



NHS Cancer Programme Innovation Open Call:

logic model and evaluation templates

NHS England and NHS Improvement

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# Logic model template

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| **Rationale** | **Inputs** | **Activities** | **Outputs** | **Outcomes** | **Impacts** |
| *The context in which the programme will be introduced and need to which the programme is seeking to address* | *What you need: resources and investments required to accomplish goals* | *What you do: activities undertaken to deliver change* | *What you produce and who you reach: demonstrable evidence of service delivery produced through activities undertaken* | *The measurable changes that are expected as a consequence of the programme* | *The longer-term impacts that are expected as a consequence of the programme* |
| **Assumptions** |  |  |  |  |  |
| *Assumptions underpinning each stage of the logic model* |  |  |  |  |  |
| **Metrics** |  |  |  |  |  |
|  |  |  |  |  |  |

# Evaluation mapping template

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| --- | --- | --- | --- |
| **Evaluation approach** | **Key evaluation themes** | **Key evaluation questions** | **Data sources** |
| **Needs assessment***Determines who needs the program or intervention, how great the need is, and what can be done to best meet the need* | *What are the key areas or themes that the evaluation should seek to address?* | *What are the specific questions that the evaluation should seek to address?* | *How the information needed to address the evaluation question(s) will be collected. Should include both routinely collected data and local bespoke data collections, as required* |
| **Process evaluation***Determines whether an intervention is being implemented as planned, what works well, what doesn’t and why* |  |  |  |
| **Outcome and impact evaluation***Determines to what extent the program or intervention is achieving the expected outcomes and impacts set out in the theory of change* |  |  |  |
| **Economic evaluation***Measures and values the inputs and outcomes to determine, for example, cost effectiveness or value for money of an intervention* |  |  |  |