



**EDPQS Toolkit 2:
Reviewing and improving
the quality of prevention
work (Self-Assessment
& Reflection Toolkit):
Improvement Support Questionnaire**

Contents

	CROSS-CUTTING CONSIDERATIONS	
A	Sustainability and funding	3
B	Communication and stakeholder involvement	4
C	Staff development	5
D	Ethical drug prevention	6
1	NEEDS ASSESSMENT	8
1.1	Knowing drug-related policy and legislation	8
1.2	Assessing drug use and community needs	9
1.3	Describing the need – Justifying the intervention	10
1.4	Understanding the target population	11
2	RESOURCE ASSESSMENT	12
2.1	Assessing target population and community resources	12
2.2	Assessing internal capacities	13
3	PROGRAMME FORMULATION	14
3.1	Defining the target population	14
3.2	Using a theoretical model	15
3.3	Defining aims, goals, and objectives	16
3.4	Defining the setting	17
3.5	Referring to evidence of effectiveness	18
3.6	Determining the timeline	19
4	INTERVENTION DESIGN	20
4.1	Designing for quality and effectiveness	20
4.2	If selecting an existing intervention	21
4.3	Tailoring the intervention to the target population	22
4.4	If planning final evaluations	23
5	MANAGEMENT AND MOBILISATION OF RESOURCES	24
5.1	Planning the programme – Illustrating the project plan	24
5.2	Planning financial requirements	25
5.3	Setting up the team	26
5.4	Recruiting and retaining participants	27
5.5	Preparing programme materials	28
5.6	Providing a programme description	29
6	DELIVERY AND MONITORING	30
6.1	If conducting a pilot intervention	30
6.2	Implementing the intervention	31
6.3	Monitoring the implementation	32
6.4	Adjusting the implementation	33
7	FINAL EVALUATIONS	34
7.1	If conducting an outcome evaluation	34
7.2	If conducting a process evaluation	35
8	DISSEMINATION AND IMPROVEMENT	36
8.1	Determining whether the programme should be sustained	36
8.2	Disseminating information about the programme	37
8.3	If producing a final report	38

A: Sustainability and funding

The programme promotes a long-term view on drug prevention and is not a fragmented short-term initiative. The programme is coherent in its logic and practical approach. The programme seeks funding from different sources.

Issues to consider	Notes on current situation	Actions to take
How does the programme relate to other drug prevention activities within the same organisation or other delivery systems in the region? EDPQS A1, A2		
Is the programme sustainable and practically feasible in the long term? What activities are being undertaken (or planned) to ensure the sustainability of the programme? EDPQS A1-5		
How do the main elements of the programme relate to each other? Do they reflect a coherent, logical and practical approach? EDPQS A3		
How is the programme funded? Who is in charge of securing funding and how is this being done? EDPQS A4		
Is there a written funding strategy? Does it specify who is responsible for identifying and attracting funds? EDPQS A5, A10-11		
Is funding sought from different funding sources? Which sources of funding might be relevant for this kind of programme? EDPQS A4, A11		

Comments / Notes for this component

This questionnaire should be used in conjunction with the other Toolkit 2 materials available from: www.prevention-standards.eu/toolkit-2/
 The Introduction to Toolkit 2 contains full details and instructions for working with the questionnaire.

B: Communication and stakeholder involvement

The multi-service nature of drug prevention is considered. All stakeholders relevant to the programme (e.g. target population, other agencies) are identified and they are involved as required for a successful programme implementation. The organisation cooperates with other agencies and institutions.

Issues to consider	Notes on current situation	Actions to take
To what extent does the organisation delivering the programme collaborate and coordinate its efforts with other agencies and institutions? What is the nature of these collaborations? EDPQS B1, B6		
Are all the stakeholders relevant to the programme identified? What are the terms of reference for stakeholder involvement? EDPQS B3, B4		
What is the common goal that all stakeholders can work toward? EDPQS B2		
To what extent is the target population considered as a stakeholder/partner in the programme planning and implementation? How is the target population involved at different stages of the programme? EDPQS B5		
Who is informed about programme progress, and how? EDPQS B3, B21		
What specific mechanisms are in place for internal and external communication and regular exchange? EDPQS B7		

Comments / Notes for this component

C: Staff development

It is essential prior to the implementation that staff members have the competencies which are required for a successful programme implementation. If necessary, high quality training based on a training needs analysis is provided. During implementation, staff members are supported in their work as appropriate.

Issues to consider	Notes on current situation	Actions to take
<p>How is it ensured that staff members have the competencies (e.g. knowledge, skills, training) that are necessary for the successful implementation of programme activities? EDPQS C1-4, C7</p>		
<p>Does a written staff development plan exist? Does the staff development plan include the required competencies for the successful implementation of the programme, as well as a staff training needs analysis? EDPQS C1, C3, C15</p>		
<p>How good is the training provided to staff? Are training outcomes assessed? What aspects are considered to assure further staff training? EDPQS C5, C6</p>		
<p>How are staff members supported during implementation? EDPQS C8, C9</p>		

Comments / Notes for this component

D: Ethical drug prevention

A code of ethics is defined. Participants’ rights are protected. The programme has clear benefits for participants and will not cause them any harm. Participant data is treated confidentially. The physical safety of participants and staff members is protected.

Issues to consider	Notes on current situation	Actions to take
<p>Does the programme refer to a written code of ethics or to other relevant codes/policies? Which codes/policies are considered relevant to the programme? EDPQS D1, D2, D4</p>		
<p>How does the programme ensure clear benefits for participants? How does the programme ensure that participants do not experience any harm as a result of taking part? EDPQS D6, D7</p>		
<p>What values or principles is the programme based on? Does the programme reflect values and principles of an ethical approach to drug prevention? EDPQS D8, D9</p>		
<p>How are participants’ values and their views on the intervention considered? EDPQS D11</p>		

EDPQS Toolkit 2 - Improvement Support Questionnaire

<p>What sort of information do participants receive about the programme, and when? Are rules (e.g. participants' rights, regarding the programme's implementation) and roles discussed and agreed at the beginning of the intervention? EDPQS D3, D9</p>		
<p>How is participants' confidentiality ensured? EDPQS D10</p>		
<p>What is the procedure for handling drug-related incidents, complaints or needs that cannot be responded to within the programme? EDPQS D5, D13, D14</p>		
<p>How is the safety of staff members and participants ensured? EDPQS D12</p>		

Comments / Notes for this component

1.1 Knowing drug-related policy and legislation

The knowledge of drug-related policy and legislation is sufficient for the implementation of the programme. The programme supports the objectives of local, regional, national and/or international priorities, strategies and policies.

Issues to consider	Notes on current situation	Actions to take
What policy and legislation is considered important in relation to this programme? Does the programme description provide clear references to these? EDPQS 1.1.1-2		
How is the programme related to drugs policy and legislation? If providers are not in agreement with existing policy and legislation, do they explain their own position? EDPQS 1.1.2		
How does the programme support the wider drug prevention agenda (national/ European/ international strategies, standards and guidelines)? EDPQS 1.1.2-3		

Comments / Notes for this component

1.2 Assessing drug use and community needs

The needs of the community (or environment in which the programme will be delivered) are assessed. Detailed and diverse information on drug use is gathered. The study utilises existing epidemiological knowledge when possible and adheres to principles of ethical research.

Issues to consider	Notes on current situation	Actions to take
<p>How has it been established whether the target population needs an intervention and what type of intervention? Has the initial situation been analysed and described, including the problem to be addressed? EDPQS 1.2.1, 1.2.6</p>		
<p>Is there any data available about drug use in the target population? What sort of data is this? Is it up-to-date? What are the relevant sources? EDPQS 1.2.2-4, 1.2.6-7</p>		
<p>Which other needs of the target population are relevant and related with drug use? Have they been assessed? EDPQS 1.2.5</p>		
<p>Is it possible to combine different types of data (e.g. national, local, general epidemiological data) to obtain a good overall picture of the situation? EDPQS 1.2.6, 1.2.7</p>		

Comments / Notes for this component

1.3 Describing the need – Justifying the intervention

The need for an intervention is justified. The main needs are described based on the needs assessment, and the potential future development of the situation without an intervention is indicated. Gaps in current service provision are identified.

Issues to consider	Notes on current situation	Actions to take
<p>Is there any written description of the target population and its needs? What is it based on and what information does it include? EDPQS 1.3.1-3</p>		
<p>How does the written needs assessment justify the need for the intervention? EDPQS 1.3.3, 1.3.7</p>		
<p>How does the programme complement other prevention activities at local or regional level or with this target population (e.g. focusing on groups that are not well covered by other services and programmes)? EDPQS 1.3.4-6</p>		

Comments / Notes for this component

1.4 Understanding the target population

A potential target population is chosen in line with the needs assessment. The needs assessment considers the target population’s culture and its perspectives on drug use.

Issues to consider	Notes on current situation	Actions to take
<p>How was the target population chosen (i.e. why this group and not another)? EDPQS 1.4.1</p>		
<p>What is known about the target population’s culture and its perspectives on drug use? How will this inform the design of the intervention? EDPQS 1.4.2</p>		
<p>If possible, have risk and protective factors been taken into account, and how? Is it clear which factors will be addressed by the programme and are these indeed modifiable? EDPQS 1.4.3-5</p>		
<p>If possible, have different types of data (besides drug use data) been gathered in order to understand the target population and to ensure the relevance of the intervention? EDPQS 1.4.7</p>		

Comments / Notes for this component

2.1 Assessing target population and community resources

Sources of opposition to, and support of, the programme are considered, as well as ways of increasing the level of support. The ability of the target population and other relevant stakeholders to participate in the programme is assessed.

Issues to consider	Notes on current situation	Actions to take
What target population and other relevant stakeholder resources does the programme require (e.g. time, knowledge, skills)? EDPQS 2.1.1-2		
How does the programme account for the level of “readiness” among the target population and other relevant stakeholders to engage with the programme? How is the necessary level of support to the programme ensured? How is it ensured that the target population will actually be able and willing to take part in the programme? EDPQS 2.1.1-3		
What additional target population and other relevant stakeholder resources does the programme utilise (e.g. existing knowledge and skills)? EDPQS 2.1.4		

Comments / Notes for this component

2.2 Assessing internal capacities

Internal resources and capacities are assessed (e.g. human, technological, financial resources). The assessment takes into account their current availability as well as their likely future availability for the programme.

Issues to consider	Notes on current situation	Actions to take
<p>Which internal resources and capacities (e.g. human resources, staff competencies, previous experience, financial resources, connection to the target population) are necessary for the programme? EDPQS 2.2.1</p>		
<p>To what extent have internal resources and capacities been considered in the programme planning? How is it ensured that the internal resources and capacities are sufficient to ensure the feasibility of the programme? EDPQS 2.2.1</p>		
<p>Who is involved in the discussion about the available resources? EDPQS 2.2.1</p>		

Comments / Notes for this component

3.1 Defining the target population

The target population(s) of the programme is (are) described. The chosen target population(s) can be reached.

Issues to consider	Notes on current situation	Actions to take
<p>Who is the intervention aimed at? Has the target population been defined, and is the target population definition appropriate for the scope of the programme? Does the description of the target population draw upon the information obtained through the needs assessment? EDPQS 3.1.1</p>		
<p>How many people could (potentially) benefit from the programme? Who could be indirect beneficiaries of the programme? EDPQS 3.1.1, 3.1.6-7</p>		
<p>Does the programme directly address ultimate target populations (e.g. young people), or does it address an intermediate target population (e.g. parents, peers, and other multipliers)? In the latter case, are both the intermediate and the ultimate target population described? EDPQS 3.1.1</p>		
<p>Who can take part in the intervention (e.g. age, geographical area)? Are inclusion/exclusion criteria specified (especially for selective and indicated interventions)? EDPQS 3.1.3-5</p>		
<p>How is it assured that the chosen target population can be reached? EDPQS 3.1.2</p>		

Comments / Notes for this component

3.2 Using a theoretical model

The programme is based on an evidence-based theoretical model that allows an understanding of the specific drug-related needs and shows how the behaviour of the target population can be changed.

Issues to consider	Notes on current situation	Actions to take
Which theories/ models can explain how and why the programme is likely to achieve its objectives in the target population? Have the chosen theories/models been described and justified? Have they been validated through empirical research? EDPQS 3.2.1-3		
How do the chosen theories/ models relate to the particular circumstances of the programme? Are they in line with the findings from the needs assessment, the activities and aims of the programme? EDPQS 3.2.2		
Is it clear how the behaviour of the target population can be changed according to the chosen theories/models? EDPQS 3.2.2		
Have any adjustments (e.g. according to the target population) to the chosen theories/models been justified and documented? EDPQS 3.2.4-5		

Comments / Notes for this component

3.3 Defining aims, goals, and objectives

It is clear what is being 'prevented' (e.g. what types of drug use?). The programme's aims, goals and objectives are clear, logically linked and informed by the identified needs. They are ethical and 'useful' for the target population. Goals and objectives are specific and realistic.

Issues to consider	Notes on current situation	Actions to take
What is the programme trying to prevent (e.g. a particular behaviour or substance)? Is that specified in writing? EDPQS 3.3.1		
What are the programme's (long-term) aims, (mid-term) goals and (short-term) objectives? How were programme aims, goals and objectives formulated? Are they defined based on a logic model approach? EDPQS 3.3.2, 3.3.3		
Does the programme distinguish between objectives that refer to outcomes in participants (specific objectives) and objectives that refer to the activities required to achieve these outcomes (operational objectives)? EDPQS 3.3.6		
Are the goals and specific objectives formulated in terms of expected change in participants? Are they relevant for the target population and informed by the identified needs? EDPQS 3.3.4		
Are the goals and objectives of the programme SMART (Specific, Measurable, Achievable, Realistic and Time scaled)? EDPQS 3.3.5, 3.3.7		

Comments / Notes for this component

3.4 Defining the setting

The setting(s) for the activities is (are) described. It matches the aims, goals and objectives, available resources, and is likely to produce the desired change. Necessary collaborations for implementation of the programme in this setting are identified.

Issues to consider	Notes on current situation	Actions to take
In what setting does the intervention take place? Is it described in writing? EDPQS 3.4.1		
How was the setting chosen? Is the chosen setting relevant for the target population? EDPQS 3.4.2		
Can the defined setting produce the desired change? EDPQS 3.4.2		
If the intervention is not delivered in the organisation’s own premises, have the necessary collaborations been established? How does the programme provider collaborate with the recipient organisation? EDPQS 3.4.3		
If the intervention is not delivered in the organisation’s own premises, what challenges could arise from implementing the intervention in an external setting? EDPQS 3.4.2-4		

Comments / Notes for this component

3.5 Referring to evidence of effectiveness

Scientific literature reviews and/or essential publications on the issues relating to the programme are consulted. The reviewed information is of high quality and relevant to the programme. The main findings are used to inform the programme.

Issues to consider	Notes on current situation	Actions to take
<p>How is existing knowledge on 'what works' in drug prevention (as reported in literature reviews and/or other essential publications) incorporated in the programme planning and intervention design? EDPQS 3.5.1, 3.5.3-4</p>		
<p>What sources were used to retrieve this evidence? Which aspects were considered in searching for scientific publications and literature reviews? EDPQS 3.5.2</p>		
<p>Does the reviewed information provide the necessary evidence base to plan the intervention? Is there any evidence that does not support the effectiveness of the planned activity? EDPQS 3.5.3-4</p>		
<p>Is the scientific evidence-based knowledge suitable for the specific local context of the intervention? If not, what other knowledge could inform the intervention design? EDPQS 3.5.2</p>		

Comments / Notes for this component

3.6 Determining the timeline

The timeline of the programme is realistic and it is illustrated clearly and coherently. Timing, duration and frequency of activities are adequate for the programme.

Issues to consider	Notes on current situation	Actions to take
<p>What is the timeline for the programme? EDPQS 3.6.1</p>		
<p>How is the timeline linked to the programme elements? Does it distinguish between intervention activities and other actions (e.g. monitoring, administrative tasks)? EDPQS 3.6.2</p>		
<p>Is the defined timeline adequate to achieve the programme's objectives and intended level of change? Which aspects are considered important to ensure the timeline for the programme is adequate? EDPQS 3.6.2-3</p>		
<p>Has the timeline been determined using a flexible approach (i.e. allowing sufficient time for activities and with the possibility to update it during implementation)? What could cause delays? EDPQS 3.6.2</p>		

Comments / Notes for this component

4.1 Designing for quality and effectiveness

The intervention follows evidence-based good practice recommendations; the scientific approach is outlined. The programme builds on positive relationships with participants by acknowledging their experiences and respecting diversity. Programme completion is defined.

Issues to consider	Notes on current situation	Actions to take
How has the intervention content been developed? Have evidence-based good practice recommendations been considered? EDPQS 4.1.1-2		
How do activities ensure participants' involvement and engagement? What does the relationship between staff members and participants look like? EDPQS 4.1.3		
How is participant diversity (e.g. gender, culture, literacy, disability, socio-economic differences) incorporated? Can the programme respond to different needs? EDPQS 4.1.5		
When has a participant completed the intervention successfully? Is this defined in writing? EDPQS 4.1.6		
How and when are objectives, expectations, roles, rules and other aspects of the intervention set, discussed and agreed with the participants? EDPQS 4.1.6		
Does the programme acknowledge and value participants' experiences? Which aspects of the programme ensure that? EDPQS 4.1.4		

Comments / Notes for this component

4.2 If selecting an existing intervention

Benefits and disadvantages of existing interventions are considered, as well as the balance between adaptation, fidelity and feasibility. The intervention’s fit to local circumstances is assessed. The chosen intervention is adapted carefully and changes are made explicit. Authors of the intervention are acknowledged.

Issues to consider	Notes on current situation	Actions to take
If the activity was based on an existing intervention, what factors were considered in the selection of the existing intervention? EDPQS 4.2.1		
Who developed the original intervention and under what circumstances has it previously been implemented? EDPQS 4.2.2-3		
How well does the original intervention match this particular programme’s circumstances (desired goals, setting, resources, target population)? EDPQS 4.2.2		
What are the core elements of the original intervention (i.e. aspects that must be retained)? How have they been identified? EDPQS 4.2.4, 4.2.15		
Have possible changes to the original intervention been made carefully and explicitly? Is there a balance between adaptation of and fidelity to the original intervention? Have possible factors affecting this balance been considered? EDPQS 4.2.4-5		

Comments / Notes for this component

4.3 Tailoring the intervention to the target population

The programme is adequate for the specific circumstances of the programme (e.g. target population characteristics) and tailored to those if required. Elements to tailor include: language, activities, messages, timing, and number of participants.

Issues to consider	Notes on current situation	Actions to take
<p>How is it ensured that the programme is adequate for and tailored to the specific circumstances (e.g. participants' age, sex/gender, culture, intervention setting)? What kind of considerations are taken in account? EDPQS 4.3.1</p>		
<p>How is the target population involved in tailoring the intervention? EDPQS 4.3.1</p>		
<p>Which specific elements of the programme (language, activities, messages, timing, number of participants) should be tailored to match particular characteristics of participants or other circumstances, and how? EDPQS 4.3.2</p>		

Comments / Notes for this component

4.4 If planning final evaluations

Evaluation is seen as an integral and important element to ensuring programme quality. It is determined what kind of evaluation is most appropriate for the intervention, and a feasible and useful evaluation is planned. Relevant evaluation indicators are specified and the data collection process is described.

Issues to consider	Notes on current situation	Actions to take
<p>Is evaluation seen as an integral and important element in ensuring the programme’s quality? What sort of evaluation is planned or being undertaken? Is it practically feasible? EDPQS 4.4.1, 4.4.3-4</p>		
<p>What methods, tools and data collection procedures will be used and have they been described? How will data be managed and processed? Is a written evaluation plan integrated in the intervention design? EDPQS 4.4.2, 4.4.15-17</p>		
<p>How will the evaluation establish whether the programme was successful – e.g. using what indicators and benchmarks? Have evaluation indicators been clearly described and do they correspond to the programme’s objectives? EDPQS 4.4.8-10</p>		
<p>Who is involved in the planning of the evaluation? Does an evaluation team exist? EDPQS 4.4.5-7</p>		
<p>Who is involved as a source of information in the evaluation, how are they involved, and at what points in time? EDPQS 4.4.11-14</p>		

Comments / Notes for this component

5.1 Planning the programme — Illustrating the project plan

Time is set aside for systematic programme planning. A written project plan outlines the main programme elements and procedures. Contingency plans are developed.

Issues to consider	Notes on current situation	Actions to take
How is programme implementation planned and managed? Is there a specific time dedicated to programme planning? EDPQS 5.1.1-3		
Does a written project plan exist describing the main tasks and strategies to guide the implementation of the programme? EDPQS 5.1.3-6		
Who developed the project plan? What information does it contain and how is it organised? How is the project plan used? Who has access to the project plan? EDPQS 5.1.3-7		
To what extent will the project plan allow tracking the actual progress of the programme during implementation? EDPQS 5.1.5		

Comments / Notes for this component

5.2 Planning financial requirements

A clear and realistic cost estimate for the programme is given. The available budget is specified and adequate for the programme. Costs and available budget are linked. Financial management corresponds to legal requirements.

Issues to consider	Notes on current situation	Actions to take
How are the financial requirements of the programme planned for and managed? EDPQS 5.2.1-13		
What are the main cost items of the programme? EDPQS 5.2.2-3		
What are the main sources of income for the programme? EDPQS 5.2.4-6		
Does a written financial plan exist, and does it specify the financial requirements (costs) and capacities (budget) of the programme? EDPQS 5.2.1		
How is it ensured that the costs of the programme do not exceed the available budget? EDPQS 5.2.3-4, 5.2.6-7		
Who is responsible for control of the budget and accounting procedures? Have they got the knowledge and skills necessary to comply with all regulations? EDPQS 5.2.8-10		

Comments / Notes for this component

5.3 Setting up the team

The staff required for successful implementation is defined and (likely to be) available (e.g. type of roles, number of staff). The set-up of the team is appropriate for the programme. Staff selection and management procedures are defined.

Issues to consider	Notes on current situation	Actions to take
<p>How are staff selected to work on the programme? What considerations are taken into account? Does a written procedure for staff selection and hiring exist? EDPQS 5.3.1-2, 5.3.5-7, 5.3.12</p>		
<p>Is it clear which competencies are required for a successful implementation of the programme? Are people with these competencies (likely to be) available? EDPQS 5.3.5-6, 5.3.9-10</p>		
<p>How are tasks and functions distributed among staff members? Are roles and responsibilities of staff defined (e.g. organigram, specific job descriptions)? EDPQS 5.3.3, 5.3.6-8, 5.3.11</p>		
<p>What contracts are staff members generally on (e.g. permanent vs. short-term, full-time vs. part-time)? Is the form of employment clear and in line with national legislation? EDPQS 5.3.4</p>		

Comments / Notes for this component

5.4 Recruiting and retaining participants

It is clear how participants are drawn from the target population and what mechanisms are used for recruitment. Specific measures are taken to maximise recruitment and retention of participants.

Issues to consider	Notes on current situation	Actions to take
<p>How are participants drawn from the target population? How are they identified and contacted? Who is in charge of recruiting participants? Is there a written procedure for participant recruitment? EDPQS 5.4.1-2</p>		
<p>What measures and processes are used to maximise recruitment and retention of participants? EDPQS 5.4.3</p>		
<p>What kind of information is provided to participants about the programme during the recruitment process? EDPQS 5.4.4</p>		

Comments / Notes for this component

5.5 Preparing programme materials

Materials necessary for implementation of the programme are specified. If intervention materials (e.g. manuals) are used, the information provided therein is factual and of high quality.

Issues to consider	Notes on current situation	Actions to take
<p>What intervention materials (e.g. workbooks, DVDs, staff training manuals) are used, if any? What considerations were taken into account in their development? EDPQS 5.5.1-2</p>		
<p>Are the materials selected according to the needs and the characteristics of the target population? EDPQS 5.5.2</p>		
<p>If materials provide drug related information, is it factually correct and balanced in terms of positive and negative aspects of drug use? EDPQS 5.5.2</p>		

Comments / Notes for this component

5.6 Providing a programme description

A written, clear programme description exists and is (at least partly) accessible by relevant groups (e.g. participants). It outlines major elements of the programme, particularly its possible impact on participants.

Issues to consider	Notes on current situation	Actions to take
<p>How are the existence of the programme and its content communicated to the outside world? Does a written programme description exist? EDPQS 5.6.1</p>		
<p>Who are the intended target audiences for the written programme description? Is the programme description accessible by relevant groups (e.g. participants)? EDPQS 5.6.2</p>		
<p>What information does the project description contain? Does it provide a clear overview regarding important aspects of the programme (e.g. rationale for the programme, intended target population, goals, activities, time schedule, potential risks and benefits for participants, rules on confidentiality)? EDPQS 5.6.3</p>		

Comments / Notes for this component

6.1 If conducting a pilot intervention

A pilot intervention is conducted if necessary. It should be considered, for example, when implementing new or strongly adapted interventions, or if programmes are intended for wide dissemination. The findings from the pilot evaluation are used to inform and improve the proper implementation of the intervention.

Issues to consider	Notes on current situation	Actions to take
<p>Is there a need to pilot the intervention prior to the actual implementation? For example, is the intervention newly developed? Has it been strongly adapted from the original intervention? Is the intervention very costly? Is it intended for wide dissemination (e.g. nationwide)? Are there any aspects of the intervention which need to be tested in practice? If a pilot intervention was already carried out, what was the rationale for conducting a pilot intervention?</p>		
<p>Is the pilot intervention feasible with available resources?</p>		
<p>How does the pilot intervention differ from the actual implementation?</p>		
<p>What happened during the pilot intervention that was not foreseen in the project plan? How could the results of the pilot inform the actual implementation?</p>		

Comments / Notes for this component

6.2 Implementing the intervention

The programme is implemented according to the written project plan. The implementation is adequately documented, including details on failures and deviations from the original plan.

Issues to consider	Notes on current situation	Actions to take
<p>Is the intervention implemented according to the written project plan? What considerations guide the implementation of the intervention? EDPQS 6.2.1</p>		
<p>Is the implementation of the intervention documented in writing, and if so, how? Which aspects of implementation are documented (e.g. description of activities, planned and unplanned deviations from original plan, extraordinary incidents)? EDPQS 6.2.2-3</p>		

Comments / Notes for this component

6.3 Monitoring the implementation

Monitoring is seen as an integral part of the implementation phase. Outcome and process data are collected during implementation and reviewed systematically. The project plan, resources, etc. are also reviewed. The purpose of monitoring is to determine if the programme will be successful and to identify any necessary adjustments.

Issues to consider	Notes on current situation	Actions to take
<p>How is it ensured that the implementation is going according to plan? Is the implementation monitored frequently and systematically? Is monitoring seen as an integral part of the implementation phase? EDPQS 6.3.1</p>		
<p>What is the procedure for monitoring the implementation? Is it defined in writing? EDPQS 6.3.3</p>		
<p>What aspects of the programme are checked during the monitoring review (e.g. correspondence with project plan, practicability, quality of delivery, preliminary outcomes, unwanted effects on participants, use of resources)? Are participants' views considered? EDPQS 6.3.4-5</p>		
<p>Who is responsible for monitoring the implementation of the intervention and what does this person or group do? EDPQS 6.3.2-3</p>		
<p>How is the information used which was generated through the monitoring? EDPQS 6.3.6</p>		

Comments / Notes for this component

6.4 Adjusting the implementation

Flexibility is possible if required for a successful implementation. The implementation is adjusted in line with the monitoring findings where possible. Issues and problems are dealt with in a manner that is appropriate for the programme. Adjustments are well-justified and reasons for adjustments are documented.

Issues to consider	Notes on current situation	Actions to take
Is there any procedure in place which specifies what to do in case of unexpected developments (e.g. if participants are not responding well to the intervention)? EDPQS 6.4.3		
Would it be possible to adjust the implementation in line with the monitoring findings? What might happen that would justify amendments to the implementation? EDPQS 6.4.1-2		
Have adjustments been made, and if so, what was the reason and what did the adjustments consist of? Is there any written documentation of these adjustments? EDPQS 6.4.4		
Who was involved in deciding what needs to be adjusted and how? EDPQS 6.4.4		

Comments / Notes for this component

7.1 If conducting an outcome evaluation

The sample size on which the outcome evaluation is based is given and appropriate for the data analysis. An appropriate data analysis is conducted, including all participants. All findings are reported in measurable terms. Possible sources of bias and alternative explanations for findings are considered. The success of the programme is assessed.

Issues to consider	Notes on current situation	Actions to take
<p>How is the overall success of the programme assessed? Is the situation after the intervention compared to the initial situation? Is it possible to say how effective the intervention is in achieving programme goals and objectives? EDPQS 7.1.7</p>		
<p>Are outcomes concerning behavioural changes in participants distinguished from other outcomes? How are changes expressed (e.g. in quantitative and/or qualitative terms)? EDPQS 7.1.5-6</p>		
<p>Is it clear how the intervention's effectiveness has been evaluated? Was the sample size appropriate? Was the data analysis appropriate? EDPQS 7.1.1-2</p>		
<p>Are the findings of the outcome evaluation documented? What sort of information is contained in the evaluation report, and how are findings reported and interpreted? Are findings on every measured evaluation indicator reported, regardless of the results? EDPQS 7.1.3-4</p>		
<p>Has the possibility of unintended effects (including negative effects) been considered? EDPQS 7.1.7</p>		

Comments / Notes for this component

7.2 If conducting a process evaluation

The implementation of the programme is documented and explained. The following aspects are evaluated: target population involvement; activities; programme delivery; use of financial, human, and material resources.

Issues to consider	Notes on current situation	Actions to take
How is the process of implementing the programme evaluated? EDPQS 7.2.1		
What questions or areas of interest does the process evaluation address? EDPQS 7.2.1-5		
How is the involvement of the target population documented? How are the intervention activities documented? How is the overall programme delivery documented (including implementation fidelity)? How is the use of resources documented? EDPQS 7.2.2-5		
Have the process evaluation findings been reported? What information does the report contain? EDPQS 7.2.1-5		
How do the findings of the process evaluation help to understand the outcomes of the intervention? EDPQS 7.2.6		

Comments / Notes for this component

8.1 Determining whether the programme should be sustained

It is determined whether the programme should be continued based on the evidence provided by monitoring and/or final evaluations. If it is to be continued, opportunities for continuation are outlined. The lessons learnt from the implementation are used to inform future activities.

Issues to consider	Notes on current situation	Actions to take
<p>What happens at the end of the programme? What factors determine whether the programme is worthy of continuation or not? EDPQS 8.1.1</p>		
<p>How does data collected through monitoring and evaluation inform these decisions? Is it possible to determine from the monitoring and evaluation what would be the appropriate next steps and future actions? EDPQS 8.1.1, 8.1.3</p>		
<p>If the programme should be continued, how is programme continuation ensured? Are opportunities for continuation considered and documented? EDPQS 8.1.4</p>		
<p>Is the programme continued in the same form or is it modified? What lessons have been learnt that should inform future activities? EDPQS 8.1.2</p>		

Comments / Notes for this component

8.2 Disseminating information about the programme

Information on the programme is disseminated to relevant target audiences in an appropriate format. To assist replication, details on implementation experiences and unintended outcomes are included. Legal aspects of reporting on the programme are considered (e.g. copyright).

Issues to consider	Notes on current situation	Actions to take
How can other people find out about the programme? EDPQS 8.2.1		
Who is responsible for disseminating information about the programme? Is there a written dissemination strategy? EDPQS 8.2.3, 8.2.9		
Who are the target audiences that receive information about the programme? Are the means of dissemination appropriate for the target audience? EDPQS 8.2.2, 8.2.4-5		
Is the information in the dissemination products detailed enough so that interested parties can assess the quality of the programme? EDPQS 8.2.8		
How do the dissemination products support future replication? For example, do they include details on implementation experiences? EDPQS 8.2.7		
What legal aspects should be considered when reporting on the programme (e.g. copyright)? EDPQS 8.2.6		

Comments / Notes for this component

8.3 If producing a final report

The final report documents all major elements of programme planning, implementation and (where possible) evaluation in a clear, logical and easy-to-read way.

Issues to consider	Notes on current situation	Actions to take
<p>Is there a written final report? Where is it available? How easy can relevant stakeholders access it? EDPQS 8.3.1</p>		
<p>What sort of information does the final report contain (e.g. justification for the programme, target population, programme aims, setting, intervention activities, project plan, funding entities)? EDPQS 8.3.2</p>		
<p>How is the final report structured? Is it clear and easy to read? Which aspects ensure it is suitable for the intended target audiences? EDPQS 8.3.3</p>		

Comments / Notes for this component

Summary of self-assessment process

The following can be completed to record a summary of the outcomes from applying the Improvement Support Questionnaire.

SUMMARY OF SELF-ASSESSMENT ACTIVITY BASED ON THE EDPQS Review of own work in accordance with Standards:		
Self-assessment undertaken by:		
Self-assessment date:		
Next self-assessment date:		
Action plan		
Action to be taken: <i>Summary of action points:</i>	By whom?	By when?
Resource implications:		
Resources needed: <i>e.g. reflection on what is required to take identified actions and how can it be obtained.</i>	Available resources: <i>Reflection on available resources (i.e. existing structures that can be built upon, existing networks that can be utilised) and available guidance.</i>	

