

# Improving practice in impact assessment - additional findings from the learning from practice approach

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# Improving practice work programme

Role of HDA is to generate EB and get EIP (pilot).

- **Theoretical and evidence base to work developed (see additional notes)**
- **Four pilot workshops run**
- **On-the-day evaluation carried out**
- **Four learning from practice outputs produced**

# Improving practice work programme

- One workshop report produced
- **Follow-up evaluation of workshops and outputs carried out and report produced**
- **Work programme report produced**

# The workshop approach

- This is detailed in the additional notes and was covered last year, but:
  - Small; facilitated; participative; workshops
  - Practitioners learning from their own work examples
  - Distilling lessons of promising practice from the hooks of what practitioners did (good and bad)

# Evaluation approach

- On-the-day evaluation forms
- Outputs:
  - reviewed by all participants
  - Formally peer reviewed x 2 people (x1 participant)
- External evaluation - Interviews and questionnaires of participants 10 months following the workshops to determine value of approach, outputs produced and impact.

# Findings

## On-the-day evaluation forms

Nearly all participants said the learning could be usefully applied to their work.

The workshops: achieved their stated objectives; identified examples of promising practice, and processes within these that made them successful; and shared that learning with those present.

# Findings

## **Review and formal peer review of outputs:**

While comments were received back, no significant concerns were raised.

# Findings

## **Interviews and questionnaires – overall view of the workshops**

Four-fifths reported very favourable and positive comments about the workshops, though a minority expressed criticisms.

Majority described the aims as clear, found the workshops useful, stimulating and engaging, valued the facilitated discussion, and valued learning from peers and case studies.



# Findings

## **Interviews and questionnaires – majority view**

- Networking was a valuable outcome for almost all
- People generally understood the need for sharing learning between experts and those less experienced
- Personal objectives were met by the structure and implementation of the workshops
- The outputs were clear, well presented and succinct, and have been used as a reference, or as a tool for students.

# Findings

## **Interviews and questionnaires - Did the workshops change practice?**

Due to the length of time between the evaluation and the workshops (10 months), and the difficulty in ascribing change to a single event – participants struggled to identify any specific impacts from the workshops beyond using the learning in teaching and people developing a better understanding of the topics covered.

# Findings

## **Interviews and questionnaires – minority views (3-4 people)**

A minority disliked the use of a non-HIA expert facilitator; believed the workshops were pitched at a basic level; had ‘sucked information out of them’; believed that a more systematic and expert driven process would have produced better outputs; and preferred a more traditional ‘didactic’ learning approach.

# Conclusions

- The very positive response from the on-the-day feedback forms, and the peer review processes for the outputs did not detect the small minority who were less satisfied with the process.
- Always externally evaluate if the process is important to you or your organisation.

# Conclusions

The Learning from practice approach is participative, uses examples as a basis for discussion, is facilitator driven (rather than expert driven) and non-traditional. Evidence shows this style of learning is more effective than traditional lecture-student types of learning.

A small number of participants dislike the learning from practice approach.

# Conclusions

Identifying practitioner examples from participants is preferable to a systematic 'centre-driven' approach. Real life projects present 'hooks' for discussion, and allow practitioners to become fully involved.

Promotional material must be clear that expert knowledge will be drawn on heavily, thus better managing expectations.

# Conclusions

Networking, using the learning in teaching and developing a better understanding were the only confirmed impacts— despite action planning on the day suggesting other changes may occur.

The workshop approach is promising, but requires more testing/evaluation, in a more timely manner and following up on specific action points.

# Outputs

- Summary bulletins for four topics (screening, evaluation, decision making, addressing inequalities).
- Workshop report
- Evaluation (workshop) report (April 2004)
- Using a learning from practice approach to help practitioners improve HIA – report (May 2004)

All available on HDA website at  
[www.hiagateway.org.uk](http://www.hiagateway.org.uk)



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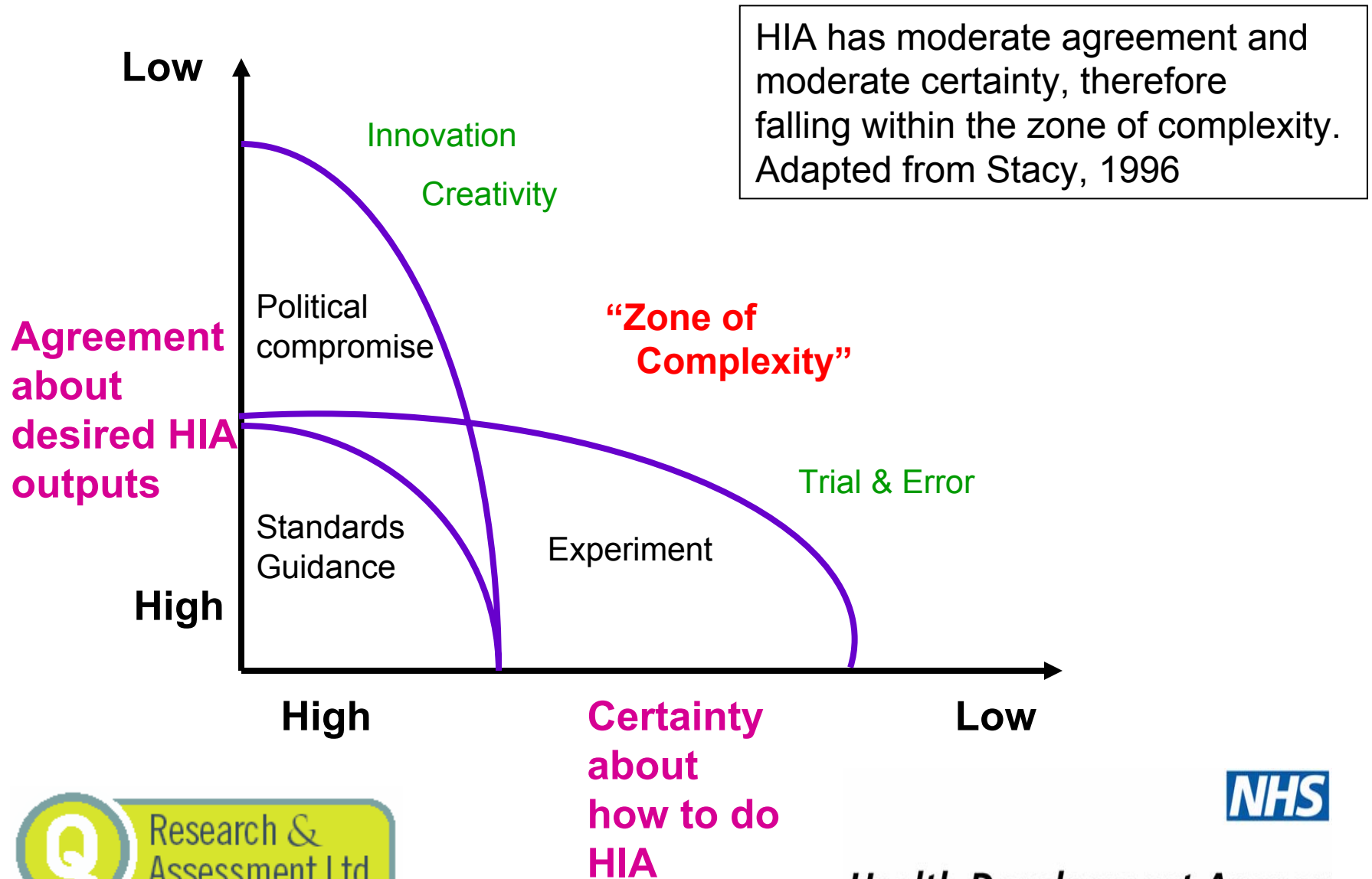
<http://www.hiagateway.org.uk>

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# End of presentation.

The following slides are additional information only.

# What change process is appropriate for HIA?



# How to get evidence into practice

## General Concepts

- The more complex the learning to be disseminated (such as HIA), the more interactive an approach will be needed.
- Transfer knowledge by involving people rather than using paper or electronic methods
- Avoid long research processes carried out at a distance from those developing the practice and distributed as ‘instructions from the centre’

(Cabinet office, 2000; NHS CRD, 1999)

# How to get evidence into practice

- To change practice, you need to involve the practitioners (or their peer group) who have developed the learning, to:
  - describe their own experiences
  - identify amongst themselves what will work best in their own circumstances
  - base discussions on guidance and models they have received from elsewhere
  - have the opportunity to learn and discuss the models and guidance rather than import them wholesale
  - be involved at all stages of defining and disseminating best practices.
- and this motivates those involved, and others, to adapt their own practice

(Cabinet office, 2000; NHS CRD, 1999)

# The workshop approach we used

## Recruitment

- Workshops advertised on HIA website and email groups
- People were able to 'opt-in', but had to have experience of undertaking HIA, and on each topic area.

## Format

- External facilitator contracted
- All London based
- Minimum of 12 people, maximum of 20
- Requested promising practice examples.

# The workshop approach we used

## Participative workshop (one day)

- Introduction
- Learning from practice examples
  - Presentation of case studies by participants
  - Focus group discussion of presented case studies, plus drawing on others experience
    - To reflect, share practical experiences and ask questions

# The workshop approach we used

- Distilling lessons
  - Benefits/reasons for undertaking the activity
  - Generation of good practice guidance statements (identify particular elements, processes and resources that need to be in place for success.)
- Action planning and evaluation of the day.