Well-being evaluation tools: A 'how to' handbook

Developed for use as part of the Big Lottery Fund National Well-being Evaluation (incorporating the Well-being Programme and selected award partners from the Changing Spaces Programme)

January 2009

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Section 1: Introduction

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Welcome to this handbook on measuring well-being outcomes as part of your activities funded by the Big Lottery Fund (BIG).

The handbook is intended for use as part of BIG's Well-being Programme, and for two award partners involved in BIG's Changing Spaces Programme.

It is a practical guide to support portfolio leads, award partners, project managers and project workers measure the outcomes of their projects for direct beneficiaries. In particular, it provides guidance on a set of evaluation tools which have been developed for use across grants working towards improving well-being to support BIG's national well-being evaluation.

Due to the diversity of projects and organizations involved, there is not a 'one size fits all' approach to using the evaluation tools. This handbook therefore provides two things:

- Guidance for when a consistent approach is required across all projects/portfolios involved in the national evaluation
- Prompts for you to think about when there are opportunities for you to use the tools on a voluntary basis

Well-being Programme

The Well-being Programme is a £160 million BIG Programme supporting projects across the country working on three themes:

- Healthy eating
- Physical activity
- Mental well-being

The programme is structured into 17 portfolios, each holding a selection of projects addressing at least one of the above themes. Portfolios have received funding for 3-5 years with most commencing activities in early 2008 (two portfolios were on an early funding route meaning their operations began in the summer of 2007). A mix of national and regional portfolios exists.

Changing Spaces Programme

The Changing Spaces Programme is an environmental programme launched in November 2005. It focuses on three priority areas:

- Community spaces
- Local community enterprise
- Access to the natural environment

The programme will make a total investment of approximately £200 million in projects across England.

Why develop evaluation tools?

It is important that programmes, projects and initiatives funded through BIG are evaluated.

BIG is a non-departmental public body sponsored by the Department for Culture, Media and Sport (DCMS), and distributes half of the money the National Lottery raises for good causes.

Evaluation is important to ensure this money is spent effectively and in a way which helps to improve the lives of individuals and communities.

For programmes such as Well-being and Changing Spaces, evaluation is important so as to measure what is going well and how the programme (or similar programmes in the future) can be improved. This requires an ability to capture trends and measure outcomes across the programme. The evaluation tools developed as part of this project have been designed to support this.

They provide a mechanism for the BIG to capture outcomes for beneficiaries in a consistent, standardised way.

Evaluation is also important at a portfolio and project level. We hope that the evaluation tools, which have been developed to support the national well-being evaluation, will also be useful for portfolios, award partners and projects.

Who should use the handbook?

This handbook will be useful for anyone wanting to find out about the well-being evaluation tools and how they should be used. However, it has primarily been produced for portfolio leads, award partners and project managers to provide guidance on the practical considerations around using the tools.

Detailed information about how the tools have been produced and what they measure can be found in the research report *'Well-being evaluation tools: a research and development project for the Big Lottery Fund'*, a copy of which can be found on the relevant section of the evaluation website (see final section for further details). This will also be available on the BIG's website.

A copy of the evaluation tools will be made available to all portfolio leads and award partners. They can also be obtained by contacting the BIG well-being evaluation team.

Who is undertaking the national evaluation?

The national evaluation will be undertaken jointly by the Centre for Local Economic Strategies (CLES) and nef (new economics foundation).

CLES is a Manchester based registered charity and not-for-profit consultancy, with expertise in impact evaluation. The consultancy arm of the charity, CLES Consulting, is undertaking this evaluation. nef is a London based registered charity and an independent think and do tank, and believes in economics as if people and the plant mattered. Its Centre for Well-being specialises in the field of well-being research and measurement. The national evaluation team comprises CLES Consulting and nef who are referred to as the national evaluators throughout this document.

This handbook has been written by the Centre for Well-being at nef and CLES Consulting, with contributions from the Centre for Applied Positive Psychology. It has been prepared on behalf of the BIG.

Section 2: The evaluation tools

In this section…

- Key points about the evaluation tools
- Core tool, mirrored tools and modules
- What the evaluation tools do and do not measure

Key points about the evaluation tools

The following provides some useful introductory points about the tools:

- The evaluation tools take the form of a set of questionnaires
- The tools capture self-reported information (i.e. beneficiaries' views)
- The questionnaires contain closed questions asking respondents to select from pre-determined options or to rate themselves on a scale
- The tools are designed to be used with direct beneficiaries of projects (not as part of a population survey within the wider community)
- The tools are designed to measure distance travelled – the change in feelings and activities from the beginning of a beneficiary's involvement in a project to the end of their involvement
- There is a core tool, as well as a set of mirrored tools and accompanying modules
- The tools draw on reliable and valid measures of well-being and have been developed as part of a collaborative process

Core tool, mirrored tools and modules

The well-being evaluation tools are structured according to a Core+ model. This means there is a core questionnaire plus a number of mirrored tools and depth modules.

Core tool – the standard questionnaires for use by the majority of portfolios, award partners and projects. This has a set of 16 questions covering:

- All three strands of the Well-being Programme
- Some non-strand specific questions on social and personal well-being

The core tool also incorporates a final sheet covering demographics.

Mirrored tools – to be used instead of the core and designed for different age groups. They broadly follow the same structure and cover the same topics as the core questionnaire. There are three mirrored modules:

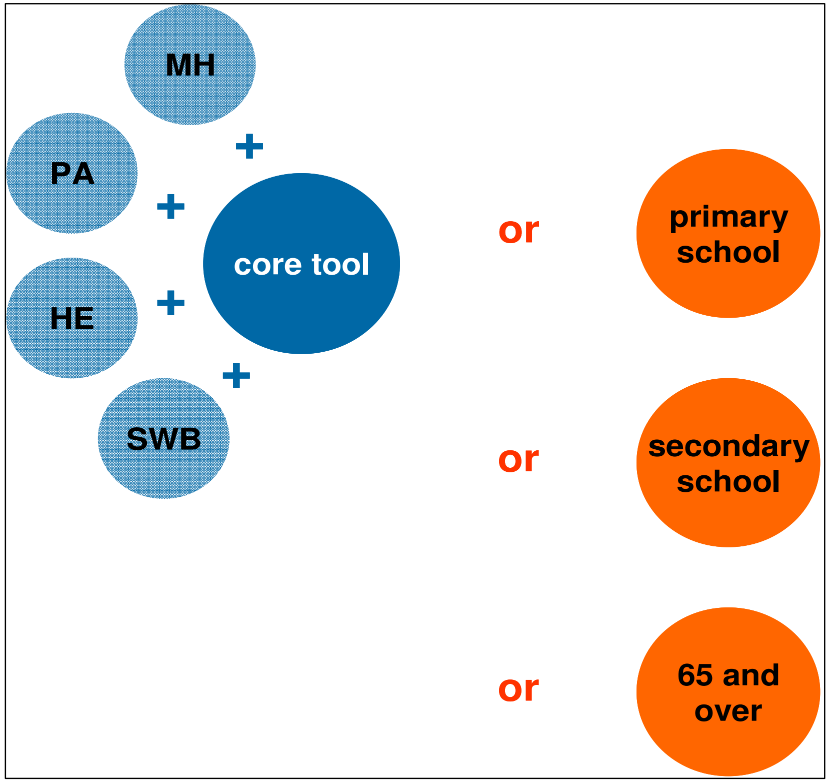
- Primary school children
- Secondary school children
- Over 65s

The mirrored tool also incorporates a final sheet covering demographics.
Depth modules – to be used in addition to the core tool and for projects or portfolios interested in exploring specific areas. These depth modules are designed to add something extra, and cover additional topics, rather than simply exploring the same issues in greater detail. Section 4 covers how to select the relevant tools in detail. There are four depth modules:

- Healthy Eating (HE)
- Physical Activity (PA)
- Mental Health (MH)
- Social Well-being (SWB)

Projects using a mirrored tool could also choose to use one or more of the depth modules. However, we would advise you to first consider if these are appropriate for the age group (e.g. use of language, type of issues).

Structure of the well-being evaluation tools



What the evaluation tools do and do not measure

The tools have been designed to be used in a before and after methodology. This means that they measure distanced travelled in terms of beneficiary outcomes.

The core tool, and mirrored tools, measure distance travelled in relation to two broad areas:

- Activities and behaviours – what change is identifiable in relation to what beneficiaries do?
- Feelings and experiences – what change is identifiable in relation to how beneficiaries feel?

The depth modules measure additional outcomes in these areas, as well as also capturing:

- Goals and plans – what change is identifiable in relation to beneficiaries' readiness for positive change (in terms of some of the pre-disposing and enabling factors)?

Topics covered by core tool (and mirrored tools)

- Healthy eating behaviour
- Healthy eating enjoyment
- Physical activity behaviour
- Physical activity enjoyment
- Life satisfaction
- Positive and negative mental health
- Self-esteem
- Resillience/optimism
- Competence/autonomy
- Social well-being

Topics covered by the mirrored tools – key differences

The key differences between the topics covered by the mirrored tools and the core tool are outlined below.

Primary school

- Excludes resilience/optimism and competence/autonomy
- Social well-being questions tailored specifically in relation to sense of belonging at school and friends and family

Secondary school

- No changes in terms of topics covered, only in relation to specific indicators/questions

65 and over

- All topics covered as per the core tool
- Social well-being topic tailored to measure social isolation
- Includes additional topics on physical autonomy

Topics covered by depth modules

The depth modules cover the following topics:

Healthy Eating Module
- Goals, intentions and confidence

Physical Activity Module
- Goals, intentions and confidence

Mental Health Module
- Stress and anxiety

Social Well-being Module
- Support, belonging and engagement/participation

There are a number of things that the well-being evaluation tools do not measure:

- Outcomes in relation to specific project activities (e.g. cookery skills)
- Views and perceptions of BIG projects or initiatives (e.g. beneficiaries are not asked to say if they enjoy project activities)
- Qualitative information about the reasons why positive outcomes have/have not been achieved
- Process outcomes (ways of working) which may have had an impact on the outcomes
- Outcomes data for anyone who is not a direct beneficiary of a BIG project (e.g. wider community)

However, some of these issues may be picked up through the qualitative research components of the national evaluation.

Section 3: Who should use the evaluation tools?

In this section…

- Who should use the well-being evaluation tools?
- How many projects and beneficiaries are included in the national sample?
- How have projects included in the national sample been chosen?
- If my project is not part of the national sample, can I use the evaluation tools anyway?
- If I am not using the evaluation tools, does that mean I will not have any involvement in the national evaluation?

Who should use the well-being evaluation tools?

The evaluation tools should be used by those projects selected as part of the national evaluation sample.

The evaluation tools will be used on a day-to-day basis by the project manager/officer. In the majority of cases portfolio leads (working together with their portfolio evaluation consultants where relevant) will be responsible for co-ordinating use of the evaluation tools among those projects which have been selected. We are, however, approaching this on a case-by-case basis and where portfolio holders or award partners prefer the evaluation team to liaise directly with projects, this will be the approach taken.

How many projects and beneficiaries are included in the national sample?

There are over fifty projects included in the sample for involvement in the national evaluation. This will mean at least 2,500 beneficiaries will be surveyed as part of the national evaluation. A full list of participating projects can be found at the well-being evaluation website (see Section 8). The BIG evaluation team also has a full list available.

How have projects included in the national sample been chosen?

The national sample was developed using a technique known as a stratified sample. This means that eligible projects were chosen at random, therefore reducing the likelihood of self-selection bias in terms of the evaluation results. A sampling frame was applied to ensure projects covering all the different strands, geographies, types of project and target groups are covered.

If my project is not part of the national sample, can I use the evaluation tools anyway?

Yes. Any eligible project involved with the BIG's Well-being or Changing Spaces Programmes can use the evaluation tools on an optional basis. Telephone or email support will be available from the national evaluators in relation to using the tools. However, if you are keen to use the evaluation tools in this way, it is worth:

- Checking whether your project is eligible – further guidance on eligibility is provided in Section 4
- Checking whether the tools are suitable for use with your particular group of beneficiaries – further guidance is provided in Section 4
- Noting that your results are unlikely to be included in the national evaluation itself – this is to ensure we maintain a random sample and do not bias the results through including those self-selecting to be involved

Checking eligibility – projects and beneficiaries for whom the tools may not be suitable

We do not think the well-being evaluation tools will be useful in relation to the following types of projects:

- Awareness raising (e.g. campaign)
- Information provision (e.g. magazines/leaflets)
- One-off events or activities (e.g. health and well-being fun day)

All beneficiaries who are able to self-report in relation to their activities, behaviours, feelings and experiences will be able to use the tool(s). This is either by self-completing the questionnaire(s) or by providing their answers to someone else who can complete it on their behalf.

However, there are some beneficiaries for whom the tools may not be suitable. These include:

- Children aged under 7 years
- People with a complex mental health problem
- Some people with learning disabilities

If I am not using the evaluation tools, does that mean I will not have any involvement in the national evaluation?

Not necessarily. The evaluation tools represent just one research methodology being used as part of the national evaluation. The evaluation will also include qualitative research which could involve projects taking part in, for example, case studies. The national evaluators will contact portfolio leads and award partners directly in relation to the potential involvement of projects in this aspect of the evaluation.

Section 4: Selecting the right tools for your project

In this section…

- How to select the right tool(s) for your project
- Fitting the tool(s) within your existing evaluation plans
- Accessing the evaluation tools and supporting materials

How to select the right tool(s) for your project

Once you have been selected to be part of the national evaluation (or you have decided to use the tools on an optional basis), the next step is to identify which tool(s) is right for you.

The national evaluators will work with you in relation to this selection process.

In most cases…

The majority of portfolios, award partners and projects will want to use the core tool. It is intended as the default option for all projects working with direct beneficiaries (e.g. service users, project participants) who:

- Are aged between 16 and 65
- Will be involved with the project/service more than once (e.g. not a one-off event) and be expected to experience direct impacts on their well-being (e.g. not information campaigns)

If you are working with children…

If your project involves working with children aged under 16, select one of the mirrored tools – either for primary school aged children (7-11 years) or secondary school children (11-16 years). If you have a mixed age group (either all children but of different ages, or a mix of adults and children) you should use both the primary and secondary school mirrored tools and divide the beneficiary group accordingly. This will add a layer of complexity but it is important due to issues around use of language, reading ages, etc.

A few additional considerations worth thinking about:

- It is not expected that those using the primary and secondary school mirrored tools will select any of the depth modules
- If your project is working with people aged 18 and under, you are advised to use the mirrored tools designed for children and young people rather than attempt to use the core tool for some, secondary school tool for others and so on.

If you are working with older people…

The 65s and over mirrored tool is best used for projects where the majority of beneficiaries fall into an oder age group category. The 65s and over mirrored tool is very similar to the core tool and is therefore appropriate for use with the majority of adult beneficiaries. However, it includes some additional questions which are tailored for an older age group.

Where only a few older people are involved in a project, service or initiative which typically involves a mixed age group, we recommend using the standard core tool. This is to prevent people having to be singled out due to being older. However, where activities are targeted towards an older age group, the 65s and over tool will be useful to capture all of the key elements of the core tool plus some additional issues of relevance to this population age group, such as isolation.

If you want to drill down or capture additional outcomes…

The decision as to whether you should use one or more of the depth modules (particularly for adults) will depend on your project/service:

- If you are keen to measure the impact of your project/service on beneficiaries' readiness for positive change (e.g. confidence, sense of agency, goal setting) in relation to healthy eating:
  - ⇒ Choose the Healthy Eating depth module

- If you are keen to measure the impact of your project/service on beneficiaries' readiness for positive change (e.g. confidence, sense of agency, goal setting) in relation to physical activity:
  - ⇒ Choose the Physical Activity depth module

- If you are keen to measure the impact of your project/service on stress and anxiety among beneficiaries:
  - ⇒ Choose the Mental Health depth module

- If you are keen to measure the impact of your project/service on social well-being, including aspects such as community participation, sense of belonging and social support:
  - ⇒ Choose the Social Well-being depth module

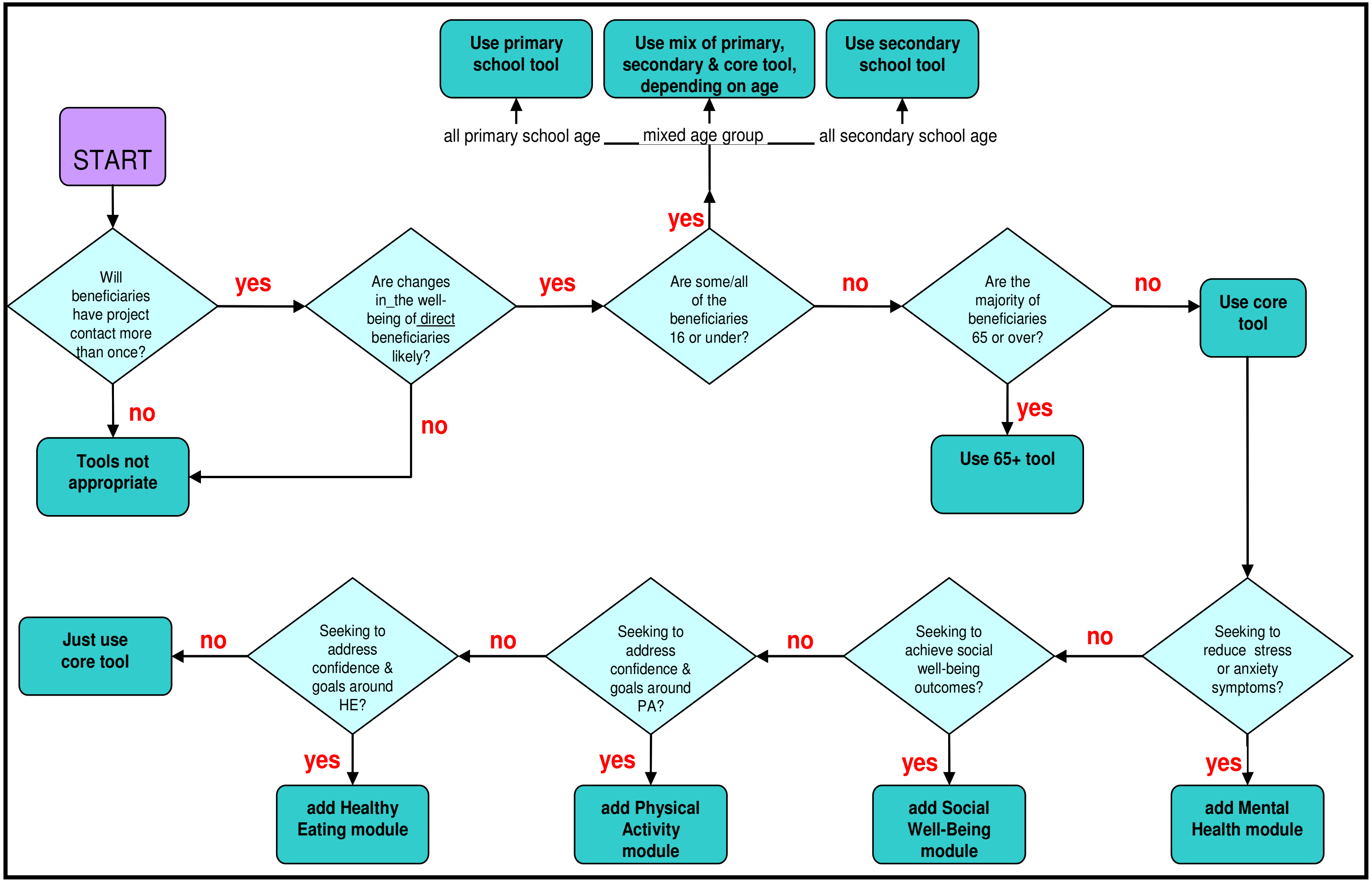
You can select as many of the depth modules to use alongside the core tool as you would like.

The flowchart can also help you to select the right tool(s) to use.

Are the evaluation tools available in community languages?

The evaluation tools are not available in community languages. This may be important and something you want to take forward at a portfolio or project level. If this is the case, we recommend you contact the Big Lottery Fund well-being evaluation team to discuss your requirements and to explore whether there is any potential to co-ordinate this with others.

Choosing which tool(s) to use flowchart



Fitting the tool(s) within your existing evaluation plans

Many of you reading this handbook will already have plans in place to evaluate your project or portfolio. The national evaluators are keen to work with existing evaluation teams wherever possible to reduce the burden on projects, portfolios and award partners involved in evaluation and to ensure robust and meaningful evaluation results.

How the national evaluation tools fit within your evaluation plans

Ideally, all projects included in the national sample should use the national evaluation tools in the format in which they are provided. This is important for ensuring the comparability and robustness of results.

Where this is not possible, the national evaluators will work with the portfolio lead/project manager to consider the best way of selecting and integrating the tools on a project-by-project basis. This might be a particular requirement if projects have already embedded the national evaluation tools within any existing questionnaires. You must retain all of the questions from the core tool (or mirrored module) if you are fitting the tools into your own evaluation plans. You may think that some questions are not important for your beneficiaries or project, but it is important you keep them in to help measure improvements in people's well-being in a holistic way. Question ordering should also be kept as close to the original national evaluation tools as possible and all demographic information asked for in the national tools must be captured.

For queries relating to how different evaluation tools and activities can work best alongside each other, you may want to ask your local evaluators and/or the national evaluators.

Accessing the evaluation tools and supporting materials

All of the materials required for taking part in the national well-being evaluation are available via the evaluation website www.cles.org.uk/wellbeing. You simply need to log in to gain access to a range of materials, including:

- Copies of the evaluation tools
- Evaluation resources (e.g. project manager tracker sheet)
- Evaluation FAQs

The Username is: Wellbeing
The Password is: BiG

The tools can be printed directly from the website for those taking part in the national evaluation. However, if you would prefer to be sent a batch of pre-printed questionnaires to save time and printing costs, this can be arranged by contacting the national evaluators.

Before you start to use the evaluation tools, you will need to decide:

- How you will print/make available the questionnaires
- How you will distribute the questionnaires

As a portfolio lead or award partner, if you have a number of project workers who need to make use of the evaluation tools you will need to think about the best way of distributing the evaluation tools to those concerned.

Key point

If you choose to select additional depth modules, remember to attach or merge the depth module questionnaire with the core tool/mirrored tools. This is important so that information about who is completing the questionnaire is captured.

Section 5: Using the evaluation tools

In this section…

- Completing the questionnaires
- When to use the tools
- How many respondents are needed?
- How long do the questionnaires take to complete?
- What do I do with completed questionnaires?

Completing the questionnaires

By this stage, you should be clear which evaluation tools will be used, but you now need to decide how you will use – or administer – them with your particular portfolio, project and group of beneficiaries.

All the questionnaires (core, mirrored, depth) have the option of being administered in the following ways:

Option 1 – self-complete by the beneficiary
Option 2 – completed by a project worker/carer reading out the questions to the beneficiary and filling in their response
Option 3 – completed by a carer/guardian who responds on behalf of the beneficiary

Completion of all three options can also be done online.

The majority of projects should select Option 1. This will be the least labour intensive, least likely to be affected by psychosocial bias and most robust in terms of comparing results across projects. Self-completion of the survey can either take place using a pen/paper or online.

Options 2 and 3 should only be used when it is felt that the beneficiary group will not be able to complete the questionnaire by themselves. Option 2 might be necessary for respondents who have difficulty reading (including reading English) or perhaps children with attention disorders. Option 3 should only be used where the respondent is unable to respond to the questions themselves, perhaps in the case of some beneficiaries with learning difficulties.

Key points

The front page of the questionnaire asks respondents to record which method is being used and it is important to do so for analytical purposes.

Also don't forget to hand out the guide to the evaluation for the beneficiaries and the consent forms before you hand out the questionnaires (more on this can be found in section 7).

How you might use the evaluation tools with your beneficiaries

Depending on how you will administer the questionnaires, there are various ways in which you might distribute them. Here are some possible options you might want to consider:

- Distributing questionnaires at the start/end of a group activity session (e.g. cookery lesson)
- Leaving a pile of questionnaires in an accessible location for a limited time people for people to pick up and complete at their leisure (e.g. front desk of a training venue)
- Asking beneficiaries to complete an online version, either as part of a facilitated session or on an individual basis (e.g. at school)
- Arranging a time when you, as a project worker, can sit down with a beneficiary to support them to complete the questionnaire
- Arranging for a carer/guardian to sit down with a beneficiary to support them to complete the questionnaire

When to use the tools

The evaluation tools are intended to be used in a before and after situations, so as to determine the distance travelled by beneficiaries. This means sampled beneficiaries should be asked to complete the same questionnaire twice as an absolute minimum, and preferably three times, in relation to their involvement with a BIG Well-being or Changing Spaces project.

Beneficiaries should be asked to complete the questionnaires as follows:

- Entry – at the beginning of their engagement with the project. The 'beginning' need not literally be as soon as they walk through the door, but it should be as early as possible, without creating unnecessary work, nor putting off beneficiaries

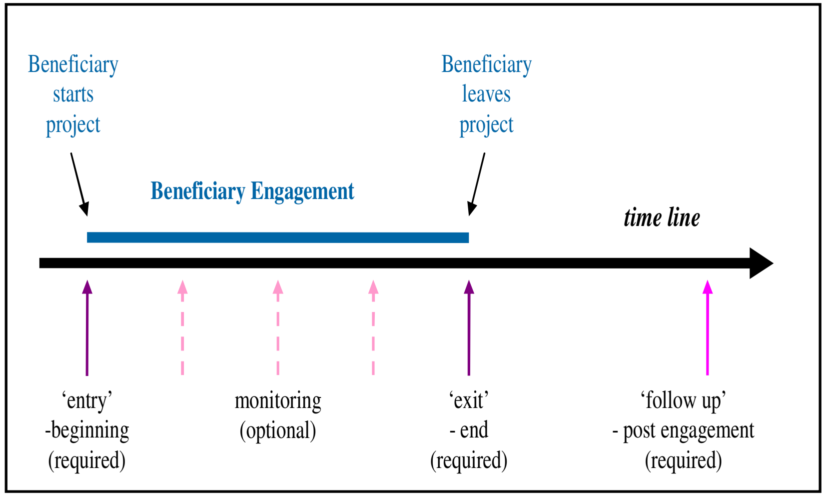
- Exit – at the end of their engagement with the project. The 'end' should be at the latest moment where the project can be reasonably sure they will be able to ask beneficiaries to complete the questionnaire

- Follow-up – post engagement with the project. This should be undertaken three to six months after the beneficiaries' exit from the project to help explore sustainability of outcomes. This will require obtaining contact details on project exit for the purposes of follow-up

Key point

You should decide what the beginning and end is according to your particular project or service or beneficiary group. It does not matter if the timescale between the beginning and end is different between beneficiaries in your project or between your project and others funded by the Big Lottery Fund Well-being or Changing Spaces Programmes. It is also acceptable if your 'follow up' happens at a slightly different timescale to that of other projects, as long as it falls within 3-6 months afterwards. However, it would be helpful if you could try to keep the same follow-up timescale for all beneficiaries in your project (e.g. all surveyed after four months). If useful, projects may also choose to use the tools on a more regular basis throughout the project's lifetime and beneficiaries' involvement with it. This would provide a more detailed way of tracking progress over time. If this is something you plan to do, please discuss this with the national evaluators.

The diagram shows a timeline for how the required and optional elements fit together.



Key point

It is important that either the beneficiary or a project worker identify, in the space provided on the questionnaire, at what stage in their engagement the evaluation tool is being used. It is also recommended that if using paper-based questionnaires, three boxes are retained by portfolio leads/project managers to separately store 'entry', 'exit' and 'follow up' questionnaires.

Keeping the tools constant throughout a beneficiaries' engagement

To measure distance travelled it is important that beneficiaries use the same evaluation tool throughout their engagement with a project. For example, if a beneficiary begins the project when at primary school but progresses to secondary school during the course of the project, they should always complete the primary version (labelling on the front page can be amended so as not to state 'primary' if this will deter beneficiaries from completing). This approach should also be used for all other respondents (e.g. adults moving into the 65+ category).

The evaluation team have developed a tracking spreadsheet which is available on the evaluation website to help track progress within in the questionnaires.

How many respondents are needed?

The sampling frame developed for the national evaluation means that each project taking part in the evaluation is required to obtain evaluation data from a minimum of 60 beneficiaries per project.

This means the same 60 beneficiaries need to be surveyed on entry, exit and post their engagement with the project. This represents the total number per project which needs to be surveyed over the lifetime of the project. If any project is working with less than 60 beneficiaries, all beneficiaries must be included.

How long do the questionnaires take to complete?

The time required for beneficiaries to complete the questionnaires will depend on:

- The particular tool selected
- Whether you have added any depth modules
- The method of completion (self-complete, online)
- How familiar the beneficiary is with completing questionnaires

As a guide:

- The core tool should take no longer than 10 minutes
- The mirrored tools should take no longer than 10 minutes
- Each depth module should take a maximum of 5 minutes

What do I do with completed questionnaires?

This will depend on the method used for distribution and how the questionnaires are being completed. The national evaluators will work with each portfolio lead, award partner and project manager included in the national sample to agree the most effective mechanism for data return. However, in general:

- All beneficiaries will need to place their completed questionnaires into an envelope to ensure anonymity and then pass this envelope back to the project worker administering the survey

- If paper based questionnaires are used, these will then need to be returned to CLES Consulting by the project manager or the portfolio lead on a quarterly basis using the Royal Mail recorded delivery postal service. Envelopes will be provided which, are prepaid for this service.

- If the questionnaire is completed online this means there is no need to gather and return any paper-based questionnaires. The national evaluators and project manager/portfolio lead will be able to access the data online

On a more day-to-day level, as a project manager some of the possibilities you may want to consider are:

- Collecting completed questionnaires at the end of a group activity session
- Asking respondents to leave completed questionnaires in a certain place (e.g. 'drop box')

Section 6: Accessing and making use of the data

In this section…

- How do I access evaluation data collected for my project?
- How will the national evaluation data be analysed?
- How will the data collected for the national evaluation get used?

How do I access evaluation data collected for my project?

The main purpose of the national evaluation is to look at outcomes across projects, portfolios and award partners. Individual portfolio and award partner evaluations are likely to have much greater focus on project specific activities and outcomes.

However, projects involved in the national evaluation may naturally want access to the data collected through the national evaluation tools. Projects will have access to any reports published as part of the national evaluation through the evaluation website. In addition, portfolios, award partners and projects will have the option of a six monthly data report. For those projects entering their data online, it will be possible to view real time results via a secure internet web page.

How will the national evaluation data be analysed?

The data collected as part of the national evaluation will be analysed at different levels to provide an overall picture of the outcomes and impact of the Well-being Programme and selected Changing Spaces award partners.

The overarching aims of the national evaluation are to:

- Assess the impact on beneficiaries in the three strands and social well-being
- Examine the type of interventions and the circumstances where they are successful and not as successful

Analysis will take place at different levels to address these objectives, including looking at the findings in relation to:

- Individual questions (e.g. five a day fruit and vegetables)
- Constructs (e.g. healthy eating behaviour)
- Strands (e.g. healthy eating, including healthy eating behaviour and healthy eating enjoyment)
- Overall well-being (e.g. combining healthy eating, physical activity and mental health strands)

The analysis will also consider the demographic characteristics of those demonstrating the greatest distance travelled and, through the qualitative evaluation research, the reasons for any patterns observed. We regret that we will be unable to provide analysis for those projects that choose to make use of the tools on an optional basis.

How will the data collected for the national evaluation get used?

For the national evaluation, the data will primarily be used to assess trends and outcomes across portfolios, award partners and projects.

We will produce:

- Data reports on a six monthly basis – these will be short reports which bring together the data collected through the quantitative evaluation tools

- Annual evaluation reports – there will be a series of annual reports which draw together findings from the quantitative evaluation (using the tools) and the qualitative evaluation

- Final evaluation report – a full report which draws together all of the data reports and annual reports to present the main findings of the evaluation. This is likely to include case studies of projects as well as quantitative survey data

These evaluation outputs will be made accessible through the evaluation resources pages on the evaluation website www.cles.org.uk/wellbeing and the BIG website.

Section 7: Ethical approval, consent and confidentiality

In this section…

- Ethical approval and ethics committee
- Consent, including for under 16s
- Confidentiality and data protection

Ethical approval and ethics committee

It is good practice to seek ethical approval for any evaluation methodology, particularly if you are working with sensitive issues (e.g. mental health) or potentially vulnerable population groups (e.g. children). This ensures that any negative impacts which may arise from people's involvement in the evaluation (both researchers and research participants) are mitigated.

We have sought expert advice on the ethical considerations around all the well-being evaluation tools. A specially convened ethics committee will also meet over the duration of the national evaluation to advise and guide on ethics issues as the tools are rolled-out across the projects.

The evaluation tools have been designed to focus on issues of positive mental health and well-being. However, if you feel they raise ethical concerns in relation to your beneficiary group, you may wish to seek further advice before using them or submit them to national evaluators for consideration by the ethics committee. In the unlikely event that any of the tools raise issues of concern for the individuals involved, you may wish to refer people to their GP or other local support services. For children, it may be appropriate for you to raise any concerns with a parent/guardian or a member of school staff (e.g. educational psychologist).

Consent, including for under - 16s

We are asking beneficiaries to give their informed consent. Informed Consent refers to research participants confirming that they are willing to be involved in the evaluation activity and understand its purpose.

Any individual who does not wish to take part in the evaluation or complete the evaluation questionnaire does not have to do so. This is made clear on the front of the questionnaires, and should be reinforced by project workers.

We have written a guide and consent form for beneficiaries detailing what the research is about and how they will be required to be involved, as well as what will happen to their information. We are then asking adults (or in the case of children, their parents and guardians) to sign that they have understood and give their consent to be involved.

Of course, even if the parent or guardian provides written consent, the child or young person is not compelled to complete the questionnaire if they do not wish to. A downloadable copy of the guide and consent form will be available on the evaluation website.

Consent forms should be returned to the evaluation team at the address overleaf. These should be placed together in a single envelope. They should be returned at the same time as the first questionnaire. The questionnaires should be contained within individual envelopes as returned to the project manager by the beneficiary.

Due to the nature of the evaluation tools and projects sampled it is unlikely that this research will be affected by the Mental Capacity Act. However, should the issue of consent for those people unable to provide it due to mental capacity, project managers should ensure that consent is given by their carer or another appropriate adult. If you are at all unclear please speak to the evaluation team.

Confidentiality and data protection

It is important to respect the confidentiality of the participants of the evaluation at all times.

The Data Protection Act 1998 regulates how personal information can be used and stored to protect individuals, including research participants. It provides eight common sense rules known as the Data Protection Principles, which state personal information should be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Not kept longer than necessary
- Processed in accordance with people's rights
- Kept secure
- Not transferred abroad without adequate protection

Data collection and storage

Hard copies of tools – Royal Mail recorded delivery will be used to return completed questionnaires from portfolio leads, award partners and project managers on a quarterly basis to ensure they are securely returned to CLES Consulting. All hard copy data will be stored securely at the CLES offices.

Electronic data – electronic data will be acquired and stored in two main ways. Firstly, all electronic data sheets compiled by the national evaluators based on hard copy data, or received directly from portfolio leads or project managers, will be stored securely on the evaluation team's server. Secondly, all data entered onto the web-based tool to provide real time data will be password protected.

All portfolio leads, award partners and project officers taking part in the national evaluation are advised to adhere to the Data Protection Act as regards their own data collection and storage arrangements prior to passing information to the national evaluators.

Consent Forms – project officers or managers should store any consent forms carefully, in accordance with the Data Protection Act, the national evaluation team do not wish to see or receive these forms.

Personal information

The well-being evaluation tools do not ask for people to provide their name. Instead, Unique Identifiers (UI) will be used to maintain anonymity yet track responses – distance travelled – for particular individuals. The UI will be compiled by capturing information on the initials, gender and date of birth of the beneficiary (or for primary or secondary school children, their age and birthday). Project managers do not need to do this, the information will be captured as long as beneficiaries answer all the relevant questions on the core or mirrored tool.

Personal information, such as date of birth, age or postcode, will be asked for and kept confidential at all times. This information is simply asked so that the evaluators can measure distance travelled for beneficiaries – they will not use this information for any other purpose. Project managers will need to record, for their own purposes, who has used which tools and when. The evaluation team does not need to access this information, but a suggested tracking sheet is available to download from the evaluation website.

Section 8: Further information and support

Support services

The following support services are provided by the national evaluators as part of the national well-being evaluation, incorporating the Well-being Programme and selected award partners from the Changing Spaces Programme.

Evaluation website

All of the national evaluation tools and supporting materials can be accessed via the evaluation website www.cles.org.uk/wellbeing. You will need to login as follows:

Username = Wellbeing
Password = BiG

Here you will find:

- Copies of the evaluation tools – core, mirrored and depth
- Evaluation handbook
- List of projects participating in the national evaluation
- Details of national evaluation workshops and events
- Evaluation FAQs
- Evaluation resources (e.g. project manager tracking sheet)
- Annual evaluation reports and policy papers (as released)
- Contact details for the national evaluation team

Rapid Response Team

The Rapid Response Team is a service provided to help portfolio leads or project managers/officers address any issues or problems connected to the national evaluation as they arise. They are also there to answer any general questions and to support new project staff in the use of the evaluation tools, where needed.

The support provided will be via email, telephone or face-to-face depending on the nature of the request received. The service is co-ordinated by CLES Consulting. In the first instance, please call 0161 236 7036 or email rrt@cles.org.uk.

Annual workshop events

Annual workshops will be organised for all portfolio leads and project managers taking part in the national evaluation. As well as providing networking opportunities and a chance to hear about the progress of the evaluation, it will serve to act as a trouble shooting session for any issues or challenges facing those involved.

Contact details

CLES – Centre for Local Economic Strategies	
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Website	www.cles.org.uk
nef – new economics foundation	
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Address	3 Jonathan Street, London, SE11 5NH
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Website	www.neweconomics.org
Big Lottery Fund	
Contact	Stacy Sharman Sarah Cheshire
Address	1 Plough Place, London, EC4A 1DE
Tel	020 7211 1800
Email	stacy.sharman@biglotteryfund.org.uk sarah.cheshire@biglotteryfund.org.uk
Website	www.biglotteryfund.org.uk