

Choosing the right evaluation method

Once you've set indicators for each of your outcomes, you'll begin to see that your evidence might come from different **sources** – for example, if one indicator you wanted to measure was *how stressed someone feels*, you would need to ask them direct – meaning that the **source** of that evidence is the service user themselves. On the other hand, something like their *ability to make eye contact* is an indicator you might simply **observe**.

Thinking about what the **sources** of your indicators are will help you to decide on the best **ways** to capture evidence, but there are some other factors to take in to account as well.

When choosing the best methods or tools to use for measuring your indicators, you should consider what the **characteristics** or **abilities** of your service users are. For example, if literacy is an issue, a wordy questionnaire might not be the most suitable tool – you might instead want to choose a method with few or no words, or try to illustrate concepts with images instead. You might also want to build your methods in to the **activities** you're delivering, so that evaluation is not a big, extra task – for example, if you engage young people in playing football, you could ask them to kick the ball in to one goal if they agree with the statement and the other goal if they disagree.

So, in order to choose the most appropriate evidence-collection methods, some key things to think about are:

- what opportunities you'll have to measure your indicators, based on what their **sources** are,
- what people will find **easiest to engage with**, based on their characteristics or abilities, and
- how you can build evaluation into your **activities**, so that it's part of your day-to-day work