

# Student Equity Evaluation Training Program

Program Outline

DRAFT for comment

Universities For All

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**ACSES**

Australian Centre  
for Student Equity  
and Success



**Curtin University**

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# Acknowledgement of Country

The Australian Centre for Student Equity and Success acknowledges Indigenous peoples across Australia as the Traditional Owners of the lands on which the nation's campuses are situated. With a history spanning more than 60,000 years as the original educators, Indigenous peoples hold a unique place in our nation. We recognise the importance of their knowledge and culture, and reflect the principles of participation, equity, and cultural respect in our work. We pay our respects to Elders past, present, and future, and consider it an honour to learn from our Indigenous colleagues, partners, and friends.

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# 1. Program Overview

A recent review of sector capacity and preparedness to implement the new Student Equity in Higher Education Evaluation Framework (SEHEEF) identified a need for further training and support<sup>1</sup>. The ACSES Equity Hub Evaluation Learning Program seeks to meet this need, offering a scaffolded, straightforward and accessible suite of modules, which provide guidance on using SEHEEF tools and facilitating effective evaluation practices, with meaningful examples and real-world case studies.

This program is specifically designed for student equity practitioners at Australian universities and has been developed by experienced practitioners who have led institutional equity programs and associated evaluations. It considers the unique context for student equity in Australian higher education, addressing essential capabilities that support effective program evaluation as they apply to the SEHEEF.

## 1.1 Program Objective

The overarching objective of this program is:

*To strengthen the capability of equity practitioners and managers of equity programs to undertake evaluation that supports increased understanding of the effectiveness of HEPPP-funded activity, including the effective application of available SEHEEF tools that support this effort.*

## 1.2 Target Audience

The primary audience for this program is any professional involved in the development, implementation and evaluation of student equity initiatives. The program is scaffolded so as to suit a range of knowledge and experience levels regarding evaluation.

Modules are designed to be self-selected and self-paced. Streams are marked as beginner, intermediate or advanced, with an indication of pre-requisite knowledge assumed for each module, and links to previous content, to allow learners to make an informed choice as to their appropriate starting point.

## 1.3 Learning Streams and Pathways

The program is designed as a set of bite-sized modules, covering six streams, or foci. The learner may choose to complete a particular module, where they require additional guidance to complete a

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<sup>1</sup> Institute for Social Science Research, University of Queensland (2024). *Phase 1 – Implementation of the Student Equity in Higher Education Evaluation Framework: Sector Consultation Report*. Prepared for the Australian Centre for Student Equity and Success (ACSES).

relevant evaluation activity, or they may elect to complete a collection of modules across one or more streams, as part of a structured learning pathway.

Modules are designed to engage the learner through visually appealing and dynamic content, which present and connect real-world examples of HEPPP-funded programs with practical guidance on evaluation activities, aligned to the SEHEEF.

Each module takes 10 to 30 minutes to complete, depending on the complexity of content covered. Individual modules comprise short presentations on relevant topics, with videos, case studies, templates and reference material provided to support interpretation and application. Modules can be streamed directly or downloaded from the Equity Hub website, with downloadable supporting resources, including SEHEEF tools, templates and examples, and links to any additional further reading or learning materials. Two exceptions, Modules 22 and 23, are instead designed as master classes, involving in-person or virtual participation in a 1-to-2-hour interactive session.

An outline of the program streams, modules and recommended learning pathways is provided below.

### 1.3.1 Modules and Streams

The Evaluation Learning Program comprises 23 individual modules, across six streams (foci), shown in Figure 1.

The first four streams: *Introduction*, *Program Logic*, *Continuous Quality Improvement* and *Impact Evaluation* streams, cover the key knowledge and skills equity practitioners need to ensure student equity initiatives are well thought-through and designed to enable meaningful evaluation and compliance with Department of Education reporting requirements. It is recommended that practitioners leading student equity programs complete these streams at minimum, to enable institutions to satisfy SEHEEF requirements. Others involved in student equity programs will also benefit from completing these modules, as applicable to their role (see Learning Pathways).

The fifth stream: *Evaluation and Data Management*, builds on these foundations, guiding practitioners and other institutional stakeholders to establish and embed an evaluation culture that supports best practice student equity. This stream is particularly suited to practitioners leading institutional student equity efforts, or those supporting associated decision-making, such as data and student service managers.

The final stream: *Advanced Evaluation*, offers more specialised learning for those who wish to extend their understanding and become a leader in student equity program evaluation. This stream brings practitioners together to tackle common challenges and share learning to enhance student equity evaluation practices across the sector.

Within these six streams, modules are indicated as:

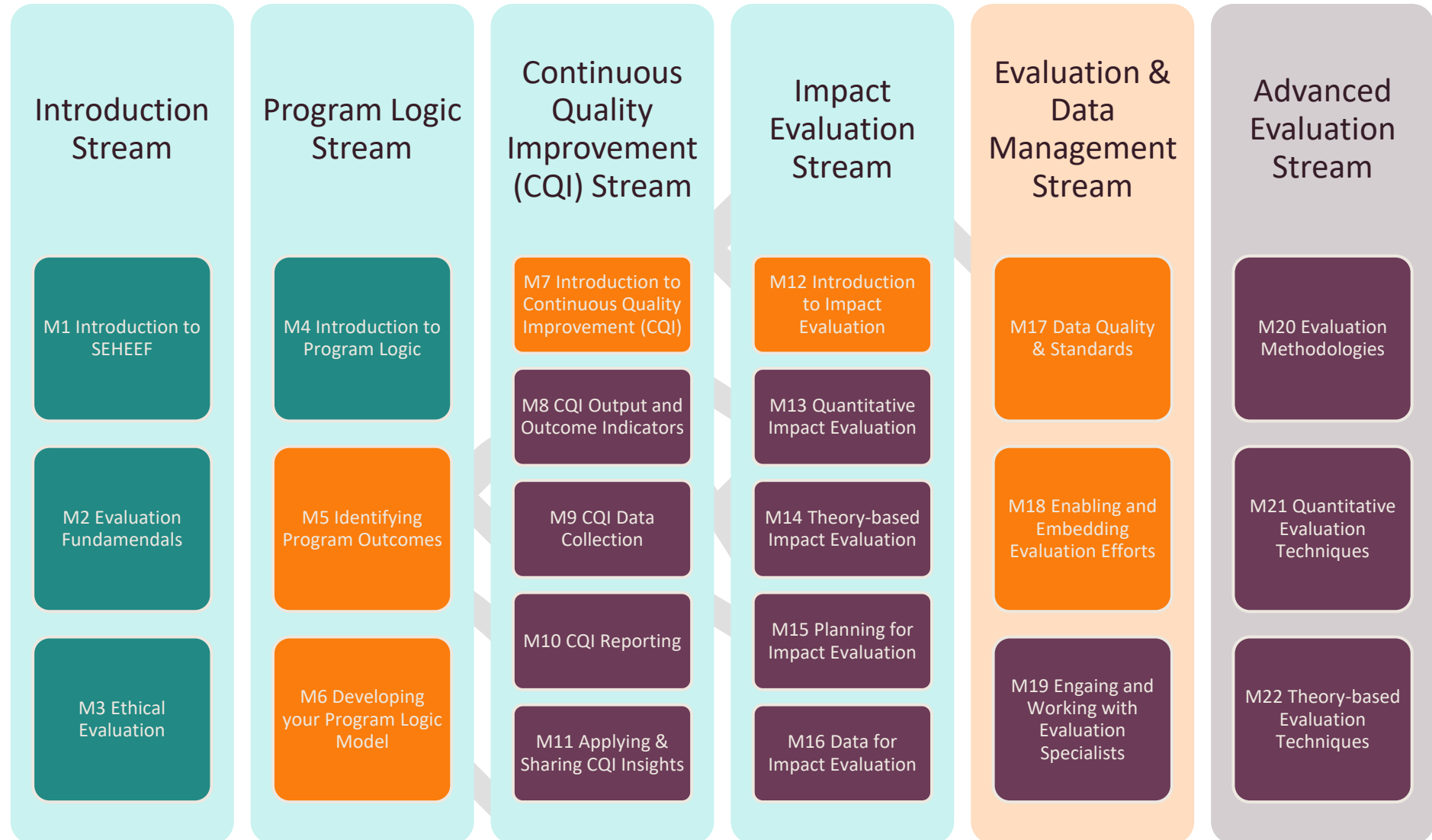
- **beginner** – suitable for those who are new to the SEHEEF or equity program evaluation more generally;
- **intermediate** – for those with some understanding of the SEHEEF, or who may be required to engage in or oversee equity program evaluation activities; or

- **advanced** – aimed at those with an existing understanding of equity program reporting requirements and the SEHEEF, who are leading or providing in-depth guidance on evaluation.

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[DRAFT] Student Equity Evaluation Training Program Outline

Figure 1. Student Equity Evaluation Program learning streams and modules.





## 1.3.2 Learning Pathways

Though practitioners may benefit from all modules, it may be helpful to systematically work through particular streams or modules that are most applicable to one's specific role, or a specific evaluation activity. Learners may self-select individual modules according to their own needs and experience, or may elect to complete a series of modules, as part of a structured learning pathway. Learning pathways applicable to specific roles and contexts are proposed below.

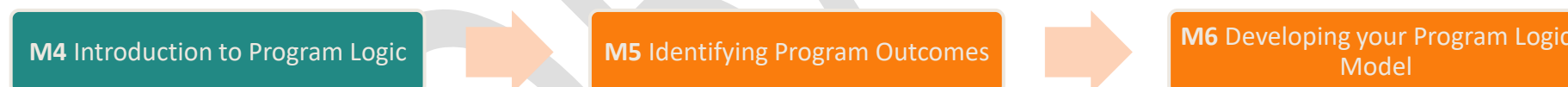
### 1.3.2.1 Student Equity Evaluation Foundations

This pathway is recommended for **beginners**. That is, learners who are new to student equity in higher education, HEPPP and/or evaluation, or who simply wish to refresh their knowledge. This pathway provides a solid foundation for subsequent learning pathways, introducing the concept of evaluation and the SEHEEF.



### 1.3.2.2 Student Equity Program Logic

This pathway is recommended for more **intermediate** learners, who have some experience and awareness of the SEHEEF and are involved in the design or delivery of student equity programs (including HEPPP-funded initiatives). It introduces and guides practitioners through the development of a program logic model applicable to their program(s). Program logics form a crucial foundation to enable meaningful evaluation and reporting. This pathway assumes the learner has completed the *Student Equity Evaluation Foundations* pathway or holds equivalent knowledge.



### 1.3.2.3 SEHEEF Foundations

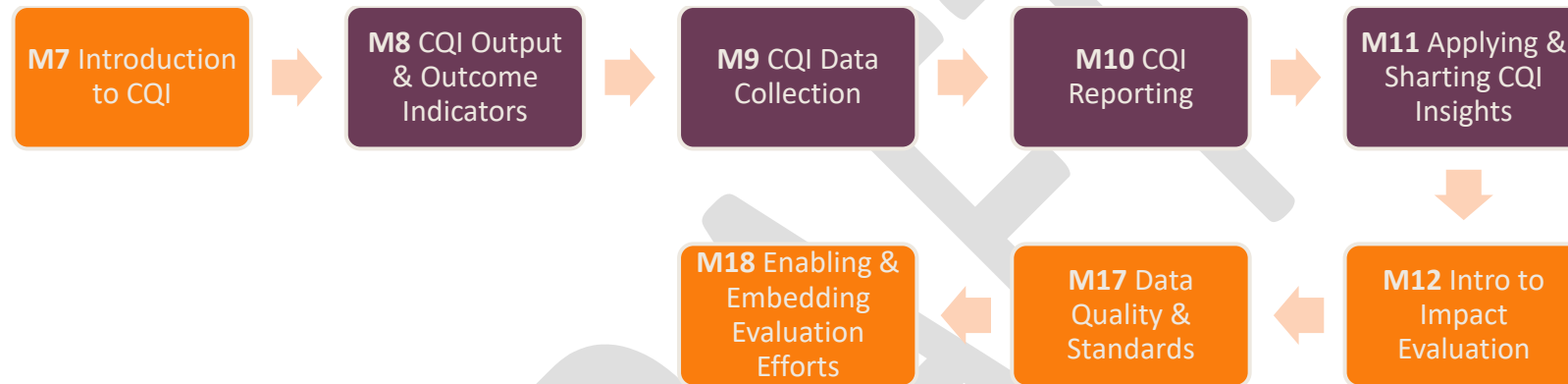
This pathway is recommended for more **intermediate** learners, who have some experience and awareness of the SEHEEF and may be directly involved in the evaluation of HEPPP-funded initiatives or associated reporting. It introduces more complex evaluation concepts and techniques, and offers some guidance on how practitioners can facilitate meaningful, cost-effective evaluation, in accordance with the SEHEEF. This pathway assumes the learner has completed the *Student Equity Evaluation Foundations* pathway or holds equivalent knowledge.



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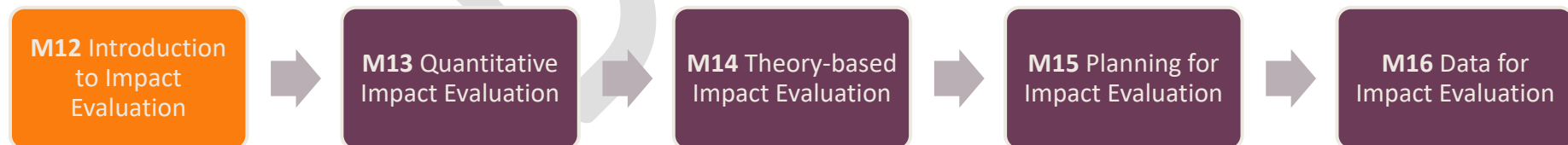
1.3.2.4 Program Quality and Improvement (inc. CQI)

This pathway is recommended for **intermediate** to **advanced** learners, who have some experience and understanding of the SEHEEF and may be responsible for leading student equity programs. It assumes the learner has a core role in ensuring program quality and associated reporting for their program(s), and therefore focuses primarily on CQI evaluation activities, tools and requirements, while introducing the concept of impact evaluation. This pathway assumes the learner has completed the *Student Equity Evaluation Foundations* pathway or holds equivalent knowledge and has already developed/has access to their own Program Logic Model(s) (potentially, through having completed the *Student Equity Program Logic* pathway).



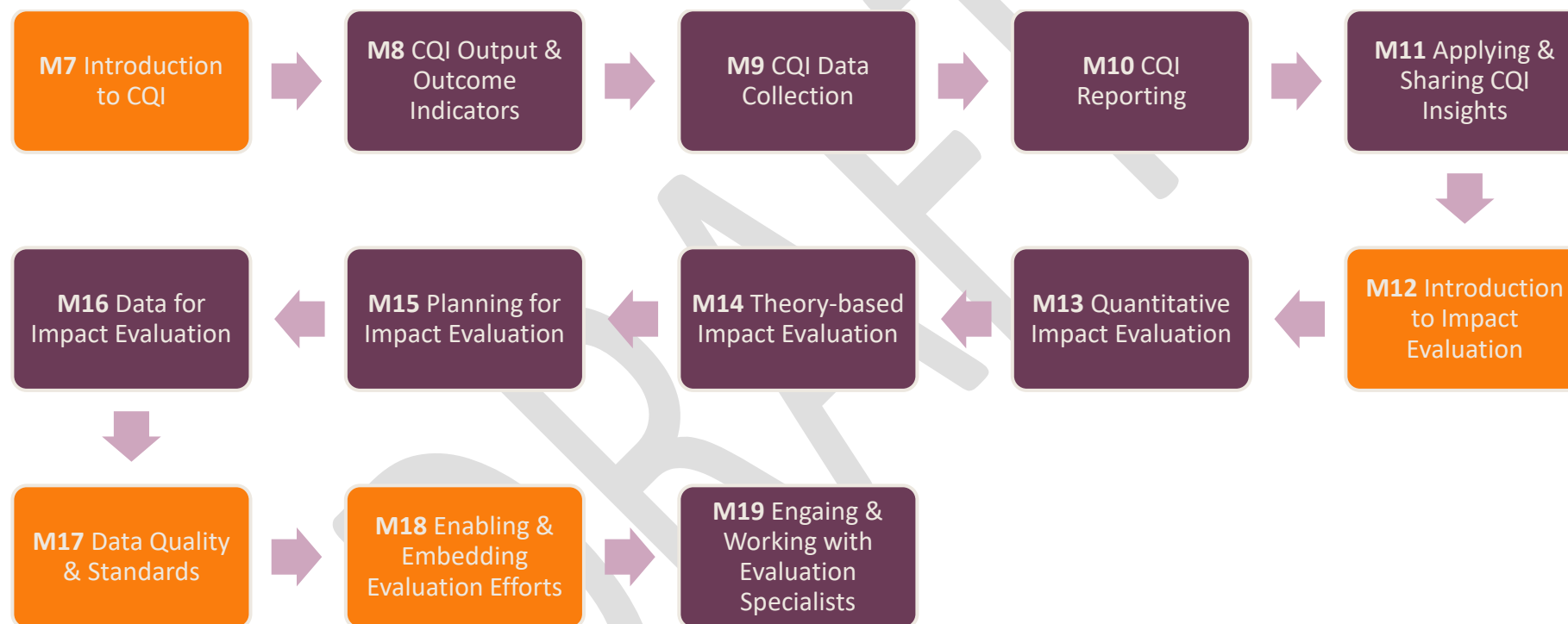
1.3.2.5 Impact Evaluation

This pathway is recommended for more **advanced** learners, who have some experience and understanding of the SEHEEF and are directly involved in impact evaluation projects or are looking to determine if programs are suitable for impact evaluation, and the types of evaluation approaches/methods that would be suitable. It focuses explicitly on impact evaluation activities, tools and requirements. This pathway assumes the learner has completed the *Student Equity Evaluation Foundations* pathway or holds equivalent knowledge.



### 1.3.2.6 Institutional Program Evaluation

This pathway is recommended for **advanced** learners who are already familiar with the SEHEEF and are responsible for leading or overseeing the implementation of student equity (inc. HEPPP-funded) programs and associated reporting at an institutional level. It provides a foundation in CQI and impact evaluation activities, tools and requirements and offers guidance on how to facilitate meaningful, cost-effective evaluation, leveraging data and external expertise. This pathway assumes the learner has completed the *Student Equity Evaluation Foundations* pathway or holds equivalent knowledge and has already developed/has access to their own Program Logic Model(s) (potentially, through having completed the *Student Equity Program Logic* pathway).



### 1.3.2.7 Advanced Student Equity Evaluation

This pathway is recommended for **advanced** learners who are already familiar with the SEHEEF and are interested in extending their understanding of evaluation methodology. It introduces a range of specific evaluation techniques, research design and data sources/instruments, and points learners to case studies and opportunities to further their education in relation to evaluation methodology. This pathway may also be helpful for learners who are looking to engage evaluation specialists, providing a basic understanding of applicable methodologies to inform scoping and oversight of contracted evaluation projects. This pathway assumes the learner has completed the *Institutional Program Evaluation* pathway or holds equivalent knowledge.

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## 2. Module Overviews

### 2.1 Introduction Stream

#### 2.1.1 Module 1: Introduction to Student Equity Program Evaluation

##### 2.1.1.1 *Overview*

This module introduces and provides a brief history of the HEPPP and SEHEEF, offering a foundational understanding of the framework's purpose and how it applies to HEPPP-funded programs. It also discusses the key components and terminology used in the SEHEEF.

##### 2.1.1.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand the background and purpose of the SEHEEF.
2. Understand the fundamental components of the SEHEEF, including the:
  - a. Student life stages
  - b. Distinction between student equity programs and activities
  - c. Typology of activities
  - d. Student Pathway Map
  - e. Master Program Logic

##### 2.1.1.3 *Target Audience*

**Beginner** - This module is suitable for learners who are new to student equity in higher education and/or evaluation, or who wish to refresh their knowledge of the SEHEEF.

##### 2.1.1.4 *Pre-requisites and Assumed Knowledge*

There are no pre-requisites for this module.

##### 2.1.1.5 *Time Commitment*

**Long** – this module is expected to require a substantial time commitment (~20-30 minutes)

##### 2.1.1.6 *Resources & Further Learning*

- Institute for Social Science Research (2021) *The Student Equity in Higher Education Evaluation Framework Final Report*. Australian Department of Education: <https://www.education.gov.au/heppp/resources/student-equity-higher-education-evaluation-framework-seheef-final-report>
- Institute for Social Science Research (2022) *The Student Equity in Higher Education Evaluation Framework (SEHEEF) Guidance Manual*. Australian Department of Education. <https://www.education.gov.au/heppp/resources/student-equity-higher-education-evaluation-framework-seheef-guidance-manual>
- ACIL Allen Consulting. (2017). *Evaluation of the HEPPP*. Department of Education and Training. <https://www.education.gov.au/heppp/resources/heppp-evaluation-final-report>
- Bennet, A., Naylor, R., Hanley, J., Lewis, J. & Burgess, C. (2024). *The Critical Interventions Framework Part 3: Programs and approaches that enable equity in higher education*. Australian Centre for Student Equity and Success.

<https://www.acses.edu.au/publication/the-critical-interventions-framework-part-3-programs-and-approaches-that-enable-equity-in-higher-education/>

## 2.1.2 Module 2: Evaluation Fundamentals

### 2.1.2.1 *Overview*

This module provides a basic overview of program evaluation, and how this applies to the SEHEEF. It explains the purpose and benefits of evaluating student equity programs, and key principles to ensure robust and valid evaluation that produces meaningful and accurate findings.

### 2.1.2.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand what evaluation is, and why the evaluation of student equity programs is important.
2. Understand the key steps and requirements for effective program evaluation.

### 2.1.2.3 *Target Audience*

**Beginner** - This module is suitable for learners who are new to student equity evaluation, or who wish to refresh their knowledge of the SEHEEF.

### 2.1.2.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 1: Introduction to Student Equity Program Evaluation*, or possess equivalent knowledge prior to commencing.

### 2.1.2.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

### 2.1.2.6 *Resources & Further Learning*

- Institute for Social Science Research (2021) *The Student Equity in Higher Education Evaluation Framework Final Report*. Australian Department of Education: <https://www.education.gov.au/heppp/resources/student-equity-higher-education-evaluation-framework-seheef-final-report>
- Institute for Social Science Research (2022) *The Student Equity in Higher Education Evaluation Framework (SEHEEF) Guidance Manual*. Australian Department of Education. <https://www.education.gov.au/heppp/resources/student-equity-higher-education-evaluation-framework-seheef-guidance-manual>
- Australian Centre for Evaluation. *Commonwealth Evaluation Toolkit*. Australian Government, The Treasury. <https://evaluation.treasury.gov.au/toolkit/commonwealth-evaluation-toolkit>

## 2.1.3 Module 3: Ethical Evaluation

### 2.1.3.1 Overview

This module dives further into evaluation best practice, introducing ethical considerations for student equity program evaluation. Drawing on recent student equity literature, it considers key obligations needed to ensure the safety and wellbeing of participants and to deliver accurate, objective and relevant insights to inform decision making, as well as specific considerations for program evaluations involving vulnerable or high-risk populations.

Acknowledging institutional obligations toward all learners, ensuring equal opportunity in education, this module also introduces considerations around how comparison groups (discussed further in **Error! Reference source not found.**) are not unfairly disadvantaged. In addition, the module discusses when formal research ethics approval is required.

### 2.1.3.2 Learning Outcomes

At the completion of this module Learners will:

1. Understand the importance of ethical conduct in undertaking student equity program evaluations.
2. Understand institutional responsibilities in ensuring ethical evaluation practices, including when engaging with vulnerable populations.
3. Understand when to seek formal research ethics approval for student equity program evaluation.

### 2.1.3.3 Target Audience

**Beginner** - This module is suitable for learners who are new to student equity evaluation, or who wish to refresh their knowledge of the SEHEEF.

### 2.1.3.4 Pre-requisites and Assumed Knowledge

Learners are assumed to have completed *Module 2: Evaluation Fundamentals*, or possess equivalent knowledge prior to commencing.

### 2.1.3.5 Time Commitment

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

### 2.1.3.6 Resources & Further Learning

- Ethical evaluation obligations (one page summary poster – to be developed)
- Burke, P. J., Bunn, M., Lumb, M., Parker, J., Mellor, K., Brown, A., Locke, W., Shaw, J., Webb, S. & Howley, P. (2023). International Literature Review of Equity in Higher Education: Dismantling deficit in equity structures by drawing on a multidimensional framework. A research report prepared for the Australian Government Department of Education Skills and Employment National Priority Pool Program.  
<https://nova.newcastle.edu.au/vital/access/services/Download/uon:48622/ATTACHMENT02>
- Australian Code for the Responsible Conduct of Research (2018).  
<https://www.nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018>

- National Statement on Ethical Conduct in Human Research (2023).  
[https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2023?utm\\_medium=email&utm\\_campaign=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023&utm\\_content=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023+CID\\_8776405ec1becf93027ee0c6f5bac12d&utm\\_source=Mailbuild&utm\\_term=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023](https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2023?utm_medium=email&utm_campaign=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023&utm_content=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023+CID_8776405ec1becf93027ee0c6f5bac12d&utm_source=Mailbuild&utm_term=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023)
- Example evaluation participant consent form (ACSES or Equity by Design to provide)
- Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders (2018)  
<https://www.nhmrc.gov.au/about-us/resources/ethical-conduct-research-aboriginal-and-torres-strait-islander-peoples-and-communities>



## 2.3 Program Logic Stream

### 2.3.1 Module 4: Introduction to Program Logic

#### 2.3.1.1 *Overview*

This module introduces the concept of Program Logic Models (PLMs) and their role in student equity program evaluation, and as the foundation for Continuous Quality Improvement (CQI). It explains what is involved in developing a PLM in accordance with the SEHEEF and introduces a PLM template. Real-world examples of student equity programs are presented to illustrate how what a meaningful PLM looks like.

#### 2.3.1.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand what a Program Logic Model is, and its role in student equity program evaluation.

#### 2.3.1.3 *Target Audience*

**Beginner** - This module is suitable for learners who are new to student equity in higher education and/or evaluation, or who wish to refresh their knowledge of the SEHEEF.

#### 2.3.1.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 3: Ethical Evaluation*, or possess equivalent knowledge prior to commencing.

#### 2.3.1.5 *Time Commitment*

**Short** – this module is expected to require minimal time commitment (~10-15 minutes)

#### 2.3.1.6 *Resources & Further Learning*

- PLM Template - to be developed
- Master Program Logic (SEHEEF)

### 2.3.2 Module 5: Identifying Program Outcomes

#### 2.3.2.1 *Overview*

This module discusses student equity program outcomes, and their fundamental importance as part of program design. It focuses on determining the purpose and anticipated outcomes of a student equity program, in reference to the SEHEEF primary outcomes. Working back from these primary outcomes, it guides practitioners to pinpoint what they are seeking to change, and how this would facilitate change to the SEHEEF primary outcome(s), informing the identification of supporting outcomes.

Having identified supporting outcomes, the module walks practitioners through the development of their Program Logic Model, in reference to the SEHEEF master PLM, Example programs, outcomes and PLMs are used to illustrate and test understanding.

#### 2.3.2.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Be able to identify and clearly articulate the anticipated supporting outcome(s) for a student equity program, and their alignment to the SEHEEF primary outcomes.
2. Be able to develop a meaningful Program Logic Model that reflects the anticipated program outcomes.

#### 2.3.2.3 *Target Audience*

**Intermediate** - This module is suitable for learners who have some understanding of the SEHEEF, are involved in student equity programs or their evaluation.

#### 2.3.2.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 4: Introduction to Program Logic*, or possess equivalent knowledge prior to commencing.

#### 2.3.2.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

#### 2.3.2.6 *Resources & Further Learning*

- SEHEEF Guidance Manual
- Master PLM

### 2.3.3 Module 6: Developing a Program Logic Model

#### 2.3.3.1 *Overview*

This module walks practitioners through the development of a Program Logic Model (PLM), informed by their identification of program outcomes. It explains what steps to take in developing a PLM in accordance with the SEHEEF, utilising a PLM template. Real-world examples of student equity programs are presented to illustrate how this template can be used to develop a meaningful PLM.

#### 2.3.3.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand how to develop a Program Logic Model for a student equity program, in line with the SEHEEF.

#### 2.3.3.3 *Target Audience*

**Intermediate** - This module is suitable for learners who have some understanding of the SEHEEF and are involved in or oversee student equity evaluation activities.

#### 2.3.3.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 5: Identifying Program Outcomes*, or possess equivalent knowledge prior to commencing.

#### 2.3.3.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

2.3.3.6

*Resources & Further Learning*

- PLM Template (Equity by Design or ACSES)
- Example PLMs (1 x each activity type or life stage)
- Master Program Logic (SEHEEF)

## 2.5 Continuous Quality Improvement (CQI) Stream

### 2.5.1 Module 7: Introduction to Continuous Quality Improvement (CQI)

#### 2.5.1.1 *Overview*

This module introduces the concept of Continuous Quality Improvement (CQI) in student equity evaluation, addressing three key questions: how much did we do; how well did we do it; and what outcomes did we achieve? It discusses the purpose and benefits of CQI, as distinct from Impact Evaluation, when (for what activities/programs) it should be used, what it involves and its role in the broader SEHEEF. CQI planning, data collection/tracking and reporting, and associated tools/templates are introduced, along with the importance of sharing CQI insights, setting the scene for subsequent CQI modules.

#### 2.5.1.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand what is meant by Continuous Quality Improvement (CQI) in the context of student equity evaluation and the SEHEEF.
2. Understand when (for what activities/programs) and why CQI should be used in student equity evaluation.

#### 2.5.1.3 *Target Audience*

**Intermediate** - This module is suitable for learners who have some understanding of the SEHEEF and are involved in or oversee student equity evaluation activities.

#### 2.5.1.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 3: Ethical Evaluation* or possess equivalent knowledge prior to commencing.

#### 2.5.1.5 *Time Commitment*

**Short** – this module is expected to require minimal time commitment (~10-15 minutes)

#### 2.5.1.6 *Resources & Further Learning*

- SEHEEF Guidance Manual
- CQI Templates

### 2.5.2 Module 8: CQI Output & Outcome Indicators

#### 2.5.2.1 *Overview*

This module discusses the role and importance of meaningful output (or progress) and outcome indicators in CQI Planning. It walks practitioners through the CQI Planning template, drawing on example Program Logic Models to enter known information into the template, before exploring potential progress and outcome indicators applicable to the example activities and outcomes. It discusses different types of data and what they can tell you, and

presents key questions to guide selection of meaningful indicators with accessible, measurable data, such as:

- What data do we already collect/have access to?
- How could we measure how much we did?
- How could we measure how well we did it?
- How would we know if/when our outcomes were achieved?
- How can we enable efficient collection of the data needed to measure this?

The module carefully guides the learner to unpack program/activity complexity to identify the most relevant indicators, which can be efficiently and systematically measured as part of ongoing operation.

#### 2.5.2.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Be able to identify meaningful output and outcome indicators and applicable data sources for student equity activities and programs.
2. Be able to apply institutional Program Logic Models to complete the CQI Planning template.

#### 2.5.2.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

#### 2.5.2.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 7: Introduction to Continuous Quality Improvement (CQI)*, or possess equivalent knowledge prior to commencing.

It is recommended that learners have developed/have access to applicable Program Logic Models, and/or have completed *Module 6: Developing a Program Logic Model*, prior to commencing.

#### 2.5.2.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

#### 2.5.2.6 *Resources & Further Learning*

- CQI Planning Tool
- PLM Template

### 2.5.3 Module 9: CQI Data Collection

#### 2.5.3.1 *Overview*

This module introduces a range of common quantitative and qualitative data collection methods, and their application to student equity evaluation (and CQI). It explains the key benefits and limitations of each method, guiding practitioners to select a method that will best

allow them to capture meaningful data aligned to their output and outcome indicators, in line with CQI Planning and Data Reporting templates.

The module discusses essential data to be collected for all student equity programs to support effective operation and enable National level student equity evaluation, such as participant information, and strategies to collect/track this data. It introduces some useful datasets applicable to student equity evaluation, including Census data, and discusses how practitioners can access and utilise this data to support CQI.

With reference to ethical evaluation principles (see M4), this module also raises important practitioner considerations in determining what data should be collected and how it should be collected, recorded, stored and used.

#### 2.5.3.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand the difference between qualitative and quantitative data collection methods.
2. Understand some common student equity evaluation data collection methods and when to use these.
3. Understand which data should be collected for all student equity evaluations, in line with SEHEEF, and potential strategies to collect this information.
4. Understand the ethical considerations for data collection.

#### 2.5.3.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

#### 2.5.3.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 8: CQI Output & Outcome Indicators*, or possess equivalent knowledge prior to commencing.

#### 2.5.3.5 *Time Commitment*

**Long** – this module is expected to require a substantial time commitment (~20-30 minutes)

#### 2.5.3.6 *Resources & Further Learning*

- CQI Planning template
- CQI Data Reporting template
- Ethical Evaluation one-pager (from M4)
- Links to further info on each method (survey design, interviewing, focus groups...)
- Links to SEIFA...

### 2.5.4 Module 10: CQI Reporting

#### 2.5.4.1 *Overview*

This module guides practitioners to identify key information that should be reported to the Australian Department of Education and shared with other stakeholders. Drawing on example

CQI plans and data collection strategies, it walks practitioners through the preparation of SEHEEF reporting documentation, including the completion of the CQI reporting template, and guides them to extract essential information for institutional student equity reports.

The module highlights the importance of sharing insights beyond the SEHEEF reporting requirements and grant funding acquittal, to support enhanced institutional program design and student outcomes, as well sector-wide improvements. It introduces the key elements of a meaningful evaluation report, including descriptions of the program context, evaluation methodology, findings and their implications, which enable the extrapolation of insights to other, related settings.

#### 2.5.4.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Be able to identify which student equity activities/programs, and CQI information, should be reported to the Australian Department of Education.
2. Be able to complete the CQI Reporting template, and prepare reports for student equity government grants (e.g., HEPPP reports).
3. Understand the value in sharing CQI insights, and what information to include in CQI evaluation reports, to support wider learning and application beyond individual programs across the sector.

#### 2.5.4.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

#### 2.5.4.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 9: CQI Data Collection*, or possess equivalent knowledge prior to commencing.

#### 2.5.4.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

#### 2.5.4.6 *Resources & Further Learning*

- CQI Reporting template
- HEPPP reporting template(s)
- Example (non-DoE template) student equity evaluation reports

### 2.5.5 **Module 11: Applying and Sharing CQI Insights**

#### 2.5.5.1 *Overview*

This module emphasises the core role of CQI insights (reporting) in informing student equity program design and planning, referred to as the planning feedback loop. It discusses how practitioners can embed the planning and review cycle into student equity program operation, leveraging the CQI templates, to maximise the benefit of CQI activities and enhance subsequent student equity activities/programs.

This module again highlights the value in sharing CQI insights and learning from other evaluations, including CQI evaluations conducted at other institutions, to enhance student equity program design and student outcomes. To support this, it introduces a range of avenues or channels through which to share CQI insights and/or learn from other CQI evaluations, such as conference participation, ACSES resources, practitioner networks and communities of practice.

#### 2.5.5.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand how to apply learnings from CQI evaluations in program planning and design.
2. Understand the value provided by CQI evaluation beyond individual programs.
3. Know where to access insights from other CQI evaluations and/or share their own CQI insights, including through practitioner networks, resource hubs and communities of practice.

#### 2.5.5.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

#### 2.5.5.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 10: CQI Reporting*, or possess equivalent knowledge prior to commencing.

#### 2.5.5.5 *Time Commitment*

**Short** – this module is expected to require minimal time commitment (~10-15 minutes)

#### 2.5.5.6 *Resources & Further Learning*

- Link to ACSES reports/publications database
- Link to EPHEA
- Link to ACSES CoP...



## 2.6 Impact Evaluation Stream

### 2.6.1 Module 12: Introduction to Impact Evaluation

#### 2.6.1.1 *Overview*

This module introduces the concept of Impact Evaluation and explains the difference between quantitative and theory-based impact evaluation, and the different questions they seek to answer. It discusses the conditions required for effective impact evaluation (as distinct from CQI) and how to select suitable student equity programs for impact evaluation, using the Impact Evaluation Prioritisation tool. The purpose and benefits (outcomes) of impact evaluation, including the importance of sharing and reviewing Impact Evaluation Reports for other student equity programs, are also highlighted.

#### 2.6.1.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand what is meant by Impact Evaluation, Quantitative Impact Evaluation and Theory-based Impact Evaluation.
2. Understand how quantitative and theory-based impact evaluation differ, and the different questions they each seek to answer.
3. Be able to assess student equity program suitability for impact evaluation.

#### 2.6.1.3 *Target Audience*

**Intermediate** - This module is suitable for learners who have some understanding of the SEHEEF and are involved in or oversee student equity evaluation activities.

#### 2.6.1.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 7: Introduction to Continuous Quality Improvement (CQI)*, or possess equivalent knowledge prior to commencing.

#### 2.6.1.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

#### 2.6.1.6 *Resources & Further Learning*

- SEHEEF Guidance Manual
- Impact Evaluation Prioritisation Tool
- CQI Planning Tool

### 2.6.2 Module 13: Quantitative Impact Evaluation

#### 2.6.2.1 *Overview*

This module discusses quantitative impact evaluation (QIE) in detail. It presents the key elements of quantitative impact evaluation, including some example quantitative data collection and analysis methodologies used in student equity program impact evaluation. Randomised Control Trials (RCTs), counterfactuals and quasi-experimental design are

explained, with reference to ethical evaluation principles (see *Module 3: Ethical Evaluation*) and examples provided for different types of RCTs applied in student equity program evaluation. The module also discusses the specific conditions and program parameters that lend themselves to quantitative methodologies, or otherwise, and the key components of a QIE report are outlined.

#### 2.6.2.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand what is meant by Quantitative Impact Evaluation and the potential benefits for student equity programs and practice.
2. Understand the role of counterfactuals/comparison groups in conducting quantitative impact evaluation.
3. Understand the limitations of quantitative impact evaluation.

#### 2.6.2.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

#### 2.6.2.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 12: Introduction to Impact Evaluation*, or possess equivalent knowledge prior to commencing.

#### 2.6.2.5 *Time Commitment*

**Short** – this module is expected to require minimal time commitment (~10-15 minutes)

#### 2.6.2.6 *Resources & Further Learning*

- SEHEEF Guidance Manual
- Impact Evaluation Prioritisation Tool
- Example QIE report

### 2.6.3 Module 14: Theory-based Impact Evaluation

#### 2.6.3.1 *Overview*

This module discusses theory-based impact evaluation (TBIE) and the important role it plays in determining the causal links between specific interventions and student equity outcomes. It introduces some common methodologies used in student equity program TBIE, the different questions they seek to answer, and highlights the value offered by mixed methods approaches involving both quantitative and qualitative data. The conceptual and empirical phases of TBIE are discussed, and key terms such as Theory of Change are explained. The specific conditions and program parameters that lend themselves to TBIE are presented, alongside discussion of TBIE limitations and guidance on when Quantitative Impact Evaluation may be more appropriate. An outline of the key components of a TBIE report is also provided.

#### 2.6.3.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand what is meant by Theory-Based Impact Evaluation.
2. Understand the role and limitations of theory-based impact evaluation.
3. Be aware of some different approaches to theory-based impact evaluation, and the questions they seek to answer.

#### 2.6.3.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

#### 2.6.3.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 12: Introduction to Impact Evaluation*, or possess equivalent knowledge prior to commencing.

#### 2.6.3.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

#### 2.6.3.6 *Resources & Further Learning*

- SEHEEF Guidance Manual
- Impact Evaluation Prioritisation Tool
- Example TBIE report

### 2.6.4 **Module 15: Planning for Impact Evaluation**

#### 2.6.4.1 *Overview*

This module discusses the key steps and considerations in preparing for impact evaluation. It first walks practitioners through the process of assessing programs for impact evaluation, using the Impact Evaluation Prioritisation Tool. Having identified suitable student equity programs to be evaluated, the module then discusses how practitioners should go about determining appropriate methodologies and consider commissioning qualified internal or external evaluation specialists to undertake impact evaluation. It also discusses the importance of appropriately resourcing and planning for the management of impact evaluations, and sharing applicable outcomes, including through the Trials Registry.

#### 2.6.4.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Be able to assess student equity program suitability for impact evaluation and determine whether QIE or TBIE should be pursued.
2. Understand key considerations for effective impact evaluation, including resource allocation.
3. Understand when to commission internal or external evaluation specialists to conduct impact evaluation.

2.6.4.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

2.6.4.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 12: Introduction to Impact Evaluation*, or possess equivalent knowledge prior to commencing.

2.6.4.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

2.6.4.6 *Resources & Further Learning*

- Impact Evaluation Prioritisation Tool
- CQI Planning Tool
- Impact Evaluation Plan template – to be developed
- Registry Tool/interface

2.6.5 **Module 16: Data for Impact Evaluation**

2.6.5.1 *Overview*

This module introduces the data requirements for conducting effective impact evaluation of student equity programs, with a focus on internal data systems and structures. It considers how 'success' may be measured/quantified for various student equity activities and programs, and where data on intended outcomes may be sourced. Mechanisms for linking data related to program participants collected via CQI activities with broader university systems and outcomes data are outlined, with relevant examples given. The module also discusses the specific challenges faced in linking project level and outcome data for pre-access/access programs.

2.6.5.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Understand the data and data linkage requirements for conducting effective quantitative impact evaluation.
2. Understand the challenges faced in evaluating impact where participant data is not captured in university data systems, and how to mitigate these.
3. Know some of the ways by which a counterfactual may be defined in practice, and comparisons with target (participant) populations made to estimate the impact of programs or activities.

2.6.5.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

2.6.5.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 15: Planning for Impact Evaluation*, or possess equivalent knowledge prior to commencing.

2.6.5.5 *Time Commitment*

**Long** – this module is expected to require a substantial time commitment (~20-30 minutes)

2.6.5.6 *Resources & Further Learning*

- Links to SEIFA & other key ABS databases/reports
- Case studies (e.g., Swin dashboard/linkage project)

## 2.7 Evaluation and Data Management Stream

### 2.7.1 Module 17: Data Quality and Standards

#### 2.7.1.1 Overview

This module explains the importance of establishing and maintaining appropriate data management conditions to support high-quality evaluation outcomes. Building on the principles of ethical evaluation (see *Module 3: Ethical Evaluation*), it introduces the concept of data hygiene and discusses ethical data management, including the importance of identifying, articulating and addressing assumptions or limitations in relation to data used for equity program evaluation. It also touches on data privacy and security obligations, including the concept of informed consent and authorised collection, storage and use of personal data.

#### 2.7.1.2 Learning Outcomes

At the completion of this module Learners will:

1. Understand the importance of data quality and standards in effective student equity evaluation.
2. Understand ways to ensure evaluation data quality and adhere to applicable data standards and ethical obligations.

#### 2.7.1.3 Target Audience

**Intermediate** - This module is suitable for learners who have some understanding of the SEHEEF and are involved in or oversee student equity evaluation activities.

#### 2.7.1.4 Pre-requisites and Assumed Knowledge

Learners are assumed to have completed *Module 12: Introduction to Impact Evaluation*, or possess equivalent knowledge prior to commencing.

#### 2.7.1.5 Time Commitment

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

#### 2.7.1.6 Resources & Further Learning

- Ethical evaluation obligations (one page summary poster – to be developed)
- Australian Code for the Responsible Conduct of Research (2018).  
<https://www.nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018>
- National Statement on Ethical Conduct in Human Research (2023).  
[https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2023?utm\\_medium=email&utm\\_campaign=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023&utm\\_content=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023&CID\\_8776405ec1becf93027ee0c6f5bac12d&utm\\_source=Mailbuild&utm\\_term=](https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2023?utm_medium=email&utm_campaign=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023&utm_content=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023&CID_8776405ec1becf93027ee0c6f5bac12d&utm_source=Mailbuild&utm_term=)

[m=National%20Statement%20on%20Ethical%20Conduct%20in%20Human%20Research%202023](#)

- Example evaluation participant consent form
- Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders (2018)  
<https://www.nhmrc.gov.au/about-us/resources/ethical-conduct-research-aboriginal-and-torres-strait-islander-peoples-and-communities>
- Privacy Act 1988

## 2.7.2 Module 18: Enabling and Embedding Evaluation Efforts

### 2.7.2.1 Overview

This module presents some guiding principles to help practitioners establish and embed an evaluation culture that supports meaningful CQI efforts and sets programs up for future impact evaluation. It discusses applicable systems and processes underpinning the collection and management of quality evaluation data, as well as the role practitioners must play in ensuring quality and standards. Some common data collection and analysis tools/software packages are also introduced, which can support these efforts.

### 2.7.2.2 Learning Outcomes

At the completion of this module Learners will:

1. Understand how to establish and embed a culture that supports quality student equity program evaluation.
2. Be able to identify and implement key systems and processes to support quality evaluation practices.

### 2.7.2.3 Target Audience

**Advanced** - This module is suitable for leaders and experienced student equity practitioners or evaluation managers who are leading or overseeing student equity evaluation activities.

### 2.7.2.4 Pre-requisites and Assumed Knowledge

Learners are assumed to have completed *Module 16: Data for Impact Evaluation*, or possess equivalent knowledge prior to commencing.

### 2.7.2.5 Time Commitment

**Short** – this module is expected to require minimal time commitment (~10-15 minutes)

### 2.7.2.6 Resources & Further Learning

- Links to common survey packages/tools
- Links to common data analysis packages (e.g., excel, SPSS, nVivo)

## 2.7.3 Module 19: Engaging and Working with Evaluation Specialists

### 2.7.3.1 *Overview*

This module walks practitioners through the key steps involved in commissioning an impact evaluation. It begins by discussing when and why practitioners might seek to commission evaluation specialists to undertake an impact evaluation, including the benefits and challenges of engaging internal versus external specialists. It explains the tender process, including setting out specifications to help evaluation specialists understand your needs and respond to the tender, and key considerations in assessing proposals and selecting suitable specialists. The module then explores the importance of practitioner oversight and engagement with commissioned specialists, to ensure quality outcomes, cost efficiency and accurate interpretation of evaluation findings, and practitioners' responsibility to share and act on associated findings.

### 2.7.3.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Be able to prepare specifications to support a request for tender/quote to engage an evaluation specialist to undertake impact evaluation.
2. Be able to assess proposals and select appropriate evaluation specialists to undertake impact evaluation.
3. Understand their responsibilities in working with evaluation specialists and ensuring quality evaluation outcomes.

### 2.7.3.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

### 2.7.3.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 15: Planning for Impact Evaluation*, or possess equivalent knowledge prior to commencing.

### 2.7.3.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

### 2.7.3.6 *Resources & Further Learning*

- SEHEEF Guidance Manual
- Example RFQ
- Example proposal assessment matrix



## 2.9 Advanced Evaluation Stream

### 2.9.1 Module 20: Evaluation Methodologies

#### 2.9.1.1 *Overview*

This module discusses a range of qualitative and quantitative evaluation techniques, research design and data sources/instruments, and points learners to case studies and opportunities to further their education in relation to evaluation methodology. It introduces specific approaches, such as appreciative inquiry, case study, rapid evaluation, social return on investment and randomised controlled trials, and explains when these may be appropriate. Links to further information about each technique are also provided. This module may be especially useful when assessing commissioned proposals for an impact evaluation.

#### 2.9.1.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Be aware of some common evaluation methodologies applicable to student equity program evaluation, and know where to find out more about them.

#### 2.9.1.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

#### 2.9.1.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 19: Engaging and Working with Evaluation Specialists*, or possess equivalent knowledge prior to commencing.

#### 2.9.1.5 *Time Commitment*

**Medium** – this module is expected to require a moderate time commitment (~15-20 minutes)

#### 2.9.1.6 *Resources & Further Learning*

- Links to specific evaluation methodology information/texts
- Links to relevant case studies

### 2.9.2 Module 21: Quantitative Evaluation Techniques

#### 2.9.2.1 *Overview*

This module explores quantitative evaluation methodologies applicable to different types of student equity programs. In contrast to other streams, this module is structured as a master class, bringing practitioners together to share and collaboratively resolve specific student equity evaluation challenges, with guidance from an expert facilitator. The module may be run periodically throughout the year, in

person or virtually, and/or where significant interest is demonstrated in relation to a particular issue.

#### 2.9.2.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Be able to identify and apply appropriate quantitative evaluation techniques to evaluate a specific student equity activity or program, potentially in partnership with an evaluation specialist.

#### 2.9.2.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

#### 2.9.2.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 20: Evaluation Methodologies*, or possess equivalent knowledge prior to commencing.

#### 2.9.2.5 *Time Commitment*

**Very Long** – this module will be conducted as a master class, requiring participation (virtually or in-person) in a 1–2-hour interactive session.

#### 2.9.2.6 *Resources & Further Learning*

- Links to specific evaluation methodology information/texts

### 2.9.3 Module 22: Theory-based Evaluation Techniques

#### 2.9.3.1 *Overview*

This module explores theory-based evaluation methodologies applicable to different types of student equity programs, including qualitative analysis techniques. As for Module 22, this module is structured as a master class, bringing practitioners together to share and collaboratively resolve specific student equity evaluation challenges, with guidance from an expert facilitator. The module may be run periodically throughout the year, in person or virtually, and/or where significant interest is demonstrated in relation to a particular issue.

#### 2.9.3.2 *Learning Outcomes*

At the completion of this module Learners will:

1. Be able to identify and apply appropriate theory-based evaluation techniques to evaluate a specific student equity activity or program, potentially in partnership with an evaluation specialist.

2.9.3.3 *Target Audience*

**Advanced** - This module is suitable for experienced student equity practitioners and evaluation managers who have an existing understanding of the SEHEEF and are leading or providing in-depth guidance on student equity evaluation activities.

2.9.3.4 *Pre-requisites and Assumed Knowledge*

Learners are assumed to have completed *Module 20: Evaluation Methodologies*, or possess equivalent knowledge prior to commencing.

2.9.3.5 *Time Commitment*

**Very Long** – this module will be conducted as a master class, requiring participation (virtually or in-person) in a 1–2-hour interactive session.

2.9.3.6 *Resources & Further Learning*

- Links to specific evaluation methodology information/texts