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

Quality Assessment Checklist

European
drug prevention
quality standards

Using the Quality Assessment Checklist

Each section of the Checklist consists of four columns:

A summary of the basic Standards at the component level appears at the top of the Checklist.

1. Name of the component: *"You are encouraged to…"* highlights the main issue concerned with the related Standard

2. A list of questions that correspond to the Standard's component, indicating also the corresponding EDPQS standards at the attribute level for easy cross-referencing

3. A scale *Yes – No/Unsure – Not Applicable* to be ticked for each question

4. A smiley to indicate if your prevention work is doing well with regard to each EDPQS component: ☺

   It is suggested that you tick the smiley if you answered (nearly) all questions (70-100%) with Yes. So, for example, if there are four questions regarding a particular EDPQS component, the smiley should be ticked if three or four questions were answered with Yes; if there are five questions, the smiley should be ticked if four or five questions were answered with Yes; and so on. If you considered an entire component Not Applicable, then the smiley is not ticked.

The option 'Not applicable' should only be ticked if appropriate. Checklist users should beware of choosing this option too easily or too frequently, acknowledging instead that perhaps the Standard is applicable but not currently feasible.

Some of the questions are identified (in blue colour) as recommended for service managers or regional team coordinators. If you are a practitioner, you may need to skip these questions.

This Checklist should be used in conjunction with the other Toolkit 2 materials available from www.prevention-standards.eu/toolkit-2/ - the Introduction to Toolkit 2 also explains how to use your answers to this Checklist to rate the EDPQS achievement of your prevention work using the Quality Synthesis Profile.

Cross-cutting Considerations

Note: There are many recurring themes that concern the entire project cycle. In the EDPQS, four of these themes have been placed in the middle of the project cycle as they should be reconsidered at each project stage. They have been named "cross-cutting considerations" and comprise components A, B, C, D below:

BASIC STANDARDS:		Yes	No / Unsure	Not applicable (NA)	
A: Sustainability and funding **Here you are encouraged to consider the different elements that help to ensure sustainability and continuity of drug prevention work**	Is the programme integrated within or linked to any other activities by the same organisation or other delivery systems? **EDPQS A2**	☐	☐	☐	☺*
	Is the programme sustainable and practically feasible in the long term? **EDPQS A1, A3**	☐	☐	☐	
	Are the activities suitable to achieve the programme's goals and objectives? **EDPQS A3**	☐	☐	☐	
	Does the programme seek funding from different sources? **EDPQS A4**	☐	☐	☐	
	Is there a written funding strategy? **EDPQS A10**	☐	☐	☐	
B: Communication and stakeholder involvement **Here you are encouraged to identify relevant stakeholders that can be affected by the drug prevention programme, assess their relationship and key aspects of their involvement**	Does the programme recognise that many different individuals, groups, organisations contribute to drug prevention? **EDPQS B1-2**	☐	☐	☐	☺
	Does the organisation delivering the programme collaborate with other agencies and institutions? **EDPQS B6**	☐	☐	☐	
	Are all stakeholders relevant to the programme identified? **EDPQS B3**	☐	☐	☐	
	Are the most relevant stakeholders (incl. the target population) involved in the programme development and implementation? **EDPQS B3-B5**	☐	☐	☐	
	Are mechanisms in place which ensure regular exchange within the team (meetings, notification tools, etc.)? **EDPQS B7**	☐	☐	☐	

* The smiley can be ticked if you answered (almost) all questions in a section with 'Yes'. Please see the Introduction to Toolkit 2 for full details and instructions.

C: Staff development **Here you are encouraged to ensure that staff members' competencies match the requirements of the programme and that staff are well supported**	Are the required competencies for the successful implementation of the programme specified? **EDPQS C1, C2**	☐	☐	☐	☺
	Is there high quality training provided to those staff members who are in direct contact with the target population, based on a training needs analysis? **EDPQS C3-C7**	☐	☐	☐	
	Are staff members regularly supported during implementation (e.g. through supervision or structured support between colleagues)? **EDPQS C8, C9**	☐	☐	☐	
D: Ethical drug prevention **Here you are encouraged to consider principles of an ethical approach and not to assume that drug prevention activities are per definition ethical and beneficial**	Does the programme refer to a written code of ethics as well as other relevant policies? **EDPQS D1, D2, D4**	☐	☐	☐	☺
	Does the programme refer to specific rules to protect participants' rights (e.g. right to receive transparent information about the programme; confidential treatment of participant data)? **EDPQS D3, D8-D10**	☐	☐	☐	
	Does the programme reflect participants' values and views on the intervention (e.g. in a culturally sensitive way)? **EDPQS D11**	☐	☐	☐	
	Does the programme have clear benefits for participants, with no or little risk of affecting participants negatively? **EDPQS D6-D7**	☐	☐	☐	
	Is there a written procedure for handling drug-related incidents, complaints or needs that cannot be responded to within the programme? **EDPQS D5, D13, D14**	☐	☐	☐	
	Is the safety of staff members and participants ensured? **EDPQS D12**	☐	☐	☐	

1 Needs Assessment

Note: The Standards at this project stage ask you to ensure that the intervention is necessary and that it will address the correct needs and target populations

BASIC STANDARDS:		Yes	No / Unsure	NA	
1.1 Knowing drug-related policy and legislation **Here you are encouraged, while planning or implementing a programme, to be aware of relevant policy and legislation to ensure all drug prevention activities are embedded within wider drug prevention efforts.**	Do staff members have sufficient knowledge of relevant drug-related legislation and policies? **EDPQS 1.1.1**	☐	☐	☐	☺
	Does the programme description provide clear references to the most relevant policies? **EDPQS 1.1.2**	☐	☐	☐	
	Does the programme support the wider drug prevention agenda (local, regional, national or international priorities, strategies and policies)? **EDPQS 1.1.2**	☐	☐	☐	
1.2 Assessing drug use and community needs **Here you are encouraged to consult multiple and differing data sources to gain a better understanding of drug use patterns and the context within which drug use may occur**	Is the programme informed by an empirical and up-to-date assessment of drug use patterns in the populations of interest? **EDPQS 1.2.1, 1.2.4**	☐	☐	☐	☺
	Does the study utilise existing epidemiological knowledge? **EDPQS 1.2.2, 1.2.4**	☐	☐	☐	
	If new data are collected, is this done in a way that is ethically sound? **EDPQS 1.2.3**	☐	☐	☐	
	Are other needs of the target population/ community assessed which are related with drug use? **EDPQS 1.2.5**	☐	☐	☐	
	Is the process of assessing needs documented in writing (incl. data sources)? **EDPQS 1.2.6**	☐	☐	☐	

1.3 Describing the need – Justifying the intervention **Here you are encouraged to provide an overview, based on factual information, of the main needs of the target population/ community in order to justify the intervention**	Is there any written description of the target population needs that would justify the intervention? **EDPQS 1.3.1-3, 1.3.7**	☐	☐	☐	☺
	Does the written description indicate what the programme should aim to achieve? **EDPQS 1.3.3**	☐	☐	☐	
	Does the programme take into account existing and recent programmes that contribute to drug prevention in this (geographical) area or with this target population? **EDPQS 1.3.4-5**	☐	☐	☐	
	Does the programme fill a gap in the current provision of drug prevention (e.g. focusing on groups that are not well covered by other provision/services)? **EDPQS 1.3.5-6**	☐	☐	☐	
1.4 Understanding the target population **Here you are encouraged to complement drug use data with information on the target population's culture and perspectives on drug use to ensure that the intervention is culturally relevant**	Is the potential target population chosen in line with the needs assessment? **EDPQS 1.4.1**	☐	☐	☐	☺
	Are the target population's perspectives on drug use considered as part of the needs assessment? **EDPQS 1.4.2**	☐	☐	☐	
	Is the target population's culture (e.g. ethnic or religious group, youth sub-culture) considered as part of the needs assessment? **EDPQS 1.4.2**	☐	☐	☐	
	If possible, are risk and protective factors relevant to the target population mapped and assessed? **EDPQS 1.4.3-6**	☐	☐	☐	

2 Resource Assessment

Note: The Standards at this project stage ask you to consider and assess available resources to gain a realistic understanding of the type and scope of the programme that might be feasible

BASIC STANDARDS:		Yes	No / Unsure	NA	
2.1 Assessing target population and community resources **Here you are encouraged to assess the relationship between the programme and the target population to ensure its feasibility**	Is it known who might support or oppose the programme? **EDPQS 2.1.1**	☐	☐	☐	☺
	Have ways been identified to increase support to the programme, where necessary? **EDPQS 2.1.1**	☐	☐	☐	
	Does the programme take into account the ability (knowledge, skills) and availability of the target population and other relevant stakeholders to participate in the programme? **EDPQS 2.1.2**	☐	☐	☐	
2.2 Assessing internal capacities **Here you are encouraged to assess available internal resources and capacities to inform programme planning**	Are the internal resources and capacities assessed which are (likely to be) available for the programme? **EDPQS 2.2.1**	☐	☐	☐	☺
	Are human resources (e.g. availability of staff) considered as part of the resource assessment? **EDPQS 2.2.1**	☐	☐	☐	
	Are organisational and technological resources (e.g. availability of rooms, computers) considered as part of the resource assessment? **EDPQS 2.2.1**	☐	☐	☐	
	Are financial resources (e.g. availability of secure funding) considered as part of the resource assessment? **EDPQS 2.2.1**	☐	☐	☐	
	Are existing connections to the target populations and professional networks considered as part of the resource assessment? **EDPQS 2.2.1**	☐	☐	☐	

3 Programme Formulation

Note: The Standards at this project stage encourage you to clearly define the core elements of the programme using a systematic and evidence-based approach

BASIC STANDARDS:		Yes	No / Unsure	NA	
3.1 Defining the target population **Here you are encouraged to clearly describe the population to whom the intervention is targeted**	Does a written description of the target population exist? **EDPQS 3.1.1**	☐	☐	☐	☺
	Is the target population description specific and appropriate for the scope of the programme? **EDPQS 3.1.1**	☐	☐	☐	
	Does the description of the target population draw upon the information obtained from the needs assessment? **EDPQS 3.1.1**	☐	☐	☐	
	Can the chosen target population be reached? **EDPQS 3.1.2**	☐	☐	☐	
3.2 Using a theoretical model **Here you are encouraged to identify a theoretical model to assure the success of the programme**	Is the programme informed by any evidence-based theories/models of behaviour change? **EDPQS 3.2.1-2**	☐	☐	☐	☺
	Have the chosen theories/models been described or illustrated as part of the programme documentation? **EDPQS 3.2.3**	☐	☐	☐	
	Do the chosen theories/models fit well with the findings from the needs assessment, the activities and aims of the programme? **EDPQS 3.2.2**	☐	☐	☐	
	Do the chosen theories/models clarify how the behaviour of the target population can be changed? **EDPQS 3.2.2**	☐	☐	☐	

3.3 Defining aims, goals and objectives **Here you are encouraged to define clear aims, goals and objectives which emphasise the benefit of the programme for participants**	Are the programme's (long-term) aims, (mid-term) goals and (short-term) objectives described in writing? **EDPQS 3.3.2**	☐	☐	☐	
	Do aims, goals and objectives form a logical progression? **EDPQS 3.3.3**	☐	☐	☐	
	Are they relevant for the target population and do they correspond to the identified needs? **EDPQS 3.3.4**	☐	☐	☐	☺
	Are goals and objectives specific, realistic and (if evaluations are planned) measurable? **EDPQS 3.3.5, 3.3.7**	☐	☐	☐	
	Are specific objectives formulated in terms of expected change in participants (i.e. expected outcomes)? **EDPQS 3.3.4, 3.3.6**	☐	☐	☐	
	Is it clear what the programme is trying to prevent (e.g. what type of substance use or harm)? **EDPQS 3.3.1**	☐	☐	☐	
3.4 Defining the setting **Here you are encouraged to carefully define the setting in which the intervention will take place**	Is the setting for the intervention activities described in writing? **EDPQS 3.4.1**	☐	☐	☐	
	Is the chosen setting relevant for the target population? **EDPQS 3.4.2**	☐	☐	☐	
	Can the chosen setting produce the desired change? **EDPQS 3.4.2**	☐	☐	☐	☺
	If intervention activities take place in an external location (e.g. school, nightclub), do providers identify necessary collaborations as well as potential implementation challenges that could occur in this setting? **EDPQS 3.4.3**	☐	☐	☐	
3.5 Referring to evidence of effectiveness **Here you are encouraged to consult existing evidence-based knowledge on 'what works' when planning drug prevention work**	Are scientific and up-to-date literature reviews and/or essential publications consulted that are relevant to the programme? **EDPQS 3.5.1-2**	☐	☐	☐	
	Is existing knowledge on 'what works' in drug prevention used in an unbiased way to decide on intervention activities? **EDPQS 3.5.2-4**	☐	☐	☐	☺
	Is the scientific evidence-based knowledge applicable to the specific context of the intervention? If not, are the implications of this limitation considered? **EDPQS 3.5.2**	☐	☐	☐	

3.6 Determining the timeline **Here you are encouraged to reflect on some elements of the programme to assist with determining the timeline**	Is the timeline for the programme defined in writing (preferably in a visual form)? **EDPQS 3.6.1**	☐	☐	☐	
	Does the timeline illustrate the overall programme duration (incl. milestones and deadlines)? **EDPQS 3.6.2**	☐	☐	☐	
	Does the timeline distinguish between intervention activities and other actions (e.g. monitoring, administrative)? **EDPQS 3.6.2**	☐	☐	☐	☺
	Is the timing of individual intervention activities clear? **EDPQS 3.6.3**	☐	☐	☐	
	Is the timing adequate to achieve the programme's objectives? **EDPQS 3.6.3**	☐	☐	☐	

4 Intervention Design

Note: The Standards at this project stage ask you to consider and assess the design of the planned intervention in detail

BASIC STANDARDS:		Yes	No / Unsure	NA	
4.1 Designing for quality and effectiveness **Here you are encouraged to plan evidence-based prevention activities that participants are likely to experience as engaging, interesting and meaningful**	Does the content of the intervention follow evidence-based good practice recommendations? **EDPQS 4.1.1-2**	☐	☐	☐	
	Does the programme promote positive relationships between staff members and participants? **EDPQS 4.1.3**	☐	☐	☐	
	Is completion of the intervention defined and agreed with participants? **EDPQS 4.1.6**	☐	☐	☐	☺
	Does the programme acknowledge and value participants' life experiences? **EDPQS 4.1.4**	☐	☐	☐	
	Is the programme respectful of diversity among participants? **EDPQS 4.1.5**	☐	☐	☐	
4.2 If selecting an existing intervention **If you intend to base your activities on an existing intervention, here you are encouraged to consider important issues and factors in selecting an existing intervention.**	Is the effectiveness of the chosen intervention sufficiently proven? **EDPQS 4.2.1**	☐	☐	☐	
	Does the chosen intervention fit well with the particular circumstances of the programme (desired goals, setting, resources, target population)? **EDPQS 4.2.1-2**	☐	☐	☐	
	Are the original authors of the intervention acknowledged? **EDPQS 4.2.3**	☐	☐	☐	☺
	Are any changes to the original intervention made carefully and explicitly? **EDPQS 4.2.4-5**	☐	☐	☐	
	Is there a balance between adaptation of and fidelity to the original intervention? **EDPQS 4.2.4**	☐	☐	☐	

4.3 Tailoring the intervention to the target population **Here you are encouraged to consider the specific circumstances of the target population, to which the intervention must be tailored prior to implementation.**	Are special measures taken to ensure that the programme is adequate for the specific participants' needs and other circumstances (e.g. the chosen setting)? **EDPQS 4.3.1**	☐	☐	☐	
	Are different elements of the programme (e.g. language, activities, messages, timing, number of participants) tailored to match the particular characteristics of the participants or other circumstances? **EDPQS 4.3.2**	☐	☐	☐	☺
4.4 If planning final evaluations **Here you are encouraged to consider and plan evaluation prior to implementation, as part of the intervention design.**	Is an evaluation planned or being undertaken as an important element of the programme? **EDPQS 4.4.1, 4.4.4**	☐	☐	☐	
	Is a written evaluation plan integrated in the intervention design? **EDPQS 4.4.2**	☐	☐	☐	
	Is the planned evaluation feasible with available resources? **EDPQS 4.4.3, 4.4.7**	☐	☐	☐	
	Have evaluation indicators been defined? **EDPQS 4.4.8-10**	☐	☐	☐	☺
	Have data collection procedures been specified (e.g., when data will be collected)? **EDPQS 4.4.5-6, 4.4.11-17**	☐	☐	☐	
	In case of small-scale programmes or limited resources, have alternative approaches been considered (e.g. monitoring)? **EDPQS 4.4.1**	☐	☐	☐	

5. Management and Mobilisation of Resources

Note: The Standards at this project stage ask you to consider and assess managerial, organisational and practical aspects that are necessary to be planned systematically alongside the intervention design

BASIC STANDARDS:		Yes	No / Unsure	NA	
5.1 Planning the programme - Illustrating the project plan Here you are encouraged to prepare and use a project plan as an internal tool to guide the successful implementation of the programme	Is there specific time dedicated to programme planning? **EDPQS 5.1.1-2**	☐	☐	☐	☺
	Does a written project plan exist which describes the main tasks and strategies to guide the implementation of the programme? **EDPQS 5.1.3-7**	☐	☐	☐	
	Is the project plan prepared in a form so that it can be easily used to review and discuss the progress of the programme? **EDPQS 5.1.5**	☐	☐	☐	
5.2 Planning financial requirements Here you are encouraged to consider aspects regarding the planning and the management of the financial requirements (costs) and capacities (budget) of the programme	Does a written financial plan exist? **EDPQS 5.2.1**	☐	☐	☐	☺
	If yes, does the written financial plan specify the financial requirements (costs) and capacities (budget) of the programme? **EDPQS 5.2.2-7**	☐	☐	☐	
	Is there a strategy to ensure that the costs of the programme do not exceed the available budget (e.g. realistic estimates, costs and budget linked)? **EDPQS 5.2.3-4, 5.2.6-7, 5.2.9**	☐	☐	☐	
	Is a qualified person responsible for control of the budget and accounting procedures? **EDPQS 5.2.8-10**	☐	☐	☐	

5.3 Setting up the team **Here you are encouraged to consider specific criteria when assembling the team to work on the programme**	Does the project plan specify what staff members are required for a successful implementation of the programme, and are these (likely to be) available? **EDPQS 5.3.5-7, 5.3.9-10, 5.3.12**	☐	☐	☐	
	Does a written procedure for staff selection exist, and is the procedure in line with legal requirements? **EDPQS 5.3.1-2, 5.3.4**	☐	☐	☐	☺
	Are roles and responsibilities of staff defined and appropriately distributed among the team? **EDPQS 5.3.8, 5.3.11**	☐	☐	☐	
	Are the structure and management of the organisation defined in writing (e.g. in an organigram)? **EDPQS 5.3.3**	☐	☐	☐	
5.4 Recruiting and retaining participants **Here you are encouraged to provide an overview about the process of recruiting and retaining participants**	Is there a written procedure for participant recruitment? **EDPQS 5.4.1-2, 5.4.4**	☐	☐	☐	
	Are specific measures taken to make participation in the programme more attractive (e.g. affordable, convenient time and location, incentives)? **EDPQS 5.4.3**	☐	☐	☐	☺
5.5 Preparing programme materials **Here you are encouraged to provide an overview of the materials required for the implementation of the programme (technical equipment, physical environment, intervention materials)**	Is it clear what materials are necessary for the implementation of the programme? **EDPQS 5.5.1**	☐	☐	☐	
	If interventions materials (e.g. DVDs, workbooks) are used, are they appropriate for the target population? **EDPQS 5.5.2**	☐	☐	☐	☺
	If information about drugs is provided, is it factually correct and balanced in terms of positive and negative aspects of drug use? **EDPQS 5.5.2**	☐	☐	☐	
5.6 Providing a programme description **Here you are encouraged to consider the role of a written programme description (outlining its main elements) in communicating with the outside world**	Does a written programme description exist and does it provide a clear and up-to-date overview of the programme? **EDPQS 5.6.1-3**	☐	☐	☐	
	Is the programme description adequate for the relevant groups (e.g. easy to understand for participants)? **EDPQS 5.6.2**	☐	☐	☐	☺
	Is there any procedure to ensure that the intended target audiences have access to the written programme description? **EDPQS 5.6.2**	☐	☐	☐	

6 Delivery and Monitoring

Note: The Standards at this project stage ask you to ensure the balance between fidelity (to the project plan and the intervention protocol) and flexibility concerning the implementation process

BASIC STANDARDS:		Yes	No / Unsure	NA	
6.1 If conducting a pilot intervention **Here you are encouraged to consider the opportunity of conducting a pilot intervention which can allow final and inexpensive adjustments before the actual implementation**	Has it been considered whether the intervention should be tested on a small scale before its actual implementation (e.g. if the programme is newly developed or intended for wide dissemination)? **EDPQS 6.1**	☐	☐	☐	
	If it seems necessary to test the intervention, is a pilot intervention actually carried out? **EDPQS 6.1**	☐	☐	☐	☺
	Is the pilot intervention feasible with available resources? **EDPQS 6.1**	☐	☐	☐	
	Are the findings from the pilot intervention used to improve the actual implementation? **EDPQS 6.1**	☐	☐	☐	
6.2 Implementing the intervention **Here you are encouraged to conduct the intervention as outlined in the project plan**	Is the intervention implemented according to the written project plan? **EDPQS 6.2.1**	☐	☐	☐	
	Is the implementation of the intervention documented? **EDPQS 6.2.2-3**	☐	☐	☐	☺
	Are deviations from the original plan described in writing? **EDPQS 6.2.3**	☐	☐	☐	

6.3 Monitoring the implementation **Here you are encouraged to frequently and systematically review the implementation to stimulate internal quality control**	Is there a written procedure for monitoring the implementation of the intervention? **EDPQS 6.3.1, 6.3.3**	☐	☐	☐	☺
	Is it clear which aspects should be checked during the monitoring review (e.g. quality of delivery, preliminary outcomes)? **EDPQS 6.3.5-6**	☐	☐	☐	
	Are outcome and process data collected frequently and reviewed systematically? **EDPQS 6.3.4**	☐	☐	☐	
	Is there a person or team responsible for monitoring the implementation of the intervention? **EDPQS 6.3.1-2**	☐	☐	☐	
6.4 Adjusting the implementation **Here you are encouraged to document any adjustments needed for a successful implementation of the intervention**	Is there the possibility to make adjustments during the implementation phase in line with the monitoring findings? **EDPQS 6.4.1-3**	☐	☐	☐	☺
	If the monitoring findings suggest that adjustments are needed, are these adjustments made? **EDPQS 6.4.2**	☐	☐	☐	
	Are any adjustments documented and well justified? **EDPQS 6.4.4**	☐	☐	☐	

7 Final Evaluation

Note: The Standards at this project stage ask you to ensure that a final evaluation takes place, distinguishing between aspects of implementation (process evaluation) and effectiveness (outcome evaluation)

BASIC STANDARDS:		Yes	No / Unsure	NA	
7.1 If conducting an outcome evaluation **Here you are encouraged to consider what sort of analyses should be carried out as part of an outcome evaluation (in case of large-scale programmes you should refer to the "expert" Standards in the Manual)**	Is there an outcome evaluation comparing the situation before and after the intervention? **EDPQS 7.1.7**	☐	☐	☐	
	If yes, is the sample size appropriate for the data analysis, and is the data analysis appropriate? **EDPQS 7.1.-2**	☐	☐	☐	
	Are all evaluation findings reported and interpreted? **EDPQS 7.1.3-7**	☐	☐	☐	☺
	Are the outcomes concerning behavioural changes presented separately from other outcomes? **EDPQS 7.1.6**	☐	☐	☐	
	Is the possibility of unintended effects (including negative effects) considered? **EDPQS 7.1.7**	☐	☐	☐	
7.2 If conducting a process evaluation **Here you are encouraged to consider different questions that should be addressed as part of a process evaluation**	Is there a process evaluation? **EDPQS 7.2.1**	☐	☐	☐	
	Does the process evaluation consider different aspects (e.g. number of participants, activities undertaken, implementation fidelity, use of resources, etc.)? **EDPQS 7.2.3-5**	☐	☐	☐	☺
	Have the process evaluation findings been documented in writing? **EDPQS 7.2.1-5**	☐	☐	☐	
	Are the findings from the process evaluation used to explain the findings from the outcome evaluation (if any)? **EDPQS 7.2.6**	☐	☐	☐	

8 Dissemination and Improvement

Note: The Standards at this project stage ask you to consider the future of the programme as a major issue

BASIC STANDARDS:		Yes	No / Unsure	NA	
8.1 Determining whether the programme should be sustained **Here you are encouraged to consider whether the programme should be continued and on what basis such a decision can be made**	Is evidence concerning the programme (i.e. from monitoring and/or evaluations) used to determine whether the programme should continue? **EDPQS 8.1.1**	☐	☐	☐	☺
	If the available evidence suggests that the programme is worthy of continuation, are measures taken to ensure the programme can continue? **EDPQS 8.1.1, 8.1.3-4**	☐	☐	☐	
	If the available evidence suggests that the programme is not worthy of continuation in its current form, is the programme improved before it is implemented again? **EDPQS 8.1.1-4**	☐	☐	☐	
	Are the lessons learnt used to inform future activities? **EDPQS 8.1.2**	☐	☐	☐	
8.2 Disseminating information about the programme **Here you are encouraged to consider the aspects for the programme dissemination, in order to improve the quality of drug prevention work**	Is information about the programme disseminated in an appropriate form? **EDPQS 8.2.1-2, 8.2.5-8**	☐	☐	☐	☺
	Is there a person or team responsible for disseminating information about the programme? **EDPQS 8.2.3**	☐	☐	☐	
	Are the target audiences for dissemination activities specified? **EDPQS 8.2.4**	☐	☐	☐	
	Does the level of detail in the dissemination products allow interested parties to assess the quality of the programme, including whether the intervention should be replicated? **EDPQS 8.2.7-8**	☐	☐	☐	

8.3 If producing a final report **Here you are encouraged to consider what a final report should contain**	Is a final report (publicly) available? **EDPQS 8.3.1**	☐	☐	☐	
	Does it include information on all relevant aspects of the programme (e.g. justification for the programme, target population, programme aims, setting, intervention activities, project plan, funding entities)? **EDPQS 8.3.2**	☐	☐	☐	☺
	Is the final report suitable for the intended target audiences (e.g. easy to understand)? **EDPQS 8.3.3**	☐	☐	☐	

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