

ACSES CAPACITY BUILDING GRANTS PROGRAM

Development of a Program Evaluation Community of Practice to support a whole-of- university approach to SEHEEF

Edith Cowan University

2026



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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.

1. Approach

1.1 Situation prior to project

Edith Cowan University’s (ECU) current maturity level in impact evaluation is developing, and as a result equity projects may be proposed that struggle to attract support—in the form of internal funding or prioritisation of staff time—as their strategic and operational impacts are unclear at the planning phase. Of projects that are supported, many will struggle to evidence measurable impacts of the work being undertaken (or provide very simple measures of output), and as a result it can be unclear which initiatives ECU should scale up or scale down.

1.2 Rationale for project

The focus of the project was to develop an evidence-based, reflective approach to project proposals, development, and outcomes assessment. This approach will be based on evaluation and evaluative thinking, incorporating Theory-Based Impact Evaluation (TBIE) approaches such as realist evaluation.

The project was led through a collaborative approach between a range of support and service teams across the university. Operational areas that receive Higher Education Participation and Partnership Program (HEPPP) funding to increase participation and support for equity cohorts in higher education were active participants in the Project Reference Group.

A key goal of this cross-disciplinary, collaborative approach was to develop a formalised, robust framework that can be applied across different contexts when designing, developing, and evaluating student-facing programs and services at the university. This will develop the capacity of ECU organisational areas to apply a person-centred lens within a mutually agreed framework, with demonstrated benefits for equity, diversity, and inclusion. The implementation of this framework, supported through a Program Evaluation Community of Practice (CoP), will enable the development of more inclusive and impactful student engagement and learning experiences. Activities shared with the CoP will be used as exemplars with transferrable components, forming the foundation of scalable, whole-of-university student equity programs in the future.

1.3 Project outline and activities completed

Table 1: Project outline and activities completed with comments and variations noted.

Project stage	Activity	Milestone
Initiation	Identify Project Leads and members of the Project Reference Group from key service areas.	May 2025

Project stage	Activity	Milestone
Scoping	Consultation with external facilitator on Program Logics and evaluation. External facilitator interviews selected members of the Project Reference Group to benchmark evaluation requirements and current capacity for operational teams.	May 2025
Capacity development	Full-day workshop with Project Reference Group—Evaluation Essentials, Program Logic models and TBIE. Feedback survey on workshop. <i>VARIATION: Interviews with Service Teams to discuss specific contexts and business area needs for evaluation.</i> <i>VARIATION: Launch CoP including workshop resources via MS Teams and SharePoint.</i>	July 2025 – August 2025
Development of prototypes	Build exemplars of the Program Logics process framework as a guide for implementation across Project Reference Group. Available in PDF and Lucid digital collaboration platform. <i>COMMENT: Service Team availability to develop prototypes limited due to other operational commitments.</i>	August 2025
Embed and operationalise	<i>VARIATION: ‘Ask Liam’ channel created in CoP to create “available any time” feedback channel about evaluation in practice.</i> <i>COMMENT: Service Team engagement with CoP limited due to other operational commitments.</i>	September 2025
Project review	<i>VARIATION: ‘Ask Liam’ webinar to create a real-time Q&A session with operational teams about evaluation in practice.</i> <i>VARIATION: Pivot from CoP to tailored evaluation resources based on operational team feedback and limited availability due to other operational commitments.</i>	September 2025 – October 2025
Development of ECU Equity Evaluation Resource Hub	<i>VARIATION: Adaptation of resources that were originally in project scope to suit different user experiences tailored to different operational team (and individual team member) requirements:</i> <ul style="list-style-type: none"> • existing evaluation capacity • availability in the context of other operational demands 	November 2025 – December 2025

Project stage	Activity	Milestone
	<ul style="list-style-type: none"> organisational awareness project progress (before, during, or after). <p><i>VARIATION: ECU Equity Evaluation Resource Hub is available to all ECU staff via ECU SharePoint.</i></p>	
Project reporting	<i>A summarised record of key activities throughout the project will be paired with feedback from the Project Reference Group.</i>	December 2025

Please note: The table 'Project Outline and Activities Completed' includes variations to the planned project activities (listed as 'VARIATION' or 'COMMENT').

1.4 Key changes to the original project plan

A key gap identified through interviews with participants after the July full-day workshop was the current lack of alignment between evaluation reporting requirements and the knowledge conveyed in the workshop. In any capacity building strategy, opportunity to apply knowledge is key, and Evaluation Capacity Building (ECB) efforts are most effective when integrated into existing structures and reforms. For example, in NSW Education, ECB support and resources are integrated within the *School Excellence Framework* and school reporting requirements which are mandatory for school leaders and staff; thus, evaluation is accepted practice (Rintoul, 2019).

In the ECU context, the most pressing need identified was support in creating evaluation reports that are both meaningful to program teams and compliant with university and external requirements. This includes tools, templates, and exemplars for evaluative reporting that meet internal (ECU) and external (for example, HEP, SEHEEF) standards. Additionally, a need was identified for qualitative data gathering tools and templates for capturing data through formal means (for example, interviews and focus groups) and in incidental moments (such as Harvard minute papers and back pocket questions), observation guides, and continuous quality improvement (CQI) focused evaluative practice resources.

To meet these needs and support the practical application of evaluation tools and methods adapted to the ECU context, a suite of resources was developed, building on the existing engagement with participants in the Evaluation Essentials for Student Experience and Equity (EESEE) Community of Practice. These resources would be available via an online staff intranet site—the ECU Equity Evaluation Resource Hub.

The ECU Equity Evaluation Resource Hub includes existing resources provided in an easily accessible format, with the addition of dedicated templates and resources to align with ECU and Department of Education standards. The ECU Equity Evaluation Resource Hub was launched to ECU staff on 12th December 2025.

2. Outputs

Table 2: Key outputs developed for the project

Project stage	Resources developed to support Evaluation Capacity Building
Capacity development	<p>Evaluation Essentials for Student Experience and Equity (EESEE) Workshop</p> <p>One-day EESEE Workshop delivered to 42 ECU staff by Evaluation SME, Liam Downing (29th July 2025):</p> <ul style="list-style-type: none"> • workbook (hardcopy and PDF) • workshop presentation • workshop activities (Logic Model and Realist Evaluation) • supporting documentation (PDF) • EESEE Community of Practice SharePoint site and MS Teams Space. <p>13 workshop follow-up sessions between operational teams and Evaluation SME, Liam Downing (30th and 31st July 2025).</p>
Development of prototypes Embed and operationalise	<p>Ongoing discussions about evaluation in the EESEE Community of Practice (August – September 2025).</p> <p>‘Ask Liam’ webinar to focus on key questions about evaluation in practice (24th September 2025).</p>
Project review	<p>Progress review on post-workshop participant feedback, EESEE community engagement, and exploration of emergent needs (October – November 2025).</p>
ECU Equity Evaluation Resource Hub	<p>Development of tools and templates for evaluative planning and reporting. All resources available online as accessible MS Word documents:</p> <ul style="list-style-type: none"> • initiative establishment evaluation checklist • guide to ethical evaluation • evaluation planning template • criteria and standards for evaluation template • evaluation utilisation planning checklist • internal evaluation reporting template • external evaluation reporting template • CQI reflection template • ECU equity minute paper • qualitative interviewing • focus groups • incidental interviews— “back pocket qualitative questions” • observation methods • document analysis • ‘Fresh Eyes’ resource.

Figure 1. Evaluation Essentials for Student Experience and Equity (EESEE) workshop delivered to 42 ECU staff by Liam Downing (Evaluation Consultant for the Project), 29th July 2025.



Figure 2. ECU staff from different equity-focused operational areas completing Logic Model activity in EESEE workshop.



Figure 3. Liam Downing and ECU staff discussing the Logic Model activity in EESEE workshop.



2.1 Key insights from the project

2.1.1 Setting the scene: context is everything

The ACSES Capacity Building Grant project for Edith Cowan University—"Development of a Program Evaluation Community of Practice to support a whole-of-university approach to SEHEEF"—was firmly grounded in addressing the needs of equity practitioners to understand and apply evaluation tools and methods across their day-to-day activities. This practical focus required the following key elements to be considered throughout the design, development, and review of the project:

WHO IS INVOLVED?

Project Reference Group: key stakeholders of an equity evaluation Community of Practice:

- Operational teams involved in planning and delivering equity-targeted services.
- Leaders of teams that deliver equity-targeted services.
- University reporting and governance teams members.
- Subject-matter expert in equity evaluation—Liam Downing.
- The Project team (comprised of members from each of the stakeholder groups).

WHAT IS THE CURRENT CONTEXT?

- What existing knowledge do stakeholders have about equity evaluation?
- What requirements and expectations do stakeholders currently have for evaluation and reporting?
- How applicable is equity evaluation for the day-to-day work that services teams do?

WHEN?

- When do stakeholders engage with equity evaluation currently?
- When do we want stakeholders to ideally engage with equity evaluation?

GAP IDENTIFICATION

Regarding equity evaluation practices:

- Where are stakeholders now?
- Where do we want them to be?
- How might we bridge gaps between the current state and the desired future state?

Key insight: Evaluation Capacity Building is highly context dependent, is emergent over time, influenced by organisational changes, service workloads, and project lifecycle stages.

The project outline and activities as stated in Section 1.3 of this report followed a standard project process; exploring the problem space by engaging with stakeholders to understand current conditions before framing opportunities to instigate changes that may drive desired outcomes. The Evaluation Essentials for Student Experience and Equity (EESSE) workshop and initial set of support resources were developed through this process. The post-workshop evaluation survey with participants was overwhelmingly positive (see Section 3).

As the project moved into the “Development of prototypes” and “Embed and operationalise” stages, the project team continued to engage with stakeholders to support the desired outcomes. Engagement with evaluation resources and the EESEE Community of Practice varied between different operational teams. A key challenge identified by EESEE community members was not having the time to apply the learnings from the EESEE workshop to their day-to-day work. In most cases, teams had very specific practical requests about how and when to apply a certain evaluation method or tool to inform service improvement.

Throughout the project the context for the scope of works was influenced by large-scale University changes, new projects that intersected with equity student service delivery, team restructures, and the addition of new operational staff and EESEE Community members.

The highly contextually dependent nature of the operational environment to which evaluation can be applied highlighted a key challenge to formal capacity building workshops and resources; it is not possible to support a linear progression for capacity development when operational teams are often working on multiple concurrent projects, are resource constrained, and, as a result, may find it extremely difficult to formally plan and implement step-by-step evaluation to their work.

In addition, some evaluation methods may have the appearance of a linear step-by-step process, but to a new practitioner who is unfamiliar with the method any reflexive, iterative stages may seem extremely confusing.

The project team sought to address these challenges through developing a way of presenting resources that could “meet people where they are at.”

2.1.2 “Meeting people where they’re at”—a Persona-based approach

Following on from the insight that understanding and applying evaluation practices is highly contextually dependent, the project team flipped the concept of capacity building from a linear step-by-step educational process to a needs-based toolkit with diverse entry points and applications that can meet high-level “jobs-to-be-done” (Jobs-To-Be-Done Framework, n.d.). Through articulating different use cases that university staff can readily identify and match to their own situations, they may more readily seek out and implement an evaluation approach, resource, or method. In User Experience (UX) practices, different types of users of a service or product that have similar attributes, needs, or behaviours are often clustered into groups known as ‘Personas’ (Dykes, 2025).

Based on the in-depth conversations with EESEE Community members from different operational teams throughout the project about their evaluation requirements, the following Personas were developed. These Personas were tested with stakeholders prior to being employed in the content design and structure for the Equity Evaluation Resource Hub.

Table 3: Personas used to group evaluation resources on the ECU Equity Evaluation Resource Hub.

Persona	Need	Job-to-be-done
The Doer	“Time is precious as I’m deeply focused on supporting students and suddenly the end of the year is here!”	“I want to reflect on the past year of an initiative.”
The Reporter	“My leaders need a HEP/PP / ACSES /senior leadership compatible evaluation report, and they need it very soon!”	“I want to write a formal internal end-of-year evaluation report for an initiative.”
The Planner	“I am designing an initiative from the ground up and I recognise that: a) I will need to report on the initiative’s impact, and b) evaluation is useful for refining my project as I implement it.”	“I want to establish or propose a new initiative.”
The Researcher	“I need guidance on data collection methods so I can start gathering meaningful, reliable data to inform my CQI or full evaluation.”	“I want to begin collecting meaningful, reliable data on my initiative.”
The Fresh Eyes	“I started at ECU recently and need to understand all that jargon.”	“I need guidance on equity in higher education and evaluation as it relates to my work.”

The ECU Equity Evaluation Resource Hub presented each Persona’s “need” and “job-to-be-done” as a distinct option that a web site user can click on to view a tailored subset of relevant evaluation resources that can help them meet their desired goal.

Each evaluation resource is an accessible MS Word document that provides a clear step-by-step guide, checklist, or template to scaffold the implementation of a particular facet of evaluation practice. The resources were tailored to align with ECU’s organisational reporting requirements, where relevant, so users of the ECU Equity Evaluation Resource Hub can see tools that are directly relevant to their operational context.

Key insight: Resource mapping to the needs of different personas can provide multiple entry points to the same content based on different requirements. This can increase the accessibility and perceived usefulness of resources to a broader range of stakeholders.

Figure 4. ECU Equity Evaluation Resource Hub home page. Showing different Persona statements that act as specific calls to action for different stakeholders.

Equity Evaluation Resource Hub Home Step-by-step guides Evaluation Tools & Guides Resources Feedback Edit Public

Equity Evaluation Resource Hub

The site includes tools, templates, and examples to assist you with evaluation and reporting. Whether you are looking for templates to help recording incidental moments, observation guides, ethical evaluation tips or more comprehensive evaluative practice resources, the *Equity Evaluation Resource Hub* is here to help.

The resources have been grouped into different step-by-step guides. Check out the options below for the guide that best suits your needs.

THE DOER

Need to reflect on the past year of your initiative?

Do you need a focused way to reflect on that work and identify where to keep, change or chuck things based on solid evidence?

[Find out how](#)

THE REPORTER

Been requested to write a formal end-of-year evaluation report for your initiative?

Do you need guidance on creating a HEP | ACSES | senior leadership compatible evaluation report?

[Find out how](#)

THE PLANNER

Looking to establish or propose a new initiative?

Are you designing an initiative from the ground up and you need guidance on establishing an evaluation framework?

[Find out how](#)

THE RESEARCHER

Looking to begin collating and collecting data on your initiative?

Do you need guidance on data collection methods so you can start gathering meaningful, reliable data to inform your CQI or full evaluation?

[Find out how](#)

THE FRESH EYES

Have you started at ECU recently and need to understand all that jargon?

Do you need guidance on equity in higher education and evaluation as it relates to your work?

[Find out how](#)

RESOURCES

Do you want to jump to the resources?

Keen to dive in and explore all the resources on the Equity Evaluation Resource Hub?

[Find out how](#)

Evaluation Resources

A quick guide to **ESTABLISHING A COMMUNITY OF PRACTICE**

Equity Evaluation Resource Hub

A quick guide to Establishing a Community of Practice (ARACY 2021)

Elle BEAUMONT-BILSBY Edited December 10, 2025

Australian Evaluation Society

First Nations Cultural Safety Framework

Equity Evaluation Resource Hub

AES First Nations Cultural Framework

Elle BEAUMONT-BILSBY Edited December 10, 2025

Australian Evaluation Society

AES Guidelines for the Ethical Conduct of Evaluations

Equity Evaluation Resource Hub

AES Guidelines for the Ethical Conduct of Evaluations

Elle BEAUMONT-BILSBY Edited December 10, 2025

Australian Government

AIFS

Principles for doing trauma-informed research and program evaluation

Equity Evaluation Resource Hub

AIFS Principles for doing trauma informed research and program

Elle BEAUMONT-BILSBY Edited December 10, 2025

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The Equity Evaluation Resources Hub has been funded by the ACSES Equity Frontiers Capacity Building Grants Program ACSES Capacity Building Grants Program 2025 Edit

2.1.3 Equity Evaluation Hub Resources matched to different Personas

Each ECU Equity Evaluation Hub Resource was matched to different Personas so that users can quickly see tools that are directly relevant to their operational context and need.

Table 4: List of evaluation resources with associated categories and related personas.

Evaluation resource	Category	Related personas
CQI reflection template	Guides and templates	The Doer The Researcher The Fresh Eyes
Evaluation planning template	Guides and templates	The Doer The Reporter The Planner
Evaluation utilisation planning checklist	Guides and templates	The Doer The Reporter The Planner
Guide to ethical evaluation	Guides and templates	The Researcher
Internal evaluation reporting template	Guides and templates	The Doer The Reporter The Researcher
Initiative establishment evaluation checklist	Guides and templates	The Planner
Criteria and standards for evaluation	Guides and templates	The Planner
External evaluation reporting template	Guides and templates	The Reporter
Document analysis	Tools	The Researcher
Focus groups	Tools	The Researcher
Guide to qualitative analysis	Tools	The Researcher
Incidental interviews	Tools	The Researcher
Observation methods	Tools	The Researcher
Qualitative interviewing	Tools	The Researcher
Survey methods	Tools	The Researcher
Problem Tree worksheet	Tools	The Planner
MoSCoW Prioritisation worksheet	Tools	The Planner
Logic Model worksheet	Tools	The Planner
Realist Evaluation worksheet	Tools	The Planner
Fresh eyes resource	Tools	The Fresh Eyes
ECU equity minute paper	Tools	The Researcher

3. Impact

The proposed impact of this work was to:

- Develop a formalised, robust framework that can be applied across different university contexts when designing, developing, and evaluating student-facing programs and services.
- Increase understanding of contribution and attribution of HEPPP via adoption of SEHEEF.

The Phase 1 Interim Report findings indicated that the EESEE workshop took some initial steps toward this desired impact. Average likelihood to recommend in the post-workshop survey was 8.9 on a 0–10 scale, and participants reported a shift in confidence in conducting impact evaluation (3.3 pre [n = 12] to 4.2 post [n = 20] on a 1–5 scale. Qualitative data also suggested that participants were actively learning and considering how to apply theory-based impact evaluation in their own contexts.

While I am familiar with evaluation I learnt a new approach from you today and you provoked some new thinking for me that is highly relevant to my work. (Participant 1)

Thank you, Liam—I think today provided excellent grounding to get everyone using the same language and start thinking about application to their own areas. (Participant 2)

This was a fantastic workshop, Liam. Extremely informative, engaging, and enjoyable. Stella and STEMWin were great tools to help me understand and apply. Thank you. (Participant 3)

Liam is an engaging facilitator. As someone who is novice in the world of evaluation, I really appreciate the explicit approach he took to making a challenging subject understandable. (Participant 4)

That said, participants clearly expressed that there would be barriers to taking evaluation into their practice, with the challenges of ‘business-as-usual’ serving as a barrier.

I think we will still struggle to find the me and resources to put this into practice, but I will be looking for opportunities to evaluate alongside everyday activities within our workflow. (Participant 5)

I’m conscious of me available to apply what I have learned moving forward. Hence the “a little” response for question 3 [How much do you plan to use your learning today in your practice moving forward?]. If I could evaluate everything our team does in support of students and then adjust what we do, following our evaluation, I would. (Participant 6)

This was borne out by the emergent challenges, outlined in Section 2, in establishing the Community of Practice. While there were significant external factors at play, the key insight that “Evaluation Capacity Building is highly context dependent, is emergent over time, influenced by organisational changes, service workloads, and project lifecycle stages” reinforced that a more context-sensitive approach to supporting usage of evaluation would be more effective than a CoP (which, per ARACY’s “A quick guide to establishing a

Community of Practice” (Goodhue, 2021) is most effective when working on shared problems. ECU elected to develop the ECU Equity Evaluation Resource Hub with the added feature of the personas-based approach.

Given the ECU Equity Evaluation Resource Hub was completed and launched in December 2025, it is too early to establish impact as of January 2026. This is evidenced by 19 unique users (beyond the project team) having accessed the hub so far. It is likely that impact of the combination of the workshop, additional support, and the resource hub can begin to be assessed as HEPPP practitioners move into reporting on their 2025 impact and planning activities and evaluation for 2026. To continue learning and understanding the impact of this work, ECU will work with Liam Downing to monitor capacity building outcomes throughout 2026 with the aim of publication or presentation of impact in either conference (for example, Australian Evaluation Society) or journal channels (for example, Evaluation Journal of Australasia), and/or directly with ACSES.

Key insight: Change takes time, and meaningful and sustained utilisation of learning leading to impact takes good timing. While there was clear engagement and enthusiasm driven by the EESEE workshop and subsequent individual support, participants were largely not at a point in their work where they immediately apply Theory-Based Impact Evaluation to their work.

4. Appendix

4.1 Project Reference Group—Stakeholder map

Portfolio	Directorate	HEPPP Activities Student Life Cycle			
		Pre-Access	Access	Participation	Transition Out
DVC (Students, Equity, and Indigenous)	Student Life Student Success Business Improvement Student Transitions Student Hub Psychological Counselling Support			X	X
	Access and Equity Equity Projects Academic Pathways Access and Inclusion		X	X	X
	Kurongkurl Katitjin	X	X	X	X
DVC (Education)	Employability			X	X
	Centre for Learning and Teaching			X	X
	Library Learning Support			X	X
VP (Engagement)	Growth, Engagement and Marketing	X	X	X	
DVC (Regional Futures)	Office of DVC (Regional Futures) Strategic Initiatives	X	X	X	X

4.2 Resources developed throughout the project

Evaluation Resource	Purpose
EESEE Community SharePoint and MS Teams Space	A shared space for ECU staff from the EESEE Community (Project Reference Group) to access evaluation resources, share information and ask questions about evaluation in practice. <i>See Figure 5. EESEE Community SharePoint site.</i>
ECU Workshop 20250729 deck	Workshop presentation delivered by Liam Downing via PowerPoint and MS Teams to the EESEE Community (in-person and online). Available as a PDF from the EESEE Community SharePoint after the workshop.
ECU Workshop 20250729 workbook	Printed workbook that accompanied the Workshop. Available as a PDF from the EESEE Community SharePoint after the workshop.
Ask Liam—Q&A 24/09/2025 Webinar notes	MS Teams Webinar with Liam Downing to answer specific questions from the EESEE Community about evaluation in practice. Webinar video recording, transcript, and summary document available from the EESEE Community SharePoint after the webinar. <i>See Figure 6. EESEE Community MS Teams update post on the ‘Ask Liam’ webinar.</i>
Equity Evaluation Resource Hub	SharePoint web site accessible to any ECU staff. <i>See Figure 4. ECU Equity Evaluation Resource Hub home page.</i> Resource Hub content contains 21 documents tailored to the EESEE Community requirements gathered throughout the Project. <i>See Figure 7. ECU Equity Evaluation Resource Hub—The Doer web page.</i>

Figure 5. EESEE Community SharePoint site. The site provides an accessible web interface for the EESEE Community MS Teams Space.

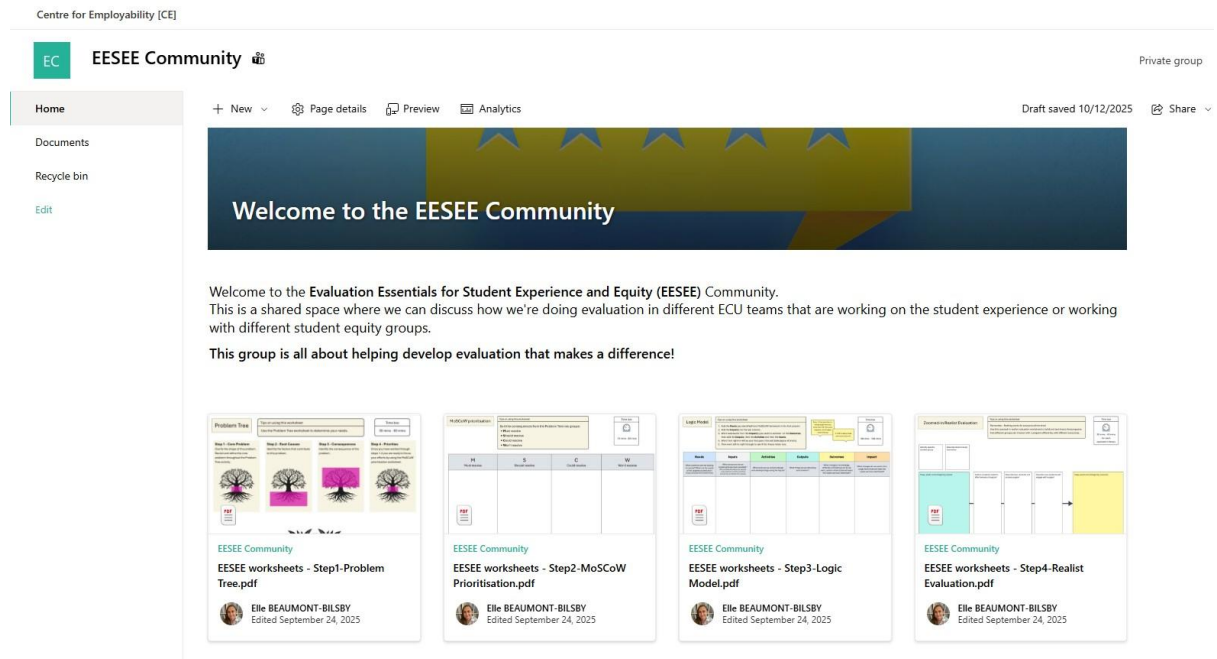


Figure 6. EESEE Community MS Teams update post on the 'Ask Liam' webinar. The MS Teams space enabled evaluation resources to be collected and shared with the EESEE Community. This post includes the following content:

- Text content: TLDR ('too long didn't read) version of the 'Ask Liam' webinar summary.
- 'Ask Liam' webinar summary available as an accessible MS Word document.
- 'Ask Liam' webinar recording available via MS Stream.
- Ask Liam' webinar transcript available as an accessible MS Word document.

Elle BEAUMONT-BILSBY 30/09/2025 8:13 am

Focus Groups and how to share evaluation findings - stuff Liam got asked

Hi EESEE Community,
Thanks to everyone that joined a lively discussion at the Ask Liam Q&A session.
TLDR - A quick summary of the key topics that were discussed:

- Lots of questions (and answers) about focus group tips and guides.
- Framing and sharing evaluation so that it is meaningful to your desired audience.
- Informal conversations as a meaningful contribution to program evaluation.

Here's the links to the resources with lots more goodies to help you with evaluation.

EESEE Community

'Ask Liam' webinar notes - 24' Sept

2025-09-24 10:00 AM

- Focus group tips and guides.
- Finding a right mix of evaluation that fits in with your current workload.
- Action plan for how to integrate the results from your program into a plan.

Questions and Answers from the webinar

Questions - Focus group tips and guides

What do you do (beyond all the other focus group) to encourage more the diversity?

Transcript - Ask Liam - Q&A

2025-09-24 10:00 AM

Elle BEAUMONT-BILSBY

Hi! Ask Liam Q&A session was recorded. So if anyone else wants to, they can watch it at any time.

Thanks to all who joined for making the time to join and ask questions. And your 100% participation was a huge help in making the most of the available time. Thank you for your questions, comments and support. Liam, what's the best that you're doing your presentation team?

Elle BEAUMONT-BILSBY

Hi! Ask Liam Q&A session was recorded. So if anyone else wants to, they can watch it at any time.

Ask Liam - Q&A ...
ce-eeeee-communit...

Ask Liam - Q&A-...
ce-eeeee-communit...

Ask Liam - Q&A ...
ce-eeeee-communit...

4

Reply

Figure 7. ECU Equity Evaluation Resource Hub—The Doer web page.

Equity Evaluation Resource Hub
Home **Step-by-step guides** Evaluation Tools & Guides Resources Feedback Edit Public

THE DOER

Step-by-step guide for reflecting on past initiatives

For when you need a focused way to reflect on work and identify where to keep, change or chuck things based on solid evidence.

STEP 1 →

CQI reflection template

The *CQI reflection template/guide* will give you an evaluative structure for reflection and fulfils the needs for an ACSES-style CQI process.

CQI reflection template/guide¹

This template/guide is designed to support you in reflecting on your work at a 'pause point' in the initiative (typically end of calendar year or beginning of the following year). Use this as a facilitation guide with your team, setting aside as much time as you can spare (this could be as little as one hour for a simple reflection, or half a day for more complex reflections or with large teams).

CQI reflection template

STEP 2 →

Evaluation planning template

The *Evaluation planning template* will help you map out the future steps for when you need to do a more complete evaluation of your initiative.

Evaluation planning template

[Use this template for equity-focused evaluations that do not require formal HREC approval. Complete only the sections relevant to your activity and delete sections that are not relevant.]

[Project Title]

Evaluation planning template

STEP 3 →

Evaluation utilisation planning checklist

The *Evaluation utilisation planning checklist* will help you identify and connect meaningfully with your stakeholders on your evaluation.

Evaluation utilisation planning checklist

We do not want evaluation findings to sit in a literal or figurative bottom drawer—we want evaluation to enable genuinely evidence-based decisions about how to improve our work and maximise its intended impact. Based on Michael Quinn Patton's work¹, this checklist supports you in planning for evaluation usage by those who make those decisions. These items may not all be feasible, but provide guidance on genuine utilisation of evaluation.

Identify, organise and engage intended users

☐ Find and involve intended users

Evaluation utilisation planning checklist

STEP 4 →

Internal evaluation reporting template

The *Internal evaluation reporting template* will help adapt your reflection into something more formal for senior leaders.

Internal evaluation report: Name of initiative

Introduction and overview

Background

Write an overview of the problems you are looking to solve and key contextual issues. It should answer the following questions:

Internal evaluation reporting template

Best practices and further reading

ACSES course: Course Continuous Quality Improvement (CQI) in...

Like
78 Views
Save for later
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Edit

5. References

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