



Call for Evidence:

Interim Summary Report

1.11.18

Introduction

This call for evidence aims to develop a picture on the type of evidence providers are currently collecting, and how they are collecting it. It has been disseminated through the impact forum, and L&W's networks. We will continue to use these networks to periodically remind the sector to respond.

At present, there are 14 responses from organisations across England and Scotland. The call for evidence will remain open until November 2019 and there will be continued interim reporting until this point. All respondents have the option of leaving contact details, and all who have done so will be followed up by the research team to gather a more detailed picture of their programme and its' evidence. If evidence is sufficient, interventions may be used for case study research. Only interventions with a robust evidence base will be selected as national case studies. Interventions with good delivery models, but insufficient evidence of impact will be used as smaller vignettes for our family learning padlet and the L&W website. All robust evaluation findings will be added to our evidence review, which will be presented at the next quarterly.

Summary of findings

The call for evidence is structured around six questions:

- 1) A description of the evidence
- 2) The types of outcomes/impact demonstrated
- 3) How the evidence is collected
- 4) How the evidence is analysed and evaluated
- 5) The types of evidence

This section summarises the key findings reported by the 14 respondents.

Description of evidence: How is it collected and evaluated

The most common type of evidence reported is learner 'evaluation forms' and surveys.

Evaluation forms were mentioned by six of the 14 respondents. Usually, these are self-completion forms, used for the individual to evaluate their own progress. They are not

necessarily analysed as on an aggregate level. One respondent reported that they give each learner a self-evaluation folder, which includes forms as well as a 'photo-activity'.

Six respondents mentioned surveys on outcomes or impact. Of these respondents, two administered the surveys pre and post intervention, and so were able to measure distanced travelled. The rest were just administered post-programme, providing a snapshot but not a robust measure of distanced travelled.

Several also mentioned collecting anecdotal evidence, including learner feedback and testimonials. Two respondents reported working with schools as partner organisation to measure outcomes, and one these respondents included surveys with teachers and learners' partners to provide an additional perspective on the learners' progress.

Impact evidenced

The most common outcome measured is adults' increased support of their children's learning, and improved child learning and attainment in school. Four respondents measured adult skills and qualifications, and three measured improved confidence and other soft skills. Two respondents also measured improved family relationships, and one used increased volunteering and attendance at meetings as a measure of community participation.

The type of outcomes evidenced by providers indicates the type of outcomes they *expect* to arise from their programme. It may be that there are wider outcomes, which are not being evidenced, particularly if only surveys with closed questions/multiple choice are used. One respondent reported using a 'wider outcomes survey' to capture 'unexpected benefits' but did not list what these were¹.

Other characteristics

Most providers collected both qualitative and quantitative evidence, although many mentioned small sample sizes for quantitative data. Three respondents had large sample sizes (over 100), and five respondents mentioned that their evidence was scalable or repeatable.

All respondents appeared using surveys appeared to have developed their survey in house. A respondent who detailed their survey questions had used likert scales to gauge learner satisfaction and attitude.

¹ The provider will be followed up for more information.