



**National Trauma
Transformation
Programme**

Responding to Psychological
Trauma in Scotland

A Roadmap for Creating Trauma-Informed and Responsive Change

Guidance for Organisations, Systems and
Workforces in Scotland

Appendix D: Evaluation Toolkit



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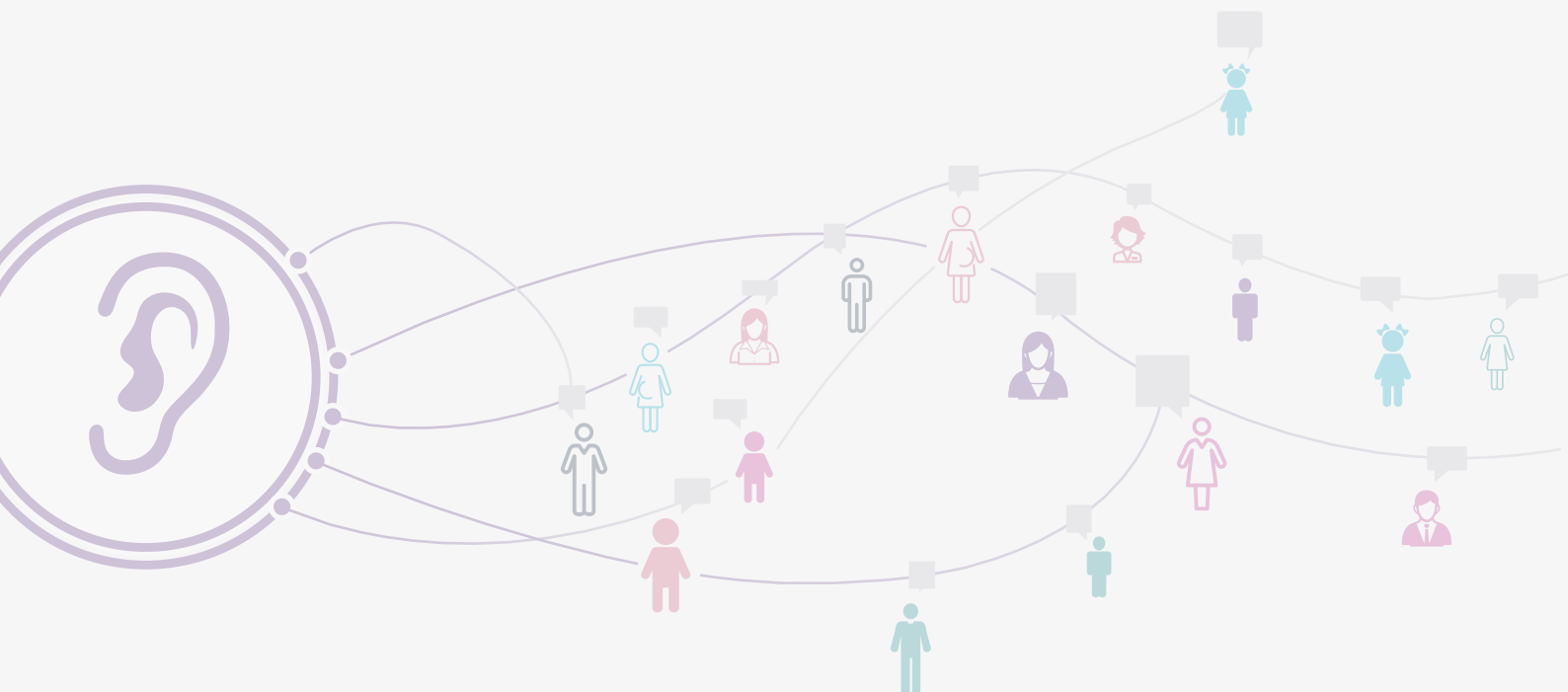


Introduction

To understand and measure the impact of the work being done to embed trauma-informed and responsive practice across organisations, systems and services, it is important to consider methods of evaluation at the start of a project/ activity. Evaluation supports organisations to understand their progress, identify areas for improvement, and demonstrate the impact of the work to embed trauma-informed and responsive change. The [Roadmap for Creating Trauma-Informed and Responsive Change](#) is designed to support organisations to reflect on progress, strengths and opportunities for embedding a trauma-informed and responsive approach across policy and practice. It can also support with tracking progress of this work, and offers consistency across Scotland – helping to build a national picture of implementation, progress and impact.

Evaluation is not an ‘add-on’, it is crucial for understanding the impact of the work we are doing and inform future developments.

This toolkit has been developed to support organisations and services to develop their own evaluation framework to support with identifying progress and measuring impact.



Setting outcomes and mapping activities

The following definitions outline the key terms, and some prompts to consider when developing your evaluation framework:

Term	Definition	Ask yourself
Inputs	The resources required to carry out a project/activity/piece of work	What are you putting in? e.g. resources, staff time, physical spaces, etc
Activities	The actions or processes undertaken as part of your project/ activity/ piece of work	What is being done? What are you doing and who is engaging with these activities ¹ ? e.g. training delivery, review of policies & processes, lived experience engagement etc
Outputs	The (quantifiable) result, product(s) or direct result of your activities	What is being delivered? How much and what will/ have you delivered? e.g., number of sessions facilitated, number of people accessing a service etc.
Outcomes	Change(s) to behaviour/ systems/ process/ service as a result of the activities. These can be short- and medium- term, and relate to both the organisation, staff, and people accessing services	What is changing? What is the change you are hoping to see/ achieve? What is being done differently?
Impact	The long-term outcomes or changes as a result of the activities	What difference is this making? What are the long-term changes?

Before starting any activity, we need to be clear on the purpose and aim of what we are trying to achieve, the changes we hope to see, and how these will be measured. Being clear on the vision, aims and outcomes from the start will help us stay focused on what matters and support us to continuously monitor progress. Doing this from the start will also support us to adjust our activities if they are not achieving the expected outcomes and refine our activities based on learning during the course of the project.

1. N.B. This could be informed by your local-organisational action plan

Example

Input:	Staff time & research
Activity:	Review policies and standard communication from a trauma-informed lens
Output:	Updated policy document and guidance
Outcome:	People accessing our service are more likely to experience the service as trauma-informed
Impact:	Improved outcomes for people with lived experience of trauma

Understanding our intended short-term, medium & long-term outcomes and how they relate to each other will help us plan our activities and understand how the change we are hoping to see through our project is likely to happen. The illustration below shows how short-, medium- and long-term outcomes relate to each other.

A logic model (see appendix) shows the logical path from activities to outcomes, and can be used to illustrate how changes are likely to happen. It supports everyone involved to understand the relationship between resources (inputs), activities, outputs and outcomes. A logic model can support effective evaluation approaches by identifying the logical path to outcomes. Going through a logic model exercise can be a helpful tool for bringing together stakeholders and ensuring that everyone has the same understanding of what we are trying to achieve and how we are going to do it.

SHORT-TERM OUTCOMES

The immediate changes that happen as a direct result of our activities. E.g., increased awareness (**knowledge**) of the impact of trauma and trauma-informed practice and how to apply in our own practice (**skills**). Changes take place **immediately or within the first year**

LONG-TERM OUTCOMES

The longer-term **impact** of the changes happening. E.g., reduced re-traumatisation and improved outcomes for people who have experienced trauma. **Long-term changes.**

MEDIUM-TERM OUTCOMES

Behaviour or system changes. E.g., consistent use of trauma-informed language (**practice change**) or changes to **policy**. Changes happen **within the first couple of years**

Developing your evaluation plan

The questions below will support you to define the different aspects of your project and develop your evaluation plan. Going through them in this order will support you to see clearly the logical direction of change for your project. It can be helpful to start with a small project or a specific piece of work or project before thinking about the ambitions of the entire change programme, as this can feel less overwhelming at the outset. Once you have identified the activities, outputs and outcomes for each part of your project or programme you will find it easier to think about the overall outcomes of the change programme as a whole.

Scope



- o What are you trying to achieve? What is the overall aim of the project?
- o Also consider what is/isn't within the scope of what you are trying to achieve, and ensure this is clearly defined from the start and agreed by all involved in the project
- o Do you anticipate any future resource needs as a result of the project, and how can you address these?



Outcomes(s)



- o What is the change or difference you are hoping to see at the end of the project? What are people doing differently?
- o What is the what/who/how of your changes? What is changing, who for, and how are things changing (are things increasing/decreasing, getting more/less etc)?
- o What will happen immediately (short-term) and what is the longer-term change you are hoping to see – and what will happen along the way (medium outcomes)
- o How confident are you in these changes and that these are due to the project?
- o Will different groups be impacted in different ways and how? How can you measure these differences?

Short-term outcomes: What is the immediate change you are expecting to see as a result of the project? What will people learn?

Medium-term outcomes: What are the behaviour or system changes you are expecting to see? What are people doing differently? How does this support culture change?

Long-term outcomes: What is the long-term change or impact we are hoping to see? How will your project change outcomes for people accessing our services and/or our staff? How does this support sustained culture change in the longer term?



2. Given the nature and the complex nature of the systems in which these changes are taking place you may not be able to confidently evidence this, however you should be able to show how your activities have at least contributed to these changes.



Activities

- o What do we need to **do** to bring about the changes we are hoping to see?
- o Who needs to be involved in this work, and who will benefit?



Outputs

- o What is the tangible result of these activities?
- o What are the (quantifiable) 'deliverables'? What are we delivering or creating? e.g., developing resources, delivering training, engagement activities etc.
- o What is the quantifiable immediate result of our activities?



Inputs

- o What resources do you need to be able to deliver or carry out the activities? E.g., staff time, financial resources, technology, physical resources etc.
- o What resources are you investing, what has been invested already and what additional support or resources is needed to support continued delivery?
- o Are you aware of any resource gaps and how can you address these?



Assumptions and external factors

- o What are you assuming will be available/ happen to support the project? What is the potential impact of these not being available?
- o What is going on externally that may impact your ability to deliver or continue the project?

You can find examples of evaluation approaches taken by different service areas on the [National Trauma Transformation Programme website](#).

Scope: Developing trauma-informed council services

Input	Activities	Outputs	Short-term outcomes	Medium-term outcomes	Long-term outcomes
<p>Protected time for learning & implementation</p> <p>Leadership support and commitment to a trauma-informed approach</p> <p>NTTP resources – Knowledge & Skills Framework & Roadmap for Trauma-Informed Change</p> <p>Lived experience expertise</p>	<p>Carry out a learning needs assessment to understand staff learning needs in line with NTTP Knowledge & Skills Framework</p> <p>Roll-out trauma-informed training to staff teams</p> <p>Encourage leaders to attend Scottish Trauma-Informed Leaders Training</p> <p>Develop a shared vision for trauma-informed practice across Review policies and standard communication materials in relation to service provision, e.g. non-attendance policy, from a trauma informed lens</p>	<p>Learning needs assessment recommendations</p> <p>Trauma-informed vision statement</p> <p>Number of staff and leaders attending training and implementation support</p>	<p>Staff are more likely to report increased understanding of the prevalence and impact of trauma</p> <p>Leaders understand and drive a trauma-informed approach across their service areas</p> <p>People with lived experience of trauma are more likely to experience service that embodies the trauma-informed principles</p>	<p>Staff are more likely to report feeling confident and empowered to translate knowledge into practice change</p> <p>Leaders embody the principles of trauma-informed practice and actively model this</p> <p>People with lived experience of trauma are more likely to report having positive experiences engaging with services</p>	<p>Improved health and wellbeing of staff and people with lived experience of trauma accessing service</p> <p>Reduced inequalities for people and staff with lived experience of trauma</p> <p>Sustainable services</p>
<p>Assumptions:</p> <ul style="list-style-type: none"> ○ Funding agreed to take forward training roll-out ○ Staff have the time, capacity & appetite to engage with learning & support ○ Strategic buy-in and leadership support for this work 			<p>External Factors:</p> <ul style="list-style-type: none"> ○ Budget and financial pressures ○ Staff retention and recruitment ○ Wider systems pressures and staff and organisational capacity 		

Measuring outcomes

Once outcomes have been identified and agreed, assigning tangible indicators will support you to keep track of progress and to know whether your activities are having the intended outcomes. This will also help you identify the most appropriate methods and/or tools for measuring progress³.

In simple terms, indicators are the tangible things that will help tell us that we're making progress/change. Indicators can be measured on more than one occasion, are often neutral statements, and help guide what questions to ask and what information we need to evidence changes. When thinking about your measurement approach, it is important to consider different types of evidence, including both quantitative and qualitative sources. By triangulating your evidence and using more than one source or type of information you will be able to have more confidence in what the evidence is telling you. For example, using both staff survey outputs and staff interviews to understand how staff are feeling about working in the organisation.

When selecting indicators, the following questions can help you assess whether an indicator is a good fit for your evaluation:

- **Relevance:** Is there a clear link between this indicator and the outcome in your logic model? The stronger the connection, the more useful it will be as a measure of progress.
- **Sensitivity to change:** Is this something that could realistically change as a result of your activities, within a meaningful timeframe?
- **Feasibility:** Is this data already being collected, or would it require new systems or agreements to access this?

The following definitions and template can be used to help you identify indicators, and where you may find the information needed to tell you about the progress of what you are measuring (data sources):

Outcomes	Indicators	Data source(s)
What is the change you are trying to achieve – using the outcomes from your logic model	What will you measure to demonstrate the change? How will we know that change is happening and what are the tangible indicators of change?	What data sources can we use to tell us this story of change? What is currently available to us, and where are the gaps?

3. If your measures include engagement with people who access your services or access to sensitive and/or personal information or health data, you may need to consider whether you require ethics approval for any aspects of your evaluation.

Example:

Outcomes	Indicators	Data source(s)
Improve staff support and wellbeing	Staff reports of wellbeing at work. Stress-related work absence	Staff surveys HR data
Increase staff knowledge, skills and confidence to apply a trauma-informed approach in their practice	Staff reported knowledge and understanding of trauma-informed principles	Pre- and post-training surveys
Improved experiences of accessing and engaging with services	Reported experiences of service	Feedback loops with people accessing services

Evaluation plan template

By collating the information from the earlier sections of this toolkit, the following template can be used to support you to articulate your evaluation plan. Similarly to the NTTP logic model, it has been designed to support you articulate the benefits of this work for your organisation, for the staff working within your organisation and for the people accessing your service(s).

	Organisation	Staff	People Accessing our service
Vision What is our trauma informed ambition – what are we trying to achieve by becoming trauma informed? (refer to vision or pledge)			
Aims What does “good” look like for our organisation or service – how will we know when we have got there?			
Outcomes What difference are we hoping to make? And what are the short medium- and long-term stages of the journey?			
Measurement What are the tangible indicators of progress that we should measure?			
Data sources What are we currently measuring? What do we need to start measuring?			

Logic Model Template

Scope					
Input	Activities	Outputs	Short-term outcomes 1-2 years	Medium-term outcomes 3-5 years	Long-term outcomes
Assumptions:			External Factors:		



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