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J Murphy^{1,2}, F Mansergh³, C Grady², MH Murphy⁴, EG Bengoechea^{2,5}, N Murphy⁶, S O'Shea⁷, V Muppavarapu⁵, B Cullen⁵, G O'Donoghue⁸, CB Woods²

¹Centre for Exercise, Nutrition and Health Sciences, School for Policy Studies, University of Bristol, UK; ²Physical Activity for Health Cluster, Health Research Institute, Department of Physical Education and Sport Sciences, University of Limerick, Ireland ³Department of Health, Ireland; ⁴School of Sport, Ulster University, Jordanstown Campus, Northern Ireland; ⁵Sport Ireland, Ireland; ⁶Department of Sport and Exercise Science, Waterford Institute of Technology, Ireland; ⁷Health Service Executive, Ireland; ⁸School of Public Health, Physiotherapy & Sports Science, University College Dublin, Ireland.

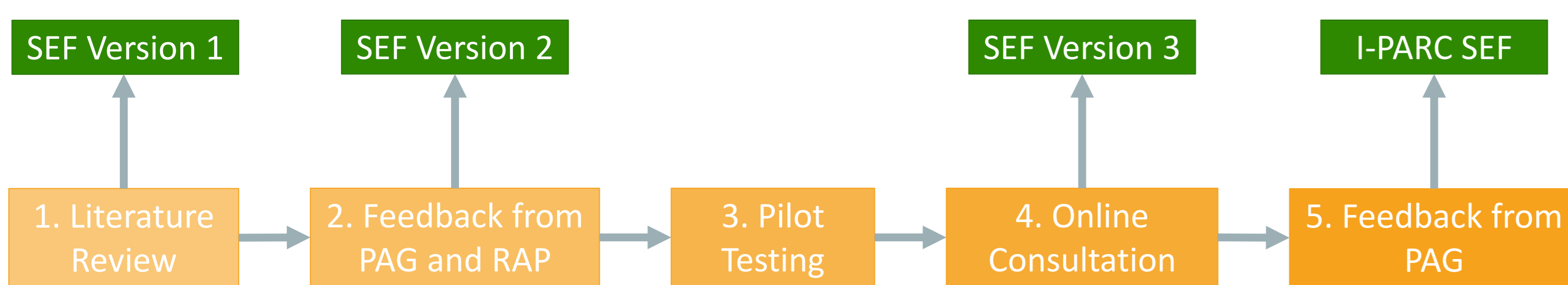


INTRODUCTION

- With a range of interventions available for promoting physical activity (PA) and limited resources, it has become imperative to evaluate and identify those that are effective and feasible for real world scale-up or sustaining.
- Evaluation can be described as the formal process of judging the value of something¹ and is often used to demonstrate the need, processes and impact of an intervention.
- A multitude of evaluation frameworks exist for assessing the effectiveness of health behaviour change interventions and more specifically PA interventions although these frameworks are often under-reported and underused^{2,3}.
- The purpose of this study was to develop a standardised evaluation framework (SEF) that is usable in practice but also collects information that enables evidence-based decision making among key knowledge users.

METHODS

- This work was led by the Irish Physical Activity Research Collaboration (I-PARC), with the steering group (SG), practitioner advisory group (PAG), research advisory panel (RAP), and wider I-PARC members group used to develop and test the evaluation framework.
- Development of the framework was guided by Nutbeam and Bauman's evaluation cycle¹, encompassing elements of formative, process, impact and outcome evaluation.
- The I-PARC SEF was developed through five stages involving a 1) review of the literature, 2) feedback from a PAG and RAP, 3) pilot testing with selected interventions, 4) national consultation, and 5) feedback from the PAG and RAP.
- Elements of the Technology Acceptance Model⁴ were used to assess the perceived usefulness and usability of the SEF by the end users.



1. A literature review was conducted to identify evaluation frameworks for PA interventions.
- Identified frameworks were investigated to understand what aspects of evaluation are common across all.
- SG members (N=15) ranked each aspect as essential or not essential for evaluating PA interventions in the Irish context.

2. The I-PARC SG identified relevant interventions to pilot test the SEF.
- A total of eight different interventions (across health, sport, transport, education) took part in the pilot activity.
- Participants were asked to use the SEF Version 2 and complete a 15-minute online survey asking about usability and usefulness.

3. Focus groups were conducted with 15 members of the PAG.
- A 15-minute presentation about the SEF was provided before discussions to understand 1) stakeholder buy in to use the SEF, 2) usability of the SEF, 3) current workforce capacity, 4) usefulness of the SEF output, 5) ways to support use of the SEF.
- The Health Information and Quality Authority protocol for conducting focus groups was followed when developing the focus group guide⁵.

4. The PAG, consisting of 25 people involved in delivering, coordinating and supporting PA interventions in Ireland completed an online survey about the usability and usefulness of the SEF Version 1.
- This was followed up by a one-day workshop, which allowed PAG members to provide in-depth feedback.
- The RAP, consisting of 5 people with expertise in evaluation methods submitted feedback regarding the usability and usefulness of the SEF Version 1.

5. An open online consultation took place asking those interested to look at the SEF Version 2 and answer a short survey.
- The survey used open and closed questions to ask about usability, potential barriers to data collection and suggestions for improving usability.
- Twenty-five stakeholders engaged in the consultation from a range of different sectors: Sport and Recreation (40%), Health (33.3%), Education (13.3%), Children and Youth Affairs (6.6%) and Communications and Marketing (4.4%).

RESULTS

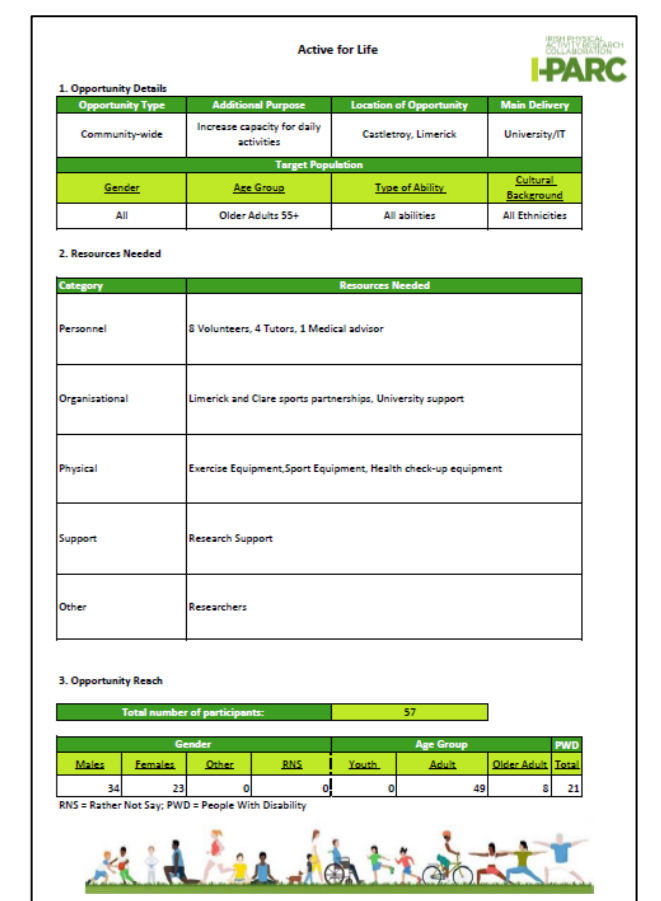
- Stage 1:** Twelve relevant evaluation frameworks were identified through the literature review. Members of the SG identified commonalities across frameworks, with key aspects themed as general characteristics (N=12), formative evaluation (N=5), process evaluation (N=15), impact evaluation (N=7) and outcome evaluation (N=3).
- Stages 2-5:** Feedback across the various stages led to continuous revising of the I-PARC SEF. Common aspects highlighted through this process and how it was addressed include:
 - Usability:** Excel templates containing a maximum of 46 questions and including example answers and dropdown options were created to aid the collection of relevant data. Participants suggested that moving the data collection tool online would increase usability further.
 - Usefulness:** A short guiding document selling the value of the SEF was created. This introduces evaluation, highlights the types of interventions the tool should be used with, target populations, people required to complete, and benefits for users. The templates allow for an output providing useful information to be generated automatically, increasing the value of using them.
 - Capacity Building:** A workshop aimed at increasing understanding of evaluation and capacity for using the I-PARC SEF was created to complement the tool developed.
 - Other supports:** Organisational support for users is offered through I-PARC. The SEF is continuously updated to remain valuable for the end user.
- The guiding document, evaluation template and capacity building workshop make up the I-PARC Evaluation Toolkit.



Guiding Document

Details of Activity				
Resources				
needed to deliver the activity (complete with free text where applicable)				
Personnel (e.g. workforce, coaches, teachers, volunteers)	Organisational (i.e. professional bodies)	Physical (e.g. facilities, equipment)	Support (e.g. financial, admin support)	Other

Example section of Evaluation Template



Example Output

KEY LEARNINGS

This work highlighted the need for:

- Awareness raising among stakeholders at multiple levels regarding the value of evaluation and the role each group plays in ensuring the process is usable.
- Additional supports for evaluation, including capacity building, funding and organisational support.
- An online evaluation tool to aid with collection and presentation of data at a local and national level.

There is a need to progress this work further, with the ambition to create an evaluation framework that provides adequate support and tools that reduce time commitments and administration burden with collecting individual level data. Doing this in combination with embedding such a framework in funding mechanisms will encourage stakeholder use.

Increased use of such a framework will allow for direct comparison between PA interventions, helping make evidence-based decisions regarding which interventions should be scaled-up, sustained or revised.

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CONTACT INFORMATION

Joey.Murphy@bristol.ac.uk

@JoeyJMurphy

@IPARC_1

