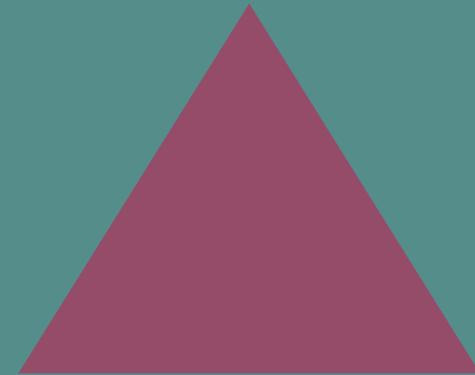




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Measuring What Matters



Evaluation that asks the right questions of
the right people in the right way

Issue 1.2. April 2019



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What is Measuring What Matters?

Measuring What Matters is a simple and practical tool for anyone undertaking evaluation, to help them ask the right questions, of the right people, in the right way.

There is a huge amount of guidance available to organisations regarding evaluation, but the landscape can be hard to navigate. It is not always easy to separate the good advice from the bad, to know which advice is relevant and which isn't, and to know exactly how you should gather the data you need in order to begin evaluating. Getting it wrong can mean putting pressure on internal resources, failing to achieve good value for money, failing to provide the information and evidence you need and causing confusion, inconvenience or anxiety amongst the people you support.

Measuring What Matters helps by connecting an up-to-date, curated list of data collection methods (each linked to reliable and respected organisations, published guidance and resources) to a simple set of questions, making sure you always find the right way to collect data and measure impact when evaluating your activities.

Measuring What Matters can ...

- Help you to identify the data collection methods which are best suited to your needs, the needs of the people you support, and the needs of the people who support you.
- Help you to find good quality, reliable and practical information and resources regarding data collection.
- Help you to provide clear evidence of your approach to data collection, and the quality of data it provides.
- Complement your organisation's existing evaluation approach.

Measuring What Matters can't ...

- Replace the need for a holistic and considered approach to evaluation within your organisation.
- List every possible way of collecting data.
- Help you to establish what you should be evaluating in the first place.
- Guarantee that the data you collect will demonstrate the impacts you hoped for!



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How it works

STEP 1: Select your evaluation question

Your question must relate to:

- The **activity** you have undertaken or are undertaking,
- The **changes and effects** the activity brings, or has brought about and,
- The **beneficiaries** who those changes and effects relate to.

For example 'Did the workshop improve confidence in attendees?', 'Is the social media campaign promoting positivity in the local community?' or 'What impact is the new way of working having for elderly beneficiaries?'

If your project consists of many different activities, with different changes and effects for different beneficiaries, each should be given their own evaluation question, and you should complete these steps (and the tables on Page 4 and Page 9) for each of them.

Once selected, write your question in the box provided on Page 4.

STEP 2: Consider your people, purpose and process

Consider the best interests of the people who will take part in your evaluation, those who it is for, and those who will carry it out. Sometimes you will find that the same people fall into more than one of these groups.

Select your answers in the People, Purpose and Process categories to produce your 3-letter code, and write it in the boxes provided on Page 4. Where appropriate, these answers should be decided upon *with* the people taking part in your evaluation, not just for them.

STEP 3: Identify your data collection options

Find your 3-letter code in the table on Pages 5 and 6 to identify the type of evaluation you need, and the data collection options open to you. Explore more data collection options by using the matrix on Pages 7 and 8.

STEP 4: Check and record your decision

Confirm and record your decision by completing the Evaluation Cover Sheet on Page 9. An example of a completed Sheet is on Page 10.



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Your evaluation question is ...

For each category (people, purpose, process) select the ONE option which most closely applies to your question.

PEOPLE: It matters most to the people your activity supports that ...

A

They co-design, as well as participate in, the evaluation.

B

They have time to give detailed and open feedback about anything.

C

They can offer simple targeted feedback about key points.

D

Their experiences are observed and inform the evaluation.

E

The evaluation does not involve them personally in any way.

PURPOSE: It matters most to the people your evaluation is for that ...

F

It tells them how your activity is designed and delivered.

G

It tells them about the changes and effects your activity has achieved.

H

It estimates the monetary value of your activity.

PROCESS: It matters most to the people carrying out the evaluation that ...

I

It is relatively quick and easy to do.

J

Time and resources are spent gathering rich and detailed evidence.

Combine the letters from each option you selected to produce a 3-letter code and find the data collection methods best suited to your needs.



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CODE	TECHNICAL DESCRIPTION	YOUR OPTIONS INCLUDE ...
AFI	You want to adopt a participatory and co-productive approach, to a formative or process evaluation, that can be delivered relatively quickly and easily.	360 Degree Appraisal, Change Record Template, Community Navigators.
AFJ	You want to adopt a participatory and co-productive approach, to a formative or process evaluation, and want to commit time and resources to gathering rich and detailed evidence.	Collaborative Outcomes Reporting, Participatory Impact Pathways Analysis, Most Significant Change and more ...
AGJ	You want to adopt a participatory and co-productive approach, to an outcome or impact evaluation, and want to commit time and resources to gathering rich and detailed evidence.	Developmental Evaluation, Outcome Mapping, Most Significant Change and more ...
BFI	You want to adopt a qualitative and consultative approach, to a formative or process evaluation, that can be delivered relatively quickly and easily.	360 Degree Appraisal.
BGI	You want to adopt a qualitative and consultative approach, to an outcome or impact evaluation, that can be delivered relatively quickly and easily.	Appreciative Enquiry, Open Space Technology, World Café and more ...
BGJ	You want to adopt a qualitative and consultative approach, to a formative or process evaluation, and want to commit time and resources to gathering rich and detailed evidence.	Horizontal Evaluation.
CGI	You want to adopt a quantitative and consultative approach, to an outcome or impact evaluation, that can be delivered relatively quickly and easily.	Creative Writing, Emotional Touchpoints, Outcomes Star and more ...
DFI	You want to adopt a quantitative and consultative approach, to a formative or process evaluation, that can be delivered relatively quickly and easily.	Community Navigators.

The list of codes and options continues on the next page.



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CODE	TECHNICAL DESCRIPTION	CONSIDER USING ...
DGI	You want to adopt a quantitative and consultative approach, to an outcome or impact evaluation, that can be delivered relatively quickly and easily.	Focus Group, Key Informant Assessment, Longitudinal Study and more ...
DGJ	You want to adopt a quantitative and consultative approach, to an outcome or impact evaluation, and want to commit time and resources to gathering rich and detailed evidence.	Longitudinal Study, Quasi Experimental Design, Randomised Control Trial and more
EFI	You want to adopt an observational or experimental approach, to a formative or process evaluation, that can be delivered relatively quickly and easily.	Change Record Template.
EFJ	You want to adopt an observational or experimental approach, to a formative or process evaluation, and want to commit time and resources to gathering rich and detailed evidence.	Realist Evaluation.
EGI	You want to adopt an observational or experimental approach, to an outcome or impact evaluation, that can be delivered relatively quickly and easily.	Monitoring Data, Secondary Data, Social Network Analysis and more ...
EHJ	You want to adopt an observational or experimental approach, to an economic evaluation, and want to commit time and resources to gathering rich and detailed evidence.	Social Return on Investment.
???	<p>Can't find your code? This may be because there is no perfect match for your needs. Consider:</p> <ul style="list-style-type: none"> • If the activity you selected to evaluate was the correct one? Was it too broad, or too specific? • If you are considering the wrong people as the focus for the evaluation? • If you are doing the evaluation for the wrong reasons? • If you have the available resources to complete the evaluation at present? • If you could work with an evaluation partner to help you? <p>Explore our complete selection of data collection methods to consider your options.</p>	

The full list of data collection methods begins on the next page.



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METHOD	PEOPLE					PURPOSE			PROCESS	
	A	B	C	D	E	F	G	H	I	J
360 Degree Appraisal		✓				✓	✓		✓	
Appreciative Inquiry		✓					✓		✓	
Body Map			✓				✓		✓	
Capturing Causal Moments				✓			✓		✓	
Case control studies					✓		✓			✓
Change Record Template					✓	✓			✓	
Choosing Pictures			✓				✓		✓	
Collaborative Outcomes Reporting	✓					✓	✓			✓
Community Navigator				✓		✓	✓		✓	
Creative Writing			✓				✓		✓	
Cross-sectional study				✓			✓		✓	
Developmental Evaluation	✓					✓	✓			✓
Emotional Touchpoints			✓				✓		✓	
Ethnography					✓		✓			✓
Focus Group				✓			✓		✓	
Forms							✓		✓	
Horizontal Evaluation		✓					✓			✓
Information Systems					✓		✓			
Innovation History	✓					✓				✓
Interview		✓					✓		✓	
Key Informant Assessment				✓			✓		✓	
Longitudinal Study				✓			✓			✓
Monitoring data					✓		✓		✓	
Most Significant Change	✓					✓	✓			✓
Observation				✓			✓		✓	
Open Space Technology		✓					✓		✓	
Outcome Mapping						✓	✓			✓
Outcomes Star			✓				✓		✓	

The full list of data collection methods continues on the next page.



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METHOD	PEOPLE					PURPOSE			PROCESS	
	A	B	C	D	E	F	G	H	I	J
Participatory Evaluation	✓					✓				✓
Participatory Impact Pathways Analysis	✓					✓	✓			✓
Personal anecdote		✓					✓		✓	
Positive Deviance			✓				✓		✓	
Quasi-experimental design				✓			✓			✓
Questionnaire			✓				✓		✓	
Randomised Control Trial				✓			✓			✓
Realist Evaluation					✓	✓				✓
Relationship Map			✓				✓		✓	
Secondary data					✓		✓		✓	
Single case study				✓			✓		✓	✓
Social Network Analysis					✓		✓		✓	
Social Return on Investment					✓			✓		✓
Survey			✓				✓		✓	
Sticky Wall			✓				✓		✓	
Storytelling		✓					✓		✓	
Stretch of Positive Statements			✓				✓		✓	
Synthesis studies.					✓		✓			✓
Systematic reviews					✓		✓			✓
Tactile Feedback			✓				✓		✓	
World Café		✓					✓		✓	

Complete the evaluation cover sheet on the next page to confirm your choice. An example of a completed cover sheet is on Page 10.

Visit the [Co-production Network for Wales Knowledge Base](#) for information, guidance and resources relating to every data collection method referenced by Measuring What Matters.



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EVALUATION COVER SHEET

Our evaluation question is ...					
Our chosen data collection method is ...					
People: The method is appropriate to the people our activity supports because ...					
Purpose: The method is appropriate to the people our evaluation is for because ...					
Process: The method is appropriate to our needs and capacities because ...					
Data Protection: The method is in line with our policy because ...					
Industry Standards: The method is in line with our industry standards because ...					
Evidence Standards: The method supports evidence in line with the following Nesta ‘Standards of Evidence’	<i>Level 1 You can describe what you do and why it matters, logically, coherently and convincingly</i>	<i>Level 2 You capture data that shows positive change, but you cannot confirm you caused this</i>	<i>Level 3 You can demonstrate causality using a control or comparison group</i>	<i>Level 4 You have at least one independent replication evaluation that confirms these conclusions</i>	<i>Level 5 You have manuals, systems and procedures to ensure consistent replication</i>
Name		Date		Signed	



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EVALUATION COVER SHEET: EXAMPLE

Our evaluation question is ...	<i>What were the main ways in which our activity programme for children under 10 has changed their attitudes towards 'family'?</i>				
Our chosen data collection method is ...	<i>Creative writing (conducted as part of every session throughout the full duration of our activity programme).</i>				
People: The method is appropriate to the people our activity supports because ...	<i>They have expressed interest in creative writing tasks and these will enhance, not detract, from their overall activity experience. The activity will be fun for them to complete and allow them to share their feelings in a simple way which is suitable and appropriate for them.</i>				
Purpose: The method is appropriate to the people our evaluation is for because ...	<i>They require a broad, general understanding of the changes our activity programme has brought about, which we can evidence through the key themes contained within creative writing completed at different stages in the programme.</i>				
Process: The method is appropriate to our needs and capacities because ...	<i>It can be undertaken relatively quickly and easily, can be conducted well with our available time and budget, and all of our staff are capable of carrying out the evaluation to a high standard.</i>				
Data Protection: The method is in line with our policy because ...	<i>All stories will be anonymized, only key themes (and not specific details) will be recorded, and parental consent will be secured at the start of the activity programme.</i>				
Industry Standards: The method is in line with our industry standards because ...	<i>It complies with all published guidelines and is accepted as a widely used approach within our sector.</i>				
Evidence Standards: The method supports evidence in line with the following Nesta ' Standards of Evidence '	<i>Level 1 You can describe what you do and why it matters, logically, coherently and convincingly</i>	<i>Level 2 You capture data that shows positive change, but you cannot confirm you caused this</i>	<i>Level 3 You can demonstrate causality using a control or comparison group</i>	<i>Level 4 You have at least one independent replication evaluation that confirms these conclusions</i>	<i>Level 5 You have manuals, systems and procedures to ensure consistent replication</i>

Name		Date		Signed	
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Glossary

The following technical terms are used in describing evaluation approaches and types of evaluation in Measuring What Matters:

Evaluation Approaches	
Participatory approaches	Involve the stakeholders of a programme or policy in the evaluation process. <i>(Source: Better Evaluation)</i>
Co-productive approaches	Share power and responsibility with stakeholders working together in equal, reciprocal and caring relationships. <i>(Source: Co-production Network for Wales)</i>
Qualitative approaches	Focus on the quality of an activity (often feelings and subjective opinions) as opposed to quantity (objective facts and figures).
Consultative approaches	Invite people to share their experiences through some kind of formal and structured process.
Observational approaches	Involve direct observation of people in their typical environment or activity, whilst causing minimal disturbance to that environment or activity.
Experimental approaches	Investigate cause and effect by manipulating aspects of an environment or activity (variables) in a repeatable way with carefully controlled conditions.

Types of Evaluation <i>(Source: Data Cymru)</i>	
Formative Evaluations	Assess the feasibility and potential of a programme, policy or intervention.
Process Evaluations	Assess how effectively a programme, policy or intervention is being, or has been, implemented
Outcome Evaluations	Assess the extent to which a programme, policy or intervention has achieved its planned outcomes
Impact Evaluations	Explore and assess longer-term effects, intended or otherwise, of a programme, policy or intervention
Economic Evaluations	Assess a programme's or intervention's value for money



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References

The data collection methods referenced by Measuring What Matters are taken from the following sources:

- **Better Evaluation.** 2014. Rainbow Framework. Available at: <https://www.betterevaluation.org/sites/default/files/Rainbow%20Framework.pdf>
- **Bond.** 2015. Impact Evaluation: A guide for commissioners and managers. Available at: https://www.bond.org.uk/sites/default/files/resource-documents/impact_evaluation_guide_0515.pdf
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- **Nesta.** 2019. Using Research Evidence: A Practical Guide. Available at: https://media.nesta.org.uk/documents/Using_Research_Evidence_for_Success_-_A_Practice_Guide.pdf
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- **Sport Educate.** 2017. Sporteducate Toolkit. Available at: <http://sported.org.uk/wp-content/uploads/2017/11/Sporteducate-Toolkit-FINAL-Low-res.pdf>
- **Think Local Act Personal.** 2011. Does it work? A guide to evaluating community capacity initiatives. Available at: https://www.thinklocalactpersonal.org.uk/_assets/Resources/BCC/Does_it_work.pdf
- **Triangle.** 2019. Outcomes Star. Available at: <http://www.outcomesstar.org.uk/>



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Notes

For more information about Measuring What Matters contact hello@copronet.wales

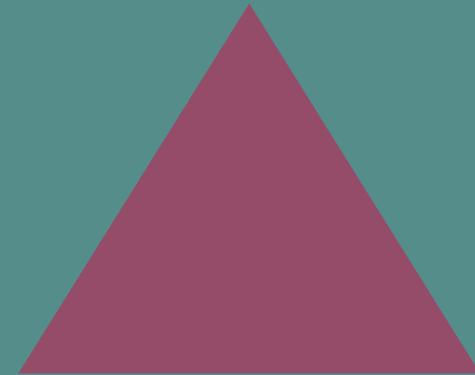
This document was produced by the [Co-production Network for Wales](#), an independent organisation working to transform public services in Wales through co-production and involvement for the benefit of citizens, their communities, the professionals delivering services in the statutory and third sectors and the public bodies that support them. It was based on an original concept developed by Anne Collis (Barod) and informed by the 'Tents around the campfire' seminars, which took place in Cardiff, Wales in April and July 2018.



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