
TASO
Annual Conference:
How to Evaluate
7 May
#TasoCon24

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Opening and welcome remarks

Dr Omar Khan, CEO, TASO

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Keynote: evaluation, evaluation, evaluation

John Blake

Director for Fair Access and Participation, Office for Students

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Next: Busting inequality beyond HE: what actually works?

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Busting inequality beyond HE: what actually works?

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Who we are

Professor Rachel Brookes
Professor of Sociology and Associate Dean for Research and Innovation, University of Surrey

Peter Crowson
Evaluation and Research Coordinator at Nottingham Trent University

Georgia Roe-Ely
Student at Nottingham Trent University

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Refreshment break

11:00–11:30

Next: Robust evaluation: building blocks for success

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7 May

10:00	Opening and welcome remarks
10:10	Keynote: Evaluation, evaluation, evaluation
10:30	Busting inequality beyond HE
11:00	Break
11:30	Robust evaluation: Building blocks for success
13:00	Lunch
14:00	Breakout session: Evaluation spotlight sessions – Attainment-raising
14:00	Breakout session: Evaluation spotlight sessions – Ethnicity degree awarding gap (Suites 3 & 4)
15:30	Break
16:00	New IPE guidance: What works for whom, how and why?
16:30	In conversation: Learning from and influencing senior leadership
17:00	Close

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Robust evaluation: building blocks for success

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Who we are

Christoph Koerbitz
Chief Research Officer
TASO

Rain Sherlock
Head of Evaluation
TASO

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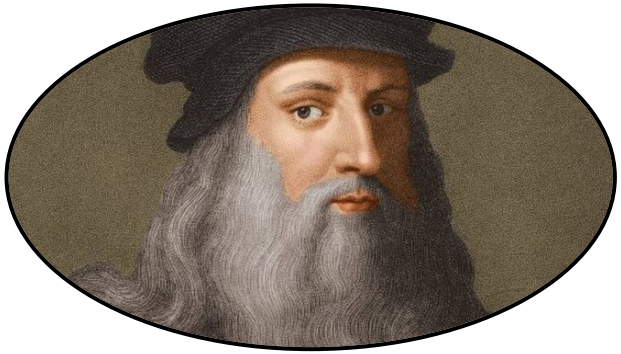
Only connect . . .

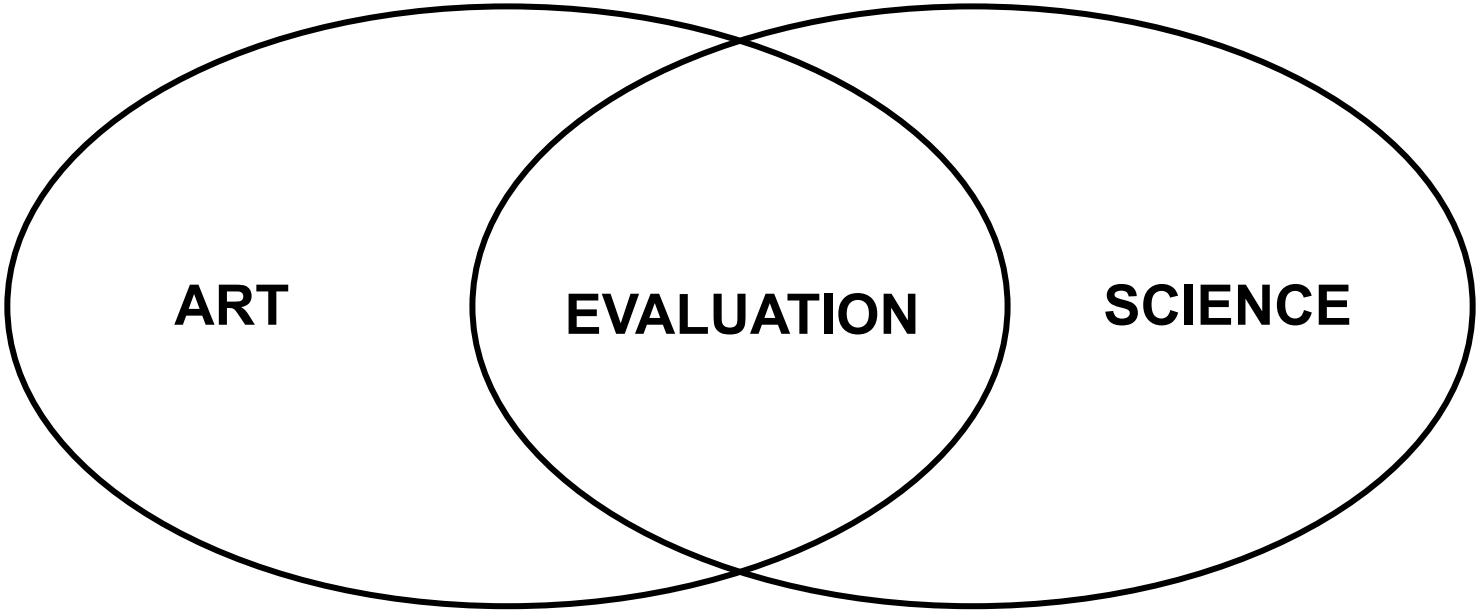
Baking



Leonardo da Vinci

Virtual reality

Evaluation - an art as well as a science



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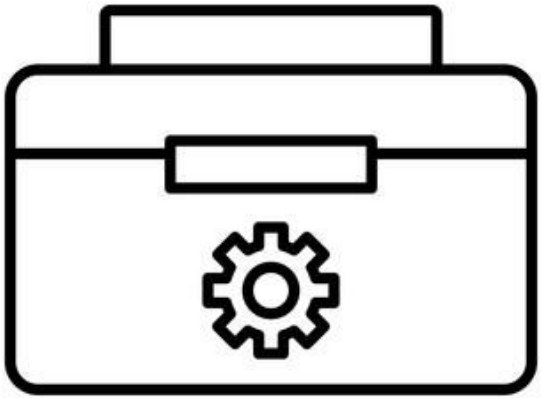
A toolbox – like all good artists and scientists



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Overview of session

1. What is evaluation?
2. Why do we evaluate?
3. How do we evaluate?
4. Activity and Q&A

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What is evaluation?

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What is evaluation?

Types of evaluation

Impact evaluation

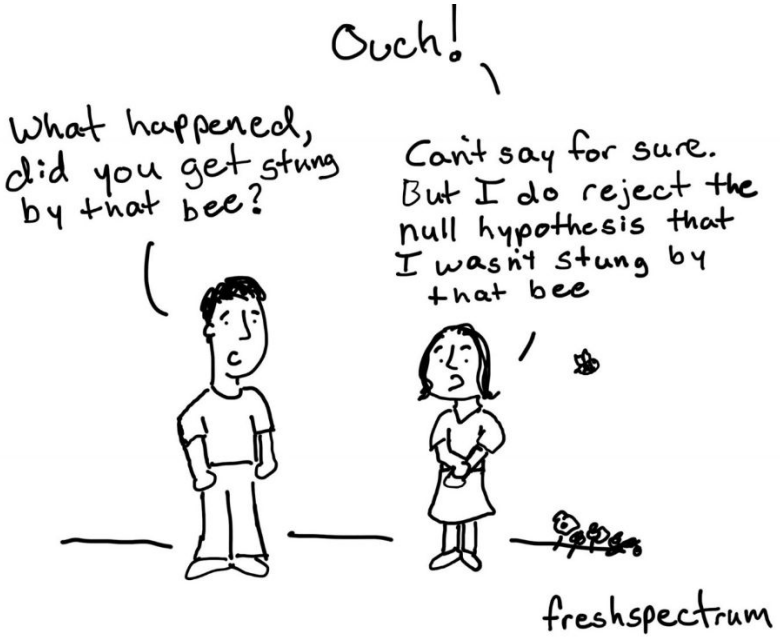
Implementation and process evaluation

Economic evaluation

Pilot evaluation

Impact evaluation

Provides information about observed changes or ‘impact’ produced by an intervention



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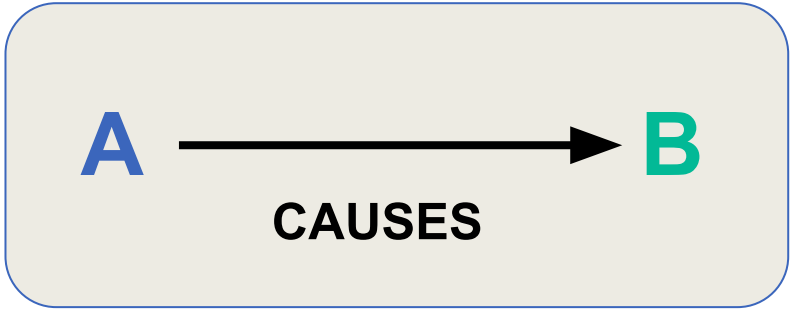
WHAT WORKS

Impact evaluation

Type 3 impact evaluation

Provides information about the causal impact of an intervention on outcomes



Impact evaluation

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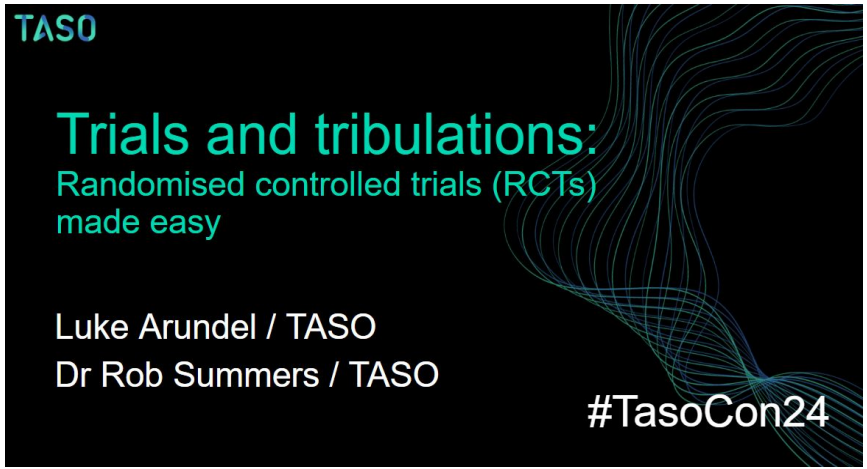
WHAT WORKS

More on this over the coming days . . .



What is evaluation?

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Economic evaluation

Pilot evaluation

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HOW / WHY IT WORKS

Implementation and process evaluation (IPE)

Provides information about how an intervention is put into practice, how it works to achieve its intended outcomes, and the factors that influence these processes

Implementation and process evaluation (IPE)

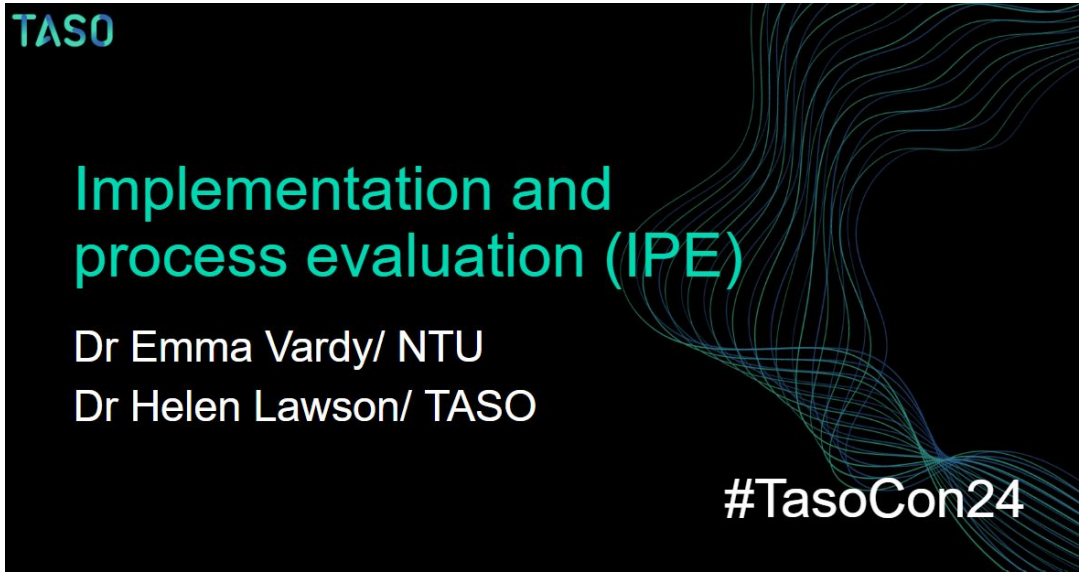
IPE dimensions

- Adherence
- Exposure
- Quality
- Reach
- Context

Diverse data sources

- Checklists
- Questionnaires
- Interviews
- Focus groups
- Observations
- Admin data

More on this over the coming days . . .



What is evaluation?

Types of evaluation

Impact evaluation

Implementation and process evaluation

Economic evaluation

Pilot evaluation

Economic evaluation

The comparison of the value of outcomes produced by an intervention with the costs of implementing it

Economic evaluation

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COSTS VERSUS BENEFITS

Coming soon . . .

What is evaluation?

Types of evaluation

Impact evaluation

Implementation and process evaluation

Economic evaluation

Pilot evaluation

IS IT FEASIBLE

Pilot evaluation

A small study to test the feasibility of a larger future study - explores whether a programme/evaluation can be done, and if so, how

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IS IT FEASIBLE

Pilot evaluation

Feasibility studies

Combine with IPE

Pilot evaluation

Evidence of promise

Understanding complexity

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Why do we evaluate?

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Because the OfS say so . . .

Regulatory notice 1:

Evaluation should be undertaken by a provider on an ongoing basis and **enable consideration of whether the planned activities are achieving the intended outcomes** and a provider's overall objectives for the risks to equality of opportunity identified in its plan.

Inequality is everywhere

Education stage/standard – 2018-19 data	FSM	Non-FSM	Gap
Age 5	57%	74%	17pp
End of primary school	47%	60%	13pp
GCSE – Grade 5 or above in English and math	24.7%	49.9%	25.2pp
GCSE – entering the English Baccalaureate	27.5%	44.5%	17.0pp

Table 2: Performance of FSM-eligible pupils in school (EORR rapid review)

Inequality is everywhere

Ethnicity	Grade 5 or above in English and math
White	42.4%
Mixed	43.8%
Asian (excl. Chinese)	51.9%
Black	37.8%

4.6pp gap

Table 3: GCSE performance data by ethnicity using 2018-19 data (EORR rapid review)

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Why do we evaluate?

Reasons to evaluate

To be efficient with limited resources

To test what works

To understand why and how it works

Where to start?

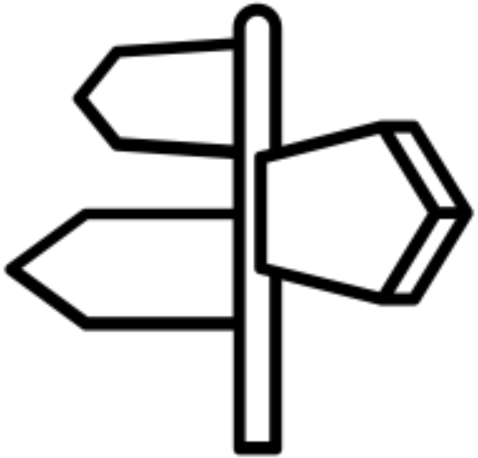
Access

Continuation

Progression

Attainment

Success



Tutoring

IAG

Mentoring

Summer schools

Bursaries

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Tension between resources and impact

Maximum impact

Limited resources

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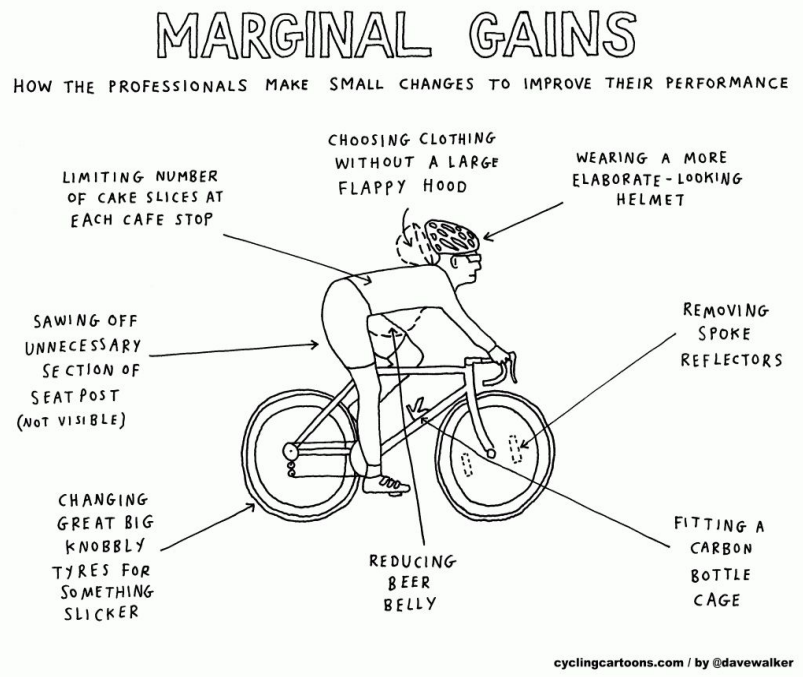
To be efficient with limited resources



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Why do we evaluate?

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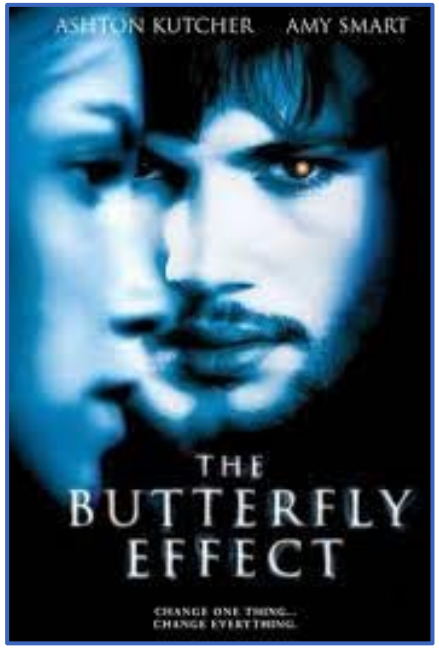
‘But we already know!’ . . are you sure?



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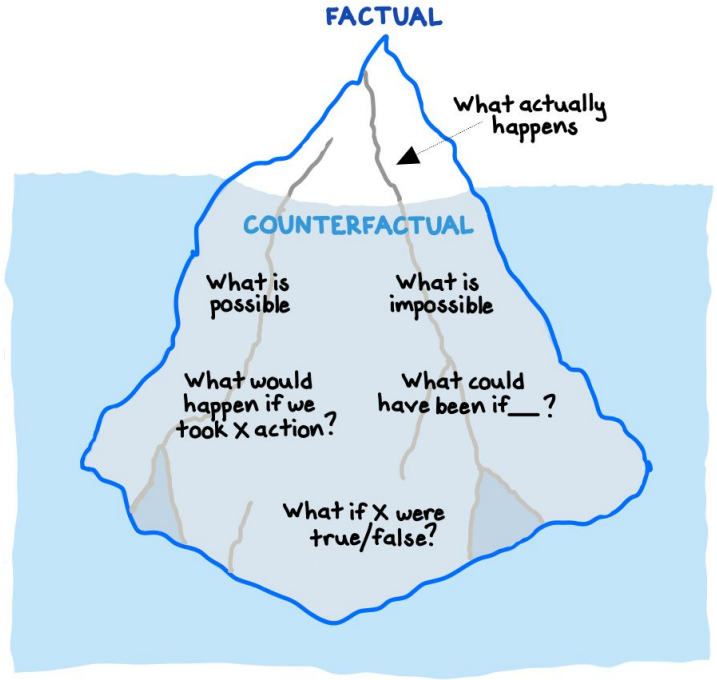
Counterfactual thinking



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Thinking about pathways

What would have happened without X . . .?

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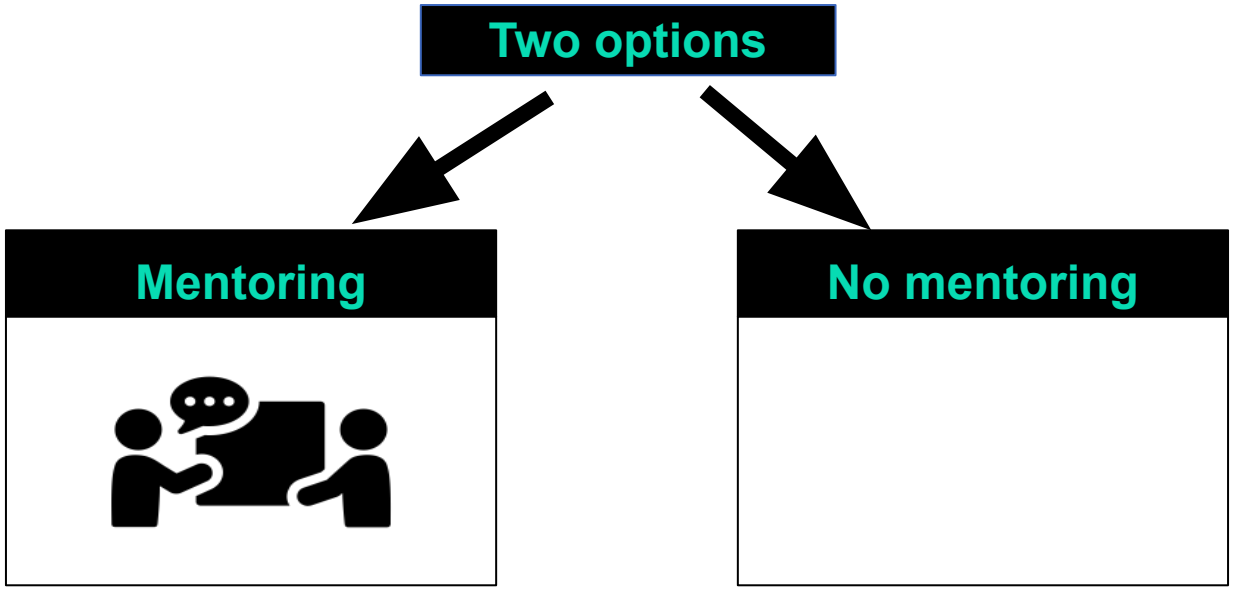
Thinking about pathways



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A fine is a price

Gneezy & Rustichini., 2000

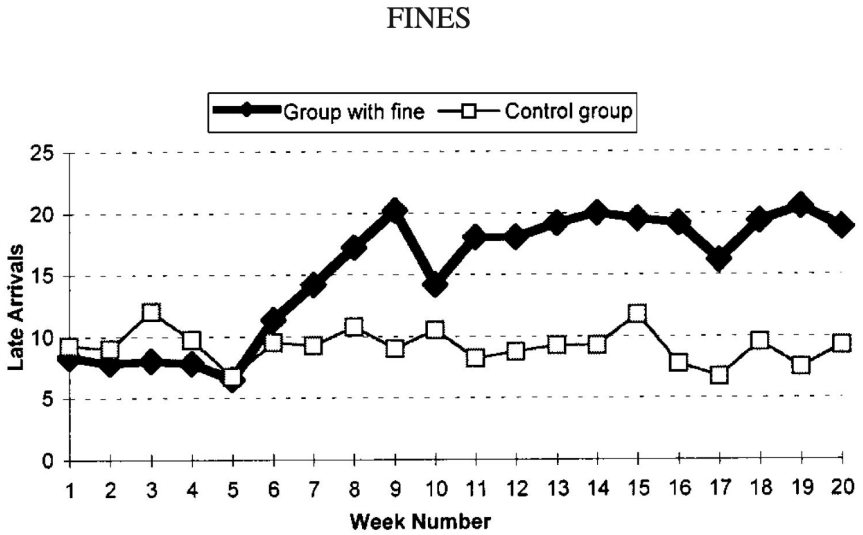

FIGURE 1.—Average number of late-coming parents, per week

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Why do we evaluate?

Reasons to evaluate

To be efficient with limited resources

To test what works

To understand why and how it works

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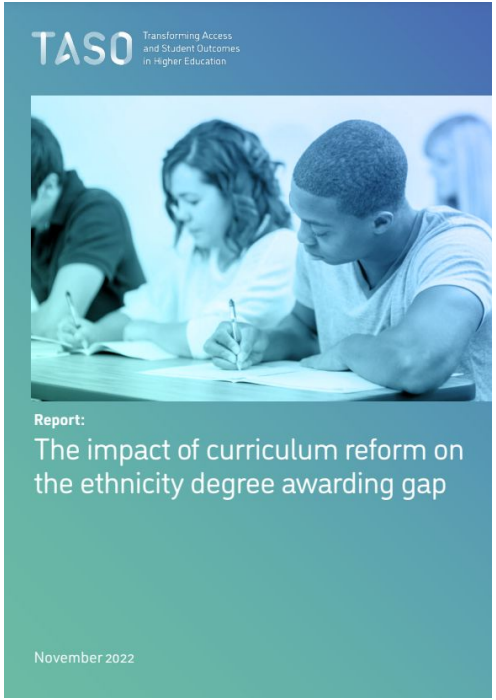
A fine is a price . . . but why?

An example closer to home

- Impact evaluation found limited evidence of the impact of the interventions on the ethnicity degree awarding gap

- Implementation and process evaluation revealed that the interventions were not implemented as expected



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How do we evaluate?

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How do we evaluate?

Required building blocks for impactful evaluations

Evaluative thinking

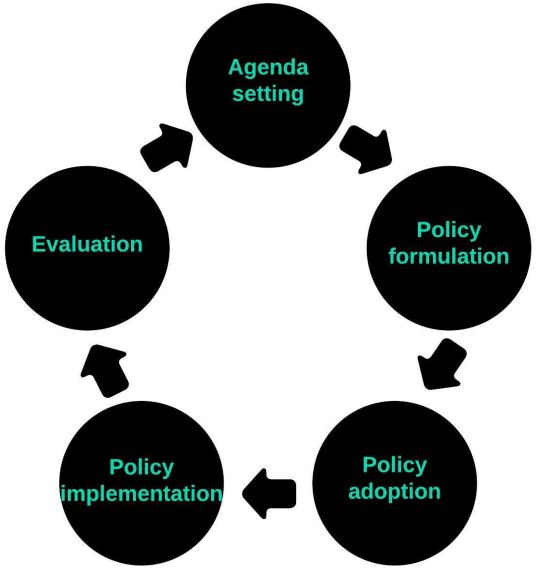
Evaluation questions

Skills, resources, relationships

Focus on evaluation utilisation

Adopting an evaluative mindset

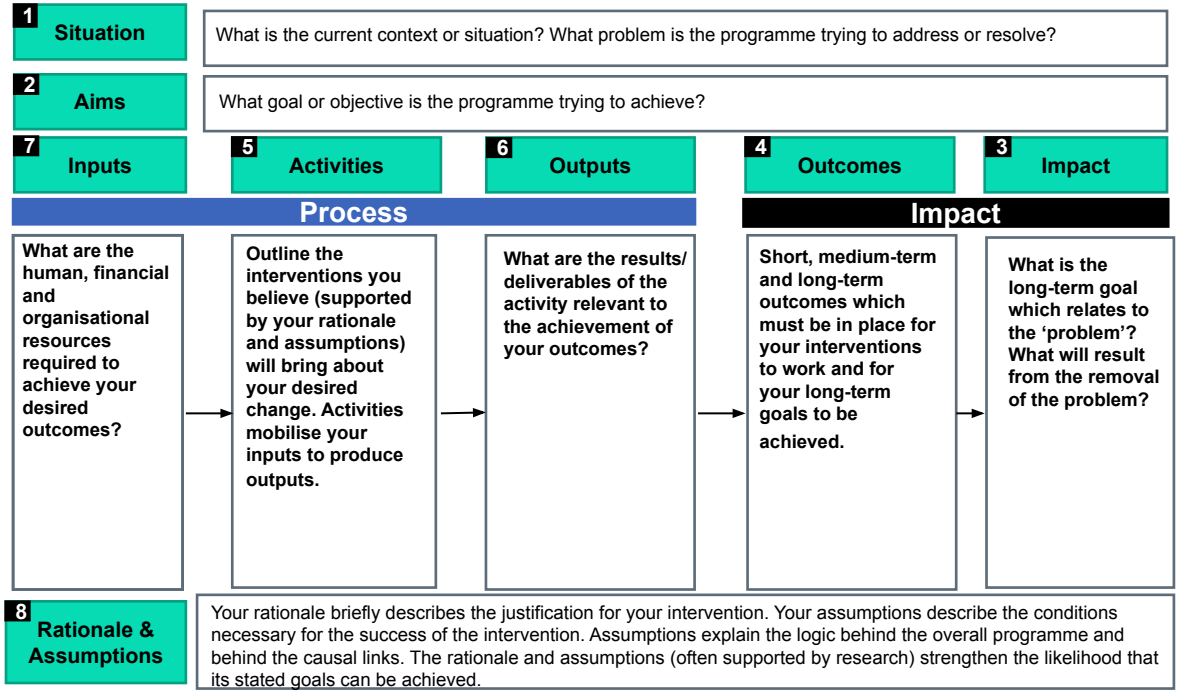
- ‘Evaluative thinking’ goes beyond observing and describing data
- We seek to measure the impact of interventions and make informed judgements about the value or merit of an intervention
- Working iteratively, aligned with the policy development cycle, to facilitate continuous learning



Source: based on Figure 20.1 in Knill and Tolsun (2008)

Working with a Theory of Change model

- Opportunity to reflect and explore
- Makes assumptions explicit and thereby testable
- Supports rigorous evaluation designs and interpretation of findings



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The importance of good evaluation questions

- **What are the intended uses and users of the evaluation?**
- **Descriptive questions** – What happened? Who and how many people are affected?
- **Causal questions** – What caused or contributed to the results?
- **Synthesis questions** – Is this good? In what ways could it be better? Is it the best option? (involves evaluation judgements)
- **Action questions** – What action should be taken? (involves making recommendations)

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Skills, resources, relationships

Technical evaluation expertise

Data availability and security

Report writing and dissemination

Curiosity, critical thinking, creativity, flexibility, grit

Research and analysis skills

Ethical conduct

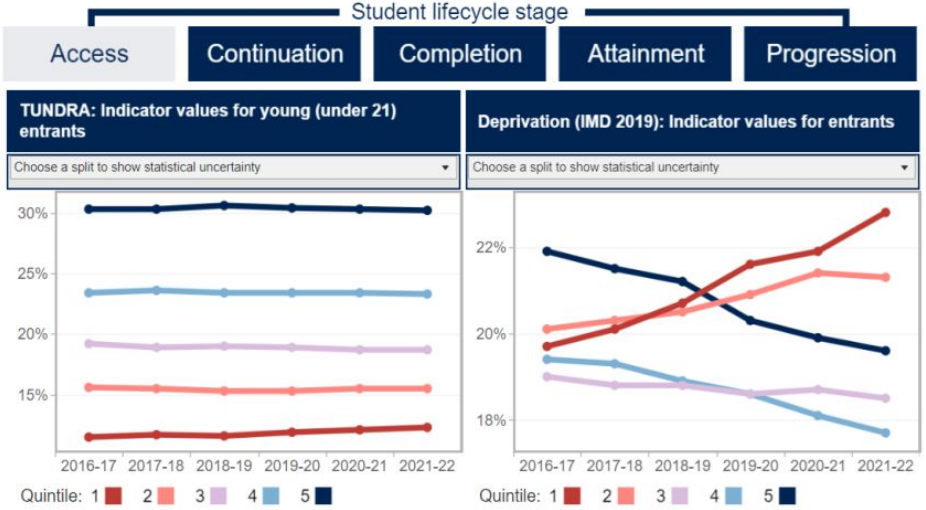
Sound project management

Stakeholder management

Openness, transparency, accountability

How evaluation findings are used

- Consider the evaluation commissioner, other users, wider audiences
- Position findings as a step to continuous learning
- Work with innovative formats to increase impact and accessibility



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Activity – over to you

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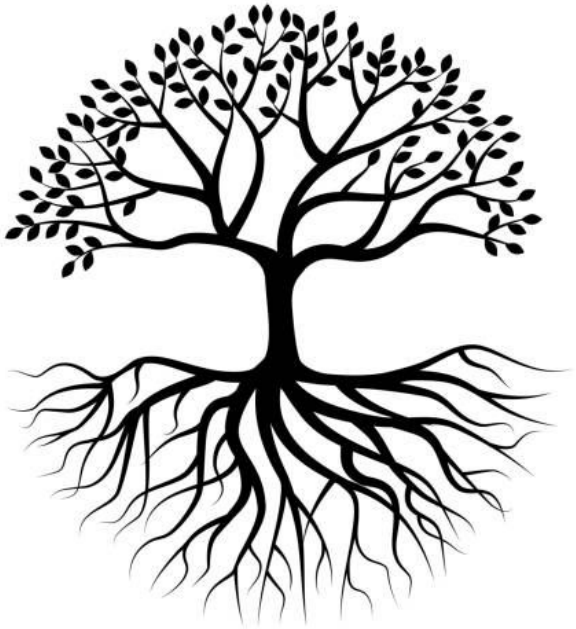
‘Problem tree’ exercise



Branches - consequences & solutions

Trunk - the problem

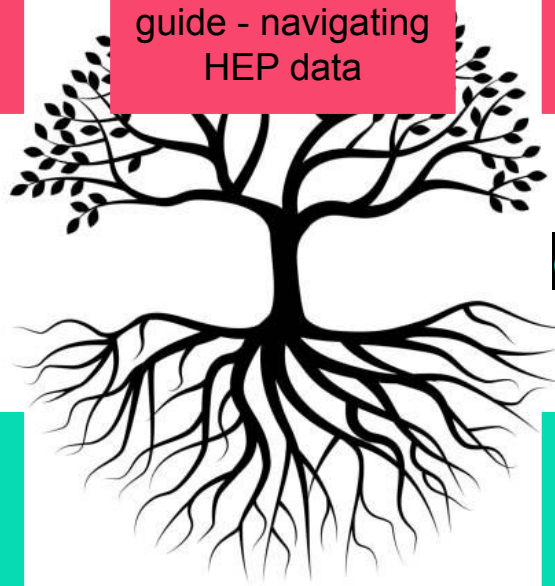
Roots - root causes

‘Problem tree’ example

Guidance on using HEAT to generate comparison group

Data infrastructure guide - navigating HEP data

Guidance on how to access and use national datasets for benchmarking



Lack of awareness of existing data sources that can be used for type 3 evaluation

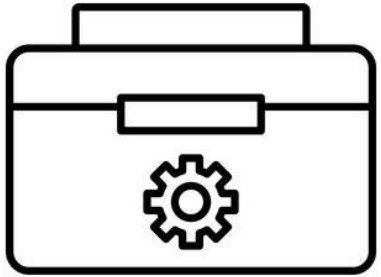
Data sources not always readily available within HEPs

National admin datasets challenging to navigate

Ideas

1. Lack of time and experience in understanding implications of research findings for intervention design and delivery
2. Hesitancy to publicise null or negative results of type 3 evaluations
3. Difficulties in navigating institutional research ethics processes and completing ethics applications

Our toolbox

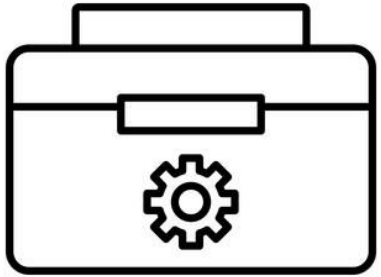


Types of evaluation

Reasons to evaluate

Required building blocks for impactful evaluations

Our toolbox



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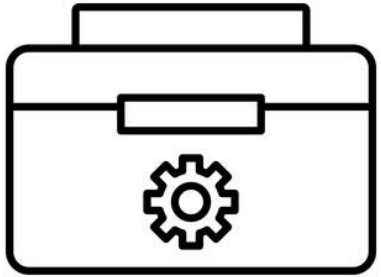

Types of evaluation

Reasons to evaluate

Required building blocks for impactful evaluations

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Using the right tools for the job

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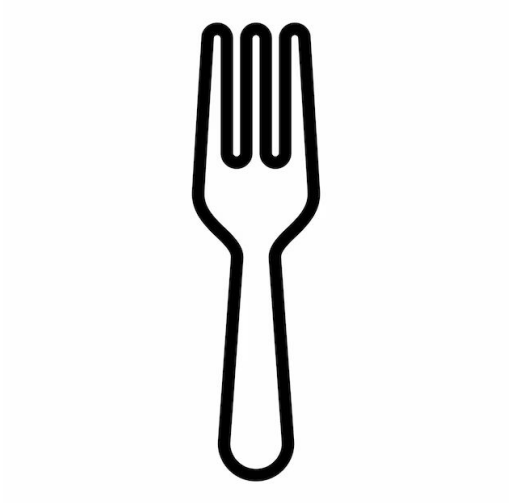
Using the right tools for the job



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Q&A

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Lunch break

13:00–14:00

Next: Breakout sessions: Evaluation spotlight sessions

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7 May

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Conference:
How to Evaluate
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How to Evaluate Attainment-raising initiatives

Nicholette Pollard-Odle/ TASO

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Session objectives

- Understand the significance of raising the attainment of school-aged pupils and explore existing evidence supporting such initiatives.
- Identify the essential steps required to conduct a robust evaluation of attainment-raising interventions.
- Participate in and contribute to a facilitated exercise aimed at enhancing knowledge and confidence to evaluate attainment-raising initiatives.
- Discover the range of evaluation tools and resources provided by TASO to aid in the evaluation of attainment-raising initiatives within the HE sector.

Overview of session

1. Background
2. How to evaluate attainment-raising initiatives
3. Facilitated exercise
4. Q&A

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Why are we here …

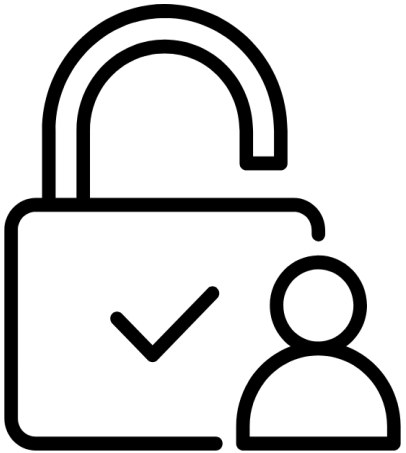
Joseph, 19

Tolu, 21

Ravi, 20

Mark, 31

Why is raising attainment important?



OfS guidance on raising attainment

“Our expectation is that all universities and colleges will deliver ambitious and impactful activity that has been shown to be associated with the increased attainment of students from the disadvantaged groups which they are targeting”

OfS guidance on raising attainment

*"Our expectation is that **all universities and colleges** will deliver ambitious and impactful activity that has been shown to be associated with the increased attainment of students from the disadvantaged groups which they are targeting"*

OfS guidance on raising attainment

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Attainment raising: A sector-wide movement

Pre-entry

Attainment raising: A sector-wide movement

Pre-entry

Post-entry

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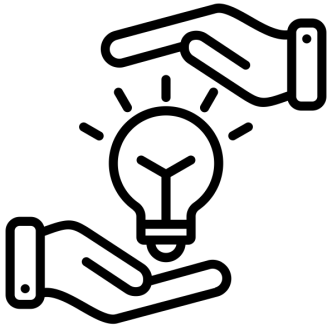
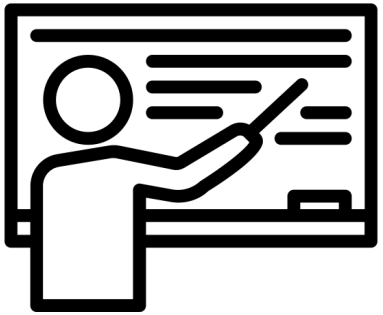
What is already being done?

Attainment-raising programmes in the HE sector

Books & Stories

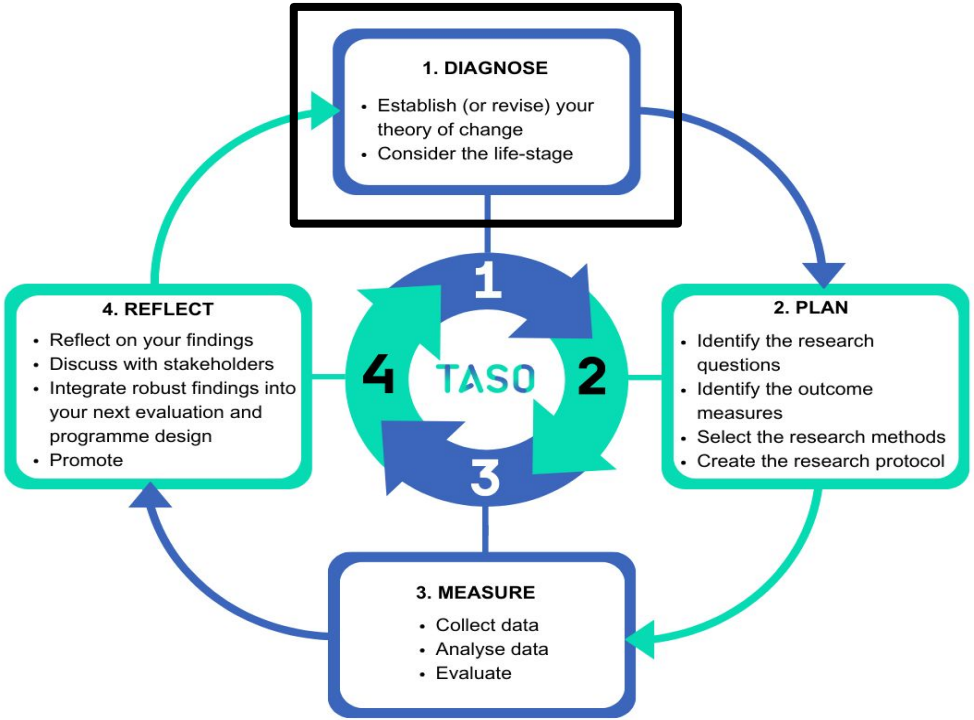


Little Inventors Project



Teacher CPD

Evaluating the impact of attainment-raising initiatives



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Diagnose

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Theory of Change: Core

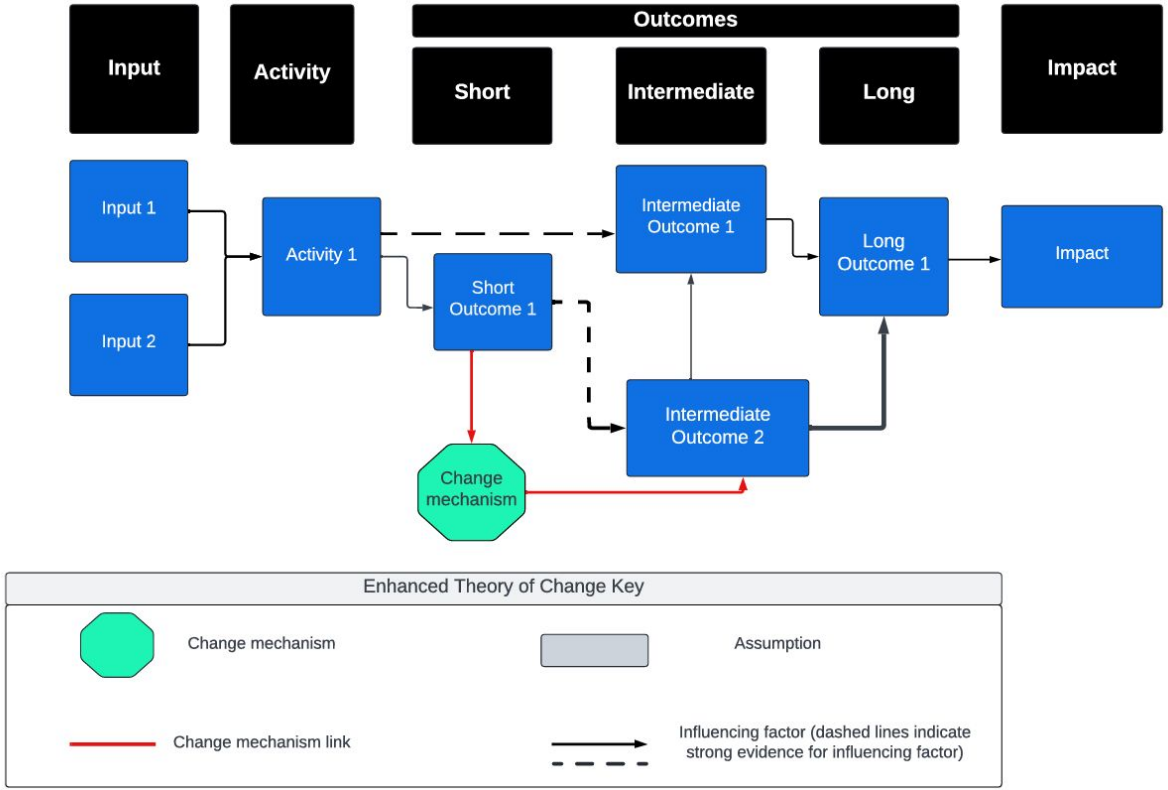
1 Situation — What is the current context or situation? What problem is the programme trying to address or resolve?

2 Aims — What goal or objective is the programme trying to achieve?

7 Inputs	5 Activities	6 Outputs	4 Outcomes	3 Impact
		Process	Impact	
What are the human, financial and organisational resources required to achieve your desired outcomes?	Outline the interventions you believe (supported by your rationale and assumptions) will bring about your desired change. Activities mobilise your inputs to produce outputs.	What are the results/ deliverables of the activity relevant to the achievement of your outcomes?	Short, medium-term and long-term outcomes which must be in place for your interventions to work and for your long-term goals to be achieved.	What is the long-term goal which relates to the 'problem'? What will result from the removal of the problem?

8 Rationale & Assumptions — Your rationale briefly describes the justification for your intervention. Your assumptions describe the conditions necessary for the success of the intervention. Assumptions explain the logic behind the overall programme and behind the causal links. The rationale and assumptions (often supported by research) strengthen the likelihood that its stated goals can be achieved.

Theory of Change: Enhanced



Core Theory of Change: Example

1 Situation

Disadvantaged pupils do not achieve as highly in science as their better-off classmates and are less likely to continue studying science after the age of 16. Low GCSE Science attainment is a barrier to disadvantaged pupils seeking to take STEM-based courses at HE.

2 Aims

To raise attainment levels in Science for students aged 11-16 in selected schools and bolster science reasoning and literacy skills ensuring that students achieve higher academic standards in science-based subjects.

7 Inputs	5 Activities	6 Outputs	4 Outcomes	3 Impact
Process			Impact	
				• Improved GCSE Science attainment. • Increased likelihood of progressing to HE

8 Rationale & Assumptions

Core Theory of Change: Example

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To raise attainment levels in Science for students aged 11-16 in selected schools and bolster science reasoning and literacy skills ensuring that students achieve higher academic standards in science-based subjects.

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Process			Impact	
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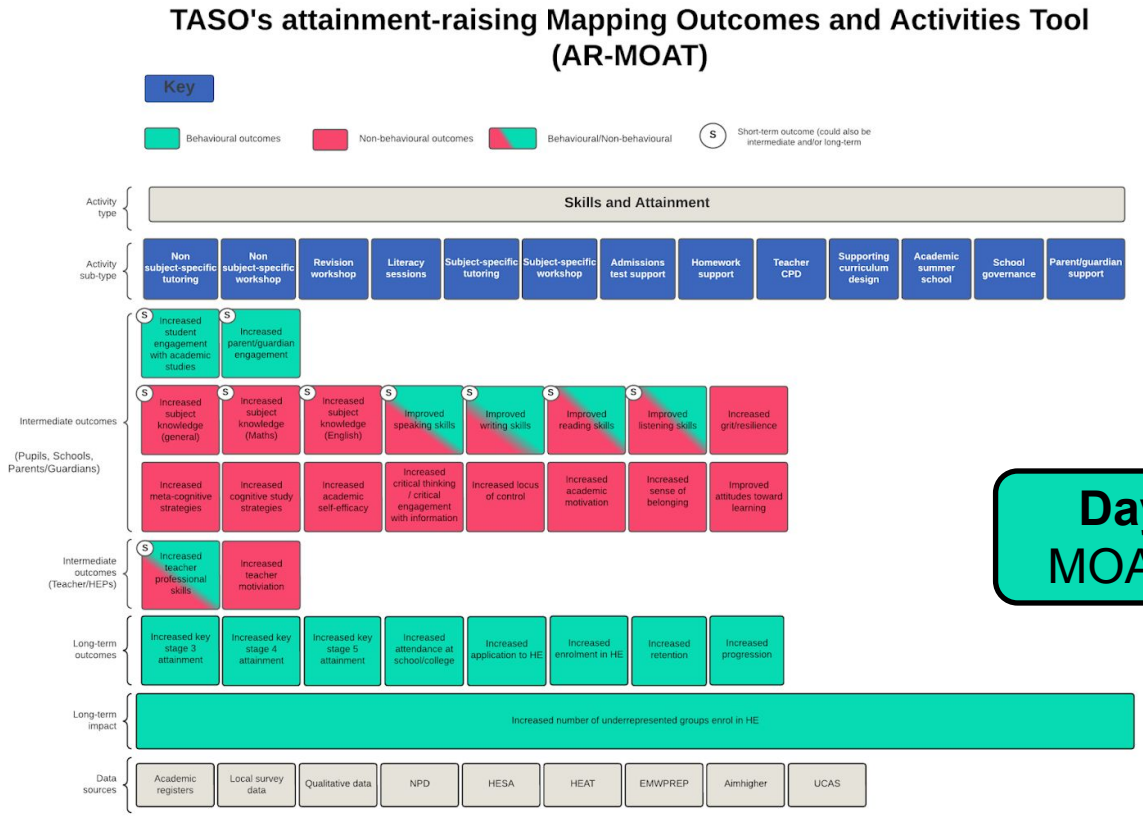
8 Rationale & Assumptions

Theory of Change: MOAT



Day 2 – Post-entry MOAT (14:00 - 15:30)

Attainment-raising MOAT: Outcome bins

OUTCOMES					
Short-term behavioural	**Short-term non-behavioural**	**Intermediate behavioural**	**Intermediate non-behavioural**	**Long-term behavioural**	**Long-term non-behavioural**
Increased student engagement with academic studies	Increased subject knowledge (general)	Increased attendance at school/college	Increased meta-cognitive strategies	Increased applications to HE	Increased meta-cognitive strategies
Increased parent / guardian engagement	Increased subject knowledge (English)	Increased student engagement with academic studies	Increased cognitive study strategies	Increased enrolment in HE	Increased cognitive study strategies
Improved speaking skills	Increased subject knowledge (Maths)	Increased key stage 3 attainment	Increased academic self-efficacy	Increased retention/progression rates	Increased academic self-efficacy
Improved writing skills	Improved speaking skills	Increased key stage 4 attainment	Increased critical thinking / critical engagement with information	Increased key stage 3 attainment	Increased critical thinking / critical engagement with information
Improved listening skills	Improved writing skills	Increased key stage 5 attainment	Increased locus of control	Increased key stage 4 attainment	Increased locus of control
Improved reading skills	Improved listening skills	Improved speaking skills	Increased teacher professional skills	Increased key stage 5 attainment	Increased academic motivation
Increased teacher professional skills	Improved reading skills	Improved writing skills	Increased academic motivation		Increased sense of belonging
	Increased teacher professional skills	Improved listening skills	Increased sense of belonging		Improved attitudes toward learning
		Improved reading skills	Improved attitudes toward learning		Increased grit / resilience

1. Sub-types of activities | 2. Outcome bins | 3. Mapping | 4. Outcome definitions

Attainment-raising MOAT: Mapping

Type	Sub-type	Most relevant outcomes (based on experience on projects and evidence review)			
		1	2	3	4
Skills and attainment	Non subject-specific tutoring	Increased cognitive study strategies	Increased academic motivation	Increased critical thinking/critical engagement with information	Increased academic self-efficacy
	Non subject-specific workshop	Increased cognitive study strategies	Increased meta-cognitive strategies	Increased critical thinking/critical engagement with information	Increased academic self-efficacy
	Revision workshop	Increased subject knowledge	Increased critical thinking/critical engagement with information	Increased meta-cognitive strategies	Increased academic self-efficacy
	Literacy sessions	Improved writing skills	Improved reading skills	Improved listening skills	Improved speaking skills
	Subject-specific tutoring	Increased subject knowledge (Maths/English)*	Increased cognitive study strategies	Increased academic self-efficacy	Increased academic motivation
	Subject-specific workshop	Increased subject knowledge (Maths/English)*	Increased cognitive study strategies	Increased critical thinking/critical engagement with information	Increased academic self-efficacy
	Admissions test support	Increased cognitive study strategies	Increased academic self-efficacy	Increased grit/resilience	Increased academic motivation
	Homework support	Increased cognitive study strategies	Increased positive attitudes toward learning	Increased academic self-efficacy	Increased grit/resilience
	Teacher CPD	Increased teacher professional skills	Increased teacher motivation	Increased positive attitudes toward learning	
	Supporting curriculum design	Increased subject knowledge (General/Maths/English)	Increased sense of belonging	Increased academic motivation	
	Academic summer school	Increased subject knowledge (General/Maths/English)	Increased cognitive study strategies	Increased positive attitudes toward learning	Increased sense of belonging
	School governance	Increased teacher professional skills	Increased teacher motivation	Increased sense of belonging	
	Parent/guardian support	Increased positive attitudes toward learning	Increased grit/resilience	Increased locus of control	Increased academic motivation

Core Theory of Change: Example

1 Situation

Disadvantaged pupils do not achieve as highly in science as their better-off classmates and are less likely to continue studying science after the age of 16. Low GCSE Science attainment is a barrier to disadvantaged pupils seeking to take STEM-based courses at HE.

2 Aims

To raise attainment levels in Science for students aged 11-16 in selected schools and bolster science reasoning and literacy skills ensuring that students achieve higher academic standards in science-based subjects.

7 Inputs	5 Activities	6 Outputs	4 Outcomes	3 Impact
Process			Impact	
	• Small group workshop sessions • 12 sessions delivered over weeks, with varying intensity. • Delivered in one-hour sessions		• Increased science knowledge. • Improved scientific reasoning skills. • Improved academic self-efficacy. • Increased student engagement with science subjects. • Increased attainment in internal science assessment in school	• Improved GCSE Science attainment. • Increased likelihood of progressing to HE

8 Rationale & Assumptions

Core Theory of Change: Example

1 Situation

Disadvantaged pupils do not achieve as highly in science as their better-off classmates and are less likely to continue studying science after the age of 16. Low GCSE Science attainment is a barrier to disadvantaged pupils seeking to take STEM-based courses at HE.

2 Aims

To raise attainment levels in Science for students aged 11-16 in selected schools and bolster science reasoning and literacy skills ensuring that students achieve higher academic standards in science-based subjects.

Process

7 Inputs

- Venues and rooms for the workshop.
- Skills, knowledge and time of delivery staff.
- Workshop materials
- Funding

5 Activities

- Small group workshop sessions
- 12 sessions delivered over weeks, with varying intensity.
- Delivered in one-hour sessions

6 Outputs

- Students will be exposed to 12 tutoring sessions.
- # partner school involved

Impact

4 Outcomes

- Increased science knowledge.
- Improved scientific reasoning skills.
- Improved academic self-efficacy.
- Increased student engagement with science subjects.
- Increased attainment in internal science assessment in school

3 Impact

- Improved GCSE Science attainment.
- Increased likelihood of progressing to HE

8 Rationale & Assumptions

Receive sufficient guidance and data from schools to ensure their workshop content is relevant to student needs. An appropriate number of delivery staff (with appropriate skills and training) to deliver the intervention. Small group tutoring has led to increased confidence, better pupil engagement, reduced anxiety and higher attainment.

Core Theory of Change: Example

1 Situation

Disadvantaged pupils do not achieve as highly in science as their better-off classmates and are less likely to continue studying science after the age of 16. Low GCSE Science attainment is a barrier to disadvantaged pupils seeking to take STEM-based courses at HE.

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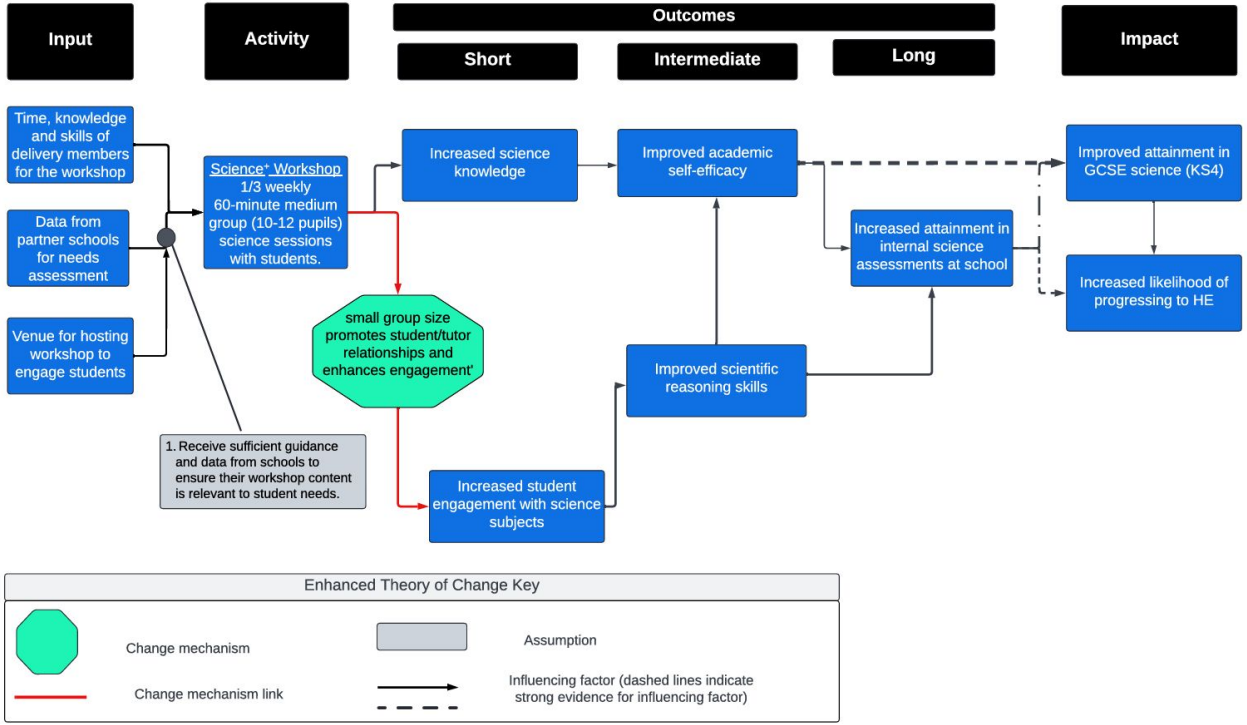
7 Inputs	5 Activities	6 Outputs	4 Outcomes	3 Impact
Process			Impact	
• Venues and rooms for the workshop. • Skills, knowledge and time of delivery staff. • Workshop materials. • Funding.	• Small group **workshop sessions**. • 12 sessions delivered over weeks, with varying intensity. • Delivered in one-hour sessions.	• Students will be exposed to 12 tutoring sessions. • # partner school involved	• **Increased science knowledge.** • Improved scientific reasoning skills. • **Improved academic self-efficacy.** • Increased student engagement with science subjects. • **Increased attainment in internal science assessment in school**	• Improved GCSE Science attainment. • Increased likelihood of progressing to HE.

8 Rationale & Assumptions

Receive sufficient guidance and data from schools to ensure their workshop content is relevant to student needs. An appropriate number of delivery staff (with appropriate skills and training) to deliver the intervention. Small group tutoring has led to increased confidence, better pupil engagement, reduced anxiety and higher attainment.

Enhanced Theory of Change: Example



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Plan

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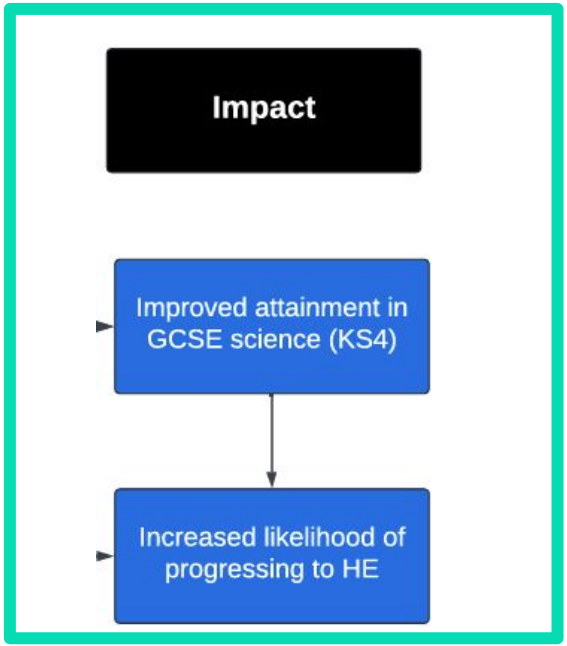
Developing research questions

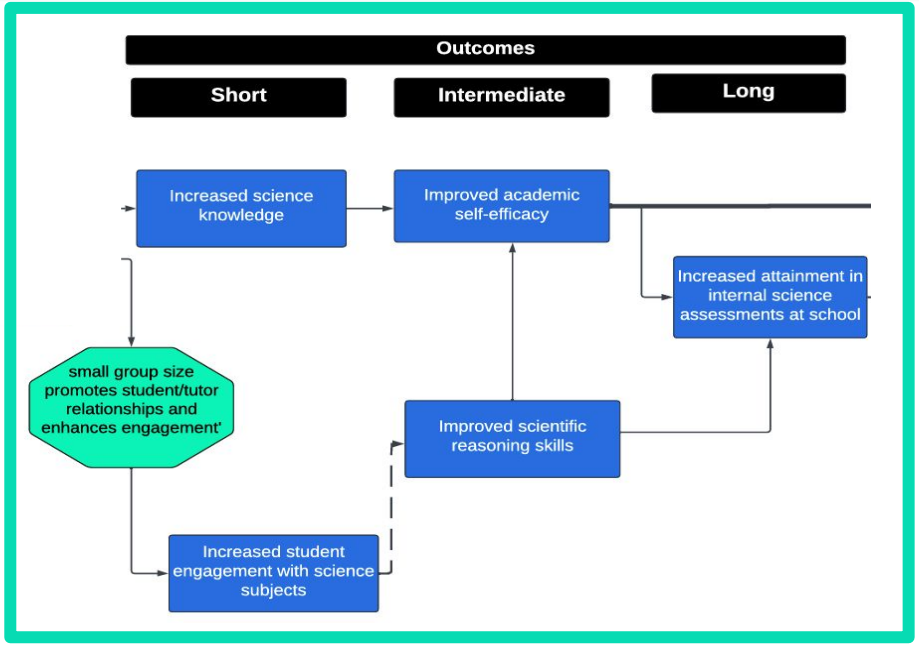
- Research questions help focus your evaluation.
- **Primary:** Focused on the main goal of the research.
- **Secondary**: Focused on other changes the intervention is influencing (e.g., short, intermediate outcomes).
- **Exploratory**: Explores how the intervention causes the observed changes in outcomes.

Alignment of research questions with ToC

Primary Research Questions



Secondary/Exploratory Research Questions



Format for research questions

Research Question	Did **[intervention/programme]** increase/decrease **[primary/secondary/exploratory outcome]** among [group/subgroup]?

How do you measure the impact of attainment-raising interventions?

There are two ways in which we can measure attainment-related outcomes:

- **Directly** – by observing grade outcomes.
- **Indirectly** - by observing **interim** outcomes for attainment.

Choosing outcome measures: Direct

- A direct measure of student's academic performance
- Quantifiable data that can be easily tracked and compared over time
- Standardised metric and an objective indicator of achievement

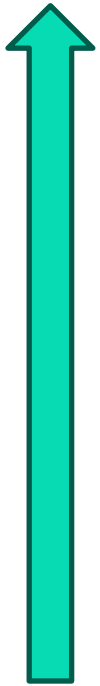
- Limited view of student achievement
- Long time lag for accessing data

Choosing outcome measures: Indirect

- Indicator of progress
- Opportunity for adjustment

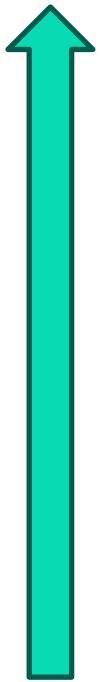
- Strength of evidence limits our certainty

Outcome measure types



1. Core impact (e.g. GCSE/A-level attainment, university acceptances, continuation)
2. Interim or proxy outcome (e.g. GCSE selections, sign-ups to events)
3. Validated scales (e.g. from academic research, externally-administered tests)
4. Self-report objective (e.g. actual knowledge)
5. Self-report subjective (e.g. perceived knowledge)

Outcome measure types



1. **Core impact** (e.g. GCSE/A-level attainment, university acceptances, continuation)
2. **Interim or proxy outcome** (e.g. GCSE selections, sign-ups to events)
3. **Validated scales** (e.g. from academic research, externally-administered tests)

Outcomes selected: Example

Short term outcomes

Increased student engagement with science subjects

Increased subject knowledge (science)

Intermediate outcomes

Increased academic self-efficacy

Improved scientific reasoning skills

Long term outcomes

Increased attainment in internal science assessments at school

TASO resources to measure outcomes

Access and Success Questionnaire (ASQ):

Day 2 – ASQ (14:00 - 15:30)

- Covers 7 constructs including HE expectations, sense of belonging, metacognitive strategies and more…

Other resources exist:

- TASO evaluation resource: Intermediate outcomes table (Rapid Review of Intermediate Outcomes for HE Access and Success)
- Education Endowment Foundation (EEF) SPECTRUM database
- The Toolkit for Access and Participation Evaluation (TAPE)

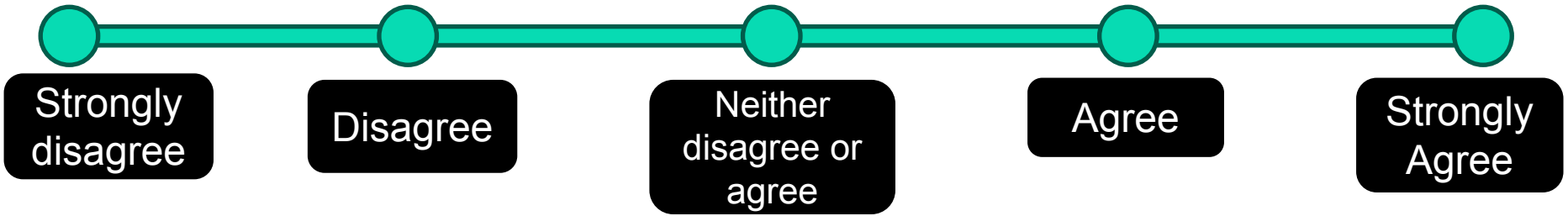
ASQ Scale: Academic self-efficacy (pre-entry)

Question items:

1. I am confident that I can get the exam results required to progress to higher education.

2. I have the academic ability to do well in higher education.

3. I could manage with the level of study required in higher education.



The national trackers can help too!

Your HEP may use one of these services

HEAT
Higher Education Access Tracker

EMWPREP
East Midlands Widening Participation Research and Evaluation Partnership

Aimhigher
West Midlands

HEAT Key Stage 4 Dashboard

- To help evaluate the impact of pre-16 attainment-raising interventions, KS4 exam data are available annually from HEAT.
- All HEAT members have access to the KS4 dashboard.
- The dashboard provides KS4 results for pre-16 participants, alongside comparison/control groups, with drill downs to the Activity level.
- All HEAT members can now access their KS4 attainment dashboard via HEAT's File Store.

Webinar 30 May 2024

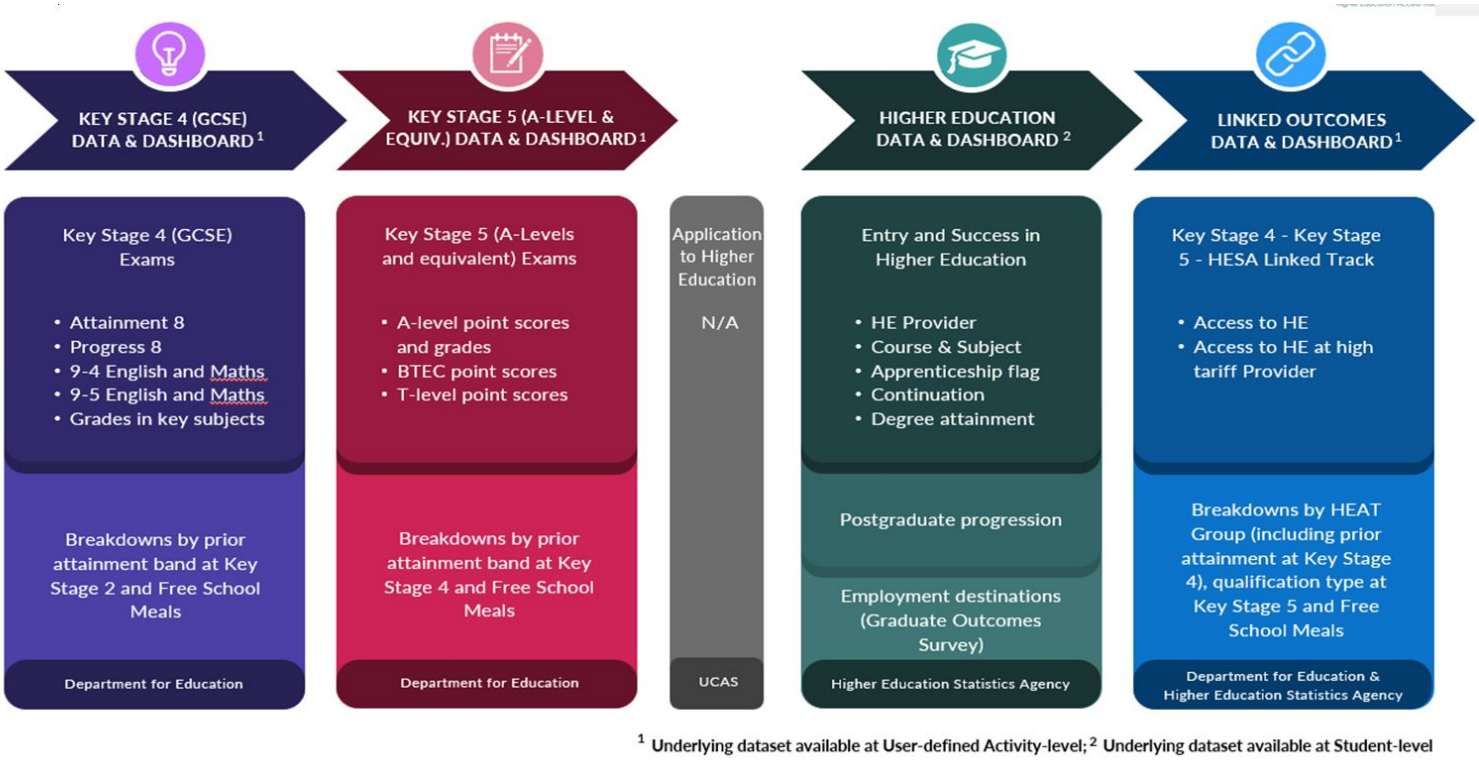
HEAT KS4 Attainment Track Dashboard

To support robust evaluation, HEAT also report exam results for comparator groups

- Non-participating control and comparison groups tracked by providers following RCTs and QEDs

- School-level averages to be used as a comparator where control or comparison groups could not be tracked by providers

HEAT member-level tracking

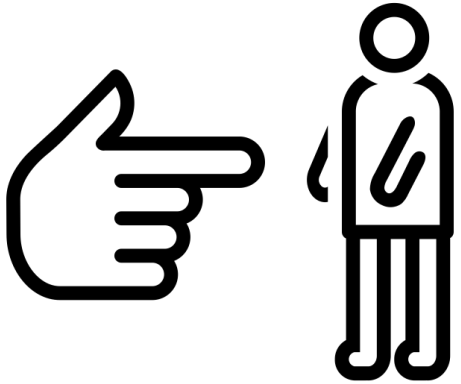


[1] Underlying dataset available at User-defined Activity-level; [2] Underlying dataset available at Student-level

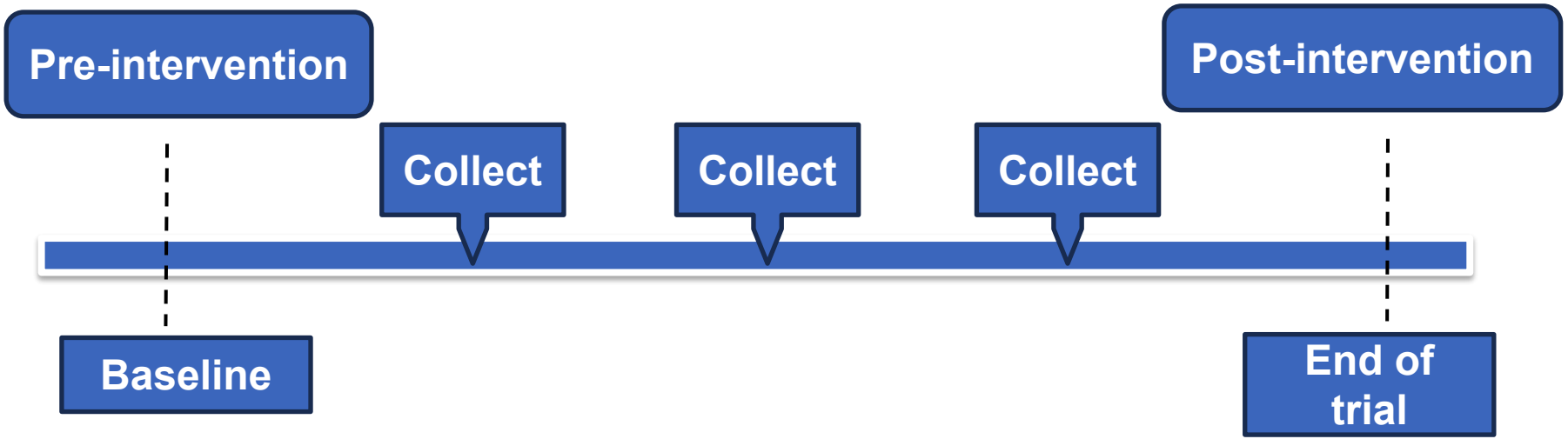
Data collection: Sources

Primary

Secondary



Data collection: Point of collection



Measuring primary RQs

Type of research question	Research question	Outcome measure/ data source	Sample	Point of collection

Measuring primary RQs

Type of research question	Research question	Outcome measure/ data source	Sample	Point of collection
Primary	Does participating in the Science Workshop **improve GCSE science attainment** (compared to students who did not attend the workshop)?	Quantitative core impact data; HEAT/NPD **or** Local school database	Science workshop participants	End of 2024-25 academic year

Measuring primary RQs

Type of research question	Research question	Outcome measure/ data source	Sample	Point of collection
Primary	Does participating in the Science Workshop **improve GCSE science attainment** (compared to students who did not attend the workshop)?	Quantitative core impact data; HEAT/NPD **or** Local school database	Science workshop participants	End of 2024-25 academic year
Primary	Does participating in the Science Workshop **improve the likelihood of progressing to HE** (compared to students who did not attend the workshop)?	Core impact - HE application and enrolment data; UCAS and HESA	Science workshop participants	End of 2026-27 academic year

Measuring secondary and exploratory RQs

Type of research question	Research question	Outcome measure/ data source	Sample	Point of collection
Secondary	To what extent did participating in the Science Workshop **increase students' academic self-efficacy**?	Likert scale data from validated student surveys measuring academic self-efficacy; ASQ Scale.	Science workshop participants	Pre- and post-interventio n

Measuring secondary and exploratory RQs

Type of research question	Research question	Outcome measure/ data source	Sample	Point of collection
Secondary	To what extent did participating in the Science Workshop **increase students' academic self-efficacy**?	Likert scale data from validated student surveys measuring academic self-efficacy; ASQ Scale.	Science workshop participants	Pre- and post-intervention
Exploratory	Was the 8:1 student-to-staff ratio an appropriate group size for optimal learning?	Subjective qualitative data; Delivery staff reflections diary.	Delivery team members	Post-group-based sessions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Exercise: Outcome measures and data collection

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Attendee hub

https://taso.org.uk/taso-annual-conference-2024-attendee-guide/resources/

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Exercise: Outcome measures and data collection

Type of research question	Research question	Outcome measure/data source	Sample	Point of collection
Primary/secondary/ explanatory	E.g., Did [*intervention/programme*] increase/decrease [*primary/secondary/exploratory outcome*] among [*group/subgroup*]?	E.g., Validated scale/ subjective survey/ HEAT	E.g., Staff/students /other relevant stakeholders	E.g., Pre- /during/ post-intervention

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Welcome back

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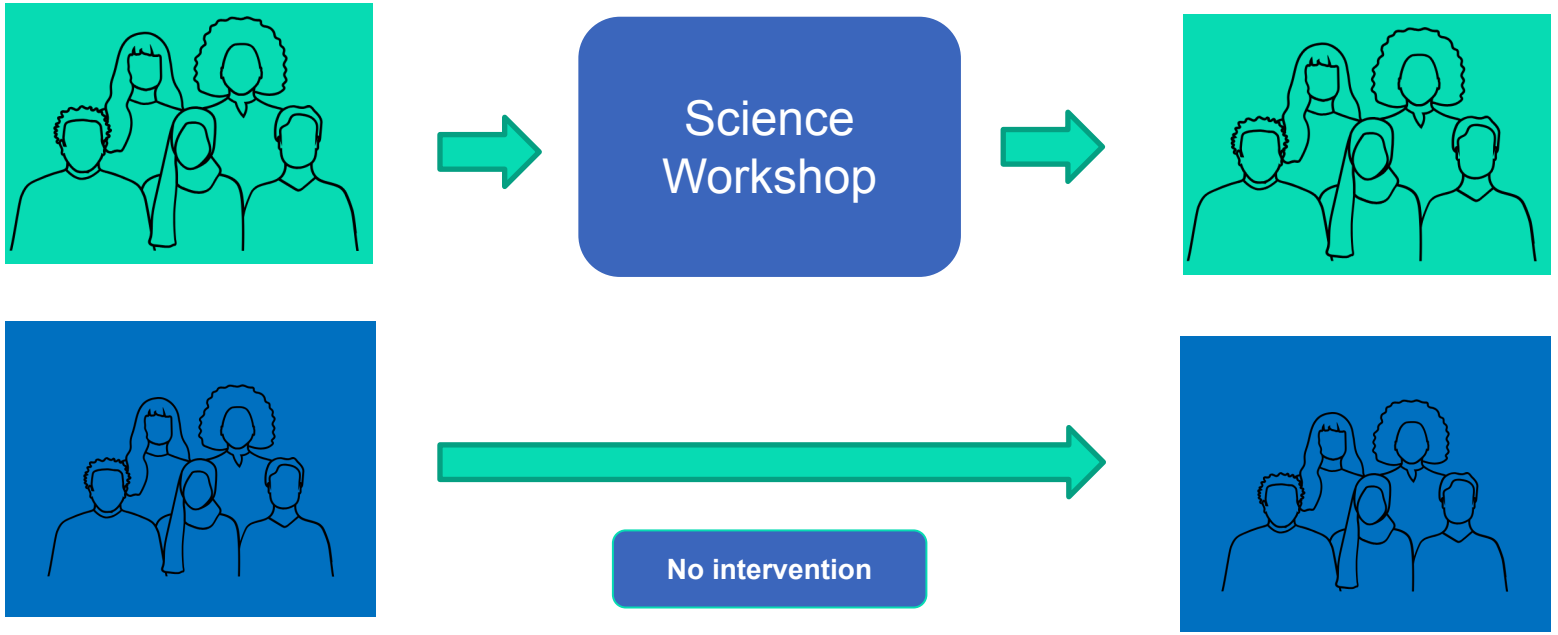
Select your research method

Day 2 – Type 3
(10:00 - 11:00)
(11:30 - 13:00)

Type 2: Pre- and Post-testing with a non-random comparison group



Type 2: High versus Low-intensity comparison

School A

High

Three times a week over 12 weeks

School B

Low

Once a week over 12 weeks

Develop a research protocol/evaluation plan

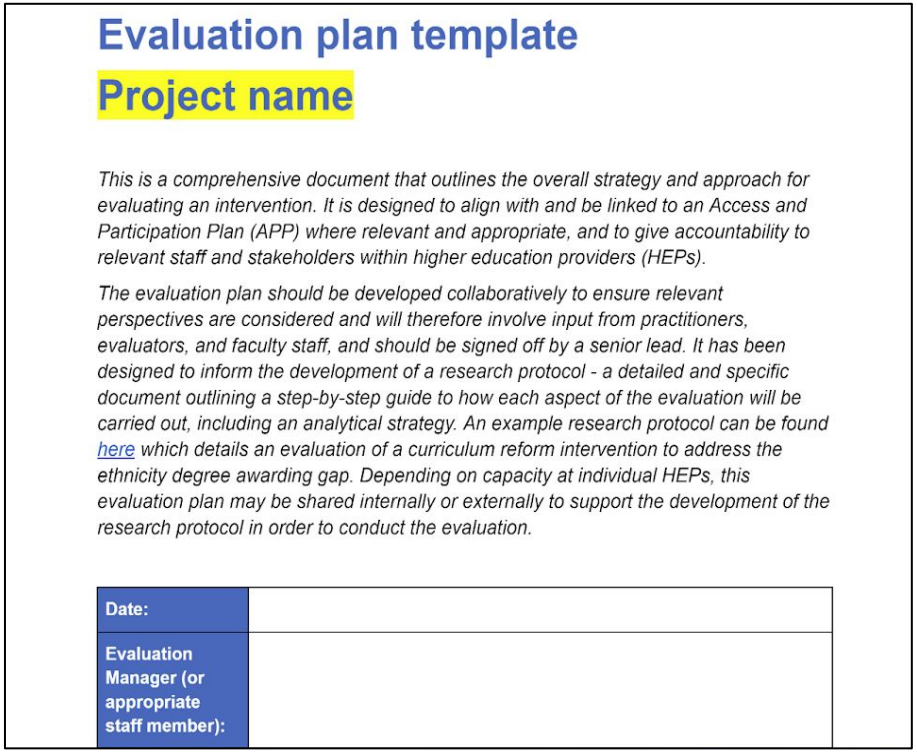
The evaluation plan and/or protocol is the detailed plan of the intervention and evaluation

TASO templates:

1. Evaluation plan (**new resource**)
2. Trial protocol
3. Qualitative research protocol
4. Rapid evidence review protocol

To promote transparency, it is recommended that you publish your protocol

Starting with an evaluation plan can be useful



Evaluation plan template

Project name

This is a comprehensive document that outlines the overall strategy and approach for evaluating an intervention. It is designed to align with and be linked to an Access and Participation Plan (APP) where relevant and appropriate, and to give accountability to relevant staff and stakeholders within higher education providers (HEPs).

The evaluation plan should be developed collaboratively to ensure relevant perspectives are considered and will therefore involve input from practitioners, evaluators, and faculty staff, and should be signed off by a senior lead. It has been designed to inform the development of a research protocol - a detailed and specific document outlining a step-by-step guide to how each aspect of the evaluation will be carried out, including an analytical strategy. An example research protocol can be found here which details an evaluation of a curriculum reform intervention to address the ethnicity degree awarding gap. Depending on capacity at individual HEPs, this evaluation plan may be shared internally or externally to support the development of the research protocol in order to conduct the evaluation.

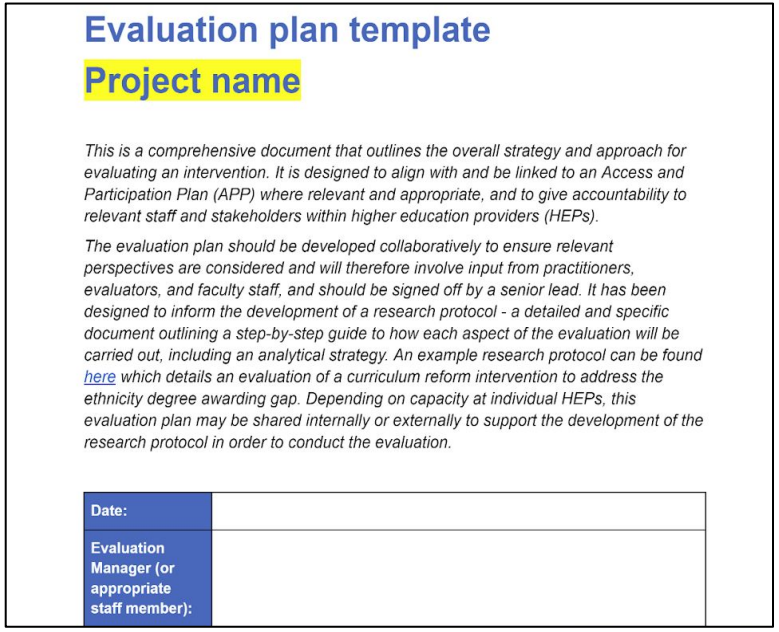
Date:	
Evaluation Manager (or appropriate staff member):	

How to access

- Evidence & Evaluation
- Evaluation Guidance
- Resource hub
- Templates

Evaluation plan template

1. Intervention
2. Evaluation design
3. Evaluation resources and timeframe
4. Evaluation governance



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Date:	
Evaluation Manager (or appropriate staff member):	

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Measure

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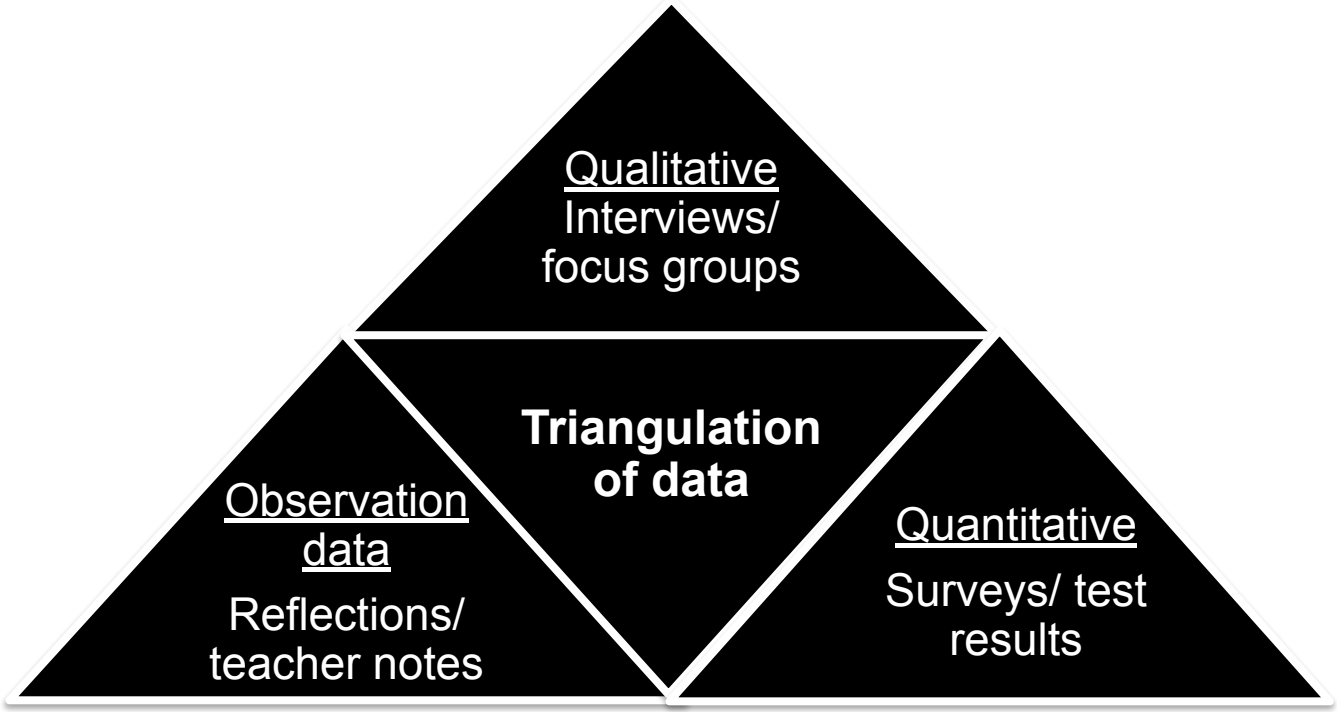
Collecting data

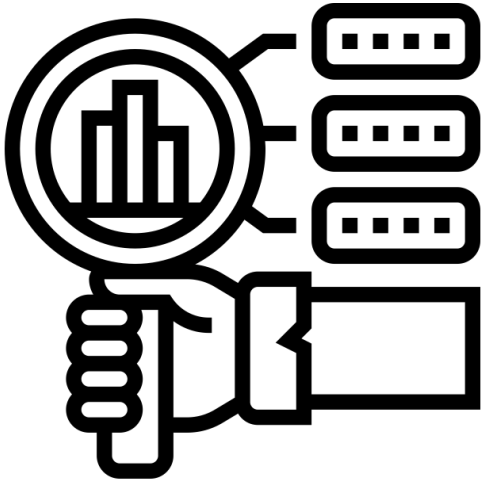


Analysing the data

The choice of research methodology will impact the analysis strategy.

- Type 2: T-tests, correlation, descriptive statistics
- Type 3: Regression analysis, Chi-square tests

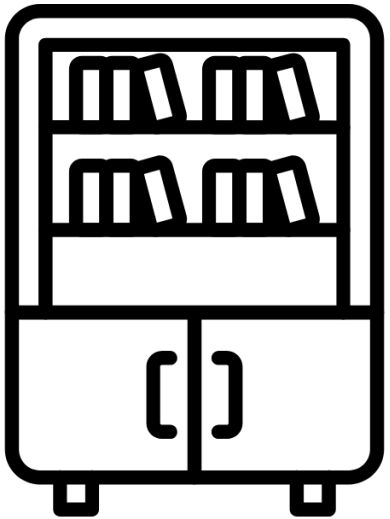
  (tests of significance)



Get support, if needed.

Record keeping

Important to keep all versions



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Reflect

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Reflect

01 Write up findings

02 Publish – no matter what you find!

03 Communicate findings with all relevant stakeholders

04 REVISE YOUR EVALUATION PLAN AND RE-EVALUATE

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Q&A

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Break - check in for overnight guests

15:30–16:00

Next: New IPE guidance - What works for whom, how and why?

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7 May

10:00	Opening and welcome remarks
10:10	Keynote: Evaluation, evaluation, evaluation
10:30	Busting inequality beyond HE
11:00	Break
11:30	Robust evaluation: Building blocks for success
13:00	Lunch
14:00	Breakout session: Evaluation spotlight sessions – Attainment-raising
14:00	Breakout session: Evaluation spotlight sessions – Ethnicity degree awarding gap (Suites 3 & 4)
15:30	Break
16:00	New IPE guidance: What works for whom, how and why?
16:30	In conversation: Learning from and influencing senior leadership
17:00	Close


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Annual Conference:
How to Evaluate
7 May
#TasoCon24

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New IPE guidance: What works for whom, how and why?

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Who we are

Dr Emma Vardy

Senior Lecturer

(School of Social Sciences)

Nottingham Trent University

Dr Helen Lawson

Research Manager, TASO

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Overview of session

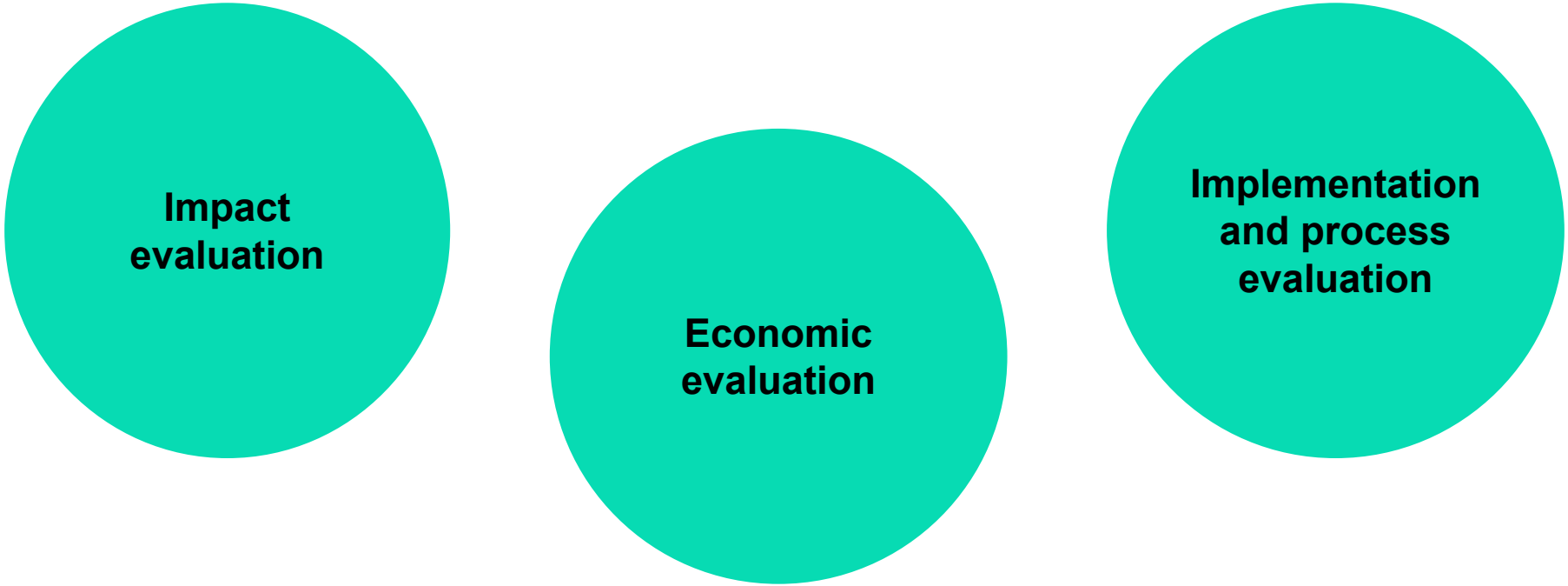
1. IPE - what is it and why the guidance
2. The IPE framework
3. IPE resources
4. Questions

What is IPE?

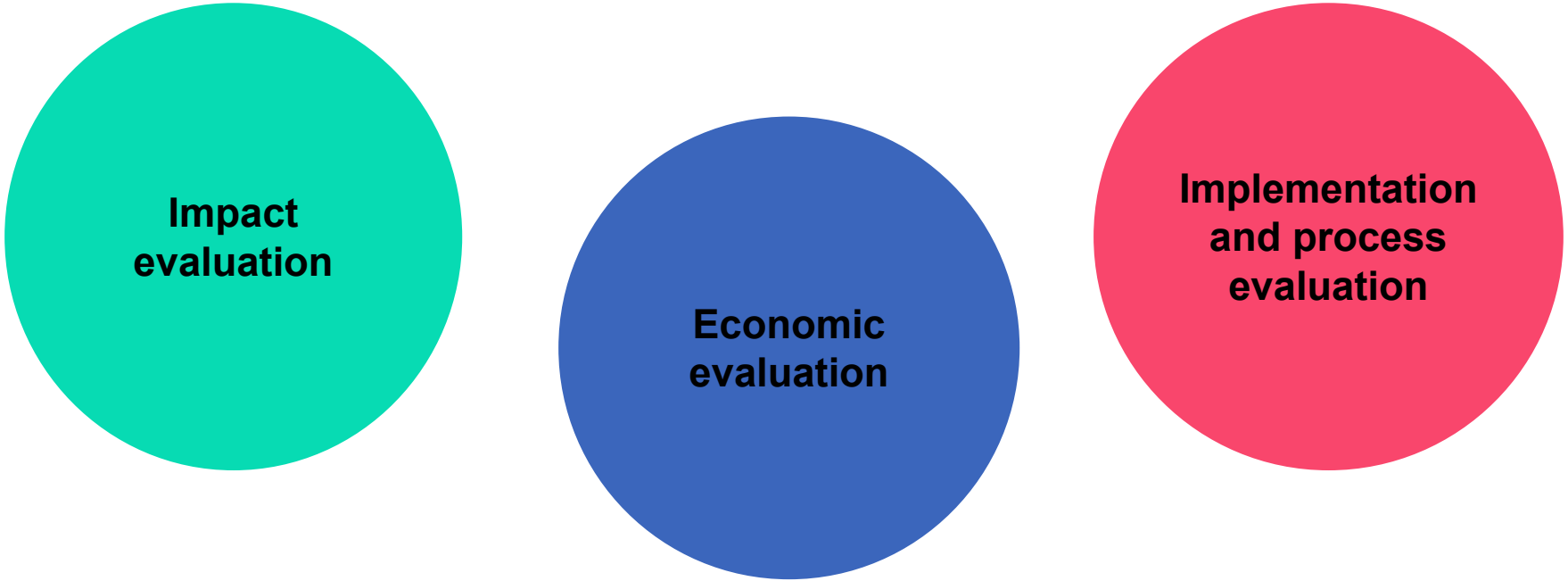
- IPE refers to the generation and analysis of data to examine how an intervention is put into practice, how it works to achieve its intended outcomes, and the factors that influence these processes.

- Broadly speaking, if **Impact Evaluation (IE) helps us find out 'what' works**, then **IPE can tell us 'why' or 'how' something does or does not work, and for whom**.

Why the guidance?



Why the guidance?



How we developed the framework

- Systematic approach to gathering information outside of education and considered the advances within the health literature.

- Total dataset included 251 sources of information, which were reviewed to gather information on a number of areas.

- Definition of process evaluation or IPE
- IPE dimensions
- Data collection tools
- Data analysis approaches

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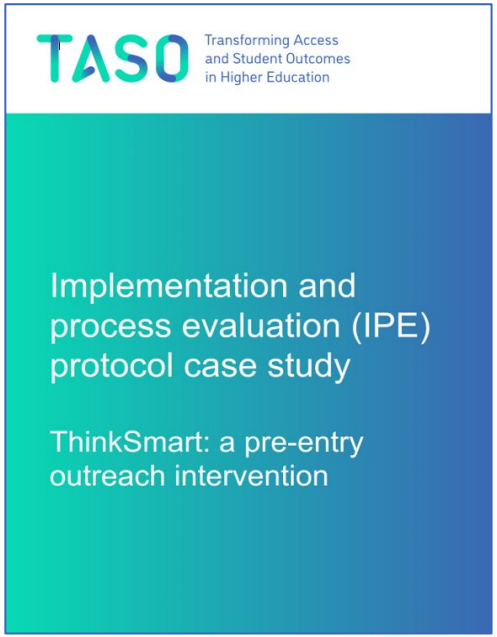
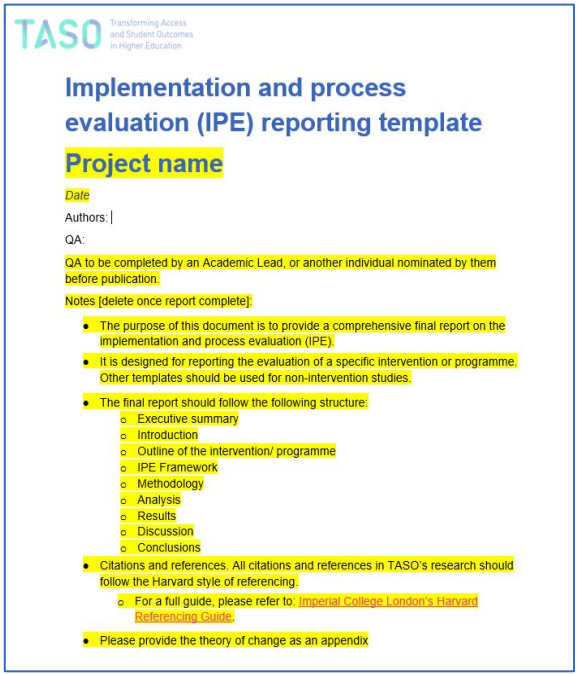
IPE Framework

Adherence	Context
Exposure	Adaptation
Quality	Appropriateness
Stakeholder perspective	Programme differentiation
Reach	Sustainability
Recruitment	

IPE Resources



IPE Resources



TASO Transforming Access and Student Outcomes in Higher Education

Implementation and process evaluation (IPE) reporting template

Project name

Date

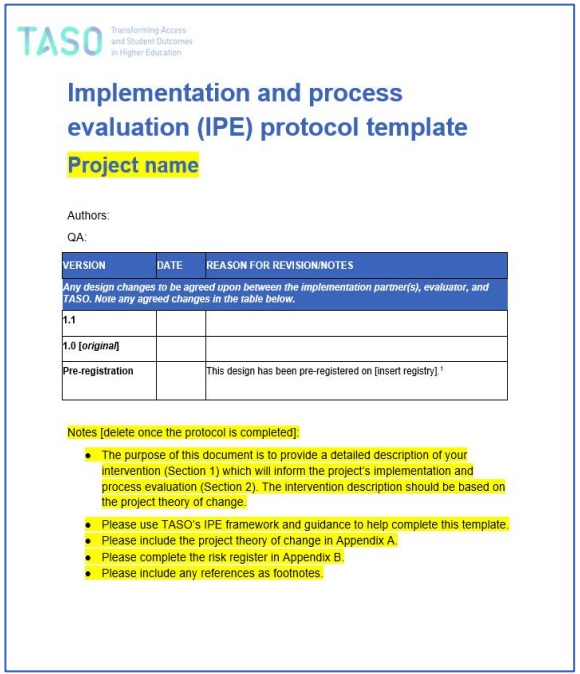
Authors:

QA:

QA to be completed by an Academic Lead, or another individual nominated by them before publication.

Notes [delete once report complete]:

- The purpose of this document is to provide a comprehensive final report on the implementation and process evaluation (IPE).
- It is designed for reporting the evaluation of a specific intervention or programme. Other templates should be used for non-intervention studies.
- The final report should follow the following structure:
  - Executive summary
  - Introduction
  - Outline of the intervention/ programme
  - IPE Framework
  - Methodology
  - Analysis
  - Results
  - Discussion
  - Conclusions
- Citations and references. All citations and references in TASO's research should follow the Harvard style of referencing.
  - For a full guide, please refer to: Imperial College London's Harvard Referencing Guide.
- Please provide the theory of change as an appendix



TASO Transforming Access and Student Outcomes in Higher Education

Implementation and process evaluation (IPE) protocol template

Project name

Authors:

QA:

VERSION	DATE	REASON FOR REVISION/NOTES
Any design changes to be agreed upon between the implementation partner(s), evaluator, and TASO. Note any agreed changes in the table below.		
1.1		
1.0 [*original*]		
Pre-registration		This design has been pre-registered on [insert registry].[1]

Notes [delete once the protocol is completed]:

- The purpose of this document is to provide a detailed description of your intervention (Section 1) which will inform the project's implementation and process evaluation (Section 2). The intervention description should be based on the project theory of change.
- Please use TASO's IPE framework and guidance to help complete this template.
- Please include the project theory of change in Appendix A.
- Please complete the risk register in Appendix B.
- Please include any references as footnotes.

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Attendee hub

https://taso.org.uk/taso-annual-conference-2024-attendee-guide/resources/

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Q&A

#TasoCon24

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IPE webinar - sign up now!

#TasoCon24

TASO

In conversation: Learning from and influencing senior leadership

#TasoCon24

Who we are

Professor Charlotte Croffie,
Pro Vice-Chancellor for Equity, Diversity and Inclusion, Loughborough University

Jane McNeil,
Pro Vice-Chancellor – Education, Nottingham Trent University

TASO

Thank you for joining us!

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Drinks reception, followed by dinner

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8 May

09:30	Opening and welcome remarks
09:40	In conversation: Supporting disabled students in HE
10:00	Impact evaluation: Using quasi-experimental designs in higher education
11:00	Break
11:30	Breakout session: Methods made easy – Assessing the quality of evidence
11:30	Breakout session: Methods made easy – Randomised controlled trials
13:00	Lunch
14:00	Breakout session: Unlocking the evaluation toolbox – Post-entry Mapping Outcomes and Activities Tool
14:00	Breakout session: Unlocking the evaluation toolbox – Access and Success Questionnaire
15:30	Break
16:00	Navigating ethics in HE evaluation
16:30	Close