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NUI Galway
OÉ Gaillimh

Health Promotion Research Centre

# Development and Delivery of a Competency-based Module in Health Promotion

# - A Guide using Blended Learning

# INTRODUCTION

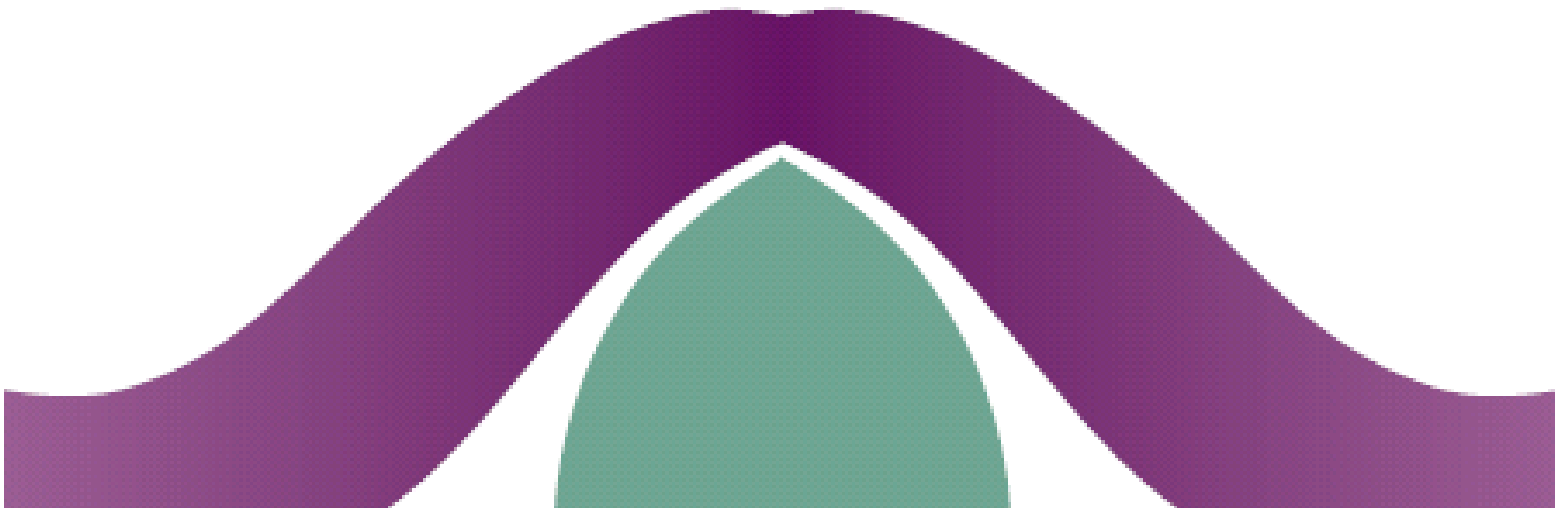## GENERAL INTRODUCTION:

The Discipline of Health Promotion at the National University of Ireland, Galway delivers a Postgraduate Diploma and Master's course in Health Promotion. While a core Research Methods module incorporates some teaching of evaluation research in health promotion, a need was identified for the further development of this component into a stand alone module. The main aim of this new module is to provide students with a greater understanding of the relationship between the evidence-base and research practice of evaluation in health promotion. A primary objective was to progress from the theoretical aspects of evaluation to incorporate evaluation research practice into delivery of the module.

The development of this guide arose from a project funded by the National Academy for Integration of Research, Teaching and Learning (NAIRTL) to develop and deliver a creative, research orientated competency-based module on evaluation practice in health promotion. A blended learning approach was adopted to enable incorporation of a diversity of elements including enquiry-based learning, workshops, tutorials, lectures and new learning technologies.

Another specific objective of the NAIRTL funded project was to develop a guide for transferring the elements of the module to other competency-based modules. Development of competencies within the discipline of health promotion was a major theme of the Galway Consensus Conference[1] held by the International Union for Health Promotion and Education (IUHPE) in June 2008. At this conference a number of competency domains were identified within the discipline of health promotion and the conference organisers issued a consensus statement: Toward Domains of Core Competency for Building Global Capacity in Health Promotion: The Galway Consensus Conference Statement. Eight domains of

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[1] International Union for Health Promotion and Education (IUHPE) Toward Domains of Core Competency for Building Global Capacity in Health Promotion: The Galway Consensus Conference Statement (April 2009) http://www.iuhpe.org/uploaded/Activities/Cap_building/Galway_Consensus_Statement.pdf

core competency that are required to engage in effective health promotion practice were identified as follows:

**Domains of Core Competency for Building Global Capacity in Health Promotion**: [2]

- Catalysing change;
- Leadership;
- Assessment;
- Planning;
- Implementation;
- Evaluation;
- Advocacy;
- Partnerships.

## APPROACH TO TEACHING IN THIS GUIDE

The teaching approach developed in this guide and module draws on constructivism. Carlile and Jordan (2005)[3] described a constructivist approach to teaching as a process where individuals 'construct' their own meaning based on previous knowledge and experiences by matching these to new ideas, knowledge and experience. In considering the philosophical argument for arranging learning according to a constructivist approach, Perkins (1999)[4] notes the stimuli encountered by an individual is never sufficient to convey meaning. Such meaning has to be 'constructed'.

One of three distinct roles associated with constructivism is that of the active learner, (Perkins 1999); this relates to knowledge and understanding being actively acquired by individuals. The approach used in this Guide incorporates Enquiry-based learning (EBL) that requires students to actively engage in developing material and engage with values and theories relevant to the module's topic. Perkins also describes two other roles associated with constructivism; the social learner (knowledge is constructed in a social

[2] International Union for Health Promotion and Education (IUHPE) Toward Domains of Core Competency for Building Global Capacity in Health Promotion: The Galway Consensus Conference Statement (April 2009) http://www.iuhpe.org/uploaded/Activities/Cap_building/Galway_Consensus_Statement.pdf

[3] Carlile, O., & Jordan, A. (2005). It works in practice but will it work in theory? The theoretical underpinnings of pedagogy. In G. O'Neill, S. Moore & B. McMullin (Eds.), *Emerging issues in the practice of University Learning and Teaching*. Dublin: All Ireland Society for Higher Education (AISHE).

[4] Perkins, D. (1999). The Many Faces of Constructivism. *Educational Leadership, 57*(3), 6-11.

context), and the creative learner (knowledge is created or recreated). The use of group work and the development of individual and group products call on these roles to be actively engaged by students.

BLENDED LEARNING:

Within this philosophical context the guide incorporates both a blended learning and experiential approach. Blended learning [5]is the combination of multiple approaches to learning. Blended learning can be accomplished through the use of 'blended' virtual and physical resources. A typical example of this would be a combination of technology-based materials and face-to-face sessions used together to deliver instruction. In the strictest sense, blended learning is anytime a tutor combines two methods of delivery of instruction.

FIGURE 1: COMBINED ELEMENTS OF BLENDED LEARNING
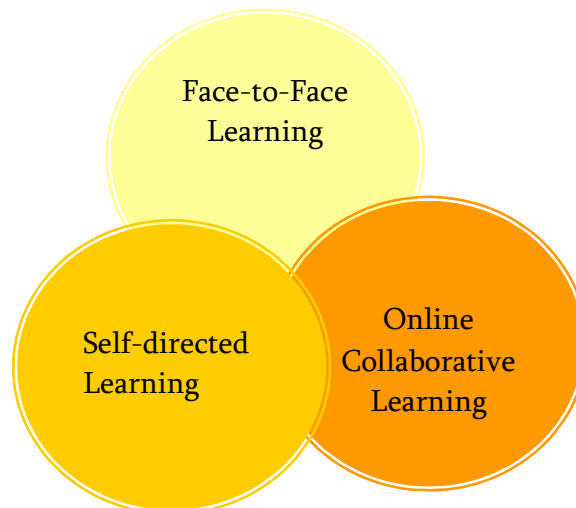


*"Blended learning describes learning activities that involve a systematic combination of co-present (face-to-face) interactions and technologically mediated interactions between students, teachers and learning resources."*[6]

Many of the advantages and disadvantages of blended learning are well established; its potential to support and enhance meaningful educational experiences (Garrison and Kanuka, 2004)[7] as well as to

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[5] http://www.etutors-portal.net/homepage_components/resources/Blendedlearning.jpg

[6] Bliuc, A.M., Goodyear, P., and Ellis, R. A. (2007). Research focus and methodological choices in studies into students' experiences of blended learning in higher education. *The Internet and Higher Education*, 10(4), 231244.

[7] Garrison, D. R., and Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education,* 7(2), 95105. Cited in Harris et al. (2009).

provide a cost and resource effective methodology (Twigg, 2003)[8] has made it particularly interesting and useful for many different types of organisations and institutions.

In making the case for blended learning, Harris et al (2009)[9] state that increasingly, many organisations are considering a blended approach to learning, often prompted by the recognition that:

- *The uptake and effectiveness of current learning delivery systems may be limited by their rigidity;*
- *The broad geographic spread and commitments of learners may necessitate greater access and flexibility;*
- *Blended learning may offer a more flexible and responsive way to learn and work.*

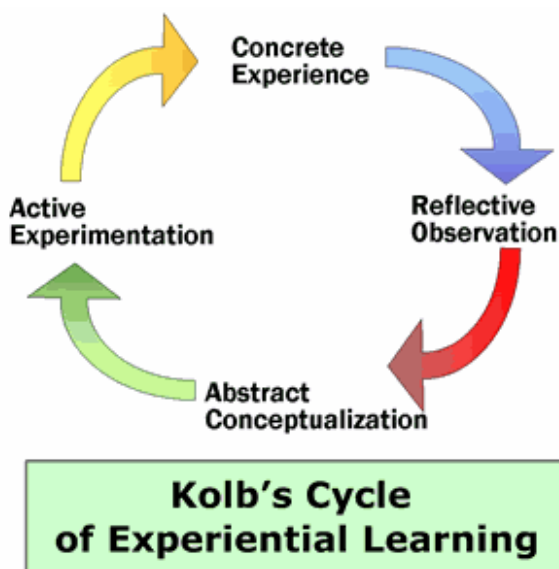## EXPERIENTIAL LEARNING:

FIGURE 2: EXPERIENTIAL LEARNING



The use of mixed methods of teaching and learning contributes to the concept of Experiential learning, exemplified by the work of David A. Kolb and Roger Fry (Kolb and Fry, 1975).[10] As a result of this work there has been a growing literature in relation to the use of experiential learning - particularly in the area of higher education. David Kolb's interest lay in exploring the processes associated with making sense of concrete experiences - and the different styles of learning that may be involved.

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[8] Twigg, C. A. (2003). Improving learning and reducing costs. Lessons learned from round 1 of Pew Gant Program in course redesign. New York: The National Center for Academic Transformation.

[9] Harris, P., Connolly, J.F., Feeney, L. (2009). Blended Learning: Overview and Recommendations for Successful Implementation. Institute of Leadership Articles. Royal College of Surgeons in Ireland.
http://epubs.rcsi.ie/cgi/viewcontent.cgi?article=1000&context=ilhmart

[10] Kolb. D. A. and Fry, R. (1975) 'Toward an applied theory of experiential learning;, in C. Cooper (ed.) *Theories of Group Process*, London: John Wiley. Cited in Smith, M. K. (2001). 'David A. Kolb on experiential learning', *the encyclopaedia of informal education.* Retrieved [9th June, 2010) www.infed.org/b-explrn.htm.

[11] A diagram of Kolb's cycle of experiential learning. Originally uploaded in Starting Point-Teaching Entry Level Geoscience:Experience-Based Environmental Projects. Image 9499 is a 325 by 305 pixel GIF Uploaded: May29 07

Kolb and Fry created this model out of four elements: concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations. He represented these in an experiential learning circle that involves: (1) concrete experience followed by (2) observation and experience followed by (3) forming abstract concepts followed by (4) testing in new situations.

In this module, the teaching and learning takes place in a variety of contexts. A metaphor about space and place assists in explaining the rationale that underpins the approach to teaching in this module. Luckoff and Johnson (1980)[12] argue that metaphors not only make our lives more interesting and vivid, they also shape how we structure and manage our day-to-day lives. In this instance, the metaphor is one about space and place. Trier's (2003: 544)[13] research into teaching practice in infant schools suggests that pedagogic techniques are examples of power relationships and control. Trier explains how space, tone of voice and focus of attention all contribute to how a teacher maintains power in a classroom. In this module space means for example, the space a lecturer has when teaching in a lecture theatre as opposed to the space the students have when sitting in a full lecture theatre. In addition, virtual learning environments are spaces in which lecturers post materials and announcements for the students.

The relationship between lecturers and students in higher education is at one level an authoritarian relationship in that the lecturers provide the majority of the content of a module by organising the delivery of the content and assessing the students. If the majority of the delivery of the content is through lectures then the power relationship remains fairly constant. Nevertheless, the space in blended learning modules incorporating e-technologies shifts towards a more egalitarian model whereby the students can move into cyberspace to gather their information for the module. Nanjappa and Grant (2003)[14] have noted that a complementary relationship exists between technology and constructivism. They argue that implementation of each benefit the other, with learning in a constructivist approach taking place in contexts, while technology provides the designs and environments that engage learners.

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[12] Luckoff, G. & Johnson, J. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
[13] Trier, J. (2003). 'Inquiring into "Techniques of Power" with Pre-service Teachers Through the School Film. "The Paper Chase". *Teaching and Teaching Education*. 19: 435-557.
[14] Nanjappa, A., & Grant, M. (2003). Constructing on constructivism: The role of technology. *Electronic Journal for the Integration of Technology in Education, 2*(1).

Carlile and Jordan, (2005)[15] describe a constructivist approach as accepting the autonomy of the student, thus the teacher's role becomes that of facilitator or mediator. In this role the facilitator assists students to discover meaning and understanding, rather than be the provider of information. Within the metaphor of space and place, students can create places for their study in terms of where they meet for the group work or how they communicate between one another and their facilitator.

The principles in the approach taken in this guide are experiential and enquiry based. None the less, the guide includes an introductory lecture at the end of the 1st session as a beneficial context setter despite the pedagogical debates surrounding the role of the lecture in higher education (Laing, 1996)[16]. The lecture provides a contrast to the rest of the 1st session during which the students are guided through the requirements of the blended learning approach. By bringing the students together this serves as a drawing together of the lecturer and the students to establish elements of the initial knowledge about the subject of the module.

### PURPOSE OF THE GUIDE:

The purpose of this guide is to provide a suggested framework for the design and delivery of a competency-based module in health promotion. The guide presents a series of components that are important to include in the design and delivery of any competency-based module (see Structure and Layout of the Guide to follow, pg 9). Throughout the guide reference is signposted to the Evaluation in Health Promotion Module developed and delivered by the Discipline of Health Promotion at the National University of Ireland, Galway (as outlined above) as a working example which can be replicated or adapted accordingly.

### WHO WILL USE THIS GUIDE?

It is envisaged that this guide can be used by lecturers and tutors in the acedemic field who wish to develop and deliver a competency-based module in health promotion. Additionally, the guide will be

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[15] Carlile, O., & Jordan, A. (2005). It works in practice but will it work in theory? The theoretical underpinnings of pedagogy. In G. O'Neill, S. Moore & B. McMullin (Eds.), *Emerging issues in the practice of University Learning and Teaching*. Dublin: All Ireland Society for Higher Education (AISHE).

[16] Laing, G. K. (1996). The lecture a teaching strategy for large groups. A reprise. *Working Paper Series.* University of Woollangong: Australia. *Research online.* Retrieved 27 May, 2010 http://ro.uow.edu.au/acc_nwp/66

useful for health promotion practitioners in a variety of settings who may wish to develop a similar-type module for staff training, up-skilling and in-service training.

## STRUCTURE AND LAYOUT OF THE GUIDE

This guide is presented as a set of jigsaw components and colour coded in three parts as follows:

**PART 1: PLANNING TASKS**

**PART 2: DELIVERY TASKS**

**PART 3: SUPPORTS & RESOURCES**

Each section and sub-section of the Guide is clearly referenced with the relevant jigsaw piece.

Signpost

More Info..

A signpost graphic is used throughout the Guide to indicate referencing to additional information and other sections of the Guide.

1. Develop a Module Handbook

2. Identify a 'real' scenario

3. Plan the evaluation process & methods

4. Develop the Module Materials

1. Introductory Session

2. Enquiry-based learning

Supports and Resources

3. Site visits

4. Assignment work

The planning tasks for a competency-based module include four main components as follows:

1. Develop a module handbook;

2. Identify a 'real' scenario for the practical case study aspect of the module;

3. Plan the evaluation process and methodologies;

4. Develop the module materials.

Each of these four components is now described in more details:



1. Develop a Module Handbook
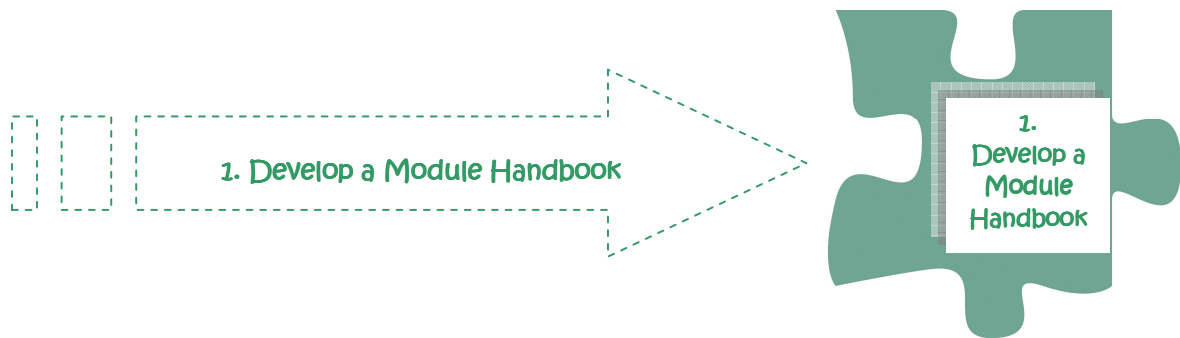
The starting point in any competency-based module is to develop a module handbook.

### *Purpose of the module handbook:*

The module handbook provides information for students and staff members on aspects of the module including the following:

- Course Outline:
  - o Duration of the module;
  - o Student profile;
  - o Pre-requisite learning/modules students are expected to have completed;
  - o Module learning objectives;
- Assessment and assignment details, guidelines, marking and criteria;
- Core reading materials;
- Overview of the module week-by-week;
- Arrangements for group work and practical site visits/projects (as applicable to the module);

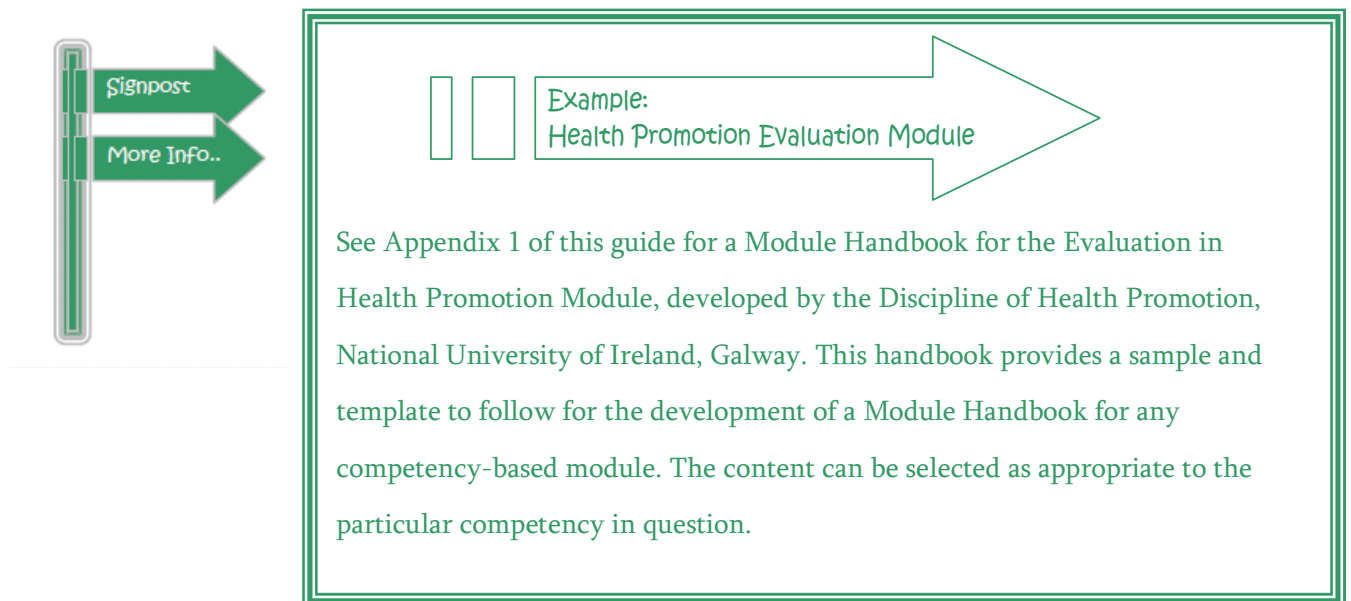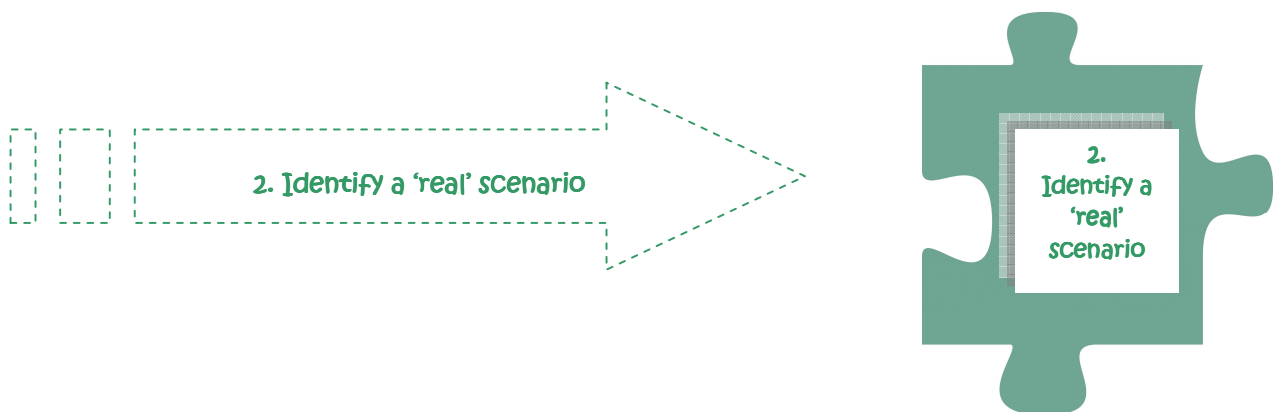- Appendices with relevant support information and materials.

*Benefits of the module handbook:*

The module handbook provides a concise overview of all elements of the module so that students and staff with responsibility for planning and delivering the module have access to consistent, clear messages about all aspects of the module. This is particularly useful when the module is competency-based and requires blended learning approaches as guidelines can be provided for group-based learning, access to technology and outline of the lectures to be delivered. The handbook builds up a 'picture' of the module for all concerned.

*Methods used to develop the module handbook:*

The development of any module handbook is a collaborative process among staff members which involves thinking through and planning module activities, attempting to anticipate the information needs of the students and building on existing resources used for other modules.



Signpost

More Info..

Example:
Health Promotion Evaluation Module

See Appendix 1 of this guide for a Module Handbook for the Evaluation in Health Promotion Module, developed by the Discipline of Health Promotion, National University of Ireland, Galway. This handbook provides a sample and template to follow for the development of a Module Handbook for any competency-based module. The content can be selected as appropriate to the particular competency in question.

The next step is to identify a 'real' scenario for the practical case study aspect of the module.

*Purpose for identifying a 'real' scenario:*

The essence of a competency-based module is that students can explore 'real' scenarios in order to apply their theoretical learning to a practical situation. Whether the competency is needs assessment, planning, implementation or evaluation, (or indeed other competencies), it is essential that students can engage with a real project whereby they can apply the knowledge and skills learned in relation to the specific competency in question.

*Benefits of including a 'real' scenario as part of a competency-based module:*

The benefits of including a 'real' scenario as part of any competency-based module are as follows:

- Students will have access to a practical project where they can consider the 'real' practice involved in setting up and running a project, thereby providing them with an experiential learning opportunity they would not get in the classroom;

- Students will be able to apply their knowledge regarding the competency in question to a 'real' situation rather than a fictitious one, thereby, providing them with a unique learning opportunity;

- Students will be exposed to non-academic processes and methods of learning;

- Students will be exposed to models of good practice at community level;

- The University will build up positive working relationships and partnerships with service providers in the community;

- Students will be exposed to potential job opportunities for the future.

*Methods used to identify a 'real' scenario:*

For the purpose of identifying and gaining access to a practical project with which students can actively engage, it is important that module coordinators:

- Build on exiting networks and links the university may have in the community;
- Seek out and build new partnerships with relevant organisations;
- Identify and link with key stakeholders in the community who can provide students with access to 'real' projects;
- Facilitate cooperation between the academic institution in question and the statutory and/or voluntary organisation(s) overseeing the 'real' scenario;
- Set up meetings with the key stakeholders in order to agree guidelines and procedures for student access to the 'real' scenario.

*Process for selecting a 'real' scenario for a competency-based module:*

In the case of the NUI Galway Health Promotion Evaluation Module, the Community Gardens strand of the Galway Healthy Cities Initiative was selected as the 'real' evaluation case study. This initiative was identified through the local Healthy Cities Coordinator. Key stakeholders engaged in managing the Community Gardens strand were identified and approached to discuss student participation in the project. In this case it was envisaged that students, in groups, would design an evaluation of some aspect of the Community Gardens project in order to apply their evaluation knowledge and skills and build competency in health promotion evaluation. Site visits to the Community Gardens were organised as part of this process (See Part 2: Delivery Tasks for more information on the site visits).

*Rationale for selecting the Community Gardens project:*

This particular 'real' scenario was selected for a number of reasons as follows:

- The project was local and part of the Galway Healthy Cities Project;
- The Health Promotion Discipline in the University already had a positive working relationship with the project and will the Healthy Cities Coordinator;
- This initiative demonstrated strong health promotion values and principles such as partnership working, strengthening community action, engagement, empowerment and participation, sustainability.

*Criteria for selecting a 'real' scenario:*

This particular example highlights the importance of having a set of criteria for selecting the 'real' scenario for any competency-based module. Each tutor team/Department should draw up their own set of criteria for selection of 'real' scenarios for inclusion in the module and can be guided by the following NUIG example:



**Signpost**

**More Info..**

**Example:**
**Health Promotion Evaluation Module**

*NUI Galway used the following criteria for selecting the 'real' projects for the Evaluation module:*

➢ Project should be a community based programme;

➢ It should be underpinned by values appropriate to health promotion;

➢ The project should be ongoing/current;

➢ There should be multiple partners involved;

➢ Accessibility by students should be feasible;

➢ There should be few ethical considerations in choosing the project;

➢ The project can be quite new; it does not have to be well established.

**See Appendix 2 for more details on the Community Gardens strand of the Galway Healthy Cities Initiative, which was used as the 'real' evaluation scenario for the NUI Galway Evaluation in Health Promotion Module.**

*Selecting and planning types of evaluation:*

One of the key planning tasks at the outset for any competency-based module is to plan the evaluation process and methodologies to be employed throughout the module.

Good practice in evaluation demonstrates the importance of including process, impact and outcome evaluation measures. These can be applied to any module and can be described as follows:

TABLE 1: TYPES OF EVALUATION

| Type of evaluation | Evaluation aim | Evaluation objectives |
|---|---|---|
| Process evaluation | To evaluate the process of implementing the EHP module. | <ul><li>Determine student perceptions of the content, and delivery of the module;</li><li>Reflections on teaching and facilitation practice and implementation of the module;</li><li>Examination of the use of resources and tools as part of module delivery.</li></ul> |
| Impact evaluation | To evaluate the modules impact on students and on interactions with organisations involved in the implementation of the module. | Determine participants' perceptions of the impact of the module on:<ul><li>Themselves;</li><li>Partnership interactions;</li><li>Dissemination,</li><li>Capacity building etc.</li></ul> |
| Outcome evaluation | To evaluate self-efficacy with respect to the specific competency in question among student participants. | <ul><li>Baseline perception of competencies among module participants and control students;</li><li>Follow-up perception of competencies among module participants;</li><li>Net change in perception of competencies by individual and by competency.</li></ul> |

*Planning evaluation methodologies:*

In keeping with good practice in evaluation it is important to employ a number of evaluation methodologies at the various stages in the evaluation of a competency-based module to capture both quantitative and qualitative evaluation outcomes. The following table provides an overview of a selection of methodologies that can be used together with a summary of their purpose and usefulness in evaluating a competency-based module:

TABLE 2: EVALUATION METHODOLOGIES

| Evaluation methodologies | Purpose and usefulness in evaluating a competency-based module |
|---|---|
| **Reflective practice** | Tutors can use reflective practice to conduct ongoing reviews of practice throughout both planning and implementation of the module. This involved regular tutor meetings to:<br>• Reflect on and review progress;<br>• Consider the impacts of module activities;<br>• Reflect on interactions with students as the module progresses. |
| **Interviews** | The impact and aspects of implementation of the module can be determined through the use of interviews with key participants and stakeholders who contribute to the implementation of the module.<br>Semi-structure interviews can be conducted after completion of the module to review implementation processes and module activities. |
| **Survey instruments** | *A process evaluation instrument* can be used to evaluate the implementation of the module and may evaluate aspects of the module including:<br>• Tutor lead sessions;<br>• The use of particular materials or tools;<br>• Enquiry-based Learning (EBL) project work and working in groups;<br>• Assessment procedures. |
| | *An outcomes evaluation instrument* can be used to evaluate perceived competencies pre and post completion of the module. E.g. the instrument can include three sections as follows:<br>• Competencies relating to the topic in question (e.g. needs assessment, planning, implementation, evaluation);<br>• Group working competencies;<br>• Technical competencies. |

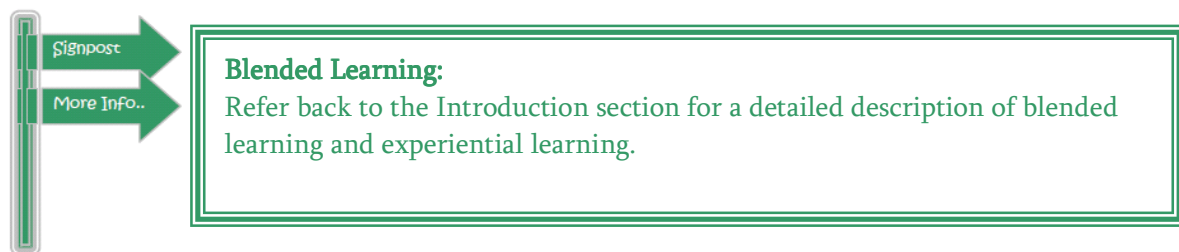See Appendix 3 of this guide for an evaluation example which provides an overview of the evaluation process and methodology employed to evaluate the Evaluation in Health Promotion Module implemented by the Health Promotion Discipline of the National University of Ireland, Galway. See Appendix 4 also which provides the pre and post module evaluation survey used by NUI Galway for the Evaluation in Health Promotion Module.

**4. Develop the Module Materials**
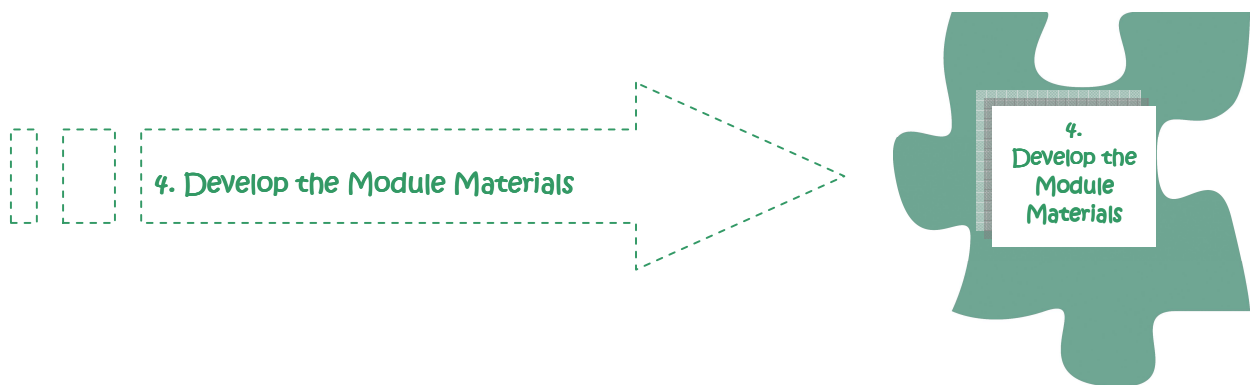
Developing module materials is the final planning task involved in designing a competency-based module. This involves:

- writing lectures;
- developing practical workshops;
- setting assignment work and developing criteria and processes for assignment marking.

It is at this stage that the concept of blended learning becomes a reality as it is important to consider and select a mix of teaching methodologies in order to provide students with experiential learning opportunities.



**Blended Learning:**
Refer back to the Introduction section for a detailed description of blended learning and experiential learning.

**Developing module Materials using a blended learning approach:**

**Writing Lectures:**
One element of a blended learning approach is the use of lectures. The lecture component of any module will generally build on existing materials and a review of literature relating to the competency in question.

*Purpose of lectures:*

A lecture can be broadly defined as being:[17]

- The presentation of information;

- Frequently with no interaction; and

- Delivered to large groups of students.

*Lectures generally fall into two categories as follows:*

- Presentation of basic information: an introduction to broad themes, theories, skills or techniques;

- Detailed focus on one specific aspect of the subject, often applying techniques and theories to a particular example, problem or text.

*Structure of lectures:[18]*

Many lecturers choose to speak for the entire lecture time; sometimes they will use a variety of other techniques including film and slide projection, television and video, and other audio-visual techniques such as overhead projection or black and white boards. These can be used to display key themes and words and diagrams.

Some lecturers prefer to break up the lecture time with small group work, or 'buzz groups', practical workshops (see below), or individual activities. This can be very useful in redirecting the student's concentration, helping them to assimilate the information from the lecture more effectively.

**Development of practical workshops:**

Another element of a blended learning approach is the use of practical workshops. Practical workshops can be incorporated into the lecture time or be used as the basis for student tutorials and self-directed learning.
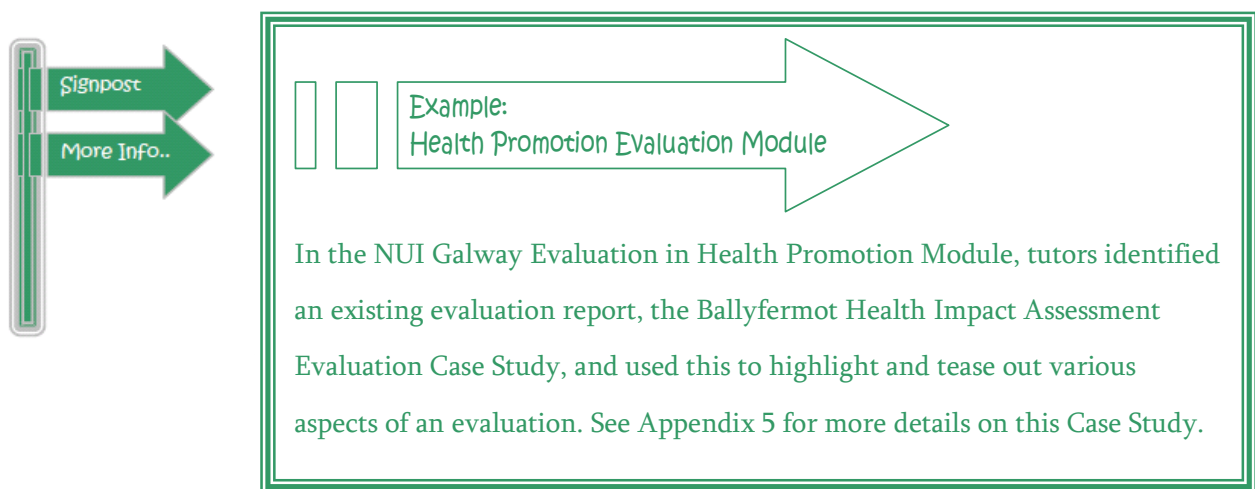
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[17] Making the Most of Lectures (n.d). http://www.lboro.ac.uk/service/ltd/campus/lectures.pdf
[18] Adapted from: Making the Most of Lectures (n.d). http://www.lboro.ac.uk/service/ltd/campus/lectures.pdf

*Purpose of practical workshops:*

Practical workshops are generally used enable students to apply what they have learned from their lecture series to a practical case study or existing project linked to the competency they are studying.

*Benefits of practical workshops:*

Practical workshops enable students to apply their theoretical knowledge on the competency in question to critique and discuss work already carried out using that particular competency e.g. an existing needs assessment, project plan or evaluation.
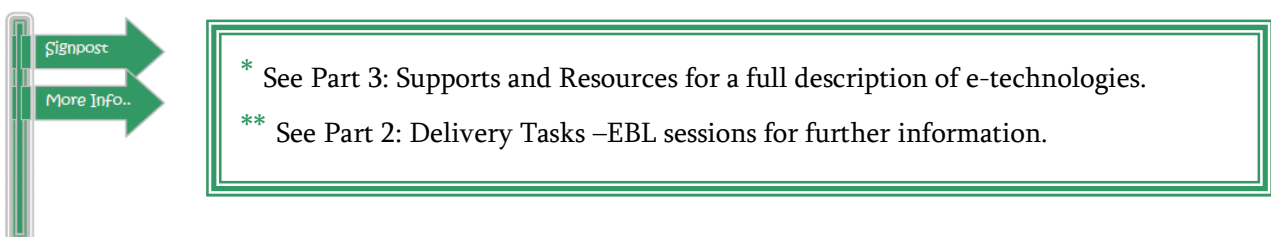
Signpost
More Info..

Example:
Health Promotion Evaluation Module

In the NUI Galway Evaluation in Health Promotion Module, tutors identified an existing evaluation report, the Ballyfermot Health Impact Assessment Evaluation Case Study, and used this to highlight and tease out various aspects of an evaluation. See Appendix 5 for more details on this Case Study.

**Setting assignment work and developing criteria and processes for assignment marking:**

Another element of a blended learning approach is the creative design of assignment work and the use of e-technologies[*] such as blogs and wikis via blackboard as a means for students to interact and engage with each other in completing their assignment work. Additionally, planning how students will complete assignment work can be centred around the use of Enquiry-based learning[**].

Signpost
More Info..

[*] See Part 3: Supports and Resources for a full description of e-technologies.
[**] See Part 2: Delivery Tasks –EBL sessions for further information.

Where possible, particularly in a competency-based module, the assignment work should draw on the students' creative and practical skills set and also strive to provide students with a new set of practical skills in undertaking and completing the assignments. Much can be learned from the NUI Galway Evaluation in Health Promotion Module in this regard.

**Example:**
**Health Promotion Evaluation Module**

Following a site visit to the Community Gardens (introduced above in Part 2 of this guide), students were provided with guidelines and criteria to undertake three pieces of assignment work based on the study visit as follows:

- A Group evaluation proposal for the evaluation of a particular element of the Community Gardens Initiative (decided on by each small group). Guidelines and criteria for the group document/proposal were developed at the planning stage.
    *See Appendix 1: Module Handbook for more information.*

- A peer assessment process within each small group whereby students would assess each other on their contribution to the group and to the group evaluation proposal. Guidelines and criteria for the peer assessment were developed at the planning stage, adapted from criteria used in other NUI Galway modules.
    *See Appendix 1: Module Handbook for more information.*

- An individual poster presentation highlighting their contribution to the development of the group proposal. Guidelines and criteria for this element of the assignment were adapted from NAIRTL poster development guidelines.
    *See Appendix 1: Module Handbook for more information.*

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Part 2 of this guide presents information on the delivery task components required for a competency-based module.

*Delivery tasks include:*

1. Introductory Session, including introduction to the use of e-technologies;

2. Enquiry-Based Learning Sessions;

3. Site Visits;

4. Assignment work.

Each delivery task is now explored in more detail.

1. Introductory session

1. Introductory Session

*Purpose of an introductory session:*

An introductory session, delivered to students at the start of the module is required, particularly if students have not been previously familiar with the concepts of Evidence-based learning and the integration of e-technologies in this way. The content for the introductory session is generally guided by the Module Handbook and should provide students with details on the following:

- Module aim and learning objectives;

- Overview of module content;

- Suggested core reading materials for the module;

- Use of blended learning approaches i.e. e-technologies, EBL, arrangements for group meetings, site visits to 'real' projects;

- Overview of assignment work and details on marking criteria.

Signpost

More Info..

**See Appendix 1**: Module Handbook

*Teaching Computer Resources: The use of e-technologies:*

The introductory session also included an overview of new computer resources (e-technologies) to be used in the course i.e. blogs, wikis, discussion boards. Students were guided through these resources in a presentation which linked into these web-based resources.

**See Part 3: Supports and Resources** for a full description of the e-technologies used on the Evaluation in Health Promotion Module. Additionally, Part 3 provides an overview of other potential e-technologies that can be integrated into competency-based modules in the future.

*Benefits of the introductory session:*

The introductory session is critical to the success of any competency-based module. Particularly, in a module which is experiential and includes the use of multi-methods and approaches to teaching and learning, students require clear, concise and detailed information on how they can and should work independently and collectively to achieve the module learning outcomes.

**EVALUATION**
Outcomes from an evaluation of the NUI Galway Evaluation in Health Promotion module using pre & post evaluation survey (Appendix 3)

*Evaluation of the introductory session in the Evaluation in Health Promotion Module:*

Most students responded positively that the introductory sessions provided sufficient information to start their group projects. However, ongoing discussion of the module with students during delivery revealed a need for further demonstration of practical application of models to evaluation projects and further workshop practice. Comments provided to open questions in the post module survey also revealed some dissatisfaction with the information not matching the practical work needed for undertaking the project.

**See Part 3: Supports and Resources** for an overview of the outcomes from the pre and post evaluation relating to the use of e-technologies as part of the Evaluation in Health Promotion Module.

2. Enquiry-Based Learning Sessions

2. Enquiry-based learning
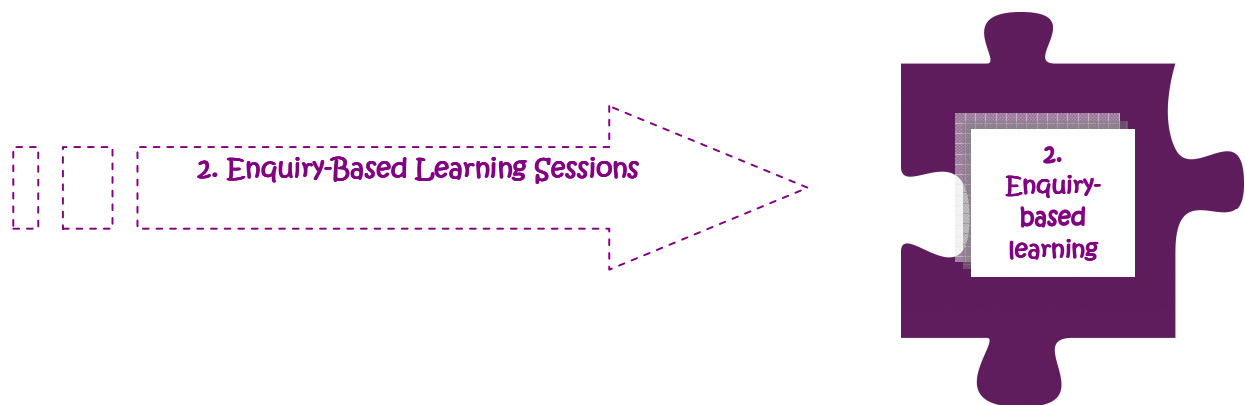
### *What is Enquiry-Based Learning (EBL)?*

Enquiry-based learning (EBL)[19] is…..a broad umbrella term used to describe approaches to learning that are driven by a process of enquiry. The tutor establishes the task and supports or facilitates the process, but the students pursue their own lines of enquiry, draw on their existing knowledge and identify the consequent learning needs. They seek evidence to support their ideas and take responsibility for analysing and presenting this appropriately, either as part of a group or as an individual supported by others. They are thus engaged as *partners* in the learning process:

*…it promotes personal research…the student becomes more familiar with the multifarious resources at their disposal, such as e-journals and databases. There is the opportunity to support one another in research and explore different avenues of information. The whole experience becomes one of interchange where students share opinions, research and experience in order to achieve an end result.*

### *Characteristics of EBL:*

- Engagement with a complex problem or scenario, that is sufficiently open-ended to allow a variety of responses or solutions;
- Students direct the lines of enquiry and the methods employed;
- The enquiry requires students to draw on existing knowledge and identify their required learning needs;
- Tasks stimulate curiosity in the students, encouraging them to actively explore and seek out new evidence;

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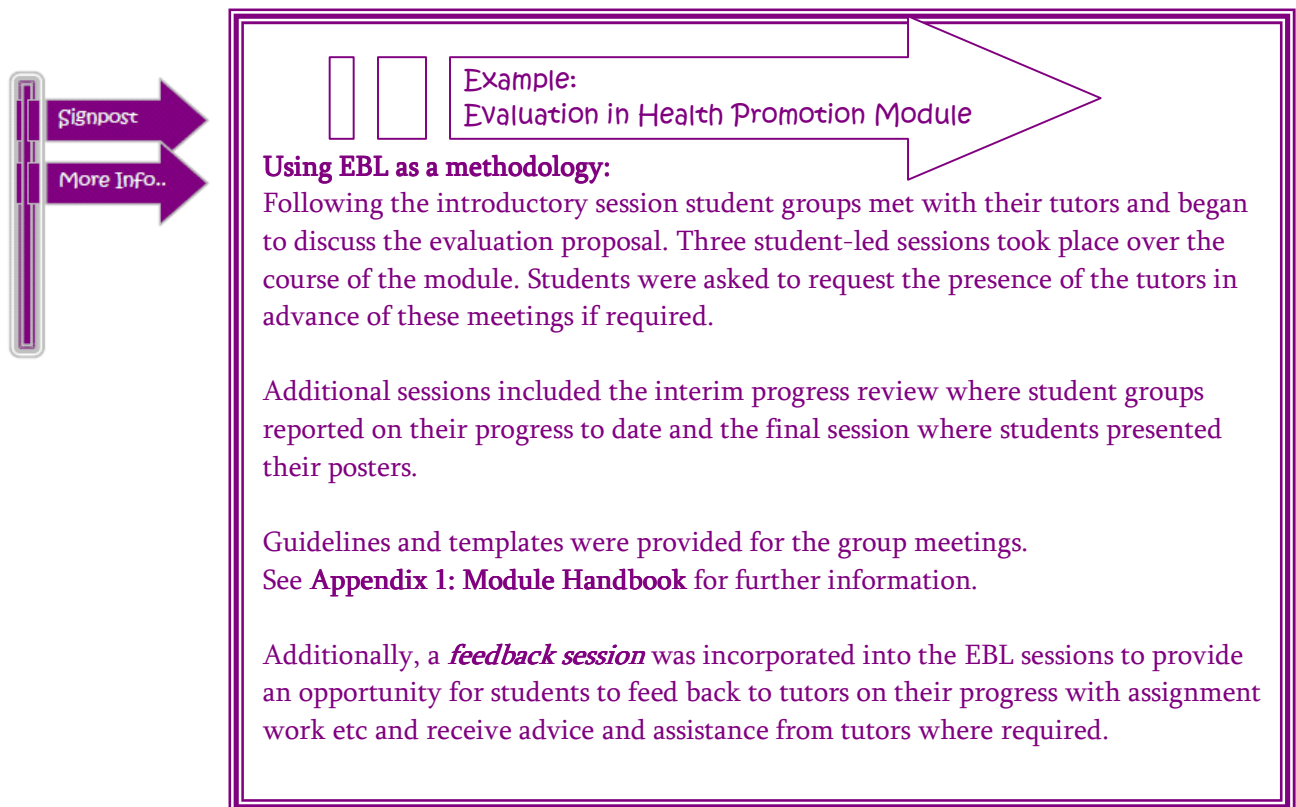[19] Kahn, P. and O'Rourke, K. Understanding Enquiry –Based Learning. Chapter 1. In
Barrett, T., Mac Labhrainn, I., Fallon, H. (Eds.) (2005). *Handbook of Enquiry &Problem Based Learning.* Galway: CELT. http://www.nuigalway.ie/celt/pblbook/chapter1.pdf

- Responsibility falls to the student for analysing and presenting that evidence in appropriate ways and in support of their own response to the problem.

*Introducing EBL to students:*[20]

Given that this approach to learning differs from more traditional approaches, the way in which students are equipped to take on the challenges of EBL can be a crucial factor to its success:

- It may help to run a session in which students are introduced to the process and allowed to 'have a go';
- Experienced students might be willing to model the process;
- Students can be provided with written or web-based information, guidelines or reference material on EBL;
- If using student groups, allow time for them to 'gel';
- Explain the role of the facilitator.

Signpost

More Info..

**Example:**
**Evaluation in Health Promotion Module**

**Using EBL as a methodology:**
Following the introductory session student groups met with their tutors and began to discuss the evaluation proposal. Three student-led sessions took place over the course of the module. Students were asked to request the presence of the tutors in advance of these meetings if required.

Additional sessions included the interim progress review where student groups reported on their progress to date and the final session where students presented their posters.

Guidelines and templates were provided for the group meetings.
See **Appendix 1: Module Handbook** for further information.

Additionally, a *feedback session* was incorporated into the EBL sessions to provide an opportunity for students to feed back to tutors on their progress with assignment work etc and receive advice and assistance from tutors where required.

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[20] Kahn, P. and O'Rourke, K. Understanding Enquiry –Based Learning. Chapter 1. In Barrett, T., Mac Labhrainn, I., Fallon, H. (Eds.) (2005). *Handbook of Enquiry &Problem Based Learning*. Galway: CELT. http://www.nuigalway.ie/celt/pblbook/chapter1.pdf

*Evaluation of EBL in the Evaluation in Health Promotion Module:*

*Enquiry based learning:* Discussions with students during delivery of the module revealed that the EBL approach was generally received very positively. This is reflected in responses to statements concerning EBL in the post module survey, particularly with respect to the active role this approach gave to students. Comments given to open questions in this survey expressed positive experiences with respect to self-directed learning, and the increased responsibility students have for learning.

*Facilitation and feedback:* A feed back session during the enquiry based learning sessions was considered to be very useful by students. Responses to 'What worked?' in the post module survey revealed students felt they were receiving helpful assistance from tutors and were able to access tutors for support. Responses to 'What didn't work?' mainly concerned guidance for the poster and one comment stated conflicting feedback was received.
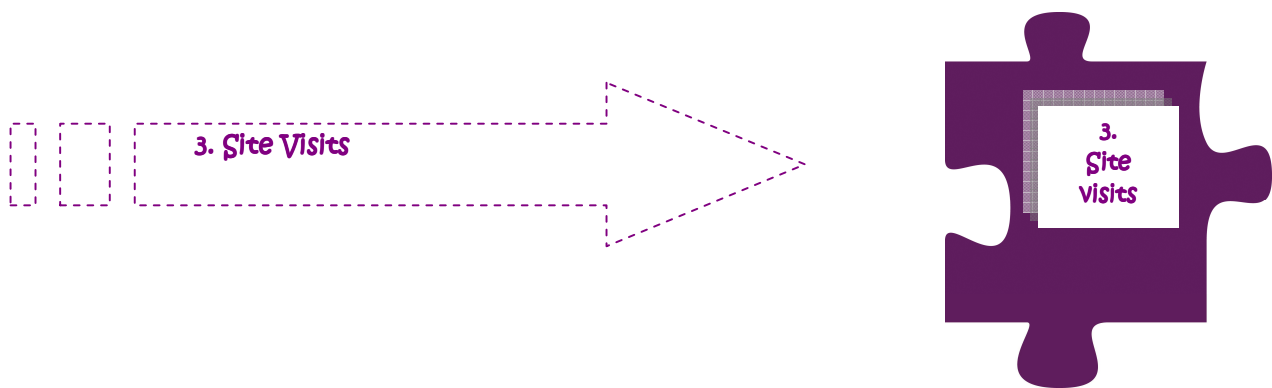
*Purpose of the site visits:*

In general, the goal of a site visit is to gather firsthand, eyewitness, descriptive information about a project. Site visits are used in three general ways: to provide descriptive information about a project, to answer questions about its merit or worth, and/or to verify data collected through other means[21].

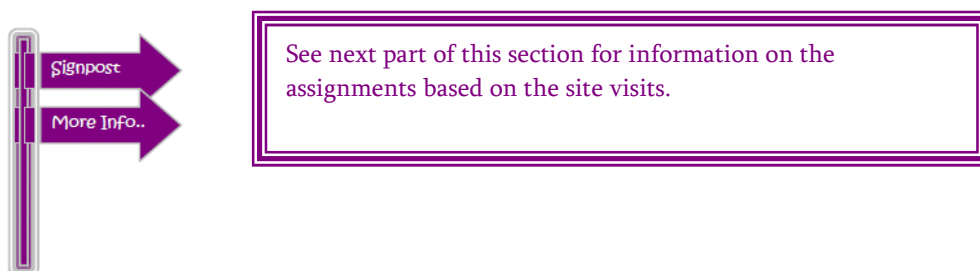*"Site visits are an eminent method of evaluation, since they make use of the 'most sensitive instruments available....experienced and insightful people'"[22]*

As outlined in Part 1: Planning Tasks, two site visits were organised to allow students to experience first hand a practical intervention (in this instance, the Community Gardens Project). In both cases the visits took place within walking distance of the university campus. The site visits were organised in order to provide students with an opportunity to experience a 'real' scenario in action. In the case of the Evaluation in Health Promotion Module, the purpose of the site visits were to brief students on the Community Gardens Project in order that they would be familiar with the aims of the project and identify who to contact for further information. The information gathered on the site visits was then used to inform the assignment work for the module.



See next part of this section for information on the assignments based on the site visits.

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[21] Lawrenz, F., Keiser, N., & Lavoie, B. (2002). A Guide for Planning and Implementing Site Visits. The Evaluation Center, Western Michigan University, Kalamazoo, MI 49008-5237.
http://www.wmich.edu/evalctr/ate/SiteVisitHandbookfinal.pdf
[22] Stake, R. E. (1970). Objectives, priorities, and other judgment data. *Review of Educational Research, 40*, 181-212. Cited in Lawrenz, F., Keiser, N., & Lavoie, B. (2002).

*Important considerations when organising a site visit:*

There are a number of important considerations when organising a site visit for students as follows:

- Linking in with stakeholders is important in order to arrange visit times that are convenient for all stakeholders. Mainly, this will happen as part of the planning tasks but follow-up closer to the time of the site visit is important to confirm details and contacts.

- Commutes may need to be planned depending on location. Insurance and other logistical details may need to be clarified with the university or institution in this regard.

- Students should be adequately prepared for the site visit, equipped with key questions and areas of inquiry relating to their specific study (in the case of the NUIG Evaluation Module, students were concerned with identifying an aspect of the Community Gardens Project on which to develop an evaluation plan).

- Lawrenz et al. (2002)[23] provide a useful set of guidelines for preparing students or 'site visitors' for a site visit as follows: Effective site visitors should be able to do the following:
  - *Notice things;*
  - *Make decisions on the spot;*
  - *Determine when there is a second message being delivered in an answer;*
  - *Probe to find out more, but not make people uncomfortable;*
  - *Listen carefully and encourage people to talk;*
  - *Manage group conversations so that all viewpoints are heard;*
  - *See a variety of perspectives and present those as well as their own perspectives;*
  - *Recognise that there are many ways for a project to be successful;*
  - *Be interested in describing things;*
  - *Write good, unbiased descriptions;*
  - *Truly and fairly understand a complex entity in a short time;*
  - *Be conscientious and well prepared for the visit;*
  - *Know when to stop asking questions;*
  - *Know how to get answers from general conversations;*
  - *Be polite and respectful to everyone at the site.*

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[23] Lawrenz, F., Keiser, N., & Lavoie, B. (2002). A Guide for Planning and Implementing Site Visits. The Evaluation Center, Western Michigan University, Kalamazoo, MI 49008-5237.
http://www.wmich.edu/evalctr/ate/SiteVisitHandbookfinal.pdf

- There should be a clear understanding between the university, the students and the site/project in question about how information gathered will be used. Students should be provided with guidelines regarding the gathering and use of information from a site visit –this is particularly important if the site visit relates to a project that may have protocols regarding confidentiality etc. (This was not the case with the Community Gardens Project example).

- Ethical guidelines should also be provided and agreed between all stakeholders where relevant.

**EVALUATION**
Outcomes from an evaluation of the NUI Galway Evaluation in Health Promotion module using pre & post evaluation survey (Appendix 3)

*Evaluation of site visit component in the Evaluation in Health Promotion Module:*

In an evaluation students reported the site visit to be most useful. The site visit rated the highest score among all elements in the post module survey and open question comments regarding what worked in the module cited the garden visit as useful.
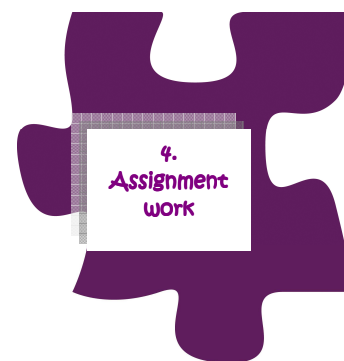
## 4. Assignment Work

Much attention has been given in **Part 1: Planning Tasks** to the design of the assignment work for the Evaluation in Health Promotion Module. Please revert back to Part 1 for further information.

This section discusses the actual implementation of the assignment work by students using project and group work.

Following the site visits students were asked to complete the following assignments:

Please see **Appendix 1: Module Handbook** for a detailed overview of each assignment component (as referenced previously in Part 1:

- A group document outlining a proposal for an evaluation of a component of the Community Gardens Project (please note students were not expected to actually complete the evaluation, only to develop a proposal for same).
- An individual poster assignment –relating to the individual student's contribution to the group proposal;
- A peer assessment process whereby students assess their peers' contributions to the group project using a standardised peer assessment marking and ranking scheme.

The assignment project work was completed through the use of EBL group work and the use of e-technologies (both already signposted earlier in this section).

In considering the use of blended learning and multi-methods for assignment work for any competency-based module the following considerations are important:

- Students must be provided with clear guidelines for the use of –technologies, EBL and for the group work components of assignment work.
- It is critical that students are willing and have the ability to work as a group, particularly in completing group assignments. This includes:
  - o Students being clear about their specific role in their group;

- Students being able to conduct a group meeting according to the guidelines provided;

- Students making a commitment to attend all scheduled meetings to ensure that their part in the group project is fulfilled;

- Students taking accurate minutes in order to document the outcomes and decisions made at group meetings;

- Students adhering to the guidelines provided on peer assessment – this is essential to ensure objectivity and transparency.

- It is strongly advised that each small group documents and individually signs up to a group working agreement at the start of the process in order to ensure the effective completion of these components of the assignment work.

See **Appendix 1: Module Handbook** for guidelines on each of the areas outlined above.

**EVALUATION**
Outcomes from an evaluation of the NUI Galway Evaluation in Health Promotion module using pre & post evaluation survey (Appendix 3)

*Evaluation of project and group work component in the Evaluation in Health Promotion Module:*

In an evaluation of the project and group work component, students' responses to the post module survey statements showed their overall perceptions of project group work were relatively low. This was predominantly due to their fear that some members of the group might contribute less then others. However, students appreciated that group working improved teams skills and made their project work more interesting. The majority of responses in post module survey to open questions 'What worked?' and 'What didn't work?' concerned working in groups. These responses where very mixed. Ten responses were made concerning group work in answer to 'What worked?' These mainly expressed the group work itself as something that worked well; others highlighted particular aspects of group working, such as chairing meetings, communication, learning to trust contributions by other members and group support.

Responses to 'What didn't work?' revealed some tensions with respect to group members not turning up to meetings, poor co-ordination, lack of communication and face-to-face

contact between members. Three comments referred to dominating and overpowering group members. One comment suggested that a mix of full and part-time students within a group proved problematic.

*Evaluation of poster and peer assessment component in the Evaluation in Health Promotion Module:*

Both the poster and peer assessments were well received by students. Peer assessment scored well with respect to giving students a chance to feedback on group members' contribution to the group work. Students had commented during delivery of the module that the poster assessment in particular had been positively challenging and this theme was similarly expressed in comments given to 'What worked?' in the post module survey.

HPRC
Health Promotion Research Centre

Supports and Resources

This section of the Guide provides an overview of a range of e-technologies that can be introduced and used as part of any competency-based module. It specifically introduces these technologies in the context of their use in the Evaluation in Health Promotion Module designed by the Discipline of Health Promotion, NUI Galway.

### Overview of the e-technologies used:

The delivery of this module utilised a web-based learning environment called *Blackboard Academic Suite*. It was used for three main purposes:

1) As a communication tool to liaise with course instructors and with fellow students;

2) As a tool to undertake work on shared documents/reflect on the process;

3) As a repository of module related materials.

Within Blackboard numerous student groups can be set up to allow each group to work together on their project. Course instructors can access all group materials. All of these tasks allow for student groups to work on a shared project in a virtual environment thus overcoming potential geographical and time/spatial barriers.

### Purpose of using e-technologies:

These e-technologies were introduced and used on the Evaluation in Health Promotion Module for a range of purposes as follows:

- **As a communication tool to liaise with staff and with fellow students:**
  - Blackboard contains a number of functions that enable students and course instructors to interact via class announcements, email and discussion boards. For example each group of students can have access to their own discussion boards where group project ideas can be put forward and discussed. Course instructors can also access and contribute to these discussions.

- **As a tool to undertake work on shared documents:**
  - The **wiki** function: A **wiki** is a collaborative website composed of one or more pages that allows people to add and edit content collectively. The wiki starts off with one page, the Homepage, and additional new pages can be added at any time and linked together.
  - The **Blog** function: A **blog** is a web site that is designed to be frequently updated by instructors or by one or more students. Entries in a blog are usually displayed inreverse-chronological order. Typically a blog is used to record thoughts /reflections on a process and not to write documents. Entries may contain commentary and links to other web sites and images. .

- **As a repository of module related materials**
  - Lecture materials and all course related materials can be posted by instructors for students to access. In addition students can use the *File Exchange* function to post documents such as pdf files to share with fellow group members.

**Future developments in the use of e-technologies as a component of blended learning:**

<u>Podcasts:</u>

- A podcast is a web-based broadcast of audio or video ('vodcast') content that is often delivered to subscribers through an RSS (really simple syndication) distribution mechanism. Podcast episodes can be played from the course page or sent to the student's podcatcher, such as iTune or by feed aggregators, such as Google Reader and Netvibes. Podcasts may be of particular use for distance based teaching.

<u>Googlewave:</u>

- Google Wave is a new web application for real-time communication and collaboration.
  - **A wave is equal parts conversation and document.** People can communicate and work together with richly formatted text, photos, videos, maps, and more.
  - **A wave is shared.** Any participant can reply anywhere in the message, edit the content and add participants at any point in the process. Then playback lets anyone rewind the wave to see who said what and when.

- **A wave is live.** With live transmission as you type, participants on a wave can have faster conversations, see edits and interact with extensions in real-time.



*Sources of information*:

CELT website, NUI Galway:

http://www.nuigalway.ie/blackboard/instructor/support/guides/FAQ_Web2.html

Google wave website: http://wave.google.com/about.html

Boulos, M., Maramba, I. & Wheeler, S. (2006). Wikis, blogs and podcast: a new generation of Web-based tools for virtual collaborative clinical practice and education.. *BMC Medical Education, 6*(41).

**EVALUATION**
Outcomes from an evaluation of the NUI Galway Evaluation in Health Promotion module using pre & post evaluation survey (Appendix 3)

*Evaluation of the use of e-technologies and referencing tools used in the Evaluation in Health Promotion Module:*

Using new technologies per se was considered a positive experience. Responses to open question in the post module survey suggested some students found learning the use of new technologies worked well for them. One student commented "*it made it easier to work with colleagues that are living far away or part-timers*". Observation of actual usage revealed varied engagement with the various tools made available. Post module survey comments with respect to what didn't work suggest that the wiki was problematic due to some group members not logging into it.

*Use of Discussion boards:*

Discussions boards were offered as an alternative to blogs for group members to communicate outside of scheduled meeting times. Usefulness of the discussion board was rated lowest among e-technologies available in the course. Discussion with students during delivery of the module revealed there was little interest in usage of this tool. Students had expressed a preference for using either the Wiki or Blog tools. Examination of each groups' assigned pages on Blackboard confirmed very little use had been made of them.

### Use of Wikis:

Wikis had been presented to students as potentially useful for developing and collating material for their group documents so that all group members could contribute to and visualise progress.

Usage of this tool was examined according to criteria recorded by Blackboard that comprises total number of saves and total number of lines modified within each group Wiki. Wiki usage varied by group and by individual member within groups. One group made extensive use of the Wiki to develop drafts of their group document, however the other two groups primarily used the wiki for posting links to information.

### Use of Blogs:

Blogs had been presented to students as potentially useful for discussions between members of the group when they could not meet and for reflecting on and discussing progress.

Two groups used the blogs minimally, both only posting a total of 5 blogs (per group) from only two members in each group. These two groups mainly used the blogs for posting links to information but did include some discussion of progress between those members engaging with the tool. One group however used the blog tool more extensively, with all members of the group involved and a total of 38 blogs posted. This group used the blogs for a variety of purposes, posting links to files containing meetings minutes, posting meetings agendas, discussion on progress, links to information. Usage of Blogs is reflected in responses to the post module survey, with a low mean score recorded for this tool. Students did not particularly find the tool useful for reflecting on progress but more useful for general communication between other group members.

### Use of file exchange:

File exchange was presented to students as potentially useful for exchanging information and documents between group members. This was the main use made of the tool, with 2 groups using it for this purpose. One group also used it to exchange draft versions of their project document rather than develop it using their group Wiki.

### Summary e-technology:

Wikis were used most extensively but mainly for gathering information. This was mainly presented as file links. Only one group made full use of the Wiki pages to develop drafts of their group document online. Two groups made use of Blogs, mainly to plan group events such as meetings and discuss how the document should be developed. There was some confusion in all groups between using the Wiki pages and Blog entries and their associated comments sections. Some students used the comments sections as either Wiki pages or Blog entries respectively, rather than making comments on entries.

### *Use of reference managers:*

Students had been introduced to using EndNote as a reference manager for their group document. However, they had been informed that they could use any reference manager with which they were familiar, as University software licensing agreements did not include off campus use of EndNote for these students. Some expressed a preference to work on references without the use of any software. The post-module survey presented statements about EndNote usage, responses to which scored relatively low. Discussions with students during delivery of the module revealed some reluctance to learn to use a reference manager due to the time required compared to the benefits for one assignment. Some students expressed a preference for using a free online add-on to the FireFox web browser – Zotero.

## EVALUATION IN HEALTH PROMOTION:  MODULE OUTLINE

### Duration of module:

- Total number of hours allocated for this module is 24 hours (12 contact hours and 12 self-directed).

- The course will be delivered through Enquiry Based Learning (EBL). The *Wiki* tool in Blackboard will be used to monitor group progress and to post group work.

### Student profile:

- Students of the PgDip and MA in Health Promotion; Health Promotion practitioners.

### Pre-requisite modules in Health Promotion:

- Foundations of Heath Promotion;

- Health Promotion Practice;

- Determinants of Health;

- Research Methods.

### Module learning outcomes:

On completion of this module students will be able to:

- Recognise the theoretical and conceptual basis of evaluation;

- Identify the different forms of evidence;

- Identify the breadth of evidence available for evaluation;

- Apply a range of evaluations within appropriate settings;

- Plan and develop a detailed evaluation proposal.

### Assessment:

Students will be awarded group and individual marks for their assessment work as follows:

- Poster presentation:          30% - Individuals present their specific contribution

- Written report:          50% - Group mark

- Peer assessment: 20% - Each student will assess their peer group members according to set criteria (outlined in this handbook).

**Case Study for this Evaluation Module:**

The class will examine the community gardening strand of the Galway Healthy Cities project. The overall focus of this programme is *'getting as many people as possible gardening'*. A detailed briefing on the programme and site visits will be included in one workshop session.

From here the class is divided into a number of smaller groups (depending on final class size). Each group will then decide on how to evaluate the programme by focussing on a particular aspect of their own choosing. The groups are expected to justify the evaluation plans and to build these around the theoretical base of values, approaches, methods and purpose of evaluation as set out in class lectures.

Each group will develop a detailed evaluation proposal for a chosen aspect of the programme.
The plan must address the following areas:

- Theoretical and conceptual basis of their group's approach to the evaluation;
- Background of the programme/intervention;
- Identification of appropriate aspects of the intervention to be evaluated and identification of relevant evidence sources required for this;
- Rationale for the evaluation – to include the purpose of the evaluation (who is this evaluation intended for);
- Methodology that will be used to achieve the aims of the evaluation;
- Detail the process by which this proposal will be implemented.

Each individual will develop a poster based on their contribution to the evaluation proposal and the group will submit a written report.

**Core reading material:**

Rossi, P.H., Lipsey, M.W. & Freeman, H.E. (2004). *Evaluation: A systematic approach. (7th ed.). Thousand Oaks, CA: Sage*

Rootman, I.,Goodstadt, M., Potvin, L., and Springett, J. (2001). 'A framework for health promotion evaluation, in Rootman, I., Goodstadt, M., Hyndman, B., McQueen, D., Potvin, L., Springett, J. and Ziglio, (eds.). *Evaluation in Health Promotion*, WHO European Series.

Thorogood, M. & Coombes, Y. (Eds.) (2004) *Evaluating health promotion: practice and methods.* (2ND ed.) Oxford: Oxford University Press

Cook, T.D., and Campbell, D.T. (1979) *Quasi-experimentation: design and analysis issues for field settings.* Chicago: Rand McNally College Pub.

Ovretveit, J. (1998). *Evaluating health interventions: an introduction to evaluation of health treatments, services, policies, and organisational interventions.* Buckingham: Open University Press

**Journal articles:**

Additional resource materials will be provided throughout the course.

OVERVIEW OF MODULE

| Week 4 (02 Feb) Introductory session (3 hours) | | | | |
|---|---|---|---|---|
| Time allocation | Material/resources | Activity and objectives | Learning outcomes | Staff |
| Hour 1:<br>**Overview of the course** | Seminar room<br>Course handbook | • Presentation of a description of the module, its content, its aims and how it will be assessed.<br>• A description of EBL will be presented and the aims and objectives of the group work will be outlined. What is expected of the students during group work will be explained.<br>• Students will be assigned to groups at this stage by the tutor. These groups will have been set up via Blackboard prior to the start of the module.<br>• In readiness for the first meeting of the group, appointment of individuals to the roles of chairperson and minute taker will be made by group members. Instructions about these roles will be outlined by the tutor.<br>• Materials/resources: Facilitating and minute taking guidelines will made available (Appendix 1) | *Knowledge*:<br>Students will know what the module will comprise and have an overview of its content. They will know that they are to undertake a group-based project to develop a proposal for an evaluation of a health promotion programme. They will have an outline understanding of what is expected of them in the group work with respect to the structure and functioning of their group and the roles expected of them within the group. | 1 Tutor |

OVERVIEW OF MODULE CONTINUED

| Week 4 (02 Feb) Introductory session (3 hours) | | | | |
|---|---|---|---|---|
| Time allocation | Material/resources | Activity and objectives | Learning outcomes | Staff |
| **Hour 2: Using Blogs and Wikis - an introduction** | Computer suite, Wikis set up via Blackboard for each group. | Student will be introduced to the use of Wikis and Blogs via Blackboard for the development of their group's evaluation proposal. They will be instructed on the use of Wikis and will be given time to practice uploading and writing material to these. During this period students will also be asked to complete an evaluation survey for the module. | *Knowledge*: Students will know that the document (evaluation proposal) they produce as a group will be developed using the Blackboard based Wiki tool. They will have knowledge of the potential to write to and upload material to the Wiki. *Skills*: Students will be able to access their group Wiki, add pages/comments to it and be able to write to and upload information to it. | 1 Tutor |
| **Hour 3: Lecture 1** | Lecture Room. Lecture slides on PowerPoint. | *Lecture Title:* Issues in the nature of health promotion programmes for the practice of evaluating them. | *Knowledge:* Students will consider the issues in the nature of health promotion practice for the purpose of evaluating them. | 2 Tutors |
| Week 5 (09 Feb) Evaluating health promotion programmes (2 hours) | | | | |
| Time allocation | Material/resources | Activity and objectives | Learning outcomes | Staff |
| **Hour 1: Lecture 2** | Lecture room Slides | **Lecture 2:** What is knowledge and how is it constructed? What constitutes an evidence base for the practice of evaluation in health promotion | | 1 Tutor |
| **Hour 2: Lecture 3** | Lecture room Slides | **Lecture 3:** Approaches to evaluation - Models and methods developed for use in the evaluation of health promotion programmes | | 1 Tutor |

OVERVIEW OF MODULE CONTINUED

| Week 6 (16 Feb) Evaluating health promotion programmes and Garden site visit (3 hours) | | | | |
|---|---|---|---|---|
| Time allocation | Material/resources | Activity and objectives | Learning outcomes | Staff |
| **Hour 1:** Workshop: Evaluation of the Ballyfermot HIA. | The Ballyfermot HIA report will be posted on blackboard the week before this workshop and students are asked to be familiar with it prior to the workshop, copies of the Ballyfermot report will be made available at the workshop. | **Hour 1 -** Presentation of material for the Ballyfermot HIA evaluation. Students consider how the process, impact and outcome of the HIA could be evaluated. | *Knowledge:* Students will be familiar with the approach and methods used for planning and implementing an evaluation. *Skills:* Students experience working through an evaluation. How to decide on an appropriate method, how to decide who to include in the evaluation, how to plan to undertake the evaluation. | 2 Tutors |
| **Hour 2:** Evaluation of the Ballyfermot HIA continued. | | **Hour 2 -** Guide through the evaluation. What plans were drawn up? How were they implemented? What methodology was used? How was data/information collected, handled and analysed? How was it reported? | | |
| **Hour 3:** Evaluation case study – Community garden visit | Community garden visit | Students will undertake a site visit to the NUIG Organic Garden and will be briefed on the project. | *Knowledge:* Students will have knowledge of the background to the garden project and its aims and will know who to contact for further information. | 2 Tutors |

OVERVIEW OF MODULE CONTINUED

| Week 7 (23 Feb) Evaluation case study - Community garden visit (2 hours) 2pm – 4pm | | | | |
|---|---|---|---|---|
| **Time allocation** | **Material/resources** | **Activity and objectives** | **Learning outcomes** | **Staff** |
| 2 hours | Site visits | Students will undertake a site visit to one of the Galway Healthy City Community Gardens and will be briefed on the project. | *Knowledge* Students will have knowledge of the background to the community garden project and its aims and will know who to contact for further information. | |
| **Week 8 (02 March) & Week 9 (09 March) EBL  - (4 scheduled hours)** | | | | |
| **Time allocation** | **Material/resources** | **Activity and objectives** | **Learning outcomes** | **Staff** |
| | Access to Blackboard – Wikis, discussion board, blogs. | In groups students work on their evaluation proposals. Progress is monitored through *Wikis* and *Blogs*. Staff will facilitate the process and provide feedback to students. | | Tutors will be available during scheduled times. |
| **Week 10 (16 March) EBL and Progress update (3 hours)** | | | | |
| **Time allocation** | **Material/resources** | **Activity and objectives** | **Learning outcomes** | **Staff** |
| Hour 1: | | Groups will present a brief overview of progress to date. Each group as a whole will present the progress made on their proposal. The session is intended to provide feedback to students on their progress and suggest final amendments. | **Knowledge:** Students will know how their project is progressing and will receive pointers to address any problems or omissions in their proposals. **Skills:** Students will be able to summarise their progress to date. | 2 Tutors |
| Hours 2 and 3 EBL | | EBL - In groups students work on their evaluation proposals and prepare their proposal overview. | **Skills:** Students will be able to work in groups using EBL to progress their group tasks. | |

OVERVIEW OF MODULE CONTINUED

| Week 11 (23 March) EBL (2 hours) | | | | |
|---|---|---|---|---|
| Time allocation | Material/resources | Activity and objectives | Learning outcomes | Staff |
| 2 Hours | | In groups, students work on their evaluation proposals. Finalising the group report and creating individual posters. | | |
| Week 12 (30 March) Final group poster presentations (4 hours) | | | | |
| Time allocation | Material/resources | Activity and objectives | Learning outcomes | Staff |
| Hour 1: | | EBL - finalisation of individual poster | | |
| Hours 2, 3, 4. | | Individuals will present a poster of their contribution to the development of the proposal. PowerPoint will be used to develop an A1 sized poster. Printing at A4 size is required for presentation. There should be a coherent arrangement of poster presentations by members of each group. Electronic versions of the posters must be uploaded to the blackboard dropbox. | **Skills:** Development of a poster for presentation. Use of PowerPoint to create a poster. Arranging printing at A4 size. | 2 tutors double marking |

**Arrangements for group work:**

There are 12 scheduled hours in total for the group work sessions and one room will be available for each scheduled session on the timetable. However, students can agree among their group when and where they will meet. The groups can use the scheduled room, or arrange to meet at another venue and time. Whatever is decided among the group, these arrangements must be made available to all group members by the chairperson and must be kept by all group members.

*Official meetings of the group:*

Each group will appoint one person to be the chairperson/facilitator and one person to be the minute taker each time they meet. These roles will change at each meeting. The number of official meetings is determined by the number of individuals in the group. Therefore, each person in the group will have an opportunity to function in both of these roles at least once.

When the groups are initially formed the first task will be to appoint individuals to these roles. At the end of the first official group meeting the individuals who will take on this role for the next meeting will be appointed. Therefore if there are 4 members of the group, the group must meet formally at least 4 times as a full group.

*Roles of the Chairperson:*

- To ensure that an agenda is created prior to the next meeting;
- To ensure that the agenda is covered during the meeting;
- To ensure that each person provides an update of their contribution to the group;
- To assign roles/ activities to be completed by group members in time for the next meeting.

*Role of the minute taker:*

- To record those present at the meeting;
- To record progress by individuals of the group on agreed actions;
- To record new actions for individuals for the next meeting.

A minute recording sheet is provided in Appendix 1. This should be used to record progress by each member of the group. Ideally the minutes should be posted on Blackboard but must be made available to other group members after each group meeting by the chairperson for that meeting.

**Minute recording sheet**

| Meeting | | | Date | |
|---|---|---|---|---|
| Facilitator | | | Minute Taker | |
| Participants | | | Next Meeting | |
| Agenda Item | Brief discussion, notes, decisions made | Action Steps/Follow-up | By Whom | By When |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

**Guidelines and Criteria for poster assignment:**

- The poster presentation is marked individually so focus on your contribution to the project. You will have to use information that has been collected by other members of your group; however, as this is an individual assessment you must make your presentation original.

- The poster must be created using PowerPoint.

- It should be set at A1 size (custom) using the following approximate dimensions:

  - Width: 84.1cm; Height: 59.4 cm

- Use the page set-up function to print the final version in A4 format by reducing to approx 32% .

- Be selective with material. The poster is aiming to address a research question, give a brief synopsis of your research and should be attractive to look at.

- Typical section headings would include a title with details of the people involved, an introduction, a theory or methodology section, results, conclusions and recommendations for further work.

- Keep the text simple and concise. Follow a "storyline" in sequencing sections and if it adds clarity use arrows.

- Ensure references will be legible if reduced to A4 size.

- Select colours carefully. Light backgrounds are preferable. Be consistent about how you use colour for graphics, to emphasise, differentiate or add interest.

- Restrict the number of fonts (typefaces); ensure that the font size is legible from a short distance (24pt recommended and minimum size for body text 14 pt). Avoid excessive use of UPPER CASE.

- Use graphics. A carefully chosen picture can speak a thousand words but please remember that you should have copyright of any pictures or cartoons you use and permission from any persons represented in photographs.

(Adapted from NAIRTL, Guidelines for preparing an A1 poster, 2009)

**Assessment of posters:**

The poster will provide 30% of the module mark. The poster will be presented in Week 12 and must be printed out in A4 size ready for viewing on this date.

No glossy finishes or treatments required.

Poster assessment criteria checklist:

Name: _____

The table provides the guidelines for marking posters

|  |  | Tick when checked |
|---|---|---|
| 1. Poster outline | Title of Subject investigated in depth.<br>Aims and outcomes clearly stated.<br>Structure of poster made explicit. |  |
| 2. Content | Consideration and full analysis of relevant literature.<br>Logical development of information and research<br>Valid interpretation offered. |  |
| 3. Conclusion | Evidence of logical thought.<br>Objectives met in full.<br>Poster illuminating and relevant. |  |
| 4. Style | Appropriate to task. |  |
| 5. Structure | Well structured with the different stages clearly indicated.<br>Accurate use of references. |  |
| 6. Overall presentation | References properly noted and listed.<br>Presentation clear and easy to read.<br>Legible.<br>Words spelt correctly.<br>Few errors of grammar and syntax.<br>Fluent use of English.<br>Of the appropriate length.<br>Carefully organised and well presented. |  |
| Mark |  |  |

Reference: Donaldson, A.J.M. and Topping, K.J.

Adapted from : *Promoting peer assisted learning amongst students in higher and further education.* SEDA Paper 96, 1996. Reproduced with permission.

[http://www.city.londonmet.ac.uk/deliberations/seda-pubs/Donaldson.htm Visited 1 Nov 2007]

## Guidelines and Criteria for the Group Document/Proposal:

Adapted from Health Research Board: Health Research Awards 2010. Guidance Notes.
http://www.hrb.ie/uploads/tx_hrbgrants/Guidance_Notes.pdf

All members of the group must contribute to the development of the group document.

The group will decide on the assignment roles to develop this document.

### Structure of the group document:

The proposal should be presented with clear sections addressing the following elements:

- An Introduction to include:
    - background information about the topic  - e.g. details of the programme to be evaluated, its aims and objectives;
    - review of the research context of the proposal, what other research has been conducted in this area?
    - the theoretical basis of the evaluation;
    - rationale for conducting the evaluation -  e.g. purpose of the evaluation;
    - aim and objectives: hypotheses underlying your proposal.

- Tasks/actions that need to be completed to fulfil the aim and objectives:
    - Deliverables – what are the expected outcomes of these tasks.
- Methodology to be used - linked to the specific tasks:
    - give theoretical basis of methodology used;
    - sample and access to sample;
    - data collection and handling;
    - analysis to be undertaken.
- Work programme – to include a gantt chart:
    - lay out the tasks to be completed in a logical order within a set timescale;
    - roles and responsibilities of participants in the work programme;
    - demonstrate how you can manage to conduct the proposed research within the set timescale, enabling you to achieve deliverables.

*Assessment of the group document:*

- The group document will provide 50% of the module mark. The document will be double marked.

*Marking criteria for the group document:*

**The Proposal:**

- Does the title of the proposal clearly reflect its content?

- Are the aims and objectives clearly stated?

- Is the purpose of the evaluation made explicit?

- Is the proposed work related to relevant theory / models?

- Is the approach described and referenced?

- Is there an outline of tasks with appropriate methodology described for each task?

- Is the plan feasible for implementation with respect to time, and other resources?

**The Document:**

- Is the document well structured with appropriate headings and content?

- Is it clearly written with spelling and grammar checked?

- Are all statements appropriately reference in full in a bibliography and cited adequately in text?

**Guidelines and Criteria for peer assessment:**

You assess only your group colleagues. This will be conducted anonymously; your colleagues will not know how you have marked them.

The table below contains 4 criteria to assess your colleagues by:
**Study planning; Data collection; Editorial inputs; Overall reliability.**

Both the **Mark** and **Rank** columns must be filled for each of these criteria.

**Please read the instructions below the table carefully before filling in the columns**

**Do not assess yourself.**

| Name | Study planning | | Data collection | | Editorial inputs | | Overall Reliability | |
|---|---|---|---|---|---|---|---|---|
| | Mark | Rank | Mark | Rank | Mark | Rank | Mark | Rank |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

**For the MARK column the grading should be:**

5      Totally brilliant and vital to the work.
4      Well above average
3      Good
2      Made a smaller contribution than most of the group
1       Poor, little contribution

**For the RANK column:**

Arrange your colleagues in the order that you think reflects their contribution to the group's work.
- The colleagues who made the most valuable contribution should be given the rank 4 (dependant on number in the group) and the colleague who made the least valuable contribution should be given the rank 1.
- **No two colleagues can be given the same rank.**

**NUI Galway Health Promotion Evaluation Module: Galway Community Gardens Initiative:**

Galway Healthy Cities Project is part of a World Health Organisation (WHO) initiative, with over 80 cities throughout Europe involved. The aim of the WHO Healthy Cities Project is to enhance the health of the city, its environment and its people through all groups and agencies working together.

The overall focus of the Community Gardens is *'getting as many people as possible gardening'.*

**Example of a community based organic garden: Ballybane:**

In 2006 participants from the local area developed an organic garden, learning about organic gardening processes in a supportive environment. The land was provided by Galway City Council. A gardener provided advice and information at each stage from preparing the land right through to harvesting. Foods grown include potatoes, corn, lettuce, tomatoes, scallions, coriander and runner beans.

The Ballybane Organic Garden Project was a joint project between Galway City Council, HSE West, RAPID, NUI Galway, the VEC and Ballybane Mervue CDP. Within the HSE West, Health Promotion Services coordinated the project and the Community Nutrition Department (HSE) and Home Management Department (HSE) provided nutritional education and cooking skills as part of the overall learning process. It was a successful partnership and had a positive impact on those involved and the local community of Ballybane. (http://www.galwayhealthycities.ie/html/organicgarden.asp)

**Example: Evaluation of an Evaluation in Health Promotion (EHP) optional module**

**1. Process evaluation:**
*Aim:* To evaluate the process of implementing the EHP module according to the principles of health promotion.

*Objectives:*
- Determine student perceptions of the content, and delivery of the module
- Reflections teaching/facilitation practice and implementation of the module
- Examination of the use of online tools

**2. Impact evaluation**

*Aim:* To evaluate the modules impact on interactions with organisations societies involved in the implementation of the module.

*Objectives:*
- Determine participants' perceptions of the impact of the module on partnership, interactions, dissemination, capacity building etc…

**3. Outcomes evaluation:**

*Aim:* To evaluate self-efficacy with respect to evaluation competencies among student participants.

*Objectives:*
- Baseline perception of competencies among module participants and control students;
- Follow-up perception of perception of competencies among module participants;
- Net change in perception of competencies by individual and by competency.

**Methodology:**
A number of methodological approaches were used to undertake the evaluation of the module including interviews with key module participants, reflective practice, content analysis of online tools and surveys of student participants.

*i. Reflective practice:* Tutors conducted reviews of practice throughout both planning and implementation of the module. This involved regular meetings to:
- Reflect on and review progress;
- Reflect on the impacts of activities
- Reflect on the interactions with students.

*ii. Interviews:* The impact and aspects of implementation of the module were determined through a number of interviews with key participants who had contributed to the implementation of the module. These included the Coordinator of the Galway Health Cities project, a community gardening expert, a school-teacher and garden society organiser.
Semi structure interviews were conducted after completion of the module to review implementation processes and module activities.

**Example continued: Evaluation of an Evaluation in Health Promotion (EHP) optional module**

*iii. Survey instruments:*

*Process evaluation instrument:*
A survey instrument (see below) was used to evaluate the implementation of the module. The instrument comprised a number of sections including:
- Introductory tutor lead sessions
- Using online tools;
- EBL project work and working in groups;
- Assessment;

Statements were presented in each section to which participants were asked to respond on a four point scale from "Strongly agree' to 'Strongly disagree'.

*Sample:* The target population for the process evaluation instrument comprised students who selected the Evaluation in Health Promotion (EHP) module.

*Outcomes evaluation instrument:*
A survey instrument (see below) was used to evaluate perceived competencies pre and post completion of the module. The instrument comprised three sections as follows:
- Evaluation competencies;
- Group working competencies;
- Technical competencies.

Statements were presented at baseline and follow-up and participants asked to respond to each on a four-point scale: 'Not true at all'; 'Hardly true'; 'Moderately true'; 'Exactly true'.

*Sample:* The target population for the outcomes evaluation instrument comprised students registered on the MA/PGDip in Health Promotion Programme. Those who selected the optional EHP module were evaluated as course participants; those who did not choose this module were evaluated as controls.

**Data collection:**
Both survey instruments were mounted on the Values Exchange (VX) web site (http://www.nuigalway.values-exchange.com/) enabling ease of access by students and data handling. Students were notified of the surveys during contact sessions and by announcements on Blackboard and by individual emails sent via this platform. Follow-up announcements were made after the initiation of each phase to remind students who had not already done so to participate in the survey.

*Baseline and follow-up instrument:* The instrument was mounted in two phases on the VX web site. A baseline pre-course phase was made available to all students registered for the optional module. The second phase included all MA/PGDip in Health Promotion students not taking the module and after completion of the evaluation module, all students registered for the module.

*Post module instrument:* The instrument was mounted on the VX website and made available to students on the final contact session with students. A computer room was booked and students asked to complete the form immediately after completion of their contribution to the peer assessment.

**Example continued: Evaluation of an Evaluation in Health Promotion (EHP) optional module**

**Data Handling:**
Both the baseline and follow-up and the post module survey data were downloaded as MS Excel spreadsheets from the Values Exchange web site.

***Baseline and follow-up survey*** responses to competency statements were given score values using the following cell based formula:
=IF(C23="Not true at all",4,(IF(C23="Hardly True",3,(IF(C23="Moderately True",2,(IF(C23="Exactly True",1," ")))))))). The resulting values were imported into SPSS 16 (Mac version).

*Follow-up data:* Values Exchange identification numbers were used to match data from the follow up pre course surveys for those individuals who had participated in the evaluation module. This ensured all responses remained anonymous during the analysis.

***Post module survey*** responses to statements were given score values using the following cell based formula:
=IF(C2="Strongly disagree",1,(IF(C2="Disagree",2,(IF(C2="Agree",3,(IF(C2="Strongly agree",4," "))))))))
Coding was oriented to enable a measure of satisfaction with the elements in the module addressed by each statement.
One exception to the above coding was statement 16, which was expressed as a negative statement in the survey 'Working in groups is unfair'. This statement was therefore reverse-coded.

**Analysis:**
***Baseline and follow-up survey***: All analyses were conducted using either SPSS 16 or MS Excel spreadsheets. Sum and mean scores were calculated using MS Excel. Independent and paired comparisons of means were calculated using SPSS 16 (Mac version).

*Calculation of self-efficacy scores:* A number of calculations were made to determine changes in self-efficacy scores by individual student and by the specific groups of competencies included in the survey instrument.

*Individual students' mean scores:* Scores were averaged across each student's responses for the whole range of competencies surveyed and across the separate sections: Evaluation; Working in Groups; and Technological skill. Net change in mean scores was calculated for evaluation module participants who had completed both baseline and follow-up phases of the survey:Mean scores for students at baseline and follow-up were compared using a paired samples t-test. Control and module participant mean scores were compared using an independent samples t-test.

*Competency statement mean scores:* Mean scores were calculated at baseline and follow-up for each competency statement, using responses by students who had completed both phases of the survey.

***Post module survey:*** Scores for each statement were summed across all respondents. The maximum possible value for each statement (dependant on number of respondents) was used to calculate scores as if derived from a maximum of 10.
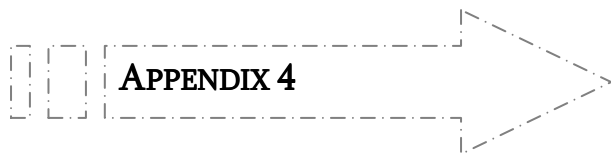
SAMPLE EVALUATION SURVEY

## (USED FOR NUIG EVALUATION IN HEALTH PROMOTION MODULE)

**For before and after the module**

| Competency | Not at all true | Hardly true | Moderately true | Exactly true |
|---|---|---|---|---|
| **Evaluation** | | | | |
| I feel I can set out the aims and objectives for an evaluation | | | | |
| I am able to apply a framework/model to undertake an evaluation | | | | |
| I am able to select the appropriate elements of a health promotion programme to measure for an evaluation | | | | |
| I am able to select appropriate methods to obtain data/information for an evaluation | | | | |
| I feel I can apply the values of health promotion to evaluation practice | | | | |
| I feel I have sufficient knowledge and skills to plan an evaluation of a health promotion project | | | | |
| I feel I have sufficient knowledge and skills to implement an evaluation of a health promotion project | | | | |
| **Working in groups** | | | | |
| I am able to plan and chair a group meeting | | | | |
| I am able to set an agenda for a group meeting | | | | |
| I am able to record and write up minutes for a group meeting | | | | |
| I am able to work well in a team | | | | |
| When issues arise I am able to discuss them with my colleagues | | | | |
| **Specific technical skills** | | | | |
| I find searching for information using online databases easy | | | | |
| I find using the Wiki tool on Blackboard to contribute to a group document easy | | | | |
| I find using EndNote to archive references easy | | | | |
| I find using EndNote to format references in MS Word easy | | | | |

Evaluation Survey -For after the module

| Module Processes and implementation | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| **Introduction tutor lead sessions** | | | | |
| The introductory lecture material provided sufficient information to get the project work underway | | | | |
| The site visit was useful to set the background for the group project | | | | |
| It was easy to identify project stakeholder following the site visit | | | | |
| The workshop was useful to demonstrate how an evaluation was planned and conducted | | | | |
| **Using the online tools** | | | | |
| The Wiki tool on Blackboard is very useful for developing group work | | | | |
| It is easy to write up information on the Wiki | | | | |
| It is easy to attach graphics to the Wiki | | | | |
| The Blog tool on Blackboard is very useful for reflecting on progress | | | | |
| The Blog tool on Blackboard is very useful for general communication with other group members | | | | |
| The discussion board on blackboard is very useful for general communication with other group members | | | | |
| EndNote is very useful for managing references | | | | |
| Using new technologies in my studies was a positive experience | | | | |
| Using new technologies in my studies was a challenging experience | | | | |
| In the future it is very likely that I would introduce new technologies such as Blogs or Wikis into my professional work | | | | |
| **EBL, Project work & Working in groups** | | | | |
| Working on a project made learning about evaluation interesting | | | | |
| Working in groups is unfair as some people contribute less than others | | | | |
| Working in my group improved my team skills | | | | |
| I found enquiry based learning gave me a more an active role in acquiring knowledge about evaluation | | | | |
| I found that enquiry based learning gave me more control over how I learnt about evaluation | | | | |
| I felt that I received enough guidance and facilitation for tutors to enable me to complete the project | | | | |

Evaluation Survey continued -For after the module

| Module Processes and implementation | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| **Assessment** | | | | |
| Peer assessment is a good way to enable me to record how colleagues in my group have contributed to the project | | | | |
| The peer assessment covered sufficient aspects of colleagues contributions for me to make a fair assessment | | | | |
| The group presentation provided me with good feedback on my progress | | | | |
| The poster presentation enabled me to show that I can summarise what I have contributed to the project | | | | |
| What worked well for you in this course? Please give 3 examples | | | | |
| What did not work well for you in this course? Please give 3 examples | | | | |

APPENDIX 5

**Activities:**

- Overview of HIA and the Ballyfermot study
- Exercise
- Run through how the case study evaluation was conducted

**Learning outcomes:** Student will have an overview of what is required to plan and undertake an evaluation.
They be able to:
- consider what approach to adopt to undertake an evaluation
- examine a programme or project and consider the elements of it that can be evaluated
- consider what standards can be to use measure a project or programme's processes, impacts and outputs against.
- consider methods that are appropriate to use to collect information for an evaluation
- consider how the information collected can be analysed

**Materials:**
3 copies of the Ballyfermot HIA final report
11 copies of the Merseyside guidelines
11 copies of the Gothenburg consensus paper
3 copies of the evaluation report?

**Preparation:** Post pdf copies of the Ballyfermot final report and the Merseyside Guidelines on Blackboard one week before the workshop

- all are required reading before the workshop
- scan the report to get a sense of its content and layout – read the Merseyside Guidelines and Gothenburg consensus paper in more detail.

**Introduction: 10-15 mins:**
What is HIA – clear framework with procedural steps – Merseyside guidelines – for assessing the impacts of a policy programme or project. Preferably prospectively - some authors now consider anything other than prospective is not HIA.
What the Ballyfermot HIA was about - assessment of the impacts of traffic and transport in Ballyfermot.

**Exercise: 1hour:** Students will be separated into 2/3 groups

You are asked to develop a proposal to evaluate a health impact assessment (HIA) that had been conducted 2 years previously. You are sent a link to a report produced by the HIA steering group and contacts for two people, one was involved with the funding body for the HIA and one was the steering group chairperson.

**Given the Ballyfermot report, the Merseyside and the Gothenburg consensus paper guidelines as a starting point how would you proceed to plan an evaluation of the Ballyfermot HIA?**

| | Instructions for tutors<br>Issues/questions students need to consider |
|---|---|
| What theoretical model would be appropriate for this evaluation? | Social determinants model is used as the basis of HIA so this may be the best starting point for considering your approach to evaluation.<br>Evaluation of process, impact and outcome<br>What do these involve?<br>What methodology would you use to conduct each element of the evaluation? |
| What will be the standard against which the project will be evaluated? | Merseyside guidelines - Procedural guidelines<br>Gothenburg consensus paper – Values<br>WHO - Values |
| What elements of the HIA will you evaluate? | Consider the process, impact and outcomes of the HIA how will each of these elements be assessed?<br>**Process**<br>Use the Merseyside guidelines to consider what should have been done in the HIA – was this done?<br>**Impact**<br>What impacts did the process of conducting the HIA have?<br>**Outcome**<br>Were the aims and objectives of the HIA achieved? |
| What methodology would you use? | How will you evaluate each element, what methodology will you use? |
| Who would you contact in order to evaluate each of these elements of the HIA | Steering group members, LAG group members, Local service providers (local authority, HSE, Gardai, transport providers) |
| For whom are you conducting the evaluation? | HIA has a major focus on the stakeholder participation particularly vulnerable groups. How will this influence the focus of your evaluation? |

**Details for tutors:**

**How the evaluation was conducted - 45 mins:** An evaluation committee was set up by the funders.
**Materials:**Handout copies of the Ballyfermot evaluation proposal.
**Go through the proposal.**
Aims - This is what the report stated would be done…. What was actually done?
**Approach and Methodology:**
How was information collected? From what sources?
The final report and other documentation from the HIA – HIA requires a transparent reporting of its process.
The people involved in the HIA - The HIA had a clearly defined geographic area, it had a local focus– people local to that geographic area, its stakeholders, steering group members, community members and local service providers. Also consultants to the HIA project national and international.
**What will be the standard against which the project will be measured?** Used existing procedural guidelines and the values of HIA as standards for the evaluation.
http://www.who.int/hia/about/why/en/index.html

- **Democracy** – allowing people to participate in the development and implementation of policies, programmes or projects that may impact on their lives.

- **Equity –** HIA assesses the distribution of impacts from a proposal on the whole population, with a particular reference to how the proposal will affect vulnerable people (in terms of age, gender, ethnic background and socio-economic status).
- **Sustainable development –** that both short and long term impacts are considered, along with the obvious and less obvious impacts.
- **Ethical use of evidence –** the best available quantitative and qualitative evidence must be identified and used in the assessment. A wide variety of evidence should be collected using the best possible methods.

**What preliminary investigation was undertaken?**

We started by listing all of the procedural elements of an HIA that were given in the Merseyside Guidelines. They also used the material from a course given by IMPACT at Liverpool University http://www.liv.ac.uk/ihia/ that a member of our research team had attended.

We also listed the values of HIA given in the Gothenburg consensus paper and by the WHO.Having listed all of these elements the final report was carefully examined and a list of questions was created to ask stakeholders of the HIA with respect to the process, impact and outcomes of the HIA.

We looked at who was involved in the HIA and started to collect contact details for as many people as were still contactable. They started with initial contacts and the Steering Group listed in the report. This lead to further contacts with people who had joined the project after the HIA study had finished. The Steering group comprised service providers and community members. Those not contactable with there existing details were attempted several times before listing as such.

Having selected the people to contact we then sorted through the questions we had drawn up and selected questions appropriate to the roles of each stakeholder.

**Methodology and Analysis:**

**Process:** Further documents from the initial study proposals, minutes of SG meetings, interim reports for the HIA were requested from the SG chairperson and the funding body. A content analysis of the final report and other material was conducted using the list of procedural elements from the Merseyside guidelines and values from the Gothenburg paper and WHO.

**Process, impact and outcome:** Arrangements via phone and email were made for interviews individually, in groups face to face and individually over the telephone.

- Semi structured interviews were conducted using the questionnaires that had been developed.

- All interviews were taped and transcribed.

- A thematic analysis of transcripts was conducted for the impact and outcome.

- Impacts explored were guided by the values of HIA.

- Outcomes were guided by the recommendations of the HIA study drawn up by the HIA steering group.

- Each recommendation was explored with respect to its outcome from the perspective of all stakeholder groups, service providers and community members.

- A draft report was presented to the evaluation committee, feedback was provided and a final report submitted.