# **Evaluation Reporting template**

The purpose of this template is for you to complete a detailed report on your activity/initiative/project. The template is aligned to the **Evaluation for Impact Cycle**.

If you have completed the **Evaluation Planning and Reflecting** Template, you will be able to make use of the information provided there for various sections within this template and we encourage you to do so.

Competing this evaluation report will enable you to evidence the impact of your activity/initiative/project and reflect on the approach you took. This is a first step to disseminating the outcomes/results/findings of your activity locally, institutionally and across the sector. **This report may be a mandatory requirement for some institutional activities/initiatives/projects.**

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| **Evaluation Report** | | | | | | | |
| **Activity/Initiative name** | | | |  | | | |
| **Contact/s** (Name/School/Department/Function/Email) | | | |  | | | |
| **Section 1: Initiative background.** Provide a brief summary of the initiative, its rationale, objectives and impact on university strategic areas for enhancement and KPIs. | | | | | | | |
| **A. Driver/Rationale.** [Identify why change was necessary. What evidence was there for this need, problem or opportunity?]  **B. Overview.** [Describe the initiative.]  **C. Objectives.** [Describe your key objectives. What were you hoping to achieve?]  **D. Linking to institutional and departmental strategic priorities.** [Identify which areas you planned to positively impact on.]Tick all that apply.  **Areas of Enhancement** | | | | | | | |
| **Student Experience and Student Partnership**  Sense of belonging & connectedness  Information, Advice & Guidance  Resilience & independence  Transition, knowledge & skills  Personal & professional development | | | **Access and Participation**  **For students from under-represented backgrounds:**  Recruitment  Raising schools and colleges attainment levels  Enhancing retention and degree outcomes  Enhancing employment /further study rates | | | **Curriculum Framework**  **Graduate Attributes:**  Mastery of the discipline  Skills in research & enquiry  Personal effectiveness & self awareness  Global engagement & multicultural awareness  **Academic Principles:**  Discipline based  Research based  Diverse and inclusive  Global  Contextual | |
| **UKES**  Critical thinking  Learning with others  Interacting with staff  Reflecting and connecting  Course challenge  Engaging with research staff  Student partnerships  Skills development  How students spend time | | | **NSS/PTES**  Teaching on my course  Learning opportunities  Academic support  Assessment & feedback  Learning resources  Learning community  Student voice | | | **TEF Criteria**  Student engagement with learning  Valuing teaching  Rigour & stretch  Assessment & feedback  Student partnership  Resources  Scholarship, research & professional practice  Personalised learning  Employability & transferable skills  Employment & further study  Positive outcomes for all | |
| **University goals and key performance indicators (KPIs)**  Teaching and learning satisfaction  Retention  Attainment  Employment  Outcomes for all | | | | | | | |
| **E. Did you design your initiative to support specific groups of students**?Tick all that apply. | | | | | | | |
| Students from disadvantaged backgrounds (POLAR, IMD, Household income)  First Generation HE attenders  UG Part 1  UG Part 2  UG Part 3/4 | | Disabled students  Male students  Female students  Black & minority ethic students  White students  PGT  PGR | | | Mature students  LGBTQ+  Commuter students  Care leavers or estranged students  EU  Non-EU  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | The initiative was not designed with a specific demographic group of students in mind |
| **Section 2: Description of the evaluation.** Outline the evaluation processes that were put in place to demonstrate whether the stated objectives have been achieved. All claimed outcomes and impacts should have a measure. | | | | | | | |
| **A. Purpose and scope of the evaluation.**  [What changes/impacts were you assessing in your evaluation?] Tick all that apply.  Level 1 Reach: numbers of activities delivered, levels of engagement, numbers of participants and their demographics.  Level 2 Reaction: how participants felt about their experience.  Level 3 Learning: evidence whether participants enhanced their understanding, knowledge and/or skills.  Level 4 Behaviour: evidence of how far learning/knowledge is applied and results in personal change.  Level 5 Results: evidence of how far the initiative impacts on School/Departmental or organisational objectives.  **B. Evaluation methodology.**  [Explain what methods, measures and approaches you used and why.] | | | | | | | |
| **Section 3: Impact identification.**  Provide details of your evaluation and impact findings against your own objectives, and the University’s strategic areas for enhancement and KPIs.  Where possible it is important to understand the impact on different demographic groups. In responding to the questions below, you might want to refer specifically to different groups within Section 1E above. | | | | | | | |
| **A. Evaluation findings**  [Were there any unexpected outcomes?]  [Do these need to be addressed in future, if so how?]  **B. Impact Levels**  [Present a complete account of the findings mapped against the levels of impact that are relevant.]  More information on our five levels of impact can be [found here](https://sites.reading.ac.uk/evaluation-and-impact/resources/). | | | | | | | |
| **Level 1**  **Reach** | [Measures numbers, coverage and usability of activities and involvement of participants and/or targeted groups.] | | | | | | |
| **Level 2**  **Reaction** | [Analyses feedback on participants’ reaction. Was it useful, engaging, interesting, enjoyable?] | | | | | | |
| **Level 3**  **Learning** | [Measures whether information has been absorbed and objectives have been met.] | | | | | | |
| **Level 4**  **Behaviour** | [Analyses the extent to which newly acquired skills, knowledge, or attitudes are applied in different contexts.] | | | | | | |
| **Level 5**  **Results** | [Determines if there has been any positive impact on the strategic objectives (e.g. KPIs) of the University e.g. access, participation, retention, attainment, progression.]  [Results could also cover impact on more localised objectives at School or Departmental level.] | | | | | | |
| **Section 4: Reflection** Summarise how the initiative succeeded in achieving its objectives, as well as institutional strategic areas for enhancement and/or KPIs. Include your comments on the implications of all the results outlined above in Section 3. | | | | | | | |
| **A.** To what extent does the evidence above suggest that the objectives of the initiative have been met or partially met? What evidence is there that it positively contributed to one or more of the University’s strategic areas for enhancement and/or KPIs?  **B.** Were there any unexpected results?  **C.** Where you focused on a range of demographic groups (refer to Section 1E above), was the impact uniform across these groups? If not, what are the implications of this?  **D.** Did your evaluation methods allow you to make a good assessment of impact? If not, what would you do differently? | | | | | | | |
| **Section 5: Funding overview** This section is an opportunity to give details of how any funding for this activity/initiative/project was allocated **if applicable.** | | | | | | | |
| **A.** Source of funding  **B.** Amount of funding allocated  **C.** Breakdown of how funding was spent  **D.** Funding distribution across specific projects/initiatives/aspects of activity, if relevant  **E.** Reflection on how the funding supported the initiative to achieve its objectives. [Was it sufficient? Was it appropriately allocated? Would you make any changes if you had your time over?] | | | | | | | |
| **Section 6: Lessons learnt and future planning.** | | | | | | | |
| **A.** Identify what you have learnt and outline what could be done differently next time. Give details of why and how you would do this.  **B.** Give details of how you plan to disseminate your findings. | | | | | | | |
| **NOTE: Supplementary material**  **You can include additional information in the form of an Annex to supplement this report.** [You can include details and evidence you have provided elsewhere for different purposes e.g. progress reports, reviews, updates documentation, case studies.] | | | | | | | |