

# Hertfordshire County Council support for undertaking evaluations

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## What is evaluation?

- Basic part of good project management
- Evidence of success of an intervention
- “Did I achieve what I set out to do?”
- “Did the intervention make the changes it set out to make?”
- Did it meet the objectives?
- It is about making judgements about the intervention



## Why evaluate?

- Essential for improving public health programmes:
  - Should we run this intervention again?
  - To find ways to improve a campaign or intervention.
  - Justify the cost.
  - Is the programme effective?
  - Did anything not work?

## Evaluation planning

- Evaluation should be integrated into your project or intervention planning tools
  - Project management documentation
  - Intervention mapping process

## Evaluation planning cont...

- Is this included in the project plan?
- What is the budget for the evaluation?
- Who will manage the evaluation?
- Who will conduct the evaluation?
  - What skills do they need?



## Aims and objectives

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Aims           <ul style="list-style-type: none"> <li>– Describes what the project/intervention hopes to achieve</li> <li>– The planned effects</li> <li>– Very general</li> <li>– Need to be testable</li> <li>– Normally one aim</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Objectives           <ul style="list-style-type: none"> <li>– Very specific</li> <li>– Must be measurable</li> <li>– State the outcome(s) to be achieved</li> <li>– Give the criteria for deciding the outcome(s) has been achieved</li> <li>– The target population</li> <li>– 3 – 5 objectives are recommended</li> </ul> </li> </ul> |
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## Objectives versus activities

- Objectives and activities are often confused
  - Objectives state what we want to achieve
  - Activities state what we will do to meet our objective(s)

## The evaluation question

- The evaluation question will determine the approach and design of all the data collection activities.
- Question examples include:
  - Has the health and/or wellbeing of the target group improved?
  - Has the expected percentage of the target group adopted the change in health behaviour?

## Recruiting participants

- Will you collect data from all participants?
- How will you recruit them?
- How many responses do you need?
  - Quantitative – for a generalisable sample of your intervention population
  - Qualitative – to cover a wide range of participant backgrounds and experiences
- Ask more people than you need if possible

## Ethics and consent

- What are the ethical considerations for the evaluation?
  - How will you protect the anonymity of the participants?
  - Do you have any vulnerable participants?
  - Could your data collection process produce any adverse affects?
    - Consider the questions asked
  - What is the procedure if an issue arises?
    - Who should participants contact if they have an issue?

## Participant Consent

- When collecting data from participants you must get their consent.
  - You need to let them know that
    - The information they give will be kept anonymous
    - The data will be stored securely
    - What you plan to use the data for
    - That they may withdraw consent at any point before, during or after the intervention. Let them know:
      - The process for withdrawing consent.
      - Who to contact if they have any issues
  - Participants have the right to say no!



## Data confidentiality

- Need to carry out a Privacy Impact Assessment
  - Participants personal data is sensitive data.
  - Make this anonymous as soon as practically possible.
  - Always store in a secure location
- Check your organisation's data protection rules



## Types of data

- Quantitative
  - Required to measure the outcomes
- Qualitative
  - Can be used as part of the monitoring process
  - Captures the experiences of the participants
- Case studies
  - Participant stories which highlight the impact of the intervention

## Qualitative data

- Uses words as data collected by interviews and focus groups
- Analysed using specific techniques including:
  - Content analysis
  - Thematic analysis
- Looks for meaning in data
- Takes longer than quantitative methods
- It is not a collection of quotes from the bottom of questionnaires!

## Case Studies

- Focus is a unit of analysis
  - Individual, group, community, organisation
- Makes use of qualitative and quantitative data
- In-depth and focused exploration
- Not a research method in itself, need to select
  - Data collection method
  - Method of analysis

## Outcome evaluation data

- This will relate to your question, aims and objectives
- Selecting measures
  - (S)WEMWBS - Wellbeing
  - GAD7 - Anxiety
  - PHQ9 – Depression
  - SF36 – Quality of Life
  - SF12 – Quality of Life (shortest version)



## Monitoring data

- Number of people recruited onto the intervention
- Attendance rates
- Demographic information
  - Age
  - Sex
  - Disability
  - Ethnicity
  - Socio-economic status
  - Disability
- Participant feedback about the intervention



## When to collect data

If we do not collect this data before starting our intervention we have lost the chance to evaluate properly!



This is a basic example, you can have more data collection points. This is recommended if you are carrying out a large intervention



# How to collect data

- Methods
  - Interviews
    - Face to face
    - Telephone
  - Online surveys
  - Postal survey
  - In person beginning and end of course questionnaires
  - Focus groups
- Consider how you are going to get the best response rate
  - Make it as easy as possible for them!
  - Keep the response time to a minimum



# Collating the data

Each participant is given a unique ID

Clearly labelled columns

	A	B	C	D	E	F	G	H	I	K	L	M
Participant ID	Pre or post Intervention	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Total Observed Score	Comparison to National Average	Converted score	
101	Pre	2	3	4	3	5	4	3	24	Below Average	21.54	
102	Pre	3	2	2	2	3	3	3	18	Poor	17.43	
103	Pre	3	4	3	2	4	3	3	22	Below Average	19.98	
104	Pre	1	3	3	3	3	3	3	19	Poor	17.98	
105	Pre	2	3	4	3	4	4	4	24	Below Average	21.54	
106	Pre	2	2	3	3	2	4	5	21	Poor	19.25	
107	Pre	3	1	3	3	2	3	4	19	Poor	17.98	
108	Pre	3	2	4	3	5	2	3	22	Below Average	19.98	
109	Pre	2	3	2	1	3	3	3	17	Poor	16.88	
110	Pre	3	3	4	2	4	3	4	23	Below Average	20.73	
101	Post	3	4	4	4	3	4	3	25	Average	22.35	
102	Post	4	3	3	4	4	3	4	25	Average	22.35	
103	Post	3	4	4	3	4	3	4	25	Average	22.35	
104	Post	2	3	4	4	4	4	5	26	Average	23.21	
105	Post	3	4	5	4	4	5	4	29	Excellent	26.02	
106	Post	3	2	3	3	3	3	4	21	Poor	19.25	
107	Post	4	2	4	4	4	4	4	26	Average	23.21	
108	Post	4	4	5	4	5	3	3	28	Good	25.03	
109	Post	3	3	3	3	3	3	4	22	Below Average	19.98	
110	Post	4	3	4	4	5	3	4	27	Good	24.11	
101	Follow up	3	3	4	4	3	4	3	24	Below Average	21.54	
102	Follow up	4	4	3	5	4	3	4	27	Good	24.11	
103	Follow up	3	4	4	3	4	3	4	25	Average	22.35	
104	Follow up	2	3	4	4	3	4	5	25	Average	22.35	
105	Follow up	3	4	5	4	4	4	4	28	Good	25.03	
106	Follow up	3	3	4	3	4	3	4	24	Below Average	21.54	
107	Follow up	4	2	4	4	3	4	4	25	Average	22.35	
108	Follow up	4	4	5	4	5	3	3	28	Good	25.03	
109	Follow up	3	4	3	4	3	3	4	24	Below Average	21.54	
110	Follow up	5	3	4	4	5	3	4	28	Good	25.03	

1 row per completed questionnaire

Data is consistent in every column

# Analysing the data

Participant ID	Pre or post Intervention	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Total Observed Score	Comparison to National Average	Converted score
101	Pre	2	3	4	3	5	4	3	24	Below Average	21.54
102	Pre	3	2	2	2	3	3	3	18	Poor	17.43
103	Pre	3	4	3	2	4	3	3	22	Below Average	19.98
104	Pre	1	3	3	3	3	3	3	19	Poor	17.98
105	Pre	2	3	4	3	4	4	4	24	Below Average	21.54
106	Pre	2	2	3	3	2	4	5	21	Poor	19.25
107	Pre	3	1	3	3	2	3	4	19	Poor	17.98
108	Pre	3	2	4	3	5	2	3	22	Below Average	19.98
109	Pre	2	3	2	1	3	3	3	17	Poor	15.88
110	Pre	3	3	4	2	4	3	4	23	Below Average	20.73
101	Post	3	4	4	4	3	4	3	25	Average	22.35
102	Post	4	3	3	4	4	3	4	25	Average	22.35
103	Post	3	4	4	3	4	3	4	25	Average	22.35
104	Post	2	3	4	4	4	4	5	26	Average	23.21
105	Post	3	4	5	4	4	5	4	29	Excellent	26.02

**Summary of intervention results**

	Average observed score	Comparison to national average
Pre Intervention	21	Poor
Post Intervention	25	Average
Follow Up	26	Average

	# Participants	Participation rate
Pre Intervention	10	N/A
Post Intervention	10	100.0%
Follow Up	10	100.0%

Total the scores for each questionnaire

1. Add up the total scores for each point in time when the data was collect
2. Count the number of participants for each point in time

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Total pre intervention score = 209</li> <li>2. Divide by 10 participants</li> <li>3. Pre Intervention score = 21</li> </ol> |
|---|

# Reporting the findings

- Write up results into an evaluation report
  - Title
  - Executive Summary – write last
  - Introduction/background
  - Rationale
  - Description of the intervention
  - Evaluation method
  - Results
  - Discussion
  - Conclusion and recommendations

## Accessing support for your evaluation

- New one-stop website in development:  
[www.hertshealthevidence.org](http://www.hertshealthevidence.org)
- Advice on conducting evaluation
- Registration scheme for local evaluations
- Online library of completed evaluation reports




### Evaluation support

Here you can access resources which will help you if you're thinking about commissioning or undertaking an evaluation of a project or service, or simply if you wish to improve your knowledge of evaluation methods and the differences between good and poor quality evaluations.

If you are planning the evaluation of a health-related initiative and would like personal support and advice, you will need to register your project with our new Health Evaluation Registration Scheme. To find out more about how the scheme works and how to begin the registration process, click on 'Register an evaluation' in the right-hand menu.

We are currently in the process of creating content for the website and will be adding more live links over the coming days and weeks. In the meantime, if you would like to discuss the possibility of arranging face-to-face evaluation training for a group of local professionals, please [submit an enquiry](#) and one of our team will get back to you.

We also plan to develop a package of e-learning courses on planning, undertaking and using the findings of an evaluation. We'll provide more details on this page in time, as these resources are developed.

 **Evaluation training**  
*Face-to-face & online learning*

 **Evaluation toolbox**  
*Guides, measures & templates*

 **Register an evaluation**  
*Sign-up for tailored support*

[Back to research & evaluation homepage](#)





**Register an evaluation**

Registering your local evaluation with our scheme will allow you to access tailored advice and support, and also provides a degree of third party assurance that the evaluation process and eventual write-up have met certain basic standards.

The registration form is designed to ensure that key elements of a good evaluation have been thought through prior to the evaluation getting underway. Completion of the form must be undertaken with support from a member of the County Council's Public Health Evidence & Intelligence Team. You can get a feel for the kind of information you'll need to provide by downloading a PDF of the form from the right-hand menu, but don't be put off if you don't have the answers to all the questions at this stage.

To express your interest in registering an evaluation project and to request a copy of the form in Word format, please [submit an enquiry](#) and one of our team will get back to you.



Registration FAQs  
*How it works, pros & cons etc*



**Registration form**  
*See the info required to register*

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**Evaluation toolbox**

The evaluation toolbox contains a range of helpful resources for anyone who is looking to design a suitable evaluation for a project or service, or to commission an evaluation from a third party.

The planning tools will help you to think about your objectives and design an evaluation which will meet your needs within the practical constraints of the available resources. We will also be providing downloadable tools to help you collect data using appropriate validated survey instruments, collate and analyse your results, and effectively present your evaluation findings.

Over the coming weeks and months we will continue to develop and upload tools to these pages, so it's worth checking back in occasionally to look out for new content.



**Evaluation planning tools**  
*Guides, planners and checklists*

[Evaluation data planning table](#)  
[Evaluation logic model framework planning tool](#)



**Data collection tools**  
*Validated questionnaires etc*

[List of tools for measurement in evaluation](#)



**Data analysis tools**  
*Checklists, templates and Excel tools*



**Reporting tools**  
*Templates, guides and checklists*

[Writing an Evaluation Report \(general guidance for health & wellbeing initiatives\)](#)  
[Writing an Evaluation Report \(guidance for arts & health/wellbeing initiatives\)](#)



## References and Resources

- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3(2), 77-101
- Elo, S. & Kyngäs, H. (2008) The qualitative content analysis process. *Journal of Advanced Nursing* 62(1), 107–115
- <https://www.hertshealthevidence.org/local-research-evaluation-1/evaluation-support/>