Young People's Survey (YPS) Technical Guide

June 2023

Table of Contents

The Young People's Survey Technical Guide

Introduction

The **Young People's Survey (YPS)** asks young people about ***mental and behavioural aspects of their socio-emotional skills*** in general (i.e. beyond the youth provision setting and into environments such as home and school). The YPS can be used as a pre-test for provision planning purposes and also as a post-test for assessing socio-emotional skill growth over time.
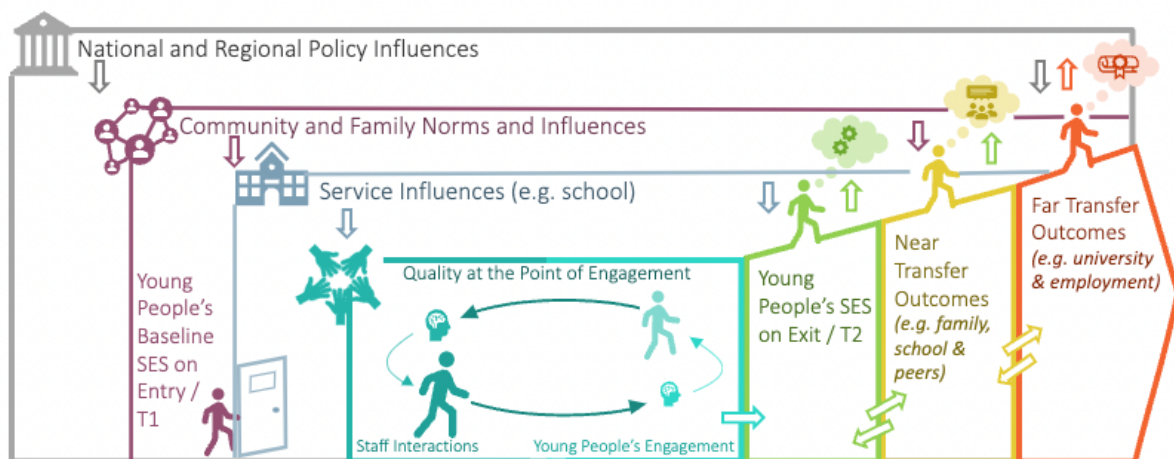
Young people's socio-emotional development in context

The Young People's Survey (YPS) is based on the Outcomes Framework 3.0,[1] which sets out how youth provision contributes to improvements in socio-emotional outcomes for young people. The Outcomes Framework 3.0 includes a theory of change that details how quality youth provision can lead to socio-emotional skill development for young people (see Figure 1, below). In summary:

- High-quality staff practices and content offered at the point of engagement are likely to lead to higher levels of youth engagement during each session or activity.
- Young people bring with them a set of experiences and beliefs about themselves and the world around them, shaped by the contexts in which they are living and learning. These 'pre-existing' (or, baseline) socio-emotional skills affect how young people initially engage with youth provision.
- Over time and multiple interactions, the combination of high-quality staff practices and young people's engagement promotes the growth of socio-emotional skills.

---

[1] https://www.ymcageorgewilliams.uk/sites/default/files/2023-09/Framework%20SE%20Outcomes%203.0%20AUGFINAL1.pdf

- With sufficient participation in, and intensity of exposure to, high-quality settings, the effects of socio-emotional skill development will transfer to other settings.
- This includes the 'near transfer' of socio-emotional skills to family, school, and peers and the 'far transfer' of socio-emotional skills to subsequent life course events or experiences, such as early adulthood health, education, and employment. Young people continue to further apply and develop their socio-emotional skills in these settings.
- Improvement in socio-emotional skills is linked to longer-term impacts, including an improved ability to cope with the transition into adulthood and long-term improvements in mental and physical health, educational attainment, sustainable employment, finances, secure housing, positive relationships and personal safety.

Figure 1: The Young People's Socio-emotional Skills in Context Model.

About the YPS

The Young People's Survey (YPS) is a self-report survey used to assess young people's *functional* mental and behavioural skills in six domains of socio-emotional skill functioning (i.e. Emotion Management, Empathy, Initiative, Problem Solving, Responsibility, and Teamwork). Functional skills are the best an individual can do with no additional support (for example, from youth workers in a provision setting), so they are good indicators of how young people are likely to 'perform' in most life settings. Functional skills are relatively-enduring socio-emotional skill *traits* that

are transferred into and out of provision; they are not static, but change generally requires effort, practice, and patience.

As a self-report measure, the YPS was designed to assess young people's functional socio-emotional skills, defined specifically in terms of attachment *schemas* (e.g. secure vs. anxious), *beliefs* about the self and world (including beliefs about their behaviour), and their control over the focus of *awareness* (Smith & Peck, 2020). In short, as described in the Outcomes Framework 3.0, each of the six YPS domain scores for each young person reflects their particular configuration of schemas, beliefs, and awareness in each of the six socio-emotional skill domains. Higher scores indicate more socio-emotional skill in each domain.

The YPS was developed by QTurn, in collaboration with the Centre for Youth Impact at YMCA George Williams College, from a wide range of similar measurement instruments that were designed to assess young people's beliefs about their own socio-emotional skills (e.g. Child Trends, 2014; Halle & Darling-Churchill, 2016; Jones et al., 2016; Taylor et al., 2018). In the YPS case, we selected or created items that are specific to each of the six domains of socio-emotional skill functioning listed above and described in the SEL Challenge study (Smith et al., 2016).

Choosing between YPS-Full and YPS-Accessible

There are two versions of the YPS: The 'full' version of the YPS uses 24 items focused on the six socio-emotional skill domains, whereas the shorter, 'accessible' version of the YPS uses nine items focused on the schemas and awareness that underly the six socio-emotional skill domains. These two versions of the YPS are not directly comparable in the sense that the full version produces six *domain* scores (i.e. Emotion Management, Empathy, Initiative, Problem Solving, Responsibility, and Teamwork) and the accessible version produces three *scale* scores (i.e. Broaden and Build Schemas, Narrow and Constrain Schemas, and Awareness). This means, for example, that if you used the full version at baseline and the accessible version at follow up, you would not be able to assess socio-emotional skill growth at the domain or scale levels. On the other hand, the two versions are partially comparable in the sense that the full and accessible total scores will identify the same children or young people as having stronger or weaker socio-emotional skills in general. This means, for example, that if you used the full version at baseline and the accessible version at follow up, you could assess *general* socio-emotional skill growth by comparing baseline total scores derived from the full version with follow up total scores derived from the accessible version.

Organisations might choose to use the full version of the YPS because they feel that working with the content named in the six socio-emotional skill domains more closely reflects the way they describe their work to young people, funders, or other stakeholders. However, organisations might choose to use the accessible version of the YPS instead of the full version of the YPS for one or more of several reasons. If practitioners feel the young people in their provision may struggle to understand the language in the YPS-Full due to their age or stage, then they may choose to use the YPS-Accessible version because it contains simpler language. Alternatively, organisations might choose to use the YPS-Accessible because they want to obtain more specific information about the fundamental socio-emotional skills (i.e. schemas and awareness) that underly the skills named by the six domains.

As described above and in 'Outcomes Framework 2.1', the 'objects' named in the YPS-Full items for each domain are not as distinct as the domain names might imply. This means, for example, that teamwork skills (e.g. cooperating with others) include things like emotion management, empathy, initiative, and problem-solving skills. In contrast, the 'objects' named in the YPS-Accessible items refer to the specific, distinct skills (e.g. 'broaden and build schemas') that affect performance in each of the YPS-Full domains. For example, children and young people with well-developed broaden and build schemas are more likely than others to successfully manage their emotions, empathise with their peers, and show initiative during activities. This means, for example, that trying to influence teamwork behaviour by focusing on teamwork behaviour may be less effective than trying to influence teamwork behaviour by focusing on the mental skills that influence that behaviour. Further, because schemas are a more specific intervention target than the relatively general concepts of emotion management, initiative, and problem solving, using the YPS-Accessible can help practitioners focus on, measure, and track the growth progress of the specific skills likely to influence a wide range of more general skills. In short, using the YPS-Accessible, with young people of any age, can help practitioners more clearly target the specific skills necessary for children and young people to excel in both the six skill domains and life in general (e.g. school, home, work).

The Survey

The YPS includes 24 core items and two background questions about the young people and their attendance. The response scale for the core items, 1-24, is:

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always

The two background questions, items A and B, are useful for understanding important factors that may help you to interpret your findings.

A. How old are you? (please clearly circle your response)

8 or less	9	10	11	12	13	14	15	16	17	18 to 21	22 o 25

B. How many hours do you come here in a typical week? (please clearly circle your response)

Less than 1 hour	1 to 2 hours	3 to 4 hours	5 to 6 hours	7 or more hours

1 Thinking about what usually happens in your life:

(Mark the box that best describes how you see yourself in general)

		Never	Rarely	Sometimes	Often	Always
Emotion management						
1	I easily calm myself down when I'm feeling upset.	Never	Rarely	Sometimes	Often	Always
2	I react to things before thinking much about them.	Never	Rarely	Sometimes	Often	Always
3	My strong feelings get in the way of talking with others or taking part in activities.	Never	Rarely	Sometimes	Often	Always
4	I easily stop myself from doing things that might be bad for me.	Never	Rarely	Sometimes	Often	Always
Empathy						
5	I feel bad when someone gets their feelings hurt.	Never	Rarely	Sometimes	Often	Always
6	I think I understand how people close to me feel.	Never	Rarely	Sometimes	Often	Always
7	It is easy for me to feel what other people are feeling.	Never	Rarely	Sometimes	Often	Always
8	I feel bad for those who are suffering.	Never	Rarely	Sometimes	Often	Always
Initiative						

9	I stay focused and on-task despite distractions.	Never	Rarely	Sometimes	Often	Always
10	I give up when things get difficult.	Never	Rarely	Sometimes	Often	Always
11	I work as long and hard as necessary to get a job done.	Never	Rarely	Sometimes	Often	Always
12	I am willing to risk mistakes and setbacks to reach my goals.	Never	Rarely	Sometimes	Often	Always
Problem Solving						
13	I start a new task by thinking about different options for doing it.	Never	Rarely	Sometimes	Often	Always
14	I make step-by-step plans to reach my goals.	Never	Rarely	Sometimes	Often	Always
15	I make back-up plans in case things don't work out.	Never	Rarely	Sometimes	Often	Always
16	I take time to think about how others might react before saying something.	Never	Rarely	Sometimes	Often	Always
Responsibility						
17	People can count on me to get my part done.	Never	Rarely	Sometimes	Often	Always
18	I do the things I say I am going to do.	Never	Rarely	Sometimes	Often	Always
19	I take responsibility for my actions, even if I make a mistake.	Never	Rarely	Sometimes	Often	Always
20	I do my best when a trusted adult asks me to do something.	Never	Rarely	Sometimes	Often	Always
Teamwork						
21	I seek help from others when I need it.	Never	Rarely	Sometimes	Often	Always
22	I respect other points of view, even if I disagree.	Never	Rarely	Sometimes	Often	Always
23	I go out of my way to help others.	Never	Rarely	Sometimes	Often	Always
24	I encourage others to do their part.	Never	Rarely	Sometimes	Often	Always

How and When to Use

The YPS can be used in different ways to suit different purposes. For example, the YPS can be completed by young people shortly after they first enter provision in order to assess their *baseline* socio-emotional skills. To get the most accurate responses, it is best to wait until practitioners and young people spend about four hours of provision time together before inviting them to complete the YPS so that young people feel completely comfortable asking questions about any of the words or phrases used in the YPS items. Baseline socio-emotional skill information can be used for provision planning purposes (e.g. to tailor provision to the needs of the young people who are attending).

The YPS can also be used at both baseline and follow-up, shortly after or near the end of provision (or a pre-determined timeframe), in order to assess young people's socio-emotional skill growth. For the purpose of detecting changes in socio-emotional skills using the YPS, we generally recommend annual assessments of young people's functional socio-emotional skills because (a) functional skills should theoretically take longer to change than optimal socio-emotional skills and (b) self-report measures tend to be less valid than observational measures due to *response bias* (e.g. demand characteristics, social desirability and acquiescence). Response bias usually shows up as scale scores that are higher than we would normally expect (i.e. ceiling effects). In other words, young people tend to self-report higher scores than may accurately represent their true standing, and such inflated baseline scores make it more difficult to detect actual changes.

In any case, response bias does not necessarily affect every young person's survey responses in the same way, and waiting until practitioners and young people become comfortable with one another before administering the baseline YPS is designed to minimise response bias. If this protocol is well implemented, and particularly where building socio-emotional skills is the primary focus of provision, then using the YPS as a follow-up measure after a relatively short amount of provision time (e.g. two months) can be an effective way to assess socio-emotional skill growth, as long as we do not have unrealistic expectations about the amount of change we are likely to see. For example, the average amount of change across all young people may not appear to be very large, even though we may be able to identify a smaller subset of young people who evidence substantial socio-emotional skill development. Socio-emotional skill growth information can be used to understand young people's development and the relation of this development to other aspects of provision (e.g. the impact of quality on socio-emotional skill

development, and the impact of socio-emotional skill growth on school performance improvements).

Please keep in mind that the YPS does *not* provide a *clinical* assessment of young people. The YPS is intended only for lower-stakes planning, improvement, and programme evaluation purposes (e.g. where low scores signal areas of focus and support for young people – and practitioners - but not failure, sanctions, or other disciplinary action).

We recommend using the YPS with young people who are 10 years of age and older. We also recommend encouraging young people, while they are completing the YPS, to ask questions about any words or concepts about which they are uncertain. The YPS should take about 10 to 20 minutes to complete and can be used with young people in any kind of provision.

If young people cannot understand the language in the YPS due to their age or stage, the YPS-Accessible version should be used instead as it contains simpler language and more fundamental concepts, or just the Practitioner Observational Tool-Acccessible as practitioner observations are more reliable than self-reports.

Protocol

Place each young person's YP ID (aka, unique identification number), project ID and site ID on each survey. Distribute the surveys to the corresponding young people and ask them to return it to you (or put it in a designated location) after they complete it. Ask young people to read the instructions and ask any questions they may have. While they complete the survey, encourage them to ask for clarification about the meaning of any words about which they are uncertain.

Prompt

We would like to ask you some questions so that we can better plan our activities and help support your interests, learning, and personal growth.

Set Up

When you start to use all the measures you should explain to the young people that you would like them to help you improve your work by understanding more about them. This should be done in advance of giving the young people any surveys. This explanation would include assurances as to who can access the data

and how it will be used and an explanation of how they will consent (for example by taking part or by filling in a consent form). When you ask them to complete this form, remind them that they are free to decide not to take part and read the required prompt and set of instructions are provided below.

Instructions

Please read each statement and think about how often its true for you in your day to day life.

If you are not sure about the meaning of a word, please ask for more information.

Completing this is voluntary, you are not required to answer all of the questions and you can stop at any time.

No one outside our organisation or research team will be able to access your answers. A staff member you know might have a conversation with you about how your answers can help us to better support you.

If you want to change any of your answers, please mark an "X" through the old response and tick the new one.

Higher scores are not better or worse – all people will have a mix of high and low scores, and we want to know your unique mix!

Please try to be as honest as possible. When you are not sure, just pick the response option that is closest to how you think about yourself and keep moving.

Thank you!

Wrap Up

Thank the young people for completing the forms and remind them you will use this information to understand how to help them all gain higher levels of socio-emotional skills. Explain to the young people whether they will get to see the results of the surveys or not. Give them an opportunity to ask any other questions or to give you any further feedback.

Input Choices

There are three ways you can collect and input data with each of the measures. These are:
1. Download the PDF form from the SES Measurement Hub in size 12 or 16 print, print and use as a paper copy. If you choose this approach you will

need to manually transfer the data into either our data portal, or into your own system or spreadsheet.

2. Complete the information on a webform within the data portal. This means your data is automatically entered into the portal. This is a good option for the measures the practitioners complete (the demographic form, Practitioner Observation Tool and the Quality Practice Tool) but would not be appropriate for young people. This is also where data collected in a paper format is entered into the data portal.

3. Enter the data using our mobile-friendly survey software. This is suitable for young people and practitioners and again means that data are entered straight into the data portal.

Which type of data entry works best for you will depend on the preferences of the young people you support and the practitioners and volunteers who work with you.

Scoring

1. If you want to calculate the six YPS domain scores, or the YPS Total score, responses to items 2, 3 and 10 should be reverse scored, such that:

    1 = 5, 2 = 4, 3 = 3, 4 = 2, and 5 = 1

    However, please note: Only the original 'raw' scores should be recorded on the rating forms and/or entered into the data portal.

2. The mean of the response values across all items within a domain should be calculated to produce a single domain-specific scale score for each young person. For example, to produce a score for the domain of Emotion Management, you should calculate the mean score of items 1-4. If some item responses are missing, scale scores can be calculated as long as there are responses to at least 3 of the 4 items in each domain (but remember to calculate the mean score based only on the number of questions for which young people have actually provided a response). Each of the six domain-specific scale scores should range from 1 to 5. Maximum total score is 120 (5 x 24 items).

Interpretation

It is useful to meet with your staff team to review the data and to work out what it means for their practice. Seeing that the data supports practice developmental is key to practitioners wanting to use them over time.

Data collected with the YPS measurement tool can be entered into the Data Portal hosted by the Centre for Youth Impact at George Williams College. This will enable you to view average socio-emotional skill total and domain scores for the young people participating in a given project or provision type, obtain initial estimates of changes in young people's socio-emotional skills across the programme period (e.g. where the YPS is used at baseline and follow up), and see young people's average levels of total and domain-specific socio-emotional skill (and skill growth) across your programme where YPS results are aggregated to the site or organisation level.

After calculating the YPS total and domain scores, this information (along with the individual item scores) can be used to inform decisions about future training decisions or provision planning. For example, organisations serving high percentages of young people who score very low in the Problem Solving domain may decide to focus training and provision more closely on instructional skills that promote young people's reflective thinking skills. Similarly, organisations in which young people tend to score very low on the YPS total score may decide to offer professional development training focussed more generally on the importance of developing a holistic practice skill set that places equal value on providing young people opportunities for warm supportive relationships, well-scaffolded instruction, collaboration in small groups, and practice using focussed awareness to improve reflective thinking (about goals, plans, problem-solving, feelings etc.), emotion regulation (e.g. empathy, impulse control) and mindfulness (non-judgemental awareness of present-moment thoughts and feelings).

Finally, if the YPS is used as both a baseline and follow-up measure, changes in YPS total and domain scores can be used to estimate improvements in socio-emotional skills (e.g. by comparing baseline domain scores to follow-up domain scores). Finding evidence of improved YPS scores, particularly for young people who were exposed to high-quality versus lower-quality instructional practices, can support conclusions like (a) our professional development activities appear to have been a good use of our time and, potentially, (b) the reason young people evidenced such substantial socio-emotional skill growth is because our staff took advantage of the training opportunities we provided and then translated that training into higher-quality instructional practices at the point of engagement.

Validity

Detailed psychometric information about the construct validity (e.g. the ability to distinguish among the scales), criterion validity (e.g. the ability to predict young

people's school performance), and reliability of the current version of the YPS is limited. However, based on the data we have analysed to date, the YPS can be viewed as a reliable and valid measure of young people's socio-emotional skills in six domains (i.e. Emotion Management, Empathy, Problem Solving, Initiative, Teamwork, & Responsibility) and overall (using the YPS total score).

Reliability has been assessed only in terms of the *internal consistency* among the items, as indicated by Cronbach's alpha reliability coefficient (e.g. we have not conducted test-retest reliability analyses of YPS scores). Across two samples of YPS data (with n's averaging 108 young people, about 87% of whom were aged 10-14), alpha reliability estimates for the YPS total score ranged from .87 to .89 and averaged .88. As expected, the alpha reliability estimates for the YPS domain scores vary by domain. For the three domain scores (i.e. Empathy, Problem Solving, and Responsibility) constructed from items designed to be reflective (i.e. each item refers to the same dimension), alpha reliability estimates ranged from .70 to .73 and averaged .71. The other three domains include items focused on multiple dimensions within domains (i.e. they are better viewed as *formative* than *reflective* scales), so alpha coefficients do not provide the best estimates of their reliabilities. For example, in the Emotion Management domain, item 1 is focussed on downregulating negative emotions, item 2 is focussed on impulsivity, item 3 is focussed on the effects of being emotionally triggered, and item 4 is focussed on impulse control. In these domains, higher scores indicate more skill, but different people with similar domain scores can have different forms of the same skill, meaning different combinations of item scores that yield the same domain score (e.g. one person might score high on impulsiveness but low on downregulating their emotions, whereas another person might score low on impulsiveness but high on downregulating their emotions).

Given the close alignment between the socio-emotional skill domain definitions (see the Outcomes Framework 3.0) and the YPS item content, the YPS total and domain scores can be viewed as highly face valid indicators of young people's functional socio-emotional skills. In addition, given that the correlations among the domain scores ranged from .34 to .63 and averaged .49 in one sample, and ranged from .14 to .64 and averaged .45 in another sample, the YPS domain scores show good discriminant validity (i.e. each domain score reflects a different underlying construct). Finally, examining the relations between socio-emotional skill profiles constructed from both the YPS and the Practitioner Observational Tool (POT) has also revealed evidence of convergent validity (i.e. two different measures reveal similar estimates of young people's socio-emotional skill sets). For example, young people with the highest-skill YPS profiles were also more likely than expected by

chance to have the highest-skill POT profiles, and young people with the lowest-skill YPS profiles were also more likely than expected by chance to have the lowest-skill POT profiles (in two samples). Criterion validity data (e.g. predicting school performance from YPS scores) are pending.

FAQs

1. Can the YPS be delivered verbally with staff asking questions, or do young people need to fill this out by themselves? *The YPS was designed for young people to fill out by themselves, but it can be administered verbally and scored by the adult staff, per the student's instructions.*

2. Can the YPS be delivered digitally? *Yes, we have a version of the survey available online which can be sent to young people's email addresses or completed on an iPad or laptop in your setting.*

3. Can the YPS be adapted to align with our specific activities? *The YPS was designed to be applicable to all settings in which adults and young people interact. We generally recommend that the YPS be used "as is" (i.e. with no amendments to, or exclusions of, any items). However, there is always potential to modify any instrument in relation to local needs, in which case you should consult with a professional evaluator.*

4. What if I have some young people in the session who are under the age of 9? *With some assistance (e.g. having a staff person read and discuss each question with each child), children as young as 10 years old can use the YPS. We also recommend encouraging all young people to ask questions about any words or concepts about which they are uncertain. We also have a simpler YPS-Accessible for young people of a younger age or lower ability level.*

5. Do we have to collect YPS data at the specified time points with the same cohort of young people? *The YPS should be used soon after you have gotten to know a group of young people (i.e. after working with them for at least four hours) and, if you want to see socio-emotional skill growth estimates, again after six months to a year, or at the point at which the young person no longer takes part in your provision. We recommend consulting with a professional evaluator to ensure that the results and interpretations generated from using the YPS are aligned with your goals.*

6. Is there a recommended time period for a young person to be in the programme before they fill out the YPS? *We suggest that young people should fill in the YPS once they know you – after at least four hours of time in the provision. We recommend the second YPS is completed a year after the first (or six months if the primary focus of provision is on building the socio-*

emotional skills that you are measuring) to ensure enough time has passed to allow meaningful change to show.

7. Can I use the YPS score to show my provision is high quality? *YPS scores show the functional socio-emotional skills at the time the YP completes the survey or the outcomes gained by young people if they complete the survey again at a later time. You will need to use a separate quality measure like the Quality Practice Tool (QPT) to show that your provision is high quality or that it was your quality provision that made the difference for these young people.*

Licence for Download and Use of the YMCA George Williams College Socio-emotional Skills Measures and Technical Guides

This is limited licence covering your use of YMCA George Williams College's intellectual property (IP) in the form of six measurement manuals (documents) that include the following YMCA George Williams College measures: Youth Engagement Survey (YES), Young Person's Survey (YPS) and Young Person's Survey - Accessible (YPS-A), Practitioner Observational Tool (POT) and Practitioner Observational Tool - Accessible (POT-A), the Quality Practice Tool. Hereafter, you are the licensee and we, YMCA George Williams College, are the licensor; i.e. we at YMCA George Williams College are extending a limited licence to use the listed documents in certain ways and not in others. Please read it carefully. By downloading the YMCA George Williams College measurement manuals, you agree to all terms in this agreement. If you don't agree, don't download and don't use.

Definitions. (a) *User* or *licensee* – any person or entity that downloads the YMCA George Williams College measurement manuals. (b) *Copyright* – All of the written, audio, and visual material provided as YMCA George Williams College content are the copyright material of, and are owned wholly by YMCA George Williams College without limitation. You agree not to make copies without permission of the licensor. (c) *Intellectual Property* (IP) is defined (1) trademarked symbols, (2) all published and/or copyrighted content, and (3) trade secrets, such as private consulting communications and methodology, and all information that could be marked "internal."

Licensee Rights. (a) This licence confers on the licensee the right to use the measures and manuals at a single location for the benefit of your organisation. You do not have the right to contract with additional organisations to re-sell or licence the content in the measures and manuals in any circumstance, without prior written permission of YMCA George Williams College. (b) You may not sell the YMCA George Williams College measurement manuals or develop/sell any training to access these measurement tools or manuals. (c) You may not create derivative works from the YMCA George Williams College measurement manuals for use outside of the location and organisation for which this license is being granted without the express written consent of YMCA George Williams College. (d) This end user agreement must be printed with all copies of YMCA George Williams College IP used at your location and organisation.

Fees. (a) This licence confers upon the licensee the right to print one copy of this material and to make subsequent copies as necessary to equip other practitioners at your location and organisation. (b) There is no fee. (c) Licensor accepts no other responsibilities or obligations related to the content as to defects during or after download.

Responsibilities. (a) You, the licensee, assume all risk and responsibilities associated with downloaded YMCA George Williams College measures and manuals and their effective use. (b) You agree to use the YMCA George Williams College measures and manuals in a way that is appropriate per protocols and guidance. (c) You further agree not use the YMCA

George Williams College measures and manuals for decision making that is 'higher stakes' or otherwise poses threat, harm, or risk to anyone at any time, including practitioners and young people. (d) You finally agree not to compete with YMCA George Williams College using YMCA George Williams College measures and manuals and agree not to enter into any kind of agreement with any partner to do the same.

Ownership. You agree that all aspects of YMCA George Williams college IP including the measures and manuals and all other YMCA George Williams College materials, audio, visual, methods, techniques, plans for implementation, systems, authorships, ideas are proprietary IP and/or valuable trade secrets of the licensor and are protected by law. The licensor retains all rights to YMCA George Williams College IP in copyrights and trademarks, trade secrets, and other intellectual property rights therein. Your possession of YMCA George Williams College measures and manuals, or any other YMCA George Williams College IP, does not transfer any rights to you except as set forth in this agreement.

Term. (a) This licence begins at download, continues for one year from that date, and will automatically update in one year. (b) If the licensee breaches the terms of this agreement, the licensor may terminate this agreement with 10 days' written notice.

Limitations. (a) Licensor makes no warranties, express or implied, and excludes any warranty of fitness for a particular purpose or merchantability. No one else can make any warranty or representation about YMCA George Williams College IP other than as provided in this paragraph. (b) The licensor will never be liable to you or any third party for any damages of any sort nor any form of action (criminal or civil).

Indemnification. You agree to hold the licensor harmless from any claim, damage or cause of action (inclusive of negligence, misrepresentation, error, or omission) or other breaches of this agreement by you.

Your representations. You have done your own research and due diligence regarding YMCA George Williams College IP and have made your own independent determination of value and risks. No promises or other representation have been made by the licensor or the licensor's agents other than as provided in this agreement. Modifications of this agreement are not valid without the licensor's written consent.

Miscellaneous. (a) The parties to this agreement are independent contractors and nothing in this agreement should be construed to create relations of partnership or joint venture or any other entanglement. You will not make any representations to any third party that you have authority to act in the name of YMCA George Williams College or to obligate YMCA George Williams College in any way. (b) If we have a dispute, it will be settled in UK courts of law. (c) You agree that the licensor has made no representation or warranty concerning your success and that the licensor disclaims any warranty or representation as to the success of the YMCA George Williams College IP under this agreement.

About us

At YMCA George Williams College, our vision is for a just and equitable society that invests in support for all young people to learn, grow, and explore their relationships with the world around them. Established in 1970, the College works to provide transformational support to practitioners, funders, and policy makers across the sector, to improve the quality and impact of provision and outcomes for children and young people across the UK. This support is characterised by safe spaces, high quality socio-emotional skill development opportunities, and relationships with trusted adults.

As part of its work, the College now hosts three Centres of Expertise. The Centre for Youth Impact at YMCA George Williams College supports organisations to generate and act on evidence of the impact of their provision. Using a robust evidence base, The Centre for Youth Impact designs, tests, and champions shared approaches to quality and impact that facilitate collective insight and learning, consolidating and sharing open access resources, research, and training for all those working in informal and non-formal youth provision.