt today?
How has today helped you?

Focus group – at end of the course, evaluation/ focus group with course participants about their experiences on the course

Follow up – follow up work (perhaps through employment advisors, but also personal contact with participants) finding out what they go on to do in terms of employment, training or volunteering.