

# Sharing evaluation through the Higher Education Evaluation Library (HEEL)

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# Introduction to TASO



TASO is an independent charity and part of the UK Government's What Works Movement.



Our mission is to close equality gaps in higher education by building evidence on what works and by driving the use of evidence-informed practice.



We are a hub for HE professionals to access research, toolkits, evaluation techniques and more to help widen participation and improve equality within the sector.

## How the Higher Education Evaluation Library came about

- **Establishment of TASO:** Commitment to supporting the sector, including by gathering what the sector is doing as well as
- **Ethics and knowledge mobilisation:** Two TASO projects involving consultations with the sector on how it uses and mobilises evidence, including on ethics
- **Student mental health consortium:** In addition to toolkit evidence, wider canvassing of evidence of practice
- **Office for Students:** Regulatory drive to publish evaluations in APPs
- **MOAT:** TASO evaluation resource to enable robust evaluation by assisting in labelling and consistently recording outcomes and activities of interventions

## Objectives for the Higher Education Evaluation Library (HEEL)

- **Create a culture of sharing and learning:** To help create a culture of sharing and learning from interventions and evaluations in the higher education sector.
- **Enable the exchange of knowledge:** To enable the exchange of knowledge and improve our understanding of trends in evaluation practice in the higher education sector.
- **Inform TASO's evidence toolkits:** To provide a source of evidence informing TASO's evidence toolkits.
- **Support the dissemination of evaluations:** Support the dissemination of evaluation evidence on what works, and what doesn't work, to reduce risks to equality of opportunity in higher education.

## How the HEEL can be used



### Publish

**Publish** evaluations to the library to contribute to sector knowledge and fulfil their evaluation sharing obligations.



### Search

**Search** the library for existing evaluations of interventions related to student access, continuation, attainment and/or progression.

## Types of evaluation included

**The HEEL will include a broad range of evaluation types, including the following methodologies:**

- Randomised controlled trials (RCTs)
- Quasi-experimental impact evaluations (QEDs)
- Theory-based evaluations (TBEs)
- Correlational regression analysis
- Evaluations of stakeholders' perceptions of the impacts of interventions
- Implementation and process evaluations (IPEs)
- Economic evaluations
- Pilot evaluations

## Benefits to the sector

The HEEL will provide a platform enabling providers to share their intervention evaluation plans and results, while also meeting APP regulatory requirements for publication.

- **Planners:** provides easy access to a searchable library of existing evidence to help inform the APP and strategic approaches to narrowing equality gaps.
- **Practitioners:** provides an ideas bank for activities targeting specific outcomes, and what data might be useful to evaluators.
- **Evaluators:** provides a library of examples to inform the design of evaluations.



## Benefits to the sector

- **Academics in associated research areas:** provides access to information on current practice in the higher education sector in terms of evaluation and interventions that are being evaluated (including those that are not covered by APPs).
- **Students or bodies representing student interest, consultancies and think tanks:** provides access to information and evidence on current practices to support student access, participation and success in England's higher education sector.
- **Private and Third Sector:** provides a platform enabling private and third sector providers to share the plans and results of the evaluations of their interventions with the broader higher education sector.

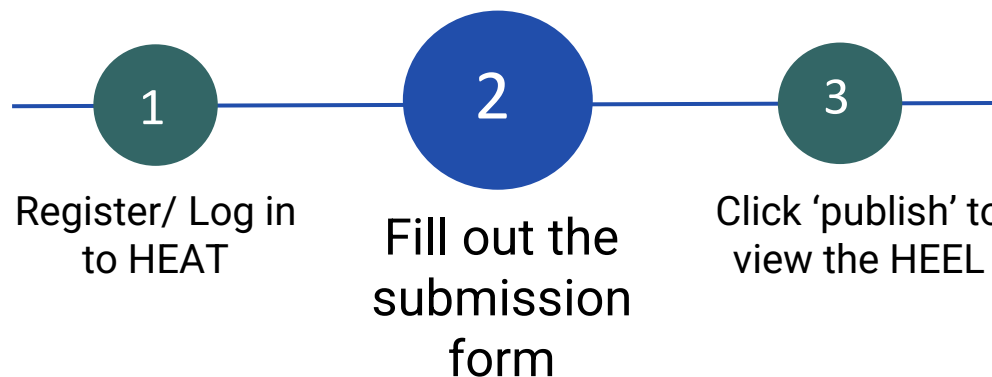
# Development of the HEEL

- Designed with a collaborative and supportive ethos in partnership with the sector.
- It will evolve over time. We will continue to respond to emerging needs and improvements.

## Steps to development:



## The submission process



- New users will be able to create a free account on the HEAT website to access the HEEL only.
- To submit an evaluation to the HEEL, users will need to fill in a submission form.
- The submission form uses HEAT's functionality and TASO's frameworks for activities such as the Mapping Outcomes and Activities Tool (MOAT).
- Users will be able to submit their evaluations at any stage: whether planning, interim stage or final reporting, with the expectation that it will be updated.

# TASO digests and evidence toolkits

TASO will use the meta-data collected in the HEEL for two purposes:

- **HEEL digests and analysis:**

TASO will produce regular digests summarising key insights, including trends and patterns in evaluation practice.

- **TASO Evidence Toolkits:**

Submissions will provide a valuable source of information and evidence to inform TASO's evidence toolkits, which appraise the existing evidence on approaches to widening participation and student success.

The image displays two screenshots of the HEEL evidence toolkit interface, showing filters and search results for mental health interventions.

**Top Screenshot: Filter by student life cycle, Filter by mental health charter domain, Filter by intervention approach**

Mental health intervention title	Impact on mental health	Impact on student outcomes	Strength of evidence
<b>Active Psychoeducation</b> Active psychoeducation refers to interventions in which a trained professional teaches students about mental health and wellbeing as well as helpful strategies that improve mental health.	NA	NA	★★★★
Enabling themes: Inclusivity and Intersectional Mental Health, Live, Proactive interventions and a mentally healthy environment Social integration and belonging, Support Services, Undergraduate			
<b>Intersystem Collaboration</b> Intersystem collaboration refers to interventions in which multiple organisations or departments work together to improve student mental health. Most commonly, this includes partnerships with the NHS.	NA	NA	★★★★
Live, External Partnerships and Pathways, Postgraduate, Undergraduate			

**Bottom Screenshot: Filter by phase of education, Filter by outcome**

Intervention title	Cost	Impact on aspirations / attitudes	Impact on behaviour / outcomes	Strength of evidence
<b>Aspiration-raising interventions (pre-entry)</b> Aspiration-raising activities consist of interventions carried out by higher education providers to raise students' aspirations to apply to, and attend, higher education.	£££	⊕	NA	★★★★
Pre-entry to HE, Attainment raising (pre-entry), Belonging in HE (pre-entry), Progression to HE, Progression to own institution, Retention Skills development, Social / cultural capital				
<b>Financial support (post-entry)</b> Financial support includes grants, bursaries, scholarships and fee-waivers. When offered after entry to higher education, it is designed to help students succeed on-course by alleviating the financial costs of studying.	£££	⊕	⊕	★★★★
Post-entry to HE, Completion, Progression to own institution, Wellbeing				

## Next steps

Time frame for upcoming sector engagement in 2025:

**April and May** | Consultations with wider sector

**April** | TASO conference information session with an opportunity for questions

**May** | Two online consultation webinars hosted by TASO

**September** | User testing

**Throughout** | Consultation with internal advisory and governance groups

## Questions

1. How do you envision using HEEL within your institution, and what specific types of evaluation support or resources would be most valuable?
2. What challenges do you foresee in integrating HEEL into your institution's evaluation practices, and how might these be addressed?
3. What resources and activities might supplement the HEEL, helping promote its use and helpfulness?
4. What questions do you have of us?

# Q & A



# Thank you

