Hertfordshire Evaluation Framework

How to evaluate the effectiveness of sport and physical activity projects

November 2017
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Let’s be honest, evaluation elicits mixed feelings from most of us, doesn’t it? First there is finding the time to do it. Second, there is navigating your way through what seems a complex and strange language full of knowledge we don’t have and everywhere you go someone says you’re not doing it the right way. Third there is the challenge of learning out of it. And all that leads sometimes to the dread of getting it wrong and meaning we just can’t bring ourselves to do it.

But evaluation can bring many benefits, if we can find a framework for doing it which provides those of us (and I include myself very much here) who are not ‘experts’ in how to do evaluation a manageable and practical way of doing it. Evaluation can help you get value for money for the public, and better outcomes and benefit for our residents and citizens, if we do it right. And it can help you learn how to improve projects too. Every project brings something we don’t expect, and often these things can be beneficial. Evaluation done well can capture this.

It’s also important because it helps us demonstrate that good work is going on. Evaluation can help you say ‘this works’ or ‘this has benefit and value’.

Even if a project doesn’t do what we wanted it to, evaluation can help us learn why, and what happened.

And that’s where this guide comes in. It’s been created to be a useful, practical and helpful tool for people who are busy, want to learn from a project but don’t have the time to delve into the ins and outs of debates on evaluation theory and practice.

This guide is intended to help you, and having read it in detail, I really wish I had this when I started out on my professional journey. The team who created this have, I think, done a great job and we owe them a debt of thanks for demystifying the process and the work of evaluating projects in a manageable way.

I hope you find this useful, and if you feel you can improve on it, do let us know.
Hertfordshire Evaluation Framework

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Step 1: Planning - why, who, what, when
Step 2: Clarify objectives & outcomes
Step 3: Select indicators & sources of evidence
Step 4: Design methods & data collection
Step 5: Analyse data
Step 6: Reflect on practice & share learning
Conclusion
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November 2017
This evaluation guide has been put together to help organisations with limited knowledge and experience of evaluation to understand the steps when building evaluation into project design. The guide has been kept as brief as possible to make it quick and easy to read. Links have been included to other sources of information to signpost you to more in depth information, if needed. The aim of having a Hertfordshire Evaluation Framework for Sport and Physical Activity is to increase the quality of evaluation captured and help you to build the business case for investment in sport and physical activity initiatives. There are many excellent projects taking place within the county but very few are able to demonstrate the impact they are having using credible research methods.

The steps we will take you through are for small scale projects. For larger projects where in depth evaluation or research is required, we recommend you seek the support of an academic institution or someone with this expertise. The Sport England Evaluation guide and Sport England Guide to Research documents provide guidance to help you determine what type of research method(s) to adopt for your projects.

Evaluation needs to be considered at the initial planning stages of all projects and not added in as an afterthought. It is difficult to evidence what difference your project has made if you haven’t captured information from participants when they join your programme.
This guide will use the ‘Project development cycle’ (Public Health England, 2015, p.13) as the framework for the suggested approach. Three additional layers have been added. These are planning, analysis and reflection.

Figure 1. Project Development Cycle
Summary of Evaluation Steps

This framework will take each step in turn and explain how to complete each one. The flow chart below summarises the steps to work through.

Steps to take: Summary of what to do:

1. Planning - why, who, what, when
   Identifying what your project will be and the reason for doing it

2. Clarify objectives and outcomes
   Write SMART aims and objectives
   Complete logic model

3. Select indicators and sources of evidence
   Select measurement indicators

4. Design methods and collect data
   Work out how to capture the information you need

5. Analyse data
   Analyse the data that you have captured for your results

6. Reflect on practice and share learning
   Complete reflection and learning log and write evaluation report

Example of what it looks like:

See Appendix G to see worked examples for steps 1-6.
The first things to consider are: why, who, what and when.

<table>
<thead>
<tr>
<th>Why are you doing your project?</th>
<th>Has a need been identified? What insight have you drawn upon to evidence the need? Is there a particular health issue to be addressed or a certain demographic that needs your intervention? A range of data sources can help (including Public Health Intelligence) visit the Insight section of the Herts Sports Partnership (HSP) website (<a href="http://www.sportinherts.org.uk">www.sportinherts.org.uk</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are you aiming your project at?</td>
<td>Who is your target audience? Who will the project stakeholders be? What involvement will they have in the project design? What involvement will they have throughout the project life-cycle?</td>
</tr>
<tr>
<td>What do you hope to achieve?</td>
<td>What is the aim of your project? Think about what outcomes you would like to see. Setting aims and objectives will help you determine this. Describe what your intervention will look like? Is it based on evidence (for example using NICE guidance or research papers which have shown certain approaches to be effective with your target group?). The Insight section of the HSP website will signpost you to documents to help with evidenced based approach.</td>
</tr>
<tr>
<td>When will your project take place?</td>
<td>What time will it take place? Where will it take place? What is the duration of the project? (e.g. 2 hours per week for 6 weeks)</td>
</tr>
</tbody>
</table>
The next things to consider:

What are the objectives for your project?
What outcomes you hope to achieve at the end of your project?

Taking time to work out your aims and set measurable objectives will help you work out what you need to measure to evaluate the impact of your project/intervention.

When writing objectives it is important to make sure they are SMART (specific, measurable, achievable, realistic and time-based). For guidance on how to write SMART aims and objectives, please refer to Appendix A.

<table>
<thead>
<tr>
<th>Original Objective</th>
<th>SMART-er Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get older people more active</td>
<td>For older people to meet the CMO guidelines of 150 minutes per week following the</td>
</tr>
<tr>
<td>Specific ✗</td>
<td>12 week intervention</td>
</tr>
<tr>
<td>Measurable ✗</td>
<td>Specific ✔</td>
</tr>
<tr>
<td>Achievable ✗</td>
<td>Measurable ✔</td>
</tr>
<tr>
<td>Realistic ✗</td>
<td>Achievable ✔</td>
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<tr>
<td>Time-based ✗</td>
<td>Realistic ✔</td>
</tr>
<tr>
<td></td>
<td>Time-based ✔</td>
</tr>
</tbody>
</table>
A very useful planning document to use is a Logic model. If you haven’t come across these before, they are fairly straightforward to use and are helpful to think your project through methodically. They are also helpful to give an overview of your project at a glance. There are five sections to complete:

Appendix B has a number of Logic model examples to help you get started. It is recommended more than one person puts the Logic model together. It typically takes a few hours and would have input from a number of stakeholders. It is a worthwhile exercise to get the planning process started.

<table>
<thead>
<tr>
<th>Context</th>
<th>Input</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the problem you are addressing? What’s the size of the problem? Is it worse in certain population groups? What are the consequences of the problem? What evidence is there to support the need for your project intervention? Who are you targeting?</td>
<td>These are broken down into human, financial and material resources. What do you need to be able to deliver your project?</td>
<td>What activities will be carried out as part of your project? i.e. activity sessions, training courses to up-skill instructors.</td>
<td>What do you hope to see happen? How many sessions do you hope to run? How many participants are you aiming to attend? What throughput are you anticipating? Working out outputs is helpful when you review the success of your project to see if you are on track to meet your targets.</td>
<td>What effect do you expect your project to have? Think about short term, medium term and long term effects. The outcomes are based on the objectives you have written.</td>
</tr>
</tbody>
</table>
Once you have completed steps 1 and 2, you will have a clearer idea of what data you need to capture for your project. There are two types of evaluation that will be useful to you. These are **process evaluation** and **outcome evaluation**.

### Process evaluation
Captures and reflects on what elements of the project went well or not so well. It reviews different parts of the project for example, registers for participant numbers, participant sign-up sheets to gauge if your project attracted your target audience, participant feedback questionnaires to find out how they rated the instructor, ease of booking, suitability of venue, etc. If your project relies on organisations referring in, you could review the number of referrals received from each organisation and if this met your expectations. If lower than expected, what were the reasons for this? What would you need to change if the project was repeated?

### Outcome evaluation
Measures the difference the project has made to your target population. For example, improved feelings of well-being, increased physical activity levels or reduction in body weight.
Traditionally, project evaluation has tended to focus on process evaluation. There has been little guidance on how to measure the outcomes for sport and physical activity projects. In the most recent Sport England Strategy (Towards an Active Nation) there has been a change of emphasis to measure five key outcomes. These are: physical health, mental well-being, individual development, community development and economic impact. This evaluation framework has been written to help you measure these.

To measure these outcomes there are a number of validated tools available. A validated tool is a set of questions that have been tested in a research setting to make sure they are an accurate way of measuring the specified outcome. The validated tool may be one or a number of questions. It is important the wording or scoring is not changed and that all questions are asked. If you start changing the wording or pick and choose questions, you are invalidating the tool. An example of a validated tool to measure mental well-being is the ONS (Office for National Statistics) Subjective Well-being. This has 4 questions which are detailed below:

**Subjective Wellbeing**

Below are some questions about feelings. Please give a score of 0 to 10 for each statement:

<table>
<thead>
<tr>
<th>Statements</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how satisfied are you with your life nowadays? (0 is not at all, 10 is completely)</td>
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<tr>
<td>Overall, to what extent do you feel that the things you do in your life are worthwhile? (0 is not at all worthwhile, 10 is completely worthwhile)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Overall, how happy did you feel yesterday? (0 is not at all happy, 10 is completely happy)</td>
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</tr>
<tr>
<td>Overall, how anxious did you feel yesterday? (0 is not at all anxious, 10 is completely anxious)</td>
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</tbody>
</table>
If you chose to use this, you would need to ask all the questions exactly as detailed above.

To help you find validated tools to measure your project outcomes, we have put together a spreadsheet with a menu of options. This includes details of the outcomes that can be measured, who the tool is suitable for, where to find it and how to analyse the data. Click here to open the spreadsheet (Appendix C). This will be very helpful to you when you are planning how to measure your outcomes.

Below is a worked example which shows how to link your objectives and work out what measurement tool to use to measure outcomes.

If in step 2 you identified your outcomes to be:

1. At least 75% of participants to report increased feelings of overall mental well-being by week 12.
2. At least 75% of participants to report increased feelings of self-esteem by week 12.
3. At least 75% of participants to have increased their levels of physical activity by week 12.

For number 1, you would look at the outcomes spreadsheet and see what measures are listed to measure mental well-being. There is a choice of WEMWEBS, Short WEMWEBS and ONS Subjective Wellbeing. To help you choose which would be most appropriate for your audience we have included information on the recommended use.

For outcome number 2, you would again use the outcomes spreadsheet and look for the tools listed for measuring self-esteem. There is the Rosenberg Self Esteem Scale and Single item scale. Again, read the additional information to decide which would be most appropriate for your audience.

Remember to check if the measure is suitable for your target population. For example the IPAQ is aimed at adults (15-69) and not for children.
In step 3 you will have worked out what you need to collect for process and outcome evaluation. Now you know this, you can decide what the best method is to capture the data you need to collect.

For example, to collect demographic information you would ask participants to complete a registration form. This will enable you to capture their contact details, age, ethnicity, disability, etc. Weekly registers would capture attendances and throughput figures.

If you are measuring the difference your project has had on an individual by measuring outcomes you will need to decide if this is better measured through questionnaires, case studies, focus groups or other methods.

There are two types of research which will enable you to capture the information you need. These are called **quantitative** and **qualitative** research.

<table>
<thead>
<tr>
<th>Quantitative Research</th>
<th>is measured in numbers. So this could be number of attendances or number of women, for example. If you were using a questionnaire to measure outcomes, it would be the scores given for each answer, i.e. a score out of 10. Quantitative data allows you to show improvements in number format. It will tell you <strong>what</strong> has changed but it <strong>does not tell you why</strong> it has changed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Research</td>
<td>is captured through words. It is information and views gathered from participants. For example, through participant feedback forms asking for them to describe how the programme has helped them, or by capturing case studies. Qualitative research is very useful to help you find out the story behind the changes that have happened. Just be aware that qualitative analysis can be time consuming so allow enough time to do this.</td>
</tr>
</tbody>
</table>
Step 4

Design methods and data collection

It is good to use a mixture of quantitative and qualitative research methods as part of your evaluation.

There are a number of options you can use to capture quantitative and qualitative research. An explanation of the options is given in the Sport England Evaluation Guide under section ‘4.1a Data Collection and Guidance’.

The Sport England Evaluation Guide explains each type of data collection (for quantitative, qualitative, process and outcome evaluation) and guidance on how to capture it.

For small scale sport and physical activity projects where you have little time with participants it is likely you will collect the following:

- **Participant registration form** - to capture demographic details and health status
- **Registers** - to capture weekly attendances
- **Participant baseline questionnaire** - to capture baseline outcome measures
- **Participant end of programme questionnaire (i.e. at 12 weeks)** - to repeat questions asked at baseline to see if anything has changed
- **Case studies** - you could ask your coaches to capture 2 or 3 case studies from participants to capture the softer outcomes of your programme.

Once you are at this point, have a look at the checklist in the Standard Evaluation Framework for Physical Activity interventions on pages 15 and 16. The explanatory notes on pages 17-28 are a useful source of information. This checklist is useful to check you have included all the recommended steps in your planning,
Ethics and Consent

Ethical considerations that should be considered for your project are:

- Will the data be confidential and anonymous?
- Will the question you are asking offend or upset people?
- Will your data collection methods allow respondents to give you additional information that they consider important?
- Do the questions and approaches respect people’s backgrounds, literacy, and experiences?
- What will you do if someone discloses something that gives cause for concern?
- Have participants given consent to the data being collected?

Let people know why you are collecting the data and what it will be used for.

(Public Health England, 2015, p.27)

You may or may not be aware that some projects require NHS and/or University ethical approval.

It is unlikely you will need to gain NHS ethical consent prior to starting a small scale physical activity project. This is because you are not taking clinical samples from any one or conducting a research study. To check if you do need ethical approval have a look on the National Research Ethics Service (NRES) website: www.hra.nhs.uk/about-the-hra/our-committees/res

Even though NHS ethical approval is unlikely to be required, you may need your project to be approved by a university ethics committee if they are supporting you with your evaluation. They will be able to advise you on this.
Step 4

Design methods and data collection

Consent

You need to gain consent from participants to get their permission for you to use the information they give you in your evaluation report. An example of this is:

I give consent for the information I have provided to be used in the project evaluation report. I understand that my information will be anonymised which means my responses will not be tracked back to my personal information.

Print Name: 

Signature: 

Date: 

November 2017
Step 5

Analyse data

Some of your data analysis will take place while the project is going on to enable you to review how the project is performing and make changes as required. This will tend to be the process evaluation, such as: reviewing the number of participants on the programme vs. target participants, whether sessions were delivered at all the planned locations or not, did you keep within budget? At the end of the project you will be able to analyse the data overall. How you present this will depend on the stakeholders you need to report back to and what they want to know.

For the outcome evaluation measure, you will need to see how the data should be analysed depending on the validated tool you have used. In the Outcomes spreadsheet (Appendix C) there is a column giving you guidance on how to analyse the data. The most common approach will be to set up a spreadsheet with one row per participant and enter the scores at the start of the project and the scores at the end. The difference in the mean scores will be the change that has occurred. If you have any incomplete questionnaires you may have to discard these depending on the questionnaire scoring instructions. An example of this is given in Appendix D. Once you have entered all the data you can analyse how many (or the percentage) of participants that saw no change, got worse or improved for that particular outcome.

Public Health Intelligence have produced spreadsheets to help analyse the SWEMWEBS and IPAQ questionnaires. If you are using these, you can download the templates from the outcomes spreadsheet.

If you have followed all the steps in this framework, you should have enough data captured to enable you to report on each of the objectives that you set for your project.

It is likely you will be reporting the results to show the percentage of participants that saw a change in their pre and post results. However, if you have someone with access to and expertise in statistical software (i.e. SPSS) you will be able to analyse your data for statistical significance. This will show whether a statistically reliable change is seen in the data and results are not due to chance. If you are able to report your results using this method it will give your evaluation more credibility, but it is accepted that not many organisations will have access to this.

An example of how to present the results for a report is shown in Appendix E.
Step 6
Reflect on practice and share learning

It is really important to reflect on your project before racing into the next project. Many of us are often under pressure to keep delivering and are not given the time needed to reflect on what went well and not so well for our projects.

An evaluation report should be written to capture the learning to enable you to share it with others. The report is a good way to communicate with your project stakeholders to evidence the effectiveness of your project.

Before you write your evaluation report, we recommend you complete the Reflection and learning log template produced by Sport England in their evaluation guide under section 6.1. An image of it is shown on the next page.

Completing the reflection log will help you to write your evaluation report. The suggested headings for an evaluation report are shown below:

- Summary
- Background and context
- Aims
- Methods - how you approached your project
- Project delivery details - outputs and outcomes
- Results
- Case studies, successes, lessons learnt, challenges
- Conclusions and recommendations
- Appendices

The length of the report will depend on the size and complexity of your project. Appendix F shows an example of a project report.
Step 6

Reflect on practice and share learning

### 6.1 Reflection & Learning Log - Template

Use the following template to guide discussions in your reflection workshops and to document the learnings that your M&E has produced.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Purpose, Rationale &amp; Scope</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering Insight</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Planning &amp; Design</td>
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</tr>
<tr>
<td>Project Delivery</td>
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<tr>
<td>Project Outcomes</td>
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<tr>
<td>Measurement &amp; Evaluation</td>
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<tr>
<td>Communication</td>
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</table>
Conclusion

Evaluation is an important part of project design in order to show how well programmes are working (process evaluation) and what the benefits are (outcome evaluation). It is important to make evaluation a consideration when planning, rather than inserting it ad hoc as it will make your life easier in the long run.

In addition, if you miss the opportunity to collect data at the start of your project, you will not be able to carry out your outcome evaluation. Going forward, you will need to have more robust processes of evaluating your services in order to secure funding, and awarding bodies will be increasingly asking for more evidence of how your programme benefits individuals. Hopefully this guide has shown how simple evaluation techniques can be built into your programme in a relatively painless way.

The Herts Sports Partnership will be holding workshops on this evaluation framework and offer support to Hertfordshire based organisations looking to implement evaluation in their programmes.
## Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Document Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Examples of SMART aims and objectives</td>
<td>Appendix A</td>
</tr>
<tr>
<td>B</td>
<td>Examples of completed Logic models</td>
<td>Appendix B</td>
</tr>
<tr>
<td>C</td>
<td>Summary of Outcome measures spreadsheet</td>
<td>Appendix C</td>
</tr>
<tr>
<td>D</td>
<td>Example of how to analyse pre/post scores</td>
<td>Appendix D</td>
</tr>
<tr>
<td>E</td>
<td>Example of a results section for a project report</td>
<td>Appendix E</td>
</tr>
<tr>
<td>F</td>
<td>Example of a project report</td>
<td>Appendix F</td>
</tr>
<tr>
<td>G</td>
<td>Worked example from start to finish (step 1-6)</td>
<td>Appendix G</td>
</tr>
</tbody>
</table>


Appendix G – Stages 1-6 worked example

A worked example of a 12 week physical activity intervention for University of Hertfordshire students with mild mental health complexities.

Step 1: Planning – why, who, what, when

The first things to consider are: why, who, what and when.

| Why are you doing your project? | • Conversations with counselling services indicate a need for additional support for students with mild mental health issues  
| | • Up to 3 month waiting times for counselling appointments within student support  
| | • Previous literature has suggested physical activity can aid in the management of mild mental health complexities  
| | • Physical activity has been shown to improve confidence, reduce social isolation and improve self esteem |

| Who are you aiming your project at? | • UH students  
| | • Referrals for students with mild mental health complexities |

| What do you hope to achieve? | • To provide a 12 week physical activity intervention to support those struggling at the University of Hertfordshire  
| | • Aim to reduce the strain on student support services  
| | • For students to increase their physical activity levels (measured by the single item measure, Wanner et al, 2013)  
| | • For students to have increased emotional wellbeing (measured by the SWEMWBS)  
| | • To provide a support for students with mild mental health complexities at the University of Hertfordshire |

| When will your project take place? | • Free physical activity sessions for 12 weeks  
| | • Referrals from December 2016, physical activity sessions running from January 2017 – March 2017  
| | • One, one hour session per week of the following; gym, badminton, table tennis, climbing, tai chi, archery, yoga  
| | • Sessions take place on both deHavilland and College Lane Campus  
| | • Sessions are run by qualified instructors |

Step 2: Clarify objectives and outcomes

The second step of the evaluation is to clarify the objectives of the project. In order to do this, we need to ensure these are SMART objectives (see appendix A for more examples). In this case we are interested in knowing whether physical activity levels of students have
increased following the intervention and whether the participants had an increase in emotional wellbeing.

**Project Objectives:**

1. At least 75% of participants to report an increase in physical activity levels by week 12.
2. At least 75% of participants to report increased feelings of overall mental wellbeing by week 12.

In order to plan the project effectively, it is imperative to create a logic model to show all aspects of the project from identifying the need of the project to what the associated outcomes will be.

**Logic model**

<table>
<thead>
<tr>
<th>Context</th>
<th>Input</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions with a range of university student-facing services support the findings above and reported a rise in students presenting with mental health conditions. Physical activity has been shown to be beneficial in the management of mild mental health problems</td>
<td>Book activities &amp; venues Identify and confirm venues Evaluation – data collection and analysis Reporting requirements for funder Budget Create marketing and eligibility materials Set up referral process with: -Counselling services -Housing -SU Recruit qualified instructors</td>
<td>Free PA sessions from (1x each per week) -Gym -Climbing -Yoga -Tai Chi -Badminton -Table Tennis DBS Checks for instructors</td>
<td>Minimum of 50 students referred into the scheme. Minimum of 40 students complete the intervention.</td>
<td>Short term (post assessment, after 12 weeks of intervention) • To increase levels of PA (Single Item Measure) • To increase feeling of emotional wellbeing (SWEMWBS)</td>
</tr>
</tbody>
</table>
Step 3: Select indicators and sources of evidence

For this project we are interested in outcome evaluation that is evaluating the difference the project has made to our target population. In order to ensure we have the correct tools to measure change in outcomes, we must only measure what we have outlined in the objectives. In this case, the objectives are:

1. At least 75% of participants to report an increase in physical activity levels by week 12.
2. At least 75% of participants to report increased feelings of overall mental wellbeing by week 12.

Using the outcomes measurement spreadsheet (Appendix C) we can identify the most appropriate tools to measure the objectives above.

For objective 1, we know that this is a small scale project and therefore do not require a lengthy measure to measure physical activity levels. Therefore, the single item measure (Wanner et al., 2013) was chosen as it is a brief measure of physical activity levels.

There are a number of validated tools used to measure wellbeing. The Shortened Warwick Edinburgh mental wellbeing scale (SWEMWBS) was chosen to measure change as it has good validity in comparison to the full Warwick Edinburgh mental wellbeing scale (WEMWBS). This scale is well received by younger populations and is relatively easy to analyse (see Public Health Intelligence template for SWEMWBS).

Step 4: Design methods and data collection

It is important not only to measure outcomes, but also outputs. In this case registers were collected from all sessions to show number of attendances as well as the number of students completing the project (completing pre and post questionnaires).

As part of the evaluation, we also need to find out some basic information about the participants that took part in the intervention. This will show who the population of intervention were. The basic demographic information will be similar across all projects regardless of the objectives (there may be some targeted differences depending on the population). For the worked example, we are interested in knowing:

- Age
- Gender
- Ethnicity (it is worth checking the format of your ethnicity question is in line with census data OR Active Lives
- University department
- Previous mental health diagnosis
In order to have a mixed method approach, the evaluation of this project has both quantitative and qualitative elements. Above we have discussed the quantitative scales we will use to measure change in our population, it is also important to include some qualitative analysis to show personal changes that are not captured by the validated tools.

Ethical considerations were made for this project, all data was kept confidential and anonymous. Ethical approval was not required to collect data from participants.

**Step 5: Analyse data**

Once the data was collected from participants it was collated onto an excel spreadsheet, with one row determining one participant. An example can be seen below:

For the demographic information, either a mean score is calculated (for age) or frequency (gender, academic subject, ethnicity and mental health diagnosis) which will be included in the report. To calculate the frequency use pivot tables in Excel.

Physical activity level is just inputted from participant data. The mean for pre and post scores should be calculated. In order to obtain SWEMWBS pre and post scores, each question score is summed and then transformed in accordance with the measure guidelines. Public Health Intelligence have developed a spreadsheet in which this data can be inputted and summed scores for each participant can be calculated. These scores are automatically compared to population data and a mean score for the group can be added. An example can be seen below:

An example of the frequency and average’s calculated in excel can be seen below:
The information on demographics and mean changes can then be inputted into the report. 

NB. The data used above is only a portion of that used in Appendix F due to the size of the data file and is used as an example only.

It is also useful to calculate the percentage of participants that had an improvement in outcomes. This can be done by calculating the total number of participants that showed an improvement, remained steady or showed a decline following the intervention and then creating the percentage proportion of each of these.

For the example of SWEMWBS, 43 students had an increase in SWEMWBS scores (out of 53 that completed both pre and post assessments). So: 

- **81% of students had an increase in SWEMWBS score**
- **13% of students SWEMWBS scores stayed the same**
- **6% of students had a reduction in SWEMWBS score**
Step 6: Reflect on practice and share learning

In order to populate the conclusion section of the report, it is useful to complete the reflection and learning log template (Sport England, 2017). This was completed for the example project. These key points have been included in the sample report in Appendix F.

Reflection & Learning Log Template

Use the following template to guide discussions in your reflection workshops and to document the learnings that your M&E has produced.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear outcomes were devised</td>
<td>Students feedback that it was intimidating to attend activities alone</td>
<td>The project could have provided some social support to students</td>
<td>Student mentors to provide support in attending physical activity sessions</td>
<td></td>
</tr>
<tr>
<td>Gathering Insight</td>
<td>Co-design of the project with student support services</td>
<td>did not engage target students in the project design stage</td>
<td>Engaging students to understand what they would like out of a project like this</td>
<td>Focus groups of students to be run before the next iteration of the project</td>
</tr>
<tr>
<td>Project Planning &amp; Design</td>
<td>Good organized timetable of activities</td>
<td>Project was delayed to the start of Semester B</td>
<td>Starting in Semester A to ensure students had support as soon as they required it</td>
<td>Longer lead in time for planning</td>
</tr>
<tr>
<td>Project Delivery</td>
<td>Student feedback was positive in relation to activities</td>
<td>Timetable was the same each week, it was feedback that one off activities would have been enjoyable</td>
<td>Additional one off activities included in the programme</td>
<td>Build links with local organisations that offer new activities to try with students</td>
</tr>
<tr>
<td>Project Outcomes</td>
<td>Improvements in outcome measures were observed after the intervention</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td>Measurement &amp; Evaluation</td>
<td>Validated tools were used to measure outcomes</td>
<td>Difficulty in getting post questionnaires back from students</td>
<td>More clarity as to what was expected of students and an incentive to complete questionnaire</td>
<td>Gift vouchers to be used to get questionnaires back post assessment</td>
</tr>
<tr>
<td>Communication</td>
<td>Buy in from student support to refer students into the project</td>
<td>Project referrals slow at start of the project</td>
<td>Clearer guidelines for referrers to understand who is eligible to be involved</td>
<td>Additional resources to be made available regarding eligibility of students to all referrers</td>
</tr>
</tbody>
</table>