

Worked Example F: Surveys

These examples below have been developed by the universities involved in the pilot phase of the value and impact project. Please note that these are drafts, which are still evolving and are therefore likely to change. They are reproduced here for illustrative purposes.

F1: University of Brighton - survey for students with disabilities

The Disability and Dyslexia Team needs your help! We are trying to improve the experience of students using our services, so if you consider yourself to have a disability, health condition or specific learning difficulty (eg, dyslexia) we would be grateful if you could give us some feedback in this short survey. Both your feedback, your ideas and suggestions will be really appreciated. Everything you say will be treated confidentially - we are gathering this information solely to make improvements to our services and information for future disabled students.

Please describe briefly the nature of your disability/ies or health issue/s

Have you accessed support or advice from the University Disability team?

Were you aware how students with disabilities were supported at University before you applied?

Did you research the support available for students at the University of Brighton before you applied?

	main source	other
Open Day	<input type="checkbox"/>	<input type="checkbox"/>
Phone call / email	<input type="checkbox"/>	<input type="checkbox"/>
Prospectus	<input type="checkbox"/>	<input type="checkbox"/>
Web Site	<input type="checkbox"/>	<input type="checkbox"/>
Word of mouth	<input type="checkbox"/>	<input type="checkbox"/>

Did you use any other sources for information?

Was the information available about disability support a factor in your decision to apply to the University of Brighton?

Did you disclose your disability on your UCAS form?

If you did not declare your disability at application...

At what stage did you disclose your disability?

- Open day
- enrolment form/ registration
- to a member of your course team
- during Welcome Week
- have not disclosed
- to a member of the Disability and Dyslexia team
- other:

If you declared your disability at application...

Did you receive emails from the Disability and Dyslexia team prior to your coming to University?

Did you respond to these emails?

If you answered 'no' to this, was there a specific reason why you did not respond?

Was the position with regard to any adjustments or adaptations you might need and how to access support made clear to you?

Disabled Students' Allowances

Were you aware of the Disabled Students' Allowances (DSA) before you applied to University?

If you were aware of the DSA before you enrolled please let us know where you heard about it.

- school/college
- Connexions or other advisor
- email from University of Brighton
- from staff at University
- other:

Please highlight your current status with regard to the DSA

- I am not aware of the DSA
- I have applied and have equipment and support
- I have applied
- I do not think I am eligible
- I do not intend to apply

F2: University of Surrey - SPLASH¹ medium term evaluation form (administered 3-6 months after student workshop, meeting, or drop in)

1. Type of intervention (Appointment/Drop-in/Workshop)
2. Why did you come to see staff in SPLASH? What were you hoping to improve?
3. What did you do differently as a result of your session in SPLASH?
4. Confidence
 - 4.1. Are you more confident in your academic abilities than you were when you first came to SPLASH?
 - 4.2. If so, how (if at all) did SPLASH help you become more confident?
 - 4.3. What other factors have helped you to become more confident?
 - 4.4. If you answered 'no' in 4.1, why do you think this is?
5. Grades
 - 5.1. What marks were you getting before you came to SPLASH?
 - 5.2. What marks are you getting now?
 - 5.3. How (if at all) did SPLASH help you to improve your marks?
 - 5.4. What other factors have helped you to improve your marks?
 - 5.5. If your grades have stayed the same or got worse, what feedback are you getting on your work? Why do you think you are not getting better marks?
6. Independence
 - 6.1. What do you understand as 'Independent Learning'?
 - 6.2. Would you say you are a more independent learner than when you first came to SPLASH?
 - 6.3. How (if at all) did SPLASH help you to improve you to become more independent?
 - 6.4. What other factors have helped you to become more independent?
 - 6.5. If you do not see yourself as an independent learner, what could you do to become one?

¹ SPLASH is the Student Personal Learning and Study Hub – a part of the University's Library - which provides a place for students to come to, to improve their academic and/or information skills.

F3: Adapted from the University of East London – telephone interview with students who received the Summer Support Fund (SSF) award²

1. How would you have financially supported yourself without the Summer Support Fund?
2. How likely is it you would've dropped out if you hadn't received the SSF, on a scale of 1-10?
 - 1 – 3 = Minor Likelihood
 - 4 – 5 = Moderate Likelihood
 - 6 – 8 = Significant Likelihood
 - 9 – 10 = Main Likelihood
3. What impact do you feel the SSF had on your grades?
4. On a scale 1-10, how important was the SSF to you in terms of how it impacted on the following three aspects:
 - a) your quality of your life?
 - b) your ability to concentrate on your studies?
 - c) your student experience?
 - 1 – 3 = Minor Importance/Impact
 - 4 – 5 = Moderate Importance/Impact
 - 6 – 8 = Significant Importance/Impact
 - 9 – 10 = Main Importance/Impact
5. During the year what impact does the financial advice and support from UEL have on your overall student experience?

² The Summer Support Fund provides discretionary financial assistance to full-time undergraduate students who are suffering financial difficulty because they cannot work during the summer vacation due to one or more reasons (eg, they are single parents with dependent children, have a permanent disability/long-term illness, are primary carers).