Worked Example
A: Impact evaluation plans

Developed by the universities involved in the pilot phase of the Value and Impact Project

A1: University of York - investigating the impact and value of the Maths Skills Centre for target subjects

Service/activity:	Maths support
Objective:	To support students who require specialist Maths support.
Outputs:	One-to-one support is provided for students who want help with the Maths content of their courses; targeted in this pilot year at first year students requiring help with calculus and algebra.
Intended outcomes:	Students feel more confident about their Maths skills and able to continue with their studies. Staff teaching on relevant programmes are confident that their students have access to appropriate Maths support.
Impact indicators:	Self assessment by students of a positive impact of support session(s) upon their ability to resolve Maths problems and confidence to do so. Perception by staff teaching the students who receive the support from the Maths Skills Centre that there is a discernible improvement in the students' understanding, confidence and performance.
Source of data:	- Targeted focus groups with undergraduates; - Statistical analysis of Centre's usage; - Staff interviews or questionnaires to identify perceived need for the Centre; - Questionnaires to students investigating perceived need for the Centre and its effectiveness.

A2: University of Surrey, Centre for Wellbeing - promoting emotional resilience in students

Service/ Activity:	Participation in a course run by staff in the Centre for Wellbeing lasting 4-6 weeks. This would combine a psycho-educational component with participation in an experiential group.
Objectives:	Through discussion and active participation (both within the session and home practice) introduce students to topics which promote greater resilience and wellbeing. This would include identifying values and strengths, recognising the importance of social connectedness, living in the moment and self-awareness.
Outputs:	Attend the workshop, engage in home practice, complete a validated questionnaire (eg, Resiliency Scale RS 14 ™, Penn Resilience Program) at the beginning of the first session and at the end of the final session.
Intended outcomes:	By engaging in an experiential course, students will be encouraged to identify and develop traits which foster resilience.
Impact indicators:	In developing greater awareness of personal responses to difficult situations, students will be able to explore changes that have occurred as a result of participating in the course.
Source of data:	Questionnaire to be completed before and after the course to identify any changes.

A3: University of East London - students with mental health difficulties – measuring the value and benefit of a mental health support mentoring programme

Service/activity:	The Disability, Dyslexia and Access Centre (DDAC) supports students with mental health difficulties to apply for Disabled Students' Allowances (DSA) and to then access funding for mentoring through the DSA.
Objective:	To provide qualified mental health support mentoring and learning support to students with mental health difficulties and therefore improve student experience. We have a cohort of supervised mentors with a range of skills that can be matched with students.
Outputs:	Students with mental health difficulties attend one hour a week per academic term for mental health support mentoring and learning support.
Intended outcomes:	• To maintain student retention; • To support relapse prevention of student mental health difficulties; • To assist with academic achievement.
Impact indicators:	• Students with mental health difficulties are accessing appropriate treatment and care through NHS mental health services; • Increased attendance records of students; • Fewer students applying for extenuating circumstances for non-submission of assignments or non-attendance of exams.
Source of data:	• Questionnaire survey of students receiving mentoring asking about the impact of mentoring on student retention and relapse prevention; • Corporate systems data to compare general student retention rates with the retention rates of students receiving mentoring; • Comparison of average student marks before mentoring and after mentoring; • Corporate systems data to compare average general student final marks with average final marks of students receiving mentoring; • Comparison between different years of study in terms of impact of mentoring on marks; • Questionnaire survey (with permission) of NHS Care Co-ordinators asking about impact on student health, wellbeing and relapse rates; • Exploring themes between different types of mental health difficulties.