**Criteria for evaluating courses or resources**

*Ascertaining the influence, benefits and success of the course or resource, and relating them to baselines and objectives, is crucial for describing its effectiveness. The questions below are drawn partly from The Impact Framework evaluation model developed by Vitae’s Impact and Evaluation Group (IEG – formerly the Rugby Team)[[1]](#footnote-1). For reference, the relevant impact level is indicated in brackets after each question.*

|  |  |
| --- | --- |
| Questions | Responses |
| 4.1 Numbers (Vitae IEG impact level 0: Foundations)How many learners have taken part in course or used resource by: |  |
| * Career stage
 |       |
| * Discipline
 |       |
| If course or resource run/used previously, any trends in terms of number of learners? |       |
| 4.2 Feedback (Vitae IEG impact level 1: Reaction)Reaction and feedback from users in terms of: |  |
| * Whether learning objectives met
 |       |
| * Quality of course/resource
 |       |
| * Originality of course/resource
 |       |
| * Attractiveness of course/resource
 |       |
| What is shown by evaluation and analysis of such feedback? |       |
| 4.3 Knowledge and skills (Vitae IEG impact level 2: Learning)Changes in learners’ knowledge, skills and competencies resulting from course or resourceHow have these been ascertained? |       |
| 4.4 Behaviour and attitudes (Vitae IEG impact level 3: Behaviour)Improvements that may be attributable to course/resource in terms of: |  |
| * Researcher attitude
 |       |
| * Confidence
 |       |
| * Behaviour
 |       |
| * Performance and practice
 |       |
| How have these been ascertained? |       |
| 4.5 Impact (Vitae IEG impact level 4: Outcomes)Broader impact of the course/resource: |  |
| * Extent to which recipients have become better researchers
 |       |
| * Way in which this has benefitted institution
 |       |
| What has been feedback from departments in which recipients work? |       |
| 4.6 Challenges/barriers encountered in implementing course/resource (including lack of resources)How are these managed and/or overcome? |       |
| 4.7 Steps taken to improve course/resource as result of any evaluation |       |

1. See <http://www.vitae.ac.uk/policy-practice/1418/Rugby-Team-activities.html> [↑](#footnote-ref-1)