Evaluation Hints and Tips

This note is a brief introduction to some of the main themes around research and evaluation by Voluntary, Community and Social Enterprise (VCSE) organisations in the criminal justice system. It has been prepared as part of the 'Improving Your Evidence[1]' project which is being run jointly by Clinks and NPC until March 2014. If you have any comments/questions about the guidance or want to get more involved in the project please email james.noble@thinknpc.org

1) Starting to think about evaluation

What can you gain from evaluation?

There are a number of reasons for evaluating your services - some of the main ones are:

- Learn more about what you do, to refine services and achieve greater impact.
- Help you communicate about your service to all parts of the community (and funders).
- Contribute to the wider evidence base - helping the Sector as a whole become increasingly effective.
- Give staff/volunteers a clearer picture of how their work contributes to overall objectives through a shared understanding of aims and objectives - which can boost morale.
- Give managers, practitioners and users more say in planning and implementing services.

What's the difference between monitoring and evaluation?

Monitoring and evaluation are activities to help you examine how well your services are meeting their objectives. Sometime the terms are used interchangeably but it's important to understand the ways in which they are different. Jargonbusters[2] define them as follows:

- **Monitoring:** Collecting and recording information in a routine and systematic way to check progress against plans, assist with service management and enable evaluation.
- **Evaluation:** Using information from monitoring and elsewhere to judge and understand the performance of an organisation or project.

In other words, monitoring is about *checking* services are being delivered as planned, while evaluation is about *learning* from them and in particular what outcomes and impact have been achieved. Within evaluation, a distinction is sometimes made between:

[1] http://www.clinks.org/support-evaluation-and-effectiveness/improvingyourevidence

[2] http://www.jargonbusters.org.uk/alphabetical-summary-of-terms/

- **Formative evaluation:** Used in the planning stages of services to ensure effective approaches and procedures are used and activities are based on stakeholders needs and good practice.
- **Process evaluation:** Used when services are already underway to examine whether procedures and tasks are being implemented as planned and how intended users are engaging. Process evaluation can be used to refine services as you go.
- **Summative evaluation:** This focusses on services that are underway or completed. It investigates outcomes, both intended and unintended, and asks "Did the program make a difference, to whom and why?**"**

We collect lots of evidence already. Why should we collect more?

You only need to collect more evidence if what you currently collect does not tell you what your impact is or how to improve services. What is important is whether the evidence you collect is meaningful, accurate, and usable. If you collect evidence you do not use or is not meaningful, either find a use for it, change what you collect, or stop collecting it.

What is wrong with just presenting case studies?

Case studies, qualitative research and user stories can be good ways to demonstrate impact. What they do not show, by themselves, is how many people benefit. Another problem with case studies is that everyone knows they can be cherry-picked. Presenting positive case studies without noting how representative they are is not a substitute for evaluation. Combining case studies with quantitative data is NPC's suggested approach to demonstrating impact.

Think about your audience for evaluation

Your evaluation will be more effective if you start with a good understanding of who the audience will be, along with their requirements and the standards of evidence they need. Possible audiences for evaluation might include:

- Yourself and your colleagues, including those who are responsible for developing services and making decisions about budgets.
- Funders, commissioners and prime contractors you work with (or want to work with).
- Service users, their families and other community partners/other organisations who are interested.
- Regional and national organisations, such as local authorities and national government.
- Organisations who are trying to build the evidence base – for example researchers in National Offender Management Service (NOMS) are interested in increasing the role of evidence in guiding policy on offender rehabilitation.

Useful questions for thinking about your audience include:

- What, in particular, do they want to know from your evaluation? Which outcomes or models of service delivery are they interested in hearing about?
- What sources of evidence do they value? What are their views about different approaches? What standards of evidence do they require?
- How would they prefer to receive your evaluation findings? For example, via a report/seminar/online?
- What will they use the findings for?
- How will they respond to findings that show a lack of impact?

How much should I spend on monitoring and evaluation?

There is no simple answer to this. One rule of thumb is that 5-10 per cent of project costs is a reasonable amount to spend. But this is just a guide and there are reasons to spend less/more.

You might want to spend less if:

- Your services are well established and already supported by good evidence. In this case you may only need to ensure you are delivering services according to what is known to work.
- There is little opportunity to improve the impact of your services.

But you might want to spend more on monitoring and evaluation when:

- You are piloting or testing an innovative approach, or trying an approach that has worked in a different setting.
- You are not sure whether your services work, and there is the possibility that they may cause harm.
- Your funders or clients believe that services can be improved, and you need diagnostic evidence to understand what weaknesses may exist.

How can we get funders to pay for monitoring and evaluation?

In our experience funders do not tend to fund monitoring and evaluation - but we believe they should. Any proposals/bids should note the costs for monitoring and evaluation and explain why it is useful. The costs of on-going monitoring should be included in core project costs.

2) Planning your evaluation

Understanding the existing evidence base

Before deciding what and how to evaluate it is important to have a good understanding of what is already known about:

- The population you will be working with (offenders and ex-offenders).
- Interventions that have been tested (what works).
- Good practice in delivering interventions.

Some existing resources to help you with this are;

- NOMS Commissioning intentions: Includes a summary of existing evidence (http://www.justice.gov.uk/downloads/about/noms/commissioning-intentions-2013-14.pdf)
- NOMS Needs and Evidence Tables: More details on what works with specific groups of offenders (http://www.justice.gov.uk/downloads/about/noms/segment-commissioning.pdf)
- Reducing Re-offending: Key Practice Skills (http://www.scotland.gov.uk/Publications/2005/04/21132007/20089)
- Making Rehabilitation Work: American Experience of Rehabilitating Prisoners (http://www.civitas.org.uk/pdf/Rehab.pdf)
- What Works in Reducing Reoffending: A Global Perspective by Friedrich Lösel (http://www.cepprobation.org/uploaded_files/Pres%20STARR%20Cam%2010%20Loesel.pdf)
- What Works to Reduce Reoffending: A Summary of the Evidence (http://www.scotland.gov.uk/Resource/0038/00385880.pdf)

In addition, during Summer 2013 Ministry of Justice (MoJ) will be publishing a review of the evidence base (as outlined in the Transforming Rehabilitation Strategy) and Clinks will be publishing a guide to Desistance Theory.

Of course, there is a much wider evidence base than this, and as part of this project we are looking to compile this to make it more usable. We have collated an online library of links to resources at:

https://delicious.com/improving_evidence

Deciding which services to evaluate

It is neither possible nor desirable to evaluate everything you do. We suggest selecting a relatively small number of services or cases to evaluate and using these findings to develop more general conclusions.

The most obvious approach is to choose a service – or a small number of services – that are typical. Alternatively, you might choose to evaluate an atypical service if you have been experimenting with a different service design. More pragmatic considerations may also play a part - such as staff willingness or capacity to be involved.

Establishing a common language

A useful first step is to establish a common language with your colleagues around evaluation. Our recommended language is shown below, but it is not essential that you adopt the definitions suggested; rather the most important thing is that everyone on the team agrees.

- **Planning:** This is the information you need in advance of designing and running your service. It includes information about your client group and community, and the evidence base for the intervention.
- **Inputs:** The resources a project or organisation needs to carry out the activities.
- **Activities:** A description of a service's key components. An activity is something within your control that you plan to do or aspects of how you chose to design the service.
- **Outputs:** The reality of how the project is delivered. Outputs reflect the quality of delivery and how staff and users engage and respond. They include levels of engagement, attrition and satisfaction.
- **Intermediate outcomes:** These are how you want your service users to be influenced or changed by the service in the short-term. It is useful to think in terms of changes in users' knowledge/skills, attitudes or behaviours. In contrast to outputs, the focus is on longer-term or more enduring change that will lead users towards reduced offending.
- **Impact:** This is social phenomena that you are looking to address in the community as a whole. In this case, desistance from crime and reduced offending is the primary impact we are working towards.

For more discussion/clarification of terminology please go to:

http://www.jargonbusters.org.uk/alphabetical-summary-of-terms/

What should evaluation focus on?

We suggest using a 'theory of change' approach to determine what your evaluation should prioritise. We have prepared a separate note on the approach, with further background available here

www.clinks.org/sites/default/files/TheoryofChangeGuide.pdf

Using the language outlined above, weaker evaluations tend to focus on activities and outputs without showing how these activities link to outcomes. The relationship between outputs and outcomes is complex; good outputs do not always lead to good outcomes. For example, a service could be operating well but failing to achieve outcomes because it does not reflect the needs of service users. Even when evidence shows that a service is well received and outcomes are improving, good impact evaluation will still need to show how they are linked.

Ultimately, evaluations should seek to focus on the question: **in what ways, if any, does what we do (activities) make a difference to the target audience; in the short-term through their interaction with the service (outputs); and in the longer-term in terms of changes in their knowledge, attitudes and behaviours (intermediate outcomes)?** Hence the most important aspect of a good theory of change is whether there is a logical and plausible connection between what you deliver and how users will change.

Helpfully, the link between intermediate outcomes and impact can sometimes be safely assumed or shown by other research. For example, an intermediate outcome for a service could be to 'reduce alcohol abuse' amongst ex-offenders. If you can demonstrate that you have achieved this, you do not necessarily need to show that this is linked to reoffending because this link is already well established, both by academic research and by professional experience.

The following further principles will be useful to bear in mind when thinking about your evaluation plans

1) **Keep it simple!** – The time and resource spent on evaluation should not detract from delivery and should focus on the few important elements that you want to examine.

2) **Aim to contribute to the evidence base** – Findings from evaluations are valuable because they inform the overall evidence base about "what works". Practitioner-led evaluations are unlikely to be as extensive as independently commissioned evaluations – but collectively can provide a significant body of evidence about delivery and impact in different contexts. For this reason you should always aim to publish and actively disseminate your findings from the outset.

3) **Sample** – It is better to evaluate a few cases or projects thoroughly, and generalise from these than to try to evaluate everything.

4) **Focus on how users benefit** – define and evaluate the intermediate outcomes you want for users as well as the final outcome or impact in the wider community.

5) **Be objective** – Evaluation is not intended to justify services or initiatives. An objective analysis of a project's strengths and weaknesses will have more credibility and be more effective at convincing managers and funders.

6) **Use different evidence sources** – It's likely that you already collect or hold significant amounts evidence and data. Take stock of what you already know before deciding on new data collection. All data sources are potentially relevant and are more powerful when combined together (for example the value of case studies is enhanced when supported by survey data).

7) **Not proof but a persuasive case –** Proving the impact of social interventions is difficult and is usually beyond the reach of practitioner-led evaluations[3]. Use the information you can collect to outline a case, but be clear about the limitations of your evidence.

Commissioning an external evaluator

If you are looking to commission evaluation services you should pick an evaluator in a similar way that you would pick a builder to work on your home. Here are some tips:

[3] Although the Justice Data Lab does offer one way to achieve this (see below)

- Find out if they are involved in membership bodies such as the Social Research Association or the UK Evaluation Society, do they participate in the evaluation sector by presenting at conferences/writing papers?
- Review their website or writing materials to see if they know about your subject area and appropriate evaluation approaches and tools are and when they should be used. Ask them what tools they would use and why and challenge anything you do not understand or that appear inconsistent.
- Good evaluators are reluctant to promise anything they cannot deliver and defend. Check that they have the resources to deliver and ask if what you would like done is feasible, and how confident they feel in being able to answer your evaluation questions.
- Ask for references.

Ethical issues

All research and evaluation has the potential to raise ethical concerns. This is likely to be even more of a concern when working with offenders and their families, as they tend to be vulnerable, with a range of needs and risks. The key question to ask yourself is whether there is any way in which your planned research will have an effect on the lives of participants. This includes how they might interpret a request to take part in the research and the implications of the questions you ask.

There is a range of guidance to help you think through these issues. Section 5 of the document below from MoJ provides a summary of the key issues:

http://www.justice.gov.uk/downloads/offenders/psipso/psi-2010/psi_2010_41_research_applications.doc

For more general guidance, this document from the Social Research Association is a helpful introduction.

http://the-sra.org.uk/wp-content/uploads/ethics03.pdf

A related issue is **data protection**. Any information you hold about individuals that can identify them is regarded as 'personal data' which is accorded the highest level of security under the data protection act. The Act gives individuals rights, and imposes obligations on those hold personal information to be open about how that information is used. A useful summary of these obligations is here.

http://www.ico.org.uk/for_organisations/data_protection/the_guide/key_definitions

It's likely you are already familiar with these issues through your day-to-day operations, but it's important to consider them in relation to any planned evaluation. Aside from ensuring your information is secure, a useful tip is to anonymise data and store it separately. For example a dataset with survey responses or qualitative data should not include any personal details or other information that could be used to identify individuals. A unique reference number can be used to enable you to link datasets at a later point - if needed.

3) Collecting evidence

General advice

Staff and stakeholders, partners and service users are all valuable sources of evidence. Good practice is to combine as many sources of evidence together to test your theory of change (a process referred to as 'triangulation'). You will need to decide; whether to talk to people individually or in groups; how to make sure you get a good cross-section of participants; and how to involve people *who would not normally volunteer to be consulted.*

Different approaches will work for different groups. Remember, the quality of the data will depend on the degree to which people are prepared to co-operate with you. It is therefore a good idea to briefly explain to participants why you need the data, what you intend to do with it, and ask them if they would like to be informed about your findings. Make sure any requests for information are reasonable, clearly presented and well thought-out. The best way to check this is to recruit one or two 'guinea pigs' and see how long it takes for them (or you) to gather the information needed. What may look like a simple questionnaire on paper may prove difficult or confusing.

Quantitative and qualitative evidence

Quantitative research will help you determine whether change has taken place; qualitative research will help you understand why and how. The table below lists possible methods under each heading. In selecting a method you should be guided by what you need to find out.

Sources of qualitative evidence	Sources of quantitative evidence
• User comments and informal feedback • Case studies/anecdotal evidence • Interviews • Local media stories • Focus groups • Staff observations/assessment • Stakeholders' views	• Questionnaires completed by service users, staff, volunteers etc. • Attendance logs and other basic data • Information about costs and resources used • Existing data/statistics (e.g. reoffending rates, local crime statistics) • Event/activity evaluations (e.g. 'happy sheets')

Getting the most out of qualitative research such as interviews and focus group discussions

The following are tips to consider when designing and running qualitative research:

- Use a discussion guide to remind you of the issues that you need to cover. This will also ensure a degree of consistency when research is being carried out by more than one person.
- Start with general questions; move on to the specifics later.
- Be clear about your objectives and firm in keeping discussions on track. But don't be too controlling either, as long as the discussion is relevant, let it take its own course.

- Make detailed notes as soon as you finish, you will remember much more.
- In group discussions, getting everyone in the group to introduce themselves at the start of the session is a good ice-breaker, even when people already know each other and work together.
- Create a relaxed, friendly, comfortable environment.
- Save one or two key questions until the end to conclude the discussion. By then, ideas and opinions should be flowing freely.

Tips for designing questionnaires

The following are tips to consider when designing and running quantitative research:

- Have a good introductory section or letter that explains the aims of the exercise, how the data will be used and states the closing date.
- Questionnaires don't suit complex issues – use qualitative techniques instead.
- Use mainly 'tick box' questions, with at most two or three 'free text' questions where people can write what they want – text questions can be burdensome to answer, but even more to process.
- Keep it simple. Avoid complex scales, models or question techniques.
- Work hard to increase response rates. If someone does not complete a questionnaire, send it out again.

Developing indicators and baselines

At least some of your evidence sources should be quantitative, and this means thinking about what your indicators and baselines will be.

An indicator is a way of measuring. Essentially, it is a proxy for the thing you are interested in. For example indicators of the strength of family relationships might be the time people spend with each other and the number of instances where conflict is reported. Obviously there are potential problems with both these examples: indicators rarely, if ever, fully capture the thing there are measuring. However, the key is to have indicators which are broadly legitimate and sensible.

The questions below may help you develop indicators. A useful exercise is to think about what you would be able to do if you collected these indicators and there was a strong result in one direction or another – if you can't see how you would use the data then it's likely you are not looking at the relevant indicator. Useful questions for developing indicators are:

- What is the evidence source? (e.g. Survey, attendance log)
- What is the particular question you need to ask of this evidence?
- What will this actually measure?
- What is the desired level of change – or what would we consider a significant level of change in the indicator?

The Fiscal Policy Studies Institute[4] provides three further useful considerations when picking indicators:

- Proxy power – is the measure a good indicator of the outcome and does it potentially measure other outcomes?
- Communication power – is the measure easily understood and powerful to the expected audience?
- Data power – is the data obtainable in a timely and accurate way?

A **baseline** builds on the indicators you have selected, giving you a starting point against which you can measure your progress. Getting a baseline usually means using existing data about the people you work with or collecting information before you start working with them.

Should I do a Randomised Control Trial (RCT)?

Randomised Control Trials (RCTs) are regarded as the strongest forms of evidence available. The basic approach involves randomly assigning service users to 'treatment' groups who receive a service and 'control groups' who do not: with the difference in outcomes representing the impact of the service. The results can be very convincing, so RCTs are a form of evaluation that many should aspire to. But there are circumstances where they are not appropriate[5]:

- It's often not feasible to conduct RCTs. At the very least you will need a large number of potential users and a way of effectively randomly allocating people to the different groups.
- RCTs often raise ethical concerns because it involves denying someone a service.
- You may not be able to control the services that the 'control group' receive from other providers - which may make the comparison illegitimate.
- If your service represents only a small part of a wider package of support then you are unlikely to be able to see impact through an RCT design.
- It may require money and resources to do well

Despite these problems it still may be possible for you to conduct an RCT or something similar. One obvious example is the **Justice Data Lab**, which uses statistics to mimic the RCT approach (see our briefing on this here). As part of the Improving your evidence project we will also be looking to prepare some guidance on conducting RCTs. If you are interested in conducting an RCT or think you have some potential to do so then please get in touch with us for support.

Should I do an SROI or cost-benefit analysis?

[4] http://www.resultsaccountability.com/

[5] A more in-depth discussion of these issues is available here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190984/Magenta_Book_quality_in_policy_impact_evaluation__QPIE_.pdf

Like RCTs Social Return on Investment (SROI) or cost-benefit analyses are useful approaches which attempt to assess the value of services in monetary terms. See NPC's paper on the differences between SROI and cost-benefit analyses.

http://www.thinknpc.org/?attachment_id=814&post-parent=5175

However, before you commit to this approach you should consider the following points

- To conduct these approaches you need to be able to value all the outcomes of your work in financial terms — which may be challenging.
- These approaches need to be based on a theory of change and good impact data. Hence all the approaches described in this document need to be conducted before SROI/cost-benefit analysis should be considered.

4) Writing-up findings

Report structure

Having run your service, collected and assessed the evidence, concluded your service has (or has not) had an impact and you're now ready to write up your findings into a final report. This section briefly outlines a suggested format for evaluation reports, with recommended content and prompts for each section.

The key sections of your evaluation report should include:

- **Summary:** A 1-page high level overview telling the story of your evaluation and conclusions.
- **Background:** The context for the service, it's history and what it is trying to achieve.
- **Methodology:** A description of the research methods used, including technical details such as the sampling approach and response rates.
- **Findings:** The main content of your report focusing on the theory of change, detailing the key evidence against each stage and describing how – if at all – your service has made a difference.
- **Conclusions:** Summarises the impact the service has made.
- **Appendices:** An in-depth review of your evidence collection methodology, evaluation process and highlighting actual evidence sources.
- **References and resources:** lists any other sources of information you drew upon for your evaluation.

Impartiality

If your evaluation is going to be believed you will need to show your readers/stakeholders that you have been impartial in:

- Designing your research (the theory of change will help with this).
- Collecting evidence (this will derive from the quality of your evidence collection and triangulation of a wide range of data/evidence sources).

- Analysing evidence (this comes from the quality and rigour of your write-up, in particular a full description of your methods employed and the inclusion of relevant data in your appendices).

A useful technique for achieving and demonstrating objectivity is to start with a 'null hypothesis'. This means assuming that there is no relationship between variables; so, for instance, that the service being evaluated has had no effect on the desired outcomes and impacts. If you start from this position and then use your evidence to demonstrate how and why the null hypothesis can be rejected (i.e. because the service has worked), you should find it easier to persuade readers that you have taken an impartial approach.

Another important principle is to engage and be honest about failure. Although it may be difficult, learning from things that have not worked is the best way to improve services. Furthermore if we are not sure if a service will work it is better to implement it on a small scale and learn quickly so that the impact and cost of failure is minimised.

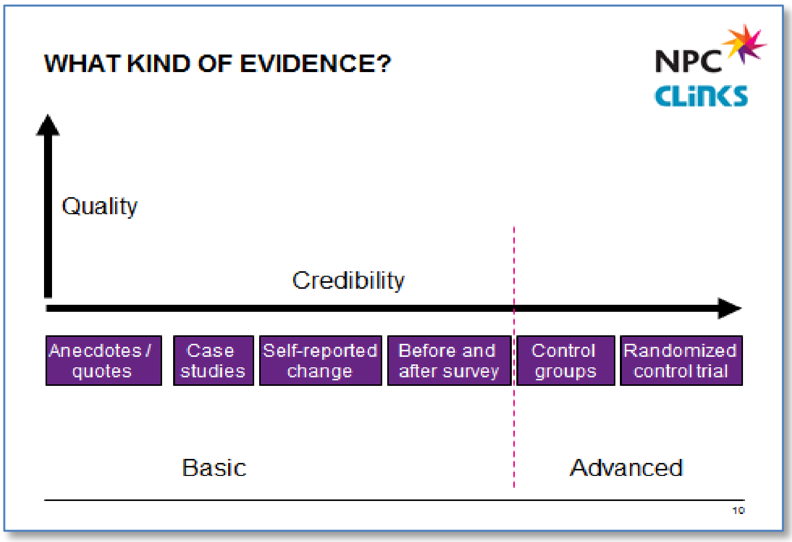
Appendix: Standards of evidence

There are different views on how strong a charity's evidence should be, and the value that it creates.

Academics and social researchers concerned with finding "truth" and "knowledge" typically want 'proof' that a charity helps its beneficiaries. Governments require good, but not necessarily perfect, evidence to justify their spending of taxpayers' money. Practitioners are typically persuaded by what they see in their work and may be sceptical of evaluations that find no or little impact. Activists and social entrepreneurs who want to bring about change may be happy with weak evidence if the ideas seem sound. And donors have a wide range of views on what evidence they require before they part with their money.

None of these perspectives are inherently wrong. What is important is that the level of evidence:

- Is proportionate to the amount of money involved and the risk of doing harm as well as good. A low-budget programme that, at worst, could do little harm to its participants does not need the same level of evidence of a costly intervention that could do a lot of damage to people.
- Fits with the development of the theory of change. An innovative programme that is being tested does not need the same level of evidence that a mature programme should have. A number of organisations have sought to clarify this debate by outlining standards for different types of evidence[6]. Broadly, we summarise these in the chart below. In this, the validity of different evidence sources increases from left to right, whilst independently of this, the quality of reliability increases from bottom to top. This reflects the point that all methodologies can be implemented well or badly, including both case studies and randomised control trials



[6] A good discussion of different standards of evidence is available here http://www.nesta.org.uk/library/documents/A4UEprovocationpaper2.pdf

Perhaps the most commonly cited scale of evidence in criminal justice is the Maryland Scale of Scientific Methods (https://www.ncjrs.gov/pdffiles/171676.PDF). This is a 5 point scale from Level 1 (lowest) to Level 5 (highest) for classifying the strength of methodologies used in 'what works' studies. Level 1 is correlation between a crime prevention programme and a measure of crime or crime risk factors at a single point in time. Level 5 is random assignment and analysis of comparable units to the programme and comparison groups. Level 3 (a comparison between two or more comparable units of analysis, one with and one without the programme) is deemed to be the minimum level to draw conclusions about effectiveness.

Project ORACLE is a London based project looking to improve the use of evidence by organisations working with young people. They have defined standards with five levels of evidence. Level 1 (entry level) requires a sound theory of change or logic model with clear plans for evaluation and level 5 is the highest, requiring a 'system-ready' intervention that has been subject to multiple independent replication evaluations and cost-benefit analysis. Oracle's self-assessment is carried out by the provider themselves using a practitioner guidebook; the organisation then submits evidence to justify its self-assessment at a given level. Oracle staff validate the level and work with the provider to agree a detailed action plan.

http://www.project-oracle.com/self_assessment

The highest levels in the scales above are achieved through sophisticated and expensive evaluation designs which are usually not possible. Often, VCSE organisations are only able to conduct qualitative research – this can still be very valuable. A range of quality principles apply when conducting qualitative research. These have been documented by social researchers within Government, and are available here.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190986/Magenta_Book_quality_in_qualitative_evaluation__QQE_.pdf

Finally, although not a set of evidence standards as such, a specific system for accrediting programmes in criminal justice was devised by the Correctional Services Accreditation Panel who help the Ministry of Justice and NOMS develop and implement offender behaviour programmes. Its main work is to use an evidence based approach to accredit programmes that have been designed to reduce re-offending. They have found that, while meta-analytic reviews did not suggest that there is any single, outstanding approach, the broad principles associated with effective interventions include:

- **A research evidence based model of change:** There must be an explicit model to explain how the programme is intended to bring about relevant change in offenders. Its rationale must be explicit and supported by evidence.
- **Selection of Offenders:** A clear specification of the types of offender for whom the programme is intended, and the methods used to select them.
- **Targeting a Range of Dynamic Risk and Protective Factors:** A range of dynamic risk factors known to be associated with re-offending must be addressed in an integrated manner within the programme.

- **Effective Methods:** There must be evidence to show that the treatment methods used are likely to have an impact on the targeted dynamic risk factors.
- **Skills Orientated:** The programme must facilitate the learning of skills that will assist participants in avoiding criminal activities and facilitate their involvement in legitimate pursuits.
- **Sequencing, Intensity and Duration:** The amount of treatment provided must be linked to the needs of programme participants, with the introduction of different treatment components timed so that they complement each other.
- **Engagement and Motivation:** The programme must be structured to maximise the engagement of participants and to sustain their motivation throughout.
- **Continuity of Programmes and Services:** There must be clear links between the programme and the overall management of the offender, both during a prison sentence and in the context of community supervision.
- **Maintaining Integrity:** There must be provision to monitor how well the programme functions, and a system to modify aspects of it that are not performing as expected.
- **On-going evaluation:** There must be provision to evaluate the efficacy of the programme.