BAR COUNCIL GUIDES
GUIDE TO SIMPLE PROGRAMME PLANNING & EVALUATION
(USING A LOGIC MODEL)

Seeking to improve Equality, Diversity, and Inclusion (EDI) across the Bar takes up a huge amount of time, resource and commitment from individual barristers, chambers, and other Bar-based organisations.

To support effective programme development and delivery, this guide introduces a simple logic model that can be used to support the development of effective equality, diversity, and inclusion[1] programmes. It applies for both programme planning and evaluation.

You will find it useful to read this guide alongside our target setting guide

CONTENTS

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[1] Also applicable for a wide variety of other socially responsible programmes

INTRODUCTION

This guide introduces a simple logic model for programme planning.

It demonstrates the importance of clarifying your aim, differentiating between outputs and outcomes. The importance of scoping any assumptions your programme relies on, and of proper evaluation. Taking this approach doesn't have to be time consuming and can be light touch. The discipline of this approach will increase your chance of successfully delivering activity that achieves intended results. This will hopefully save you time, money, and the goodwill of your members and staff. It will also support you in communicating your programme and its success.

> **TIP**
>
> Don't be put off by the idea of using any programme planning model – it doesn't need to be complicated. Following an established planning process just helps you:
>
> - better identify and articulate what you are doing;
> - why you are doing it;
> - carefully consider what is involved (the resources you need); and
> - sets you up for effective evaluation (working out if you achieved what you intended to achieve – and if it is therefore worth continuing the activity or if you need to make some changes).

> **TIP**
>
> It is good practice to operate on a cycle…
>
> - Planning activity (before you start);
> - Collecting information (data) on the activity when underway;
> - Assessing the information (data) you collect; and
> - Regularly reviewing this data to enable you to adjust ongoing activity (if necessary) or incorporate your learning in future similar activity.

KEY CONCEPTS

A Simple Logic model requires you have a clear understanding of:

IMPACT	The big long-term difference you want to contribute to e.g., a more diverse profession/chambers being more diverse
OUTCOMES	The direct differences you want to make, e.g., for a programme which aims to achieve Net Zero, a good outcome might be your target group reducing their energy use
OUTPUTS	What you want to deliver to your target group, e.g., a useful guide to pro bono volunteering which tells your target group how to volunteer and with which organisations

PROCESS	What you do behind the scenes to achieve this, e.g., time/skills to produce a guide, training product or event, to develop a communications campaign, or to change a policy etc.
INPUTS	The resources you require, e.g., budget, people

EXPLAINING KEY CONCEPTS

IMPACT vs OBJECTIVES

Both impact and objectives DESCRIBE the difference your work makes. It is important you appreciate the difference.

Impact is the difference you hope your work will make e.g., to improve the wellbeing of barristers; to recruit more pupils from an ethnic minority background; to increase the number of women who take Silk; to reduce income gaps between men and women across the Bar.

Objectives - on the other hand - are the structures that need to be in place or delivered to make this difference happen e.g., to develop wellbeing resources; to improve recruitment processes; to introduce mentoring and sponsorship for women interested in Silk appointments; to introduce income monitoring by Sex.

IMPACT vs. OUTCOMES

An impact is articulated as being in the FUTURE e.g., to improve the wellbeing of barristers; whilst outcomes are articulated as being in the PAST e.g., the wellbeing of barristers is improved.

Impacts are also very GENERAL (and you only have a few) e.g., To improve the wellbeing of barristers at the Criminal Bar; whilst outcomes are often SPECIFIC (and contribute to an aim) e.g., Barristers at the Criminal Bar have a better work/life balance.

OBJECTIVES vs. OUTPUTS

Both objectives and outputs describe what needs to be delivered – the difference is objectives tend to be more general and you only have a few e.g. To develop a mini-pupillage programme for students from an ethnic minority background; whereas outputs are often SPECIFIC, and you tend to have more as they contribute to an objective e.g., an advertising campaign for a mini pupillage programme targeting students from an ethnic minority background; training in the fair selection of mini-pupillage candidates
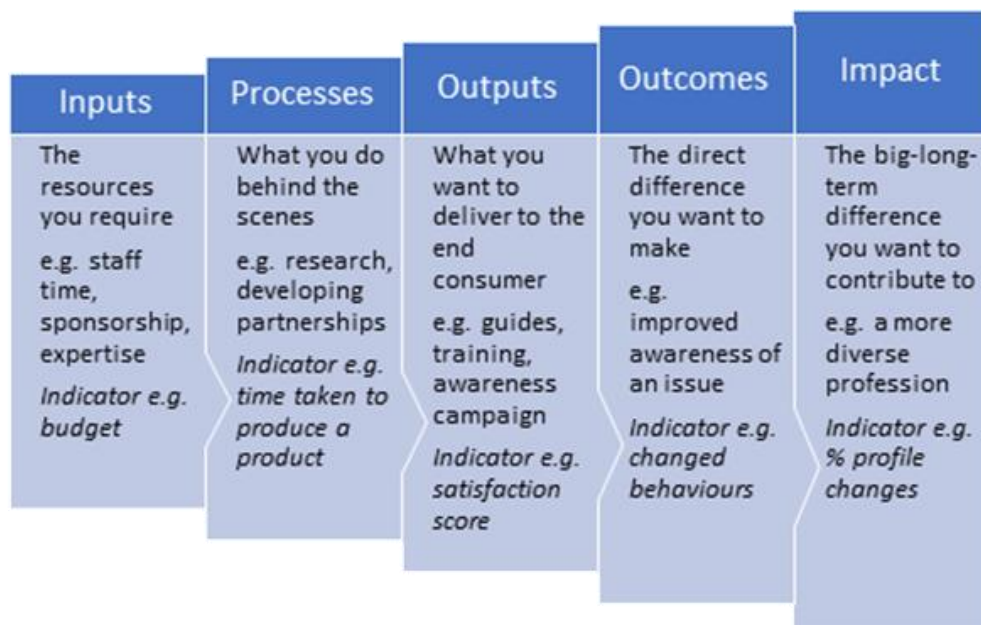
ARTICULATING OUTCOMES & IMPACT

A key question to ask when drafting your outcomes or an impact statement is to ask, 'Is this conveying the change I want to make?'

This means you should look to ensure there are words that convey change in your statement. For example: improve; increase; decrease; reduce; prevent.

OTHER OPTIONS INCLUDE:

ARE BETTER ABLE…	DEVELOP…	PLAN…
ASSESS…	DRIVE…	PREVENT…
DEMONSTRATE…	GENERATE…	SUPPORT…
EXTEND…	COMPARE…	DRIVE…
DESIGN…	TRANSFORM…	RECORD…

HOW TO USE A SIMPLE LOGIC MODEL PLANNING APPROACH

Inputs	Processes	Outputs	Outcomes	Impact
The resources you require	What you do behind the scenes	What you want to deliver to the end consumer	The direct difference you want to make	The big-long-term difference you want to contribute to
e.g. staff time, sponsorship, expertise	e.g. research, developing partnerships	e.g. guides, training, awareness campaign	e.g. improved awareness of an issue	e.g. a more diverse profession
Indicator e.g. budget	Indicator e.g. time taken to produce a product	Indicator e.g. satisfaction score	Indicator e.g. changed behaviours	Indicator e.g. % profile changes

TIP

Plan backwards; execute forwards (start with writing your impact statement… then outcomes…. then outputs…then processes… then resources).

STEP 1: Identify the big long-term difference you want to contribute to e.g., increase diversity in the profession (Impact)

STEP 2: Identify the difference you want to make through your own actions e.g., recruit a pupil from an under-represented group (Outcome)

STEP 3: Consider what you need to produce to deliver this difference e.g., a mentoring programme for under-represented Bar students (Output)

STEP 4: Establish what you need to do to produce this e.g., expertise in matching; qualified mentors (Processes – *or activities*)

STEP 5: Identify the resources you require to do this e.g., budget and volunteer barristers (Inputs)

> **TIP**
>
> There are different logic model templates here, some classify 'processes' as 'activities', some sub-divide outcomes into 'short', 'medium' and 'long term' outcomes – use whatever language/approach suits you/your project/programme – make it work for you!

ASSUMPTIONS

An assumption is a condition that is necessary for your programme's success. These conditions should already be in place and should not need to be brought about.

When you state your assumptions, it is a good time to consider the various conditions that your programme's success will rely on.

Assumptions are crucial because if they are incorrect, it can completely alter how your programme works.

If you proceed without working through assumptions, you increase the likelihood of encountering unforeseen difficulties along the way.

Base your assumptions on the answer to the following questions:

- Why do I think this particular set out outputs will lead to these outcomes?
- What am I assuming about the cause-and-effect relationships here?
- What am I assuming about the needs, capacities, motivation, or behaviour of stakeholders?
- What am I assuming about people's roles, access levels, control over resources/workload/decision making?
- How do my beliefs and preferences for specific types of change shape my thinking about this logic model?
- What am I taking for granted?

- What would challenge my assumptions?
- On the basis of what evidence, knowledge, experiences, or impressions am I making my assumptions?

> **TIP**
>
> When exploring assumptions differentiate between *'do not worry too much assumptions'* and *'destroyer assumptions.'* *'Do not worry too much assumptions'* are where if something goes wrong the programme won't fail… *'destroyer assumptions'* are critical to the programmes, may well go wrong and are more than likely to result in the intervention's failure.

MONITORING AND EVALUATION

Effective monitoring and evaluation is critical to delivering a successful programme that achieves the outcomes and impact you desire.

INDICATORS

Indicators give you information upon which you can make judgments and set targets. You can have indicators for inputs, processes, outputs, outcomes, and impact

Below are some examples of different indicators:

➢ Level of trust reported by members of the public in the legal profession	(Impact indicator)
➢ Percentage of members who identify as LGBTQ+	(Outcome/Impact indicator)
➢ Self-reported level of awareness of chambers' D&I work by members	(Outcome indicator)
➢ Score on a skills test	(Outcome indicator)
➢ Number of people attending an event	(Output indicator)
➢ Whether or not a 'Terms of Reference' is in place with a partner charity	(Process indicator)
➢ Amount of time it takes between drafting and publishing an article	(Process indicator)
➢ Sum of money required to fund a programme for under-represented students	(Input indicator)

Indicators are <u>measures</u> of something.

NOT Indicators	Indicators
More members are aware of D&I (outcome)	**Number of** member self-reporting a specific level of awareness of D&I (outcome indicator)

MONITORING & EVALUATION FRAMEWORKS

> **TIP**
>
> It is good practice is to establish a monitoring and evaluation framework in the planning stages of any programme or activity.

OUTPUTS

Below is an example of a monitoring/evaluation framework for outputs associated with Bar Council's Pre-Application course for those interested in judicial appointment. This framework can be used for evaluating any programme outputs.

Output	Output Indicators	How will we collect it?	Who will collect it and when?	How will we use it?
Pre-Application Judicial Education Programme	Attendance rates for workshops	Registration of those attending	Programme coordinator at each event	To predict size of room required
	Level of satisfaction amongst attendees	Post-training online form: 'To what extent did the sessions meet your needs'	Automated email sent out within 24 hours after training.	To learn if we need to improve course content/delivery

OUTCOMES

Below is an example of a monitoring/evaluation framework for outcomes associated with Bar Council's Pre-Application course for those interested in judicial appointment. This framework can be used for evaluating any programme outcomes.

Outcome	Outcome Indicators	How will we collect it?	Who will collect it and when?	How will we use it?
Pre-Application Judicial Education Programme	Attendees are likely to apply for judicial appointment	Post training monitoring form	Automated email sent out within 24 hours after training.	To learn if we need to change the course
	Attendees are more confident in applying for judicial appointment	Post training monitoring form	Automated email sent out within 24 hours after training.	To learn if we need to change the course

TIP: It is good practice to have at least two indicators per outcome

TIP: It is good practice to have a mix of subjective and objective indicators

RECORDING THE FULL RANGE OF DIFFERENCE THAT YOU CAN MAKE

It is important you consider the full range of difference that you make, below is a table for recording these. In this table we have again provided some examples based on Bar Council's Pre-Application course for those interested in judicial appointment

	Positive	Negative
Planned	Candidates are more likely to apply for judicial appointment	Some candidates self-select out and decide not to pursue a judicial career
Unplanned	Candidates establish support networks with other applicants	The course is so popular the professional bodies are unable to keep up with demand.

FEEDBACK VS EVALUATING IMPACT

Feedback is telling you what others think of your activity.

Evaluating your impact (or outcomes) is understanding whether you have actually made a difference

> **TIP**
>
> When you are creating evaluation forms always have an outcome indicator as well as an output indicator i.e. what did they think of the quality of the event (output); did it make the intended difference (outcome)

Using EDI training as an example:

OUTPUT INDICATORS	OUTCOME INDICATORS
• Number of EDI awareness training sessions delivered • Number of staff attending each EDI training session • Number of senior staff and partners attending EDI training sessions • Satisfaction ratings by staff of EDI training • Rating of the quality of lunch provided during the EDI training sessions	• Number of staff reporting that their awareness of EDI has increased since the training was delivered • Percentage of staff reporting that their awareness of EDI has increased because of attending an EDI training session • Number of line managers that have contacted the D&I Manager for EDI related support following training • Percentage of staff reporting that they feel more comfortable talking to other colleagues about EDI because of the training

> **TIP**:
>
> In evaluation forms the following questions give <u>outcome</u> indicators
>
> What difference, if any, does this [intervention] make to how you feel about working here?
>
> What difference, if any, did this [intervention] make to your work?
>
> What has changed for you since you started partnering with us?
>
> What would your colleagues say has changed for you since you got involved with this [intervention]?

Compared to before this [intervention] do you feel you have seen an increase/improvement in x, your skills; your confidence doing x; your professional network; your career aspirations; your understanding of this topic, how you feel about x? (Subjective measure)

Before this [intervention], how many times did you [behaviour/action you desire to change]? Now since accessing [intervention], how many times do you [same behaviour/action]? (Objective measure)

Baseline [before intervention]: How would you rate your [skill/ attitude/ feeling/ knowledge/ understanding/ confidence] on a scale of 1-5? Now that you've accessed [intervention], how would you rate your [skill/ attitude/ feeling/ knowledge/ understanding/ confidence] on a scale of 1-5?

OTHER GUIDES TO CONSIDER FOR EFFECTIVE PROGRAMME PLANNING

For information on target setting, see our guide to Target setting

For more support in designing effective EDI programmes for the Bar, please contact equality@barcouncil.org.uk

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APPENDIX 1: CHAMBERS' MINI PUPILLAGE PROGRAMME FOR BLACK STUDENTS (BASED ON LOGIC MODEL PLANNING)

INPUTS	PROCESSES/ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
Resources you require a) Barristers b) Staff c) Budget	*What will need to happen to produce this* a) Ensure a programme targeting Black candidates is lawful. b) Get relevant chambers' committee sign off c) Design programme d) Recruit barristers & staff to support programme e) Establish partnerships with intermediaries f) Advertise the opportunity to target group g) Design and implement a selection process	*What will be delivered to the target group* 10 x five-day mini-pupillages which include advocacy, application, and interview skills development	*The direct difference you want to make* a) To increase the number of qualified Black students applying for pupillage b) To increase the number of Black applicants shortlisted; reaching the final round of interviews and selected for pupillage c) To increase the confidence of participating Black students that they can secure pupillage	*The big long-term difference you want to contribute to* To increase the number of Black barristers in Chambers/at the Bar
Indicators • Number/Amt. of barristers' time required to deliver the programme • Number/Amt. of staff time required	*Indicators* • Time/cost taken to establish programme as lawful; sign off by committee; programme design; recruitment process design • MOU in place with partner charities	*Indicators* • 10 x 5-day mini pupillages are efficiently delivered • Students and barristers/staff provide positive	*Indicators* • No of participants who progress further in chambers' recruitment processes (each stage) • Confidence/skill level of student barrister participants at the end of	*Indicators* • % Black barristers at the Bar • Number of Black barristers in chambers

to deliver the programme • Sum of money required to deliver this programme	• Time/cost for candidate selection/recruitment	feedback on the experience	the programme vs. before the programme	
Assumptions • Barristers have the time to support programme • Staff have the time to support this programme • There is sufficient budget available.	*Assumptions* • **This programme qualifies as lawful positive action**[2] • Barristers with the right skills will volunteer • It is possible to establish effective partnerships with suitable intermediaries to target this group/encourage applications • The selection process is fit for purpose i.e., it identifies talented individuals with the potential to have a career at the Bar	*Assumptions* • **The mini pupillage programme will equip participants to perform better at interview**[3].	*Assumptions* • **Participants from the programme will apply for pupillage**[4] • Participants in the programme will perform better at interview because of participating in the programme	*Assumptions* • Black barristers already in the profession will be retained, so increasing access will increase the number of Black barristers overall.

[2] Destroyer assumption
[3] Destroyer assumption
[4] Destroyer assumption