Evaluation Guidelines

The funders of the Engineering Education Grant Scheme (EEGS) monitor the impact of the educational activities we support. This helps us determine the reach of our funded activities and understand the profile of the individuals, groups and schools engaging in activities. It also assists with reporting to our members, trustees and other organisations on the range and impact of our educational activities.

All grant recipients will be expected to provide operational data and a set of comparative numerical data. Reporting should cover the period specified in your application and be submitted three weeks after your project completes.

Outcome report - Online

The Outcome report records operational information about your project and general participant numbers. Your report must be completed on our online platform. Please review the questions (below) before carrying out your project to ensure you can collect all of the information required.

- ***Project Summary***: Provide an overview of the project and how the objectives have been met, noting where the delivered activity differed from the proposal and the reasons for this.
- ***Lessons Learnt***: Critically evaluate both the arrangements and the activity, identifying any areas you would have done differently to improve the quality of the activity and its delivery.
- ***Future Plans***: If the activity will continue to be delivered, please state the arrangements in place to enable this.
- ***Operational Information***: Share any information helpful to someone wishing to carry out a similar activity.
- ***Feedback***: If there is anything that you'd like the funders to be aware of.

Impact evaluation – Excel document

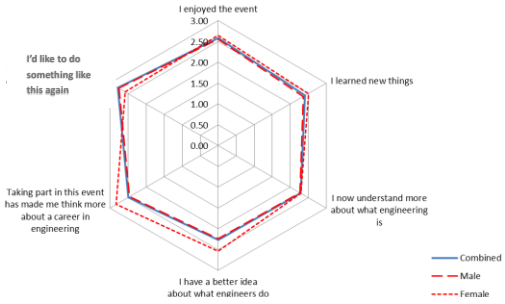
Grant recipients must also collect a set of standard impact data using the *'Evaluation Tool'* provided. The impact data will contribute to a body of knowledge about engineering enrichment activities; it is not expected for projects to score high on *all* evaluation criteria.

To use the *Evaluation Tool*, participants in your activity should be asked to answer six quick questions. For larger projects a representative sample of participants is sufficient. There are two sets of questions, adapted for participant ages, which are linked to the following impact measurements:

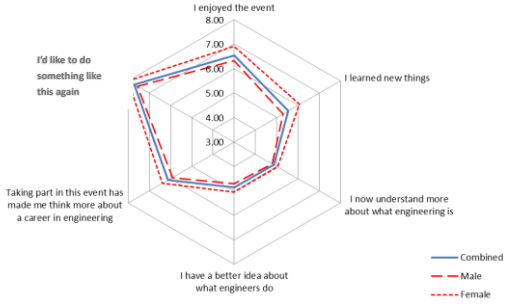
- How **enjoyable** was the activity?
- How much **knowledge** did they gain?
- Did they acquire new **skills**?
- Did they gain a greater **understanding** of engineering?
- Have they gained an **appreciation** of the value of engineering?
- Has their **interest**/disposition toward engineering increased?

Simply choose which set of questions you will ask, have students rate the questions on a scale of 1-4 (where 4 is the highest and 1 is the lowest), collate the answers and enter the resulting data into the *Evaluation Tool*, which will generate a radar diagram. The data is weighted automatically to draw out the difference between the highest and lowest scores, to more effectively show areas of strength and relative weakness. Below is a sample of data before and after weighting.

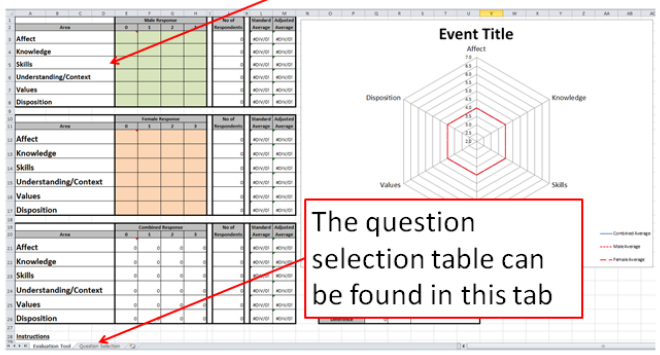
Standard data



Weighted data



Before using the tool you will need to choose a series of questions which each address a different aspect of informal learning

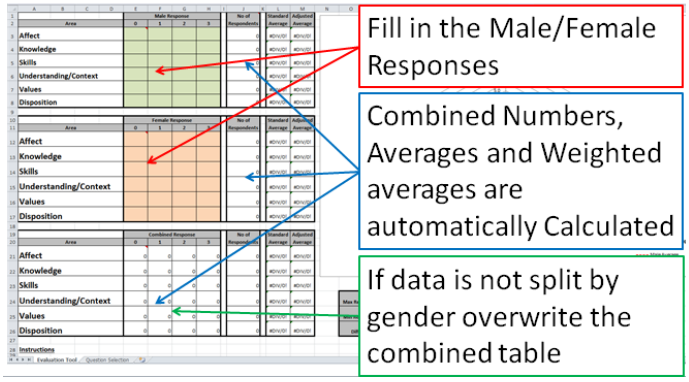


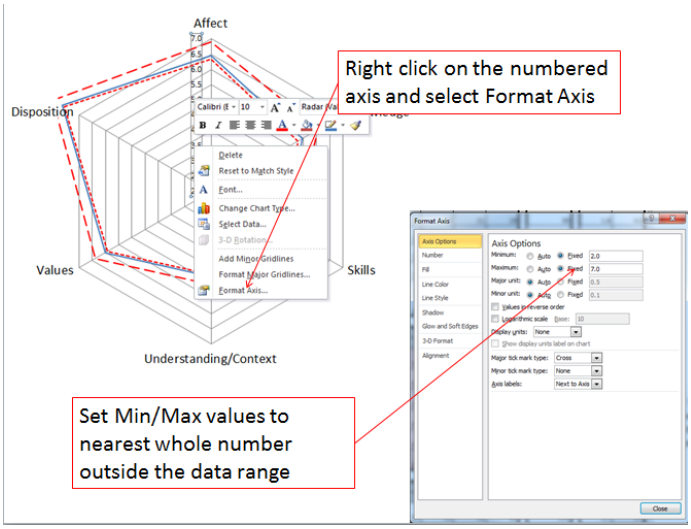
Select questions appropriate for the age range of your participants

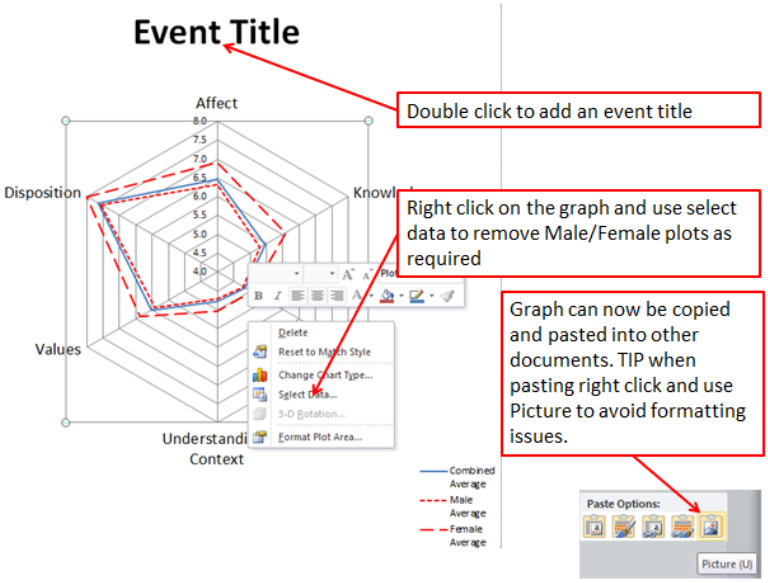
Area	Questions		
	5-11 Year Old	11-14 Year Old	14-19 Year Old
Affect	I had fun	I enjoyed it and would like to take part in similar activities	I enjoyed the event and found the topic engaging
Knowledge	I found out new things	I learned new things	The event increased my knowledge of the subject and I could describe what I learned
Skills	I can do something new	I could use what I have learned	I could use what I learned to solve a problem or apply it to a new situation
Understanding /Context	What I have learned (in school) helped me today	What I learn in school helped me understand something I didn't understand before	I now understand how what I learn in school can be used in engineering
Values	I think what we did today is important	I have a better idea of what engineering is and how engineers make a difference to my life	I understand what engineering is and how engineering contributes to society
Disposition	I think engineering is interesting	Engineering is an interesting career	I am more interested in a career in engineering

The word engineering can be exchanged to describe the topic of your activity

Enter the tabulated results into the spreadsheet. Enter the number of respondents at each level into the appropriate cell







Further evaluation

Use of the *Outcome Report* and *Evaluation Tool* fulfill the basic reporting requirements for EEGS, however you may find it useful to perform more in depth qualitative and quantitative evaluation of your project. If you are new to evaluation you may find Evaluation: Practical Guidelines, a document produced by Research Councils UK, useful.