

# Evaluation Self-Assessment Tool - Practical Guidance on completing the tool

February 2019

This document has been produced to sit alongside the Evaluation Self-Assessment Tool. It gives an overview of the tool and its dimensions and sets out the purpose of the tool. It is designed to walk providers through the step-by-step process of completing the tool and to understand the technicalities of how the scoring system works.

This is part of a series of publications and should be read in conjunction with the following publications:

- Access and participation standards of evidence
- Using standards of evidence to evaluate impact of outreach

## Introduction

Effective approaches to evaluation of impact are crucial to understanding what works, for whom and in what circumstances. Many access and participation (A&P) programmes have not yet been evaluated with enough evidence to draw conclusions about the impact they create. Increased focus on evaluation, adoption of systematic data collection and investment in rigorous research design methodologies are needed, along with a commitment to learning, if widening participation providers are going to be able to create an evidence base which can be used to prioritise spending on interventions appropriately.

This self-evaluation tool aims to assist providers to review whether their evaluation plans and methodologies go far enough to generate high quality evidence about the impact of activities in their Access and Participation (A&P) plans.

The tool should also help to identify where efforts might be focused in future to improve the strength and quality of evaluations.

**Figure 1: Access and participation standards of evidence**

	Description	Evidence	Claims you can make
<b>Type 1: Narrative</b>	The evaluation provides a narrative and a coherent theory of change to motivate its selection of activities in the context of a coherent strategy	Evidence of impact elsewhere and / or in the research literature on A&P activity effectiveness or from your existing evaluation results	We have a coherent explanation of what we do and why  Our claims are research-based
<b>Type 2: Empirical Enquiry</b>	The evaluation collects data on impact and reports evidence that those receiving an intervention have better outcomes, though do not establish any direct causal effect	Quantitative and/or Qualitative evidence of a pre/post intervention change or a difference compared to what might otherwise have happened	We can demonstrate that our interventions are associated with beneficial results.
<b>Type 3: Causality</b>	The evaluation methodology provides evidence of a causal effect of an intervention	Quantitative and/or Qualitative evidence of a pre/post treatment change on participants relative to an appropriate control or comparison group who did not take part in the intervention	We believe our intervention causes improvement and can demonstrate the difference using a control or comparison group

The tool is designed to support colleagues with responsibilities for agreeing and reporting on the activities in the A&P plan. The tool is designed to help providers to self-assess the strengths and weakness of the evaluation of impact, and to highlight the areas where further development would be desirable. We acknowledge that different providers will be at different stages of engagement in evaluation, and influenced by their differing aims and strategic priorities and resources. Therefore this tool is necessarily generic and is intended to offer providers an insight into strengthening their existing approaches or moving to a higher standard of evidence.

It could be argued that evaluative evidence is always under development since there are likely to be improvements that could be made to most types of research designs. Thus it may be more helpful for a provider to think about how to build an 'evidence journey' – whereby its own provision and the sector in general can benefit from knowledge of early findings about promising approaches, while building substantive bodies of knowledge of what works most effectively to generate the desired impact from A&P plan activity.

## Dimensions of self-assessment

This self-assessment involves reflecting on your approach to evaluation against a series of questions. The questions are grouped into different dimensions of evaluation as illustrated in Figure 2:

**Figure 2: Dimensions of evaluation**



### Dimension 1: Strategic context

This dimension is concerned with the extent to which an evaluation culture is supported and prioritised, including as part of a coherent programme of evaluation across different activities, and whether there are opportunities for staff to enhance their evaluation skills and understanding.

### Dimension 2: Programme design

This dimension considers the rationale for programmes, and the extent to which programme design and choice of outcome measures are underpinned by and informed by the existing evidence, and whether evaluation is built-in at the design stage.

### **Dimension: 3: Evaluation design**

There is no hard and fast rule about which impact evaluation research design is most appropriate for different categories of A&P programmes and provider contexts. The tool prompts you to think about the extent to which the evaluation of your programmes is proportionate to the activity and appropriate for the purpose of measuring the impact and the claims you want to make (see Box 1). This dimension of the tool also allows for mapping of the types of impact evaluations that are in place across the breadth of A&P plan programmes as a way of unpicking the strength of the overall approach to generating evidence of impact.

### **Dimension 4: Evaluation implementation**

This dimension involves thinking about the measures and tools you use along with other factors such as the reliability of data collection mechanisms and access to appropriate resources.

### **Dimension 5: Learning from evaluation**

This part is designed to help you to think about how evaluation findings and results are used to inform practice through reflection, sharing, dissemination, translation into adjustments or innovation in practice.

## **Making judgements about your impact evaluations**

There is no simple answer to the question of what type of impact evaluation will provide the best evidence for any particular type of access and participation activity as much depends on what is being measured and in what context. As a rule of thumb the following need to be considered:

### **Proportionality**

The impact evaluation should be proportionate to the A&P programme of activities in question. The most resource-intensive programmes (for example, long-term or multi-activity interventions, summer schools or other HE-residential programmes and mentoring schemes) require higher standards of evidence because it would be risky to continue to devote the level of resource unless the activity can be shown to have the beneficial impact it is aiming for. The evaluation standards can be lower for less complex and 'light-touch' activities (such as campus visits, open days, tasters and HE fairs), although all activities require a systematic approach to the use and generation of evidence.

### **Availability of evidence**

The availability of existing evidence of the impact of different activities may affect which type of impact evaluation approach is most suitable: the highest standards of evaluation are needed where there is currently little or no convincing evidence that the activity is effective whilst activities that have already been proven to work may not require such rigorous testing, bearing in mind that there is currently a dearth of rigorous high quality evidence on the impact of A&P programmes (i.e. research or historical evaluation evidence or national data). Therefore in deciding what type of impact evaluation to use you should consider how proven or innovative the activity is (as well as its scale).

### **Utility**

You should also make a judgement on the utility of the impact evaluation, that is, whether the evaluation meets the information needs of the intended users of the evaluation, and produces and disseminates valid and usable information of impact that can inform decision-making.

The matrix below sets out an indication as to which types of evaluation might be appropriate for different types of activity, though this should not be regarded as restrictive and, in particular, will vary according to the nature of the project and objectives.

	<b>Narrative Evaluation</b> A coherent explanation of why the activity is expected to work and why	<b>Empirical Enquiry</b> Collects data to show those receiving an intervention have better outcomes	<b>Establishing Causality</b> Provides evidence of a causal effect
Multi-activity intervention programmes (e.g. transition support programmes)	◆ Important for all activities to inform programme choice and delivery	◆ Important for all activities to justify use of resources	★ Commended for resource intensive programmes for which an evidence base needs to be established and where there is access to reliable outcomes data and appropriate comparison groups
Intensive interventions (e.g. residential programmes)	◆ Important for all activities to inform programme choice and delivery	◆ Important for all activities to justify use of resources	★ Commended for resource intensive programmes for which an evidence base needs to be established and where there is access to reliable outcomes data and appropriate comparison groups
Long term interventions (e.g. mentoring programmes)	◆ Important for all activities to inform programme choice and delivery	◆ Important for all activities to justify use of resources	★ Commended for resource intensive programmes for which an evidence base needs to be established and where there is access to reliable outcomes data and appropriate comparison groups
One-off interventions (e.g. campus visits, subject taster sessions)	◆ Important for all activities to inform programme choice and delivery	★ Important for innovative projects for which an evidence base needs to be established	⊘ Not usually feasible unless part of a multi-intervention package
'Light-touch' intervention (e.g. information dissemination projects)	◆ Important for all activities to inform programme choice and delivery	★ Important for innovative projects for which an evidence base needs to be established	★ Commended in situations where it is possible to capture appropriate outcomes data and the effect of the intervention can be isolated

◆ Expected for all types of activities; ★ Commended for resource intensive and pilot interventions; ☆ Highly commended if conditions allow and conducted appropriately; ⊘ May not be feasible unless special conditions apply.

*Different types of evaluation provide distinct types of evidence but the types are not hierarchical (i.e. it is not a matter of trying to aim for a 'higher' evaluation type). The standards are concerned with the robustness and certainty of the evaluation strategy and implementation, and appropriateness to the activities undertaken. It is possible to make judgements about the impact of activities from the different types. It is better to aim for a strong Type 2 evaluation as opposed to an unrealistic or badly executed Type 3 evaluation. A well formulated Type 2 evaluation is often more realistic, especially in the complex projects and programmes, or if there are many influences on student outcomes.*

## How to use the self-assessment tool

The tool involves reviewing the evidence in relation to different impact evaluation practices within the tool dimensions.

You are asked to rate the current arrangements for evaluation - that is to say whether different impact evaluation practices are already in evidence (Response: 'Yes'), are partially in place or in process of being developed (Response: 'Emerging or in development'), or not currently used in your context (Response: 'No').

Reviewing your answers should help to point out any areas of weakness in your current approach to evaluating the impact of A&P plan activities. The next step is to specify some actions to address these. In doing this try to be as specific as possible thinking creatively about the actions you can take, who would be responsible, who else would need to be involved (for example others in your institution including academics who have access to expertise and skills, or data managers who have access to data and information). These actions can then inform your evaluation strategy.

Some examples of the kinds of practices that would be expected to address different aspects of evaluation are given in the tool in order to guide those completing it as to the basis on which to make judgements. These are indicative only and other practices could be equally valid. We recognise that judgements about practices might be subjective, and the basis of judgements might differ across different providers and level of knowledge and understanding of impact evaluation. However, the intention of the tool is to promote reflection and discussion on effective practices and to help providers move forward from whatever starting point they may be at. We recommend taking the opportunity to complete the tool collectively by involving a range of A&P staff members, so that different perspectives can be brought to bear as a springboard for thinking about enhancements to your evaluation work as part of a process of continual improvement.

### 1. Personalising and navigating the tool

When you first open the tool (Excel file) you will be presented with an initial tab labelled "Organisation details" which you can use to record your provider information. This also has a date field that you can customize in order to be able to differentiate versions over time. There is also space to record details of a key contact person. If you are submitting the completed self-assessment to the OfS this person should be the Access and Participation (A&P) plan contact. It is also useful for institutions to make a note of the person leading on the self-assessment so that other people internally are able to draw on their expertise in completing the tool (for example if responsibilities change over time and new people get involved in the tool in future).

	A	B	C
1			
2	Organisation name:	<input type="text"/>	
3			
4	Type of provider:	<input type="text"/>	
5			
6	Date:	<input type="text"/>	
7			
8	Completed by:		
9	Name:	<input type="text"/>	
10			
11	Position:	<input type="text"/>	
12			
13	Phone:	<input type="text"/>	
14			
15	Email:	<input type="text"/>	
16			

Organisation details | 1. Strategic context | 2. Programme design | 3. Evaluation design | Evaluation activities optional | 4. Evaluation implementation | 5. Learning | Scoring overview

Use the Tabs to move between the five different dimensions of the self-assessment tool. These are aiming to capture information relating to different aspects of evaluation practice across the whole of your A & P delivery (see further below).

There is an additional optional sheet which is designed to collate data on evaluation designs at the level of particular A & P programmes/projects. You can duplicate this for different programmes/projects. This sheet is not part of the self-assessment scoring.

The Scoring Overview tab is designed to classify the level of evaluation practice within each dimension (see further below).

## 2. Understanding and completing the questions

The various dimensions of the tool contain a series of questions about your current practices, organized by themes. The questions relating to your practices are as either “Expected” or “Commended” practices by the OfS in the context of impact evaluation (see column B). The “Expected” items signify the minimum factors that all providers are encouraged to put in place over time. Scoring ‘No’ against these doesn’t mean you are failing but it does suggest a key area that should be addressed in your evaluation plan. More advanced and developed practices that are associated with higher standards of evidence and Type 2 or 3 impact evaluation approaches are identified as commended.

Use the drop-down menus to select the answer which best represents your current practice(s). “Yes” signifies that the different impact evaluation practices are already in evidence; “Emerging or in development” shows that the practices are partially in place or in process of being developed, and “No” signifies that the approach is not currently used in your context.

Move around the sheet and click into the boxes where a response is required, or use the “up” and “down” arrows to move through the response cells against each item in turn.

Dimension 1: Strategic context			Does it exist?	How is it demonstrated?	Notes
This dimension is concerned with the extent to which an evaluation culture is supported and prioritised, including as part of a coherent programme of evaluation across different activities and whether there are opportunities for staff to enhance their evaluation skills and understanding.			Response (choose from list)		(use this space to explain your answers and the scores you have given yourself)
Support	Expected	Are there opportunities for your widening participation team(s) to have conversations about evaluation on a regular basis?			
	Commended	Is there a mechanism for strategic overview of evaluation of access and participation programmes?	Yes		
	Commended	Are institutional resources deployed with evaluation aspects in mind?	Emerging or in development		
Culture	Expected	Are access and participation delivery staff and partners aware of the importance of evaluation?	No		
	Expected	Are access and participation delivery staff and partners committed to facilitating robust data collection processes?	Yes		
	Commended	Is your evaluation activity coherently maintained across the whole programme of widening participation activities?	Emerging or in development		
	Commended	Is there a whole institutional approach to widening participation?	No		
	Commended	Do you create opportunities for honest reflection on the effectiveness (or otherwise) of your activities?	Yes		
Skills	Expected	Have you identified a skills base or expertise among professional service staff for undertaking or commissioning evaluation of access and participation plan programmes?	Emerging or in development		
	Commended	Have you identified a skills base or expertise among academic staff for undertaking or commissioning evaluation of widening participation initiatives?	No		
	Commended	Do you encourage access and participation staff members to engage in reflective practice?	Yes		
	Commended	Are there opportunities for access and participation staff members to enhance their evaluation skills and understanding?	No		
Your score:			#N/A		
<b>Reflective account for Dimension 1:</b> This is an opportunity to identify development opportunities for enhancing your evaluation practice, recognising the importance of continuous improvement, whatever your starting point (suggested 500-1000 words).					

SELECT the response which best describes your organisation from the drop-down list.

When you have answered all the questions a score will be generated. The total score for each dimension is based on:  
 Yes = 2  
 Emerging/in development = 1  
 No = 0

This column gives some examples as prompts to illustrate practices that may be relevant to meeting the standard in each case. This is not exhaustive and will be developed further over time. Some aspects are likely to be subjective so it's important that you think about what's ideally required to meet the standard in each case in your own particular institutional context.

Use this column to make a note of why you have scored yourself in this way – i.e. to explain your answers and scores.

The final box on each sheet provides space for you to start to identify development opportunities for enhancing your evaluation. The OfS encourages all provides to focus on generating appropriate action plans to improve evaluation practices on an on-going basis whatever the starting point.

Dimension three (Evaluation design) asks you to consider whether the evaluation plans for your programmes are in line with the expected standard, taking account of the complexity of the programme and context of delivery. You are then asked to say how many of your programmes/projects are being evaluated using different types of impact evaluation (i.e. Type 1 (Narrative); Type 2 (Empirical) and Type 3 (Causal)). See above for further guidance on the evaluation types. The tool distinguishes between three categories of activities: those related to “Access” (access to HE related programmes); “Student success” (retention, completion and degree outcomes related programmes) and “Progression” (progression to postgraduate employment and further study related programmes).

It’s important to make sure you use the drop-down menus to show whether or not you have programmes in place against the three different categories of Access, Student Success and Progression.

This column can be used to record any programmes for which impact evaluation is not considered appropriate, i.e. programmes for which the evidence base is already well established and which are subject to monitoring and periodic review rather than current or ongoing impact evaluation.

3. Progression programmes (progression to postgraduate employment and further study)		Yes	Yes, already in place for this number of programmes	Emerging/In development for this number of programmes	Neither in place or in development for this number of programmes	Not considered applicable for this number of programmes [5]	How is this demonstrated?	Notes	
Do you have any progression related programmes? (YES/NO):		Enter number of programmes (if "0" leave blank)						(use this space to explain your answers and the scores you have given yourself)	
Type 1: Narrative	Expected	Are programmes underpinned by an explicit and shared understanding of what works in what context(s), through a theory of change, logical framework, or other underpinning rationale that demonstrates understanding of the processes involved?					A theory of change diagram, logical framework approach, or other methodology that links activities to outcomes and the assumptions and processes underpinning the programme [4].		
	Expected	Can you demonstrate that you are using evidence on an ongoing basis to support the development of the processes involved in delivering your activities on the ground (i.e. that how you are delivering activities is tailored to achieve the best outcomes)?					You can specify the evidence sources including previous results that show that your intervention approach is likely to be effective in terms of generating the desired results. The evidence could come from your previous evaluations, the research literature on the effectiveness of access and participation programmes, or both.		
Type 2: Empirical	Commended	Do you measure the changes associated with your interventions against a counter-factual, i.e. compared to what might have happened otherwise had the interventions not been in place?					Examples could include quantitative or qualitative evidence of a difference between treatment and non-treatment difference (i.e. an evaluation which includes data to measure the position for participants both before and after the intervention).		
Type 3: Causal	Commended	Does your research design establish causality and ensure the rigour of your results?					This could include different research designs as appropriate to your situation and the outcome measures could be quantitative (e.g. higher education applications or entrants) or qualitative (e.g. teacher assessments) [5].		

**ERROR: Please enter number of programmes into the appropriate boxes, or select 'No' above if no progression related programmes**

Enter the number of programmes being evaluated using the different types of impact evaluation. It’s up to you to decide what constitutes a programme of activity for the purposes of evaluation practice. In the context of this tool a programme could signify one major project or activity, or it could be constituted of a suite of activities, as appropriate to how you organize your A & P delivery.

For each area of the lifecycle, you are asked to record how many of your current programmes/projects are being evaluated using either a narrative, empirical or causal evaluation method. The tool asks you to enter the number of projects for which evaluation is currently emerging or in development, and the number for which evaluation is not in place.

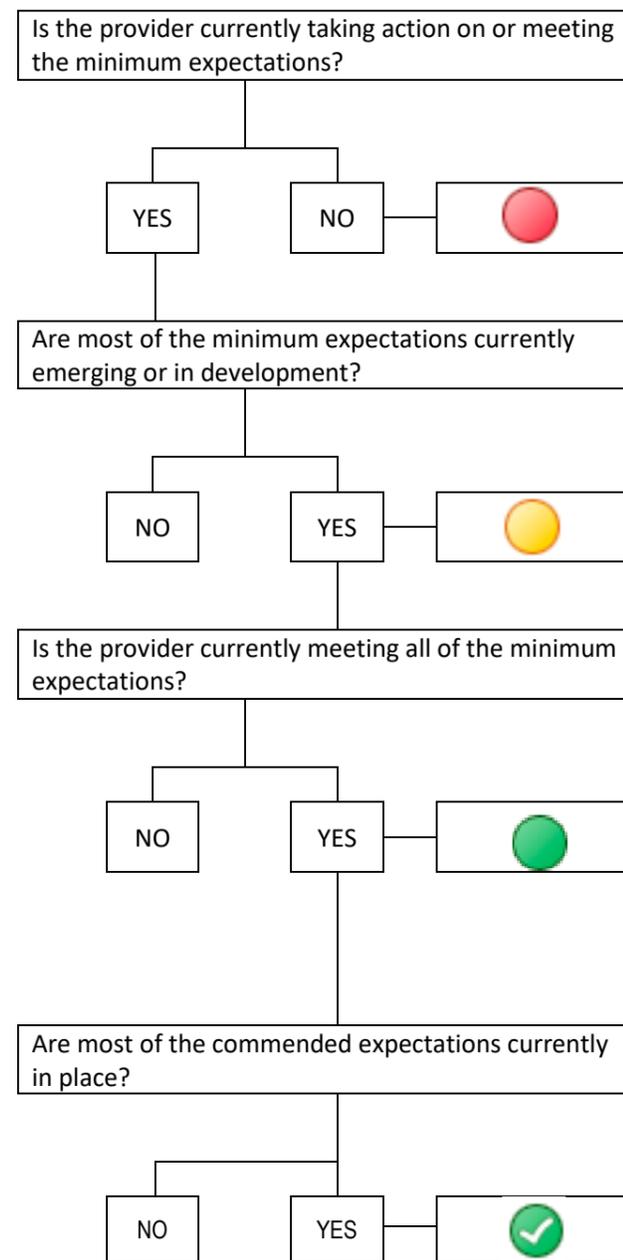
The scoring approach takes account of the proportion of your access, student success and progression programmes/projects that are already being evaluated. An expectation for good practice in evaluation design is that most programmes will be subject to at least Type 1 evaluation. To score advanced, the tool also takes account of the share of programmes that are currently subject to Type 2 evaluation and whether any Type 3 evaluation is in place to capture impact. You also have the option of identifying programmes for which you do not consider evaluation to be applicable (for example programmes with a well-established evidence base which are subject to monitoring and periodic review rather than current or ongoing evaluation).

### 3. The Scoring Overview Tab

The Overview Scoring worksheet gives a classification of the practices under each dimension. The dimensions are scored separately and there are four possible scores:

Symbol	Description
	Does not meet any of the minimum expectations for the dimension (i.e. 'No' recorded against expected evaluation practices)
	Demonstrates emerging practices against the minimum expectations for the dimensions (i.e. 'In development' recorded for all or some of the expected evaluation practices)
	Demonstrates good practices against all the minimum expectations for the dimension (i.e. 'Yes' recorded for expected evaluation practices)
	Demonstrates advanced practices against the minimum expectations for the dimension (i.e. 'Yes' recorded for all of the expected evaluation practices and the provider also records 'Yes' against a good proportion of the commended evaluation practices)

The scoring approach is designed to put the focus on meeting all minimum expectations for impact evaluation (rather than increasing the overall score per se). The scoring proceeds as follows:



1. **Strategic Context:** Expected aspects = opportunities for your WP team(s) to have conversations about evaluation on a regular basis; delivery staff and partners aware of the importance of evaluation and committed to facilitating robust data collection processes; a skills base/expertise identified amongst professional service staff for undertaking or commissioning evaluation of APP programmes.

2. **Programme Design:** Expected aspects = programmes underpinned by clear objectives; programme design informed by evidence; clarity on how to measure all of the outcomes and impacts of your programmes; success measures focused on impact in terms of achieving outcomes for participants; evidence underpinning choice of outcome measures for A&P programmes;

3. **Evaluation Design:** Expected aspects = evaluation plans for programmes in line with the standard of evaluation expected by the OfS; clarity about the intended audience for the evaluation and requirements for the evaluation given how the findings will be used.

4. **Evaluation Implementation:** Expected aspects = identified how to access the data required to measure outcomes and impacts; approach to data complies with the requirements on data collection and data sharing; procedures in place for addressing ethical considerations; assessed the level of resources required and allocated these for evaluation.

5. **Learning:** Expected aspects = evaluation reporting acknowledges the limitations of the research design approach used in each case; a mechanism in place to share the findings from evaluation internally; clarity about how findings will be used.

In relation to "Commended" Practices at different dimensions:

1. Strategic context: Scored at least 10 out of possible 16

2. Programme Design: Scored at least 4 out of possible 6

3. Evaluation Design: Formal evaluation plans are in place or being developed for most programmes, Type 2 evaluation is used for most programmes for which impact evaluation is required and/or Type 3 evaluation is in place

4. Evaluation Implementation: Scored at least 8 out of possible 12

5. Learning: Scored at least 10 out of possible 16

## Frequently asked questions

### ***Should I apply the tool separately to different A&P projects?***

We recognise that large providers have many different projects and programmes, which might have different evaluation approaches. The tool was designed for generic use in thinking about whether well-developed practices for evaluation are in evidence across programmes. You are being asked to review the strength of the evaluation approach taking account of the range and scale of activities. In Dimension 3 (evaluation design) the tool asks you to assess the extent to which the evaluation being undertaken is appropriate and proportionate to the different types of activities being offered. There is also an optional part (evaluation activities optional) that could be used at the level of specific evaluations of activities in order to identify aspects of practice that might be strengthened in relation to specific projects.

The focus of the tool is programmes of activities that are covered within scope of the A&P plan (programmes of access activities; student success activities and progression activities are identified separately). It is up to providers to define the number of programmes they are offering in each case (i.e. you are being asked to think about either evaluations of specific stand-alone projects or combinations of activities which constitute a 'programme' in terms of your delivery model and the evaluation approach). An 'N/A' column has been included in relation to evaluation design questions (to be used in cases where evaluation is not considered appropriate for some programmes, e.g. for which the evidence base is already well-established and which are subject to monitoring and periodic review rather than current or ongoing evaluation).

If appropriate to your situation you may also consider other widening participation going on within the institution which is not included in your A&P plan investment if it is in the scope of access, participation and success measures in order to promote coherence across all types of delivery.

### ***Are providers expected to use particular evaluation tools or methods?***

To clarify that the tool is not prescriptive in terms of the specific tools that should be used (i.e. it allows providers to use tools and methods of their choice where applicable).

The tool provides some examples of the types of approaches and evidence that might be useful to demonstrate a strong approach against the various tool aspects and dimensions.

### ***Who should complete the tool?***

The tool is designed to provide an opportunity to reflect on your practice as part of a process of continual improvement. You may wish to complete the tool collectively by involving staff at different levels and with different responsibilities; in that way a range of different perspectives can be brought to bear as a springboard for thinking about enhancements to your evaluation work. One of the intended benefits of the tool is to encourage discussion and dialogue on impact evaluation and promote sharing across teams.

### ***How will the tool be assessed by the OfS?***

Providers are not required to submit their completed tools to the OfS. However, the OfS encourages submission as it will help them to identify areas of evaluation practice to target and to tailor support for, such as additional guidance and training.

### ***How will the OfS use the ratings generated by the self-assessment?***

As described above, there is not a mandatory requirement to submit completed self-assessment tools to the OfS. However, where the OfS does collect submitted tools, it will use the rating scale to understand the extent to which practices across the sector are currently more or less developed. It is crucial that providers engage with the questions in an open and honest manner. The OfS will not use the tool to penalise gaps in

evaluation but rather will be looking to commend providers who have a good understanding of both their strengths and their weaknesses in relation to evaluating A&P plans and are able to demonstrate well-developed and appropriate development plans to improve their standards of evidence over time, as appropriate to their context and the nature of their A&P programmes. The provider ratings will not be published or used to rank providers.

#### ***How will the OfS use the information in the tool?***

Where providers do submit their completed tools, the OfS will seek to ensure that suitable actions are being put in place to make improvements to evaluation where required and will review progress towards the evaluation action plan as part of the provider review process. Within institutions, you could monitor your self-assessment ratings over time as an indication of the progress being made towards higher standards of evaluation and evidence.

#### ***What are the expectations on evaluation by providers that are new to the OfS register?***

All providers are required to demonstrate in their A&P plans that they have a robust evaluation strategy in place and should refer to the [guidance](#) on how to complete an A&P plan for further information.

## **Useful sources**

#### **Access and participation standards of evidence**

This document lays out the Access and Participation standards of evidence for impact evaluation and discusses how HE providers can strengthen their standards of evidence. It gives guidance on what type of evaluation to aim for and ways to strength the evidence-base, and also discusses the claims that can be made from different types of evidence. The aim is to promote a higher standard of evidence of impact and a more rigorous evaluation approach. The document can be used by providers to develop their impact evaluation strategies. See <https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/>

#### **Using standards of evidence to evaluate impact of outreach**

This guidance is for outreach practitioners who already have some experience with evaluation techniques and are looking to make evaluations more robust and embedded. The document highlights practices that can strengthen the evaluation of outreach, and offers case studies and signposting to further sources. See <https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/>

#### **Crawford, C., Dytham, S. Naylor, R. (2017) The Evaluation of the Impact of Outreach Proposed Standards of Evaluation Practice and Associated Guidance, Office for Fair Access**

This document sets out the original 'Standards of Evaluation' of the impact of outreach, provides a summary of evaluation principles and key stages in the development of evaluation strategy, and gives guidance on the meeting the standards along with worked examples.