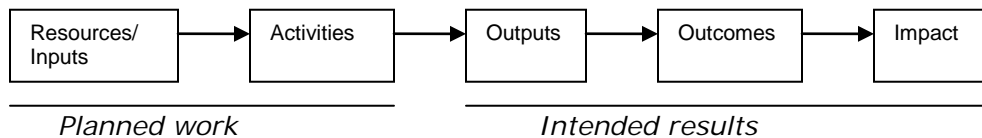


Logic Models for programme planning and evaluation

A programme logic model links outcomes with programme activities/processes and the theoretical assumptions/principles of the programme. The model facilitates thinking, planning, and communications about objectives and actual accomplishments.

A logic model is basically a systematic and visual way of presenting and sharing understanding of the relationships among the resources operating a programme, the planned activities, and the anticipated changes or result:



Planned work – describes what resources are needed to implement the programme and what activities are intended.

Resources/inputs – include human, financial, organisational and community resources a programme has available to direct towards doing the work.

Activities – what the programme does with the resources; the processes, tools, events, technology and actions that are an intentional part of the programme implementation. These interventions are used to bring about intended changes or results.

Intended results – all of the programme's desired results (outputs, outcomes and impact)

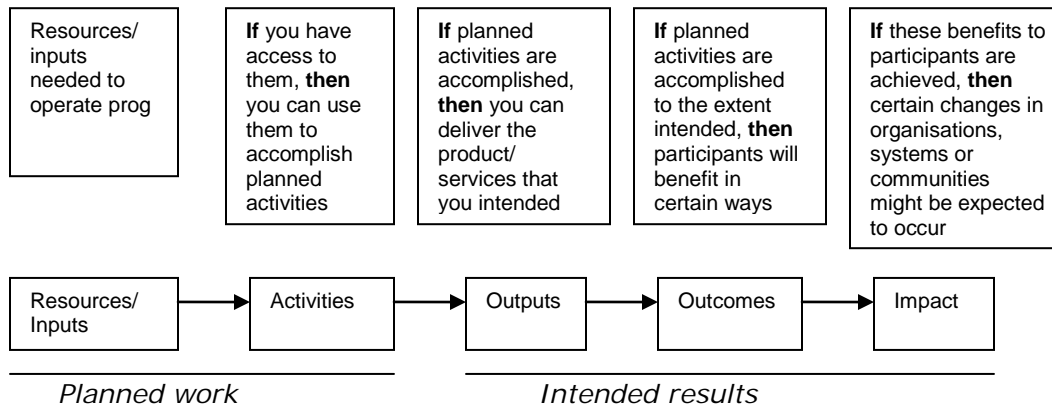
Outputs - direct products of programme activities and may include types, levels and targets of services to be delivered by the programme.

Outcomes – specific changes in programme participant's behaviour, knowledge, skills, status and level of functioning.

Impact – the fundamental intended or unintended change occurring in organisations, communities or systems as a result of programme activities.

How to read a logic model

When 'read' from left to right, logic models describe programme basics over time from planning through to results. Reading a logic model means following the chain of reasoning or 'If...then..' statements which connect the programme's parts:



An example of a logic model is given at Annex 1. The model is taken from a social impact case study of an art exhibition, undertaken by Annabel Jackson Associates for the AHRC. A full version of the case study can be found at: http://www.ahrc.ac.uk/about/ke/evaluation/impact/impact_case_studies.asp

Why use logic models?

- *Programme design and planning* – a logic model serves as a planning tool to develop programme strategy and enhance your ability to clearly explain and illustrate concepts and approaches for key stakeholders.
- *Programme implementation* – a logic model forms the core for a focused management plan to help identify and collect the data needed to monitor and improve programming.
- *Programme evaluation and strategic reporting* – a logic model presents programme information and progress towards goals in ways that inform programme stakeholders and advocate for a particular programme approach.

There are many types of logic model which can be used in planning programmes and implementing activities. Examples of these models are provided in Annex 2.

Developing a logic model for your programme

In creating a logic model, you will address the following planning and evaluation issues:

- Cataloguing of the resources and actions needed to reach intended results;
- Documenting connections among available resources, planned activities and expected results;
- Describing the results aimed for in terms of specific, measurable, action-orientated, realistic and timed outcomes.

A basic template for gathering the required information for the logic model:

Issues	Resources	Activities	Outputs	Outcomes	Impact
The aims/ objectives of the programme are:	In order to achieve the set of activities to fulfil these aims/ objectives we need the following:	In order to address the aims and objectives we will accomplish the following activities:	We expect that once accomplished these activities will produce the following evidence/ service delivery:	We expect that if accomplished these activities will lead to the following changes in knowledge, skills, behaviour etc:	We expect that if accomplished these activities will lead to the following changes in service, organisation or community:

Using the logic model to plan for evaluation

There are two types of evaluation questions – *formative* help improve the programme, and *summative* help prove whether the programme worked in the way planned.

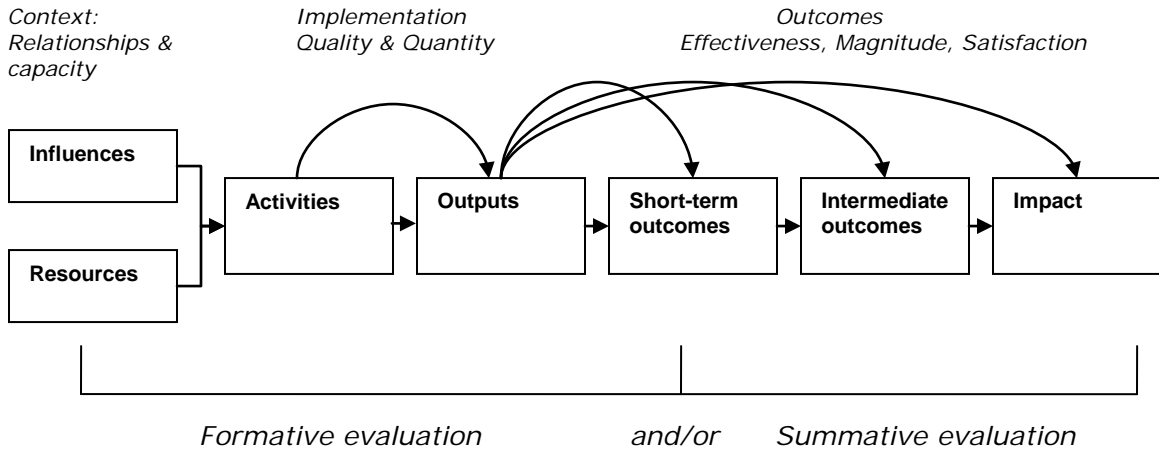
Formative Evaluation - Improve	Summative Evaluation - Prove
Provides information that helps improve programmes. Generates periodic reports. Information can be shared quickly.	Generates information that can be used to demonstrate the results of the programme to funders and the community.
Focuses on programme activities, outputs and short-term outcomes for monitoring progress and making mid-course corrections when needed.	Focuses most on intermediate-term outcomes and impact. Although data is collected throughout the programme, the purpose is to determine the value and worth of a programme based on results.
Helpful in bringing suggestions for improvements.	Helpful in describing the quality and effectiveness of the programme by documenting its impact on participants and the community.

A logic model can help frame evaluation questions, looking at context, implementation and outcomes:

Context – how the programme functions within the economic, social and political environment of its community. Also addresses questions that explore issues of programme relationships and capacity.

Implementation – assesses the extent to which activities were executed as planned, since a programme’s ability to deliver its desired results depends on whether activities result in the quality and quantity of outputs specified.

Outcomes – determine the extent to which progress is being made toward the desired changes in individuals, organisations, systems and communities.



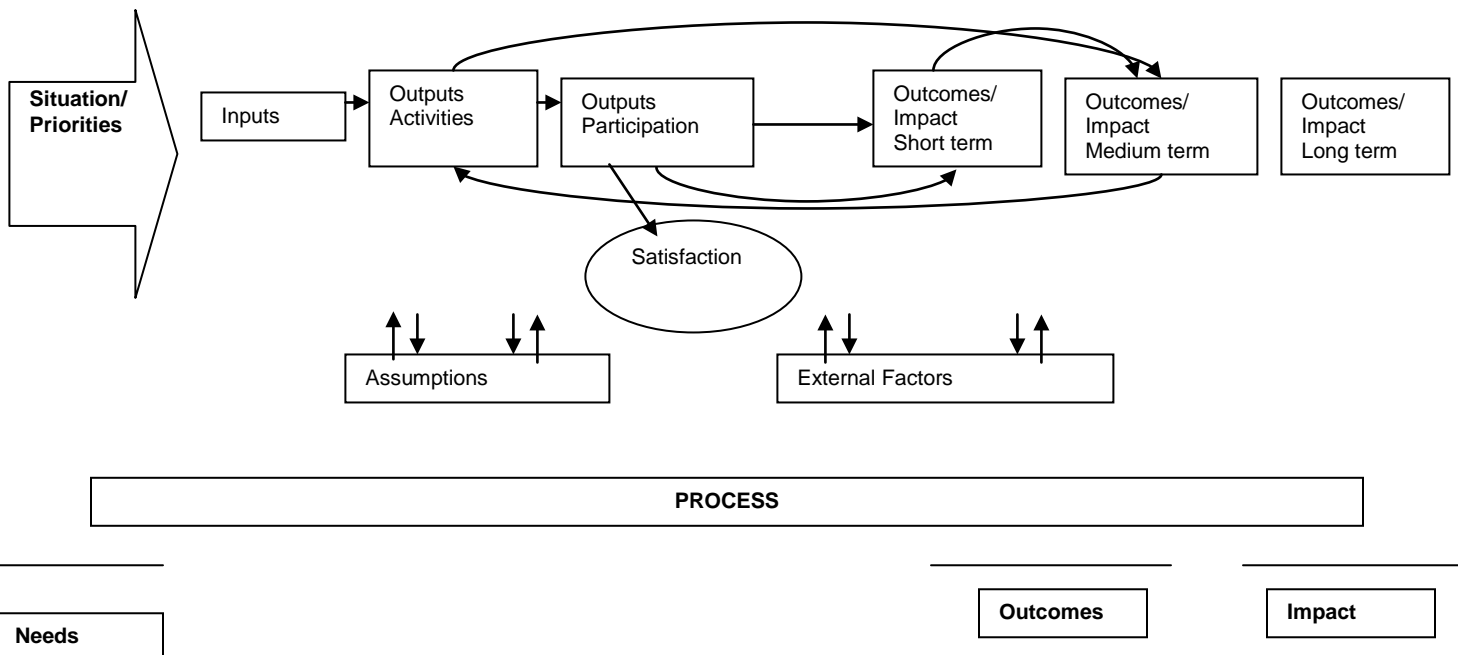
what aspects of our situation most shaped our ability to do the work we set out to do?

what did our programme accomplish in our community?

what is our assessment of what resulted from our work in the community?

what have we learned about doing this kind of work in a community like ours?

It is important to remember that programmes are not linear, and outcomes and outputs can happen at any time. The logic model for evaluation should therefore look more like this:



Indicators

In order to answer evaluation questions, indicators will be used as measures of success. Indicators are usually quantitative, but can include a mix of qualitative and quantitative information.

Focus Area	Questions	Indicators	Information needed
Individual aim/objective	Key questions or issues within aim/objective	Data/information required to measure the success in answering questions or issues	List of specific data or information, and its location
<i>e.g. To generate research findings and outcomes of international significance and quality, to disseminate these to an international research audience, and to develop networks of researchers in and beyond the UK.</i>	<p>Were the findings/outcomes of international significance/quality?</p> <p>Were they disseminated to an international audience?</p> <p>Were networks created in and beyond the UK?</p>	<p>Count of events with an international element</p> <p>Count of number of international people attending</p> <p>International elements included in End of Award Reports (EARs)</p> <p>International representation on steering committees and commissioning committees</p> <p>Case studies of notable events</p>	<p>List of networks, workshops, conferences and details of content/focus</p> <p>Attendance lists with addresses</p> <p>Access to EARs for awards</p> <p>List of membership of steering/commissioning committees</p> <p>Information on notable events, access to key people</p>

Annex 1 – Example Logic Model

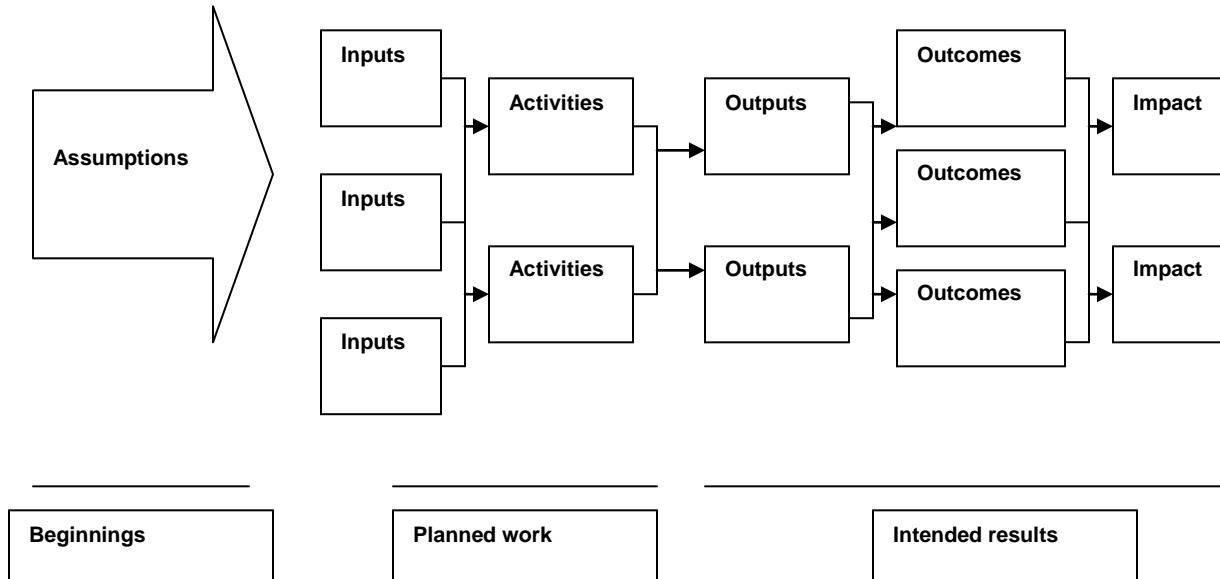
This logic model was provided by Annabel Jackson Associates for the AHRC as part of a social impact case study of *Translations*, an exhibition by Jim Pattison supported by an AHRC Small Grant in the Creative and Performing Arts.

ASSUMPTIONS	RESOURCES*	PROCESSES/ ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
<p>That images are affected by the image maker: person and method</p> <p>That multiple interpretations help to reveal the filters used by different image makers and methods</p> <p>That patients are active seekers after meaning and diagnosis, rather than passive</p> <p>That information is power.</p> <p>Those pictured have rights over their information including a right to personal interpretation</p> <p>That visual images can provide insights into information additional to those provided by words and text e.g. conceptualisation, linkages, context and emotional meaning</p>	<p>AHRC grant</p> <p>Carnegie grant</p> <p>College grant and help in kind</p> <p>Help in kind from galleries</p>	<p>Image making</p> <p>Contact with hospitals and other organisations</p> <p>Exhibitions</p>	<p>Images</p> <p>Visitors:</p> <ul style="list-style-type: none"> ▪ Renal patients ▪ Staff in renal units ▪ The general public <p>Catalogue</p>	<p>Feelings of comfort for renal patients from seeing shared experiences</p> <p>Possible clarification of thoughts and feelings around dialysis and transplants</p> <p>Appreciation that people see things differently and different interpretations are valid</p> <p>Understanding of the subjectivity of images, including medical images, and the way the method affects the image</p> <p>Understanding of the information overload of medical experiences and, for staff, a direction of attention towards the responsibility in giving that information</p> <p>Conceptual understanding of the experience of dialysis and kidney transplant e.g. in terms of filtering and displacement</p> <p>Link to other experiences of filtering and displacement</p>	<p>Scope to encourage scientists to look beyond the current aesthetic of digital images</p> <p>Scope to help patients to communicate and interpret their experiences individually and collectively</p>

Annex 2 - Types of logic models

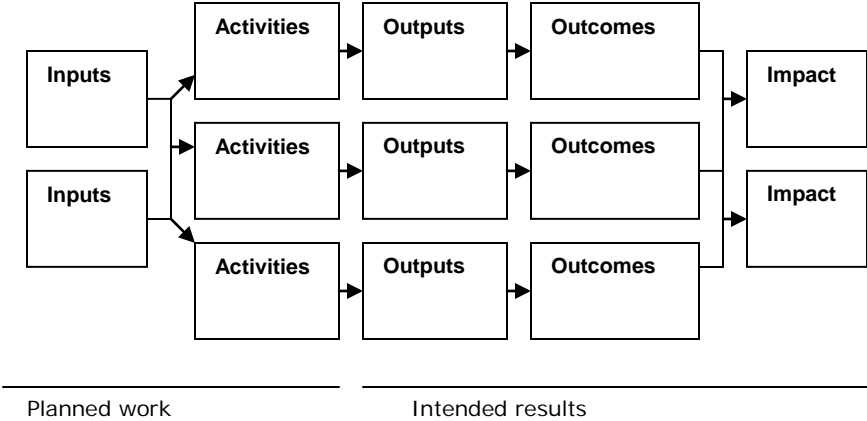
Theory Approach – emphasises the theory of change that has influenced the design and plan for the programme. This model provides a explanation of the reasons for beginning to explore an idea for a given programme. They can also specify the problem or issue addressed by the programme, describe the reasons for selecting certain types of solution strategies, and connect proven strategies to potential activities.

An example of a theory logic model would be:



Outcomes Approach – focuses on the early aspects of programme planning and attempts to connect the resources and/or activities with the desired results in a workable programme.

An example of an outcome logic model would be:



Activities Approach – pays attention to the specifics of the implementation process, linking the various planned activities together in a manner that maps the process of programme implementation.

An example of an activities logic model would be:

