Logic Model Exercise Presenters Notes:
How and Why an intervention brings results

Introductory Slide: (10 minutes)

- Explain that a Logic Model is a way of depicting the **Theory of Change** for an intervention (give link to www.theoryofchange.org). The theory of change is literally that – your understanding of how the intervention will bring about the desired change. A logic model demonstrates how the intervention will cause the results that you seek.

- A logic model is a **causation chain** of **inputs, outputs, and outcomes**.
  Inputs ➔ Outputs ➔ Outcomes

  It tells the story of your intervention: from the problem situation, to the final, successfully changed, situation. It can be thought of as a blueprint or a road map! The important thing to remember is that it is sequential – If we do x, then we get y. It's a step by step breakdown of <u>how</u> the intervention will lead to the desired end result.

  Explain that a LM helps to plan your evaluation – it identifies what you need to measure, and when. For example, if you intend to deliver an intervention to a set number of people, then you'll need to know if this was achieved, and if not, why. Was there a problem with publicity or administration for instance? These factors may result in you not achieving your desired outcomes so you'll need to know at what point/step of the intervention, something did not go according to plan.
  Also, the logic model will tell you what to measure as your indicators of success (i.e. your outcomes), and when these outcomes are expected to have been achieved.
  If an intervention has short and long term outcomes stated, and you are evaluating a pilot stage of the intervention that has only been running for a period of months, then you will know to only measure achievement of the short-term outcomes.

  In summary – if you know what and how the intervention is meant to 'work', then you will know what questions to ask, and of whom, in your evaluation.

- **Aims, Objectives, and Assumptions**.

  Explain that alongside the logic model you would have a statement of what your intervention aims, objectives, and assumptions are. Ideally these would be included in your logic model, but there probably will not be space. It is sufficient therefore to have aims, objectives, and assumptions stated somewhere on the page, or on a second page, without necessarily being in the model itself.

  Assumptions are your beliefs about the intervention. What is it you assume to happen, for instance, between delivering the workshops and achieving your outcomes? Are you assuming that participants will engage with the presenters, believe what they are hearing, and feel able to put their learning into practice? Are you assuming that participants will use the seat belt pads that you distribute, and hence wear their seat belt more?
  Also, suggest the recording of any external contextual factors that might influence the success of the intervention, e.g. economic climate, any well-publicised incidents (crashes, high profile drink driving cases etc.), legislation/penalty changes, extreme weather conditions etc.

- Refer to example Logic Models in their packs – talk about the different ways they can be drawn. No one 'right' way but tables and flow charts are the most common. As long as there is a sequential element showing how each step of an intervention leads to the next step. As long as it is logical!

ACTIVITIES

1) LM puzzle exercise: (20 minutes)
Hand out the Older Driver's intervention Scenario.
Aims, inputs, outputs, and outcomes (ST and LT) from this example are provided on strips of laminated card (these are the pieces of the puzzle). Small groups are asked to blue tack these strips onto a large flip-chart sheet to create a logic model for the intervention. They have to identify which pieces are the aims, inputs, outputs and outcomes, and draw the appropriate columns on the sheet to put them under.
Blank pieces of Post-it notes are also provided if the groups want to add their own pieces to any part of the puzzle. They can also use the blanks to record any assumptions or external contextual factors for the intervention.

Facilitators to circulate and give help where needed. Facilitators are looking for a sequential/logical flow of inputs, outputs and outcomes. Check that short term outcomes come before the long term ones, and that the long term outcomes match the aims.
Ask the groups if they feel this helps them identify exactly what it is that an intervention is expected to do. Point out that it helps pinpoint what they need to measure in an evaluation.

ONLY ask the groups to present their LM to the whole group if there is not time to do the second exercise.

To Look For:
- Long term outcomes should match up to the aims
- The groups should also have a go at identifying external/contextual factors which could affect the success of the intervention. Examples would be: health issues, e.g. swine flu, high profile accidents involving older drivers, economic situation, or other road safety interventions being conducted at the same time.
- They should also be encouraged to think about assumptions – what are the unstated assumptions they have – their beliefs about the intervention. The obvious one is that older drivers will feel that this intervention 'is for them': that it will appeal to them and that they feel there is a need for them to attend. Also there's an assumption that 55 to say 65 year olds, will attend an event publicised as being for "older drivers"

2) Second Exercise: (15 minutes)
Develop logic models for their own intervention.

Groups will need another sheet of flip chart paper, and Post-it notes to write on.
One person is asked to describe their intervention to their group, and their group act as critical friend to help them construct their own logic model, with aims, inputs, outputs, and outcomes. Thinking always about 'If x, Then y'.
Facilitators circulate and give help as before.
Some of the groups (no. of depends on time) feed their logic models back to the whole group, with everyone encouraged to comment and make suggestions.

- **Again, look for long term outcomes matching their aims. Make sure that what they are measuring, e.g. attitudes, matches what they intended to change.**
- **Make sure that KSI reductions are not given as long term outcomes, unless there is a specific good reason to, e.g. a very large scale or National programme of work**
- **Encourage them to think of the immediate results from their intervention (short-term outcomes) that will result, in time, in their long term outcomes (i.e. achievement of their aims).**

LOGIC MODEL PUZZLE EXERCISE – THE PIECES AND WHERE THEY GO

1. Number of drop-in events held
2. Number of older drivers enquiring about events, and pre-booking
3. To develop the skills and knowledge of older drivers
4. To improve the confidence of older drivers
5. Number of attendees who take up offer of refresher course
6. Number of older drivers attending drop-in events
7. Older drivers reflect on their driving more
8. Older driver plan their journeys better
9. Older drivers feel more confident about driving
10. Older drivers adopt new driving skills
11. Older drivers are more aware of the effects of medications on driving
12. Expert speakers
13. Local Authority RSO's, and Communication Officers
14. Independent Driving Instructors
15. Funds for venue hire, skills course, speaker expenses, materials, and publicity.

Aims
To develop the skills and knowledge of older drivers
To improve the confidence of older drivers

Inputs
Expert speakers
Local Authority RSO's, and Communication Officers
Independent Driving Instructors
Funds for venue hire, skills course, speaker expenses, materials, and publicity

Outputs
Number of drop-in events held
Number of older drivers enquiring about events, and pre-booking
Number of attendees who take up offer of refresher course
Number of older drivers attending drop-in events

Short Term Outcomes
Older drivers reflect on their driving more
Older drivers are more aware of the effects of medications on driving

Short or Intermediate Outcomes
Older drivers plan their journeys better

Long Term Outcomes
Older drivers adopt new driving skills
Older drivers feel more confident about driving