**Why Evaluate 2 Conference: Selected Questions and Comments**

Friday 12 May 2020

Keynote: Impact Evaluation

Professor Chris Fox

*Could Chris talk a little more about ‘quasi experiential’ designs and approaches, and perhaps offer some WP-related examples?*

*How resource intensive are the complexity theory based evaluation methods? (within a context of WP where staff may have practitioner roles with evaluation 'stuck on')*

*What role can and should impact evaluation play in strategic decision making and operational planning and delivery at a charity such as Villiers Park?*

*One of the great difficulties with education start-up organisations is they have not yet proven their Theory of Change, or their interventions that may help take intervention recipients from one stage to another. And yet, grant funding often requires heavy evidence of effectiveness. How can start-ups boot-strap up their evaluation process?*

*Hi Chris, Great presentation and really nuanced points reg RCT within the context of outreach evaluation. Can you speak how the OfS standards of evidence score for you (in comparison, for example, to the NESTA standards you mentioned). Likewise, I like toolkit you mentioned from EMMIE. Given the lack of causal evidence in current provision? Where do you think the what works centre for HE should go to make most use of its new toolkit?*

*Hi Chris, following on from your points about influencing policy, do you have any views on engaging lay audiences with evaluation and how to effectively support them to understand the value of different methods, and why different designs provide different insights? This is particularly important for charities who rely on demonstrating impact to attract financial support.*

*Hi Chris, working with schools and university students can make it difficult to get true randomisation. How much validity can we give to control trials which aren't truly randomised?*

*Chris, thanks for your answer and super presentation to start the Villiers Park this conference series. I agree that charity boards and executives should use evidence to shape policy, strategy and practice but must have access to robust, reliable and evidence and also importantly stakeholder - in our case student - experience, views and aspirations.*