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## Developing a measurement framework: a tool for education charities

### Welcome

You have indicated that your work focuses on education. This tool will help you develop a measurement framework for your work through:

- Practical activities—such as selecting your outcomes or indicators.
- Guidance—for example on what we mean by different types of data, and why they're important
- Signposting—to other parts of this website or to external resources for additional guidance or specific tools

### Who is this tool for?

The tool is particularly suitable for charities and social enterprises working to improve access to education and the educational outcomes of the people they work with. The outcomes and tools suggested in this guide make it more suitable to organisations working on direct service delivery, rather than advocacy or campaigning. For guidance on measuring the impact of campaigns, please see '[Measuring your Campaigning Impact: An Introduction](#)'.

This tool has been developed with small to medium organisations in mind, but it can be used by organisations of any size and with any level of expertise in data collection and analysis.

### How to use the tool

It can be used by an individual or by a group of colleagues or stakeholders. We recommend developing a measurement framework as a collaborative process. This means involving people at different levels of the organisations (front line staff, middle and senior managers, trustees) and service users to identify the outcomes that are most relevant and meaningful to them. Involving people in selecting and/or designing outcomes, tools, and data

collection and analysis methods will ensure that everyone feels ownership of the process and the outcome. This makes it more likely that the organisation will use and adapt the measurement framework effectively.

We also recognise that it can be difficult to get different stakeholders together and sometimes it is best for one person, or a small group, to start working on a measurement framework that can then be shared within the organisation.

Developing a measurement framework using this tool could take anything from under an hour to a few days, depending on how many people are involved and in how much detail you choose to read and apply the guidance.

## How will this tool help you?

This tool contains practical guidance on measurement and evaluation, and when you complete the activities you will have developed:

- The long list of outcomes you're working towards
- The short list of outcomes you've chosen to measure
- Indicators for each of the outcomes you've chosen to measure
- In some cases, signposting to existing tools you might use to measure your outcomes

## This tool is divided into the following sections:

1. [Introduction to the five types of data](#)
2. [Your outcomes](#)
  - a. [Activity: choose your outcomes](#)
  - b. [Guidance on prioritising key outcomes for measurement](#)
  - c. [Activity: select a small number of key outcomes for measurement](#)
3. [Indicators for your outcomes](#)
  - a. [Activity: select indicators to measure your priority outcomes](#)
4. [Measurement tools for your outcomes](#)
  - a. [Guidance on validated tools](#)
  - b. [Guidance on developing bespoke surveys and qualitative interviews](#)
  - c. [Activity: select measurement tools for your indicators](#)

## 5. [Overview of impact data](#)

### Five types of data: an introduction

Throughout this tool we refer to five types of data that will help you understand what your service is achieving. Not all types of data are equally important. Here are some tips to bear in mind:

- All service-delivery organisations should collect user, engagement and feedback data. Compared to outcomes and impact data, user, engagement and feedback data is relatively easy to collect. It can provide very valuable information about the people using your service and what they think of it.
- Outcome measurement should be proportionate to your service (the [outcomes section](#) in this tool will explain this in more detail).
- It rarely makes sense to try to measure long-term impact: user, engagement and feedback data, as well as outcomes, should give you a good indication of whether you will achieve your long-term impact (the impact section will explain this in more detail).

### 5 types of data

| Type of data   | Key questions this data will help you answer   |
|--|--|
| <p><b>1) User Data</b><br/>The characteristics of the service users you are reaching. This includes both demographic data (eg, ethnicity, sexuality) and non-demographic data (eg, housing status, employment). This will help you understand whether the service is reaching your target group.</p> <p>This information is best collected during the sign-up stage or shortly afterwards.</p> | <p>Is your service effective at reaching, retaining, and engaging your target audience? How often do people use the service and for how long?</p> <p>User and engagement data is essential for effective impact management, particularly during the early stages of any service.</p> |

|  |   |
|--|---|
| <p><b>2) Engagement data</b><br/> The extent to which people use the service. Which types of users engage and which do not.</p> <p>This information is best collected on an ongoing basis - as and when people use the service. You will ideally have computer software that enables staff to record user and engagement data, otherwise you can use Excel spreadsheets.</p> | <p>There is no way you can learn about your service if you do not collect this.</p>   |
| <p><b>3) Feedback data</b><br/> What your service users thought of the service. Including regular users, occasional users and those who drop out.</p> <p>This information is best collected on an ongoing basis using both formal methods (eg, surveys) and informal (eg, social media, conversations, suggestion boxes)</p>   | <p>This data helps you judge whether your service achieves what you want it do. In particular:</p> <ul style="list-style-type: none"> <li>- Whether people like it?</li> <li>- What they quality is like and whether it can be improved?</li> <li>- Whether people benefit from it?</li> <li>- Whether they make positive the positive changes you intend.</li> </ul> |
| <p><b>4) Outcome data</b><br/> Short term changes or benefits your users may have got from the service (eg changes in knowledge, attitudes and behaviour)</p> <p>This information is best collected occasionally (but in a structured way, eg through pre-post surveys) by staff / volunteers. You may not need to collect it from everyone.</p>                             | <p>Feedback and outcome data can be collected from service users, but it can also come from staff, volunteers and any other stakeholder.</p>  |
| <p><b>5) Impact data</b><br/> The long-term difference on individuals, communities and society that results from your service's outcomes.</p> <p>This only needs to be collected as part of occasional evaluations.</p>  | <p>This data helps you assess whether the change or outcomes your service helps people to achieve leads to your desired long-term impact.</p>   |

## Your outcomes

Outcomes are the capabilities, strengths, assets, knowledge your service users gain as a result of the service. In other words outcomes are the change that takes place as the result of your service. They should be:

- Proportionate to your service
- Specific about the change you want to achieve
- About something you can influence through your work, in the timeframe of the service
- Each outcome should be about one thing only

Outcomes are usually phrased using language that implies change, for example:

*Improve*

*Enable*

*Maintain*

*Reduce*

*Increase*

## Outcomes are important to achieving long-term, sustained impact

- The collaborative process of agreeing outcomes can help staff, volunteers, trustees and service users to all agree about what change the organisation exists to achieve
- Measuring outcomes can help you understand if you are achieving the desired change. This will allow you to revise your services and strategy if you find you're not achieving your outcomes as you expected. It will also allow you to communicate to funders and others what has been successful, and what you have learnt from both the successful and the less successful elements of your service.

- Ultimately measuring outcomes will allow you to better understand what you're achieving and to improve your services for the users.

## How important is it to measure outcomes will vary depending on the type of service

- It is very important to rigorously measure outcomes if your service is taking a new or innovative approach that hasn't been evaluated before. In these cases your approach needs to be tested formally to find out if it works. Measuring outcomes will help you do that. You might also consider commissioning an external evaluation to measure outcomes and including a comparison group in your research.
- It is less important to measure outcomes if you are implementing an approach that has been extensively researched and is known to be effective. If there is lots of research to show that your service leads to the outcomes you want to achieve, you don't need to prove the causal link through your data, as it has already been proven. In these cases do measure a few outcomes, but focus more on user, engagement and feedback data.
- In some cases there is evidence to show the approach works but not specifically in the context in which you're working—for example the approach hasn't been tested with your target users or in a geographical context like the one in which you're working, etc. In these cases focus your outcome measurement on the elements of your service that haven't been researched before.

## Shared outcomes and indicators can be useful if you want to compare and collaborate with similar organisations

By selecting outcomes, and measuring them using indicators and tools from a list, you'll be measuring the same outcomes as other organisations working to tackle similar issues as you. Using shared outcomes and measures has the following benefits:

- **Saves time and resources:** by using outcomes, indicators and tools that have already been developed and tested, you don't need to dedicate your own time and resources to developing and testing them;
- **Improves standards of impact measurement:** many organisations using the same measures ensures more transparency in methodology and results. It also leads to a consistent quality of methods and therefore of data;
- **Promotes systems thinking:** it encourages organisations to think about how different services addressing the same issues can work alongside each other to bring about social change;
- **Understanding what works:** if the data is analysed and held in one place, it allows organisations working in the same sector to develop an evidence base of what works in the sector;
- **Stronger voice:** the evidence of what works in the sector can help make the case for funding or policy services.

## Activity: choose your outcomes

Below is a list of outcomes relating to people's education. Think about which outcomes you're working towards by asking yourselves "does our organisation aim to achieve change in this area?"

Highlight all the outcomes your organisation is working to achieve—don't worry if you are selecting lots of outcomes, you won't need to measure them all!

| Key outcome                              | Specific outcome  |
|--|---|
| Improved access to education or training | Improved access to affordable childcare                                       |
|  | Improved access to affordable transportation                                  |
|  | More young people are in education or training after leaving school at age 16 |

|                              |   |
|------------------------------|---|
|                              |   |
|                              | Improved access to suitable education         |
|                              | Improved access to suitable training          |
| Improved academic attainment | Increased academic aspirations for the future |
|                              | Increased levels of attainment at school      |

|                                 |  |
|---------------------------------|--|
|                                 |  |
|                                 | Improved attendance at school and educational programmes |
|                                 | Improved behaviour at school and educational programmes  |
|                                 | Improved levels of literacy                              |
|                                 | Improved levels of numeracy                              |
| Improved vocational preparation | More people achieve relevant vocational qualifications   |

|                      |   |
|----------------------|---|
|                      |   |
|                      | Improved attendance at vocational training programmes |
|                      | Improved IT skills                                    |
| Improved soft skills | Improved time-keeping                                 |
|                      | Improved aspirations for the future                   |
|                      | Increased self-confidence                             |
|                      | Improved interpersonal and social skills              |
|                      | Improved communication skills                         |
|                      | Improved teamworking                                  |
|                      | Improved self-awareness                               |
|                      | Improved problem-solving skills                       |

|                         |  |
|-------------------------|--|
| Improved work readiness | Improved attitude and motivation to work           |
|                         | Number of people with a job-relevant qualification |
|                         | Number of people with job-relevant know-how        |
|                         | Number of people with job-relevant experience      |

## Prioritising key outcomes for measurement and deciding what data to collect

It is not practical or useful to measure everything. It would require a huge amount of time and resources, place a burden on service users and staff, and reduce the quality of the data you collect. You don't need to measure everything to understand how you are progressing, so we suggest prioritising outcomes that:

- you directly influence (rather than indirectly support)
- are important / material to your mission
- are financially and practically feasible for your organisation to measure

**Remember!** Organisations taking an innovative approach that hasn't been tested before need to focus more on their outcome measurement, as they need to test if their activities lead to their desired outcomes.

Organisations using a well-evidenced approach can measure fewer outcomes and use less rigorous evaluation methodologies.

## Activity: select a small number of key outcomes for measurement

From the list of outcomes you selected in the previous activity, prioritise **up to 4-5 outcomes** to measure (**2-3 for small organisations** or if there is already evidence to support your approach).

## Indicators for your outcomes

Indicators are **ways to measure to what extent you are achieving your outcomes**. Indicators can be **qualitative** (ie. analysis of people's opinions or experiences) or **quantitative** (ie. numbers or percentages). The indicators suggested below are predominantly quantitative.

Indicators are a key part of any measurement framework as they **allow you to understand the progress you're making towards your outcomes** over the implementation period of your service. Measuring outcomes using the same indicators throughout your service allows you to **compare your data and see how change is happening**.

## Activity: select indicators to measure your priority outcomes

Here is a full list of outcomes and suggested indicators to measure the outcomes. Using your list of outcomes that you want to prioritise, find the relevant indicators in the table below. We recommend selecting at least one indicator per outcome. When selecting indicators think about what is most relevant to your service, and what data will be easier to collect.

| Key outcome                              | Specific outcome  | Indicator  |
|--|---|--|
| Improved access to education or training | Improved access to affordable childcare                                       | Supply of childcare  |
|  |   | % of monthly household income spent on childcare                           |
|  | Improved access to affordable transportation                                  | Means of transport used to reach school/training centre                    |
|  |   | Proportion of monthly household income spent on transportation             |
|  |   | Time required for commute per day  |
|  | More young people are in education or training after leaving school at age 16 | Number of young people recorded to be going on to sixth form               |
|  |   | Number of young people recorded to be going on to employment with training |
|  |   | Number of young people recorded to be going on to University               |
|  | Improved access to suitable education   | Number of hours of education per week                                      |
|  |   | Enjoyment/satisfaction with course   |
|  | Improved access to suitable training  | Number of hours of training per week                                       |

|                              |  |  |
|------------------------------|--|--|
|                              |  | Enjoyment/satisfaction with course   |
| Improved academic attainment | Increased academic aspirations for the future            | Score on scale measuring academic aspirations  |
|                              | Increased levels of attainment at school                 | Number GCSEs and Scottish Standards started  |
|                              |  | Number GCSEs and Scottish Standards achieved   |
|                              |  | Number points scored in GCSE and Scottish standards  |
|                              |  | Number of A levels, International Baccalaureate, Scottish Highers or University modules started                    |
|                              |  | Number of A levels, International Baccalaureate, Scottish Highers or University modules achieved                   |
|                              |  | Number of points scored in exams for A levels, International Baccalaureate, Scottish Highers or University modules |
|                              |  | Highest qualification obtained   |
|                              |  | Level achieved on P scale  |
|                              | Improved attendance at school and educational programmes | Number of half-days absent   |
|                              | Improved behaviour at school and educational programmes  | Number of fixed term exclusions  |
|                              |  | Number of permanent exclusions   |
|                              |  | Incidence of 'at-risk' behaviours of young people  |
| Improved levels of literacy  | Score on literacy tests                                  |  |

|                                 |  |  |
|---------------------------------|--|--|
|                                 |  | Grade/score achieved on English language assessments   |
|                                 | Improved levels of numeracy                            | Score in numeracy test   |
|                                 |  | Grade/score achieved in maths assessments  |
| Improved vocational preparation | More people achieve relevant vocational qualifications | Number of vocational qualifications started  |
|                                 |  | Number of vocational qualifications achieved   |
|                                 |  | Score achieved on vocational qualifications  |
|                                 | Improved attendance at vocational training programmes  | Number of half-days absent   |
|                                 | Improved IT skills                                     | Number of IT qualifications achieved   |
|                                 |  | Number of people able to use common IT software packages and the Internet                                    |
| Improved soft skills            | Improved time-keeping                                  | Number of times pupil is late per term   |
|                                 | Improved aspirations for the future                    | Scores in scale measuring goals, aspirations and desire to participate in higher or further education        |
|                                 | Increased self-confidence                              | Score on Rosenberg self-esteem scale   |
|                                 | Improved interpersonal and social skills               | Score on the interpersonal skills test (measuring emotional intelligence, teamworking, empathy and boldness) |
|                                 | Improved communication skills                          | Score on the communication scale   |
|                                 |  | Score on the communication and cooperation scale   |

|                         |  |  |
|-------------------------|--|--|
|                         | Improved teamworking                               | Score on the teamworking element of the interpersonal skills test      |
|                         | Improved self-awareness                            | Score on emotional self-awareness scale                                |
|                         | Improved problem-solving skills                    | Score on the problem solving scale                                     |
| Improved work readiness | Improved attitude and motivation to work           | Score on the attitudes to work module in the LYPSE survey              |
|                         | Number of people with a job-relevant qualification | Number of people recorded to have completed a vocational qualification |
|                         | Number of people with job-relevant know-how        | Skills for work  |
|                         | Number of people with job-relevant experience      | Time and quality of work experience                                    |

## Choosing data collection tools

Now that you've developed your measurement framework, you need to choose data collection tools. You have two broad options: validated tools or bespoke tools.

### Validated tools

Validated tools (sometimes known as 'standardised' or 'off-the-shelf tools') are **questionnaires that have been statistically tested**—so we know they measure what they are supposed to—and they produce consistent results when used by different people or with different groups of service users.

Typically they have been designed by measurement experts and often include guidelines on data collection and analysis. Someone has invested time, skills and resources to develop, test and pilot them, so the organisations using them don't need to.

### Benefits of using validated tools

- Using a validated tool will **save you time and resources** in developing your measurement tools because the time, knowledge and investment needed to develop the tool has already been contributed by someone else, including testing and piloting to improve validity and usability.
- You can **be sure of the quality of the questions** you ask and of the data that you will collect, because validated tools were typically developed by measurement experts.
- Sometimes validated tools allow you to add your data to a database of data from different organisations using the same tool. This allows you to **compare your results** to those of other organisations, share findings and learn from others.
- Off-the-shelf tools **may have more credibility with funders**. They may already be familiar with the tool, so it is easier for them to understand the data you present.
- Some off-the-shelf tools have **guidelines, training packages and/or IT packages** to support them.

## Challenges of using validated tools

There are also some challenges to keep in mind when deciding whether or not to incorporate one or more validated tools in your measurement framework. Whether you choose to include one or more of these in your measurement framework, they shouldn't be your only measurement tool. You should complement them with some qualitative data from interviews or focus groups, possibly some bespoke survey questions, and user, engagement and feedback data.

- Some of the questionnaires are lengthy
- Off-the-shelf tools have not been designed with your service in mind, so their content might not be ideally suited to the people you work with or your context.
- Think about your users (or even better ask them how they feel about these tools) before deciding if validated surveys are suitable for you. They are typically administered in paper-based or online form and the user is asked to read and fill out a questionnaire on their own. This makes these surveys unsuitable for people who would struggle with such a task, such as people with learning disabilities or whose level of English is inadequate to understand the questions.
- It may be tempting to pick and choose parts of tools, and add your own questions to adapt them for your services. Using single questions from a tool or adding questions in a different format will invalidate the tool – this means your data won't be comparable to data collected by others using the same tool. Using some questions from a validated tool might still be helpful if you're looking for a well-structured question on a specific issue.
- Using off-the-shelf tools you can miss out on the process of engaging staff and service users to think about how outcomes might be measured.

## Developing bespoke measurement tools

Bespoke measurement tools can help you to collect data that validated tools don't cover. Two of the most used bespoke tools are surveys and qualitative interview guides.

### Top tips for designing surveys

Surveys focus on quantitative data such as how many and how often. Survey questions are structured in a way that will give you answers that you can easily analyse, using mostly close-ended questions, such as scales or multiple choice answers.

Here are our tips to help you get the best possible data from surveys:

- Be brief: avoid going over 20 words per question, remove unnecessary words.

- Keep the overall length of the survey to a maximum of 15 questions (5 minutes for online surveys, 10 minutes for paper/phone, 15 minutes for face-to-face).
- Use simple language: avoid complicated words, confusing language.
- Be objective: avoid leading questions, eg. 'how satisfied are you with the service?'
- Be specific: avoid words that are open to interpretation, eg. use 'daily' or 'weekly' rather than 'often' or 'usually'.
- Ask one thing at a time, eg. avoid questions such "Did you find the session helpful and interesting?"—ask two separate questions.
- Watch out for double negatives, eg. "Do you agree or disagree that you no longer need support?"
- Phrase sensitive questions in the least objectionable way
- Use your common sense: will the respondent understand the question?
- Pilot the questions with a small group of respondents before rolling out the survey to the wider group. Ask the pilot group how they found the questions and tweak them based on their responses.

## Top tips for designing qualitative interview guides

Qualitative research focuses on how, why and in what context changes happen. This is often harder to measure than quantitative surveys, but it is important in understanding what is making an approach or service work or not, how it can improve, and what else may be influencing results. It is also often very compelling for funders. Here are our top tips for designing qualitative interview guides:

- Prepare a topic guide (ie a list of topics you wish to discuss) rather than the specific questions you plan to ask
- Use open questions, eg, how, why, in what way?
- Follow what the participant says, while subtly keeping them on track
- Approach sensitive topics carefully, taking into account the impact of the question on the interviewee
- Audio record the interview if the interviewee agrees. Remember to ask for permission to record before starting the interview. If you can't record it, take notes
- Avoid suggesting answers or biasing responses
- Design the interview topic guide to help explain some of the findings from the survey. If possible carry out the survey first and the interviews later, so that you can ask questions to explore issues addressed in the survey in greater depth, or try to explain any unexpected answers.

- Select a small sample of people with whom to carry out qualitative interviews. Given that gathering qualitative data and the subsequent analysis is quite resource-intensive, carry out interviews with 4-5 service users. If possible, identify individuals who reflect a range of characteristics, for example duration or intensity of engagement with your service, age, gender,
- Try to maintain anonymity and neutrality. Interviews can be carried out by a trained staff member, but to ensure more honest responses it would be best to commission an external evaluator or use trained volunteers. A neutral researcher will not bias the respondent or be biased in their interpretation of what is said. This is a risk where the interviewer has a vested interest in seeing 'positive' change. Respondents are also more likely to give honest answers if they don't know the interviewer.
- Analysing qualitative interviews. While qualitative research is useful to illustrate people's experience and provide quotes or case studies, it should not be used only for that purpose. It's helpful to identify and analyse the themes emerging in the interviews.

## Activity: Selecting tools for measurement

We discussed the pros and cons of validated tools. For all the indicators below, we have provided a list of validated tools, existing data sources and/or suggested bespoke questions that you could use to collect quantitative data. It is up to you what you decide to use.

Validated tools will have a hyperlink enabling you to access them directly. All the validated tools in the list are available online for free. In some cases you may be required to reference the source.

### Outcome: Improved access to education or training

| Specific outcome                        | Indicator   | Source of data   | Usefulness if able to get it (assuming this is a priority outcome) | Ease of obtaining |
|---|---|--|--|-------------------|
| Improved access to affordable childcare | Supply of childcare                                       | Government and childcare provider data on number of places available       |  |                   |
|   | Proportion of monthly household income spent on childcare | Survey question. Could be compared with <a href="#">this existing data</a> |  |                   |

|   |  |  |   |   |
|---|--|--|---|---|
| Improved access to affordable transportation                                  | Means of transport used to reach school/training centre                    | Survey questions   |   |   |
|   | Proportion of monthly household income spent on transportation             |  |   |   |
|   | Time required for commute per day  |  |   |   |
| More young people are in education or training after leaving school at age 16 | Number of young people recorded to be going on to sixth form               | Data collected by schools reported by the Department for Education | 5 | 5 |
|   | Number of young people recorded to be going on to employment with training |  |   |   |
|   | Number of young people recorded to be going on to University               |  |   |   |
| Improved access to suitable education   | Number of hours of education per week                                      | Course description   | 3 | 5 |
|   | Enjoyment/satisfaction with course   | User feedback  | 1 | 5 |
| Improved access to suitable training  | Number of hours of training per week                                       | Course description   | 3 | 5 |
|   | Enjoyment/satisfaction with course   | User feedback  | 1 | 5 |

### Outcome: Improved academic attainment

| Specific outcome | Indicator | Source of data | Usefulness if able to get it (assuming this is a priority outcome) | Ease of obtaining |
|------------------|-----------|----------------|--|-------------------|
|------------------|-----------|----------------|--|-------------------|

|   |  |   |   |   |
|---|--|---|---|---|
| Increased academic aspirations for the future | Score on scale measuring academic aspirations  | <a href="#">LSYPE / Understanding Society Questions 1-5: Educational Aspirations module, Understanding Society Innovation Panel, Wave 3</a>                               | 3 | 5 |
| Increased levels of attainment at school      | Number GCSEs and Scottish Standards started  | School's registers  | 3 | 2 |
|   | Number GCSEs and Scottish Standards achieved   | Passes and grades of exams determined by exams boards (measures published by the Department for Education in England and by schools and colleges)                         | 5 | 5 |
|   | Number points scored in GCSE and Scottish standards  |   |   |   |
|   | Number of A levels, International Baccalaureate, Scottish Highers or University modules started                    | School's registers  | 3 | 2 |
|   | Number of A levels, International Baccalaureate, Scottish Highers or University modules achieved                   | Passes and grades of exams determined by exams boards (measures published by the Department for Education in England and by schools and colleges)                         | 5 | 5 |
|   | Number of points scored in exams for A levels, International Baccalaureate, Scottish Highers or University modules |   |   |   |
|   | Highest qualification obtained   | Data collected by schools reported by the Department for Education  | 5 | 5 |
|   | Level achieved on P scale  | <a href="#">P scale measures attainment for children with special educational needs (SEN) who do not reach the lowest level of attainment on the National Curriculum.</a> | 3 | 2 |

|  |  |   |   |   |
|--|--|---|---|---|
| Improved attendance at school and educational programmes | Number of half-days absent                           | School's attendance records   | 5 | 2 |
| Improved behaviour at school and educational programmes  | Number of fixed term exclusions                      | School's pupil records  | 5 | 2 |
|  | Number of permanent exclusions                       | School's pupil records  | 5 | 2 |
|  | Incidence of 'at-risk' behaviours of young people    | <a href="#">Goodmans Strengths and Difficulties Questionnaire (SDQ)</a>   | 3 | 4 |
| Improved levels of literacy                              | Score on literacy tests                              | <a href="#">Suffolk Reading Scale (SRS) for primary school pupils</a>   | 4 | 4 |
|  |  | <a href="#">Edexcel Adult Literacy and Numeracy (ALAN)</a>  | 4 | 4 |
|  | Grade/score achieved on English language assessments | Passes and grades of exams determined by exams boards (measures published by the Department for Education in England and by schools and colleges) | 5 | 5 |
| Improved levels of numeracy                              | Score in numeracy test                               | <a href="#">Centre for Evaluation and Monitoring (CEM) basic numeracy test (assessments can be purchased and vary by age group)</a>               | 4 | 4 |
|  |  | <a href="#">Edexcel Adult Literacy and Numeracy (ALAN)</a>  | 4 | 4 |
|  | Grade/score achieved in maths assessments            | Passes and grades of exams determined by exams boards.  | 5 | 5 |

### Outcome: improved vocational preparation

| Specific outcome                                       | Indicator   | Source of data   | Usefulness if able to get it (assuming this is a priority outcome) | Ease of obtaining |
|--|---|--|--|-------------------|
| More people achieve relevant vocational qualifications | Number of vocational qualifications started                               | School's registers   | 3  | 2                 |
|  | Number of vocational qualifications achieved                              | Vocational qualifications include NVQs, GNVQs, BTEC. Scores and grades determined by exam boards (measures published by the Department for Education in England and by schools and colleges) | 5  | 5                 |
|  | Score achieved on vocational qualifications                               |  |  |                   |
| Improved attendance at vocational training programmes  | Number of half-days absent  | Training programme attendance records  | 4  | 2                 |
| Improved IT skills                                     | Number of IT qualifications achieved                                      | Survey question  | 3  | 3                 |
|  | Number of people able to use common IT software packages and the Internet | Exam results and teacher assessments   | 4  | 3                 |

### Outcome: Improved soft skills

| Specific outcome | Indicator | Source of data | Usefulness if able to get it (assuming this is a priority outcome) | Ease of obtaining |
|------------------|-----------|----------------|--|-------------------|
|------------------|-----------|----------------|--|-------------------|

|  |  |  |   |   |
|--|--|--|---|---|
| Improved time-keeping                    | Number of times pupil is late per term   | School's lateness records  | 4 | 2 |
| Improved aspirations for the future      | Scores in scale measuring goals, aspirations and desire to participate in higher or further education                          | <a href="#">Three item Goals and Aspirations scale (Q1-3) used in the Resilience and Youth Development module of the California Healthy Kids Survey (CHKS)</a> | 2 | 5 |
| Increased self-confidence                | Score on Rosenberg self-esteem scale   | <a href="#">Rosenberg Self Esteem Scale</a>  | 2 | 5 |
| Improved interpersonal and social skills | Score on the interpersonal skills test (measuring emotional intelligence, teamworking, empathy, integrity and social boldness) | <a href="#">Interpersonal skills test</a>  | 2 | 5 |
| Improved communication skills            | Score on the communication scale   | <a href="#">Communication scale (23 items)</a>   | 2 | 5 |
|  | Score on the communication and cooperation scale   | <a href="#">California Healthy Kids Survey, Resilience and youth development model, communication and cooperation scale (Q10, 16 and 18)</a>                   | 2 | 5 |
| Improved teamworking                     | Score on the teamworking element of the interpersonal skills test  | <a href="#">Items in the interpersonal skills test</a>   | 2 | 5 |
| Improved self-awareness                  | Score on emotional self-awareness scale  | Emotional self-awareness scale and subscales   | 2 | 5 |
| Improved problem-solving skills          | Score on the problem solving scale   | <a href="#">California Healthy Kids Survey, Resilience and youth development model, communication and problem-solving scale (Q 5, 5 15)</a>                    | 2 | 5 |

## Outcome: Improved work readiness

| Specific outcome                                   | Indicator  | Source of data   | Usefulness if able to get it (assuming this is a priority outcome) | Ease of obtaining |
|--|--|--|--|-------------------|
| Improved attitude and motivation to work           | Score on the attitudes to work module in the LYPSE survey              | <a href="#">Attitudes to Work module, LSYPE Wave 7 (p.89)</a>                        | 3  | 5                 |
| Number of people with a job-relevant qualification | Number of people recorded to have completed a vocational qualification | Data collected by schools reported by the Department for Education                   | 4  | 5                 |
| Number of people with job-relevant know-how        | Skills for work  | <a href="#">Outcomes star for work and learning (the tool needs to be purchased)</a> | 4  | 5                 |
|  |  | <a href="#">Get employable tool for University graduates</a>                         | 4  | 5                 |
| Number of people with job-relevant experience      | Time and quality of work experience                                    | <a href="#">Outcomes star for work and learning (the tool needs to be purchased)</a> | 4  | 4                 |

## Impact

Impact is the long-term difference on individuals, communities and society that your service has contributed to. It results from your service's outcomes.

## Why is it difficult to measure and attribute?

To measure the long-term impact of your service you need to be able to survey your users a few years after the end of your service, and ask them the same questions you asked them during the service. This is logistically very difficult (even if you have people's contact details it would be difficult to get a high enough response rate to make survey data meaningful) and costly. Additionally, in the years between your service and your follow-up impact data collection, people will have had lots of experiences influencing their situation. This makes it difficult to attribute long-term change to your service. For these reasons, many charities don't attempt to measure long-term impact.

For most charities, outcomes are a good enough predictor of impact. If there is lots of evidence to suggest that your approach works, you don't need to measure long-term impact. The existing research will show that people who achieve the outcomes that your service is aiming for, typically also experience the long-term impact you're working towards.

If you have access to statutory data (eg from schools, the NHS or the criminal justice system) and can easily compare data from your service users over time, then measuring impact is easier and might be worthwhile even for smaller charities.