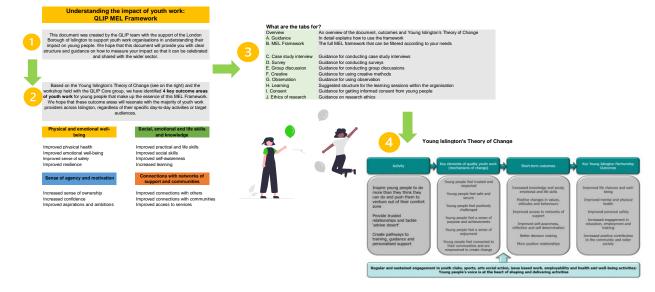
Islington Impact Measurement Framework

V3 - February 2023 Developed by QLIP in partnership with The Social Investment Consultancy

Please contact ruth.virgo@londonyouth.org with questions or for support





- Using the Theory of Change in the Overview tab review and discuss all of the outcomes with your team. Select the ones that you think apply most appropriately to your work. You will need to discuss:

 - What areas of innect you will be working in
 What activities you will be doing within each of these areas
 What are the potential short, medium and long term outcomes of these activities.
 Which outcomes are the most important for you to measure
- - What you think is possible for you to collect data on
 Which indicators fit best with the ethos of your organisation
 Which indicators are best for the story you want to tell as an organisation
- 2. Once you have shortlisted the relevant outcomes for your work, using the MEL Framework in Tab B, select the most relevant indicators to your work. There are multiple indicators for each outcome and not all will be relevant to your work.

 In this comensation you should consider:

 3. The final stage is to look at the data collection approaches, including source, tools, questions, and answer types (B. MEL Framework in the most relevant to your work. In this comensation you should consider:

 3. The final stage is to look at the data collection approaches for each indicator has its corresponding data collection approaches for each outcome and not all will be relevant to your work.

 In this comensation you should consider:

How these tools will fit with the existing practices and processes within your granisation How the young people you work with will respond to the different tools The capacity of staff to deliver these data collection tools incling their skills but also time they have an

The framework has been designed for you to be able to use filters to be able to create your own bespoke MEL framework so please do filter the framework as you work through these steps.

Next steps and suggestions
The famework provides advice on the questions and frequency of data collection so using the framework and the outcomes, indication and data collection so to steps the collection so using the framework and the outcomes, indications and data collection tools steps the collection so to result your beaposts tooks e.g. paste each of the group discussion quasitions you have selected into a group discussion gade.

You many need to review the order of quasitions once you have created your data collection tool to ensure there is a flow. You should also include the elevation interduction and consent protocols to the bods before you start using them. If you you many collection that the protocols to the bods before you start using them. If you begonding on which tool you are chosenly to use and the fine-surery of data collection you will need to consider the following:

- Do you need a baseline?

- When and how will you collect the data?

- How will you store the data?

Learning
Michigan devaluation is not just about accountability but also an opportunity to learn for the organisation, seeking opportunities to maximise impact. As such we have included a structure to support this process in your organisation in Tab H. Learning.

Charring the data with QLP

QLP has been asked by listingen Council to report on the work of youth work providers across the borough. As such we would apprecise it if you can share with us the data.

We will be discussing this with providers over the next month to find out how the best way for this to happen is and what we can ask of you supul work work providers.

Eyou have any thoughts on this please do share with us.



- Important: while the data collection tools suggested for each indicator are recommended, we adult you to consider the following-the nadpriling the framework:

 In the framework:

 We will be a supplementation of the framework:

 young poole feet comfortable stamps of an oldinoid stamps (p_{ex,} and young poole feet comfortable stamps (pex indicated stamps (p_{ex} and young poole feet comfortable stamps (pex indicated stamps of pex indicated stamps and poole feet comfortable stamps to live feet point to provide you person to force a price to the young to make you will be provided by the provided stamps of the person of the point of the point of the person of

There also might be additional considerations for the specific youth grouth at your organisation is working with, e.g. different age groups might require different phrasing, however, we trust your expertise and judgem on how to be tax-peak to the young people you work with Milowing forwarths framework will be developed further and new considerations might in the properties of the propert

Framework glossary
Outcome area
Specific changes in young people behaviours, attitudes or feelings
Indications
Specific measures that can be stacked to understand whether a change has been achieved
Data collection tools
Source of information
Audience to collect the data from
Information
Audience to collect the data from
Information
Informat Notes or guidance to consider for specific data collection tools or indicators Youth organisation Young people/young person Youth worker

Outcome area	Outcomes	Indicators	Case study	Survey	Group	Creative	Observation	Source of	Example questions	Type of response	Examples of indicative	Optional follow up questions	Comments
			interview X		discussion			information			(Very) enjoyable; able to name		Only applicable to YOs that have physical activities and/or sport within
VP have been physical and security and having		1.1s YP report they enjoy taking part in physical activities/sport	×						How much do you enjoy physical activities/sport? What is your towards physical or sport activity?	Open	favourite activity(-les); shares examples of engaging with sport	Why do you say that? Do you play the sport here or somewhere else? Why do you enjoy it not enjoy it do you think?	Only approach to You that have physical activities and/or apon within their programme.
	1.1 Improved physical health			×	×			YP	Now much do you enjoy physical activities/sport? Rate from 1 to 10.	1-10 scale	7 or above		As above
		1.1b YP report an increase in physical activity		×				YP	Do you feel you are more physically active than you were 6 months ago? Here you started any new physical activities/sport since you joined the	Yes/No/Don't know	Yes	- Why do you think that is?	As above
		1.5c Number of YP taking part in sport activities in YO in the last 619/12 months.	×		×		×	YP YO	Have you started any new physical activities/aport since you joined the wouth club? What have you started dolors and also?	Open	Yes; able to name activities and surbain who it attracted them. Stable or increasing numbers over		As above
		1.1d YP report as increase in healthy eating habits		×				YP	Do you feel you are now eating more healthly than you were 6 months	YesNo/Don't know	Since Van		VDs are free in choose the time period they are reporting. Only applicable if the YO is intentionally working with encouraging
		1. Se YP are able to name healthy eating habits that they have taken up	×	_ ^	×			YP	ago? Here you taken up any new healthy eating habits since you joined the	Open	Yes, able to name specific habits	- Why do you think that is?	healthy eating habits. Becomes a definition of healthy eating. As above
					-				worth clob? What have you shalled dolors and who?		Tes, and or raine specific reason	- How many times have YP asked for help when they needed it?	
	1.2 Improved emotional well-being	1.2s Number of 1:1 conversations with VP around their well-being in the last GG/12 months					×	10	NA	NA		needed it? - How many referrals have been made to other more focused organisations?	These conversations can be initiated by both YP and YW
	Note: These questions and conversations should be followed up by YW presenting	1.2b YP have access tools and resources to manage their mental health		×	×	×		YP	Do you know where to go if you need help with your mental health/wellbeing? How did you learn about it?	Yes/No/Don't know, Op	Yes; attributes learning about support to YO; able to name specific	- How would you say your sleep/other related concepts are?	
	Note: These questions and conversations should be foliosed up by YW presenting options of where YP can their support for she'r velbering, mental and emotional health (in or beyond YO)				×			YP			resources or support	concepts are?	To present this question in group settings, YP should have the choice
		1.2c YP report feeling satisfied with their life	×		×	×		YP	How happy are you with your life at this current moment? How happy are you in comparison to 6/5/12 months ago?	Open	Happy or happier; content; satisfied; shares exemples of positive things that have happened		To present this question in group settings, YP should have the choice to share their answers anonymously (e.g. through post-it notes, drawings, photographs)
	1.3 improved sense of safety	1.3a YP feel that YO is a safe space to talk about their well-being	×					YP	Would you talk about your mental health/welbeing at your youth club (e.g. with youth workers)? Why/why not?	Yes/No, Open	Yes; able to name reasons or examples	- Why do you think that is?	Note: if the YP does not feel like they can talk about their wellbeing BUT is able to explain why or give exemples, it can show their higher and resources (Dutroms 2.2).
				×				YP	Would you talk about your mental health/welbeing at your youth club- lie in with works workers? Why lake you?	Yes/No/Don't know, Op	Yes; able to name reasons of exemples		As above
		1.3b YP feel that YO is a physically safe space to spend time at	×	×				YP	Do you feel physically safe when spending time at your youth club? Why/why not?	Yes/No/Don't know, Op	e Yes		The YO should be prepared to address concerns if YP say that they do not feel physically safe (e.g., an anonymous survey might not be a good tool in said this country).
		1.3c YP are able to reflect on what helps them to feel physically and emotionally safe at the YO	×					YP	When do you feel safe at your youth club? What helps you feel safe at your worth risk?	Open	Able to name reasons and exemples		As above (both related to emotional and physical safety)
	1.A Improved resilience	1.4s YP report being able to solve problems	×		×	×		YP	How do you feel when you encounter a new problem? How do you approach it?	Open	Taking action/initiative to tackle the problem, finding support from others; seking for help.		
		1.4b YP report developing healthy coping strategies.	×		×	×		YP.	How do you feel when something goes wrong, or you make a mistake? What helps you feel better?	Open	Learning from mistakes; Optimistic; Trying again; identifies specific things that help them feel better		
		1.40 11/ report developing healthy coping strategies.	^			^			What helps you feel better?				
	2.1 YP gain practical and life skills	2. fa YP are able to name skills they have learned	×	×	×	×		YP	New you learned any of the following skills at your youth club?	Yes/No/Don't know, To	Yes; tick off those from list of tangible and intangible skills	- Have you learnt anything else through attending youth club?	
		1b Number of YP attending skill-based workshops or activities within YO in the last 6/9/12 months		-			×	YO	N/A	NA		- How have you used these skills elsewhere?	
			×			×		YP	How well do you understand your own emotions and feelings? What has helped you to learn about yoursel?	Oten	(Very) well; able to share examples of what helped to learn about themselves (e.g. YO activities, YWx, tees people).		
	2.2 Improved self-awareness	2.2a YP report understanding their emotions and feelings well	^			^		70	has helped you to learn about yourself? How well do you understand your own emotions and feelings? Pole		themselves (e.g. YO activities, YWs, new necroin)		This may only be suitable for older YP who are able to reflect on their emplions.
YP have increased social, emotional and life skills and knowledge			×	×				YP YP	How was do you understand your own emotions and resengs rivine down t in 10. What are your three personal strengths? Tell me how you apply them.	1-10 scale	7 or above Able to name three strengths and explain how they are able to use		
		2.2b YP are able to name their personal strengths				×			day-to-day.	Open	explain how they are able to use them in delle alterations Yes: able to talk about specific skills.		
	2.3 Improved social skills	2.3a YP report improved communication skills	×		×	×		YP	Do you feel your communication skills have improved as a result of attending your youth club? If yes, can you share an example?	Open	and/or scenarios where they were better at communication		Communication skills can include listening, empathy, sharing your opinion, tearmork, conflict resolution, respect, friendliness, telerance
		2.3b YP report feeling comfortable working in a group		×	×	×		YP YP	Do you feel your communication skills have improved as a result of electrics would risk?	Yes/No/Don't know Open	Yes Welt confortable mired confident	- Why do you think that was?	
		2.3b YP report feeling confortable working in a group						TP.	How did you feel during this group exercise?	Upen	hanny	- Why do you think that was?	For an alternative way of measuring teamwork skills, see CFYI
		2.3c YP work well in a group					×	YO	How did young people work in a group during this exercise? Have you seen any improvements over time in this group?	Open	Collaboration; resolving conflicts efficiently, distributing work:	- Have the YP put themselves forward for other group activities?	For an alternative very of measuring teamwork skills, see CPY1 quastionnaires (Adult and YP version, questions interments under Teamwork section): https://www.youthimpact.uk/key-resources/measurement-hub/adult- rating-youth-baladou-aryl-
									seen any improvements over time in this group?		latening, respectfully	activities?	
		2.4s YP gain accreditation or recognition of their achievements	×				×	YP, YO	What have been some of your achievements since you joined the week year?	Open	Shares examples of recognition		ratino-accio-arrotional-akilla-vrus In and beyond YO YP micht share this informativ
	2.4 Increased learning	2.4b YP demonstrate interest in improving current and/or learning new skills	×	×	×	×		YP	Is there anything at the moment that you would like to learn more about? What is it?	Open	Shares specific interests/areas of interest		
		2-0-17 describerate meres in injecting Committanic making new some					×	YO	Here you observed young people taking interest in improving their current or learning new skills? If yes, please share some examples.	Open	YWs are able to name examples of YP taking up learning opportunities		
	3.1 Sense of ownership within youth work	3. fa YP report they feel involved in shaping youth work			×	×		YP.	How involved do you feel in shaping the activities at your youth club? If yes, please share some exemples.	Open	Feel involved; feel latened to; YWs understand what we want or need; able to share specific exemples	- Is there anything else you would like to get involved	
							×	YO	учь, решам и на о могет чолгория.		able to share specific exemples		It can also include resources that the YO has Responsibilities can be defined by the YO, but they can include
		3.1b Number of YP who take responsibilities within the youth club over the last 65/12 months					×	10	NA .	NA	Able to name some male and stone		proactively supporting YWs on events/activities, coordinating peers, initiating new activities etc.
	3.2 Increased confidence	3.2s YP report feeling able to achieve their goals	*		×	×		YP	What are some goals that you have (short- or long-term)? Are you working towards them, and if so, how? Do you feel you will be successful in achieving them?	Open	Able to name some goals and steps they are taking towards it; they feel positive or confident about achieving	- is there any way (youth club) can help?	If YP shares some goals but say they do not feel they can achieve them, it is recommended to discuss what makes them feel this way and are then any specific barriers that can be addressed.
											(Mostly) confident, talks about specific situations or factors that		
	Increased confidence	3.2b YP report an increase in confidence	×		×	×		YP	How confident do you feel in yourself? What helps you feel more confident?	Open	help them feel more confident. Attributes increase in confidence to attending YO Able to name specific things they are		If YP struggle with this question, can sak them to imagine how confident they feel in specific situations, e.g. meeting new people, doing new things, achieving goals
3 YP have a higher sense of agency and motivation		3.2c YP are able to name something they are proud of	×	×		×		YP	What is something that you have done that you are proud of?	Open	attending YO Able to name specific things they are remarked.		doing new range, acreeiing goas
agency and motivation		3.2d Percentage of YP who speak up and share their opinions in a group	×		×	X X	×	YO YP	N/A How do you feel about trying new things (for example, new activities	N/A Open	Over 75% Excited; intrigued; confident	- is there any way [youth club] can help?	
	3.3 Improved applications and ambitions, including education, training and employment (ETE)	3.3s YP report willingness to by new things							offered at your worth child? How do you feel about trying new things (for example, new activities.	a) Very excited b) Somewhat excited c) I		, ,,	
		a.as ir ispati semgress big ismi sings		×				YP	offered at your youth club? For YP with additional needs this O might be rephrased to: How do you feel about trying new things (for example, new activities	don't feel anything in particular; d) Cautious; e) Worried or very	Very excited or somewhat excited		
		3.3b YP report having tried new things in the last 6/3/12 months and are able to name specific							offered at your youth club) with your youth worker? Have you tried any new things (for exemple, new activities offered at your youth club, new hobbies or learning opportunities) in the last	worried			
		examples	×	<u> </u>	×			YP YO	your youth club, new hobbies or learning opportunities) in the last 4/GH2 months? If an label seem thes?	Open	Are able to name specific new things that they have tried or taken up		Activities or things in mind should be seen as positive and contributing to YP's quality of life to some extent. Opportunities include ETE: career-, education-, hobby- related.
		3.3c Number of YP who look up new education, training and employment (ETE) opportunities in the last 6/6/12 rountle. 3.3d Number of YP taking laudership roles within YO in the last 6/6/12 months.				-	×	10	NA NA	NA NA			opportunities Leadership roles can include leading on activities or events, initiating projects, taking up leadership opportunities
			×		×	×		YP	Now How connected do you feel to people in your life? How connected do you feel to people in your youth club?	Open	Connected; close; talks about specific relationships and friendships		program, severy up medicating apparationes
Tyre a consistence of contraction consistence of contraction appear and communities appear appear and communities appear and communities appear appear appear and communities appear appear and communities appear		4. fa YP report feeling connected to others		×	×	×		YP	Now connected do you feel to people in your life / in your youth club?		7 or above: talks about connections	- Why do you say this?	If YP shares they do not have close friendships or relationships, YW
	4.3 Improved connections with others			-	×	×		YP	Please rate from 1 to 10 and tell us more about it. How supportive are your youth workers? If yes, can you tell about a specific time they supported you?	Open	ther value Feels supported, included, values relationships with YW		ahould follow this up to check on their wellbeing. YP might feel healers to speak about YWs if they are the ones asking the question - healers with implicate they do not feel fully.
		4. to YP feel that the youth workers are supportive and can provide exemples		×		-			specific time they supported you? How supportive are your youth workers? Please rate from 1 to 10 and will us more about it.	Scale from 1 to 10: Oo	relationships with YW 7 or above, talks about what they solve in the relationships with YW		supported
		4.1c YP feel that they can ask for help and advice within their youth club	×		×	×		YP	tell us more shout it. If you were faced with a problem (at school, with your friends, with your hobbies), where would you look for bein?	Open	Mention of YO or Yes or peers at YO		
		4. Id Number of YP who have proactively reached out for help or advice at YO in the last 6/9/12 months.					×	YO	NA .	NA			Help or advice in regards to school/education, relationships, hobbies,
		4. Se YIP report having made new friends	×		×	×		YP	Have you made any new friends as a result of attending the youth	Onen	Have made friends, can talk about		Hillp or activion in regards to school/education, relationships, hobbles, coals. Coald also include YP who accreted help when offered. This question register register as sensitive approach? a saked in group sattings; poleritally ancerproace stations are more subside (a.g. positives). If any YP asem distressed, YW should follow this up to check
			_ ^			_ ^			Here you made any new friends as a result of attending the youth club? Can you tell me about them?		Have made friends, can talk about them a little bit		notes). If any YP seem distressed, YW should follow this up to check on their wellbeing
		 If YP report feeling confortable meeting and spending time with people that are different from them. 	×		×	×		YP	How do you feel about meeting and spending time with people who are different from you? This could be someone of a different age to you, a different neighbor, another culture etc. Can you share some examples,	Open	Excited; intrigued; confortable	- Why do you think you feel this way?	
		4. fig YP report knowing how to solve interpersonal conflicts	×	-	×	×		YP	If you had a conflict with someone in your life, how would you	Open	Knows some specific constructive		
		4. 1g 11/ report enough new to solve interpersonal contracts: 4. 1h YP are able to solve conflicts within YO (with or without YW help)	^	-	×		×		approach 87	NA NA	ways of solving a conflict YWs are able to name examples of YP solving conflicts within YD.		It is up to obsenting YW's judgement to decide whether the group of YP is able to solve arising conflicts.
		4.1n 17- are able to solve connects within 10 (with or without 11/4 nep) 4.2s YP report feeling connected to the local community	×	1	×	×		YP	Now connected do you feel to the local community/Islington? What	Open	YP soling conflicts within YO Connected, in touch; part of it; take about the role of YO		YP is able to solve arising conflicts
	4.2 Improved connections with communities			×					How connected do you feel to the local community/tslington? Please rate from 1 in 10. Can you tell us more about it?	Scale from 1 to 10; Op	7 and above, able to explain why		
		4.3b YP report wanting to help or give back to the local community 4.3a Number of storocostropheterral cases to other services in the community in the last 65/12	×	×	×	×		YP YO	Is there anything you would like to do to help the local community/listington? If no. saher?	Yes/No/Don't know; Op	Yes; able to name at least one thing their would like in contribute.		Includes other YOs, GP, community centres, charities. Where
	4.3 Improved access to services	months 4.3b % of YP who take advantage of the referrals and signosting					×	10 YP, Y0	NA NA	NA NA	Our 50%		possible, collect data on types of referrals/ecornoles Needs following up from 4.3s
		· · · · · · · · · · · · · · · · · · ·											

Delivering case studies

In order to deliver a case study interview you should consider the following steps:

- 1. Decide what you want to showcase through the case study.
- 2. Select the young person you want the case study to focus on.
- 3. Select the relevant questions based on your understanding of them and their journey at the centre. At this stage avoid biasing the case study by selecting only the outcomes that you think the young person will have something positive to say on.
- 4. Decide on the format of the case study. It could be a video, an audio file or a written case study. This will dictate how you record the interview.
- 5. Find a safe space to conduct the interview and introduce the process to the young person, ensure they understand what will be happening, how the final product will be used and what is expected of them.
- 6. Ensure the young person has the opportunity to ask any questions about the process.
- 7. Conduct the interview with the young person ensuring they feel comfortable at all stages.
- 8. Edit the content of the case study to tell the story you are want to tell. This can include structuring it according to outcomes or telling the story of the journey of the young person.
- 9. Share the draft case study with the young person to get their feedback and approval.
- 10. Share the case study with colleagues to get their feedback.
- 11. Finalise the case study.

Delivering a survey

In order to design and deliver a survey you should consider the following steps:

- 1. Once you have designed the survey using the questions in your framework, decide who you will be issuing the survey too. This may depend on the age groups or when the young people started attending the centre or a specific demographic group you have identified as wanting more information on. Depending on whether you will be conducting these surveys as baseline, midline or endline it may be important to consider what additional information you might need as part of this.
- 2. Decide how you will issue the survey e.g. emailing to young people, asking them to fill in when they arrive at the centre or issuing paper copies as part of an activity. This will dictate what tech you will need, what format you need to have the survey in and how long the data collection period will be. There are a lot of free survey softwares you can use including Google Forms and Survey Monkey.
- 3. Once you have issued the survey and collected all the data you will need to collate all the responses and conduct data analysis. This will help you identify trends and anomalies within the data and build a better picture of where the young people you are working with are.

Delivering a group discussion

In order to design and deliver a group discussion you should consider the following steps:

- 1. Decide what you want to discuss in the group discussion
- 2. Select the young people that you want to include in the group discussion. Consider ages, genders and personalities within the group. You may want to keep it small to allow each child to feel safe and heard, this could be three young people.
- 3. Select the questions you want to ask the group. At this stage be realistic about what they might feel comfortable answering in a group setting and how many questions will be appropriate to ask to ensure it doesn't go on for too long.
- 4. Decide how you will record the case study, either by taking notes or recording it on audio or video format.
- 5. Find a safe space to conduct the group discussion and introduce the process to the young people, ensure they understand what will be happening, how the final product will be used and what is expected of them.
- 6. Ensure the young people has the opportunity to ask any questions about the process.
- 7. Conduct the group discussion with the young people ensuring they feel comfortable at all stages.
- 8. Once you have conducted the discussion you will need to conduct data analysis. This will help you identify trends and anomalies within the data and build a better picture of where the young people you are working with are.

Introduction

Within this framework, there is also scope to use creative data collection methods to understand the impact of youth work on young people. There are several benefits to using creative methods: 1) they are more engaging and interactive than traditional data collection tools; 2) they allow young people to 'talk' about their experiences in a variety of ways, which can feel more inclusive for those who are less capable or less confident in expressing themselves verbally; 3) these methods can easily complement other tools presented in this framework, or day-to-day activities in the youth club (for example, an hour-long 1:1 interview might be more difficult to embed than 30-minute drawing exercise with a few young people).

Methods

There is a wide variety of creative activities that can be used as methods of evaluation, including:

Taking photographs Drawing or painting

Scrapbooking or collages

Asking to choose visual stimuli that reflect their experiences (e.g., Dixit cards, postcards, cut-outs from magazines)

Asking to choose audio stimuli that reflect their experiences

Writing

Examples

- 1. Youth workers want to understand whether young people have improved their self awareness (Outcome 2.2). There are several ways creative methods can be applied for this, for example, a) young people are asked to think about how they see themselves and what do they think are the 3 biggest strengths (2.2b). Then they are instructed to spend 30 minutes creating a collage / taking pictures with their phones / drawing / writing a poem (ideally, the method used should be the same for all young people but it doesn't have to be). Afterwards, young people share in a group (voluntarily) what they have created and how they see themselves. The youth worker facilitates the discussion (particularly to try to understand whether the youth club has had any impact on getting to know oneself) and takes notes where possible.
- 2. As part of a group discussion, youth workers want to understand whether young people have increased their confidence (Outcome 3.2). The youth workers prepare a number of visual stimuli (for example, magazine cut-outs) and ask all young people to choose one image that reflects something that they have done that they are proud of (3.2c). Young people are asked to share voluntarily in a group what they have chosen and what it means, as well as talking about whether it was difficult to think of something they are proud of. The youth worker takes notes where possible, at the same time noting the number of young people who seem to feel confident to speak in the group (3.2d).
- 3. As part of a case study interview, youth workers want to understand whether the youth club has had an impact on young person's connections with others (Outcome 4.1, 4.1a question). The young person is asked to draw themselves in the middle first, then to draw some of the people in their lives (family members, friends, teachers, anyone else) based on how close they feel to them (the closer to themselves in the paper, the closer the connection); they should connect with arrows which can be of different colours, they can be straight if it's an uncomplicated relationship or jagged if it's a more complicated relationship (e.g. with more conflicts). Then the YP is asked to also include people from the youth club. Once the YP is happy with their drawing, youth worker asks them to tell a little bit (as much as the YP feels comfortable) about those relationships, both within and beyond the youth club. Additionally, they can ask whether these relationships have changed over the last year to see if there have been changes. The youth worker takes notes where possible.

Introduction

Finally, for certain outcomes, youth workers can also keep a log over a period of time (e.g. 6 months) to track certain indicators that can be reviewed once in a while. For this method, it is important to decide on the indicators in advance, as it might be more difficult to get accurate data retroactively. Observation is useful as an additional data point, particularly to compare data collected directly from young people vs. what the youth workers have observed or learned about over a period of time. If observation is applied over a few learning 'cycles' (e.g. 2 years), then it will also help observe any changes or tendencies that need addressing.

Examples

- 1. If the youth club already monitors young people's attendance in various activities, some of the indicators can easily be tracked without additional effort from the youth workers. These indicators include 1.1c 'Number of YP taking part in sport activities in YO in the last 6/9/12 months', 2.1b 'Number of YP attending skill-based workshops or activities within YO in the last 6/9/12 months', 4.3a 'Number of signposting/referral cases to other services in the community in the last 6/9/12 months', and potentially others depending on the youth club's practices.
- 2. Some of the suggested indicators might require additional tracking, as to understand the impact, it is also useful to note more informal interactions between young people and the youth club or the youth workers. These indicators include 1.2b 'Number of 1:1 conversations with YP around their well-being in the last 6/9/12 months', 3.1b 'Number of YP who take responsibilities within the youth club over the last 6/9/12 months' or 3.3b 'Number of YP who took up new opportunities in the last 6/9/12months'.
- 3. There are also some indicators that are based on youth workers' subjective perception and are more qualitative methods of observation, requiring youth workers to note some examples or specific cases of young people achieving this outcome. For example, 3.2d 'Percentage of YP who speak up and share their opinions in a group' or 4.1h 'YP are able to solve conflicts within YO (with or without YW help)'.

Additionally, all data collected (with any data collection tool) should always be critically reviewed by youth workers, as they often have the best insight whether young people are sharing their experiences openly and honestly, or are they experiencing any barriers that might influence their answers (e.g., wanting to please the youth workers or feeling peer pressure).

As part of using this MEL framework to understand your impact, we also suggest embedding regular learning and reflection spaces within your organisations. These spaces can be designed according to the ways of working with your team, and it is up to you and your team how they will be delivered and who will lead them. We suggest deciding on the length of these learning cycles in advance and holding space for them every 6, 9 or 12 months (or another timeline that makes sense for your organisation; in this example, we use 6 months).

Prior to the learning and reflection session, the team should collate all impact data collected in the last 6 months and bring it to the meeting so it can be discussed as a group.

We suggest a following structure for these sessions (which can be adapted to your team's needs and ways of working):

Part 1 (Impact)

Reviewing the impact on young people in the last 6 months: team member(s) share the data they have collected based on the agreed outcomes and discuss whether the data reflects their personal views of the young people. Is there anything that 'doesn't sound right?' Is there any impact areas that have

- 1.1 been observed but are not reflected in the data presented?
 - Identifying and discussing areas of impact that could be strengthened in the next 6 months. What specific steps can the team take to ensure we achieve
- 1.2 what we want to achieve? What barriers do we face currently and can we address those? Do we need any external support or expertise?

 Discussing data collection processes within the organisation. Have the young people been willing to open up about themselves? Does the team see value in understanding the impact better? Which data collection tools did not work or worked particularly well? What other challenges around data collection do
- 1.3 we face currently and how can we address those?

Part 2 (General)

- 2.1 What are some of the key lessons for the individual youth workers and organisation as a whole from the last six months?
- 2.2 How can we embed these learnings into our practice in the next six months?
- 2.3 Where do we still have gaps, questions and concerns regarding our work? What do we want to achieve in the next six months?
- 2.4 To what extent are we connecting and collaborating with other YOs? How have (or can) these partnerships improve our offer to YP?
- 2.5 To what extent are young people influencing our activities and work in the organisation? How can we ensure they feel ownership over youth work?

Following these sessions, we suggest writing a summary of the Part 1 of the conversation that can be shared with QLIP. This will help us understand what impact is achieved throughout Islington across youth organisations, what are the most common challenges and how can QLIP best support youth organisations. It will also help us continuously revise and reflect on the MEL framework and suggested data collection processes.

Informed Consent*

QLIP feels it is crucial that young people consent to any data collection in an informed, voluntary and ethical way. Below is some suggestions for ways to do this but we encourage all organisations to do their own research and develop their own consent processes.

When you ask for permission for children to be involved in any data collection activities, ensure that children and their parents or carers (if needed) fully understand:

- what the activity is about
- how the data will be recorded (e.g. video recordings etc)
- how the data will be stored (e.g. in a password protected excel or on a CRM) and shared (e.g. via a secure server or over email)
- what the data will and wont be used for
- what is expected of participants
- what the risks and benefits of participating in the activity are
- that participating is voluntary.

This is known as informed consent.

Within this it is important to discuss who the data will be shared with. This should be both who within the organisation will have access to the data (e.g. just the youth work team or the whole organisation), what data they will be able to see (e.g. identifiable, anonymised or analysed data) and those external to the organisation. This will include discussing that the data in an anonymised format will be shared with QLIP and the process by which it will be shared. Please see Tab L for more information on this.

Make sure you consider children's capacity to consent to involvement in the activity. This will depend on their level of understanding of the potential risks and benefits of taking part.

When considering whether a child is mature enough to make decisions about things that directly affect them, professionals often talk about whether the child is 'Gillick competent'. Gillick competency means a young person is mature enough to fully understand what they are agreeing to.

Read more about Gillick competency here.

If a child isn't fully able to understand the consequences of taking part, but is able to express willingness to participate and understand what is expected of them, it may be appropriate to seek their 'assent'. In such cases consent should always be sought from their parent or carer.

Consent should also be obtained from the parent, carer or other appropriate adult for all children under the age of 8, and in most cases for children aged 8-15. For young people aged 16 and 17, you should carefully consider whether parental consent is appropriate. If you don't seek parental consent, you should justify your approach and consider whether parents should be informed of the activity.

If a child doesn't consent or assent to participate in data collection activity, this overrides the consent from the parent, guardian, carer, or other appropriate adult with a duty of care.

It must be made clear that there are no negative consequences to refusing to take part in the activity and that children or their parent or carer can also withdraw consent at any time. You should regularly check with young people and their families during the process that they are still happy to take part.

You should have a formal record that consent has been given before the activity starts. Using a consent form enables children to confirm they understand what the activity will involve and are happy to take part. You should include all of the above information in the consent form and make sure the young people have a copy of this for themselves. It should also include a summary of the data privacy policy (see below) and clear instructions where they can access more information on this.

You should keep all participants' personal information confidential and comply with the Data Protection Act 2018.

It is crucial you have a data privacy statement that all those you are collecting evidence from have a chance to read. This will explain how the data will be stored and who it will be shared with. This is an example from Mary's Youth Services.

^{*} Adapted from the NSPCC Learning: Research with children: ethics, safety and promoting inclusion

Ethical Research Guidelines

The QLIP Impact Measurement has been designed to adhere to the NSPCC Research Ethics Principles. The Principles have been listed below but please go the full guide to learn more about them.

It is important to consider your own principles that adhere to your organisational values and processes when doing any data collection activities. The below can act as a guide but should be discussed internally and with the young people to ensure they are happy with any data collection activities.

- Principle 1: Voluntary participation based on valid, informed, ethical consent
- Principle 2: Enabling participation where possible and seeking the inclusion of underrepresented groups
- Principle 3: Avoidance of personal and social harm to participants and researchers
- Principle 4: Non-disclosure of identity and personal information
- Principle 5: Ethical application and conduct of research methods

Please read more about these principles and steps to put them into practice here.