Lancaster
University

Capturing, learning and improving the programme delivery journey

DOING A PROCESS EVALUATION
AN INTRODUCTORY GUIDE

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INTRODUCTION

Collecting information on the factors influencing a programme's delivery is a way to understand what might be helpful and what might need to be changed so things can improve in the future.

This is what is also sometimes called a *process evaluation*. Evaluations help us to see not just if we are meeting our goals but also why. They go beyond a description of the activities undertaken by the programme, and include key information and insight on the results of these activities.

Process evaluation is a bit different to what we might typically consider for an evaluation. They are not solely focused on whether the programme is working or not (i.e. is it achieving the desired outcome). This is typically called an *outcome evaluation.* That is important too. But a process evaluation is trying to identify and understand the factors influencing a programme's delivery or implementation so targeted actions can be taken.

There are several reasons why you would want to do a process evaluation, such as:

- Improving and implementing changes to help improve delivery and outcomes.
- Celebrating the achievements of programmes, staff, and volunteers.
- Cultivating a culture of learning among similar programmes and organisations.
- Building trust with funders, supporters, beneficiaries or your target population.

By collecting and analysing information about a programme's delivery, it may help explain why the expected outcomes have not been found. But it will also provide an evidence-based insight and guide attention and change tailored to the programme. Delivery plans can then be updated and the cycle repeated.

In this resource, we provide some simple information and guidance for capturing and reflecting on different factors that may be influencing your programme's delivery. It is guided by an evaluation framework and can be used across different programmes. Whilst generating tailored, evidence-based insights and actions unique to your programme, they may be useful for other programmes too.

You will be shown 4 key stages to help you conduct a process evaluation of your own. These are **PLANNING**, **DOING**, **LEARNING** and **SHARING**. Repeat.

Every journey is unique. We hope this resource helps you capture your programme's journey to learn and grow it overtime.

PLANNING

This is the first stage. We must first carefully consider what we want to do, how, and by when. We will share some useful information and guidance to help you get going.

When planning and designing a programme, incorporating the evaluation is important. Even if we have already started delivering our prgrogramme, we can still do an evaluation. There are a number of key questions to consider when planning and setting up your process evaluation:

- **Why are you doing a process evaluation?** Thinking about the aims or goals of your process evaluation is valuable. It can help create clear direction for what information you want to get, and maybe who else needs to hear about it.

- **What resources are available for the process evaluation?** Whatever size programme you have, there will need to be some time and resources dedicated to carry out the evaluation. It may help to think where you might need extra support, help, or guidance and where to get it from.

- **Who will be responsible for the process evaluation?** It may be useful to appoint an overall 'leader' of the process evaluation to coordinate and project manage. Trying to find out the levels of knowledge, expertise, and motivation of your team might help this decision.

- **Who do we ask and how?** We want everyone involved in the delivery of the programme to share their views within the evaluation. We can call these people the 'implementers'. How best to gather the information is a key planning decision to make. Reviewing the next few pages may help these decisions.

- **What are the timelines?** Deciding and agreeing upon the timelines are very important. Ideally, evaluations will be ongoing to help identify any issues as soon as possible. There is no right or wrong timeframe. Do what is most useful and needed for your programme.

> **Hint:** We have prepared some planning worksheets on pages 24-27 for your own planning and record keeping.

DOING

EXPLORING INFLUENCING FACTORS

This is the second stage. Here, we try to capture information about what factors may be influencing our programme's delivery and how.

There are many factors that can potentially influence a programme's delivery. They can help, hinder, have no influence, or a mixture. These factors can also change over time. So repeating evaluations and monitoring these factors is useful. We suggest four main groups of factors to consider. We call them the **4 P's** and can be explored across different programmes.

PROGRAMME

Refers to the characteristics of the programme. This can be where it came from, how it compares to others, how adaptable it is, its supporting evidence, and its cost. All or some can influence the programme delivery.

PEOPLE

Refers to the people delivering the intervention. Their knowledge levels, skills and confidence to deliver the programme can influence delivery. We call them the **'implementers'.** These are the key people we want to participate in the process evaluation and share their views.

PLACES

Refers to the environments that can impact on a programme's delivery. There is the internal environment or organisation where the programme sits, which can have an influence. Such as the organisation's structure, communications and networks, its readiness to deliver the programme. Also, outside or external factors such as policies and incentives, competitors, networks to external organisations, even the target population themselves can impact delivery.

PROCESSES

Refers to the procedures related to the planning, engaging key people, executing, reflecting and evaluating. These can be key aspects of a programme's processes and influence whether it is successfully delivered or not.

Hint: The 4 P's are based on an evaluation framework called the Consolidated Framework for Implementation Research (CFIR). We have some more information about this in the appendix (p.45).

Hint: We have prepared some example questions to explore these on pages 28-32.

METHODS TO EXPLORE INFLUECNING FACTORS

There are so many ways we can capture the views and experiences of delivery and how to improve. There is no one perfect way.

Below are some of the pro's and con's of different commonly used data collection methods. Discussing them with your team may help you decide what might be best for your evaluation(s).

METHOD	PRO'S	CON'S
Surveys / Questionnaires Description: A set of questions to ask about opinions, experiences or behaviours from a target group. Typically gathers quantitative data but can use for qualitative data too.	• Can collect large amounts of data quickly from many people. • Allow participants time to think. • Administration and completion is flexible. Can create online or paper versions. Can be completed via post, telephone, video-conferencing • Number of questions and length of survey can be varied to suit.	• Questions are pre-defined and fixed. Open to misinterpretation. • People that have difficulty reading may be put off filling out a survey. • It can be difficult to phrase questions clearly. • Online versions are not suitable for those without online access or the necessary IT skills. • Giving people text boxes to write their thoughts and opinions can take a long time to analyse.
Interviews Description: A conversational-style approach to ask questions and enable in-depth exploration of the topic/area of interest with participants. Typically gathers qualitative data.	• Provides in-depth information about people's views, experiences and feelings. • Allows the interviewer to follow up responses to gather more detail. • Provides direct quotes • Can be easily adapted to fit with topic of interest. • Can be conducted using audio and/or video, either face to face or remote via telephone or video conferencing.	• Carrying out interviews and then analysing them can take a long time and you will need knowledge on how to analyse qualitative data. • The interviewer can bias responses through the questioning, so needs to be well prepared and have clear instructions. • Audio and/or video recording equipment will be needed.

METHOD	PRO'S	CON'S
Focus groups Description: Gathering a group of people to participate in a discussion on a topic area of interest and/or reach a consensus. usually led by one or more facilitators. Typically gathers qualitative data.	• Gathers a range of detailed views quickly. • Less time consuming than individual interviews. • Provides quotations from the group discussion. • Can make group decisions quickly. • Data collection happens once or fewer times than interviews.	• Facilitator needs to be well prepared and have clear instructions. Better to have two facilitators. • One or few people may dominate the discussion and skew the results. Managing this so all members have a chance to speak can be difficult. • Individuals may feel pressure to express responses viewed as acceptable to the group. • Analysis can be time consuming and complex. • Difficult to arrange.
Diaries or logs Description: Keeping a daily or regular record of events and experiences. Often a way to allows for a more 'free form' responses without guidance from an interviewer. Can use structured questions. Typically gathers qualitative data.	• Log can be completed over a number of days/periods by an individual in their own time. • Can capture real-life situations in-depth and detail. • Works well in combination with other methods, such as surveys.	• People may struggle to remember information or think that it is relevant, which may miss useful information. • Needs to be completed regularly and can be time consuming for people. • Analysis can be difficult and time consuming because of the volume of information collected.

QUANTITATIVE VS QUALITATIVE ?

When we talk about *quantitative data and methods* we are usually talking about **numbers** (e.g. how much, how many, etc). When we talk about *qualitative data and methods* we are usually talking about **words** and meaning (e.g. why, etc).

Hint: We have prepared some example questions and templates for interviews, focus groups, and surveys on pages 33 and 36-41 that may be helpful.

OTHER CONSIDERATIONS

There are some other things to consider when selecting and using your chosen method(s) for capturing data. Both in terms of their use, the quality of the data and also, the quality of your learning.

Accessibility and availability

Can the people you need to share their experiences, reflections and ideas do so? This can relate to things such as the language. Is the language simple, clear and understandable for people? Does it need to be translated into different languages? Do you have any persons with disabilities that may need another format? Some people do not have access to a computer or the internet. Will this prevent anyone taking part in your evaluation? Do you have alternative ways? How long will it take? Busy people may not have much time to share their views. Also, how much time is there to analyse the data (which we look at next). Think about your timings carefully and what might be best.

Understanding

Making sure the correct interpretation of the data is important. As humans, we can be biased by our own views and experiences. It's really important that we try to capture an accurate picture of what is happening. Accurately understanding the views of the people involved in our programme are key. This will be more useful and appropriate decisions for future actions can be made. Otherwise, we may only see or focus on the views or "evidence" that we want to see or agree with ourselves. How can we ensure this? Well, it's not easy. There are two simple ways: 1) summarise your interpretation at the end of an interview or focus group and ask if you have the correct interpretation; 2) get someone else to look at the responses and see if they agree with your conclusions. These can help improve the reliability and validity of your evaluation.

Mixing methods

You may think that you need more than one way to gather data from your team. This is perfectly fine. For example, you may wish to use a survey to quickly capture broad views of for 4 P's and whether they are any potential issues for your programme's delivery. Then, follow up on specific areas in a focus group. Or, explore factors and possible actions in a focus group. Again, it is up to you. Consider the time and resources you have and how this will best work for you.

Confidentiality and data protection

We must always consider what data we are collecting and how it will be stored. This helps ensure compliance with current data protection laws and regulations. But also, it may affect participation in our evaluation activities. For example, some people may not feel comfortable sharing their experiences and views if they know they will be identified. What you decide is up to you and your programme. It's important to inform everyone what will happen to the information they share.

Interviews
& focus groups

Helpful tips

1 Be prepared and get details

Get really familiar with your planned questions. Check the time, place, and your materials are all ready. This preparation will help you to feel more confident during the session. Ask as many open question as you can to encourage more sharing.

2 Testing recording equipment

If you are recording your interview(s) or focus group(s), check the recording device before your session(s). You may want to have a second recorder as back up. You don't have to record. You can take notes or have one person take notes whilst another leads the discussion. If you can, is it better to record using some device and then create transcripts of exactly what was said. This allows you to go back and check back for accuracy of interpretations. It also makes it easier to find example quotes to illustrate or 'evidence' your findings.

3 Think about the venue

If you are doing in-person session, we recommend that the interview is carried out at a time and place where you will not have any disruptions or outside noise. Put up signs outside the room. It's better to have a comfortable and safe space for important discussions like these. If you are doing them virtually via Microsoft Teams or Zoom, for example, make sure people can use the technology and again, at a time where dicussions won't be disrupted.

4 Build rapport

Building rapport and trust when doing interviews and focus groups can help stimulate conversations, openness and honesty. We want people to share as much of their views as possible. Simple things like introducing yourself and why the interview/focus group is happening, what will happen to what they share with you. Think about confidentiality and data protection. Try to help put them at ease. Explain they can stop at any time. Offer breaks.

5 Listen more, talk less

Allowing interviewees time for reflection and silence can offer more in depth information they may not think of immediately. After a question, pause and let them speak. They should speak more than the interviewer. Ask for examples to explain what they mean.

Hint: Interview and focus groups get easier with practice. Consider doing a test-run before you do a real session for your evaluation.

Hint: Remember, we have prepared some example questions and templates for interviews and focus groups on pages 28 onwards that may be helpful.

Surveys & diaries/logs

Helpful tips

1 Paper and pencil or online

We need to select the best method for people to increase the chances of people completing them. Also, the costs of materials. Online can be cheaper and quicker.

2 Sending and receiving

Depending on the above, you may need to post or email the survey/diary resource. You will need addresses to do that and a way to have them returned. This may involve providing postage. If online/electronic, this is usually easier. Emailing can be used too. Note, large data files may be too big for emailing. The diary method often produces a lot of data. So check how you can send/receive these before you begin. The are many online survey platforms that can be used for surveys and diaries/logs. Free ones include Surveymonkey and Qualtrics. Microsoft Office also has Forms. Google has Google Docs and Forms too.

3 The questions

The numbers of questions is important to consider. Usually, surveys that take no more than around 15 minutes (max.) are more likely to be complete. However, motivated responders may be happy to spend longer. You can use open-ended questions, or questions with specific response options and/or rating scales. Keep them as simple and clear as you can. Consider having them checked before you begin the real data collection. Make sure they are clear and any typos/mistakes picked up before you send it out widely.

4 Incompletes

It is common for people not to complete a survey. A response rate of around 30% is common. Doing preparatory work can help boost this number. Does everyone know why it is important they take part? Is the method most convenient for them? Do they have any concerns about sharing their views. Tackling these beforehand can help.

5 Data management and storage

It is important to consider how data is being collected, stored and treated. Think about issues around confidentiality, data/identity protection, consent and GDPR. These are easily managed when considered in advance.

Hint: We have prepared some example survey formats, including blank forms. These are on pages 36-41 and might be helpful for you and your evaluation.

Hint: Both qualitative and quantitative data can be gathered in these methods.

LEARNING

This is stage three of our process evaluation. Once we have collected the data from our people (the implementers), next we need to analyse it. The goal is to bring it all together to see the collective picture or story of the programme's delivery. These findings then help inform future actions to help the programme's delivery. We can do this by thinking about these 4 questions:

1 What factors are influencing the delivery?

Make a list of the factors being identified from your data capturing. Consider grouping them in factors related to the four P's; the Programme itself, the People delivering the programme, the Places (internal and external), and the Processes involved in delivering the programme.

2 Are they helping or hindering delivery?

Look for the direction of influence the factors are having. Are they helpful? These can be considered *facilitators*. Are they hindering or causing difficulty related the the programme's delivery? We call these *barriers*. A factor could be both. Look for the reasons given and why they are having the influence they are.

3 Are the strong or weak influencing factors?

Categorise the factors into strong and weak facilitators and/or barriers. Consider ranking them. This helpful to understand which are the important to focus on.

Hint: We have prepared a learning summary form on page 43 to record your learnings.

4 What actions are you going to take?

There may be several actions suggested during you data capturing. Gather these together with what factor they will help. You may want to explore actions with additional discussions. For example, holding reflection meetings with the team, exploring what others have done in different programmes, or what experts suggest (see next page). Remember, record and share the outcomes and agreed actions.

LEARNING FROM YOUR DATA

This can be done in different ways depending on the kind of data you have gathered. Here we give you some general steps and information to help answer the four key learning questions.

QUALITATIVE DATA ANALYSIS

This could be on data from recorded audio and their transcripts, your notes, written responses in survey, diary logs, etc. If you not done any analysis of data like this before below are some steps to consider trying:

- Highlight text (or 'code') key pieces of information (e.g. influencing factors, suggested actions). This is your 'evidence' and useful to support your findings.
- Look for re-occurring responses or patterns of responses across the respondents.
- Create a list of the main/most frequently given responses (e.g. list of factors and their reasons for why helping or hindering).
- See if you can summarise them into a few main themes.
- Thinking about the 4 P's might be helpful to guide your search for themes; link your identified factors to the 4 P's.
- Bring together your influential factors, and group them into helpful and unhelpful. Then, order them in terms of how much influence they have (e.g. strong to weak). The reasons can also be grouped here.
- Repeat for suggested actions to take. Identify possible actions, how many people suggest/support the actions, and why important.
- Get someone else/others to look at your results to see if they agree. This serves to validate what you have discovered and suggests they are reliable findings.

QUANTITATIVE DATA ANALYSIS

This is usually quite a quick process. Simply count the responses, create total scores, frequencies, averages/means, etc. Whatever you are interested in. It would be useful to identify the most common factors influencing the programme's delivery, as well as those reported as having a strong influence (if any).

If you used online data collection methods (e.g. Microsoft apps, Google, online survey platforms) the above numbers/scores can be quite easily calculated. They may also automatically generate these results for you. If collected by hand or on paper and pencil, you will need to manually input the numbers. Microsoft Excel can be useful to use. Simply input the responses and calculate the counts and %'s of interest.

With larger projects and more people, maybe different teams, you could look for similarities and differences between teams or sites. This may help you to learn what maybe working better in some places and but not in others, for example. This is easier to analyse if the data is in electronic form (e.g. in a Microsoft Excel spreadsheet).

Hint: Further resources about analysing these different types of data, as well as free online resources for survey, for example, are given on pages 19-20.

LEARNING FOR ACTIONS

Deciding what actions are needed to help a programme's delivery is another important part of the learning journey. This may be specific actions to overcome any identified barriers and/or to help boost the factors that are helping delivery. There are a few main sources that can guide us.

FROM YOUR DATA

You may have lots of rich descriptions and explanations given by the data from your interview(s), focus group(s), etc. that may include suggested actions. You could use these to help decide what actions are needed.

FROM OTHERS

You may wish to explore what others have done. Such as related programmes in your area. You can learn from them and what actions might be suitable for your programme. Think about how you might be able to get this information, from where, and from whom. Keep a record so you can show your 'evidence'.

FROM EXPERTS

You may be able to learn from experts. Published resources, networks and contacts may be able to help identify these people or groups. Universities are a useful resource that could help. You may be able to access support from an evaluation team or intervention implementation expert.

Hint: Further information about possible actions to consider in relation to the 4 P's are given on page 42.

Hint: We have prepared some resources and example questions that might provide insights and/or discussions to develop actions (p.33 and pp.39-41)

SHARING

The insights that have been captured may be useful, or required, to be shared with others. Consider what needs to be shared, to whom, for what purpose, and how it will be shared.

There are a variety of different reasons you might want to share what you have done and learnt in your process evaluation. This could include providing a report to funders, giving talks or presentations to key stakeholders who may have an interest in what you are doing. For example, other local organisations, networks, universities, as well as to your team members. Or, it might be to add content to a website, newsletter or publish an article. It can also be a way to celebrate what has been done and the progress (there is always a reason to celebrate!).

Sharing can be as creative as you like. Remember, a process evaluation is not strictly about whether the programme is effective. It's about understanding what is influencing a programme's delivery.

Telling your programme's journey, what you have done, and what you have learnt is something that can be really useful. It can also be really fun. Here (see right) are some different ways that you can share your journey.

PRESS RELEASES
EXECUTIVE SUMMARY
PODCAST
REPORTS
WORKSHOPS
INFOGRAPHICS
NEWSLETTERS
BLOGS
CONFERENCES
SOCIAL MEDIA POSTS
PRESENTATIONS
VIDEOS

Hint: Knowing who your audience is going to be and what they will be interested in can help maximise the value of your sharing and the most appropriate way to share.

Hint: A Sharing Planner and Tracker worksheet has been provided on page 44 for you to record your sharing decisions and its outcomes.

Hint: Clear and simple messages and stories often work best.

SOME FINAL THOUGHTS...

There are many reasons why capturing and reflecting upon the journey of a programme is important. A key reason is to help improve its delivery so it may increase the chances of achieving its goals.

Doing your own *evaluations* can be powerful, and they don't have to be complicated. Here are some final thoughts that may be useful to keep in mind about evaluation:

- Insights into programme delivery can help improve what we do and get the best outcomes we can.
- There is no "right or wrong outcome" in a process evaluation; it's about the journey and what influences the delivery of your programme.
- Do what you can with the time and resources you have; keep it simple.
- There is no 'one-size fits all'. Make your programme and evaluations your own.
- Your journey is unique. Celebrate your journey and share your learning. You might help others.
- Keep going and continue to evaluate.
- Things change over time, so keep. repeating these evaluation steps to capture the journey and the learning.

In the remainder of this guide and resource, we provide some example worksheets and templates that might help you do your own process evaluation. If this is your first time doing any kind of evaluation, you may want to use these to begin. This is only a guide though. You can make your programme's process evaluation right for you.

The main thing is to start. Do what you can, when you can, to help your programme be delivered as well as it can be. It's a journey. Capturing and reflecting on this is a powerful exercise. It should be continued throughout the duration of your programme's life.

Good luck on your journey!

Q&A'S

Here are some common questions about evaluations and process evaluations. We give some answers to these. It may also be helpful to look at the additional resources suggested in the later sections of this resource. These include external sources as well.

Q. We have already started delivering our programme. Are we too late to start a process evaluation now?

No. Start as soon as you can. You can still capture the journey and gather useful insights from what has already been happening.

Q. We are very busy. Is it really worth the time needed to carry out a process evaluation?

We would argue, yes. It is always important to reflect on how your programme is doing so you can make changes to improve things. If you are busy, try to identify what time can be dedicated to this activity. Then design your process evaluation to work for you.

Q. We have never done a process evaluation before? How do we know we are doing it right?

This is a normal concern everyone has when doing something for the first time. Try following this guide and using the worksheets provided. This will provide a start for you to begin and grow your confidence with doing evaluations. Speak to others too. You can help each other along this journey.

Q. There are only a few of us involved in the programme. Is it still worth doing an evaluation?

Yes. It is always good to reflect and share views on how things are going to help the programme grow in the desired direction.

Q. I thought evaluations were about seeing if something has an impact and needs "before and after" measures?

Outcomes evaluations focus on whether the key outcome(s) you are trying to change has happened. To know if this has been achieved, ideally you want to collect data before and after your programme has been delivered. Process evaluations capture what factors have affected how the programme is being delivered. They should be done periodically to capture changes in the programme journey.

Q. If we share what hasn't gone well in our delivery, won't that put people off or stop our funding?

Not necessarily. If you are using this information to help you make changes and improvements to your programme this can be more likely seen as a positive. Others may like to see how things have changed because of lessons learnt and the experience of delivering the progamme helping you to make it better.

Q. I don't have data collection or analysis skills. What should I do?

After reading this introductory guide, try looking at some of the other suggested resources on pages 18 onwards. These may help you feel more confident. Analysis doesn't have to be complicated. Make this work for you and what you feel you can do. Maybe begin with having a simple focus group discussion to chat about what factors people think are having an impact on the delivery of the programme. Then take it from there.

Q. How do we share with others about the guiding framework?

This resource has been informed by the Consolidated Framework for Implementation Research (CFIR). You can say something like,

 "*Our process evaluation followed the guidance and resources developed by Lancaster University as part of the Together and Active Future (TaAF) project funded by Sport England. This resource was informed by the Consolidated Framework for Implementation Research, which brings together different factors that can influence a intervention's delivery/implementation according to past and published research. A research study by Lancaster University involved members of different programmes related to TaAF, which helped inform the guide's design and content that was followed.*"

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REFERENCES & FURTHER RESOURCES

This section contains references that helped inform this guidance resource as well as additional resources that might to help you. The list is not exhaustive. But they may offer further assistance for capturing, learning and sharing your programme's journey.

• ABOUT EVALUATIONS

Here are three resources that share more information about evaluations and how to do them. The third is a networking resource to connect with others doing evaluations.

Nesta: The below is a useful toolkit about evaluations, focusing on impact/outcome evaluations but contains other useful resources about programme development and why we need evaluations.
Web link: https://media.nesta.org.uk/documents/Understanding_the_difference_you_make_-_Evaluation_toolkit_FINAL_1.pdf

Better Evaluation: The below is a useful website about evaluations and contains lots of information about different types of evaluations, decisions informing them, and how to go about conducting evaluations. Contains other useful resources as well.
Web link: https://www.betterevaluation.org/en/what-evaluation

West of England Academic Health Science Network: The link is to their online virtual network that content and discussions regarding evaluation. It has no membership criteria to join.
Web link: https://www.weahsn.net/evaluation-online-network

• ABOUT DATA COLLECTION AND ANALYSIS

NCVO Knowhow: The below links contains content and advice for analysing different types of data in evaluations (qualitative data and quantitative data).

Web link: https://knowhow.ncvo.org.uk/how-to/how-to-analyse-qualitative-data-for-evaluation

Web link: https://knowhow.ncvo.org.uk/how-to/how-to-analyse-quantitative-data-for-evaluation

Evaluation Support Scotland: The link below is to a brief document about designing evidence collection methods for an evaluation. It also gives links to other resources that might be useful for doing a process evaluation.

Web link: https://evaluationsupportscotland.org.uk/wp-content/uploads/2020/08/ess_sg2a_-_designing_evidence_collection_methods_feb_2018.pdf

Open University: The below links are to some freely available postgraduate study skills on doing interviews and questionnaires. The website also has other resources and information that might be useful for evaluations and related activities.

Web link: https://help.open.ac.uk/conducting-an-interview

Web link: https://help.open.ac.uk/using-a-questionnaire

12 Tips for doing an interview: From a paper by McGrath, Palmgren, and Liljedahl published in 2019 in the journal Medical Teacher.

Web link: https://www.tandfonline.com/doi/full/10.1080/0142159X.2018.1497149

Creative & Credible: The below links are to documents about qualitative and quantitative data in evaluations. It also contains information about methods such as interviews, focus groups, and surveys with some of the issues to be aware of and try and address to enhance the quality of the data nd analysis.

Web link: http://creativeandcredible.co.uk/wp-content/uploads/2015/07/CreativeCredible_Qualitative-evaluation.pdf

Web link: http://creativeandcredible.co.uk/wp-content/uploads/2015/07/CreativeCredible_Quantitative-evaluation.pdf

Doing a thematic analysis of qualitative data: One of the most well used approaches to analysing qualative data is following the steps outlined by the authors Braun and Clarke.

Academic journal article: Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3 (2), pp. 77-101.

Surveymonkey: A free online survey tool that can be used to collect and analysis data. Note, only the Basic Plan is free. For more advanced use and features there are different fees.

Web link: https://www.surveymonkey.co.uk

Qualtrics: A free online survey tool that can be used to collect and analysis data. Note, only the Basic Plan is free. For more advanced use and features there are different fees.

Web link: https://www.qualtrics.com

Microsoft Forms: A resource to create and gather responses in a survey format that is free to Microsoft users.

Web link: https://forms.office.com

Google Forms: Google has various free applications similar to those available through Microsoft. One is called Forms and can create and gather responses in a survey format.

Web link: https://www.google.co.uk/forms/about

• ABOUT BEHAVIOUR CHANGE

Programmes and interventions are often trying to change a person or group's behaviour. It is useful to understand behaviour change theory to inform the programme's design and evaluation. In particular, it can help understand whether the programme/intervention is working and why. Here are some resources that might be useful.

The Behaviour Change Wheel: This is a tool that can take you all they way through from designing and evaluating an intervention. Below are two books that might be useful.

Book: The Behaviour Change Wheel: A guide to designing interventions. By Michie, S, Atkins, L, West, R. (2014). Silverback Publishing. London. UK

Book: A Guide to Development and Evaluation of Digital Behaviour Change Interventions in Healthcare. By Michie, S. & West, R (2016) Silverback Publishing. London. UK.

Centre for Behaviour Change: This centre is based at University College London (UCL) and has several resources for behaviour change. Two website links are given below.

Web link: https://www.ucl.ac.uk/behaviour-change

Web link: https://www.ucl.ac.uk/behaviour-change/sites/behaviour-change/files/phebi_achieving_behaviour_change_local_government.pdf

Sport England: The link below is to their resource about applying behaviour change theories. It contains examples of how some programmes have gone about this.

Web link: https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/applying-behaviour-change-theories-real-world-examples-from-ghga.pdf

• ABOUT SHARING INSIGHTS

There are many ways of sharing your learning. Below are links for several approaches highlighted in this resource. The list is not exhaustive but may give useful ideas and guidance.

Executive summaries: The link below is a brief guide about writing an executive summary. Although talking about research studies to inform the executive summary, the content still applies to your evaluation.

Web link: https://libguides.usc.edu/writingguide/executivesummary

Written reports: The link below provides guidance on writing evaluation reports. It breaks down the different sections and what to contain in each.

Web link: https://www.hertshealthevidence.org/documents/local-evaluation/evaluation-report-writing-general-guidance.pdf

Press releases: The link below is a brief online article on writing press releases for others to publish. It provides some tips on making it more appealing to editors, for example.

Web link: https://www.forbes.com/sites/robertwynne/2016/06/13/how-to-write-a-press-release/?sh=3fefc04b3b93

Newsletter: The link below is a blog post about creating and using email newsletters. It contains six best practices. These could be adapted for paper/hardcopy newsletters too.

Web link: https://www.privy.com/blog/how-to-newsletter-email#elements-of-a-newsletter

Blog posts: The link below is a step-by-step guide for creating a blog and creating posts for it. It is quite broad but covers a lot of content about running a online blog.

Web link: https://firstsiteguide.com/write-content

Feedback presentation or workshop: The link below contains the various key things to consider when approaching and delivering a presentation. These will apply to presentation or workshops delivered in person or virtual.

Web link: https://www.publicengagement.ac.uk/do-engagement/choose-method/presentations

Podcasting: The link below contains information for those new to podcasting and the different elements involved in planning, recoding and sharing your podcast.

Web link: https://buffer.com/library/podcasting-for-beginners

Posters: The link below contains information for creating effective posters.

Web link: https://www.publicengagement.ac.uk/do-engagement/choose-method/posters-and-displays

Infographics: The link below is about how the BBC creates its infographics. It contains main considerations, suggested formatting and style pointers.

Web link: https://www.bbc.co.uk/gel/guidelines/how-to-design-infographics

Websites: The link below contains pointers and top tips for creating an engaging website.

Web link: https://www.publicengagement.ac.uk/do-engagement/choose-method/websites

Videos: The link below provides information and guidance using videos in presentations specifically. Also, additional links for how to embed videos into your presentation. Some of these principles can be applied to using video for other sharing methods (e.g. putting them on a website).

Web link: https://www.forbes.com/sites/carminegallo/2017/01/31/four-easy-tips-on-using-video-to-make-your-presentation-stand-out/?sh=77933a906e3a

Social media posts: The link below provides information about this way to engage or share with others. As well as some tips to be engaging in social media and posting.

Web link: https://www.publicengagement.ac.uk/do-engagement/choose-method/social-media

General reporting resource: The link below is to a website containing information about a wider variety of engagement or sharing methods.

Web link:
 https://www.betterevaluation.org/en/rainbow_framework/report_support_use/develop_reporting_media

General reporting resource: The link below is to a website containing information about a wider variety of engagement or sharing methods.

Web link: https://knowhow.ncvo.org.uk/how-to/how-to-use-creative-reporting-formats-for-evaluation

WORKSHEETS TEMPLATES & GUIDES

The next section of this resource contains extra information, worksheets, templates and other tools that might help you for each of the stages: **Planning**, **Doing**, **Learning**, and **Sharing**.

PLANNING

- S.M.A.R.T Goal Setting Information (p.24) - to help create useful goals
- Blank S.M.A.R.T Goal Setting Worksheet (p.25) - to record goals
- Blank Evaluation Planning Sheet (A) (p.26) - to help plan an process evaluation
- Blank Evaluation Planning Sheet (B) (p.27) - to help plan an outcome evaluation

DOING

- Example Data Collection Questions (pp.28-32) - to help gather information
- Example Interview/Focus Group Guide (p.33) - to show the pre-during and after
- Blank Interview/Focus Group Worksheet (p.34) - to record details of the session
- Blank Interviewer Recording Sheet (p.35) - for the interview to take notes
- Example Survey Formats (p.36) - to show different ways to get data in a survey
- Blank Survey Sheet (A) (p.37) - for quantitative data only
- Blank Survey Sheet (B) (p.38) - for quantitative and qualitative data
- Blank Survey Sheet (c) (pp.39-41) - for qualitative data only

LEARNING

- 4P Expert Actions (p.42) - sharing ideas for actions to each factor
- Blank Learning Summary Sheet (p.43) - to collate learning for each evaluation round

SHARING

- Blank Sharing Planner & Tracker Worksheet (p.44) - useful for planning and monitoring

S.M.A.R.T goal setting

Helps planning and deciding on tasks and goals. Ensure they are specific, measurable, attainable, relevant, and you have a specific timeline for doing them.

Specific:

Be clear and specific with your goal or task. For example:

Identify actions to address the main barriers on our programme's delivery

Measurable:

How will you know when you have achieved your goal? You need to know this so you can track progress on your journey. For example:

When our implementers, the people involved in our programme, have shared and agreed on actions to take based on the identified barriers

Attainable:

Is your goal realistic? You may want to discuss the goal with your team to ensure everyone agrees it can be done. For example:

Yes. As long as we all takes part in the evaluation and decision making. We will design this evaluation to be as convenient as possible to help attain this.

Relevant:

Is the goal going to meet your needs? For example:

Yes. We need to understand what is affecting our programme's delivery to help it be better. Also, we must report back to our funder.

Time bound:

When will the goal be complete? For example:

First set of actions to be agreed by the end of Q3 2022

Hint: You can use the S.M.A.R.T technique at any point to plan a task or activity.

Hint: You can use this technique yourself or in teams.

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S.M.A.R.T goal setting worksheet

Specific:

Measurable:

Attainable:

Relevant:

Time bound:

Evaluation planning sheet (A)

Programme name:

Process evaluation lead:

Goals of process evaluation:

When doing the evaluation:

How often will you evaluate:

What data will be captured and how:

How will results be shared:

Outcomes:

Date: ..../............./.............   26   **page: ..../..............**

Evaluation planning sheet (B)

Programme name:

Outcome evaluation lead:

Goals of outcome evaluation:
(what change to you want to see?)

When doing the evaluation:

How often will you evaluate:

What data will be captured and how:

How will results be shared:

Outcomes:

Date: ..../............/.............

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page: ..../..............

Example data collection questions

These questions could be used for interviews, focus groups, surveys or diary logs. They include broad and more focused questions about factors associated with the *Programme*, *People, the Places*, or the *Processes*. You may want to use them all or a few to explore certain factors and specifics in more detail.

THE PROGRAMME

Q. *Are there any aspects of the programme itself that are helping or hindering its delivery? [Broad question about the programme]*

Focused: *Where did the programme come from? Do you think this helps or hinders its delivery?*

Focused: *Is there evidence to show that the programme will work? Do you think this helps or hinders its delivery?*

Focused: *Is your programme better than alternatives that are trying to achieve a similar thing? Do you think this helps or hinders its delivery?*

Focused: *How adaptable is your programme? Can it be piloted and easily changed if needed? Do you think this helps or hinders its delivery?*

Focused: *How complex is your programme? Do you think this helps or hinders its delivery?*

Focused: *How well is programme designed and presented for you and your target population? Do you think this helps or hinders its delivery?*

Focused: *How costly is your programme? Such as financial costs, time costs, and resources. Do you think this helps or hinders its delivery?*

Hint: These questions have been adapted from the CFIR and it's resources. See the website for more information www.cfir.org.

THE PEOPLE

Q. *Are there any aspects of the people delivering the programme that are helping or hindering its delivery? [Broad question about the people delivering the programme]*

Q: *Do you think you and others delivering the programme have the knowledge, skills, motivation and confidence to deliver the programme? Are there any factors related to this that are helping or hindering its delivery? [Broad question about the people delivering the programme]*

Focused: *How knowledgeable do you and others feel about the programme they are delivering? Do you think this helps or hinders its delivery?*

Focused: *Do you and others believe the programme they are delivering will work? Do you think this helps or hinders its delivery?*

Focused: *Do you and others feel confident in having the skills to deliver the programme? Do you think this helps or hinders its delivery?*

Focused: *Have you delivered the programme? Have others? Do you think this helps or hinders its delivery?*

Focused: *Do you feel that you have a good relationship with with the organisation where they programme is being delivered from? Do others involved in the delivery of the programme? Do you think this helps or hinders its delivery?*

Hint: Sometimes factors we explore are not viewed as having have an influence. We would call these **neutral** factors. Or, they could be helpful in some ways, but unhelpful in others. We would call these **mixed** factors. Exploring when and why they have different influences could be useful to consider.

THE PLACES

The organisation or place where your programme is being hosted/delivered can an influence on the programme's delivery. Finding out which factors related to this internal environment are influencing delivery and why are helpful to learn about and direct specific actions to help our programme's delivery.

The internal environment

Q. *Are there any aspects of your organisation that are helping or hindering the programme's delivery? [Broad question about the place where the programme is delivered in/from]*

Focused: Do you think *the structure of your organisation helps or hinders its delivery of the programme?*

Focused: *How are the networks and communications between teams? Do you think they help or hinder its delivery?*

Focused: *How is the culture in the organisation? Do you think they help or hinder its delivery?*

Focused: *Does the organisation and its staff believe there is a need for the project? Do you think they help or hinder its delivery?*

Focused: *Does the programme fit within the organisation's existing values? Do you think this helps or hinders its delivery?*

Focused: *Is delivering the programme a priority for the organisation? Do you think this helps or hinders its delivery?*

Focused: *Does the programme fit the organisation's overall goals? Do you think this helps or hinders its delivery?*

Focused: *Do you and other staff/team members feel you can reflect and learn about delivering the project without any negative responses? Do you think this helps or hinders its delivery?*

Focused: *Is the organisation ready to deliver the programme? Do you think they help or hinder its delivery?*

Specific: *Are leaders in the organisation engaged in the programme? Do you think they help or hinder its delivery?*

Specific: *Are the resources needed to deliver the programme readily available? Do you think they help or hinder its delivery?*

Specific: *How easy is it to access the information you need to help deliver the programme? Do you think this helps or hinders its delivery?*

The external environment

There are also factors or influences outside the place or home of the programme that can affect a programme's delivery. Finding out which have an influence and why can be helpful to learn and direct specific actions to improve programme delivery.

Q. *Are there any factors outside the organisation helping or hindering the programme's delivery? [Broad question about the environment beyond where the programme is delivered in/from]*

Focused: *Is there a need in the population for the programme? Do you think this helps or hinders its delivery?*

Focused: *Are there any networks and communications beyond the organisation that are having an influence on the programme's delivery? Do you think they help or hinder the programme's delivery?*

Focused: *Are there any competitors to the programme? Do you think this helps or hinders its delivery?*

Focused: *Are there any wider policies or incentives relevant to the programme? Do you think this/they help or hinder its delivery?*

Hint: Consider mixing it up. You can ask your group of implementers broad questions to begin with, which might reveal factors that need to be explored in detail. You can send a survey to gather for more specific details. If it is a senstive issue or factor that has been raised, doing anonymous surveys might help people feel more relaxed and be more honest and open to share their views.

Hint: If you are short on time, you can ask everyone to share their views of influencing factors and what actions are needed in a group meeting. This is the most time efficient ways to DO and LEARN about your programme's delivery and what to do next.

THE PROCESSES

There are factors related to the processes of delivering the programme that can help or hinder the delivery itself. Finding out which and why they have an influence could be helpful to capture and learn in order to direct specific actions that could further improve programme delivery.

Q. *Are there any aspects related to the delivery of the organisation that are helping or hindering it? [Broad question about the processes surrounding the actioning of the programme delivery]*

Focused: *Is there a clear plan for delivering the programme? Do you think they help or hinder its delivery?*

Focused: *Has the delivery been executed as planned? Do you think this helps or hinders its delivery?*

Focused: *Has there been a formally appointment delivery leader(s) for the programme? Do you think they help or hinder its delivery?*

Focused: *Has there been engagement from key people in your organisation (e.g. influential people, champions)? Do you think they help or hinder its delivery?*

Focused: *Has there been engagement from key people outside the organisation (e.g. influential people, champions)? Do you think they help or hinder its delivery?*

focused: *Has their been time to reflect and share experiences about the programme's delivery? Do you think this helps or hinders its delivery?*

Hint: If doing interviews, you can ask the same questions each time (called a structured interview). You may wish to only ask the same questions or be flexible and follow-up with additional ones depending on what has been said (called semi-structured interviews). You can even go in without any plan of questioning (called unstructured interviews). We suggest having some structure though to ensure you get all the important information you need.

Hint: If you are doing an interview or focus group, you may like to have all these example questions to hand so you can use them during the session.

Example interview / focus group guide

PREP/BEFORE

- Decide on your location and other logistical details. Confirm these at least 24 hours before.
- Decide on the questions to ask during the session.
- Create an interview/focus group guide to follow during the day.
- Familarise yourself with the questions you are going to ask during the session.
- Check you have all the equipment and materials ready and in working order. For example, you may wish to use some of the worksheet from this resource.

DURING

Opening the session:
- Introduce yourself (if you need to) and explain the purpose of the session.
- Explain how long session will last, what will happen during the session, and what will be done with the information shared.
- If you are recoding the session, start the recording device.

Ask the questions and capture responses:
- Ask your questions.
  For example:
    Q1. *"Is the programme's delivery going well?" Follow up, "Why do you think that?"*
    Q2. *"Are there any factors helping its delivery?"*
    Q3. *"Are there any factors hindering its delivery?"*
    Q4. *"Looking ahead, what, if any, actions could be done to help the programme's delivery?"*
- *Use follow-up questions and prompts to encourage as much sharing as possible (e.g. ask for examples and more details).*

- Repeat the main points back to check your understanding.
  - Thank them and explain what happens next. This might include details of what happens to their responses/ the data, sharing the results.
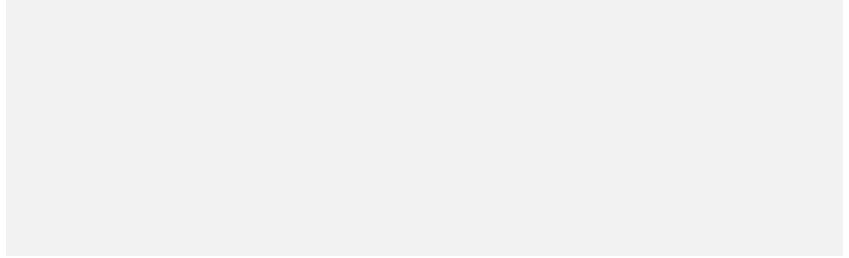
- End the recording (if necessary)

AFTER

- Write up any notes, complete record forms, store all materials and data securely.
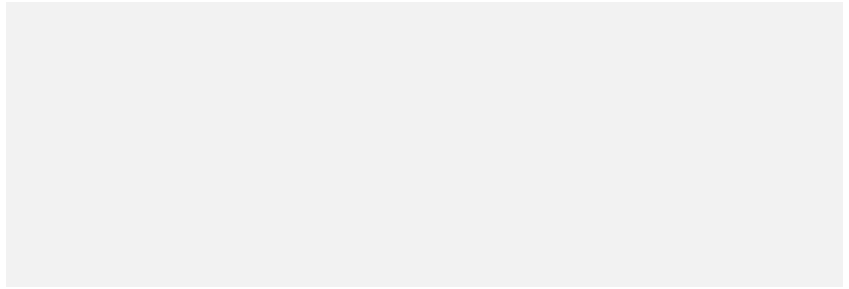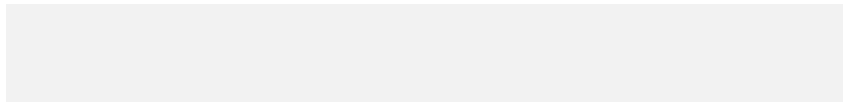
33

INTERVIEW / FOCUS GROUP WORKSHEET
Session details
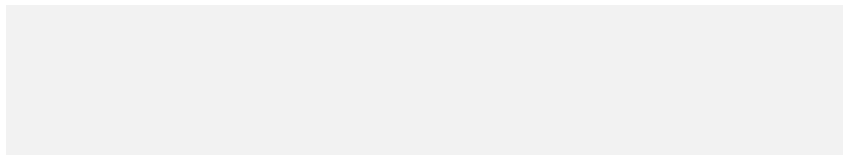
**Interviewer /
focus group lead
& facilitator(s)** (if any)**:**

Resources:
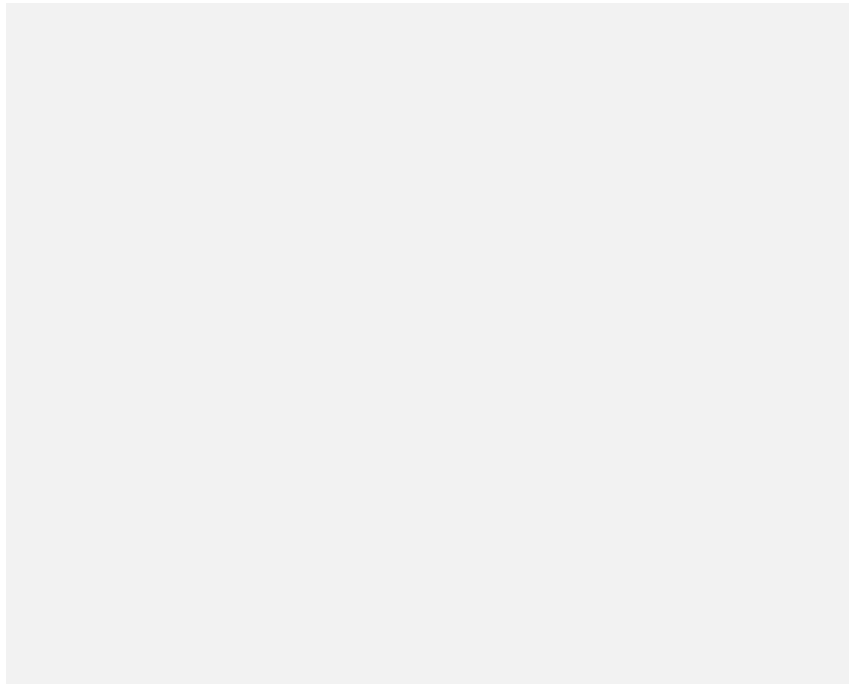(e.g. recording device,
worksheets)

Date, time & duration:

Venue:
(physical location, online)

Attendee(s) details:
(name(s)/IDs, role,
how long involved in
programme and delivery)

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INTERVIEW / FOCUS GROUP WORKSHEET
Interviewer recording sheet

Interviewer notes:

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EXAMPLE SURVEY FORMATS

Here are two ways you may like to design your survey(s). The top is a simple survey using questions that gather quantitative data (e.g. you can count how many people marked factors as helpful or unhelpful). The bottom example survey format is a mixed survey design. It allows people to write why they have given their answers. You can also have a qualitative only survey. Blank survey sheets are provided for each on the next pages.

Simple format (quantitative data)

Survey questions	Response (please tick one)
1. Do you think the characteristics/design of the programme are influencing it's delivery?	◯ Yes, helps a lot ◯ Yes, helps a little ◯ Yes, hinders lot ◯ Yes, hinders a little ◯ Sometimes helps, sometimes hinders ◯ It's not really having an influence
2. Do you think the programme's level of complexity is influencing it's delivery?	⬤ Yes, helps a lot ⬤ Yes, helps a little ⬤ Yes, hinders lot ⬤ Yes, hinders a little ⬤ Sometimes helps, sometimes hinders ⬤ It's not really having an influence
3. Do you think the people delivering the programme are influencing it's delivery?	◯ Yes, helps a lot ◯ Yes, helps a little ◯ Yes, hinders lot ◯ Yes, hinders a little ◯ Sometimes helps, sometimes hinders ◯ It's not really having an influence

Mixed format (quantitative + qualitative data)

Survey questions	Response (please tick one)
1. Do you think the organisation/place where the programme is being delivered in is influencing it's delivery?	◯ Yes, helps a lot ◯ Yes, helps a little ◯ Yes, hinders lot ◯ Yes, hinders a little ◯ Sometimes helps, sometimes hinders ◯ It's not really having an influence

Please explain why you think that here:

Hint: You can select or create whatever survey questions are best for your programme. Try adding them to the blank survey response sheet on pages 37-38.

Hint: Response option meanings = facilitating factors (rows one and two), barriers (rows three and four), mixed (row 5), no influence/neutral factors (row 6).

SURVEY SHEET (A)

Programme name:..

Evaluation round:....................

Date: ..../........../..........

Survey questions	Response (please tick one)
	○ Yes, helps a lot ○ Yes, helps a little ○ Yes, hinders lot ○ Yes, hinders a little ○ Sometimes helps, sometimes hinders ○ It's not really having an influence
	○ Yes, helps a lot ○ Yes, helps a little ○ Yes, hinders lot ○ Yes, hinders a little ○ Sometimes helps, sometimes hinders ○ It's not really having an influence
	○ Yes, helps a lot ○ Yes, helps a little ○ Yes, hinders lot ○ Yes, hinders a little ○ Sometimes helps, sometimes hinders ○ It's not really having an influence
	○ Yes, helps a lot ○ Yes, helps a little ○ Yes, hinders lot ○ Yes, hinders a little ○ Sometimes helps, sometimes hinders ○ It's not really having an influence
	○ Yes, helps a lot ○ Yes, helps a little ○ Yes, hinders lot ○ Yes, hinders a little ○ Sometimes helps, sometimes hinders ○ It's not really having an influence
	○ Yes, helps a lot ○ Yes, helps a little ○ Yes, hinders lot ○ Yes, hinders a little ○ Sometimes helps, sometimes hinders ○ It's not really having an influence
	○ Yes, helps a lot ○ Yes, helps a little ○ Yes, hinders lot ○ Yes, hinders a little ○ Sometimes helps, sometimes hinders ○ It's not really having an influence

SURVEY SHEET (B)

Programme name:..

Evaluation round:....................

Date: ..../........../..........

Survey questions	Response (please tick one)
	◯ Yes, helps a lot ◯ Yes, helps a little ◯ Yes, hinders lot ◯ Yes, hinders a little ◯ Sometimes helps, sometimes hinders ◯ It's not really having an influence

Please explain why you think that:

	◯ Yes, helps a lot ◯ Yes, helps a little ◯ Yes, hinders lot ◯ Yes, hinders a little ◯ Sometimes helps, sometimes hinders ◯ It's not really having an influence

Please explain why you think that:

	◯ Yes, helps a lot ◯ Yes, helps a little ◯ Yes, hinders lot ◯ Yes, hinders a little ◯ Sometimes helps, sometimes hinders ◯ It's not really having an influence

Please explain why you think that:

SURVEY SHEET (C)

Your programme 's name:..

Your role:..

Date: ..../............../...............   **[OFFICE USE: ID :...]**

Survey questions

Q1. Please write down what, if any factors are helping the programme's delivery **and** why from your perspective:

Survey questions

Q2. Please write down what, if any factors are hindering or problematic for your programme's delivery **and** why:

Survey questions

Q4. Please write down what, if any actions should be done moving forward that would help your programme's delivery **and** why. This can lude actions to address any hindering factors you have identified:

4P EXPERT ACTIONS

Here are a number of actions or strategies to help delivery/implementation according to a resource developed by implementation experts for the CFIR. We groups these around our 4 P's.

PROGRAMME

Common actions suggested by experts to address barriers related to the programme include: use of champions, having educational meetings about the programme, trying small tests of change first, assessing local needs, promoting adaptability of the programme, looking for new funding and/or altering incentives currently being used.

PEOPLE

Common actions suggested by experts to address barriers related to the implementers include: developing educational materials, holding educational meetings and training, assessing readiness to deliver and what barriers may need to be addressed (e.g. skill levels, motivation, existing knowledge).

PROCESSES

Common actions suggested by experts to address barriers related to the programme's delivery processes include: having a formal development plan, including leaders, executive boards, advisory boards, early adopters and champions in the delivery processes and planning, collect feedback and share results.

PLACES

Common actions suggested by experts to address barriers related to the external environment of the programme include: getting feedback from users of the programme, building a coalition with other outside your programme and area, develop academic partnerships.

Common actions suggested by experts to address barriers related to the internal environment of the programme include: assessing the places' readiness to implement, including any barriers and facilitators to delivery, explore and use internal champions for the programme, hold local delivery meetings, have discussions internally to agree decisions and actions, share educational resources and hold meetings about the programme, look at funding and allowance structures that may require accessing new funding or changing incentives.

Hint: Sometimes the same action can have a positive influence on several factors. A detailed list of actions suggested by experts can be found in the ERIC-matching tool linked to the CFIR (website: www.cfirguide.org/choosing-strategies)

LEARNING SUMMARY SHEET

Programme name:..

**Evaluation round
& date:**...

Responses rate:
.... %
(n contributors / total implementers) * 100

Facilitator list:

BARRIER list:

Actions to take: (what, by who, when, how - think S.M.A.R.T)

SHARING PLANNER & TRACKER

Programme name:...

WHAT
are you sharing:

(e.g. facilitating factors, barriers, data sources, methods)

WHY
are you sharing:

(e.g. funding requirement, marketing, share learning)

WHO
are you sharing to:

(e.g. team members, funder, external partners)

HOW
are you sharing

(e.g. report, social media, video)

WHEN
are you sharing:

OUTCOMES:

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APPENDIX.
THE 4 P'S AND THE CFIR

This process evaluation resources has been based on a framework used by intervention implementation researchers. It's called the Consolidated Framework for Implementation Research (CFIR for short).

Below are the 4 P's in this resource and how they map onto this detailed framework. The CFIR is made up of 5 "domains", each containing factors the framework calls "constructs". If you are interested, you can view their website and resources for free (www.cfir.org).

CFIR

PROGRAMME

INTERVENTION CHARACTERISTICS:

Intervention Source
Evidence Strength & Quality
Relative Advantage
Adaptability
Trialability
Complexity
Design Quality & Packaging
Cost

INNER SETTING:

Structural Characteristics
Networks & Communications
Culture
Implementation Climate
Tension for Change
Compatibility
Relative Priority
Strategies
Organisational Incentives & Rewards
Goals and Feedback
Learning Climate
Readiness for Implementation
Leadership Engagement
Available Resources
Access to Knowledge & Information

PEOPLE

CHARACTERISTICS OF INDIVIDUALS:

Knowledge & Beliefs about the Intervention
Self-efficacy
Individual Stage of Change
Individual Identification with Organisation
Other Personal Attributes

PLACES

PROCESSES

PROCESS:

Engaging
Opinion Leaders
Formally Appointed Internal Implementation Leaders
Champions
External Change Agents
Executing
Reflecting & Evaluating

OUTER SETTING:

Patient Needs & Resources
Cosmopolitanism
Peer Pressure
External Policy & Incentives

Source: see CFIR.org for information and resources about the Consolidated Framework for Implementation Research.

ACKNOWLEDGEMENTS

Using and citing this resource: This resource was published online in 2022. It is free to use providing it is referenced in any reports, dissemination, presentations, or other activities.

Please contact the author(s) to let us know you are using the resource (email Dr. Claire Hardy on c.hardy1@lancaster.ac.uk).