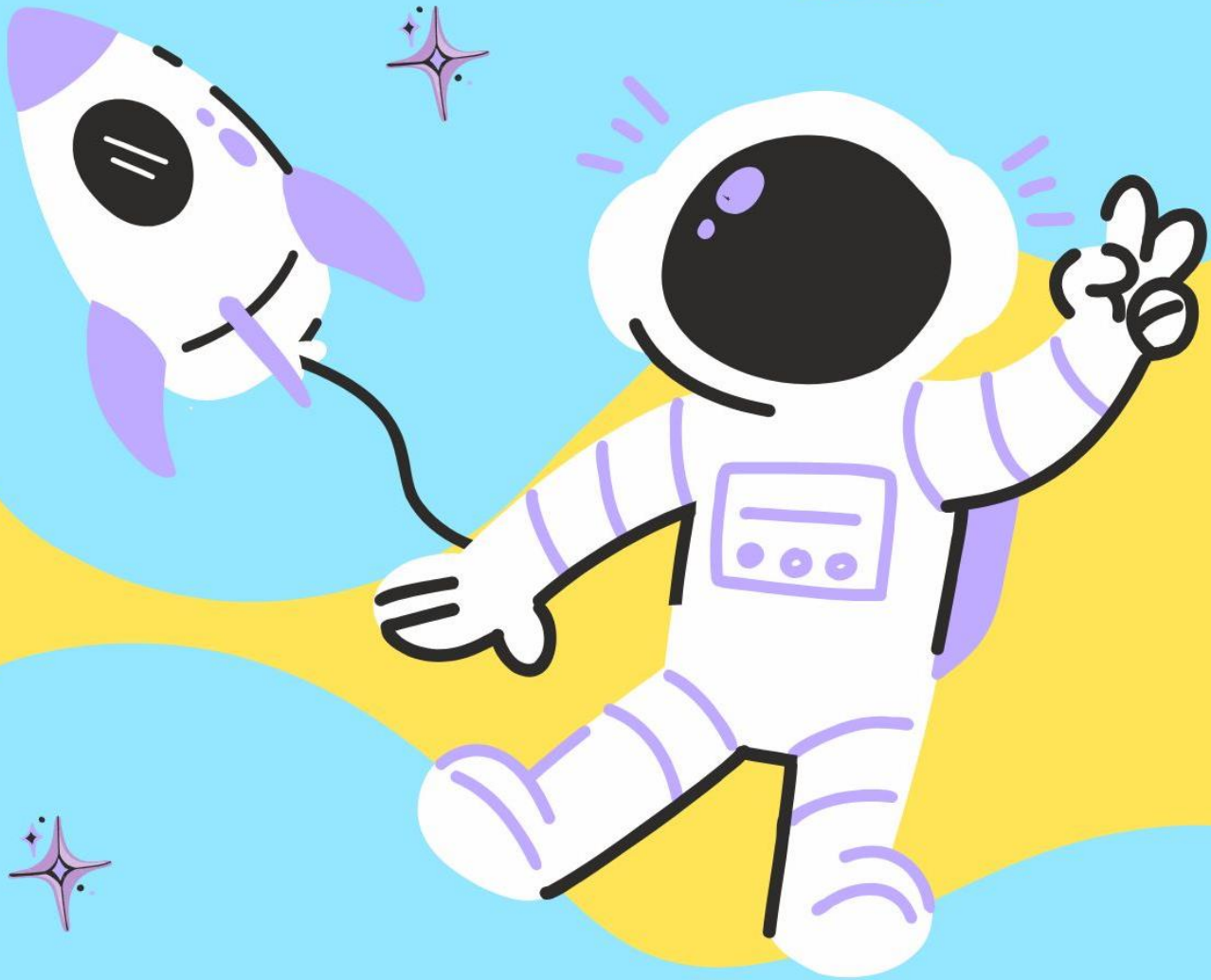
MeasureUp for Kids



TEST & VALIDATION REPORT

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Test and Validation of MeasureUp Children's Wellbeing Values

Introduction

This paper presents a case-study-based test and validation of the three children and young people MeasureUp values[1] applied to real-world example activities delivered by one private sector organisation and one VCSE organisation. The aim is to examine how well the values capture the social and wellbeing impacts relating to children and young people generated in these two different contexts.

The MeasureUp values included in the testing are:

1. WWD4 Engaging in youth activities: The wellbeing values are estimated from *National Citizen Service programme evaluations* and the report based on the NCS 2015 programme by *Jump and Simetrica (2017).*

2. ES3 Young Persons Wellbeing Programme: The headline value is based on *The programme evaluation* which was conducted by the London School of Economics and Political Science (LSE) through the Centre for Economic Performance and LSE Health. (Lordan and McGuire, 2019)

3. PW2 Improved children's wellbeing: The headline value for improved children's wellbeing is based on the work of Parkes (2025) in partnership with Dr Allan Little (State of Life). The discussion paper is titled "*The C-WELLBY: Towards a Universal Measure of Children's Wellbeing for Policy Analysis*" and the accompanying State of Life blog post is *"The C-WELLBY for Children's Wellbeing – We Have Lift Off."*

The work explores whether the values are conceptually appropriate, practically usable with available data and methodologically robust across Bronze, Silver and Gold levels of evidence.

This work is part of a collaborative sponsorship with AtkinsRéalis, specifically Social Value Fellow Michelle Baker, as a part of their Fellowship funding. The overall project is looking to develop better resources for organisations to be able to measure and estimate the value of their interventions with young people and children.

The report and toolkit publication date is March 2026, published on the MeasureUp website and as a part of the MeasureUp overall brand and resource.

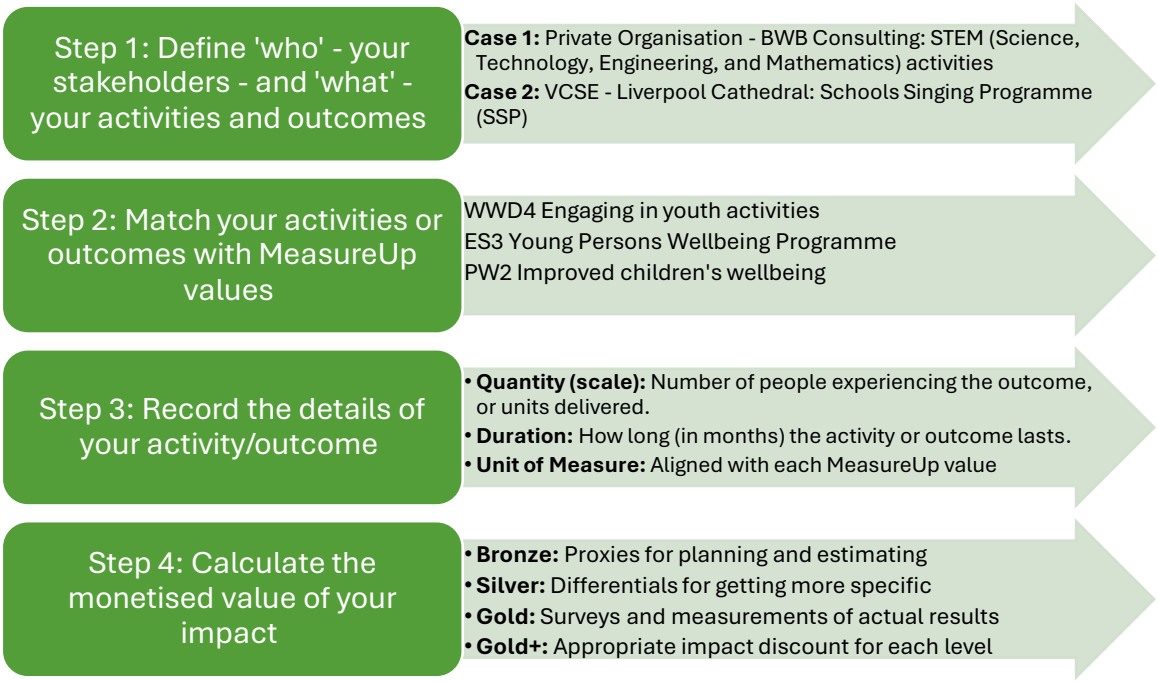
[1] There are 3 children and young people focused values as of December 2025. If reading this paper post this time, there may be additional values focused on children and young people

The testing methodology

The document first introduces the activities and datasets used in the case studies, then applies each MeasureUp value in turn, setting out the assumptions, calculations and evidence requirements. For each value, Bronze, Silver and Gold applications are tested to understand how changes in data quality and outcome measurement affect the resulting valuations and their credibility. The analysis is used to highlight strengths, limitations and valuation gaps in the current MeasureUp value set, and to propose practical recommendations for improving future guidance and for using these values transparently in impact and social value reporting.

Steps to follow

The following steps were followed in the testing and validation of the MeasureUp values.



The Measurement Levels

'Bronze' values offer a simple way to estimate the social value of an activity by using a single proxy figure, which is multiplied to generate an overall valuation estimation. They are particularly useful at the planning or bidding stage of a project, when it is not yet feasible to measure impact directly, or as a starting point for those early in their impact measurement and valuation journey or with limited research and evaluation resources.

When there is at least some evidence of change from an intervention, a 'Silver' value can be used to produce a more refined estimate. Silver values draw on proxies that reflect specific features of the activity or the people taking part or the frequency of engagement. These factors could include participants' demographics, the expected depth of an outcome, contextual factors like the fuel type of vehicles being replaced, or repeated regularity of engaging in the activity such as

weekly exercise. The key distinction is that Silver values move beyond a single average proxy to provide a more tailored and therefore more realistic estimate valuation.

For people-focused interventions, greater understanding can be gained by engaging with those affected. Guidance within the MeasureUp approach focuses primarily on gathering data through surveys. Each value specifies which questions to ask to obtain robust evidence of impact and explains how to apply appropriate proxy values so that survey findings can be translated into meaningful monetary estimates. Consistent measurement at defined instances during programme delivery will allow a MeasureUp user to measure and calculate their value at a 'Gold' level.

Adjustments and discounts

In addition to the three measurement levels (Bronze, Silver, and Gold), it is important to assess how confident you are that the impact was truly caused by the intervention, and not something that would have happened anyway. This is most clearly explained at the 'Gold+' level, where MeasureUp users are guided to define a counterfactual to their own case and apply a deadweight discount based on the counterfactual, but an impact discount should be considered for Bronze and Silver levels as well. At Bronze level MeasureUp advises to apply a 'high', 'medium', or 'low' discount to estimate what could have happened anyway and/or any value created by other parties beyond the activity claiming the value. At Silver level, a user could adjust their impact discount based on some additional evidence they have that indicates a different level of deadweight or attribution.

Another important adjustment to consider in relation to using the MeasureUp values is in relation to duration. Many of the people related values in the MeasureUp set, particularly those with a wellbeing value, relate to a person's experience of that change in wellbeing over the course of a year. For these values to be used in the context of a users own activity it is important to sense check the duration of the actual activity and how that compares to the MeasureUp value. Duration could be interpreted in a number of ways, the actual hours or days of time spent doing the activity (e.g. a total of 10 hrs spent on 1 hr daily training sessions), the duration of the activity in total (e.g. a programme of workshops over the course of 3 months), or the duration that the outcome is expected to last (e.g. an improvement in overall wellbeing lasting for 1 year). It is important to be clear how the MeasureUp value has been adjusted in relation to duration and which interpretations of duration have been considered.

The case examples

The different values are tested using two case studies - individually, in combination, and across the measurement levels - to validate their use in real-world scenarios, identify gaps in the current scope of the values, and inform the development of supporting resources to help MeasureUp users integrate these values more easily into their impact practice.

The two cases are:

1. **Case study one** focuses on the activities of the **private organisation BWB Consulting**, which delivers STEM (Science, Technology, Engineering and Mathematics) activities for schools and colleges alongside its core work on skills and training.

2. **Case study two** focuses on the **VCSE organisation Liverpool Cathedral**, which runs the Schools Singing Programme (SSP) for children aged 6 to 11 across the Liverpool City Region.

The next sections of the report walk through each case in detail, testing the MeasureUp values in the context of each case and at each level of measurement, Bronze, Silver, and Gold.

Case 1: Private Organisation - BWB Consulting

BWB is a UK integrated consultancy that delivers engineering, environmental, and infrastructure solutions to benefit people, enhance places, and protect the planet. As part of their overall social value strategy, the company have been delivering STEM (Science, Technology, Engineering, and Mathematics) activities for schools and colleges.

In this case study, we will investigate the application of MeasureUp values to these school-based STEM engagement activities.

Their engagement runs from September to September each year and focuses on delivery with one key school per region of operation (Birmingham, Leeds, London, Manchester and Nottingham). Each school is identified based on the below factors:

- **Age range:** the activities are focused on providing holistic engagement for students from Key Stage 3 to 5 (ages 11-18).
- **Location:** the target schools are close to company locations of operation.
- **Deprivation level:** the target schools and students are in most need of additional support based on the English indices of deprivation for the local area, along with, and most importantly, assessing the individual schools' percentage of children eligible for free school meals'
- **Curriculum:** as a key aim is to inspire students into STEM related careers to support the future of their industry and promote economic growth, BWB target schools that have available educational paths into subjects that align with their focus.
- Their STEM activities are summarised in the following image:

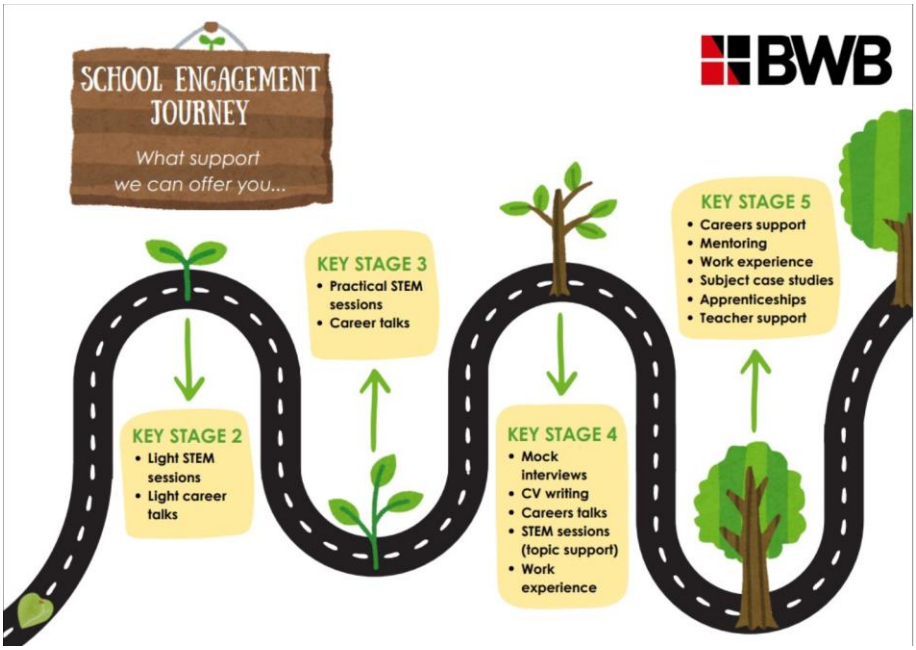


Figure 1: BWB Consulting Key Stages of STEM Activities

STEM activity impact pathway

The immediate, countable results of the STEM activities can be recorded as **outputs**. These include the types of STEM activities delivered, the number of pupils participating, demographic information (such as age, school year, and gender), the location of participating schools, and indicators of area-level deprivation. Collecting this data provides a clear picture of who was reached, where they are based, and the activities they took part in.

The targeted **outcomes** of the programme are improved knowledge of STEM career paths and related industries, increased passion or interest in STEM, and rising aspirations to pursue STEM careers in the future. These outcomes go beyond simple participation numbers and show how pupils' attitudes, knowledge and ambitions are influenced by the programme.

These outputs and outcomes can be shown linked together in an **impact pathway**, as illustrated in the chart below.

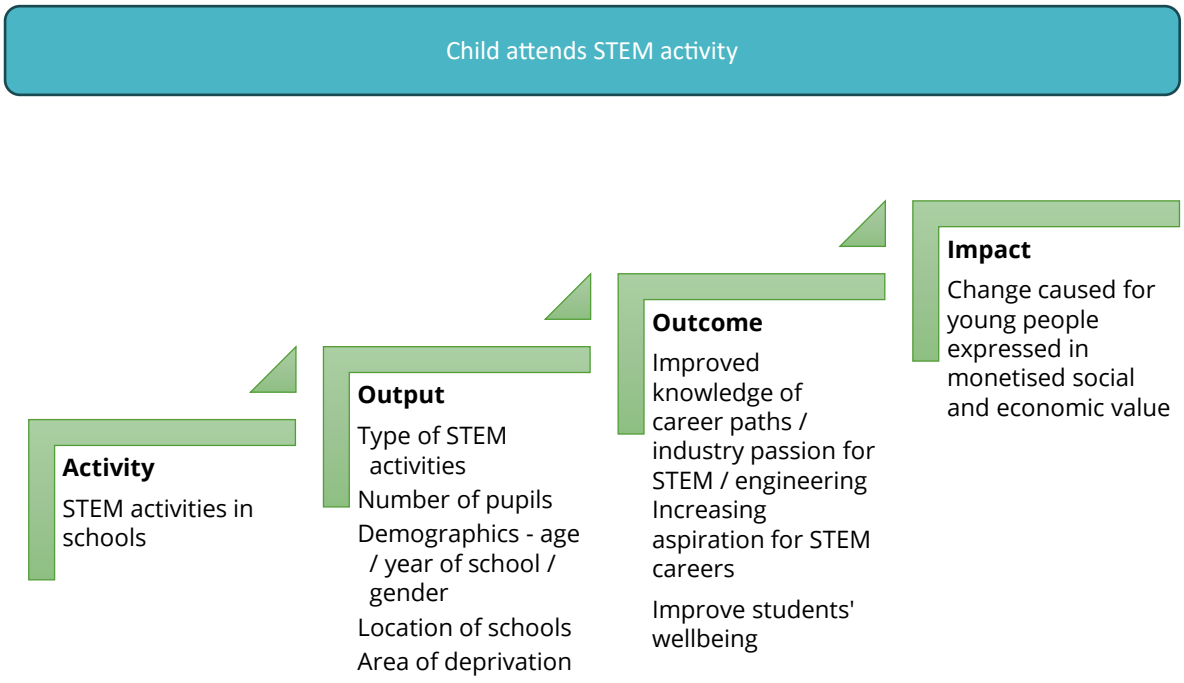


Figure 2: STEM Activities Impact Pathway

At the highest level, the **impact** is described as the monetised social and economic value generated by the STEM activities. This is where amount of change in outcomes (for example, improved aspirations and knowledge) are translated into a monetised valuation, using appropriate proxies and assumptions. The impact stage therefore connects the qualitative and quantitative evidence about change to an overall estimate of social value for the programme.

Choosing the 'right' MeasureUp Value – Case 1

Choosing which value from the MeasureUp framework to use, and crucially which NOT to use, is a key part of using the measurement and valuation framework in practice. In the next section, the MeasureUp values WWD4 Engaging in youth activities and PW2 Improved children's wellbeing are tested for their suitability in valuing the BWB Consulting STEM activities. The final children and young people value, ES3 Young Persons Wellbeing Programme, has not been tested with this activity as this is less suitable for this case than the other values, and too like WWD4 to use in conjunction. The below table gives an overview of the decision-making criteria for using each value or not in this case.

Table 1: BWB STEM Activities: MeasureUp Value Suitability Assessment

MeasureUp Value	Relevance to case?	Duration of outcome?	Measurability?	Use in case?
WWD4 Engaging in youth activities	**High** STEM workshops directly match "youth activities" for 12-18s (exploring skills, aspirations, peer engagement)	Up to 4 weeks FT equivalent per year (2.5 days fits well)	**Bronze:** Yes **Silver**: No adjustment (recording demographics) **Gold**: Yes (needs specific survey questions)	**YES** **Bronze:** participation **Silver:** engagement, demographics Gold: wellbeing surveys
PW2 Improved children's wellbeing	**Medium** Some wellbeing benefits likely, but less direct link than primary wellbeing programmes	Annual (may overstate short STEM exposure)	**Bronze**: Yes **Silver**: Age differentiation **Gold**: C-WELLBY	**YES with caution** Only if wellbeing measured; high discount (75%) needed due to indirect link and duration mismatch
ES3 Young Persons Wellbeing Programme	**Low** STEM ≠ mental health / resilience programme; wellbeing secondary to skills / careers focus	Annual programme (STEM is shorter-term)	**Bronze**: Yes **Silver**: No adjustment (recording demographics) **Gold**: Yes (Needs specific survey questions)	**NO too distinct from case** High discount (75%+) required; better as sensitivity test only

WWD4 Engaging in youth activities

This value estimates the wellbeing gain generated when a young person of secondary school age (12–18) takes part in youth activities for the equivalent of up to four full-time weeks in a year. The

wellbeing values are estimated from *National Citizen Service programme evaluations* and the report based on the NCS 2015 programme by *Jump and Simetrica (2017).*

The headline wellbeing benefit **is £1,500 per person for each full-time equivalent week of participation**, with an additional estimated economic gain of **£50 per person per full-time equivalent week over the year.**

The UK National Youth Agency defines "youth activities" as opportunities that enable young people to explore their values, beliefs, ideas and concerns; develop their voice, influence and place in society; and learn practical and life skills that support them to reach their full potential. STEM activities fit well within this definition because they help young people to build skills, confidence and aspirations in ways that shape both their present experiences and future opportunities.

For these reasons, the MeasureUp value **WWD4 Engaging in youth activities** is appropriate for valuing the BWB Consulting STEM activities. The sections below test its application at Bronze, Silver and Gold measurement levels.

Bronze

Bronze values can be used to estimate the social value of your activities. This level of measurement and valuation typically involves applying a simple number, called a "proxy," which can be multiplied to obtain an estimate valuation (HM Treasury, 2021; Social Value International, 2021). For the valuation of BWB Consultancy STEM activities at this level of measurement it is necessary to convert the weekly value to a daily value and multiply it with the number of students who attend the activities.

The Bronze level valuation is summarised in the table below.

Table 2: WWD4 Bronze Level Valuation

Step	Assumption / Calculation	Result
Activity duration per participant	BWB STEM activities assumed to be last 2.5 days per year	2.5 days
Weekly value for youth activities	Wellbeing and economic value per person per full week in a year	£1,550
Daily value per participant	£1,550 ÷ 5 days	£310
Number of participating students	Assumed number of students attending	100 students
Gross social and economic value	2.5 days × £310 × 100 students	£77,500
Discount rate applied	Low discount rate to reflect uncertainty	25%
Discounted social and economic value	£77,500 × (1 − 0.25)	£58,125

Please note that these values are illustrative for this case study and are not drawn from real reports. All data is 'dummy' data constructed for this testing process and so the results should NOT be used as a real report on the value or potential value of this specific activity.

Bronze values are useful for planning activities or preparing bids in situations where direct impact measurement is not yet possible. Therefore, WWD4 Engaging in youth activities is an appropriate and suitable value for evaluating this type of activity at the Bronze level.

Silver

At Silver level, the demographics of the students who attended the STEM activities can be recorded, and the following data can be used to report the impact of the BWB Consulting STEM activities. Although this information does not change the monetised value of the activities, it provides a more accurate and nuanced picture of the impact on different groups of students.

For example, a total of 100 students enrolled in the STEM activities. The engaged group included 52 girls and 48 boys, with ages ranging from 13 to 17 and an average age of 15. Most participants (65%) attended local state secondary schools, 20% attended academies, and 15% attended further education colleges. Just over half of the engaged students (52%) lived in postcode areas within the two highest deprivation quintiles, indicating that the programme reached a substantial proportion of young people from more disadvantaged neighbourhoods. *(Please note that these statistics are illustrative for this case study and are not drawn from real reports.)*

Having the additional demographic / contextual factors about the young people could be used to divide the overall valuation into subgroup specific calculations. For example, if the audience of the report was interested in the value for each gender group and school type the results could be shown as:

Table 3: WWD4 Silver Level Valuation - Subgroup (Gender)

Subgroup (Gender)	Number of students	Value proxy per day	Total Value per group	Discounted value
Girls	52	310	2.5 days × £310 × 52 students = £40,300	£30,225
Boys	48	310	2.5 days × £310 × 48 students = £37,200	£27,900

Table 4: WWD4 Silver Level Valuation - Subgroup (School Type)

Subgroup (School Type)	Number of students	Value proxy per day	Value per group	Discounted value

Local state secondary schools	65	310	2.5 days × £310 × 65 students = £50,375	£37,781.25
Academies	20	310	2.5 days × £310 × 20 students = £15,500	£11,625
Further education colleges	15	310	2.5 days × £310 × 15 students = 11,625	£8,718.75

MeasureUp advises that an 'impact discount' is applied at each level of measurement and valuation, with 'Gold+' most fully addressing researching and applying a counterfactual. At the lower levels MeasureUp advises to apply a 'high', 'medium', or 'low' discount to estimate what could have happened anyway and/or any value created by other parties beyond the activity claiming the value. Please note that these values are discounted with a low discount rate (25%).

At present, MeasureUp is still developing its Silver-level approach for the **WWD4** value. While it currently uses a broad average, there is clear potential for future Silver-level values to draw on more specific proxies - such as participant demographics, the expected strength of outcomes, or relevant contextual factors. Moving in this direction would allow Silver-level valuations to be more tailored and therefore more precise.

In the meantime, the existing Silver-level estimate can still be used to assess value for different groups when combined with relevant distinguishing data. Ongoing research and methodological development will continue to strengthen and refine this aspect of the value over time.

Gold

At Gold level, the aim is to build on the Silver estimate by engaging directly with the people affected and using primary evidence to estimate the value created. When speaking with children-through surveys, interviews or focus groups-you can explore how the STEM activities have influenced their knowledge of career paths, their enthusiasm for STEM industries and their aspirations for future STEM careers.

Because MeasureUp values draw on evaluations of the National Citizen Service (NCS) programme (Kantar and London Economics, 2020a), the NCS-style survey questions[2] can be used to measure change in these targeted outcomes. Examples of such questions might include

[2] Survey questions are available in the National Citizen Service 2018 Evaluation - Technical Report (Kantar and London Economics, 2020b).

Q13 Problem solving and decision making **Matrix**

Number of rows: 4 | Number of columns: 5

How much do you agree or disagree with the following statements?

Please select one answer per statement

Rows: Normal | Columns: Normal

Rendered as Dynamic Grid

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I enjoy finding new ways to do things	❍	❍	❍	❍	❍
When solving a problem, I try to think of as many solutions as possible	❍	❍	❍	❍	❍
I think about both long term and short term consequences when I work through problems	❍	❍	❍	❍	❍
I usually make good decisions, even in difficult situations	❍	❍	❍	❍	❍

Figure 3: NCS Questionnaire Question (Q13).

Source: Kantar and London Economics (2020b), NCS 2018 Evaluation: Technical Report— Appendix 1 Questionnaires, p. 5.

Q14 Attitudes towards the future **Matrix**

Number of rows: 4 | Number of columns: 5

How much do you agree or disagree with the following statements?

Please select one answer per statement

Rows: Normal | Columns: Normal

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am optimistic about my future	❍	❍	❍	❍	❍
I feel positive about my chances of getting a job in the future	❍	❍	❍	❍	❍
I am confident I will have the skills and experience to get a job in the future	❍	❍	❍	❍	❍

Figure 4: NCS Questionnaire Question (Q14).

Source: Kantar and London Economics (2020b), NCS 2018 Evaluation: Technical Report— Appendix 1 Questionnaires, p. 6.

Q15 Confidence statements **Matrix**

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please select one answer per statement

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Meeting new people	❍	❍	❍	❍	❍
Having a go at things that are new to me	❍	❍	❍	❍	❍
Working with other people in a team	❍	❍	❍	❍	❍
Being the leader of a team	❍	❍	❍	❍	❍
Explaining my ideas clearly	❍	❍	❍	❍	❍
Speaking in public	❍	❍	❍	❍	❍
Managing disagreements and conflict	❍	❍	❍	❍	❍

Figure 5: NCS Questionnaire Question (Q15).

Source: Kantar and London Economics (2020b), NCS 2018 Evaluation: Technical Report— Appendix 1 Questionnaires, p. 6.

Q18 Satisfaction with life **Single coded**

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please select one answer only

Normal

1	0 - Not at all satisfied
11	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10 - Completely satisfied

Figure 6: NCS Questionnaire Question (Q18).

Source: Kantar and London Economics (2020b), NCS 2018 Evaluation: Technical Report — Appendix 1 Questionnaires, p. 7.

At present, MeasureUp does not yet include outcome questions specifically focused on STEM activities. There is, however, clear scope to introduce questions that capture these outcomes - for example: *"I know more about different jobs I could do in the future," "Taking part has made me more interested in STEM subjects or careers,"* and *"I feel more confident that I could pursue a STEM-related career."*

Example Gold-level application

To estimate a WELLBY-style coefficient for the question "Taking part has made me more interested in STEM subjects or careers", treat this as an outcome measure which can then be related to the responses to the life satisfaction question. The results can then be converted into a £ value.

The key point to note for this practice is that the dataset will have to include the ONS validated life satisfaction question, and the question on the variable you want to estimate the value of, in this case change in interest in STEM careers.

The method for undertaking this in this case testing and validation is outlined below following a three-step process:

1. Question design and scale: Ask pupils, post-intervention, to rate agreement on a 0–10 scale, consistent with Office for National Statistics (2025) practice:

"Taking part has made me more interested in STEM subjects or careers."
0 = "not at all", 10 = "completely".

You can also ask this at baseline in a neutral form (e.g. "I am interested in STEM subjects or careers") to measure change in interest.

2. Estimating a coefficient: Use the STEM-interest score as an explanatory variable for life satisfaction in your dataset.

For this case example with cross sectional post data available the necessary data points are (simplest):

- **Outcome:** life satisfaction (0–10). (LS)
- **Predictor:** STEMinterest score (0–10). (STEMInterest)
- **Controls** (optional if sample allows): gender, age, baseline life satisfaction, school fixed effects.

The following regression is estimated using the subjective wellbeing valuation approach, following the methodology established by Fujiwara (2013) and Dolan and Metcalfe (2012):

$$LS_i = \alpha + \beta \cdot \text{STEMInterest}_i + \varepsilon_i$$[3]

The coefficient β is the life satisfaction effect per a one-point- change in STEM interest for a young person.

Suppose you find $\beta = 0.05$. Then:

[3] For our non-economists, an explanation of common economics symbols can be found here: https://inomics.com/advice/a-quick-guide-to-math-symbols-in-economics-1535573

- A one-point increase in STEM interest is associated with a 0.05 point increase in life satisfaction (0–10 scale).

As we already know the value of 1 WELLBY (a 1point LS change for one year for one person) is £15,920 in 2024 prices (HM Treasury, 2021), then the monetary coefficient for STEM interest can be calculated as:

£ per 1-point STEM interest increase = 0.05 × £15,920 ≈ £796 per pupil per year.

This gives a STEMinterest coefficient that can be applied for your group based on their survey data which makes this a more relevant value for your own group. This type of value can then be used in scenario analysis for your current and future programmes.

3. Applying the coefficient (worked example)

Assume: 100 matched pupils.

Mean STEM-interest score increases from 6.0 to 7.0 → +1.0 point.

$\beta = 0.05$, WELLBY = £15,920.

Then per pupil:

LS effect = 0.05 × 1.0 = 0.05 LS points.

WELLBYs per pupil = 0.05.

£ value per pupil = 0.05 × £15,920 = £796.

Total value = 100 × £796 = £79,600

A discount rate should still be applied, because the increase in life satisfaction cannot be attributed entirely and uniquely to BWB Consulting's STEM activities. A lower discount rate such as 10% may be appropriate but can be adjusted based on relevant evidence.

Applying a 10% discount gives:

Discounted value: £79,600*(1-0.1) =£71,640.00

This keeps the valuation anchored in observed data while transparently linking the bespoke STEM question to the established WELLBY framework established by Fujiwara et al. (2014) and the appraisal principles set out in HM Treasury (2021).

(Please note that these statistics are illustrative for this case study and are not drawn from real reports. This is a summary of the method can be used in a Gold level example. The method may change depending on the data availability and purpose of the study. Support in developing your Gold level approach is available through the Measure Up partners, Impact Reporting, State of Life or PRD.)

PW2 Improved children's wellbeing

This MeasureUp value represents the monetised value of a one-WELLBY change in a child's wellbeing per year, expressed in 2024 prices.

The headline value for improved children's wellbeing is based on the work of Parkes (2025) in partnership with Dr Allan Little (State of Life). The discussion paper is titled "*The C-WELLBY: Towards a Universal Measure of Children's Wellbeing for Policy Analysis*" and the accompanying State of Life blog post is *"The C-WELLBY for Children's Wellbeing – We Have Lift Off."*

Evidence in the paper suggests that children aged 10 and above can make meaningful evaluations of their lives (Parkes, 2025). From an equity perspective, these child life satisfaction improvements should be assigned the same monetary value as adult WELLBYs, currently estimated at £15,920 (2024 prices; HMT, 2021).

One of the ultimate outcomes of BWB Consulting's work is improved student wellbeing, so this value can appropriately be used to evaluate their activities.

Bronze

A Bronze value involves applying an annual proxy that you multiply to produce a valuation (HM Treasury, 2021; Social Value International, 2021). For the BWB Consulting STEM activities, which run from September to September, the annual value is therefore multiplied by the number of students who attend the activities.

Bronze level valuation using this value is summarised in the table below.

Table 5: PW2 Bronze Level Valuation

Step	Assumption / Calculation	Result
Activity duration per participant	from September to September each year, 2.5 days in total	2.5 days over a year
Number of participating students	Assumed number of students attending	100 students
Duration adjustment	The impact of the activity lasts for a month. Adjust the yearly value to monthly value: £15,920/12	£1,327 per month
Gross social and economic value	£1,327 × 100 students	£132,700
Discount rate applied	High discount rate to reflect deadweight	75%
Discounted social value	£132,700 × (1 − 0.75)	£33,175

The MeasureUp Bronze value is for a child's wellbeing per year, but the STEM activities last for only 2.5 days a year. This value is not straightforward to convert into a daily figure, and the yearly value may not fully capture the actual impact of time limited STEM activities. Hence, we assumed the impact of the activity lasts for one month and adjusted the monetised value to a monthly figure. Improved children's wellbeing is an outcome that is difficult to estimate without asking children directly, so a relatively high discount should be applied when valuing it. For these reasons, the value should be used cautiously and with clear explanation of the assumptions and limitations involved.

Silver

In the Silver level, consider realistically the age of the children who will get the intervention. Then you can calculate by apply the appropriate WELLBY values for the different age groups (Parkes, 2025).

- For children aged 10 and above: wellbeing improvements should be assigned the same monetary value as adult WELLBYs, currently estimated at £15,920 (2024 prices; HMT, 2021, Parkes, 2025)).
- For children aged below 10: "Mapping[4]" should be applied (Parkes, 2025).
    1. Each one-point increase in the SDQ difficulties score (meaning more problems reported) corresponds to a decrease of 0.146 in the WELLBY value.
    2. Each point in children's self-reported happiness (0-10 scale) corresponds to an increase of 0.546 in the WELLBY value.

BWB Consulting STEM activities is focused on providing engagement for students from ages 11-18 so the wellbeing improvements should be assigned the same monetary value as adult WELLBYs, currently estimated at £15,920. Therefore, the monetised social value will be same as the value in bronze level.

At present, the MeasureUp PW2 value only provides proxy figures that differentiate by participants' age. Silver values, however, should go beyond these broad proxies to offer a more tailored and therefore more precise valuation.

Suggested Demographic Factors

- **Gender:** Captures potential differences in wellbeing responses, as studies show variations in how boys and girls experience program benefits in youth settings.
- **Ethnicity:** Accounts for cultural or systemic factors influencing wellbeing outcomes.
- **Disability status:** Adjusts for accessibility barriers or amplified benefits, aligning with inclusive evaluation needs in children's wellbeing toolkits.
- **Health factors:** Incorporates baseline physical/mental health data (e.g., via simple pre-program surveys) to refine proxy uplifts beyond age alone.
- **Socio-economic status:** Reflects deprivation impacts on wellbeing gains, crucial for programs targeting underserved children.

[4] A mapping function is a statistical technique used to convert scores from one measure — such as a behavioural or emotional assessment — into an equivalent value on a different scale, such as a subjective wellbeing measure. (Parkes, 2025).

This indicates that the Silver-level application of PW2 still requires further research and methodological development.

Gold

At Gold level, the aim is to build on the Silver estimate by directly engaging with the children who are affected by the activities and measuring how their wellbeing changes over time. Research indicates that children aged 10 and above can provide meaningful evaluations of their own lives, which means standard subjective wellbeing questions can be used with this age group in an appropriate way.

Using ONS4 with children above 10

In the UK, the national subjective wellbeing measures (ONS4) use four questions, each answered on a scale from 0 to 10, where 0 means "not at all" and 10 means "completely" (Office for National Statistics, 2025). These questions are:

- Overall, how satisfied are you with your life nowadays?
- Overall, to what extent do you feel that the things that you do in your life are worthwhile?
- Overall, how happy did you feel yesterday?
- On a scale where 0 is "not at all anxious" and 10 is "completely anxious", how anxious did you feel yesterday, overall?

For valuation purposes, the first question on life satisfaction is the key validated item used to calculate life satisfaction scores and the associated WELLBYs (Wellbeing-adjusted Life Years) (HM Treasury, 2021).

Example Gold-level application

Imagine that BWB Consulting carries out a Gold-level evaluation by asking the ONS4 questions to students before and after they take part in the STEM activities. The average life satisfaction score before the intervention is 6.8 out of 10, and after the intervention it increases to 7.0 out of 10.

The WELLBY gain per student is calculated as the change in the life satisfaction score multiplied by the monetary value per WELLBY (Fujiwara et al., 2014, HM Treasury, 2021):

- Change in life satisfaction: $7.0 - 6.8 = 0.2$ points
- Monetary value per WELLBY: £15,920 in 2024 prices
- WELLBY value per student: $0.2 \times £15{,}920 = £3{,}184$

If 100 students participate and provide valid before-and-after data, the total monetised social value is:

- $100 \times £3{,}184 = £318{,}400$

A discount rate should still be applied, because the increase in life satisfaction cannot be attributed entirely and uniquely to BWB Consulting's STEM activities. However, if the survey includes additional questions that help to evidence the specific contribution of the activities (for example, questions about perceived impact of STEM sessions), a lower discount rate such as 10% may be appropriate.

Applying a 10% discount gives:

- Discounted total social value: $£318{,}400 \times (1 - 0.10) = £286{,}560$

This Gold-level approach therefore combines robust, child-appropriate wellbeing data with a transparent valuation method, drawing on the WELLBY framework developed by Fujiwara et al. (2014) and Green Book appraisal guidance (HM Treasury, 2021), to provide a more precise and evidence-based estimate of the impact of the STEM activities.

(Please note that these statistics are illustrative for this case study and are not drawn from real reports. This is a summary of the method that can be used in a Gold level example. The method may change depending on the data availability and purpose of the study. Support in developing your Gold level approach is available through the Measure Up partners, Impact Reporting, State of Life or PRD.)

Can we combine these two values?

WWD4 and PW2 can be used together, but they should not both be used to value the same wellbeing change for the same children at the same time, otherwise there is a risk of double counting (HM Treasury, 2021).

WWD4 Engaging in youth activities captures the wellbeing and lifetime economic value of regular participation in youth activities for young people aged roughly 12–18.

PW2 Improved children's wellbeing is a WELLBY-based value that monetises a measured change in children's wellbeing (for example, using a child-appropriate life satisfaction or wellbeing scale).

WWD4 is therefore an activity-based proxy linked to participation in youth work, while PW2 is an outcome-based value linked to observed changes in children's wellbeing.

- If you only have participation data (who attended, how often), use WWD4 to value the youth activity and do not also apply PW2 to the same children.
- If you have robust pre–post wellbeing data (for example, life satisfaction or a child wellbeing scale) and use PW2 to value the improvement, WWD4 should not also be applied to the same wellbeing change.
- You can use both in one project if they refer to clearly different outcomes or groups or if you are aiming to represent these values separately; for example, WWD4 for older youth activities and PW2 for measured wellbeing change in a distinct group of younger children, provided you explain this separation clearly in your methodology.

Case 2: VCSE - Liverpool Cathedral

The Liverpool Cathedral Schools Singing Programme (SSP) is a choral music education initiative delivered by Liverpool Cathedral, a Church of England cathedral in Liverpool, England. The programme serves primary school children aged 6 to 11 across the Liverpool City Region, with the Spring 2023 term involving approximately 1,000 pupils drawn from sixteen primary schools. The SSP offers a valuable opportunity to examine the broader social value of choral music education in one of the most socioeconomically deprived areas of the UK (Krüger Bridge, 2025a).

Image 1: Liverpool Cathedral. Source: Liverpool Cathedral. Photography © Matt Wright.

The programme is explicitly pedagogical in design, delivering weekly, curriculum-aligned singing workshops to pupils in Years 2 to 6 through a structured and progressive music curriculum (Krüger Bridge, 2025a). In each partner school, cathedral music staff delivered three 10-week terms of half-hour choral workshops to two classes per year group, incorporating warm-up exercises, singing games, new repertoire and musicianship skills such as improvisation and music notation. Each term culminated in a whole-school singing assembly, with an annual Big Sing performance held at Liverpool Cathedral in July and September 2023 (Krüger Bridge, 2025a).

The evaluation adopts an interdisciplinary sociocultural framework, enabling the study to move beyond purely utilitarian accounts of music education and towards an understanding of choral singing's role in supporting young people's emotional, social and cultural development (Krüger Bridge, 2025a).

The programme's targeted outcomes include improved vocal technique, musical understanding, performance and collaborative skills, repertoire knowledge, confidence and wellbeing — outcomes that reflect the breadth of pupils' attitudes, knowledge and aspirations rather than participation figures alone (Krüger Bridge, 2025a).

Taken together, these outputs and outcomes form the impact pathway for Liverpool Cathedral SSP, which is illustrated in the following chart.

Schools Singing Programme Impact Pathway

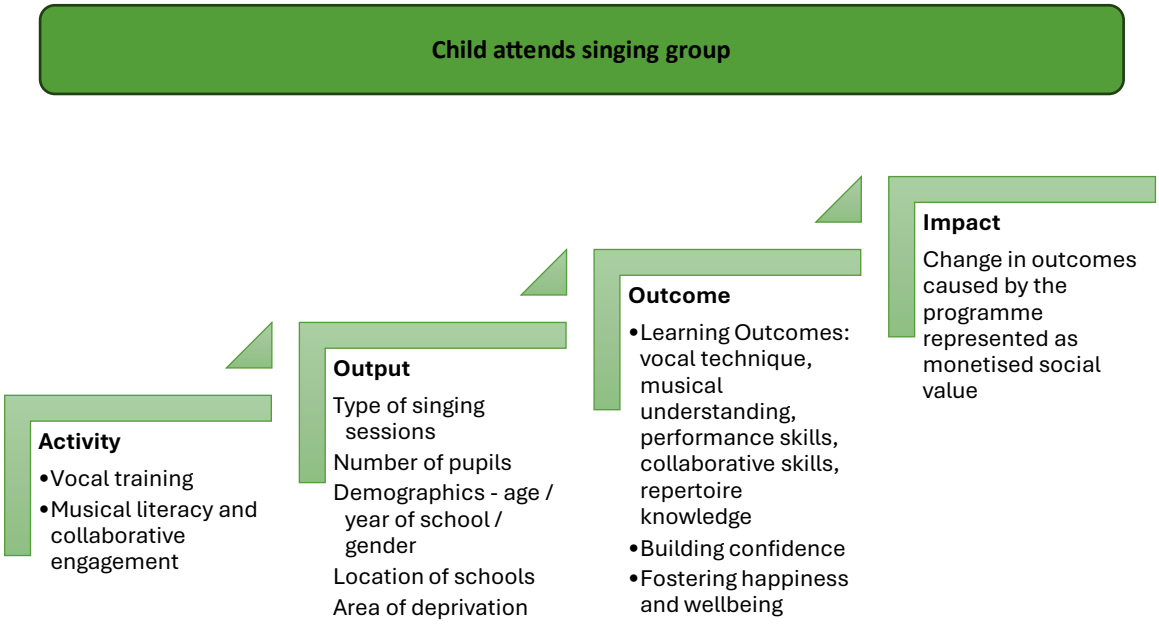


Figure 7: SPP Impact Pathway

At the highest level, the impact can be described as the monetised social and economic value generated by the SSP. This is where outcome changes are translated into a monetised valuation, using appropriate proxies and assumptions. The impact stage therefore connects the qualitative and quantitative evidence about change to an overall estimate of social value for the programme.

Choosing the 'right' MeasureUp Value – Case 2

In the next section, the MeasureUp values ES3 Young Persons Wellbeing Programme and PW2 Improved children's wellbeing are tested for their suitability in valuing the Liverpool Cathedral Schools Singing Programme.

The final children and young people value, WWD4, has not been tested with this activity as this is less suitable for this case than the other values, and too similar to ES3 to use in conjunction.

An overview of the value assessment criteria and final decision on using the values in this case is outlined in the below table:

Table 6: Liverpool Cathedral SSP: MeasureUp Value Suitability Assessment

MeasureUp Value	Relevance to case?	Duration of outcome?	Measurability?	Use in case?
WWD4 Engaging in youth activities	**Low** Choral workshops are structured education, not typical "youth activities"	Up to 4 weeks FT equivalent (3x10-week terms ≈ half-year; needs pro-rating)	**Bronze:** Yes **Silver**: No adjustment (recording demographics) **Gold**: Yes (Needs specific survey questions)	**NO** Only as sensitivity test; high discount (75%) due to duration and age mismatch
PW2 Improved children's wellbeing	**High** Directly matches primary school age (6-11); singing linked to emotional/social wellbeing via peer collaboration, belonging	Annual (Spring term = half-year pro-rating appropriate)	**Bronze**: Yes **Silver**: Age differentiation **Gold**: C-WELLBY via SDQ mapping	**YES** **Bronze:** half-year participation **Silver:** demographics + enjoyment data **Gold:** wellbeing surveys
ES3 Young Persons Wellbeing Programme	**Medium** Structured programme with progression; wellbeing benefits via music/resilience, but not explicit mental health focus	Annual (Spring term requires half-year adjustment)	**Bronze**: Yes **Silver**: No adjustment (recording demographics) **Gold**: Yes (Needs specific survey questions)	**YES with adjustments** Suitable Bronze/Silver with 30-50% discount for non-mental health focus

ES3 Young Persons Wellbeing Programme

Monetised wellbeing value of participation in a mental health and resilience 'Healthy Minds Programme' per student for one year. Even if this value is for a wellbeing programme, it best fits with the Liverpool Cathedral Schools Singing Programme (SSP).

The headline value is based on *The programme evaluation* which was conducted by the London School of Economics and Political Science (LSE) through the Centre for Economic Performance and LSE Health. (Lordan and McGuire, 2019). ES3 captures the wellbeing benefits that children and young people may gain from sustained participation in a structured, relational programme

like the SSP, where they are supported to develop skills, confidence and resilience over time rather than through a one-off activity.

Although originally designed around a mental health and resilience 'Healthy Minds Programme', this value can reasonably be applied to the SSP because it reflects similar mechanisms of change: regular, curriculum-linked sessions, a clear progression pathway, and opportunities to perform and belong to a wider musical community.

For the Liverpool Cathedral SSP, the ES3 value can therefore be used as a proxy for the annual wellbeing gain per pupil who meaningfully participates in the three 10-week terms of choral workshops and associated performances, provided that participating schools can evidence regular attendance, engagement, and at least some qualitative or survey-based indication of improved emotional, social or cultural wellbeing among pupils.

Bronze

Bronze values provide a straightforward way to estimate the social value of an activity by using a single proxy figure that is multiplied to produce a valuation (HM Treasury, 2021; Social Value International, 2021). Because the SSP covers only the Spring 2023 term, it is appropriate to apply half of the annual headline value and then multiply this half-year figure by the number of children who took part in the programme.

Bronze level valuation is summarised in the table below.

Table 7: ES3 Bronze Level Valuation

Step	Assumption / Calculation	Result
Activity duration per participant	The Spring 2023 term: 10-week terms of half-hour choral workshops	Half year
Yearly value for wellbeing programme	Wellbeing per person per year	£1,400
Half year value per person	£1,400/2	£700
Number of participating students	Assumed number of students attending	1000 students
Gross social value	£700 × 1000 students	£700,000
Discount rate applied	Medium discount rate to reflect the programme is not directly related to wellbeing	50%
Discounted social value	£700,000 × (1 − 0.5)	£350,000

Bronze values are useful for planning activities or preparing bids in situations where direct impact measurement is not yet possible. Therefore, ES3 is an appropriate and suitable value for evaluating this type of activity at the Bronze level. However, because the SSP is not directly linked to a formal mental health curriculum, it would be prudent to apply a medium discount, such as 50%, to reflect this limitation and avoid overstating the impact.

Silver

At Silver level, the demographics of the children who attended the Liverpool Cathedral Schools Singing Programme are recorded, and the following data are used to report the impact of the programme. Although this information does not change the monetised value of the activities, it provides a more accurate and nuanced picture of their impact.

Data from the Liverpool Cathedral Schools Singing Programme questionnaire and choir journal (Krüger Bridge, 2025a) indicate that participating children ranged in age from 7 to 10 years. The largest age group was 8-year-olds, who accounted for 56% of respondents, followed by those aged 7 (19%), 9 (17%) and 10 (8%). Regarding gender identity, approximately equal proportions identified as girls (47%) and boys (45%), with 8% selecting "Other". The responses provided by children in this latter category reflected varied self-conceptions, encompassing family roles and personal characteristics, which may suggest limited familiarity with conventional gender identity terminology at this age (Krüger Bridge, 2025a).

In terms of attitudes towards school, the majority of participants reported a positive relationship with their primary school environment: 42% strongly agreed and 29% agreed that they enjoyed school, while 17% were neutral, 7% disagreed and 5% strongly disagreed. This broadly positive disposition towards school may have been a contributing factor to children's engagement with the singing programme (Krüger Bridge, 2025a).

Having the additional demographic / contextual factors about the young people could be used to divide the overall valuation into subgroup specific calculations. For example, if the audience of the report was interested in the value for each age group the results could be shown as:

Table 8: ES3 Silver Level Valuation - Subgroup (age)

Subgroup (age)	Number of students	Value proxy (Half year value per person)	Total value per group	Discounted value
7	190	700	£700 × 190 students = £133,000	£66,500
8	560	700	£700 × 560 students = £392,000	£196,000
9	170	700	£700 × 170 students = £119,000	£59,500
10	80	700	£700 × 80 students = £56,000	£28,000

Table 9: ES3 Silver Level Valuation - Subgroup (gender)

Subgroup (gender)	Number of students	Value proxy (Half year value per person)	Total value per group	Discounted value
Girls	470	700	£700 × 470 students = £329,000	£164,500
Boys	450	700	£700 × 450 students = £315,000	£157,500
Other	80	700	£700 × 80 students = £56,000	£28,000

MeasureUp advises to consider applying an 'impact discount' which covers what could have happened anyway (without the intervention) and value that could be created by others (such as partners or other activities the young people are engaging in). Please note that in this case, it would be prudent to apply a medium discount, such as 50%, to reflect this limitation and avoid overstating the impact for the total value for each subgroup.

MeasureUp is still refining its Silver-level method for the ES3 value. For now, it relies on a broad average, but future Silver-level values could draw on more specific proxies such as participant demographics, anticipated outcome strength, and relevant contextual factors. This would make Silver-level valuations more tailored and therefore more accurate.

In the meantime, the current Silver-level estimate can still support value assessments across different groups when paired with appropriate differentiating data. Ongoing research and methodological development will continue to strengthen and improve this part of the valuation over time.

Gold

At Gold level, the aim is to build on the Silver estimate by directly engaging with the children who are affected by the activities and measuring how targeted outcomes changes over time.

The following questions are some examples from the Liverpool Cathedral Schools Singing Programme questionnaire and choir journal (Krüger Bridge, 2025b):

> *About the educational benefits of the Schools Singing Programme.*
> What is [sic], in your view, are the educational benefits of the schools singing programme for your child?
>
> *About the health and wellbeing benefits of Schools Singing programme.*

In your view, does your child's participation in the schools singing programme provide value in terms of health and wellbeing?

The Schools Singing Programme (SSP) functions primarily as an entry-level choral education initiative, introducing children to the fundamentals of music and singing within a structured school environment (Krüger Bridge, 2025a). Its educational value is particularly associated with school-based learning outcomes, with an emphasis on foundational musical development.

Questionnaire data collected from parents and teachers' points to a range of broader developmental benefits arising from participation in the programme (Krüger Bridge, 2025a). The most frequently cited outcomes included building confidence and fostering happiness and wellbeing, each reported by 79% of respondents, alongside exposure to high-quality and unfamiliar music (68%). A further 58% of respondents noted improvements in children's concentration and memory, suggesting that regular engagement with structured singing supports both cognitive and emotional development (Krüger Bridge, 2025a).

These questions provide valuable evidence of programme impact; however, they are insufficient on their own to produce a monetised value. Within MeasureUp, it is therefore recommended to supplement these with specific wellbeing questions. For children under 10, direct life satisfaction measures (e.g., "How happy are you with your life?") are considered unreliable, as children at this stage are still developing the capacity for reflective self-evaluation (Parkes, 2025). Researchers instead advise using wellbeing measures designed for younger children and converting scores into C-WELLBYs to enable comparison and integration into cost–benefit analyses (Parkes, 2025). In particular, the Strengths and Difficulties Questionnaire (SDQ) Total Difficulties Score is recommended, as a widely validated measure of behavioural and emotional wellbeing for children aged 2–9 (Goodman, 1997).

SDQ questionnaires are available at: https://www.sdqinfo.org/py/sdqinfo/b0.py

Currently, MeasureUp doesn't provide any questions measuring outcomes related to singing activities. When surveying for a music related programme, then add a programme-specific question on musical engagement or enjoyment, such as: "Taking part in the Schools Singing Programme has made me enjoy singing and music more," using the same 0–10 agreement scale. This can later be analysed alongside life satisfaction to understand mechanisms of change.

Example Gold-level application

Use a before–after design with the same children surveyed shortly before and shortly after a defined period of SSP participation (for example, one full school year of three 10-week terms).

1. Question design and scale: Ask pupils, post-intervention
"Taking part in the Schools Singing Programme has made me enjoy singing and music more,"
0 = "not at all", 10 = "completely".

2. Estimating a coefficient: Use the SSP-interest score as an explanatory variable for life satisfaction in your dataset

Example with cross-sectional post-data (simplest):

- Outcome: SDQ Total Difficulties Score (0–40).
- Predictor: SSP-interest score (0–10).
- Controls (optional if sample allows): gender, age, baseline life satisfaction, school fixed effects.

The following regression is estimated using the subjective wellbeing valuation approach, following the methodology established by Fujiwara (2013) and Dolan and Metcalfe (2012):

$$SDQ_i = \alpha + \beta \cdot \text{SSP-interest}_i + \varepsilon_i$$

The coefficient β is your SDQ Total Difficulties Score effect per one-point change in SSP-interest.

Suppose you find $\beta = 0.05$. Then:

- A one-point increase in SSP-interest is associated with a 0.05-point decrease in SDQ Total Difficulties Score (0–40) (Parkes, 2025).

One-point increase in the SDQ difficulties score (meaning more problems reported) corresponds to a decrease of 0.146 in the WELLBY value (Parkes, 2025).

If you already value 1 WELLBY is £15,920 in 2024 prices (HM Treasury, 2021) the monetary coefficient for STEM interest is:

£ per 1-point SSP-interest decrease = 0.05 × £15,920 × 0.146 ≈ £116 per pupil per year.

This gives an SSP-interest coefficient you can apply in scenario analysis.

3. Applying the coefficient (worked example)

Assume:

Mean SSP-interest score increases from 13.0 to 11.0 → -2.0 point.

$\beta = 0.05$, WELLBY = £15,920.

£ per 1-point SSP-interest decrease = £116 per pupil per year

£ value per pupil = 2 points × £116 = £232.

Total value = 1000 × £232 = £232,000.

A discount rate should still be applied, because the increase in life satisfaction cannot be attributed entirely and uniquely to Schools Singing Programme. A lower discount rate such as 10% may be appropriate but can be adjusted based on relevant evidence.

Applying a 10% discount gives:

Discounted value: £232,000 *(1-0.1) =£208,800.00

In the report, this can be described as evidence that sustained participation in the Schools Singing Programme is associated with a modest but meaningful improvement in children's life satisfaction, which can be expressed in WELLBYs and monetised to show the scale of wellbeing benefit generated for participating pupils, following the valuation approach by Fujiwara et al. (2014) and consistent with HM Treasury (2021) appraisal guidance.

(Please note that these statistics are illustrative for this case study and are not drawn from real reports. This is a summary of the method can be used in a Gold level example. The method may change depending on the data availability and purpose of the study. Support in developing your Gold level approach is available through the MeasureUp partners, Impact Reporting, State of Life or PRD.)

PW2 Improved children's wellbeing

This MeasureUp value represents the monetised value of a one-WELLBY change in a child's wellbeing per year, expressed in 2024 prices. It is a measure of children's wellbeing for age groups under ten, where happiness has been mapped onto life satisfaction. One of the ultimate outcomes of Liverpool Cathedral SPP is improved children's wellbeing, so this value can appropriately be used to evaluate their activities.

For children under 10, asking them directly about life satisfaction (like "How happy are you with your life?") is not very reliable, because they are still developing the ability to reflect and evaluate in that way (Parkes, 2025).

Instead, Parkes (2025) suggests using other wellbeing measures that are more suitable for young children, and then "translating" those scores into C-WELLBYs (so this can be compared and included in cost–benefit analyses).

A mapping function is a statistical technique used to convert scores from one measure — such as a behavioural or emotional assessment — into an equivalent value on a different scale, such as a subjective wellbeing measure (Parkes, 2025). Specifically, researchers recommend using the Strengths and Difficulties Questionnaire (SDQ) Total Difficulties Score, which is a widely used measure of children's behavioural and emotional wellbeing for ages 2–9 (Goodman, 1997).

Bronze

Because the SSP covers only the Spring 2023 term, it is appropriate to apply half of the annual headline value and then multiply this half-year figure by the number of children who took part in the programme.

Bronze level valuation is summarised in the table below.

Table 10: PW2 Bronze Level Valuation

Step	Assumption / Calculation	Result
Activity duration per participant	The Spring 2023 term: 10-week terms of half-hour choral workshops	Half year
Number of participating students	Assumed number of students attending	1000 students
Half year value per person	£15,920 /2	£7,960
Gross social and economic value	£7,960× 1000 students	£7,960,000
Discount rate applied	High discount rate to reflect deadweight	75%
Discounted social value	£7,960,000 × (1 − 0.75)	£1,990,000

Improved children's wellbeing is an outcome that is difficult to estimate without asking children directly, so a relatively high discount should be applied when valuing it. For this reason, the value should be used cautiously and with clear explanation of the assumptions and limitations involved.

Silver

Consider realistically the age of the children who will get the intervention Therefore you can calculate apply the appropriate WELLBY values.

- For children aged 10 and above: wellbeing improvements should be assigned the same monetary value as adult WELLBYs, currently estimated at £15,920 (2024 prices; HMT, 2021, Parkes, 2025).
- For children aged below 10: "Mapping" should be applied (Parkes, 2025).
    1. Each one-point increase in the SDQ difficulties score (meaning more problems reported) corresponds to a decrease of 0.146 in the WELLBY value.
    2. Each point in children's self-reported happiness (0-10 scale) corresponds to an increase of 0.546 in the WELLBY value.

The Liverpool Cathedral Schools Singing Programme (SSP) is for children aged 6 to 11 so "Mapping" should be applied.

The wellbeing of children below age 10 is assumed to be indirectly measured with SDQ Total Difficulties Score (i.e. one-point decrease in the SDQ difficulties score).
Each 1-point SDQ decrease = +0.146 C-WELLBY (Parkes, 2025).

Table 11: PW2 Silver Level Valuation

Step	Assumption / Calculation	Result
Activity duration per participant	The Spring 2023 term: 10-week terms of half-hour choral workshops	Half year
Number of participating students	Assumed number of students attending	1000 students
Mapping	One-point decrease in the SDQ difficulties score (0.146*15,920)	£2,324
Gross social and economic value	(£2,324× 1000 students)/2	£1,162,160
Discount rate applied	High discount rate to reflect deadweight	75%
Discounted social value	£1,162,160× (1 − 0.75)	£290,540

At present, the MeasureUp PW2 value only provides proxy figures that differentiate by participants' age. Silver values, however, should go beyond these broad proxies to offer a more tailored and therefore more precise valuation.

Suggested Demographic Factors

- ***Gender*:** Captures potential differences in wellbeing responses, as studies show variations in how boys and girls experience program benefits in youth settings.
- ***Ethnicity*:** Accounts for cultural or systemic factors influencing wellbeing outcomes.
- ***Disability status*:** Adjusts for accessibility barriers or amplified benefits, aligning with inclusive evaluation needs in children's wellbeing toolkits.
- ***Health factors*:** Incorporates baseline physical/mental health data (e.g., via simple pre-program surveys) to refine proxy uplifts beyond age alone.
- ***Socio-economic status:*** Reflects deprivation impacts on wellbeing gains, crucial for programs targeting underserved children.

This indicates that the Silver-level application of PW2 still requires further research and methodological development.

Gold

At Gold level, the aim is to build on the Silver estimate by directly engaging with the children who are affected by the activities and measuring how their wellbeing changes over time. For children under 10, asking them directly about life satisfaction (like "How happy are you with your life?") is not very reliable, because they are still developing the ability to reflect and evaluate in that way. Instead, Parkes (2025) suggests using other wellbeing measures that are more suitable for young children, and then "translating" those scores into C-WELLBYs.

Using SDQ with children below 10

The Strengths and Difficulties Questionnaire (SDQ) is a concise behavioural screening tool designed for use with children and young people aged 2 to 17, available in multiple versions to accommodate the needs of researchers, clinicians and educators (Goodman, 1997).

The SDQ comprises 20 items organised across four domains: emotional symptoms, conduct problems, hyperactivity, and peer relationship difficulties. Each item is rated on a three-point scale from 0 (no difficulties) to 2 (severe difficulties). Scores are typically reported either as a Total Difficulties Score, summing all items to produce a range of 0–40, or as an Internalising Score (SDQ-I), which encompasses emotional symptoms and peer relationship items only, with a range of 0–20 (Goodman, 1997).

SDQ Questionnaires are available in here.

Example Gold-level application

Imagine that Liverpool Cathedral carries out a Gold-level evaluation by asking questions to children before and after they take part in the Singing Programme. The average life satisfaction score before the intervention is 13 out of 40, and after the intervention it decreases to 11 out of 40.

The WELLBY gain per student is calculated as the change in the life satisfaction score multiplied by the monetary value per WELLBY (HM Treasury, 2021):

- Change in life satisfaction: $13 - 11 = 2$ points
- Monetary value per WELLBY: £2,324
- WELLBY value per student: $2 \times £2{,}324 = £4{,}648$

If 1000 children participate and provide valid before-and-after data, the total monetised social value is:

$$1000 \times £4{,}648 = £4{,}648{,}000$$

A discount rate should still be applied, because the increase in wellbeing cannot be attributed entirely and uniquely to Liverpool Cathedral Singing Programme. However, if the survey includes additional questions that help to evidence the specific contribution of the activities, a lower discount rate such as 10% may be appropriate.

Applying a 10% discount gives:

- Discounted total social value: $£4{,}648{,}000 \times (1 - 0.10) = £4{,}183{,}200$

This Gold-level approach therefore combines robust, child-appropriate wellbeing data with a transparent valuation method, drawing on the WELLBY framework developed by Fujiwara et al. (2014) and Green Book appraisal guidance (HM Treasury, 2021), to provide a more precise and evidence-based estimate of the impact of the singing programme activities.

(Please note that these statistics are illustrative for this case study and are not drawn from real reports. This is a summary of the method can be used in a Gold level example. The method may change depending on the data availability and purpose of the study. Support in developing your Gold level approach is available through the Measure Up partners, Impact Reporting, State of Life or PRD.)

Can we combine these two values?

ES3 and PW2 should not normally be combined for the same children and the same outcome, because both are wellbeing focused and you would risk valuing the same change twice (HM Treasury, 2021).

ES3 Young Persons Wellbeing Programme is a programme level proxy for the wellbeing benefit of taking part in a structured mental health or resilience programme over a year. It can be used when you know who completed the programme but do not have robust pre–post wellbeing data.

PW2 Improved children's wellbeing is a WELLBY based value that monetises measured change in children's wellbeing (for example, from a life satisfaction or child wellbeing scale). It is intended for use when you have before–after data and can estimate an actual change in scores.

- Do not apply both ES3 and PW2 to the same group of children for the same wellbeing change. In this case, choose one:
    - Use ES3 if you only have participation/completion data.
    - Use PW2 if you have robust pre–post wellbeing data; this should generally be preferred because it is outcome based.

You can use both in one overall valuation if they clearly relate to different groups or distinct outcomes. In reporting, describe explicitly which value has been used for which population and why, and state that ES3 and PW2 have not been applied to the same wellbeing change to avoid double counting.

Conclusion

This document has demonstrated how three MeasureUp values - WWD4 Engaging in youth activities, ES3 Young Persons Wellbeing Programme and PW2 Improved children's wellbeing - can be applied, tested and refined in real programme settings. By working through detailed case studies for BWB Consulting's STEM activities and the Liverpool Cathedral Schools Singing Programme, the analysis has shown both the practical strengths of these values and the limits of using them without careful attention to age ranges, mechanisms of change and data quality.

Across Bronze, Silver and Gold levels, the examples illustrate a clear progression: from simple participation-based proxies, through more tailored estimates using demographic and engagement data, to outcome-based valuations grounded in wellbeing measurement and WELLBY calculations. This stepped approach helps practitioners match the level of rigour to the evidence available, while also highlighting where current MeasureUp guidance does not yet provide differentiated values (for example, Silver for some outcomes) and where there is a risk of double-counting if overlapping values are combined inappropriately.

Table 12: Comparison of MeasureUp Values Across BWB STEM and Liverpool Cathedral SSP Cases

MeasureUp Value	Used Together?	Levels Achievable	BWB STEM Applicability	SSP Applicability
WWD4 **Engaging in youth activities**	**No**	Bronze ✓ Silver (Not available) Gold ✓ (needs surveys)	**High** 12-18s, skills/youth activities match	**Low** 6-11s age and duration mismatch
PW2 **Improved children's wellbeing**	**No**	Bronze (Possible with high discount) Silver (Possible with high discount) Gold ✓ (needs surveys)	**Medium** Indirect link with wellbeing outcome	**High** Primary age and wellbeing outcome perfect match
ES3 **Young Persons Wellbeing Programme**	**No**	Bronze ✓ Silver (Not available) Gold ✓ (needs surveys)	**Low** STEM ≠ mental health focus	**Medium** Structured music programme

Overall, the testing and validation exercise indicates that WWD4, ES3 and PW2 provide a credible starting point for valuing youth and children's programmes, but that their use needs to be transparent, conservative and clearly documented. Future work should focus on strengthening Silver and Gold-level guidance, expanding the evidence base for children's wellbeing in different cultural and programme contexts, and clarifying how to choose between related values to avoid overlap. Taken together, these developments would enhance the robustness, comparability and usefulness of MeasureUp for organisations seeking to evidence the social value of their work with children and young people.

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