Designing an evaluation process

You may find it useful to write an evaluation brief to help you define what you want to find out and how the information will be used. Think about the points below to help you.

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| Question | Considerations | Notes |
| What data do I need to collect? | Only collect the information you’ll actually use – long questionnaires can put people off. This will also depend on your funder’s requirements. But as a minimum, we suggest measuring mental wellbeing using the [Short Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)](https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using) and the [Short Active Lives Survey](https://evaluationframework.sportengland.org/media/1357/short-active-lives-survey-what-it-is-and-how-to-use-it-1.pdf) to measure changes in physical activity. |  |
| What methods will I use to collect data? | Incorporate both qualitative and quantitative data into your evaluation to ensure you present a more holistic picture of the impact of your work (see [Qualitative vs quantitative data in Guide 7: Measuring the impact of a physical activity and mental health service](https://www.mind.org.uk/media/7599/mind-mental-and-physical-activity-toolkit-guide-7.pdf)). |  |
| What resources and capacity do I realistically have available to collect, input and analyse data? | It is important to consider this at the beginning. Ensure all staff and volunteers know their role and responsibilities regarding collecting data. If necessary provide additional guidance or training to those who need it. Where possible, provide time for participants to take part in data collection before and/or after a session to provide a greater degree of flexibility and ensure it doesn’t interfere with their enjoyment. Masters or PhD students may be able to help you measure impact as part of their research. Contact your local university to see if this is possible. You can search for universities delivering mental health or physical activity-related courses on the [UCAS website](https://digital.ucas.com/search). |  |

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| **Question** | **Considerations** | **Notes** |
| **How do I ensure the data collection is accessible and inclusive?** | * Use both paper forms and online surveys. * Print on coloured backgrounds to make your forms dyslexia-friendly. * Translate forms or use a translator if necessary.   Make sure your participants are aware that a friend, family member or carer can help them. |  |
| **How will I know that my service is having an impact?** | If possible, collect information from people before and after the intervention, or at regular time periods such as the start, three, six and 12 months. Check in with participants regularly about how they are finding the service and how, if at all, they are benefiting from it. |  |
| **How do I reassure participants that I am storing and using their data appropriately?** | It’s essential that you collect and process data in line with the General Data Protection Regulation (GDPR) and your organisation’s Data Protection Policy.  Data should be anonymised and participants must be informed about how their information will be used. An example privacy statement can be found in Appendix 1 and an example registration form in Appendix 2 Sport England’s privacy statement (both in [Guide 7](https://www.mind.org.uk/media/7599/mind-mental-and-physical-activity-toolkit-guide-7.pdf)) also provides tips to follow when collecting data on a sport and physical activity programme. If data demonstrates a significant dip in a participant’s wellbeing, staff should check in with the participant to see if they require extra support. If necessary, they should signpost to relevant mental health support.  The consent statement participants sign before engaging in the evaluation should also clearly outline under what circumstances confidentiality can be broken if there is genuine concern that the individual is at risk of harming themselves or others. Participants should be directed to the organisation’s privacy and safeguarding policy, which should detail the process for breaking confidentiality. If you are working with children and young people then you will need to ensure that you have the appropriate consent statements and procedures in place. |  |
| **Question** | **Considerations** | **Notes** |
| **How can I best communicate my findings to different audiences?** | A person looking to join your service will most likely have different priorities to a local commissioner, so it’s important to highlight the information that will resonate most strongly with each group. Any materials you produce should be engaging and easy to read. They could involve a mix of reports, eye-catching infographics and presentations. You can find templates to help you develop case studies in Appendix 3 (participant) and Appendix 4 (volunteer) of [Guide 7](https://www.mind.org.uk/media/7599/mind-mental-and-physical-activity-toolkit-guide-7.pdf). |  |