

E-valu-it Road Safety Evaluation Toolkit: Question Set

This is a paper copy of the question set contained in the online, interactive E-Valu-it Toolkit. You may find it useful to read through the questions before starting to use the online Toolkit, so that you can consider the information that would help you to complete the E-valu-it questions.

The aim of E-valu-it is to help you to design and carry out evaluation so that you can improve the effectiveness of your interventions.

E-valu-it is one part of larger website (www.roadsafetyevaluation.com) which contains lots of information about evaluation, specifically in road safety education, training and publicity (ETP). It is now regularly used by road safety teams across the country.

Following the successful launch of the E-valu-it Toolkit, LASER practitioners asked how they could use the toolkit to design evaluations of other interventions and scenarios, not necessarily road safety-related. The following question set therefore has been specifically tailored for LASER interventions.

The questions will inform the evaluation recommendations for your intervention. Your responses to these questions will be transferred into your Evaluation Report Template once you finish the question set.

Note: All questions are compulsory unless otherwise stated. However, you do not need to complete the questions in one go, and you do not need to complete them in order. You can save your progress and return to the questionnaire as many times as you like.

Only to be used in conjunction with the E-valu-it Toolkit at: www.roadsafetyevaluation.com

Questions

Q.1. What is the local safety issue that your intervention is intended to address? (For example: Children playing by canals and waterways).

Please give details:

Q.2. Why have you chosen to focus on this specific issue? (i.e. how can you demonstrate that there is a need for your LASER project?) *Please select all that apply and provide details of your selection(s) in the box provided.*

- Anecdotal observation
- Systematic observation
- Research and evaluation reports
- Complaints from the public
- Local knowledge
- Casualty data
- Demographic data
- Public consultation
- There is no evidence yet
- Other

Please give details:

Q3. What elements does your LASER project include? *Please select all that apply and provide details of your selection(s) in the box provided.*

- Large scale presentation (e.g. Theatre in education)
- Small scale presentation (e.g. Presentation to a classroom of school children)
- Training courses (e.g. Staff or volunteer training)
- Stands at public events or in public places
- Poster campaign
- Leaflet campaign
- Web-based publicity (e.g. YouTube video clip)
- Website
- E-learning
- Bus-back advertising
- Radio advertising
- TV advertising
- Cinema advertising
- Self-selecting training (e.g. swimming lessons)
- One-to-one advice and training
- SMS messaging
- Other

Please give details:

Q.4. What information do you have to support your chosen LASER project? (i.e. why do you think your particular approach will be effective in addressing the specific issue identified in question 3?) *Please select all that apply and provide details of your selection(s) in the box provided.*

- Continuation of existing practice
- Replication of an intervention practice elsewhere
- Research and evaluation reports
- Internal or external audit report
- Professional/expert advice
- Use of scientific behavioural change theories
- There is no information yet
- Other

Please give details:

Q5. Have you identified aims for your LASER project?

Yes No

Q5a. What and who do you hope to change by your LASER project?

Your aim should relate to a measurable outcome. For example: Reduce the number of children (*the who*) who play unsupervised by the waterways (*the what*), or increase the number of children in Year 6 (*the who*) who can throw a float attached to a line to someone in trouble in the water (*the what*).

Please give details:

Q.5b. By when do you hope to achieve your aim(s)?

For example: A reduction in the number of children who play unsupervised by the waterways by July 2017.

Please give details:

Q.6. Have you identified objectives for your LASER project?

Yes No

Q6a. Please state your objectives. Your objectives should be very specific, realistic measurable and time based, and are the 'how' of your LASER project – how you intend to achieve your aims. For example: 'To increase children's understanding of the risks of playing by deep water through a scenario at a temporary LASER event, by the end of July 2017'.

Q7. Does your LASER project consist of a single type of one element or does it have a number of elements? (please select one)

One element (e.g. a scenario at a LASER event)

A number of elements (e.g. a scenario at a LASER event plus discount vouchers for a leisure centre)

Q8. Approximately how many people will be exposed to your LASER project? For example: 600 children attend the scenario. (Please enter number)

Don't Know

Q9. Of those, how many do you expect to influence? For example: 400 of those who attend will know how to keep themselves safe while helping others in the water (Please enter number).

Don't Know

Q10. Start date of the LASER project: (dd/mm/yy)

Q11. End date of the LASER project: (dd/mm/yy)

Not Known

Q12. What do you expect the total financial cost of the LASER project to be? (N.B. if you are evaluating one scenario, include just the cost of this activity – it could be a proportion of the total budget for the whole LASER event. Where possible, the cost should include staff time).

Don't Know

Q12a. What proportion of the total budget for the LASER project are you expecting to spend on its evaluation? (*Please select one*)

Zero %

1-4 %

5-10 %

More than 10%

Don't Know

Q13. What is the purpose of the evaluation? (Think about what you intend to use the results for).
(Please select one)

- To improve the LASER project
- To show the effectiveness of the LASER project
- Both

Q14. What stage are you at in delivering your LASER project? (Please select one)

- Planning
- Planned but not delivered
- Delivering
- Delivered

There are three ways to measure progress towards your aim. Please read through the following options and use it to inform your answer to Q.16.

In the example below the aim of the LASER project was: To increase the number of children in Year 6 who can throw a rescue float attached to a line to someone in trouble in the water. The objective was: To increase children's knowledge about safe actions to take when they see someone in trouble in the water.

Example

Monitoring indicator: This is a way to track what you did in the LASER project. For example: The number of children who attend the scenario.

Short-term Outcome: This is when you test for immediate change as a result of your LASER project (i.e. at the end of the intervention, a few days or weeks after the project). For example: Are children more knowledgeable about what to do if someone falls into the water?

Long-term Outcome: This is when you test for long-term change as a result of your LASER project (i.e. months or years after the intervention). For example: Can more children successfully throw a rescue rope and float, 2 metres, while holding on to the rope, when tested 2 months after the LASER event?

Q15. How do you intend to measure progress towards your aim(s)? (You can select more than one)

- Monitoring Indicator
- Short-term Outcome
- Long-term Outcome

Q15 (1a). Please describe what you would like to **monitor**: For example: Number of children who attended a scenario.

Q15 (2a). What **short-term outcome(s)** would you like to measure? (You may choose more than one).

- Knowledge (has your audience learned anything?)
- Attitudes (have the audience's attitudes changed?)
- Intended behaviour (do the audience plan on acting differently in the future?)
- Other

Please give details:

Q15 (2b). How will your **short-term outcome** measure(s) demonstrate if you have met your objectives? For example: Measuring children's knowledge, about how to keep safe whilst helping others, will demonstrate whether the objective to raise awareness of what to do in the scenario has been met.

Q15 (2c). Will you collect any before measurements of your **short-term outcome**? For example: Before they attended the scenario how much did the children know about what to do if someone falls in the water? Even if you are currently delivering or have already delivered the intervention LASER project you can still collect some form of before measurement.

- Yes → Skip next question (16.2d)
- No

Q15 (2c.1). Please state why you will not be collecting any before measurements.

Q15 (2d). By how much do you hope to change the situation you are measuring in the **short-term outcome**? For example: A 20% improvement in correct answers about how to keep themselves safe whilst helping someone else in the water.

Q15 (3a). What **long-term outcome(s)** would you like to measure? (You may choose more than one).

- Knowledge (has your audience learned anything?)
- Attitudes (have the audience's attitudes changed?)
- Behaviour (are the audience acting any differently?)
- Other

Please give details:

Q15 (3b). Will you collect any before measurements of your **long-term outcome**? For example: Before attending the scenario, what proportion of children could effectively throw a rescue rope and float? Even if you are currently delivering or have already delivered the intervention LASER project you can still collect some form of before measurement.

- Yes → Skip next question (16.3c)
- No

Q15 (3b.1). Please state why you will not be collecting any before measurements.

Q15 (3c). By how much do you hope to change the long-term outcome you are measuring? For example: A 50% increase in the number of children who can effectively throw a rope and float.

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