

ARU MEL framework

Student-Centered

Focuses on the needs and outcomes of students as the primary beneficiaries of educational programmes.

Theory of Change

Utilizes the ToC model to map out the logical sequence of an initiative from inputs to outcomes.

Results-Based Management

Implements RBM framework to ensure clear objectives and measurable results in program management.

The ARU Monitoring, Evaluation, and Learning (MEL) Framework is a student-centred approach that combines all the key elements required for an effective evaluation system. Grounded in the Theory of Change (ToC) model and the Results-Based Management (RBM) framework, this comprehensive system enhances programme efficiency, effectiveness, and impact, ensuring that all objectives are achieved successfully.

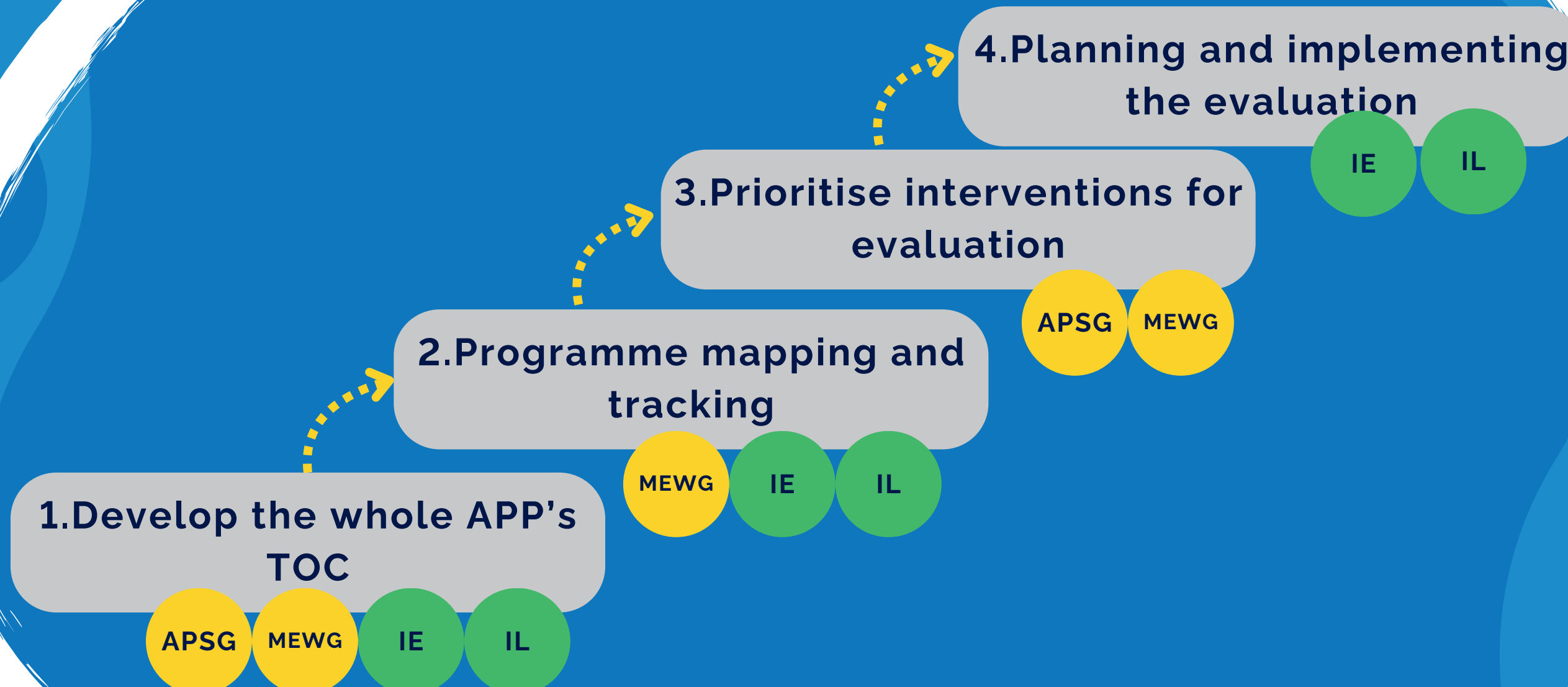
OECD/DAC criteria

Capability approach

Evaluation methodologies: The MEL Framework employs methodologies, tools, analyses, and reports aligned with the high standards set by the Organisation for Economic Co-operation and Development's/ Development Assistance Committee OECD/DAC criteria, which focus on six essential evaluation criteria: **Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability.**

Furthermore, the MEL Framework incorporates the capability approach to assess how effectively educational interventions enable students to develop and exercise a range of **essential capabilities, such as critical thinking, communication, and civic engagement**

APP Evaluation process using ARU MEL framework

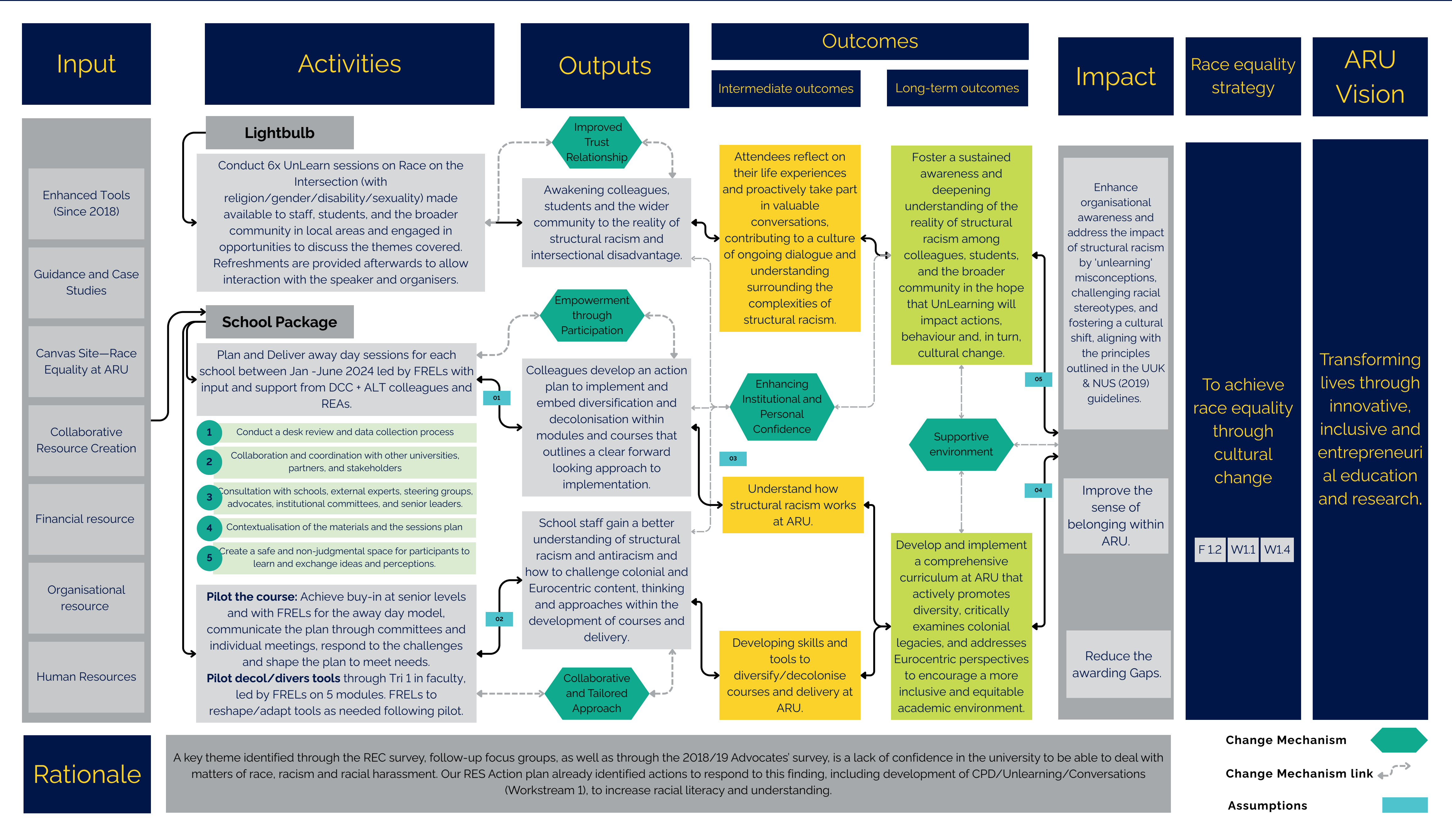


Anglia Ruskin University Monitoring, Evaluation, and Learning (MEL) Framework: Evaluating the Unlearning Programme



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Unlearning Programme



Type 01

100%

"The Type 01 evaluation of the Unlearning Programme encompassed an in-depth desk review, capacity building for the project team in impact evaluation, the development of a Theory of Change (ToC), a Project Action Note (PAN), a programme logframe with defined indicators and means of verification, as well as a comprehensive evaluation plan and associated tools."

Type 02

90%

"The Type 02 evaluation involved analysing programme data, collecting and examining pre- and post-test results, and conducting in-depth analysis of both quantitative and qualitative data from all beneficiaries. It also included the development of an interactive evaluation dashboard using Qlik Sense."



Type 03

25%

"The Type 03 evaluation will adopt a rigorous research approach using a control group to assess causal impact. It will draw on internal databases and student engagement data, complemented by semi-structured interviews with academic speakers, Faculty Race Equality Leads (FRELs), Heads of Schools, and programme teams. Focus group discussions with Race Equality Advocates (REAs) will provide further insights to inform improvements."

