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, for example, practitioners, evaluators, and faculty staff, and should be signed off by a senior lead. See* [*example pilot evaluation plans for interventions designed to reduce the ethnicity degree awarding gap here*](https://taso.org.uk/research/current-projects/ethnicity-degree-awarding-gap/) *(note that the template has been updated since these have been published).*

*This document has been designed to inform the development of a research/trial 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. View the* [*research/trial protocol template here*](https://taso.org.uk/evidence/evaluation-guidance-resources/resources-hub/templates/)*, and an example of a completed research/trial protocol can be found here; this details an* [*evaluation of a curriculum reform intervention*](https://s33320.pcdn.co/wp-content/uploads/Kent-TASO_BIT_research_protocol_v1.4.pdf) *(PDF) 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/trial protocol in order to conduct the evaluation.*

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| **Date:** |   |
| **Evaluation Manager (or appropriate staff member):** |   |
| **Contact Person:** | Name:Position title:Contact email:Department: |

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| **Section 1: Summary** *This section provides a brief overview of the evaluation aim, evaluation questions and design, to be completed at the end.*  |

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# Evaluation aim/s

*Outline the aim/s of the evaluation, for example, to understand the overall efficacy of the intervention, or specific elements of the intervention.*

**Research/evaluation questions**

*Stem from the evaluation aims and may be split into primary, secondary and exploratory:*

* *Primary - focused on the main goal of the evaluation (usually the causal impact of the intervention)*
* *Secondary - focused on other changes the intervention is influencing (e.g., short, intermediate or secondary outcomes)*
* *Exploratory - focused on how the intervention causes the changes in outcomes, for instance, regarding the way it is implemented or experienced by recipients*

**Evaluation design**

*Outline the primary evaluation design that is being suggested, for example, a randomised controlled trial, quasi-experimental method, theory-based (small cohorts) method, or pilot evaluation.*

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| **Section 2: Intervention description***This section describes the intervention being evaluated, to enable replication. This can be taken from the associated enhanced theory of change (template* [*here*](https://taso.org.uk/evidence/evaluation-guidance-resources/toc/enhanced-theory-of-change-templates/)*)* |

# Intervention

* *Intervention description with sufficient detail to allow replication:*
	+ *Name*
	+ *Why the intervention was developed*
	+ *Who the intervention is for*
	+ *What the intervention is (materials, procedures)*
	+ *Who is delivering the intervention*
	+ *How the intervention is delivered*
	+ *Where the intervention is delivered*
	+ *Length of time/how many times the intervention is delivered*
	+ *How implementation will be optimised*

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| **Section 3: Evaluation aims, questions and design** *This section provides details on the recommended evaluation of the intervention, including the design of both impact evaluation and implementation and process evaluation, sample, outcome measures, and data collection.*  |

**Evaluation aim/s**

*Outline the aim/s of the evaluation, for example, to understand the overall efficacy of the intervention, or specific elements of the intervention.*

**Evaluation question/s**

*Stem from the evaluation aims and may be split into primary, secondary and exploratory:*

* *Primary - focused on the main goal of the evaluation (usually the causal impact of the intervention)*
* *Secondary - focused on other changes the intervention is influencing (e.g., short, intermediate or secondary outcomes)*
* *Exploratory - focused on how the intervention causes the changes in outcomes, for instance, regarding the way it is implemented or experienced by recipients*

# Design

***Impact evaluation*** *(to understand whether the intervention works). Description of research design including:*

* *Type of evaluation:*
	+ *Randomised controlled trial (RCT),*
	+ *Quasi-experimental design (QED), including which method (e.g., difference-in-differences, regression discontinuity)*
	+ *Pre-post design without control*
	+ *Theory-based method (for evaluations with small cohorts)*
	+ *Pilot evaluation (to test feasibility)*
* *Relevant detail depending on design - allocation ratio, factors for stratification, method of generating random allocation, method for matching comparator group (if non-RCT), ensuring balance across groups, etc*

***Implementation and process evaluation*** *(to understand how and why the intervention does or doesn’t work). Description of design to cover core elements, such as:*

* *Adherence/fidelity - the degree to which the intervention is implemented as planned*
* *Exposure/dosage - how much of the intended intervention has been delivered and/or received*
* *Reach - the rate and scope of participation*

# Sample selection

* *Description of study settings (HEP, department etc)*
* *Inclusion and exclusion criteria for participants*
* *Target sample size and rationale (for impact evaluation and implementation and process evaluation)*
* *Strategies for achieving adequate participant enrolment to reach target sample size*

# Outcome measures and data collection

* *Complete the table below to outline what data you will collect for each outcome measure (which will align to a specific evaluation question), what the data source is, from what sample, and when.*
* *This can be split between impact evaluation and implementation and process evaluation, as appropriate.*

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| **Evaluation question** | **Outcome** | **Data to be collected** | **Data source** | **Sample** | **Point of collection**  |
| *E.g., To understand whether X intervention increases sense of belonging* | *E.g., Student sense of belonging* | *E.g., Individual scores on sense of belonging scale* | *E.g., TASO access and success questionnaire (ASQ)* | *E.g., Students that participated in X intervention and comparator group* | *E.g., Pre- and post-intervention* |

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| **Section 4: Evaluation resources and timeframe** *This section is to be used internally for HEPs to address issues such as buy-in and accountability. It allows HEPs to provide a breakdown on the budget and resources needed to secure sign-off from senior stakeholders.*  |

## **Budget and staff resources**

*Specify the funding and resource capacity for the evaluation. Include materials, travel, external evaluators etc.*

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| **Budget for the evaluation study** *(What is the budget allocated to the evaluation?)* |
| **Internal staff resources** *(List the staff resources in the Evaluation Team)* | **Position** | **Approximate time and / costs required** |
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| **External human resources** *(If applicable. External consultants to be managed by the Evaluation Team to undertake data analysis, focus groups etc.)* | **Approximate time and cost required** |
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| **Other resources required***(E.g. materials, travel etc.)* | **Cost estimates** |
| *Student focus groups*  | *Venue hire and refreshments costs approx £300* |
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## **Time schedule**

*This section supports accountability and formulating a plan. What are the key timelines, key activities and milestones for the evaluation?*

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| **Key milestones** | **Due date** |
| *Consultation with Head of Department (or appropriate staff member) regarding support and approval process for the evaluation* |   |
| *Programme theory of change generated* |   |
| *Draft evaluation plan presented to team for feedback* |   |
| *Evaluation plan approved*  |   |
| *Develop research/trial protocol*  |  |
| *Consultant contracted (if applicable) or evaluation team appointed* |   |
| *Data gathering and analysis complete* |   |
| *Draft evaluation report*  |   |
| *Quality assurance*  |   |
| *Final evaluation report approved*  |   |

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| **Section 5: Evaluation governance** *This section is designed to ensure relevant staff and stakeholders are held accountable for their involvement in the evaluation and that findings from the evaluation are disseminated internally (and externally) as appropriate.*  |

## **Evaluation stakeholders**

*List the key stakeholders the evaluation is designed for and how they will use the findings*

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| **Audience** *(Who are the audiences for the information from the evaluation? e.g., students, teachers, management, staff, partners, etc.)* | **How evaluation findings will be used***(How can they apply new knowledge from the evaluation study?)* |
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## **Reporting requirements**

*Specify any outputs that will be developed as part of the evaluation, such as interim and final reports, and the stakeholders who will review the findings.*

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| **Date** | **Report type** | **Writer/s** | **Audience** |
| *(Specify the submission date of the report)* | *(Specify the report type, i.e., progress report, interim report, final report)* | *(Identify the officer/s writing the report)* | *(Identify the stakeholder/ audience for the report, e.g., Head of Faculty, WP Manager, Evaluation Steering Group, external stakeholders, etc)* |
|   |   |   |   |
|   |   |   |   |