Small Ideas, Big Impact Grants

Evaluating your Project

This can be a difficult part of the project – and the application! We are available to give you support, ideas and help on this section, so please get in touch with the team at hello@eatwellagewell.org.uk

What is Evaluation?

'Evaluation' means finding out, or measuring, what changes as a result of what the project actually did and understanding how any change happened. Evaluation adds to our knowledge about what works – for whom, in what situations, with what resources and so on.

In deciding how you might evaluate your project, there are lots of questions to ask yourself. The first thing to think about is your project **outcomes**. What are you trying to achieve with this project idea? Why are you wanting to do this? What will change if it is successful in achieving this aim? This will help you to start thinking about how to detect this change or end result from the project. You can then start to plan your **activities** i.e. what are you going to do in your project in order to meet your outcomes. Your **indicators** will show whether or not your activity has been successful.

Using the Evaluation Support Scotland Template can help in clarifying what it is you want to achieve (outcomes), how you will do this (activities), and how you will know if you have been successful (indicators).

If, for example your project aims to increase carers awareness and knowledge around recognising the signs and symptoms of malnutrition in older people then your table might look something like this:

Outcome (change or difference that you want to make	Indicators (how you know the outcome is happening)	How to collect info about the indicator	Who will do this
Carers are more aware of malnutrition in older people and how to tackle it	• Increase in knowledge re malnutrition in older people • Increase in confidence in spotting signs of malnutrition	Evaluation Wheel Pre and Post Training Quiz Post-it wall for feedback	Community Worker

	• Increased confidence in giving food first advice		

(Adapted from Evaluation Support Scotland)

How do I measure my project?

What tools you use to demonstrate the impact of your project depends on what it is you want to achieve (outcomes). For example, if you wanted to check whether an older person's risk of malnutrition has decreased as a result offering an extra portion of food, you could use armbands to measure the upper arm circumference of individuals taking part before your project starts and after it is completed.

If however, you want to bring older people together through a lunch club and want to look at whether they are eating more, or a more varied diet, you may use a questionnaire, feedback or even observation to track changes over the weeks your project is running.
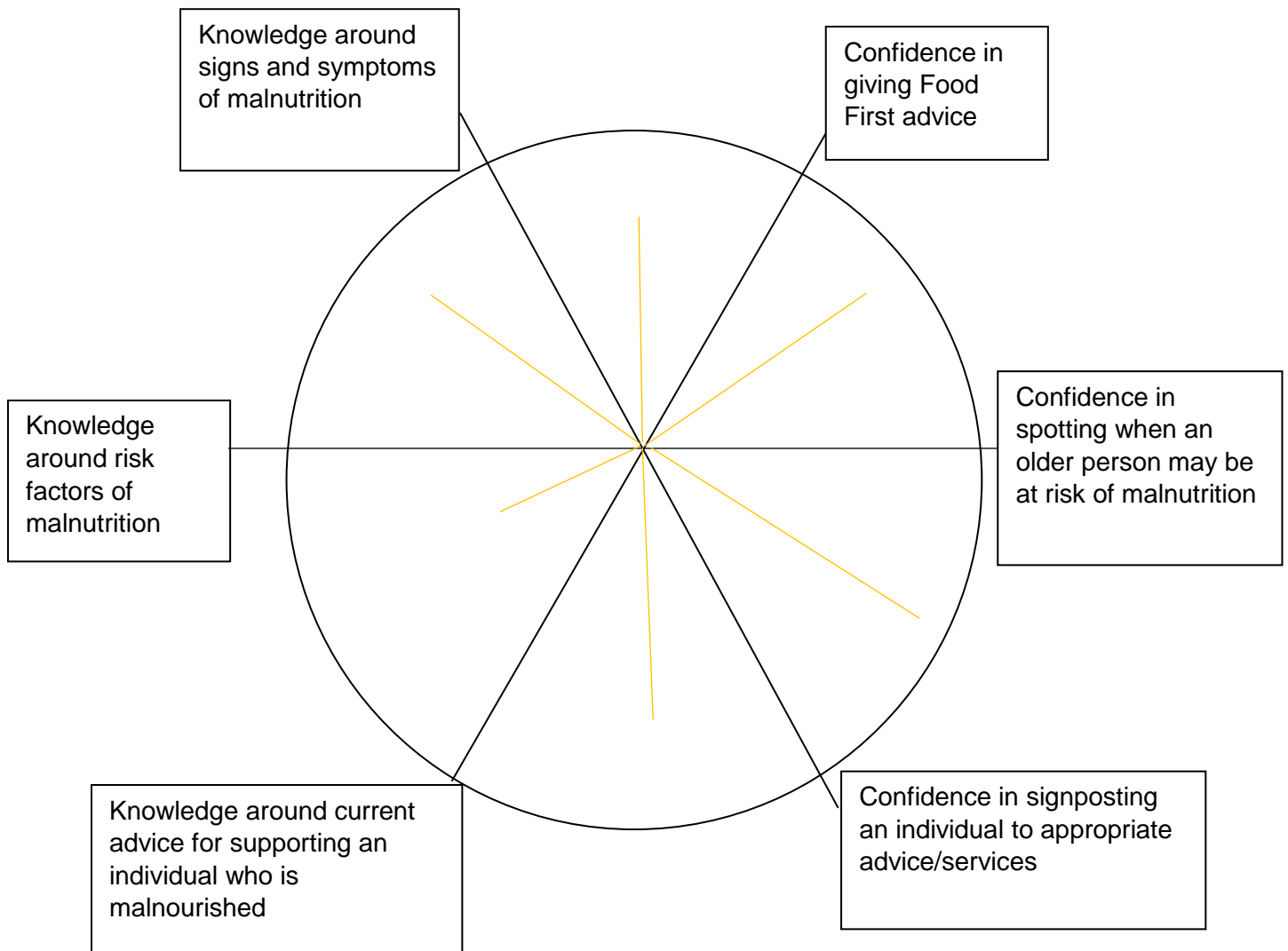
Ultimately, how you demonstrate how you meet your outcomes is completely up to you! We don't want to limit how you may show impact, so this may be through questionnaires, photos, videos, focus groups or interviews. Evaluation Support Scotland has many creative ways to help you evaluate your project:

Here are a few examples below:

The Evaluation wheel is a simple tool to collect information on your outcomes. Simply ask participants to draw a line out from the centre of the wheel, the closer they are to the circumference the happier the are with the indicator.

Knowledge around signs and symptoms of malnutrition

Confidence in giving Food First advice

Knowledge around risk factors of malnutrition

Confidence in spotting when an older person may be at risk of malnutrition

Knowledge around current advice for supporting an individual who is malnourished

Confidence in signposting an individual to appropriate advice/services

(Adapted from Evaluation Support Scotland)

Pre and Post Knowledge Questionnaire

Example Project: Evaluating impact of malnutrition training

1. **Malnutrition means not eating and drinking enough**
True ☐ False ☐

2. **Malnutrition is only found in developing countries**
True ☐ False ☐

3. **How many older people do you think might be malnourished or at risk of malnourishment in Scotland?**
a) 28,000 ☐

b) 51,000 ☐

c) 103,000 ☐

4. **Which of the following commonly result as a result of malnutrition?**
a) Falls
b) Pressure ulcers
c) Weight loss
d) Infections
e) All of the above

5. **Who is at risk of malnutrition?**
a) Someone who is older
b) Someone with COPD
c) Someone with dementia
d) Someone with cancer
e) Someone who has physical disabilities
f) Someone who has recently been bereaved and/or isolated
g) All of the above

**6.** **It is normal to lose weight as you age?**
True ☐ False ☐

7. **What is the best way to eat if you've lost your appetite?**
a) larger meals and frequent snacks
b) smaller meals and frequent

As well as looking at whether your project has had an impact on malnutrition, we are also interested in finding out the wider benefits of your project such as the impact on social isolation. There are many ways in which you can measure this, however the Relationship Map is a good way of understanding friendship networks and relationships and how these have changed because of your project. The closer the X, the closer the relationship.

Relationship Map

Example Project: Local over 60's dance group offers hot lunch

At the start of the project	At the end of the project
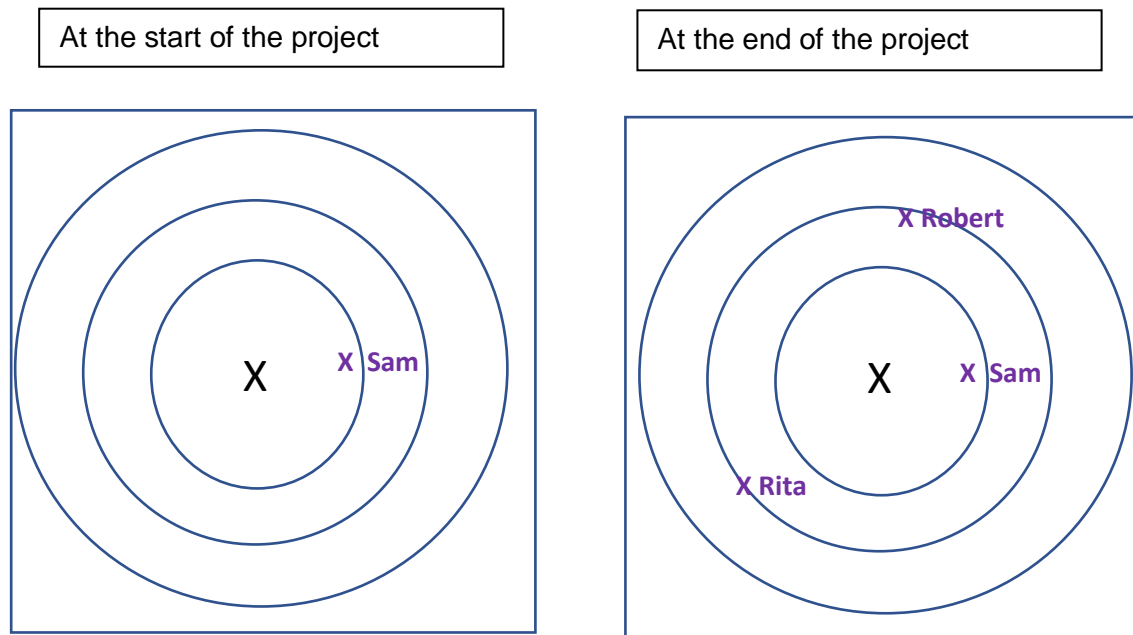
(Adapted from Evaluation Support Scotland)

Observation Template

Example Project: **Evaluating the impact of a cooking skills course in older men**

The observation template is useful in capturing additional data about participants which is not self-reported.

Name of service user: **Thomas**   Date: **18/09/2018**

Outcome: Older men increase confidence in basic cooking skills

Indicators	Level of			
	Not much	Some	Fair amount	Very much
Improvement in basic chopping skills			X	
Indicator				
Indicator				
Indicator				
Indicator				

Any other comments:
Individual commented that he made the dish from last week again at home and feels more motivated to try new things from attending the group.

Guidance: Complete the table (above) with crosses in the heading that seems to apply to each indicator. Make any other notes about the interaction in the comments section (left).

(Adapted from Evaluation Support Scotland)

Focus Group

Example project: Assessing the impact of intergenerational food activities on the diet of older people

Focus groups can be a good way of eliciting in depth qualitative feedback that you may not be able to draw out from questionnaires or other methods of evaluation. To get the best results for a focus group, pick a quiet environment where participants are comfortable to talk freely and use open ended questions in order to get the best response.

Sample Questions:

Q1. What did you enjoy most about the project?

Q1. What impact has the project had on your knowledge about food?

Q2. What impact has this had on your diet?

- Has it changed how much or how often you eat?   *(prompts)*
- Has it changed the type of food you eat? e.g. more variety?

Q3. Have the changes in diet had any impact on how you feel?

- Has it had an impact on your energy levels?
- Has it had an impact on your mental wellbeing?   *(prompts)*
- Has it had an impact on your weight?

Q3. What impact has the project had on you socially?

- Has it changed how often you go out?
- Have you made any long lasting connections?   *(prompts)*

Q4. What would you like to see changed if this project were to run again?