Evaluation and Research Framework

The development of the [**NAME**] Research and Evaluation Framework has taken into account four identified aims:

***For example***

* To ensure continued delivery of quality programs and services to students;
* To increase staff members’ research capacity and profile;
* To continually refine the [**NAME]** course/program/service provision in a way that reflects the changing needs of the **[FACULTY/INSTITUTION]** and its student population; and
* To further develop and implement evidence-based practices within the higher education sector.

The Research and Evaluation Framework has three key components:

* Quality Assurance
* Quality Improvement, and
* Scholarship

that are guided by three underlying principles:

* Strategic priorities
* Distributional leadership, and
* Collaboration

To achieve

Evaluation and Research Framework

Strategic Priorities

Collaboration

Distributed Leadership

* Strategic Priorities
* Identification of performance standards, indicators & targets
* Identification of QA outcomes

* Systems access
* Data verification & validation
* Performance & impact analysis
* Comparison against standards and benchmarks
* Periodic monitoring and review to improve
* Identification of additional needs
* Input to quality improvement processes

* Methodological framework
* Identification of appropriate metrics
* Need for ethical review
* Time frame & resources

* Evaluation of program effectiveness – strengths & needs
* Documentation & reporting
* Input to quality improvement process
* Risk identification & management
* Strategic priorities
* Research questions
* Literature / Theoretical framework
* Research team
* Administration

* Knowledge generation
* Innovation
* Inform QA and QI
* Maintain divisional research profile

* Methodological framework
* Data source - population / sampling
* Identification of variables
* Determine appropriate analyses
* Ethical review
* Publications and reports
* Student feedback
* Implications for quality assurance and improvement
* Collection of data
* Data translation and input
* Analyses
* Interpretation within framework
* Alternative considerations

Ethical Review

Does program evaluation require ethical review & approval?

Does not require ethical approval

May require ethical approval

Does require ethical approval

**NO**

**MAYBE / YES**

**The evaluation DOES NOT relate directly to students in specific unit/s or course/s**

**The evaluation DOES relate directly to students in specific course/s or unit/s**

Only uses student data provided during usual course /unit processes

**NO**

Only uses student data provided during usual admission and enrolment processes

Collects student data additional to usual admission or enrolment processes

Collects student data additional to usual course /unit processes

**REQUIRES ETHICAL REVIEW AND APPROVAL**

If program evaluation evolves into research

Falls under SLRS program evaluation ethical approval

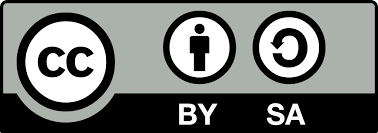
Do you wish to present your data outside the University?   
e.g., publication, industry or community report, conference

**YES**

Falls within course embedded research & evaluation framework

## THIS DOCUMENT

This document made available under Creative Commons Attribution Share-Alike (CC BY-SA) licence.



## JOIN US!

The resources we have developed are part of a research project investigating

* How to embed evaluation and research into curriculum design and delivery for quality improvement, quality assurance and scholarship, focused on the teaching team of an award degree curriculum
* The impact and effectiveness of designing quality enhancement using the “teaching team and the award degree curriculum” unit of analysis

If you decide to use and build on our work, please let us know

Dr Jo-Anne Kelder jo.kelder@utas.edu.au (**Corresponding author)**

Associate Professor Andrea Carr A.R.Carr@utas.edu.au

## ACKNOWLEDGEMENTS

The development of these resources for institutional use has been supported by a University of Tasmania Projects of Institutional Significance Grant, led by **Professor Justin Walls** and managed by **Dr Jo-Anne Kelder**.

The resources have been developed as a collaborative effort by **Associate Professor Andrea Carr**, **Dr Jo-Anne Kelder** and **Ms Bethany Lusk**. **Dr Carolyn King** developed significant improvements to the mechanism for recruiting participants and establishing consent.

**Professor Paula Swatman** provided invaluable expert review and suggestions to ensure the resources comply with the National Statement on Ethical Conduct in Human Research.

**Dr Harriet Speed, Associate Professor Andrea Carr and Dr Jane Skalicky** developed the documents supporting the ethical management of research.