

Steps to Evaluation: How to set up an evaluation with external organisations

Submission date 17/11/2017	Recruitment status No longer recruiting	☐ Prospectively registered ☐ Protocol
Registration date 16/01/2018	Overall study status Completed	☐ Statistical analysis plan ☐ Results
Last Edited 07/06/2018	Condition category Other	☐ Individual participant data ☐ Record updated in last year

Plain English summary of protocol

Background and study aims

A lot has been written about how to evaluate programmes to establish if they are effective in achieving their aims. However there is little guidance on how to actually work with organisations to identify which programmes they offer are suitable for evaluation and the steps involved in setting up those evaluations. Research evaluating programmes or interventions rarely discuss the steps involved prior to evaluation to identify suitable projects for evaluation and describe the steps required, often with academic institutions working in partnership with external organisations, to set up an evaluation. The aim of this study is to help determine the steps used to evaluate projects.

Who can participate?

Children under five as well as stakeholders working on the identified interventions.

What does the study involve?

Four interventions have been identified as a consequence of following the steps outlined in this protocol. Sign 4 Little Talkers/Big Feelings teaches sign language and stories for pre-school children during a two month intervention period. Data is collected at baseline and after two months. Follow-up visits are conducted up to three months post intervention delivery. The HENRY programme is an 8 week course for parents with children with concerns regarding weight and eating habits. Surveys containing a number of behavioural measures are completed at the end of the 8 week course and again after 3 months. Incredible Years is a 14 week programme for parents with children with behavioural problems. Parents fill in behavioural measures at the beginning and end of the course, and are followed up after 3 months. Parents as Partners is a 16 week course offering group counselling to parents to improve couple relationships to in turn improve child wellbeing and developmental outcomes. Relationship measures are taken at the beginning and end of the course and 3 months afterwards.

What are the possible benefits and risks of participating?

As this protocol details the stages required prior to setting up evaluations, participants are not involved and consequently there are no direct benefits or risks. Any impact on participants would be anticipated when each programme identified by the steps described in this protocol is described in detail in separate, forthcoming protocols.

Where is the study run from?

1. University of Bedfordshire (UK)
2. Flying Start Luton (UK)

When is the study starting and how long is it expected to run for?

May 2016 to November 2018

Who is funding the study?

1. University of Bedfordshire (UK)
2. Flying Start Luton (UK)

Who is the main contact?

Dr Rosemary Davidson

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Contact information

Type(s)

Public

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Additional identifiers

Protocol serial number
UoB_FS_EvProto_4Projects

Study information

Scientific Title
Steps to Process and Outcomes Evaluation: The Flying Start Luton approach

Acronym
STEPS

Study objectives
Much has been written about how to evaluate projects, yet there is little on the steps required prior to this to identify suitable projects for evaluation. This is particularly salient when working in the community with partner organisations who wish their provision to be evaluated in order to build an evidence base and rationale behind their work.

Ethics approval required
Old ethics approval format

Ethics approval(s)
This is a protocol to allow evaluators to get to the stage where they can identify projects and thereafter seek ethical approval to evaluate a specific project, therefore no ethical approval is needed at this stage. Ethical approval will be sought for the next stage of the evaluation, where the projects have been identified, allowing us to give specific details to ethics committees.

Primary study design
Observational

Study design
Observational study

Study type(s)
Quality of life

Health condition(s) or problem(s) studied
Early years health and well-being.

Interventions
Four interventions have been identified as a consequence of following the steps outlined in this protocol. Sign 4 Little Talkers/Big Feelings teaches sign language and stories for pre-school children during a two month intervention period. Data is collected at baseline and after two

months. Follow-up visits are conducted up to three months post intervention delivery. The HENRY programme is an 8 week course for parents with children with concerns regarding weight and eating habits. Surveys containing a number of behavioural measures are completed at the end of the 8 week course and again after 3 months. Incredible Years is a 14 week programme for parents with children with behavioural problems. Parents fill in behavioural measures at the beginning and end of the course, and are followed up after 3 months. Parents as Partners is a 16 week course offering group counselling to parents to improve couple relationships to in turn improve child wellbeing and developmental outcomes. Relationship measures are taken at the beginning and end of the course and 3 months afterwards.

Intervention Type

Behavioural

Primary outcome(s)

Sign 4

1. Listening and Attention, Speaking, Managing Feelings & Behaviour, and Understanding are measured using Early Years Outcomes at baseline and 6 month follow-up

HENRY

1. Self reported measures relating to parenting skills and healthy lifestyles are taken at baseline and 3 month follow-up.

Incredible Years

1. Children's behaviour is measured using the Strengths & Difficulties questionnaire at baseline and 14 weeks

Parents as Partners

1. Parenting style is measured using the Revised Parenting Index at baseline and 16 weeks

Key secondary outcome(s)

Sign 4

1. Children's well-being is measured using Leuven Well-being scales at baseline and 6 month follow-up.

HENRY

1. Group facilitator and parental views of HENRY sessions are measured using surveys and interviews at 8 weeks and 3 month follow-up

IY

1. Group facilitator and parental views of Incredible Years sessions are measured using surveys and interviews at 14 weeks

Parents as Partners

1. Group facilitator and parental views of Parents as Partners sessions are measured using surveys and interviews at 14 weeks

Completion date

01/11/2018

Eligibility

Key inclusion criteria

Participants are children under five as well as stakeholders working on the identified interventions.

Participant type(s)

Other

Healthy volunteers allowed

No

Age group

Mixed

Sex

All

Key exclusion criteria

Any other human participants who do not fit the inclusion criteria detailed above.

Date of first enrolment

05/05/2017

Date of final enrolment

01/06/2018

Locations**Countries of recruitment**

United Kingdom

England

Study participating centre

University of Bedfordshire

Institute for Health Research

University Square

Luton

United Kingdom

LU1 3JU

Study participating centre

Flying Start Luton

The TOKKO Building

7 Gordon Street

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Sponsor information

Organisation

University of Bedfordshire

Organisation

Flying Start Luton

Organisation

University of Bedfordshire

ROR

<https://ror.org/0400avk24>

Funder(s)

Funder type

University/education

Funder Name

University of Bedfordshire

Alternative Name(s)

Funding Body Type

Private sector organisation

Funding Body Subtype

Universities (academic only)

Location

United Kingdom

Funder Name

Flying Start Luton

Results and Publications

Individual participant data (IPD) sharing plan

The datasets generated during and/or analysed during the current study are/will be available upon request from Dr Rosemary Davidson (rosemary.davidson@beds.ac.uk).

IPD sharing plan summary

Available on request