



Transforming Access
and Student Outcomes
in Higher Education

Implementation and process evaluation (IPE) protocol case study

ThinkSmart: a pre-entry outreach intervention

The implementation and process evaluation [\(IPE\) guidance document](#) outlines the IPE dimensions and the steps to complete an IPE evaluation. The purpose of this document is to provide a case study of how an [IPE protocol template](#) may look in practice.

Authors:

QA:

VERSION	DATE	REASON FOR REVISION/NOTES
<i>Any changes to the design to be agreed between the implementation partner(s), evaluator and TASO. Note any agreed changes in the table below.</i>		
1.1		
1.0 [<i>original</i>]		
Pre-registration		This design has been pre-registered on [insert registry]. ¹

¹ [Insert link to pre-registration](#)

Summary

Background

This project is to evaluate a prescriptive intervention 'ThinkSmart'. The persistent patterns of underrepresentation of social groups in higher education identify that the current strategies used as part of the widening participation agenda require revising. Two psychological theories - cognitive behavioural therapy and attribution theory - were used to inform the design of ThinkSmart. This IPE protocol comprehensively covers the IPE work.

Aims

The project aims to understand the effectiveness of ThinkSmart in addressing maladaptive thinking styles. This aim works to address the widening participation agenda of increasing progression to higher education from disadvantaged or underrepresented groups.

Intervention

ThinkSmart is delivered in secondary schools and upper primary school settings to groups of 15 young people in each setting. The intervention is a prescriptive intervention underpinned by psychological theories - cognitive behavioural therapy and attribution theory. These theories have informed the manual to deliver the intervention and the workbook the young people complete.

Design

The IPE work will gather data on seven of the 11 IPE dimensions outlined in the TASO IPE guidance. An explanatory sequential design will be used as the framework to analyse the mixed method data collected as part of the IPE. This design combines both quantitative and qualitative methods to provide a deeper understanding of the processes involved in delivering the intervention as intended.

Outcome measures

The primary outcome is whether the intervention was able to be delivered as intended in school settings. The secondary outcome is whether the young people, school staff and those delivering the intervention valued the experience.

Analyses

To analyse the data collected a combination of thematic analysis and descriptive statistics will be used. Integrating these two approaches will address the two research questions of this IPE work.

Section One

1. Introduction

Project Title	Implementation and process evaluation (IPE) protocol case study: ThinkSmart
Project Lead	Dr Emma Vardy
Organisation/Institution	Nottingham Trent University (NTU)
Key people involved	NTU and Nottingham Schools

2. Define the intervention

As per section one in the protocol template, you need to start by clearly outlining the intervention. This is an important step and should not be missed. Limited information on a programme or intervention hinders a comprehensive IPE. To clearly outline the programme/intervention, we suggest using the TIDieR approach as shown in Table 1 below – this aligns with TASO’s enhanced approach to theory of change (ToC). The ToC for this case study can be found in [Appendix 1: Theory of change model](#).

Table 1: Detailing ThinkSmart: a pre-entry outreach intervention

Section name	Information to include
Name	ThinkSmart
Why is the intervention being run?	ThinkSmart is a prescriptive pre-entry outreach intervention that is underpinned by cognitive-behavioural therapy and attribution theory, these two psychological theories are paramount to the intervention design. The rationale for the intervention is that maladaptive thinking styles can hinder school engagement and educational outcomes. Using the two psychological theories ThinkSmart aims to change negative thinking styles to be more adaptive.
Who is the intervention for?	The intervention has been designed for pupils in key stage two at primary school and secondary school pupils who have been identified by their teachers as having a maladaptive thinking style. In each school setting the intervention aims to reach 15 pupils who fit the inclusion criteria.

<p>What is the intervention?</p>	<p>ThinkSmart is a 10-week intervention. The intervention progresses from emotional awareness to behavioural outcomes to problem solving taking a step-by-step approach to address negative thinking styles. The intervention is facilitated by trained undergraduate students who are provided with a manual outlining what each session should cover. This is a prescriptive intervention with both the undergraduate students and pupils having set material to complete each week.</p>
<p>Who is delivering the intervention?</p>	<p>The intervention is delivered for an hour a week by a team of undergraduate students in the school setting. These students receive a day of training on the psychological principles that underpin the intervention and how to work in schools with young people.</p>
<p>How is the intervention delivered?</p>	<p>The intervention is delivered face-to-face with a group of no more than 15 pupils. The undergraduate students deliver the intervention as a group of three.</p>
<p>Where is the intervention delivered?</p>	<p>On the school site in a classroom.</p>
<p>How many times will the intervention be delivered? Over how long?</p>	<p>The intervention will be delivered in a 10-week block of one-hour session per week. Pupils are expected to attend all sessions as the content builds on the previous session, thus missing a lesson will disrupt this learning.</p>
<p>Will the intervention be optimised?</p>	<p>The content can be adapted to be delivered via a PowerPoint if the students feel that this is more engaging for the young people.</p>
<p>How will implementation be optimised?</p>	<p>To maximise effective implementation feedback is provided during the delivery so changes can be made.</p>

Section Two: The IPE Framework

1. Research questions

ThinkSmart is intended to be delivered over 10 weeks with an hour session a week following the core principles of the underpinning psychological theories of cognitive behavioural therapy and attribution theory. The IPE work for ThinkSmart is to focus on understanding the delivery of the intervention exploring what impacts on the intended delivery as this is a prescriptive intervention. It is therefore of importance to know if all components of the intervention can be delivered. Additionally, it is also important from the IPE work to understand experiences of the intervention, this will help to know if any changes are needed to the intervention to improve engagement. Thus, the IPE for ThinkSmart has two research questions.

1. Was the intervention implemented as intended?
2. What are the perceptions of pupils, undergraduate students, and schools of the impact of the intervention and their experiences of the intervention?

2. IPE Framework

For the protocol template, you need to detail the IPE dimensions you will focus on, and the data collection tools to be used. Table 2 outlines the IPE dimensions that the ThinkSmart evaluation will focus on and the data collection tools that will be used. As you will see not all 11 dimensions mentioned in the IPE guidance report are included, only the most suitable to answer the research questions outlined above have been selected. This is the approach you should take when completing your protocol template, select the most relevant IPE dimensions and then justify your selections in the protocol.

ThinkSmart is a prescriptive intervention, therefore part of the IPE is focused on understanding if the intervention can be delivered as intended. The IPE dimensions of adherence and adaptation work in tandem here, adherence will focus on whether the psychological theories underpinning ThinkSmart were delivered as intended to then have the desired outcome on thinking styles. If ThinkSmart is not delivered as intended, then what adaptations were made to the intervention design. For example, changes made might have had a positive impact on stakeholder experiences which will inform future iterations of the intervention. Associated with adherence is exposure, this dimension will capture whether ThinkSmart was delivered for an hour a week over ten weeks. Schools have multiple demands on their time, therefore exposure to ThinkSmart might be changed to fit what is going on in the school setting. Exposure will also monitor attendance data. This data can then be used to explore whether higher attendance levels report better outcomes compared to the young people who do not attend all sessions. This will be useful information to know the minimum number of sessions required for impact to be reported.

Stakeholder perspective is important. If young people or schools do not see the value of the intervention or have not enjoyed their experience, then it does not matter what the intervention is aiming to address you will have difficulty in engaging the target audience. Therefore, we want to make the intervention an enjoyable experience for all involved. In this dimension we will capture the experiences of the young people, school staff and the undergraduate students delivering the intervention in school settings. These experiences can inform future changes to the intervention to ensure it is addressing the core aims of changing maladaptive thinking styles whilst being engaging and an enjoyable experience.

Recruitment of schools for outreach work can be difficult, as schools have competing priorities. Therefore, this IPE dimension will review the recruitment strategies used for school recruitment to understand which is most effective. Furthermore, recruitment of undergraduate students will be explored to ensure the undergraduate students had the skills for the role, as this is an intervention underpinned by psychological theory it would be important the students have knowledge of these theories as well as knowledge of how to work in a school environment. This is because both factors could impact on adherence.

The intended audience for ThinkSmart is young people who their teachers think have maladaptive thinking styles which is hindering their engagement in school. As there is a set inclusion criterion it is important to assess whether the young people recruited did reach this criterion as it will impact on outcome measures. If not, it will also help to know what additional guidance is needed to reach the intended target audience for the intervention.

ThinkSmart will be delivered in different school settings with different groups of young people receiving the intervention and different groups of undergraduate students delivering the information. Context is therefore important here to explore the outcomes reported. Context will capture the environmental factors such as the room used, the time of day of the intervention delivery and school staff engagement, all of which may impact on the delivery of the intervention.

The dimensions selected here may be different if your intervention is non-prescriptive. ThinkSmart is a prescriptive intervention therefore the IPE work needs to explore whether the intended design can be delivered as intended otherwise the delivery mode of the intervention needs to be changed so that the underpinning theoretical work is delivered. If it cannot be delivered as intended, it will not have the desired impact on addressing maladaptive thinking styles.

Table 2 provides a summary of the IPE work for this project. For each IPE dimension mentioned above the data collection tool, what this data source will look like along with the frequency of data collection and how the data will be analysed is outlined.

More information on data collection tools and analysis approaches will be covered in section five of the protocol.

Table 2: IPE Framework for ThinkSmart

IPE dimension	Data collection tool (s)	Source of data	Data analysis method
Adherence	Training evaluation forms Questionnaires Observation checklist Interviews Focus groups	Questionnaires completed mid-way and the end of intervention. Observations completed twice during the 10 weeks for each group. Interviews and focus groups at the end of the intervention. Delivery Logs completed every week after the session.	Number of methods used to include thematic analysis. The structured observation checklist provides numerical calculations, with an overall score for the session as well as an indication of which features of ThinkSmart were being implemented. These scores will be converted into percentages and scores will be compared across each school site.
Exposure	Attendance list Delivery logs completed by facilitators (undergraduate students)	Completed each week during the delivery of the intervention.	Percentage of the sessions completed against the planned number of sessions to be delivered. Attendance data for each young person enrolled on to the intervention to capture how many sessions each person

			attended. The young people should attend all ten sessions.
Stakeholder Perspective	Interviews and focus groups with all participants. Questionnaires completed by the undergraduate students.	Conducted at the end of intervention. Questionnaires, completed mid-way and the end of intervention.	Thematic Analysis Approach.
Reach	Baseline measurements.	Taken at the beginning of ThinkSmart.	Assess the baseline scores.
Recruitment	Interviews and focus groups. Audit trial	Conducted at the end of the intervention. ThinkSmart coordinator completed this throughout the cycle of ThinkSmart.	Narrative description of the process.
Context	Focus groups and Interviews. Questionnaires completed by the undergraduate students. Audit trial	Conducted at the end of the intervention.	Thematic analysis approach.
Adaptation	Observation checklist Interviews	Observations completed twice during the 10 weeks for each group. Conducted at the end of the intervention.	Thematic analysis approach The structured observation checklist provides numerical calculations, with

			<p>an overall score for the session as well as an indication of which features of ThinkSmart that were being implemented. These scores will be converted into percentages and scores will be compared across each school site.</p>
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3. Methodology

The next step in the protocol template is to describe the research approach and research design. Within IPE the recommended practice is a mixed methods design, this is gathering data for the IPE dimensions that is both qualitative and quantitative, then triangulating this data will provide a comprehensive picture of how the intervention was put into practice, the operation of the intervention in practice and the factors that impact on this process.

Within the IPE guidance, there are four approaches to a mixed method design outlined. For the ThinkSmart IPE work the approach to mixed method design that will be completed is an explanatory sequential design. This design combines both quantitative and qualitative methods. The quantitative data captured by the impact evaluation which is not covered in this protocol template as it is focused on IPE may not fully explain the relationship between variables so qualitative data can provide a deeper understanding. Within this design, the qualitative phase is informed by the earlier quantitative findings. For example, the undergraduate students will be completing a logbook and questionnaires during the 10-week delivery of the intervention, the information gathered from the logbook and questionnaires will be used to inform the interview questions at the end of the intervention delivery.

4. Sampling Strategy

The next step in the protocol template is your approach to sampling and the rationale for this. ThinkSmart will take place in school settings, teachers are asked to select pupils who they believe have a negative thinking style which is hindering their engagement with school. ThinkSmart therefore has an inclusion criterion and any pupils who do not meet this criterion according to their teachers will not be invited to participate. There are risks associated with this approach as teachers may select pupils who are not suitable for the intervention. Guidance will be provided to the

teachers on the type of pupil the intervention is aimed at to support selection. The undergraduate students delivering the intervention must have an enhanced disclosure and barring service (DBS) check and attend training to be considered for the role, those that do not are excluded from the recruitment pool.

To not overburden participants, the sampling for the data collection approaches will be opportunistic. Table 3 outlines for each data collection tool the planned number of participants; however, the sample size may change due to participants' availability. The sampling of young people is dependent upon returned informed consent forms and availability to participate in the focus group at the end of the intervention. There will be one focus group in each school setting with up to five young people in each focus group, this decision has been made to reduce the burden of transcribing reams of focus group data. When considering sample size and data collection tools keep in mind the team constraints, and what time is available for the IPE work as this may inform the decisions you make, as with the example here to run just one focus group within each school setting. It is expected that all nine undergraduate students will complete the training form, questionnaires, and interviews. However, the questionnaires completed by the ambassadors are not mandatory therefore some may not have the time or forget to complete the questionnaires.

Table 3: Sample sizes for the data collection tools to be used in the IPE

Data collection tool	Intended sample size
Ambassador training evaluation form	9 undergraduate students
Mid-way Ambassador questionnaire	9 undergraduate students
End of intervention Ambassador questionnaire	9 undergraduate students
Delivery logbooks	9 undergraduate students
Ambassadors interview	9 undergraduate students
School staff interview	3
Focus groups with young people	20
ThinkSmart coordinator interview	1
Ambassador training evaluation form	9 undergraduate students

5. Data collection tools

The next step in the protocol template is to outline the plan for data collection and how this links back to the research questions. In [Section Two: The IPE Framework](#) Table 2 outlined the data collection tools for each IPE dimension to be included in this IPE work. In this section, we will discuss each data collection tool.

The first research question is focused on understanding if the intervention ThinkSmart was delivered as intended. The data collection tools need to be able to gather data on how the intervention operates in practice and the factors that influence the operation of the intervention. To answer research question one, was ThinkSmart delivered as intended, the following data collection tools will be used.

1. Training evaluation forms to be completed by the undergraduate students to assess whether the training equipped the undergraduate students with the skills to deliver the intervention as intended (see [Appendix Three: Training evaluation form](#) for an example evaluation form)
2. The observation checklist was completed twice during the 10-week delivery of the intervention in each of the school settings to ensure the psychological principles are covered as this is a prescriptive intervention. The observations will be conducted in person by one person from the team but also audio recorded for a second person to complete the observation checklist. These two people will then listen to each recording and complete the checklist adapted from the Cognitive Theory Scale (Young and Beck, 1980) to assess the material covered in the session (see [Appendix 2: Session observation checklist](#)).
3. Questionnaires completed by the undergraduate students to assess their perspective on the delivery of the intervention.
4. Attendance data completed in the logs from the undergraduate students.
5. Logs completed by the undergraduate students, reflecting on each session on how they think the session went.
6. Interviews with school staff and focus groups with the young people alongside baseline data to assess whether the inclusion criterion for the young people was met.

The second research question is focused on the perceptions of impact from the pupils, undergraduate students, and school staff and gathering their experience of the intervention. Focus groups and interviews are the most suitable data collection tools to gather the richness needed to address this research question. Focus groups will be conducted with young people so they can discuss their experiences comparing their thoughts on the intervention. The focus groups will be carefully constructed to ensure opinions are shared, so the gender and age of participants will be monitored. Interviews will be conducted with the undergraduate students, school staff, and the ThinkSmart coordinator. The qualitative data gathered from the focus groups and interviews will enable the evaluation to understand the experiences of all stakeholders and the perceived impact of the intervention.

All data collected will be stored in line with university data protection policy. Access to the project data will be restricted as all files will be stored securely in a password-protected file. All data stored will be online and not on personal laptops, so it is backed up. The questionnaire data and observation checklist data will be entered into an Excel spreadsheet. The qualitative data will be transferred from a recording device to a secure online cloud within the university system and transcribed into a

Word document by a research assistant. A software package such as NVivo will be used to analyse the qualitative data.

7. Procedure

In this section you will need to detail the timeframe for each action point of the project, Table 4 provides an example of a high-level project timeline.

Table 4: Project timeline

Timeframe	Action
May-July 2024	<ul style="list-style-type: none"> ● Recruitment of four schools ● Complete trial IPE protocol
September – October 2024	<ul style="list-style-type: none"> ● Recruitment of undergraduate students ● Training the undergraduate students
November 2024 – January 2025	<ul style="list-style-type: none"> ● Deliver ThinkSmart ● Completion of questionnaires and logbooks by the undergraduate students ● Completion of observations
February 2025	<ul style="list-style-type: none"> ● Conduct focus groups and interviews
February – May 2025	<ul style="list-style-type: none"> ● Analyse IPE data collected
June 2025	<ul style="list-style-type: none"> ● Complete final report

8. Analytical strategy

The next step in the protocol template is to describe the analysis methods and outline how you will ensure validity.

For the qualitative data collected, a thematic analysis approach to analyse the data will be used. To inform this analysis approach we will use Braun and Clarke’s (2021) approach to thematic analysis. This approach to thematic analysis consists of six steps: (One) data familiarisation, (Two) generating codes, (Three) generating codes into themes, (Four) reviewing themes, (Five) defining and naming themes, (Six) reporting findings. Familiarising with the data includes repeated cycles of reading to create further insight, then producing codes that represent the meanings and patterns seen in the data. These codes can then be arranged into potential themes, with these themes reviewed to consider if data is supporting them, and whether themes need merging or removing. Each theme is then refined by developing a detailed analysis and providing informative names. The final step of producing the findings includes using quotes and comments from the transcribed data to represent

the analysis. To ensure validity, each team member will complete stages one to three individually, and then as a team we will meet to review stages four and five and collectively decide on the themes in stage six.

Within mixed methods analysis, the analysis of quantitative data to produce descriptive statistics will occur concurrently with generating the initial codes of the qualitative data. The questionnaires use a Likert scale to report a total score of how the undergraduate students feel the delivery of the intervention went, and this is the same approach for the training evaluation form. Therefore, we will report the mean scores for the questionnaires alongside the range of scores and standard deviation. The observation checklist provides an overall score of implementation, this score will then be converted into a percentage to compare delivery across each school setting. These scores will then be used to define whether a school was compliant or not with the intended delivery of ThinkSmart. ThinkSmart is a prescriptive intervention therefore we have calculated what each percentage means in terms of implementation adherence. This may differ for your intervention or programme to be evaluated.

Less than 70% poor implementation adherence

70%- 80% adequate implementation adherence

80%- 90% very good implementation adherence

90% plus- excellent implementation adherence

To ensure validity, the observation checklist will be completed by two people and inter-rater reliability checks will be conducted.

9. Ethical considerations

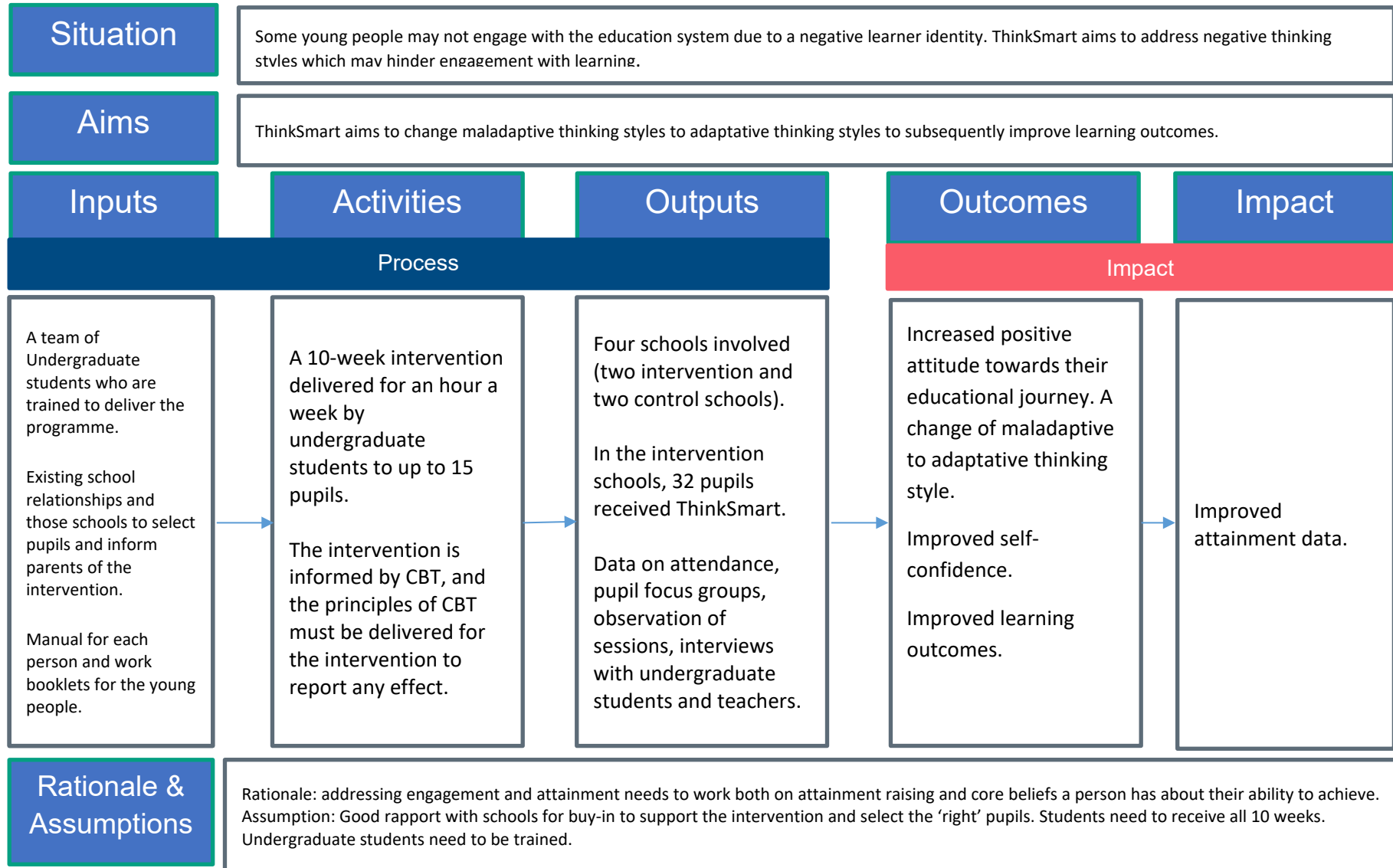
Before the project can commence a favourable ethical opinion will be needed. All participants will need to be provided with a participant information sheet and an opt-in consent form. For the school pupils, parental consent forms will need to be sent home and returned if a parent is happy for their child to participate. The ethical process will document the data management plan, outlining the storage of data and retention policies. All participants will have the right to withdraw until the data is anonymised and archived.

10. References

Braun, V. and Clarke, V., 2021. One size fits all? What counts as quality practice in (reflexive) thematic analysis?. *Qualitative research in psychology*, 18(3), pp.328-352.

Young, J., & Beck, A. T. (1980). *Cognitive Therapy Scale Rating Manual*. Philadelphia: University of Pennsylvania.

Appendix 1: Theory of change model



Appendix 2: Session observation checklist

Ambassadors _____ School _____ Date of
Session _____

Research Rater _____ Date of Rating _____

Independent Rater _____ Date of Rating _____
Session _____

Directions

For each of the sessions, assess the ambassadors on a scale from 0 to 6, and record the rating on the line next to the question. If you think the ambassadors fall between two of the descriptions, select the intervening odd number (1, 3, and 5). For example, if the ambassadors set a very good agenda but did not establish the priorities, assign a rating of 5, then 4 or 6.

If the descriptions for a given question do not seem to apply to the session, you are rating, feel free to disregard them and use the more general scale below:

0	1	2	3	4	5	6
Poor	Barely Adequate	Adequate	Satisfactory	Good	Very Good	Excellent

Questions

Agenda

- 0** Ambassadors did not set an agenda for the session.
- 2** Ambassadors set an agenda, which was vague or incomplete.
- 4** Ambassadors worked with the young people to set a mutual agenda that included specific targets (i.e. completing activity 1).
- 6** Ambassadors worked with the young people to set an appropriate agenda with target problems, suitable for the available time. Established priorities and then followed the agenda.

Topic introduction

- 0** Ambassadors did not introduce the session's topic.
- 2** Ambassadors presented a vague not related to the workbook, unclear introduction to the session's topic.
- 4** Ambassadors clearly articulated most of the points of the session topic introduction from the workbook.
- 6** Ambassadors expressed all points from the session topic in the workbook clearly.

Feedback

- 0** Ambassadors did not ask for feedback to determine the young people's understanding of, or response to, the session.
- 2** Ambassadors elicited some feedback from the young people but did not ask enough questions to be sure the young people understood their line of reasoning during the session or to ascertain whether the young people were satisfied with the session.
- 4** Ambassadors asked enough questions to be sure that the young people understood their line of reasoning throughout the session and to determine the young people's reactions to the session. The mentor adjusted his/her behaviour in response to the feedback, when appropriate.
- 6** Ambassadors were especially adept at eliciting and responding to verbal and non-verbal feedback throughout the session (regularly checking for understanding, and helped summarise main points at the end of the session).

Understanding

- 0** Ambassadors repeatedly failed to understand what the young people explicitly said and thus consistently missed the point. Poor empathic skills.
- 2** Ambassadors were usually able to reflect or rephrase what the young people explicitly said, but repeatedly failed to respond to more subtle communication. Limited ability to listen and empathize.
- 4** Ambassadors generally seemed to grasp the young people's 'internal reality' as reflected by both what they explicitly said and what the young people communicated in more subtle ways. Good ability to listen and empathize.
- 6** Ambassadors seemed to understand the young peoples 'internal reality' thoroughly and were adept at communicating this understanding through appropriate verbal and non-verbal responses to the young people (e.g. the tone of the ambassador's response conveyed a sympathetic understanding of the young peoples 'message'). Excellent listening and empathic skills.

Interpersonal Effectiveness

- 0** Ambassadors had poor interpersonal skills. Seemed hostile, demeaning, or in some other way destructive to the young people.
- 2** Ambassadors did not seem destructive, but had significant interpersonal problems. At times, ambassadors appeared unnecessarily impatient, aloof, and insincere or had difficulty conveying confidence and competence.
- 4** Ambassadors displayed a satisfactory degree of warmth, concern, confidence, genuineness, and professionalism. No significant interpersonal problems.
- 6** Ambassadors displayed optimal levels of warmth, concern, confidence, genuineness, and professionalism, appropriate for the young people in the session.

Collaboration

- 0** Ambassadors did not attempt to set up a collaboration with the young people.
- 2** Ambassadors attempted to collaborate with the young people, but had difficulty either defining a problem that the young people considered important or establishing rapport.
- 4** Ambassadors were able to collaborate with the young people, focus on a problem that both the young people and the ambassadors considered important, and establish rapport.
- 6** Collaboration seemed excellent; ambassadors encouraged the young people as much as possible to take an active role during the session (e.g. by offering choices) so they could function as a 'team'.

Pacing and efficient use of time

- 0** Ambassadors made no attempt to structure the session time. Session seemed aimless.
- 2** Session had some direction, but the ambassadors had significant problems with structuring or pacing (e.g. too little structure, inflexible about structure, too slowly paced, too rapidly paced).
- 4** Ambassadors were reasonably successful at using time efficiently. Ambassadors maintained appropriate control over flow of discussion and pacing.
- 6** Ambassadors used time efficiently by tactfully limiting peripheral and unproductive discussion and by pacing the session as rapidly as was appropriate for the young people.

Application of Cognitive-behavioural techniques (Note: For this item, focus on how skilfully the techniques were applied, not on how appropriate they were for the target problem or whether change actually occurred).

- 0** Ambassadors did not apply any cognitive-behavioural techniques.
- 2** Ambassadors used cognitive-behavioural techniques, but there were significant flaws in the way they were applied.
- 4** Ambassadors applied cognitive-behavioural techniques with moderate skill
- 6** Ambassadors very skilfully and resourcefully employed cognitive-behavioural techniques.

Homework

- 0** Ambassadors did not attempt to incorporate homework into the session.
- 2** Ambassadors had significant difficulties incorporating homework (e.g. did not review previous homework and did not explain the homework in sufficient detail).
- 4** Ambassadors reviewed previous homework and provided sufficient detail to assign the next session's homework.

6 Ambassadors reviewed previous homework and assigned ‘custom tailored’ homework to incorporate the young people's discussions from the session.

Additional Considerations

(a) Did any particular problem arise during the session (e.g. non-adherence to homework, interpersonal issues between the ambassadors and young people).

Yes No

(b) If yes

0 Ambassadors could not deal adequately with the problems that arose.

2 Ambassadors dealt with the problems adequately, but used strategies inconsistent with cognitive therapy.

4 Ambassadors attempted to deal with the problems using a cognitive framework and were moderately skilful in applying techniques.

6 Ambassadors were very skilful at handling the problems using a cognitive therapy framework.

Overall rating and comments

How would you rate the ambassadors overall in this session?

0	1	2	3	4	5	6
Poor	Barely Adequate	Adequate	Satisfactory	Good	Very Good	Excellent

Comments and suggestions for the ambassadors improvement:

Appendix 3: Ambassador training evaluation form

I am interested in your thoughts about the training you have just received. For each statement, tick whether you strongly agree, agree, neutral, disagree and strongly disagree.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Content Delivery					
The goals of the training were clearly defined					
The topics covered were relevant					
The introduction to each session stated the objectives clearly					
There was sufficient opportunity for interactive participation					
The format allowed me to get to know the other participants					
The training was too technical and difficult to understand					
The training experience will be useful in my work					
I got most of my questions answered during the training					
The materials were pitched at the right level					
The materials for the training were helpful					
The schedule for the training provided sufficient time to cover all of the proposed activities					
The handouts provided were helpful					
Facilitator:					
The facilitators were knowledgeable about the topic					
The facilitator was well-prepared for the session					
The facilitator encouraged active participation					

The facilitator answered questions in a complete and clear manner					
The facilitator used a variety of training methods					
General Satisfaction:					
The goals of the training have been met					
I am satisfied with my increased understanding of the topic					
I was satisfied with the variety of training methods used					