

**DEARNE VALLEY
LANDSCAPE PARTNERSHIP SCHEME
MONITORING & EVALUATION FRAMEWORK**

December 2013

EVALUATION PURPOSE

The LPS evaluation has five main purposes:

- To demonstrate that the LPS is having a positive impact
- To demonstrate the value of investing time and money in the LPS
- To help improve practice and to deliver the LPS to a high standard
- If some things don't work, to understand why
- To help strengthen the Partnership.

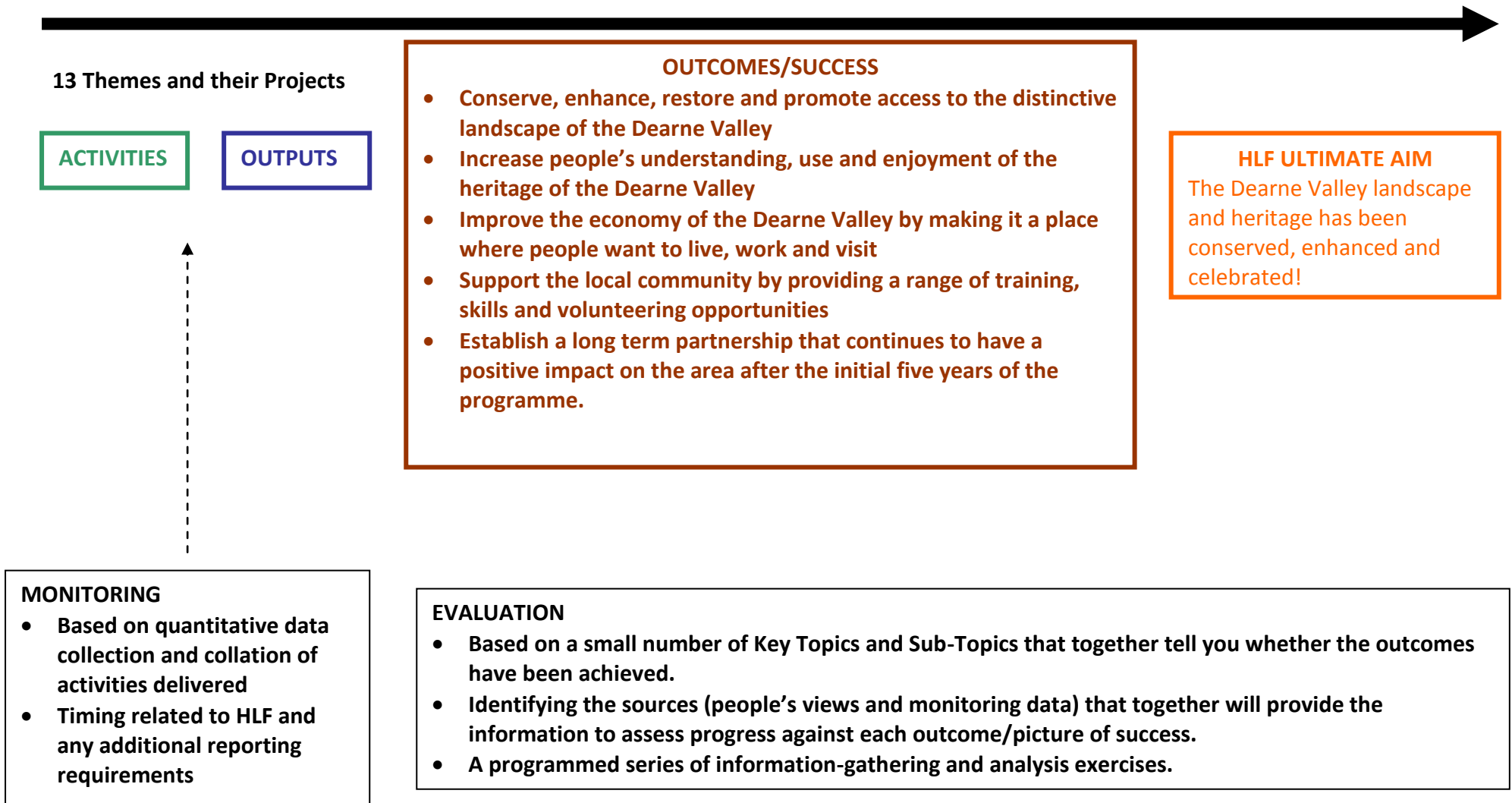
EVALUATION ETHOS

Evaluation is the analysis of information in order to inform decision-making. Monitoring provides the information needed for that analysis to be done.

The Dearne Valley LPS evaluation will have the following key features:

- It will be a core part of the LPS, rather than an add-on, to be seen as part of good project management and as a tool for improvement.
- It will be as non-bureaucratic as possible.
- It will be help to celebrate achievements.
- It will be constructive, reflecting on past work in order to inform future delivery. Inevitably, there will be difficult or problematic issues to consider, but this will be done in a way that is focussed on lesson-learning for the future, for the benefit of the LPS and partners.
- It will be participatory, with all partners committing time to it, in a timely manner.
- There will be an external evaluator, bringing in objectivity and an 'outside eye'.
- It will be clearly targeted, so that all partners are clear about what is and is not being included in the evaluation.
- It will be inclusive, aiming to hear from across the spectrum of stakeholders.
- It will follow a Theory of Change approach, i.e. activities – outputs – outcomes.

THEORY OF CHANGE



KEY TOPICS

At the initial workshop, a number of Key Topics and sub-topics were identified that together can be used to find out about the success of the LPS. These Key Topics will guide what information is gathered and used for the evaluation (and by implication, what information is not gathered or used).

- **Impact**

- Changing lives
- Changing places
- Changing people's perceptions of places
- Groups becoming more sustainable and resilient
- Individuals and groups becoming more skilled
- Natural and built heritage becoming:
 - More accessed
 - More known
 - In better condition
 - More of it.
- Local people have more understanding and awareness of the distinctive heritage and landscape of the Dearne Valley, and its variety
- Contributing to local economic benefit.

- **Delivery**

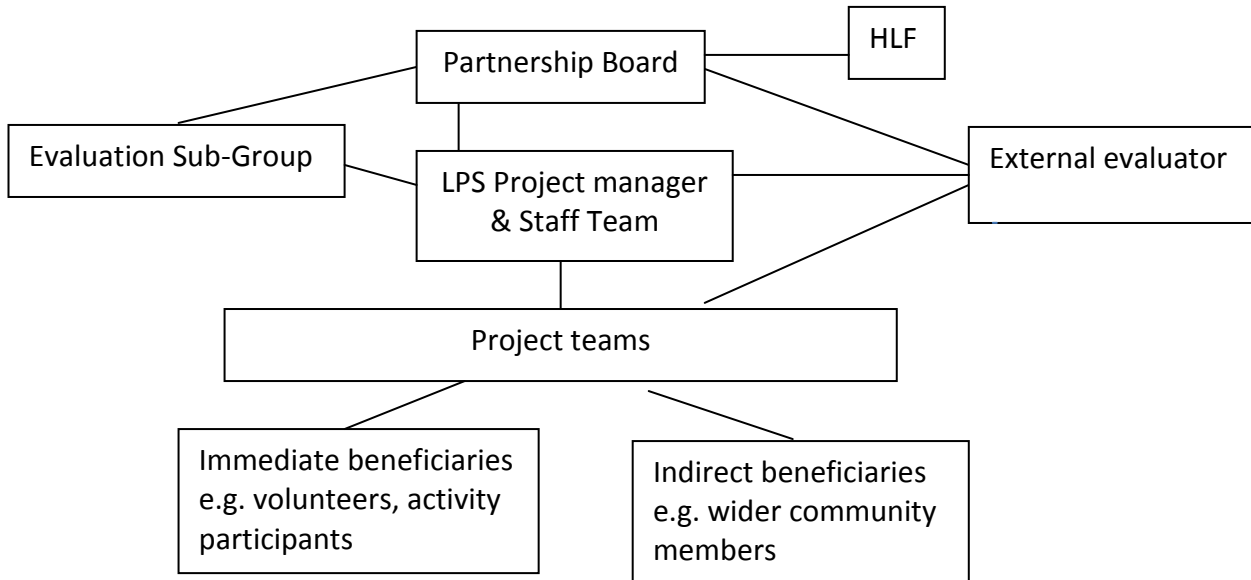
- The Partnership working well together
- A high standard of work being actioned

- **Added value**

- Additional benefits to partner organisations
- Funding leveraged in to the Dearne Valley
- Increased volunteer input
- More skills and knowledge brought in to the Dearne Valley

EVALUATION STAKEHOLDERS

As a subset of the LPS as a whole, it is possible to map the stakeholders specific to the evaluation.



The idea of an evaluation sub-group came out of discussions at the initial workshop. It will comprise representatives from across the LPS, such as staff, partners, volunteers, trainees and community group members. Its members will: champion the evaluation to others in the LPS; provide ideas, advice and help; actively contribute to the analysis and learning through the Validation and Recommendations Workshops in each evaluation round. It is hoped that members will benefit at a personal level through gaining evaluation related knowledge and skills.

Evaluation stakeholders can further be considered in terms of the nature of their stake. The table below presents an initial analysis which can be further developed and used as a 'live' reference during the lifetime of the Scheme.

Involved in running the evaluation	Giving information	Interested in the results and learning
Project manager Project staff team Partnership members Evaluation sub-group/champions group	Members of the public Participants Local community groups Community champions Volunteers Local organisations that aren't involved Heritage professionals Learning & education professionals	Project manager Project staff team Partnership members Volunteers Funders Tourism sector Local authorities HLF Monitor Press & media Elected members and Parish Councillors

UNDERSTANDING PROJECT OUTCOMES

Each of the LPS' projects should be contributing to one or more of the Scheme's intended outcomes, and one or more of HLF's outcomes. The matrix overleaf provides a simple framework which records the outcomes that each LPS project is intending to achieve. E.g. Project A may contribute to achieving 3 outcomes – conserving a natural heritage feature, increasing training opportunities in heritage skills and increasing access to heritage.

Code	Project name	HLF				LPS					
		Conserving or restoring the built & natural features that create the historic landscape character	Increasing community participation in local heritage and environment	Increasing access to and learning about the landscape & its heritage	Increasing training opportunities in local heritage skills	Conserve, enhance, restore & promote access to the distinctive landscape of the DV	Enable the community to celebrate the Dearne by working with organisations.	Increase people's understanding, use & enjoyment	Improve the economy of the DV by making it a place where people want to live, work & visit	Support the local community by providing a range of training, skills and volunteering opportunities	Establish a long term partnership that continues to have a positive impact after the initial 5 years of the programme
A1	ARCHAEOLOGY OF THE DEARNE										
A1.1	Investigation of key sites and community archaeology		X	X	X		X	X		X	X
A1.2	Dearne Valley geodiversity and landscape		X	X	X		X	X		X	X
A2	FEASIBILITY										
A2.1	Strategic fund to support preservation, conservation & restoration of key heritage	X	X	X	X	X	X	X		X	X
A3	THE BUILT HERITAGE										
A3.1	Strategic capital investment in key heritage sites, working with local groups	X	X	X	X	X	X	X	X	X	X
A4	THE NATURAL ENVIRONMENT										

A4.1	Strategic capital investment in key environmental sites, working with local groups	x	x	x	x	x	x	x	x	x	x
A4.2	Woodlands of the Dearne	x	x	x	x	x	x	x	x	x	X
B5	INCREASING COMMUNITY PARTICIPATION IN LOCAL HERITAGE										
B5.1	Grants to support communities with heritage, environmental, arts & community based projects	x	x	x	x	x	x	x	x	x	X
B5.2	Waterways of the Dearne	x	x	x	x	x	x	x	x	x	X
B5.3	Exhibitions & outreach programme		x				x	x	x		X
B5.4	Bioblitz		x	X	x		x	x	x	x	X
B6	CREATIVE COMMUNITIES										
B6.1	Development of a co-ordinated arts programme		x	x	x		x	x	x		X
B7	SUPPORTING THE COMMUNITY										
B7.1	Support to individuals to act as advocates		x	x			x	x		x	X
B7.2	Support for the development and growth of friends of groups and community groups. Also the establishment of a series of networks / forums / working groups		x	x			x	x		x	X
C8	MARKETING & PROMOTION										
C8.1	Tourist information points		x	x		x	x	x	x		X
C8.2	Design costs					x		x	x		X

C8.3	Marketing and print costs					x		x	x		X
C9	CONNECTIONS										
C9.1	Improvements to the footpath, bridleway and cycle network		x	x		x	x	x	x		X
C9.2	Signage and waymarking		x	x		x	x	x	x		X
C9.3	Stories of the Dearne		x	x	x	x	x	x	x	x	X
C9.4	Accessible heritage in the Dearne		x	x		x	x	x	x		X
C9.5	Geocaching		x	x		x	x	x	x		X
C10	INTERPRETATION										
C10.1	Map information boards		x	x		x	x	x	x		x
C10.2	Interpretation boards		x	x		x	x	x	x		X
C10.3	Active interpreters		x	x	x	x	x	x	x	x	X
C11	ICT, WEBSITE AND APPS										
C11.1	Website and database		x	x			x	x	x		X
C11.2	Development and updates of 3 apps		x	x			x	x	x		X
C11.3	ICT hardware and software		x	x			x	x	x		X
C12	LEARNING, SKILLS AND KNOWLEDGE										
C12.1	Formal learning (Courses)		x	x	x		x	x	x	x	X
C12.2	Supporting volunteering	X	x	x	x	x	x	x	x	x	x
C12.3	Short courses/taster days		x	x	x		x	x	x	x	X
C12.4	Education packs		x	x	x		x	x	x	x	X
D12.5	Mobile collection (exhibition)		x	x	x		x	x	x	X	x
D12.6	Schools and education programme		x	x	x		x	x	x	x	X
D12.7	Outdoor classrooms and learning		x	x	x		x	x	x	x	X
E13	The staffing and support needed to deliver the DVLP	x	x	x	x	x	x	x	x	x	X

MEASURING SUCCESS

At the workshop, a number of Key Topics and sub-topics were identified that together would describe the success of the LPS. The next stage is to identify what success for each sub-topic would 'look like' and how it could be measured. The table below shows this.

Key topic	Measure of success	How to measure
DELIVERY		
Partnership working well together	<ul style="list-style-type: none"> Partnership meetings well attended and running smoothly Partnership playing a valued role in Scheme delivery Staff and partners reporting positive experiences of Partnership meetings and partnership working within the LPS 	<i>Qualitative:</i> Observation Partner interviews Staff interviews
A high standard of work being actioned	<ul style="list-style-type: none"> Project activities delivered on budget, on time and meeting targets. Positive partner and stakeholder perceptions. Recognition from external parties Problems encountered and appropriate mitigation measures instigated 	<i>Quantitative:</i> Desk review of quarterly monitoring returns <i>Qualitative:</i> Partner interviews Stakeholder interviews Staff interviews Media reports
ADDED VALUE		
Additional benefit to partner organisations	<ul style="list-style-type: none"> Partners developing collaborations for work other than the LPS Better networking, information-sharing and learning Other benefits identified by partners 	<i>Qualitative:</i> Partner interviews
Funding leveraged into Dearne Valley	<ul style="list-style-type: none"> Value of leveraged funding Range of sources of leveraged funding Additional activity and 	<i>Quantitative:</i> Project records

Key topic	Measure of success	How to measure
	outcomes enabled by the leveraged funding	
Increased volunteer input to Dearne Valley	<ul style="list-style-type: none"> Increased number of volunteer hours Increased range of volunteering activities Volunteering in new locations New and different sorts of people volunteering 	<i>Quantitative:</i> Project records
Increased skills and knowledge brought to Dearne Valley	<ul style="list-style-type: none"> Local groups and individuals learning and applying new skills Outside expertise applied within Dearne Valley 	<i>Quantitative:</i> Quarterly monitoring e.g. nos. trained in which skills. <i>Qualitative:</i> Staff interviews Stakeholder interviews e.g. follow-up implementation of skills after training, quality of practice, demand for skill.
IMPACT		
Natural & built heritage becoming more accessed, more known, in better condition, more of it.	<ul style="list-style-type: none"> Features restored and conserved Physical and intellectual/virtual barriers to access removed More information & interpretation available and in use, e.g. new access links, new teaching materials More events/activities available, e.g. arts events, village wildlife projects 	<i>Quantitative:</i> Desk review of quarterly monitoring returns, e.g. nos. features restored, of what type and where. Desk review of activity/ event evaluation records Desk review of records of use of information, e.g. app downloads, nos. of leaflets taken. <i>Qualitative:</i> Staff interviews Partner interviews Stakeholder interviews e.g. what is known, what is most popular, what works and what doesn't
Local people have more understanding and awareness	<ul style="list-style-type: none"> Reports of increased awareness and understanding Improved behaviours, e.g. visit patterns 	<i>Qualitative:</i> Partner interviews Stakeholder interviews Research with local people (e.g. street stalls)
Individuals and groups becoming more skilled	<ul style="list-style-type: none"> Local groups and individuals learning and 	<i>Quantitative:</i> Quarterly monitoring e.g.

Key topic	Measure of success	How to measure
	applying new skills	nos. trained in which skills. <i>Qualitative:</i> Staff interviews Stakeholder interviews e.g. follow-up implementation of skills after training, quality of practice, demand for skill.
Contributing to local economic benefit	<ul style="list-style-type: none"> Observed local economic improvements attributed at least in part to the LPS 	<i>Qualitative:</i> Partner interviews Stakeholder interviews
Groups becoming more sustainable and resilient	<ul style="list-style-type: none"> Groups need less staff support Groups have organisational structures and processes in place to be self-managing Groups are increasing their financial security 	<i>Qualitative:</i> Partner interviews Stakeholder (group member) interviews
Changing lives	<ul style="list-style-type: none"> Individuals reporting positive changes 	<i>Qualitative:</i> Stakeholder interviews
Changing places	<ul style="list-style-type: none"> Features restored and conserved New features in place 	<i>Quantitative:</i> Desk review of quarterly monitoring returns <i>Qualitative:</i> Staff interviews Partner interviews Stakeholder interviews Research with local people (e.g. street stalls)
Changing people's perceptions of places	<ul style="list-style-type: none"> Improving perceptions of places 	<i>Qualitative:</i> Staff interviews Partner interviews Stakeholder interviews Research with local people (e.g. street stalls)

One of the ways of using the qualitative data about the impact of the LPS will be **impact stories**, i.e. a case study which focuses on the experience of an individual, and tells the story of what difference the Scheme has made to them. The interview is structured to draw out information about how they have been involved in the Scheme and the difference it made to them, and the case study is written up with an emphasis on their

personal experience and feelings. Quotes are used to illustrate the story, which is a powerful way to show key points.

In addition, we suggest a feature of the evaluation which makes it possible to pick up on **unintended outcomes**, which might be positive or negative. The approach is based on asking people about “the most significant difference” they have observed over a particular period, e.g. over the lifetime of the project, since the last evaluation. As this is a completely open question, their responses may or may not correspond to the LPS’s intended outcomes.

EVALUATION IMPLEMENTATION

INTERNAL

Annual internal evaluation to feed into the annual business planning, and into an annual learning and celebration.

EXTERNAL

18 months First check on progress

Are we heading in the right direction?

Are we doing it right?

3 – 3 ½ years First check on impact, and legacy planning

Are we beginning to have an impact? Is it the impact we're aiming for?

What can we learn from our work so far to help us plan for the future, after the end of this HLF funding?

4 ½ years Impact and legacy

What difference have we made?

What legacy are we leaving?

The Validation and Recommendations Workshop (see table below) included in the Interim and Final evaluations is an important part of creating ownership of the evaluation learning by Scheme staff and partners, as well as ensuring that their ideas and views on implementing the learning are included in the evaluation recommendations.

EVALUATION SCHEDULE

Evaluation round	Key purpose	Activities	No. days for project manager & external evaluator
Set-up	<ul style="list-style-type: none"> All project staff and partners familiar with the aims, ethos and expectations on them of the evaluation Information-gathering planned 	Project staff and partner evaluation training/workshop Detailed planning <ul style="list-style-type: none"> Standardised monitoring review and design, e.g. event/activity feedback, volunteer monitoring & feedback Quarterly monitoring returns collation system to feed into evaluation 	1 day – project manager & external evaluator 3 days – project manager, with 1 day advice from external evaluator
Interim, after c. 18 months	Check on progress <ul style="list-style-type: none"> Review of delivery against targets Making project management changes to build on successes and amend practice where needed 	Desk review Planning, inc. semi-structured interview question sets Interviews (sample, by phone) – partners, staff, stakeholders Validation & recommendations workshop Report & external-facing summary	1 day – project manager 0.5 day – external evaluator 4 days – external evaluator 1 day – project manager & external evaluator 2.5 days – external evaluator
Interim, after 3 – 3 ½ years	<ul style="list-style-type: none"> Emerging impacts. To support planning for post-project legacy. 	Desk review Planning Interviews (sample, by phone) – partners, staff, stakeholders Online survey (stakeholder groups) Impact stories Validation & recommendations workshop	1 day – project manager 0.5 day – project manager & external evaluator 6 days – external evaluator 1 day – external evaluator 2 days – external evaluator 1 day – project manager & external evaluator

Evaluation round	Key purpose	Activities	No. days for project manager & external evaluator
		Report & external-facing summary	3 days – external evaluator
End of project	<ul style="list-style-type: none"> • Impacts achieved. • Legacy in place. • Review of delivery against target. 	Desk review Planning Interviews (sample, by phone) – staff, stakeholders Project achievement summaries Online survey Street stalls Impact stories Validation & recommendations workshop Report & external facing summary	1 day – project manager 0.5 day – project manager & external evaluator 3 days – external evaluator 15 days – external evaluator 1 day – external evaluator 3 days – external evaluator 3 days – external evaluator 1 day – project manager & external evaluator 5 days – external evaluator
Ongoing	Collation of monitoring data - to avoid build-up and as an 'early warning' system	Quarterly HLF returns, event/activity evaluation sheets collation, volunteer experience sheets collation.	

Who?	What?	When?
Partnership Board	Active participation in evaluation preparation. Active participation in evaluation information gathering, analysis & recommendations.	Year 1 Each evaluation round
Evaluation sub-group	Oversight & guidance of Scheme evaluation. Championing the evaluation to its stakeholders. Specialist advice, as needed.	On-going.
LPS manager	Appointment and management of external evaluator. Operational responsibility for evaluation initiation and delivery. Active participation in evaluation information gathering, analysis & recommendations.	Scheme launch. On-going. Each evaluation round.
LPS staff team	Support to LPS manager for evaluation delivery. Active participation in evaluation information gathering, analysis & recommendations.	Ongoing Each evaluation round
Project leads	Monitoring data collection. Active contribution to evaluation information collection.	Ongoing – quarterly reporting. Each evaluation round
External evaluator	Specialist advice on evaluation design and detailed planning. Lead implementation for each evaluation round, including detailed planning, elements of information-gathering and collation, analysis and reporting.	Year 1. Each evaluation round