



MODULE SPECIFICATION

KEY FACTS

| | |
|--------------------------|-----------------------------------------------------|
| Module name | Evidence-Based Evaluation |
| Module code | HRM005 |
| School | Health Sciences |
| Department or equivalent | Division of Health Services Research and Management |
| UK credits | 30 |
| ECTS | 15 |
| Level | 7 |

MODULE SUMMARY

Module outline and aims

Evaluation is an essential component of quality improvement and, when done well, can help solve problems, inform decision-making and build knowledge. Its main purpose is to help us to develop a deeper understanding of how best to improve health and social care, while also seeking to ensure public accountability and the effective use of limited resources.

An evaluation is a rigorous assessment of a completed or ongoing intervention, initiative or policy that attempts to determine, using a variety of methods, evidence and data, the extent to which it is achieving its objectives. It is also an opportunity for the perspectives of service users, carers and the wider public to be taken into account. For example, an evaluation might aim to determine if an intervention reached its intended audience, was implemented as planned, achieved its desired impact and outcomes, represented good value for the resources invested or encountered problems in delivery or sustainability.

Evaluation is particularly important where there has been a significant investment of time and resources, where there is a possibility of risk or harm, where the intervention represents a novel or innovative approach, or where there is a knowledge gap about how to address a particular health or social care challenge.

Robust, evidence-based evaluation tells us not only whether an intervention has worked, but also why, how and for whom, helping us to make informed decisions, learn lessons for the future and communicate and share this learning so that it benefits others. Evaluation that is done poorly, or not done at all, can make an intervention at best a wasted effort, or at worst undermine credibility and efforts to improve patient care.

However, in order for an evaluation to be successful it must overcome a number of barriers and challenges, including the complexity of health and social care systems, the limitations of linear modes of thinking, and the potential for the emergence of unintended consequences.

This module aims to:

- Emphasise the importance of conducting evidence-based evaluations for improving quality and value, and spreading innovation and good practice across health and social care.
- Guide you through the steps required to conduct or manage a successful evaluation (from initial design, planning and stakeholder engagement, through to implementation, analysis and reporting), and how to address common challenges and barriers.
- Introduce you to the main types of evaluation (outcome, process and economic).
- Provide you with a thorough grounding in the main approaches and methodologies used in the evaluation of interventions (qualitative, quantitative and mixed-methods) and their limitations, and in evidence appraisal and synthesis skills.
- Help you achieve maximum impact in disseminating evaluation findings for the benefit of service users, organisations and wider society, and in supporting others to make effective use of them.

Content outline

Successful evaluation can only be achieved with careful planning. The content of this module is based on the *Rainbow Framework* (BetterEvaluation, 2014), which organises common evaluation methods and processes around a number of steps and will help you develop an evaluation by prompting you to think about a series of key questions:

- *Managing the evaluation*: deciding how it will be managed, including clarifying required resources, timelines, who needs to be involved (and how) and decision making processes.
- *Defining what is to be evaluated*: developing a description of the intervention to be evaluated and how it is understood to work (theory of change/logic model).
- *Framing the boundaries for the evaluation*: its purposes, key evaluation questions, the criteria and standards to be used, potential challenges and limitations of the evaluation.
- *Describing activities, outcomes, impacts and context*: collecting data to answer questions such as what happened in terms of the activities of the project, its results and the context in which it has been implemented.
- *Understanding causes of outcomes and impacts*: collecting and analysing data to answer causal questions about what has produced the outcomes and impacts that have been observed.
- *Synthesising data from one or more evaluations*: combining data to form an overall assessment of the value of the intervention, or to summarize evidence across several evaluations.
- *Reporting and supporting use of findings*: developing and disseminating findings in ways that are useful for the intended users of the evaluation, and supporting them to make use of them.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Explain evidence-based practice and the importance of conducting robust evaluation and monitoring of interventions within health and social care
- Evaluate critically the steps required to conduct and manage a successful evaluation, from initial planning and stakeholder engagement through to implementation, analysis and reporting of results
- Explore and synthesise the core principles of evaluation, common types of evaluation and the main qualitative and quantitative approaches and methodologies used
- Critically discuss and apply as appropriate approaches to the effective dissemination of evaluation findings, and of the barriers hindering wider uptake and diffusion of evaluation research.

Skills:

- Carry out a successful and robust evaluation of health and social care interventions
- Demonstrate the ability to identify, critically appraise and synthesise evidence and data from a range of sources, and to use it to inform evaluation design and planning
- Identify and critically apply appropriate qualitative and quantitative research and evaluation methods
- Disseminate the results of research and evaluation activities clearly and persuasively to diverse audiences, and actively contribute to building the evidence base for improvement and innovation in health and social care

Values and attitudes:

- Explain the role of evaluation in improving care and outcomes for service users, and in enhancing public accountability and efficient use of limited resources
- Recognise your own social and political values, attitudes and assumptions and how these may affect your learning and practice
- Respect privacy and confidentiality (especially within the research context)
- Show respect and tolerance for other course participants and their views, and be sensitive to and respect the diversity of individuals and communities
- Correctly reference the work of others and adhere to University and School regulations regarding good academic practice.

HOW WILL I LEARN?

Teaching and learning will take place via a mix of lectures, which include interactive group activities and discussions, and seminars, which give you the opportunity to apply the material covered in the lectures to real-world case studies and examples of evidence-based evaluation, with both teacher- and peer-led input. The seminars are

also designed to develop your critical thinking, analysis, communication and team working skills.

Module lecturers will be academic staff from the School of Health Sciences and there will be a range of external visiting lecturers and guest speakers.

Taught sessions are supplemented by guided and self-directed study which enable you to gain a deeper understanding of the material covered in the module, to pursue topics which are of particular interest to you in greater depth, to apply your learning from the module to your professional role and context, and to reflect on your learning and its application to your own personal and professional development needs.

Teaching and learning are facilitated by *Moodle*, the University's online Virtual Learning Environment.

Teaching pattern:

| Teaching component | Teaching type | Contact hours (scheduled) | Self-directed study hours (independent) | Placement hours | Total student learning hours |
|--------------------|---------------|---------------------------|-----------------------------------------|-----------------|------------------------------|
| Lectures | Lecture | 30 | 230 | 0 | 260 |
| Seminars | Seminar | 10 | 30 | 0 | 40 |
| Totals: | | 40 | 260 | 0 | 300 |

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed through:

- A 2-hour *in-class test* comprising short answers and/or multiple choice questions to assess your knowledge across the range of topics covered in the module (40%)
- A 3,500-word *evaluation plan* that sets out the details of a proposed evaluation of an intervention, chosen by you. This could be an intervention with which you have been personally involved, or one which you would like to see implemented. The evaluation plan should include information about what the evaluation is trying to do and how it will be carried out (60%)

Formative assessment:

The module leader and lecturers will be available to provide formative feedback, advice and support on both assessments prior to submission. For the evaluation plan, you will be supported in identifying an appropriate intervention for evaluation, and feedback on an outline of your plan will be provided. For both assessments there will also be opportunities for guided class discussions and question-and-answer sessions.

Assessment pattern:

| Assessment component | Assessment type | Weighting | Minimum qualifying mark | Pass/Fail? |
|----------------------|-------------------------------------|-----------|-------------------------|------------|
| In-class test | Written exam | 40% | 50% | No |
| Evaluation plan | Written assignment, including essay | 60% | 50% | No |

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade- Related Criteria for this module's assessments will be made available to you at the beginning of the module in the assessment guidelines available on Moodle. The module leader will also discuss these during the face-to-face sessions.

Feedback on assessment

Following each assessment marks and feedback will be provided in line with the Assessment Regulations and Policy, normally within three weeks of the submission deadline (four weeks for end-of-module assessments). Markers will be available to answer queries about the marks and feedback if these are not clear. A selection of all assessments will be internally moderated and sent to the external examiner. All initial marks will be therefore provisional, pending external examiner approval and ratification by the Assessment Board.

Assessment Regulations

The Pass mark for the module is 50%. Minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module, but in the first instance you should contact the module leader.

INDICATIVE READING LIST

Aveyard, H. & Sharp, P. (2009). *A Beginner's Guide to Evidence-Based Practice in Health and Social Care*. 2nd Edition. Maidenhead: Open University Press.

Bowling, A. (2014). *Research Methods In Health: Investigating Health And Health Services*. 4th Edition. Maidenhead: Open University Press.

Brophy, S., Snooks, H. & Griffiths, L. (2008). *Small-Scale Evaluation in Health: A Practical Guide*. London: SAGE Publications.

Health Foundation (2015). *Evaluation: What to consider*. At: <https://www.health.org.uk/publications/evaluation-what-to-consider>.

HM Treasury (2011). *The Magenta Book: Guidance for Evaluation*. At: <https://www.gov.uk/government/publications/the-magenta-book>.

Medical Research Council (2019). *Developing and evaluating complex interventions (revised guidance)*. At: <http://www.mrc.ac.uk/complexinterventionsguidance>.

Øvretveit, J. (2014). *Evaluating Improvement and Implementation for Health*. Maidenhead: Open University Press.

Pawson, R. & Tilley, N. (1997). *Realistic Evaluation*. London: SAGE Publications.

Robson, C. (2017). *Small-Scale Evaluation: Principles and Practice*. 2nd Edition. London: SAGE Publications.

Online resources:

- BetterEvaluation (<https://www.betterevaluation.org>), including the *Rainbow Framework* and the *Manager's guide to evaluation*.
- Public Health England: *Evaluation in health and wellbeing* (<https://www.gov.uk/government/publications/evaluation-in-health-and-well-being-overview>).

Version: 1.0

Version date: December 2019

For use from: 2020-21

Appendix:

CODES

| HESA Cost Centre | Description | Price Group |
|-------------------------|----------------------------|--------------------|
| 105 | Health & community studies | C2 |

| HECoS Codes | Description | Percentage (%) |
|--------------------|--------------------|-----------------------|
| 100962 | Research skills | 50% |
| 100812 | Project management | 50% |