

Programme and project evaluation

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- We ask all projects to produce an evaluation plan and carry out some evaluation
 - You are not required to use an external evaluator
- This is not for monitoring or to check whether it's been a 'good' project
 - Helps you and us understand what happened/ing; adds richness; makes evidence clearer
- Our evaluation strategy for the e-learning programme is based around three main questions:
 - What have we done/built/achieved, to what quality and how efficiently?
 - What has been learned or confirmed through development activities?
 - How has the learning been acted on and fed back into decision-making?
- We rely on information from projects to help us answer these

- What have we done/built/achieved, to what quality and how efficiently?
 - Improved or more effective practice in learning, teaching and administration?
 - Technological developments?
 - Quality?
 - Supporting information?
 - Tangible/measurable benefits?
 - Sustainable change in institutional strategy, processes and practice?
 - Contributions to the e-Framework?

- What has been learned or confirmed?
 - What have we learned in the areas targeted by the projects?
 - How can a range of technologies and approaches support learners in FE colleges in the development of HE-level skills?
 - What are the issues around integrating student- and practitioner-owned technologies with institutional systems?
 - How do learners experience and participate in learning in technology-rich environments?
 - What are the drivers and brakes for successful implementation/use of technology?
 - What was the impact of innovations on learners? On teachers? On the institution?
 - What were the unexpected outcomes?
 - Is what we've learned relevant to the needs of the sector?
 - What do we need to do next?

Possible project-level evaluation questions

- To what extent have the project activities remained relevant to the strategic needs of the institution/partnership, region and sector?
- How effectively has the project contributed to positive and sustainable change in its institution's strategy, processes and practice?
- How well have project activities learned from and influenced practice?
- What changes in the learner experience have occurred and to what extent can these be described as positive?
- How modular, extendable, flexible, scalable and standards-compliant are any technical innovations?
- How easy it is to find out about, locate, download and use the innovations?