# 4. Checklist for planning an evaluation

The checklist below provides a list of key questions for service/intervention implementers to answer to develop an evaluation plan for their violence prevention service or intervention[[1]](#footnote-1). Refer to Section 3 for further information. The VPU team are also available to support VPU partners to evaluate their service or intervention using the evaluation toolkit as a guide.

## 4.1 Develop a comprehensive understanding of the intervention

|  |
| --- |
| **1. What is being delivered?** *Whether it is an intervention, programme, service, or project, and what content is being delivered. Having a description of what you’re evaluating and any materials will help you understand what elements need assessing and how to assess them.* |
|  |
| **2. Who it is being delivered to?** *What is the target population and how big is that population.* |
|  |
| **3. Where it is being delivered?** *Location and setting of delivery.* |
|  |
| **4. When is it being delivered?** *The timescales, including quantity and duration of sessions.* |
|  |
| **5. How it is being delivered?** *Mechanism of delivery (e.g. online, face to face) and by whom, and with what resources. Consider who the key internal/external partners. List all resources required to implement the intervention (e.g. staff time, materials).* |
|  |
| **6. Why is it being delivered?** **What are the anticipated outcomes?** *What was the rational for delivering this and what does it want to achieve? What is the overall aim and objectives of the intervention? What short and/or long-term outcomes are you anticipating, and why?* |
|  |
| **7. What are the outputs of the intervention?** *The products (e.g. the numbers of people referred, numbers of people completing interventions etc.)* |
|  |
| **8. Do you anticipate any adverse outcomes?** |
|  |
| **Completion of these question can assist in developing a logic model for the service/intervention.** The development of a logic model is a key part of developing an evaluation plan and will guide the evaluation objective and the data that is collected. A template logic model is provided in section 4.4. |

## 

## 4.2 Assess the feasibility of an evaluation and define the focus

|  |  |
| --- | --- |
| **9. Is there existing evidence for the service/intervention? How does this relate to your service/intervention?** *Evidence on violence prevention and responses is available at:* [www.violencepreventionwales.co.uk/research-evidence](http://www.violencepreventionwales.co.uk/research-evidence), <https://apps.who.int/violence-info/> and [www.who.int/violence\_injury\_prevention/violence/en/](http://www.who.int/violence_injury_prevention/violence/en/) | |
|  | |
| **10. Does the service/intervention meet one of the following criteria to justify an evaluation?** | |
| There has been a significant investment of time, money and/or resources |  |
| There is a possibility of risk or harm |  |
| The service/intervention represents a novel or innovative approach |  |
| The service/intervention is the subject of high political scrutiny or priority |  |
| There is a gap in services or knowledge about how to address a problem or provide effective services for a particular population |  |
| ***If not, describe the justification for an evaluation below:*** | |
|  | |
| **11. What budget, resource and skills do you have available for an evaluation?** | |
|  | |
| **12. What are the key questions that you would want an evaluation to answer?** Consider the Re-AIM evaluation framework – do you want to explore a service/interventions reach, efficacy, adoption, implementation and/or maintenance (see toolkit for further details) | |
|  | |
| **13. What data is already existing and what additional data are needed for the evaluation?** | |
|  | |
| **14. Which methodology would suit the evaluation?** *E.g. qualitative and quantitative research methods. Evaluations can include a single methodology, but most often include a mix of methods to answer the evaluation questions.* | |
|  | |
| **15. Can you include patients and the public in co-design, delivery and production of the evaluation?** If so, how? | |
|  | |
| **16. What outcome measures could be explored in an evaluation?** *Refer to the logic model and the outcomes framework* | |
|  | |
| **17. What governance or ethical considerations do you need to explore?** *Where available, evaluation involving persons should obtain approval by an ethics review committee, prior to implementation. Consideration should also be given to other approvals that may be required.* | |
|  | |
| **18. How will you minimise risk of harm to evaluation participants, researchers and services?***Have you considered: the needs of vulnerable participants (e.g. literacy, whether they may need breaks); whether participants have experienced trauma or potentially have current safeguarding needs that may come to fruition during participation; the experience of researchers implementing the evaluation (do they require safeguarding training and other supervision or support); and, whether researchers have had a Disclosure and Barring Service check.* | |
|  | |

## 4.3 Data collection, analyses, reporting and dissemination

|  |
| --- |
| **19. What methods and measures will you use to conduct a process evaluation (if relevant)?** How will you measure fidelity, dose and reach? Baseline data on the intervention population can help identify the reach of an intervention and may also be used as baseline data in an outcome evaluation |
|  |
| **20. What methods and measures will you use to conduct an outcome evaluation (if relevant)?** *Consider the logic model, data already available and the feasibility of collecting additional data. What are the outcomes measures? Are there other measures that need collecting (e.g. demographics). Are there any pre-existing tools which measure the outcomes you want to achieve?* |
|  |
| **21. Will you be comparing outcomes in your intervention group to another group?** If so, who? |
|  |
| **22. Who will you share evaluation findings with and how?** *It is good practice to share evaluation findings with study participants and other interested partners. Consider who will share findings and how (e.g. verbally, in a report).* |
|  |

## 4.4 Template logic model

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inputs** | **Activities** | **Outputs** | **Short-term outcomes** | **Longer-term impacts** |
| Resources required to deliver the service/intervention (Question 5) | Key things that are delivered  (Question 1) | The products (e.g. number of people referred/completing interventions) (Question 7) | The primary and secondary outcomes that happen in the short-term (Question 6/8) | The changes that happen as a result of the short-term outcomes (Question 6/8) |
|  |  |  |  |  |

1. The checklist is based upon existing evaluation framework checklists available for other public health issues (e.g. 2). [↑](#footnote-ref-1)