Evidencing the Impact

Learning Link Scotland

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Introductions

What impact do you want or need to evidence?

How do you do it now? Who is involved?

What do you want to be able to do?

ETI looks at how to:

- use terminology to talk about evaluation and evidencing impact

- identify evaluation tools that are available, such as the Logic Model, or Planning for Impact Framework

- identify the quality frameworks you need to use

- know where to find out more

Outcomes

Indicator

Outputs

Impact

Activities

Measuring

Evidence

Spotting outcomes

1. We use volunteers to run a community cafe.
2. Learners say they enjoy the experience.
3. As a result, people have improved work skills.

Answers

1. This is an output. The difference the activity makes to volunteers would be an outcome.

2. Enjoyment is important, but is more about satisfaction for the volunteers than an outcome in itself.

3. Yes, this is an outcome.

A couple of models we used

- Logic Model
- Planning for Impact Model

Logic Model

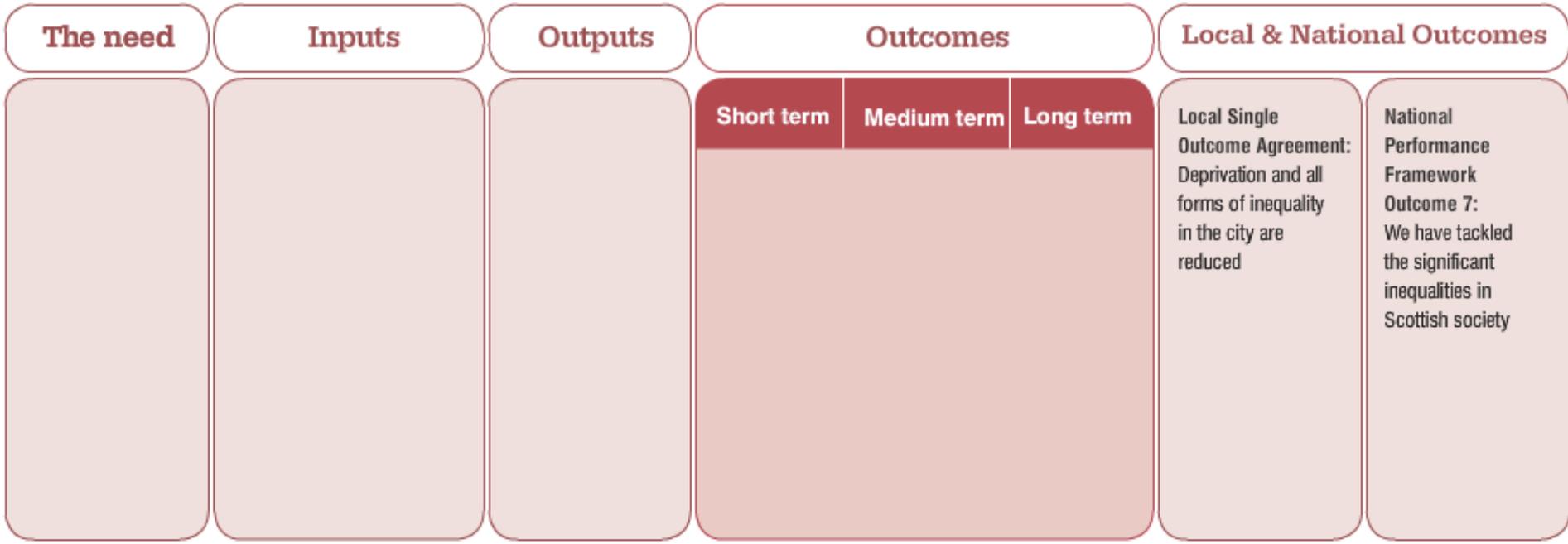| NEED	INPUT	ACTIVITY	OUTCOME
Headache	Pills	Take pills	Get better

Little Red Riding Hood Logic model grid

The situation or need	Inputs	Outputs	Short term	Medium term	Long term
Ill Granny Granny is lonely Granny out of provisions Bored LRRH	LRRH Basket of goodies	Walk through woods Chat to Granny Make Granny comfortable **Partcipants** LRRH Granny	Granny has more food Granny feels less isolated	Granny feels better LLRH increased physical fitness LRRH increased self esteem	Granny gets better

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Explaining the Difference Links to SOAs: Reminiscence Group Aberdeenshire

Evaluation Support Scotland

Need	Inputs	Outputs	Outcomes		
			Short term	Medium term	Long term
Older people are isolated, especially men, who do not tend to attend other groups in the village	Reminiscence group	**Activities:**	Increase in interaction between older people	Older people:	**Contribution to the achievement of Aberdeenshire SOA**
		Reciprocal visits to village hall and P7 classroom.		○ less isolated	*Local Outcome 4.1:*
	Funds			○ more willing to try new learning experiences	**Young people are successful learners, confident individuals, effective contributors and responsible citizens.**
	Village hall space	Invitations to P7 concert	Increase in interaction and engagement between older people and P7 pupils.	○ Increased sense of pride and belonging	*Local Outcome 6.1:*
Meantime there is a lack of interaction between older and younger people, resulting in a lack of mutual understanding and respect	Community Minibus and driver.	**Participants:**		○ Increase in self care activities.	**People in Aberdeenshire, especially those in disadvantaged communities have improved health and wellbeing.**
	P 7 teacher	Reminiscence Group members		○ Young people	*Local Outcome 7.1:*
				○ a more real understanding of history	**Vulnerable people are well looked after.**
	CLD Worker	P7 pupils	Increased skills and knowledge for both groups	○ Both	
		Teachers		○ Increased understanding between older and young people	**Contribution to NPF Outcomes 4, 6 and 7:**
			Teacher and classroom assistants have new vehicle for learning resulting in a change in approaches		**School delivery will fit better with Curriculum for Excellence**

The Assumptions
Keeping active and connected keeps you healthier for longer.
The less socially isolated are more likely to look after themselves.
Older people have a wealth of experience that they can share
Older people can learn lots from young people too!
Older men are harder to engage with.
Brings history alive and valuable resource for schools.
Intergenerational contact gives increased understanding and respect.
Cohesive communities are built on understanding and respect

The need	Inputs	Outputs	Outcomes			Local & National Outcomes	
			Short term	Medium term	Long term	Local Single Outcome Agreement: Deprivation and all forms of inequality in the city are reduced	National Performance Framework Outcome 7: We have tackled the significant inequalities in Scottish society

The Assumptions

External Factors

Online tutorial
www.learninglinkscotland.org.uk

Learning Link Scotland

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Tutorial

Your Experiences

Tutorial: Logic models and logic modelling

A logic model is a visual way to illustrate how your project or organisation works and it was our tool of choice for Explaining the Difference. It can show the story of your work in the form of a diagram, using a few simple words. It can help you describe the connections between a need in the community that you have identified, what you are doing or going to do and how this makes a difference for the people you want to help. The process of creating the model is called logic modelling.

Please click here to Give it A Go…

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Planning for Impact

The measurement of "return on investment" usually refers to financial reward that follows financial investment.

However, it can be used to measure the success of a project or programme according to any number of indicators that you are seeking.

It is particularly useful for *planning* **for impact** *before* or at the start of a project or programme (for example, a pilot learning programme).

Planning for Impact

How to plan to measure return on investment:

- Identifying stages of the programme

- Identifying need

- Identifying outcomes and indicators

- Identifying evidence sources

'Computing for Dads'
Stage 1: engagement of learners

Need:

- we want single dads in this area to see the relevance of the computing course to them

Indicators:

- 60% of the open day attendees sign up for more information

Evidence:

- sign-up sheet

"Evidencing the Impact" — Refresh and improvement of "Explaining the Difference" – 2014/2015

Level	Needs	Indicators	Where is the evidence?
1. Engagement with the project/interest in the project	A stakeholder group needs to guide the project and agree to promote the refreshed tool, and possibly pilot it. Their support will give credibility to the project. We need Learning Link's members to be interested in the refresh of the tool and to want to use it.	A first stakeholder meeting has taken place. At least 80% of the stakeholder group's members have agreed to give feedback on the tool. At least 50% of the stakeholder group's members agree to pilot the tool.	Minutes Minutes Minutes
2. Successful refresh and pilot	Education Scotland requires evidence of impact of third sector adult learning, so stakeholders and providers need to express willingness to provide data during the pilot. The tool needs to be seen as an improvement on the original in clear ways – as identified at the first stakeholder meeting.	Members of the stakeholder group have said that the tool is an improvement and given reasons. 100% of the stakeholder group's members agree that the tool is ready to be piloted. At least 10 of Learning Link's member organisations will take part in the pilot. 100% of organisations which intend to take part in the pilot the have agreed to share data with Learning Link and Education Scotland	Electronic feedback on refreshed pack. Electronic feedback on refreshed pack. Project records. Minutes of piloters' meeting (Jan 15)
3. Successful application of the tool	The pilot needs to be focused, timed and have objectives that are relevant for the individual member organisations.	Individual organisations have a plan for running their own pilot. 70% of the organisations report that the tool was useful for their	Responses to evaluation questionnaire. Responses to evaluation questionnaire.

What we learned

Feedback on ETI provided clear learning points that future users of the resource might benefit from reflecting on:

the importance of *dialogue* in the evaluation process – it is not a process to be undertaken by an individual in a room on their own; rather it should actively involve colleagues, service users, partner organisations and others. In the pilot, dialogue appeared to be key to the successful development of some organisations' logic models.

What we learned

the process of evaluation and evidencing impact was often thought by participants to be as, if not *more*, important than the final documentary evidence – participants said that they enjoyed and found value in the chance to reflect deeply, consider projects from multiple angles, and to engage with colleagues and partners as they did this.

What we learned

assumptions you make should be reflected on as a fundamental part of the evaluation process – identifying assumptions you are making can be very challenging; for example, if you are assuming that family learning makes a positive difference to outcomes for children and their parents, then do you have evidence to support this, in case you were asked to provide it? By identifying assumptions you are ensuring you are clear in your justification for a particular project or programme, or for undertaking it in a particular way.

What advice would one of our members give to other organisations about measuring impact?

- Start the process early as it will help articulate what you hope to achieve and enable you to get a project off to a flying start with clarity of purpose and how success will be measured.
- Share as widely as possible in your organisation both formally and informally. Widespread adoption of the logic modelling will help to maintain clarity of purpose and help to inform stakeholders of the social value of your work.
- Evidencing the Impact is a handy gateway to a range of evaluation tools and the legislative framework in which they operate but is not a short cut to demonstrating the impact of your work.

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Find out more

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