

Evaluation of the Most Significant Change approach to decision making

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Executive Summary

Most Significant Change (MSC) is an approach that involves the gathering of stories about changes in people's lives - stories that highlight a change for a person, why it mattered to them and what made it possible. The stories are then discussed by those involved in policy making and policy implementation to consider the implications for the planning and delivery of a service or activity.

This report presents the findings from the MSC Pilot Project. The aim of the pilot was to explore how MSC could support a reflective, relational, and evidence-informed approach to understanding change in community based interventions. The Project was undertaken in the period from April 2024 and March 2025 as part of Pembrokeshire's Strengthening Communities Programme. and funded by the Regional Integration Fund.

The Project trained thirty-seven people from participating organisations to be story gatherers. The training was undertaken by the MSC Coordinator over three sessions. Participant evaluations of the training sessions were largely positive, with most participants feeling they were able to contribute and felt confident in being able to gather stories. Key elements to consider for future training include more focus on practical elements of story gathering and a broader range of organisations involved in the Project.

Each participating organisation was asked to identify stories of change from people who had been supported by a Pembrokeshire-based project or service within the Strengthening Communities Programme. These individuals (the 'storytellers') were then paired with a story gatherer from a different organisation to reduce bias and encourage cross-organisational learning. Although only eight stories of change were gathered during the Project, they provided rich insights; future phases may benefit from a larger and more varied sample.

Written transcripts of the stories were shared with three Learning Panels which comprised frontline practitioners, strategic leads, and Public Services Board (PSB) members. The Learning Panels discussed the stories and reflected on the themes and values of their content, and the implications of the stories for action. The stories revealed consistent themes: the value of community connection, the importance of peer and family support, the role of confidence and identity, and the power of small-scale, human-centred interventions. Participants described the process as deeply engaging, insightful, and emotionally resonant.

The evaluation found that MSC strengthened Panel members understanding of community-led outcomes and helped shift thinking about what matters in service design and delivery. It encouraged deeper listening, cross-sector learning, and more holistic approaches to wellbeing. Participants also identified MSC as a powerful tool for organisational learning, not just evaluation, supporting reflection and cultural change.

However, the Project also highlighted challenges to be addressed if the MSC approach was to be rolled out. These included time and capacity constraints, the emotional toll of story collection, and the need for clearer processes, communication, and feedback loops. Participants emphasised the importance of follow-up, action, and ongoing investment to ensure MSC has lasting impact.

Overall, the Project demonstrated that MSC offers potential to support responsive, collaborative, and person-centred approaches to supporting individual and community wellbeing in Pembrokeshire. It can bring depth and nuance to traditional forms of evidence and helps to situate lived experience at the heart of learning and decision-making. The report concludes with practical recommendations to inform a further phase of the Project in 2025 - 2026, focusing on resourcing, coordination, accessibility, and embedding MSC across systems.

1. Introduction

1.1 Background and context

Evidence from public health and wellbeing research shows that people's lives are shaped not just by access to services, but also by broader determinants of health - including relationships, community connections, and local opportunities (WHO, 2008; Public Health Wales, 2020).

In Pembrokeshire, the voluntary and third sectors play a vital role in supporting wellbeing by delivering a wide range of community-led services. These organisations work closely with public bodies and local networks to create more joined-up, preventative, and responsive systems of support for individuals and communities across the County.

This collaborative approach is central to the Strengthening Communities Programme, a strategic commitment and key initiative of Pembrokeshire's Well-being Plan, led by the Pembrokeshire PSB. The PSB brings together local authorities, health services, the voluntary sector, and other public bodies to improve wellbeing across the county - its mission is to empower and enable local communities to be more active, resourceful, sustainable, and creatively engaged in shaping their own future.

The Strengthening Communities Programme aims to focus on co-producing solutions to immediate challenges while laying the foundations for a long-term infrastructure that supports population wellbeing. Much of this work takes place in the space between formal services and everyday life, through connection, trust, early support, and local leadership. Whilst services have a role to play in supporting the wellbeing of people, community-led organisations are often central to providing crucial support alongside statutory provision. However, the impact of these efforts is not always visible in traditional datasets and can be hard to capture. Conventional evaluation methods often overlook the complexity, nuance, and lived experience that underpin what really makes a difference. This gap could weaken the case for early intervention and preventative approaches.

To explore how change is experienced at a personal and community level, the MSC Project was launched as a one-year pilot. Using the MSC method, the Project seeks to capture stories from individuals who have been supported by interventions, either community focused projects or services that align with the priorities of the Strengthening Communities Programme.

Funded through the Regional Integration Fund in 2024-2025, the Project builds on earlier MSC collaborations in Pembrokeshire (including work with Swansea University) and explores new ways of working based on shared purpose, partnership, and the ambitions of the Strengthening Communities Programme. Subsequent funding for 2025 - 2026 will enable the Project to continue and to be developed further.

1.2 Project aim and objectives

The aim of the Project is to assess the effectiveness of the MSC approach in supporting strategic and operational decision-making within the PSB. It also seeks to develop a structured MSC process to strengthen reflective learning at both organisational and service delivery levels within the Strengthening Communities Programme. The objectives of the Project are to:

Project design

- Coproduce the Project in partnership to ensure that it aligns with local needs and priorities.
- Identify domains of change for the Project that reflect the Strengthening Communities Programme.

- Ensure MSC stories are representative of the diverse projects within the Strengthening Communities Programme.

Capacity building and process

- Develop a training model that builds capacity and capability across the Programme to collect, understand and use stories.
- Establish a system of MSC panels to support structured reflection and discussion.
- Pilot the development of case studies at PSB level to enhance the strategic value of stories.

Learning and impact

- Improve understanding of community-led outcomes across the Strengthening Communities Programme.
- Explore how MSC supports learning at individual and organisational levels.
- Consider how MSC can inform policy and operational decisions within the PSB and partner organisations.
- Enhance collaboration between statutory and non-statutory partners through shared reflection and learning.

1.3 Partnership approach

The Project sits within the broader structure of the Strengthening Communities Programme, which is led collaboratively through three tiers of governance: the Public Services Board (Gold level), the Strengthening Communities Strategic Group (Silver level), and the Operational Group (Bronze level). The structure and strategic priorities of the Strengthening Communities Programme are outlined in *Figure 1*.

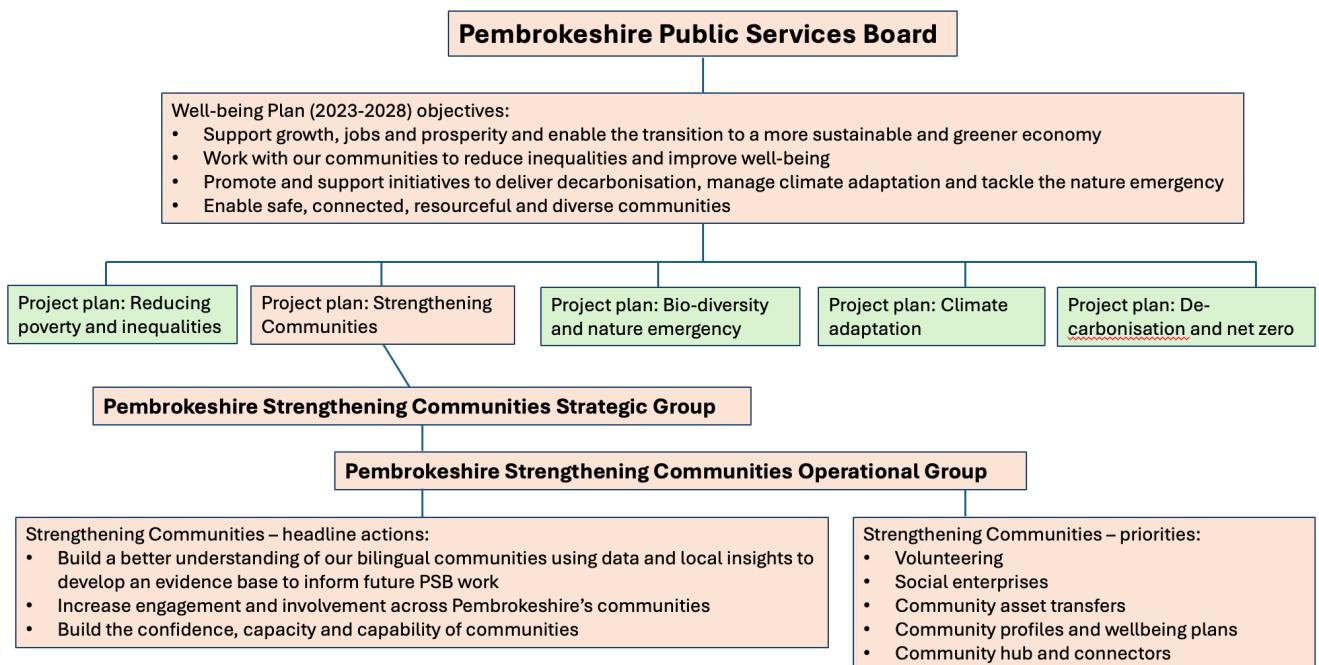


Figure 1 Structure of Pembrokeeshire Strengthening Communities Programme

The Project is led by Together for Change and delivered through a co-produced approach rooted in reflective practice. An Advisory Group comprising members from the Strengthening Communities Strategic and Operational Groups is actively involved in shaping, testing, and learning from the MSC process.

1.4 Project timeline

This evaluation covers the first year of the Project in its pilot year, which ran from April 2024 to March 2025.

2. Project Description

2.1 Overview of the MSC method

The MSC method is a qualitative, participatory approach to evaluation that centres on collecting and discussing real-life stories of change. It is particularly valuable in complex or evolving contexts where traditional metrics may not capture the full picture. Rather than seeking representative outcomes, MSC focuses on illuminating changes that participants in the activity being evaluated themselves perceive as most meaningful (Davies, Dart, 2005).

At the outset, specific 'domains of change' are defined to guide both story collection and analysis. Participants in the activity are then invited to share personal accounts that highlight pivotal or transformative experiences. These stories help reveal what people value and how they interpret the effects of a programme in their own terms.

A distinctive feature of MSC is the deliberative selection process in which learning panels read and discuss the stories. The aim of the process is to draw out multiple perspectives on impact, success, and learning.

By surfacing both intended and unintended outcomes, MSC can support deeper understanding of the social, relational, and contextual factors that shape change. When embedded within a broader evaluation or learning strategy, and combined with other methods, it can offer rich insights into how and why change happens.

2.2 Pembrokeshire MSC Project activities

The Project focused on designing and delivering story-based learning activities within the Strengthening Communities Programme. This included training local practitioners, facilitating story collection, and convening reflection panels. The key activities are set out in *Figure 2*.

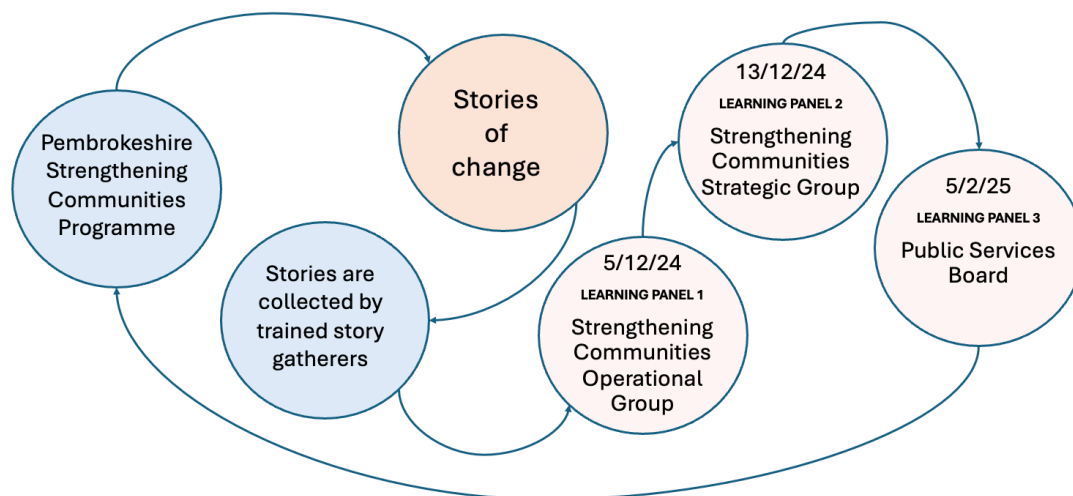


Figure 2 Key activities of Project

- *Training and capacity Building*

Story gatherer training was delivered by the MSC Coordinator, in collaboration with Nick Andrews (DEEP, Swansea University), with support from PCC. Story gatherers were individuals recruited from member organisations of the Strengthening Communities Programme.

Two open training sessions were held at Pembrokeshire Archives on 1st May and 17th June 2024. These sessions introduced the principles and purpose of the MSC method and provided participants with opportunities to practise and build confidence.

In response to demand, a tailored follow-up session was delivered to the PAVS team at Haverhub on 10th January 2025. This was requested by the PAVS Strengthening Communities Manager, as several PAVS staff had been unable to attend the earlier sessions. The session was revised and condensed, focusing more closely on the practical elements of story gathering in response to feedback from the first two training sessions.

Following their initial interviews, story gatherers were invited to attend one-to-one mentoring sessions with the MSC Coordinator for guidance and reflection.

- *Story collection and panels*

Each participating organisation was asked to identify stories of change from people who had been supported by a Pembrokeshire-based project or service within the Strengthening Communities Programme. These individuals (the 'storytellers') were then paired with a story gatherer from a different organisation to reduce bias and encourage cross-organisational learning.

The coordination of the matching process was carried out by a designated Coordinator based in PCC, who also managed permissions, consents, and the story database.

Between May and October 2024, eight stories were collected using a structured template (see appendix 1). These stories were gathered through the cross-organisational pairings described above.

Three facilitated Learning Panels were held to discuss and reflect on the stories, aligned with the three tiers of the PSB governance structure: Gold (strategic), Silver (operational), and Bronze (delivery). The panels served as opportunities to explore how the stories reflected the impact of policies and funding decisions, and to identify patterns and learning across the Programme.

Ongoing reflective practice, combined with this evaluation, will inform and strengthen the design of future story gathering and learning activities.

Stage	Date	Description of activity
1: Planning	Apr 2024	Developed Project Plan with Advisory Group; established four domains of change; designed story collection training, materials, permissions, promotional graphics; promoted to networks
2: Training	May – Jun 2024	Delivered 2 story gathering training sessions at Haverfordwest Archives
3: Story collection	July – Dec 2024	Stories collected by story gatherers
4: Mentorship	July – Dec 2024	Provided mentorship and conducted follow-up interviews with story gatherers

5: Training	Sept 2024	Delivered MSC story gatherer training to PAVS team
6: Learning Panel 1	Dec 2024	Learning Panel 1 (Strengthening Communities Operational Group) held to discuss all stories and select 6 stories to be reviewed at Learning Panel 2.
7: Learning Panel 2	Dec 2024	Learning Panel 2 (Strengthening Communities Strategic Group) held, 6 stories reviewed and 4 selected to be developed further as case study, with supporting information
8: Case Study Development	Jan 2025	4 stories developed, with supporting information about context, nature of project, how project funded and for how long
9: Learning Panel 3	Jan 2025	Learning Panel 3 (PSB) – 4 story case studies shared
10: Evaluation	Mar – May 2025	Conducted summative evaluation, interviews with panel members, story gatherers, review of documentation

Table 1 Stages of the Project

2.3 Domains of change

Four areas, or 'domains' of change were discussed and agreed by the Project Advisory Group. These domains were identified to align with the focus and aims of the Stronger Communities policy and the work funded by the RIF Strengthening Communities programme. The four domains provide a structure for analysing the determinants of wellbeing the stories relate to:

1. Community assets, services and resources: local services, buildings, parks, and other resources that help improve people's lives.
2. Community engagement: people taking part in community activities, volunteering, and having a say in decisions that affect them.
3. Social connections and networks: the wider social ties and relationships that people have in their community. It includes how people support each other, share resources, and work together to improve their wellbeing.
4. Fair and inclusive opportunities: ensuring everyone can participate fully in community life, and that barriers faced by marginalised or underrepresented groups are recognised and addressed.

3. Evaluation design and methods

3.1 Purpose

The purpose of this evaluation is to assess how effectively the Project supported reflective learning and decision making across the Strengthening Communities Programme. It explores whether MSC has helped to:

- Build capacity to collect and use stories meaningfully
- Strengthen individual and organisational learning
- Inform policy and service decisions with the PSB strengthening Communities priority

The evaluation is also designed to support continual improvement through a set of recommendations to shape the next phase of the Project.

3.2 Evaluation framework and questions

The evaluation is guided by four core questions, which are mapped to the Project's objectives across the areas of design, capacity building, and learning and impact. These are set out in the table below:

Evaluation question	Related objective	What was measured
1. Was the Project coproduced and aligned with local needs?	Coproduce the Project; align with local needs	Co-design approach, stakeholder involvement, relevance to local priorities
2. Were the MSC stories representative of the Project's domains of change and the diversity of the Strengthening Communities Programme?	Identify domains of change; ensure representation	Distribution of stories, alignment to domains, diversity of voices and themes
3. Did the training build capacity to collect and use stories?	Develop a training model that builds capacity	Participant confidence, practical application, peer learning
4. Did the Learning Panels support structured reflection, learning and collaboration for panel participants?	Establish panel system; enhance collaboration	Quality of panel discussions, perceived value, cross-sector learning

Table 2 Evaluation framework and questions

3.3 Data collection methods

Methods used include:

- Project documentation review: training materials, promotional content, MSC templates, story pamphlets, and meeting minutes (PSCOG, Strengthening Communities Strategic Group).
- Training evaluation: participant feedback after MSC training sessions (see appendix 2 and appendix 3)
- Story collection and analysis: review of number and distribution of stories and analysis of content against the Project domains.
- Interviews: semi-structured interviews with story gatherers and Learning Panel members to explore experience and learning (see appendix 4 and appendix 5)
- Panel analysis: review of themes emerging from Learning Panels (1, 2, 3), with comparison across levels.
- Partner reflection: notes and observations from reflective practice sessions with PSB partners.

3.4 Sampling and participants

Documents reviewed:

- Planning and evaluation documents: project and evaluation plans

- Training and promotional materials: templates, slides, leaflets, story pamphlets (bilingual)
- Governance records: minutes of MSC planning, PSCOG, and Strengthening Communities Strategic Group meetings

Interviews conducted:

- MSC story gatherers: Fleur Buck, Damian Golden, Mandy Lawrence, Joseph Rollings
- Learning Panel members from the three tiers of PSB governance: Rhian Bennett, Sophie Buckley, Rachel Gibby, Michael Gray, Chris Harrison, Philip Kloer, Neil Prior
- Additional interviewee: Nick Andrews

3.5 Data analysis

All interviews with story gatherers were held in person and manually recorded. Interviews with panel members were recorded on Microsoft Teams, transcribed, and analysed using manual thematic analysis. Panel 1 was recorded manually, data was typed up and analysed using the steps below. Panels 2 and 3 were held on Microsoft Teams, with audio and Teams Chat recorded. The Microsoft Teams Chat was analysed using the steps below.

The steps for the thematic analysis included:

1. Familiarisation – reading and noting patterns
2. Coding – applying codes to segments of text relevant to evaluation questions
3. Theme development – clustering codes into broader themes
4. Interpretation – connecting themes back to evaluation objectives

AI software was used to support data organisation and coding.

3.6 Limitations

- Interviews were conducted with a small group, so findings may not represent all perspectives across those involved.
- Some key individuals, including those that shared their story were unavailable for interview, limiting the range of insights gathered.
- As a qualitative approach, findings reflect individual perspectives, which may be influenced by personal or contextual factors.
- Findings are specific to this project and may not be generalisable to other communities or other projects.

Efforts were made to triangulate findings through multiple data sources and perspectives.

3.7 Ethics and governance

Ethical guidelines were followed to ensure informed consent, transparency, and voluntary participation. Participants could choose whether and how their contributions were shared. Reflections used in reporting were anonymised unless explicit permission was given.

4 Findings

4.1 Was the Project co-produced and aligned with local needs?

The Project was coproduced by Together for Change and members of the Advisory Group. Regular meetings of the Pembrokeshire Strengthening Communities Operational Group and a partnership approach to the Project ensured there was opportunity for reflection, adaptation and collaboration throughout the Project. This ongoing involvement allowed for continuous input and adjustment, making sure the Project was closely aligned with local needs and priorities. Building on the established MSC work in Pembrokeshire meant the Project connected directly with local wellbeing strategies and community-led plans. This co-productive approach within a well-established partnership framework helped secure strong buy-in and ensured the Project remained relevant.

All materials were produced bilingually.

4.2 Were the MSC stories representative of the Project's domains of change and the diversity of the Strengthening Communities Programme?

Stories for the Project were collected by pairing a 'story gatherer' with a 'story teller' from a different organisation. A central coordinator within PCC acted as the main point of contact, managing the database, permissions and consents. This approach was designed to encourage cross-organisational understanding and minimise bias that can arise when stories are gathered internally. Between May and October 2024, eight stories were collected using this method.

The stories were shared and discussed at three Learning panels (see appendix 6 for story codes and titles). The MSC Coordinator facilitated the panels.

Learning Panel	Date	Stories shared	Format of Panel
1 - Pembrokeshire Strengthening Communities Operational Group	5/12/24	1, 2, 3, 4, 5, 6, 7, 8	In person, Haverfordwest Archives
2 - Pembrokeshire Strengthening Communities Strategic Group	13/12/24	1, 3, 4, 5, 6, 7,	Online - Teams
3 - Pembrokeshire PSB	15/1/25	1, 3, 5, 7	Online – Teams

Table 3 Learning Panel outline

At each Learning Panel, the facilitator asked for a participant to read each story aloud. After the story had been read, participants were asked two questions in turn:

- What makes the story significant?
- What enabled the change to happen?

At the PSB Learning Panel, participants were also asked a third question:

- What does this mean for your organisation?

The following section sets out the themes and enablers of change for each of the stories that were discussed at each of the Learning Panels. This is followed by a discussion of how these themes and enablers relate to the predefined domains of change.

4.2.1 *Learning Panel 1 – Pembrokeshire Strengthening Communities Operational Group*

The Panel heard and explored eight stories. The stories were shared in the form in which they had been received, without editing. Stories were uniform in the way that they were gathered but were not the same in the way they were written up by the story gatherer. The main differences were the use of different tenses (first person, third person), length of story, how the list of changes was written up (some as a long narrative, some as bullet points).

Story title	Themes explored	What enabled the change
Gaining an independence	Connection, friendship, independence, self-belief, volunteering, purpose, recognition	Long-term project, supportive people, continuity since 2015, neurodiversity support
Regaining independence	Starting from deficit, independence, lack of voice, holistic support, project impact	SPF funding, whole-person approach
Being heard	Peer support, being listened to, barriers to support	Listening Deputy Head, parent engagement scheme
Big man's adventure	Emotional challenges, COVID impact, family support, pride, crisis point	Continuity, sharing learning, support workers
Belonging – 40+ years to get there	Crisis, multi-agency support, neurodiversity, belonging, employment, strengths-based, ripple effect	Collaboration, community services, holistic and family involvement
Finding my voice	Friendship, confidence, purpose, peer support, long-term progress	Group support, strength-based language, sustained effort
Employee volunteering scheme enables engagement	Volunteering, mental health, engagement, wellbeing activities	Flexible work scheme, employer support
Age Cymru Case Study	The story was submitted as a case study of a person who had been supported by Age Cymru. It was not written as a story of change. The panel felt that due to the format of the story, it was not possible to explore the themes and enablers of change.	

Table 4 Learning Panel 1 - Story title, themes and enablers of change

Six stories were chosen by the Panel to be presented at the Strengthening Communities Strategic Group. Stories were chosen to reflect a range of different activities and projects.

4.2.2 *Learning Panel 2 – Pembrokeshire Strengthening Communities Strategic Group*

The Panel heard and explored six stories. Stories were edited to provide more uniformity of length and tense.

Story title	Themes explored	What enabled the change
Being heard	Isolation, shame, family-wide impact, kindness, vulnerability, community	Approachable teachers, deputy head's support, peer support, whole school culture of listening and kindness
Belonging – 40+ years to get there	Mental health, neurodivergence, crisis, friendship, employment, self-worth	PPF encouragement, inter-agency collaboration, peer friendships, support interventions
Big man's adventure	Family interdependence, communication, routine, care quality, family support	Continuity of care, supported employment programme, relational care workers, family mutual support
Employee scheme enables engagement	Volunteering, personal wellbeing, flexibility, motivation	Employer volunteering scheme, flexible volunteering opportunities, motivated individuals, positive contribution
Finding my voice	Confidence, leadership, pride, independence, friendship, purpose	Project support, key people (Nadine, Lee), family and peer encouragement, YVFC connections
Gaining independence	Independence, confidence, pride, friendship, personal growth	YVFC project, support workers, transport project, key worker Shanaghan, preventative services awareness

Table 5 Learning Panel 2 - Story title, themes and enablers of change

The Panel chose four stories to be developed as case studies to be shared at the PSB Learning Panel.

4.2.3 Learning Panel 3 – Pembrokeshire PSB

The Panel heard and explored four stories, each with supporting information about the story to provide a 'case study'. The information included: project or service title the story related to; the duration of the project or service; how the project or service was funded and for how long; the objectives of the project or service.

Story title	Themes explored	What enabled change
Being heard	Isolation, shame, family impact, kindness, vulnerability, community, parent-teacher relationship	Approachable teachers, deputy head's proactive support, peer support, empathetic listening, communication
40+ Years to get there	Mental health, homelessness, trauma, social isolation, friendship, connection, purpose	Listening, community service access, non-medical support culture, multi-agency working, small funding
Employee scheme enables engagement	Volunteering, wellbeing, motivation, workplace flexibility, employer support	Supportive workplaces, employer flexibility, structured accessible volunteering schemes
Gaining independence	Confidence, leadership, participation, personal growth, overcoming barriers	Skilled key workers, individual determination, listening culture, small targeted funding, strong leadership

Table 6 Learning Panel 3 - Story title, themes and enablers of change

Participants on the Panel were then asked, 'What does this mean for your organisation?' Comments were analysed for key themes and summarised. A summary of the themes with sample comments is provided below (for all comments see appendix 7).

Improved listening and engagement were a key priority for many participants. Many of the comments highlighted the critical need for organisations to deepen their listening and engagement practices to ensure that people feel truly heard and involved: *"We need to listen more"; "Pausing to listen, not something we do in this busy world"*

Early intervention and prevention emerged as key priorities, with a clear emphasis on the value of early support for individuals before crises develop. This in turn was linked to how this could reduce pressure on clinical services or the need for emergency support at a later stage: *"More preventative work needed... catalyse these connections/multi-agency working"; "How can we collectively support more of these sort of programmes - a more social model of health & well-being"*.

Stronger partnerships and collaboration across agencies and sectors was also perceived as essential to provide holistic, community-based support. Many felt that the stories celebrated the power of working together, especially across sectors. There was a recognition that community based, third sector services are not only effective, but can be transformational for people, and the need for increased awareness and more adequate resources: *"Increased awareness, identify routes to support services, wider partnership knowledge"; "We need to replicate this kind of provision - it is transformational for individuals"*

A shift in organisational mindset to embrace more opportunities for learning was mentioned by several participants. Comments noted the need for a fundamental culture shift in public services, including humility, learning from lived experience and recognising the strength of community led provision in supporting the health and wellbeing of people: *"Letting go and assuming we have all the answers"; "Don't assume what someone needs/values"; "We need a fundamental mindset shift in public services"*. A willingness to act on learning was seen as key.

Many also felt that developing innovative approaches to measurement and evidence was an integral part of the learning and adaptation that was noted. Several members urged a broader understanding of impact and advocated for credible, mixed method approaches that considered qualitative stories alongside data to strengthen the case for continued investment: *"Need to work out how to use a different form of measurement credibly attracts funding"; "Important to gather these stories and not solely rely on numbers to justify spend"*.

4.2.4 Analysis of themes across the four domains of change

The themes and enablers identified by the three Learning Panels were mapped against the four domains of change established at the beginning of the Project: community assets; social connections and networks; and fair and inclusive opportunities. This analysis revealed the interconnected nature of these domains, with most stories relating to at least three, if not all four domains.

Many stories emphasised the value of community-led initiatives, peer support, volunteering, and sustained involvement. They highlighted how active participation and feeling engaged not only build individual confidence and purpose, but also enhance wellbeing, for both the person telling the story and those involved in it.

Social connections and networks featured strongly across all stories. The importance of friendships, trust and collaborative relationships was evident, with community support, informal networks, and family involvement frequently underpinning the individual's journey towards the change described. A strong sense of belonging often emerged, serving as a foundation in people's lives.

Relational elements such as peer support, family involvement, employer-supported volunteering, and trusted key workers underscore the vital role of human relationships in fostering wellbeing and achieving positive outcomes.

These findings reinforce the idea that social capital – the networks, trust and connections within a community, is a key determinant of wellbeing. The stories suggest that when individuals feel heard, supported, and connected, they gain a sense of belonging and confidence that enables them to live well and contribute positively to their wider communities.

4.3 Did the training build capacity to collect and use stories?

4.3.1 Story gatherer training sessions

Three training sessions were delivered. The breakdown of participants is set out in the table below.

Session	Date	No. of participants	Organisations attended	No. of feedback forms completed
1	1/5/24	12	HDUHB, PACTO, PAVS, PCC, Natural Resources Wales	4
2	17/6/24	14	AgeCymru, PAVS, PCC	11
PAVS	10/1/25	11	PAVS	11

Table 7 Overview of story gatherer training sessions

Participants were asked to complete a feedback form at the end of each training session. For Session 1 and 2, an online SmartSurvey evaluation form was created. A paper copy of the questions was also shared with participants. The focus of the evaluation was on the quality of the experience and facilitation in the workshop. Four hard copies were completed from session 1 and eleven for session 2. No online forms were completed.

For the PAVS session, an amended evaluation form was created to better reflect the experience of the participants, most of whom had previously been involved in gathering MSC stories in Pembrokeshire.

- Participant feedback from Session 1 and Session 2

Participant's prior experience of MSC

	Session 1	Session 2	Total
No experience	0	7	7
Some knowledge or understanding	3	4	7
Previously attended MSC training	1	0	1

Table 8 Participants prior experience of MSC

- *Reflections on workshop experience. (Scale: 1 = Not a lot; 5 = A great deal)*

	1	2	3	4	5
I felt safe and comfortable taking part			1	4	10
I could make connections between the discussion and my life or work				5	10
I felt involved and able to contribute as and when I wanted		1		2	12
I felt the workshop was meaningful and had a clear purpose		1		2	12
I felt valued and listened to		1		2	12
Total		3		15	56

Table 9 Reflections on workshop

- *Would you recommend this workshop?*

Session 1: all 4 respondents said 'yes'. Sample comments:

- *"ffordd wych o gasglu gwybodaeth a well stori cyflawn na elli ro ddal men ytadegyn" (trans: "a great way to gather information and a more complete story than can be gathered in a statistics")*
- *"It would be advantageous to link with others in health"*
- *"Enjoyed thoroughly. Thank you"*

Session 2: 10 said yes, 1 did not answer. Sample comments:

- *"Positive and interesting making you more aware of others"*
- *"Very strongly agree"*

- *Were the materials helpful?*

All participants said 'yes' the materials were helpful.

Participant comments included:

- *"They were very good, excellent"*
- *"I think more examples would be helpful. Also it would be great to have more organisations involved (it was a bit PCC heavy)"*

- *Additional feedback*

Session 1:

- *"Diolch"*
- *"I have really enjoyed the training and look forward to being part of the ongoing project"*
- *"Excellent resource"*

Session 2:

- *"A very useful session that should give practitioners the confidence to go out and gather stories"*
- *"Maybe some more practice gathering stories"*
- *"I thought it was really useful. I have some colleagues who were unable to attend but I hope that can come if you did it again"*
- *"Welcoming and relaxed. great to have an opportunity to reflect. Look forward to implementing"*

The feedback from training sessions 1 and 2 was largely positive, with the majority of participants feeling they were able to contribute within the workshop and felt confident

in being able to gather stories. Key elements to consider for future training include more focus on practical elements of story gathering and a broader range of organisations involved in the Project. In response to the feedback for opportunities to practice story gathering, the PAVS Workshop was adapted to provide more space for practice and questions.

- *Participant feedback from PAVS MSC story gathering workshop*

Feedback was collected from eleven participants through a short post-session survey. The responses indicate the workshop was well received and effective in building confidence and understanding of the MSC approach.

- *Overall experience of the session*

Participants were asked to rate the session (Excellent / Good / Poor / Very poor).

- 8 participants rated it 'Excellent'
- participants rated it 'Good'
- None rated it Poor or Very Poor

All respondents provided a comment. Themes included the clarity of the session, the engaging facilitation, and the relevance of MSC to their work. Sample comments:

- *"Reignited my passion for MSC."*
- *"Jessie made it interesting... a chance to ask some questions I have previously not asked."*
- *"It clarified the process... helped me realise I can approach it."*
- *"An excellent refresh."*

- *Most useful or enjoyable aspect of the session*

All participants mentioned practising story gathering as the most valuable part. This suggests that experiential learning was particularly effective.

Illustrative responses:

- *"The exercise of doing the storytelling and gathering."*
- *"Practice story gathering, and the analogies to explain the importance of MSC."*
- *"Story gathering and detailing how less positive changes can be included."*

- *Suggestions for improvement*

6 participants said 'No' improvements were needed.

No other suggestions were recorded.

- *Confidence using MSC after the session*

All 11 participants said they now felt confident using the MSC approach.

- *Further comments*

Final remarks were brief but positive. Several participants simply wrote *"Thank you"* or commented that they had *"enjoyed the training"*.

4.3.2 *Story gatherer interviews*

Story gatherers were invited to participate in a 1-1 conversation with the MSC Coordinator after collecting their first story. The purpose of the conversation was to explore how the story gatherer felt about collecting a story and to evaluate the training and to understand any enablers and barriers (see appendix 6 for the questions). Four interviews with participants who had gathered a story between May and October 2024. The interviews were transcribed and analysed for key themes. The findings are set out below:

- *Training built awareness and understanding of MSC*

Most participants were unfamiliar with the MSC method prior to the training, but responded positively to its relevance and value. As one person put it, *"I'd never heard of MSC but it sounded interesting,"* while another described it as *"Something different, refreshing and nice."* A few had some prior awareness, mainly through links with PCC

The structure and content of the training were generally well received. Participants appreciated the step-by-step approach and opportunities for discussion, though some felt the experience could have been strengthened by including more practical exercises.

- **Experiential learning**

A clear theme was the value of experiential learning in building participants' confidence and competence. Several identified as kinaesthetic learners and appreciated the hands-on approach. One reflected, *"I learn by doing – content was useful"*. Others noted how the role-play exercises supported their listening skills and real-world application. Engaging directly in story collection helped participants connect more deeply with the individuals they worked with and with the purpose of their work. One person commented that it *"Helped me understand the person more... realise how hard the support workers work,"* while another described a moment of *"Deep empathy rather than a short burst."*

- **Understanding method and process**

For people to feel confident about gathering a story, an understanding of the method was important alongside clarity of roles and connections. Having a point of contact was seen as essential - *"Personal contact was really important!"*, while others reported confusion about process and responsibilities: *"Didn't know who to send the story to."*

Practical tools, such as the story template and use of audio recorders, were also appreciated. These were seen as useful in capturing depth that might otherwise be missed: *"The recorder picked up things that didn't come out in conversation."*

- **Strong positive emotional impact of story collection**

Story collection was often described as a powerful and emotional experience. Many participants found it meaningful and rewarding. This emotional resonance appeared to strengthen the sense of purpose and reminded participants of the human element at the core of their work: *"It's the person that connects."*

- **Barriers included time, confidence, and clarity**

Despite the benefits, a number of practical and emotional barriers were identified. Time was a major factor, with some needing to work outside normal hours to collect or transcribe stories: *"It took hours and hours to transcribe."* Others mentioned confidence issues or the importance of cultural and linguistic alignment — such as wanting a Welsh-speaking connector for a particular story. One participant noted they *"Didn't like doing my own story... wanted it to be another connector."*

- **Desire for ongoing support, community and reflection**

There was a strong appetite for continued support beyond the initial training. Participants suggested regular online check-ins or community calls to share learning and support each other, such as *"Teams calls every month - develop a community of story gatherers."*

For some, the reflective nature of MSC had also led to personal growth. As one person shared, *"Have never been reflective before... learning about self a little bit more."* Others spoke of developing awareness around listening, body language, and their evolving role as a researcher.

- **MSC is supporting a shift in changing organisational culture and practice**

There are indicators that MSC is shifting how organisations think about evidence and impact. Several participants noted a move away from purely quantitative

reporting: “Previously, no stories in reports – just metrics and numbers” and “wow we’ve got a story in it... a really great way to show change.” Others reflected on how this method could help embed a new culture where stories are seen as central to understanding change.

4.4 Did the Learning Panels support structured reflection, learning and collaboration for participants?

Semi structured interviews were held with eight Learning Panel participants representing the three tiers of the panel. These interviews focused on participant’s experience of engaging with the panels, particularly in relation to: community led outcomes; policy and operational decision making; collaboration and partnership; MSC as a tool for learning. Participants also reflected on the method and process itself. Thematic findings are outlined below.

- Understanding of community led outcomes

Many participants already held a strong belief in the value of community-led outcomes prior to taking part. However, the Learning Panel experience reinforced and deepened these beliefs, often in emotionally resonant ways. Rather than changing their conceptual understanding, the storytelling process helped surface the lived complexity behind community-led work. Participants described how hearing MSC stories helped move beyond transactional views of service delivery (‘professional A refers to organisation B’), instead illuminating the relational, often transformative, nature of small-scale interventions. One participant shared: *“It wasn’t always just a specific service that brought the outcome around... there’s just so much more to it... the stories brought home to me the importance of investing in community-led initiatives.”*

For some, the process also strengthened their ability to advocate for community-led work, grounding familiar ideas in tangible experience: *“I think we all know it’s the right thing to do. But to get that buy-in from partners... it needs more than a conceptual model.”*

Recurring insights included the underestimated power of modest investments in local organisations, the role of confidence and identity, and the limitations of system-led assumptions. The story of the VC Gallery stood out to many, revealing how social connection and belonging can matter more than formal services: *“If we’re investing in these organisations... they should be first. The third sector shouldn’t be contacted after social services - they should be the first port of call.”*

Others spoke of how the stories challenged assumptions, particularly the notion of communities as passive recipients. One participant highlighted: *“The assumption is that people will take, not give... but people can be part of the solution too.”*

- Policy and operational decision making

While still early days in terms of informing policy change, participants agreed that MSC is already shaping thinking and influencing practice. The process deepened understanding of impact and highlighted the importance of reflection: *“Gathering a case study or a quote doesn’t necessarily pinpoint the most important part of the intervention in the way MSC does.”*; *“It’s definitely changed the way that practitioners are looking at the impact of the work that they do around prevention and early intervention.”*

Several noted the stories’ cumulative influence on strategic thinking, even without clear policy shifts: *“These stories have probably influenced some of my recent thinking around how we need to reconfigure the front end of adult services.”* The stories also helped centre people’s experiences in strategic development: *“It made me rethink the person at the end of the story... whilst they went on a project for one thing, they came out with something totally different.”*

"What is the importance to the people on the ground? What are they actually telling us?"

Participants saw potential for MSC to inform organisational priorities in the future, especially if patterns begin to emerge: *"If there ends up being a pattern of stories that clearly shows a need for change... I'm completely open to being led by the data."*

However, there were also warnings. Without follow-through, there's a risk that the learning could be lost: *"We're on a journey... it feels like we're stepping our toe in the water."; "People might go away and do nothing."*

The need to learn from failure was also highlighted: *"I think people are frightened that if they say something didn't work, we'd cancel it altogether... but we can learn just as much from what didn't work as what did."*

Some saw potential for MSC to become a routine part of decision-making but this would require leadership: *"You'd like to see leaders take it back into their organisations, not just leave it as something the PSB are doing over there."*

- **Collaboration and partnership**

The MSC process reinforced the importance of collaboration and created a sense of shared purpose across sectors. As one participant noted: *"It reminded us why it's important to think about strengthening communities in partnership."*

For many, the panels offered a 'safe space' for reflection, particularly valued by those in operational or delivery-focused roles: *"We're often focused on delivery and improvement – this gave us space to reflect."; "It felt like a safe and respectful space where it was okay to be emotional about the stories."*

Several highlighted the value of reconnecting with their values: *"Being reminded of why we do what we do... and what in our system is making a difference and what maybe isn't."* Stories from groups not directly funded by the PSB were especially powerful: *"We wouldn't necessarily hear about the impact of groups like the VC Gallery or Age Cymru unless they reported directly to us."*

However, some noted limitations in reach and system-wide integration: *"The PSB is a relatively small bunch of individuals... there's a whole group of other officers who haven't been exposed to this."; "It shouldn't feel like a niche evaluation tool."* There were also concerns about lack of feedback loops: *"The presence of the PSB doesn't seem that tangible... just feels a bit too distant."*

Participants were hopeful about expanding the approach: *"We probably need more stories from other organisations so they can build confidence and relate to it more."; "It's got real potential across the RPB... but it has to be more than a one-off story; it needs to be part of a change cycle."*

- **MSC as a tool for learning**

"Stories in principle are to improve, not prove. They're there for learning"

Participants saw strong potential for MSC to embed learning within systems and services, if cultural and structural support is in place. There was consensus that stories must be treated as tools for learning, not only evidence of success: *"It's not just about evaluating. It's a tool for critical reflection, adaptive management, quality assurance – and convening."*

The process was seen as valuable for deeper listening and cross-sectoral learning: *"It's a rare thing for us to sit and talk about what really matters... this process makes space for that.";*

"What I liked was hearing different people's reasons for significance. It opened my eyes to things I hadn't thought about."

Participants emphasised that MSC should complement, not replace, other methods: *“It’s not trying to replace your dominant methodology... it’s a complementary tool.”* There was appetite for using stories in formal reporting, such as to Welsh Government due to their ability to communicate impact beyond metrics. Tools like the Social Value Engine were suggested to support this.

- Reflections on process and future use

Participants valued the way MSC worked across different levels, from frontline delivery to strategic boards, helping connect lived experience with system-level thinking: *“This is the first time I’ve seen something that links the lived experience directly to what’s on the PSB agenda.”*

However, they also reflected on practical challenges, including clarifying purpose, streamlining the model, and improving accessibility. There was discussion about using a two-tier panel model rather than three, as many individuals sat on multiple tiers.

The idea of pre-reading stories split opinion. Some valued the opportunity to reflect beforehand: *“It gave me time to read and reread... when I’m listening, I tend to write and miss bits.”* Others preferred reading together in the room. Participants agreed flexibility is key, depending on context and purpose.

A recurring theme was the central role of the story gatherer: *“If that element isn’t right, you’ve got nothing to look at... no stories, no learning.”* Support, training and peer learning were suggested to improve this role.

Participants also raised issues around permissions, materials, and communication: *“People kept asking for leaflets and information to help them tell their stories... there was still demand for more accessible materials.”*

Many suggested holding reflective feedback sessions after each round to consolidate learning and improve story collection: *“Story gathering is a skill - listening deeply and capturing the essence takes effort... we may need to recruit and train people with those talents.”*

Finally, participants emphasised the need for longer-term investment and clear leadership: *“We fall into the summative evaluation trap... and we forget to build in evaluation resource. If we don’t invest, we just revert to type.”*; *“We need someone who can articulate how this fits into a wider framework - someone with confidence and credibility. That’s what will build the system’s confidence too.”*

4.5 Cost effectiveness and resource implications

This section provides a brief value-for-money assessment of the MSC pilot phase, considering time, cost, and capacity.

4.5.1 Time and resource commitment

The MSC approach was delivered over a one-year period (April 2024 – March 2025), with a total budget of £15,600 provided through RIF funding. The work was co-delivered by a shared partnership between TFC and PCC with responsibilities and capacity split between both organisations. This allowed for flexible and adaptive delivery, but constrained capacity at times. Additional time and resource would have enabled a wider reach and deeper engagement, including more stories, more follow-up with storytellers, and broader involvement in the panel process.

4.5.2 Unexpected costs or savings

One of the most significant unaccounted contributions was the pro bono time offered by partners and facilitators, particularly during reflective practice sessions and story panel facilitation. This voluntary commitment reflects a strong sense of belief in the value of the work but is unlikely to be sustainable in the longer term without dedicated support.

4.5.3 *Implications for scaling and sustainability*

Feedback from partners suggests that scaling the MSC approach would require additional and more consistent resource, including coordination, training, and administrative support. In particular, sustaining the quality of story collection, translation, analysis, and facilitation would not be possible without a larger delivery team or greater mainstream buy-in. However, the pilot has demonstrated that meaningful insight can be generated within a modest budget with the right infrastructure and support.

4.5.4 *Early insights into value*

While it is too early to draw conclusions about the long-term return on investment, initial reflections indicate value in terms of influence and learning. Partners reported deeper understanding of community strengths and new forms of dialogue that may not have been possible through traditional consultation or reporting mechanisms. Several partners have expressed interest in further exploring how MSC insights might shape programme design or PSB-level decisions. Capturing this impact systematically would require follow-up evaluation in future phases.

5 Conclusion

This evaluation demonstrates that, although still in its early stages, the MSC approach offers valuable and distinctive insights into community-led outcomes for Pembrokeshire's Strengthening Communities Programme. The Project has helped surface what matters most to individuals and communities and highlighted the wider conditions that enable or hinder change.

The Project successfully gathered eight stories of change and used these to prompt shared learning across three tiers of cross-sector Learning Panels. Those interviewed, both Learning Panel participants and story gatherers described how the process reinforced their understanding of the importance of relationships, trust, identity, and belonging, elements that are often missing or undervalued in formal evaluation frameworks. For many, MSC shifted the tone of discussion away from outputs and towards deeper, more human reflections on impact. The process of sharing MSC stories at panel level prompted a new way of listening and learning, encouraged honest discussion and helped connect operational realities with strategic thinking. The process was described as emotionally powerful and thought-provoking, helping participants to see beyond transactional service models and towards a more relational foundation for thinking about wellbeing.

The Project also surfaced important challenges. Story gathering is skilled and emotionally demanding work that requires proper support, training, and protected time. Participants emphasised the need for clearer feedback loops, greater consistency in the methodology, and better communication about how stories are used in decision-making. Many also noted the cultural and systemic tensions MSC brings to light. These include the gap between what communities value as evidence and what institutions typically measure.

Despite these challenges, the evaluation shows that MSC has the potential to become a powerful tool for both individual and organisational learning. It can contribute to more collaborative, reflective, and responsive services if the approach is adequately supported and embedded. The findings also highlight the need for dedicated resourcing, clearer structures, and a long-term commitment to using stories not just as evidence, but as a foundation for decision-making.

MSC should not be seen as a replacement for traditional evaluation, but as a complementary approach that brings depth and a human perspective to understanding change. When implemented with care, time and intention, it offers a way to bridge lived experience and system-level learning. In doing so the approach has the potential to

create space for honest discussion and reflection, stronger collaboration, and ultimately, more meaningful outcomes for people and communities in Pembrokeshire.

6 Recommendations for 2025 – 2026

The following recommendations have been identified to inform the Project in 2025-2026.

1. Acknowledge the time needed to build trust in the MSC method by creating dedicated space to reflect on the process and ask questions.
2. Set realistic expectations and recognise that MSC is a long term approach that requires commitment and time to build relationships. Communicate this clearly and honestly.
3. Support the people who are collecting and sharing stories because the work can be tiring and emotionally challenging. Provide not only training but also protected time, peer support and recognition for those involved in story collection and facilitation.
4. Prioritise hands-on, practice-based training that builds confidence in story gathering. Design training sessions that go beyond theory to focus on how they can be applied - including listening skills, framing open questions, and navigating consent and ethics. Use role play, examples, and reflection to help people prepare for the emotional and relational aspects of the work. Revisit and adapt training based on feedback and experience.
5. Establish clear dimensions for story collection that align with the agreed domains of change, and ensure space is made for capturing less positive or challenging stories. These dimensions should be regularly reviewed and refined as the project evolves.
6. Make MSC more accessible and easier for people to take part by offering flexible ways to be involved and contribute – such as shortlisting stories or creating summaries.
7. Clarify that MSC is a complementary method and can support learning but is not a replacement for other forms of evaluation. Recognise that it can bring depth and lived experience to existing data and decision making processes.
8. Ensure strong feedback loops throughout the MSC process and make sure that story tellers, story gatherers and panel members all hear about what actions or next steps have been taken. Ensure there is a follow up conversation to show how stories are being used, what decisions they're informing and what changes (if any) are happening as a result.
9. Share stories more widely by finding ethical and creative ways for the stories to be heard, beyond the panels. Use them in ways that make lived experience visible and influential.
10. Recognise and accommodate the tensions in the process – between accountability and learning, or system needs and personal stories. Explore these challenges to help shape the Project.
11. Ensure the process is adequately resourced with time, people and funding for all stages of the MSC approach, from collecting stories to using them to support learning. View MSC as a tool that contributes to a cultural shift in ways of working rather than a fixed evaluation tool.

References

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World Health Organization. (2008). *Closing the gap in a generation: Health equity through action on the social determinants of health.* Final report of the Commission on Social Determinants of Health. Geneva: WHO.

Appendices

Appendix 1 – Story of change template

Name of Story Gatherer	
Age and gender of storyteller	
Title of - Project / Activity / Service	

Part 1 Background of the storyteller

Background of the story teller – <i>(such as where they live, how old they are)</i>		
Consent to share story <i>(describe who and where the story might be shared before asking the person)</i>	YES	NO
Details of consent <i>(such as being anonymous)</i>		
Signature of storyteller		

Part 2: Individual reflection for storytellers:

Ask the story teller to 'Close your eyes and think about the following question

Question 1 - Over the past six months, what good or bad changes to your well-being have come about as a result of?

It might be a story about:

- A change for you – such as the way you feel, or the way you do things
- A change for someone else – such as the way they feel, or they do things
- A change in the way something happens at work
- Something else

Part 3: The changes

List of changes (good or bad) <i>(write these as short bullet points, about 3 or 4)</i>
1. 2. 3. 4.

Which of these changes is most significant to storyteller and why <i>(pick one of the changes from the list just made)</i>
The change: Why:
What it was like before the change
What it is like now
What happened to make the changes come about?
A snappy title for the story <i>(ask the storyteller to think of a title)</i>

Appendix 2 - Evaluation questions training sessions 1 and 2

1. Beth yw eich profiad o'r Newid Mwyaf Arwyddocaol (MSC) cyn hyfforddiant heddiw? :: What is your experience of Most Significant Change (MSC) before today's training?

- ☐ Nid oes gennyf brofiad o MSC :: I have no experience of MSC
- ☐ Mae gennyf ychydig o ddealltwriaeth am MSC :: I have a little understanding of MSC
- ☐ Mae gennyf ryw faint o wybodaeth am beth yw MSC :: I have some knowledge of what MSC is
- ☐ Rydw i wedi bod ar hyfforddiant MSC yn flaenorol :: I have previously been on MSC training

Sylwadau :: Comments:

2. I ba raddau fyddwch chi'n cytuno â'r datganiadau canlynol, 1 yn 'Ddim llawer' ac 5 yn 'Llawer iawn (Os gwelwch yn dda cilchwch y rhif) :: To what extent would you agree with the following statements? 1 is 'Not a lot' and 5 is 'A great deal' (*Participants were asked to circle, or tick the number*

- a. Roeddwn i'n teimlo'n ddiogel ac yn gyfforddus yn cymryd rhan :: I felt safe and comfortable taking part 1 2 3 4 5
- b. Gallwn i wneud cysylltiadau rhwng yr hyn a drafodwyd a fy mywyd neu waith :: I could make connections between what was discussed and my life or work 1 2 3 4 5
- c. Roeddwn i'n teimlo'n rhan o'r broses ac yn gallu cyfrannu fel roeddwn i'n dymuno :: I felt involved and able to contribute as and when I wanted 1 2 3 4 5
- d. Roeddwn i'n teimlo bod y gweithdy yn ystyrlon ac yn cynnwys pwrpas clir :: I felt the workshop was meaningful and had a clear purpose 1 2 3 4 5
- e. Roeddwn i'n teimlo'n cael fy ngwerthfawrogi ac yn cael fy nghlywed :: I felt valued and listened to 1 2 3 4 5

3. A wnewch chi argymhell y gweithdy hwn i eraill sydd â diddordeb mewn Newid Mwyaf Sylweddol? :: Would you recommend this workshop to others interested in Most Significant Change?

- ☐ Byddwn :: Yes
- ☐ Na fyddwn :: No
- ☐ Efallai :: Maybe
- ☐ Ddim yn siŵr :: Not sure

Sylwadau :: Comments:

4. A oedd y deunyddiau a'r adnoddau a ddarparwyd yn ddefnyddiol wrth ddeall y dull Casglu Stori Newid Mwyaf Sylweddol? :: Were the materials and resources provided helpful in understanding the Most Significant Change Story Gathering approach?

- ☐ Oedd :: Yes
- ☐ Nag oedd :: No
- ☐ Yn rhannol :: Partly
- ☐ Ddim yn siŵr :: Not sure

Sylwadau :: Comments:

5. Rhowch unrhyw adborth arall am y gweithdy yn y blwch isod os gwelwch yn dda :: Please provide any other feedback about the workshop in the box below

Appendix 3 - Evaluation questions PAVS Training

Adborth: Newid Mwyaf Pwysig / Feedback: Most Significant Change

1. Sut wnaethoch chi ffeindio'r sesiwn heddiw? / How did you find today's session?

- ☐ Ardderchog / Excellent
- ☐ Da / Good
- ☐ Iawn / Okay
- ☐ Gellid bod yn well / Could be better

Pam? / Why?

2. Pa ran o'r sesiwn wnaethoch chi ei fwynhau fwyaf? / What part of the session did you enjoy the most?

3. Oes unrhyw welliannau y byddech chi'n eu hawgrymu? / Are there any improvements you would suggest?

4. A ydych chi'n teimlo'n fwy hyderus wrth ddefnyddio'r dull Newid Mwyaf Pwysig? / Do you feel more confident using the Most Significant Change approach?

- ☐ Ydw / Yes
- ☐ Ychydig / A little
- ☐ Nac ydw / No

5. Unrhyw sylwadau pellach? / Any further comments?

Appendix 4 - Story gatherer interview schedule

1. Background

- How did you hear about the MSC (Most Significant Change) work?
- What brought you to the training?

2. Training

- What did you think of the training content?
- How did you find the format and length of the session?
- Was the location suitable?

3. Operations

- How did you find the communication and logistics leading up to the session?
- Were the materials and resources useful and accessible?

4. Story gathering

- How did you identify which story to gather?
- How did it feel to gather the story?
- Roughly how long did it take you?
- Would you be interested in gathering more stories in future?

5. Learning for the project

- What helped or enabled you to take part and gather a story?
- What barriers or challenges did you face?

Appendix 5 - Learning Panel member interview schedule

Understanding of community-led outcomes

- After participating in the MSC panel, how has your understanding of community-led outcomes changed, if at all?
- Did any particular story or theme challenge your assumptions or reveal something new about community priorities?

Policy and operational decision-making

- Can you describe any ways the stories shared through MSC have influenced your thinking about policy or operational decisions?
- Do you feel the MSC process provides evidence that is useful for shaping priorities within the PSB or your own organisation? Why or why not?
- Have you taken (or do you plan to take) any action as a result of what you heard during the panel?

Collaboration and partnership

- Did the MSC panel help you reflect on current or new opportunities for collaboration with other organisations or sectors?
- How, if at all, did the process contribute to a stronger sense of shared purpose among statutory and non-statutory partners?
- Do you think the MSC process strengthens relationships across the PSB and its wider network? Why or why not?

Learning – individual and organisational

- What personal learning or insight did you gain from the MSC panel?
- How could the MSC method be better used to support organisational learning across the PSB and partners?

Decision-making impact

- Do you see the MSC method as a valuable tool for capturing impact in complex or long-term programmes? Why or why not?

Reflections and future use

- Would you recommend continuing to use the MSC method in the future? If so, in what ways could it be improved or expanded?
- Any other thoughts?

Appendix 6 - Story gatherer codes

1	Gaining an independence
2	Regaining independence
3	Being heard
4	Big man's adventure
5	Belonging – 40+ years to get there
6	Finding my voice
7	Employee scheme enables engagement
8	Age Cymru Case Study

Appendix 7 - What does this mean for your organisation?

Theme	Comments
Listening and engagement	<i>"We need to listen more"</i> <i>"Opportunity to change and improve services"</i> <i>"Example of how to shift engagement"</i> <i>"Co-creation and active listening"</i> <i>"Pausing to listen, not something we do in this busy world"</i>
Early intervention and prevention	<i>"Can we reach parents before they get to breaking point?"</i> <i>"Less likely for the child to end up within the Criminal Justice system - issues resolved at early stage"</i> <i>"More focus on well-being of children and supporting families"</i> <i>"More preventative work needed... catalyse these connections/multi-agency working"</i> <i>"How can we collectively support more of these sort of programmes - a more social model of health & well-being"</i> <i>"Less pressure on clinical services"</i>
Partnerships and collaboration	<i>"Supporting partnership activity"</i> <i>"Thinking about being more open and collaborating with others"</i> <i>"Multi-agency working"</i> <i>"There's significant benefits to partnership community-based services and third sector work"</i> <i>"Increased awareness, identify routes to support services, wider partnership knowledge"</i> <i>"We need to replicate this kind of provision - it is transformational for individuals"</i> <i>"Providing a supportive space builds confidence and connections - value far exceeds cost"</i>
Organisational mindset and learning	<i>"Learning about what works"</i> <i>"Letting go and assuming we have all the answers"</i> <i>"Don't assume what someone needs/values"</i> <i>"We need a fundamental mindset shift in public services"</i> <i>"We are making a difference"</i> <i>"Role model - do it ourselves"</i> <i>"As an employer - staff will be more engaged"</i> <i>"Employer seeing the value of employee volunteering schemes and acting on it"</i> <i>"Releasing staff to volunteer through a small amount of their working time can have a massive impact"</i> <i>"We need to get on and launch the refreshed volunteering strategy and actively promote it"</i>
Measurement and evidence	<i>"Need to work out how to use a different form of measurement credibly attracts funding"</i> <i>"We are also looking at how we can triangulate different types of data to give the full picture - outputs, MSC stories and SROI/social value"</i> <i>"Important to gather these stories and not solely rely on numbers to justify spend"</i>