
WORKING WITH SOCIAL VALUE AND WIDER OUTCOMES IN COMMUNITY LEARNING

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NIACE The National Voice
for Lifelong Learning

INTRODUCTION

WORKSHOP AIM AND OBJECTIVES

Aim:

- To support participants to integrate practical approaches to demonstrating social value and wider outcomes into your work.

Objectives:

- To raise awareness of the policy drivers behind impact measurement and social value in community learning.
- To consider how impact measurement supports other community learning priorities including funding sustainability, quality improvement, employability, community engagement, local accountability and learner voice.
- To introduce key concepts and approaches in impact measurement and social value, including methods and tools to assist with identifying, planning, evidencing and reporting wider social outcomes.
- To share experiences and learning from other providers.
- To signpost resources and sources of further support.

A DEFINITION

“Social value refers to the wider, non-financial impacts of programmes, organisations and interventions, including the wellbeing of individuals and communities, social capital and the environment. These are typically described as 'soft' outcomes, mainly because they are difficult to quantify and measure.”

– Demos, *Measuring Social Value*

WHY ARE SOCIAL VALUE AND WIDER OUTCOMES IMPORTANT FOR COMMUNITY LEARNING?

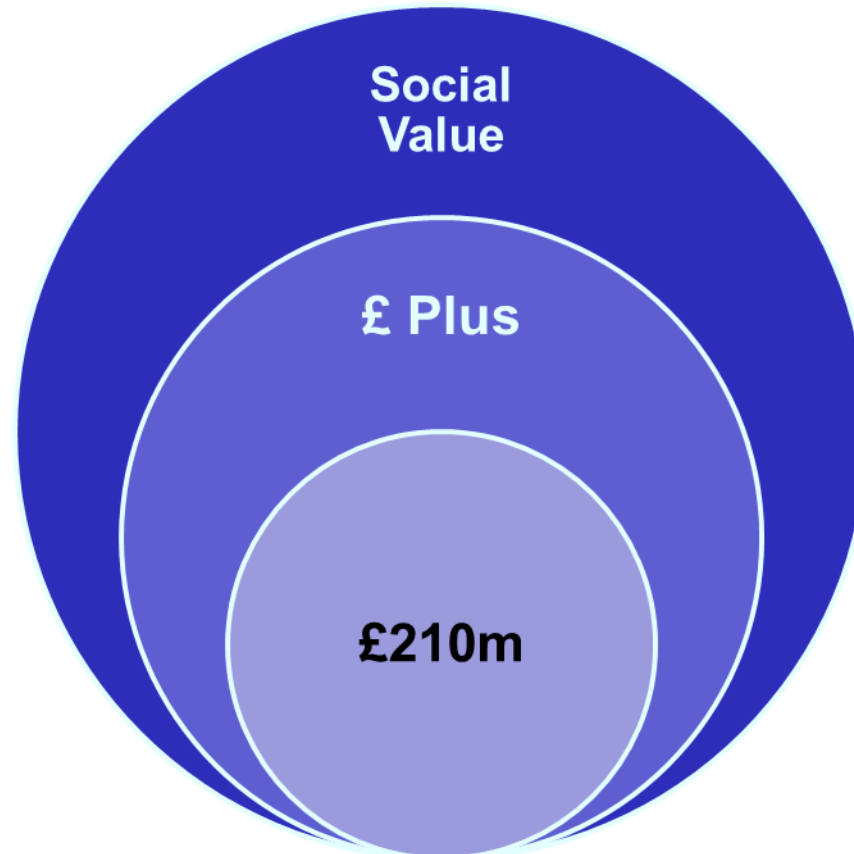
WIDER POLICY CONTEXT

- Shrinking public budgets
- Public service reform
- Wellbeing agenda
- Social Value Act
- Changing and increasingly complex patterns of need
- Localism and local accountability

COMMUNITY LEARNING POLICY CONTEXT

- Locally owned community networks with clear strategic plans, priorities, delivery objectives and measurable learner outcomes
- Plans and strategies underpinned by engagement and consultation with communities, LAs, LEPs and other key stakeholders
- Maximise the impact of funding on the social and economic wellbeing of individuals, families and communities
- Contribute to policy priorities on social mobility, social justice, digital inclusion and stronger families
- Attract funding and resources from other sources (“Pound Plus”)

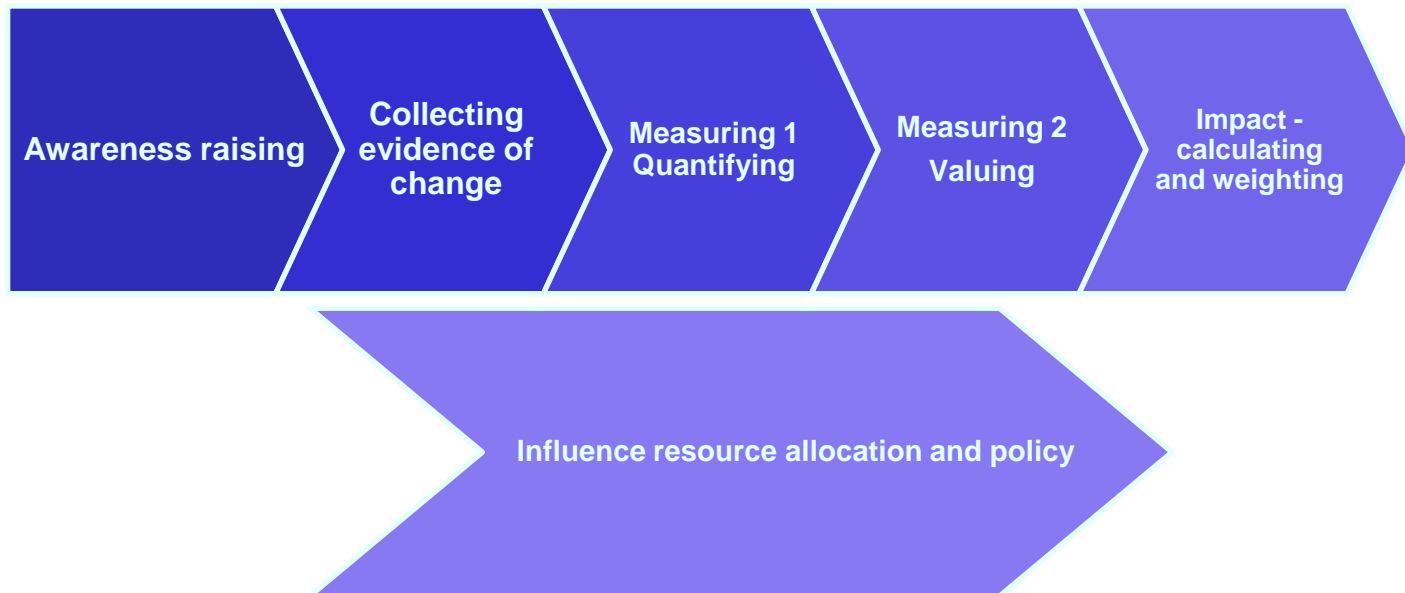
THE “VALUE” OF COMMUNITY LEARNING



WHY FOCUS ON SOCIAL VALUE AND WIDER OUTCOMES?

- Provide a framework for gathering evidence of the (added) value of community learning
- Make the case for on-going funding of community learning
- Influence local funding and commissioning decisions
- Develop new funding and delivery partnerships
- Curriculum development
- Involve learners and other stakeholders
- Self assessment / QA and QI
- Understand the role of learning in bringing about change
- Increase accountability

A PROCESS TO INFLUENCE CHANGE



OVERVIEW OF RESEARCH AND APPROACHES

RECENT AND CURRENT WORK IN THE SECTOR

- Social Return on Investment (SROI)
- Wellbeing Valuation Approach
- Individual providers' approaches
- NIACE Wider Outcomes Planning and Capture Tool

WIDER OUTCOMES PLANNING AND CAPTURE TOOL

Wider outcomes: Planning and capture tool

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Brief description of learning programme/activity:

Outcome category <i>(Broad area of change)</i>	Who changes? <i>(Brief description of group of stakeholders)</i>	How do they change? <i>(Positive/negative, intended/unintended)</i>	Tools/methods to capture	Number <i>(where relevant)</i>		Evidence of change <i>(How does it look?)</i>
				<i>How many will change?</i>	<i>How many did change?</i>	
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Working with social value and wider outcomes in Community Learning

Provider Experience

Jaki Bradley

Community Learning and Skills Manager



Developing and embedding the wider outcomes tool approach

- Experience from two different Community Learning providers CCC - Adult Learning and Skills / OCC – Oxfordshire Skills and Learning Service
- Embedding in provision
- Developing MIS systems to support collection of data and enable effective reporting
- Some benefits
- Resources to support the introduction of the tool



Timeline

- Sept 2012 – 2013 involved in CLIF project – tested out wider outcomes tool
- Nov 2012 – meeting with interested partners to introduce wider outcomes tool
- Dec 2012 – Aug 2013 pilot with partner providers
- Jun 2013 – training provided for curriculum managers and tutors
- Aug 2013 – evaluation of pilots
- Sep 2013 – roll out to all CLT projects and CL targeted contract
- June 2013 – developed process for collating data using MIS
- Sept 2014 – revised and simplified process in Cambridgeshire
- Sept 2014 - Introduced to Oxfordshire Skills and Learning Service
- Jan 2014 – Pilot with NLDC/OLN Trust Fund provision
- Apr 2014 – Pilot with Universal Offer provision



How did we introduce the wider outcomes concept?

- Evaluated current practice
- Invited partners to review the planning tool
- Provided training on using the tool
- Ran a pilot
- Evaluated the responses – provided ongoing support
- Developed guidance document
- Developed an evidence capture tool
- Collated the responses
- Created reports using the data



Some tips to help introduce the model

- Familiarise yourself with the model and discuss with colleagues to align thinking.
- Use the NIACE training materials to help describe the model.
- Remember that some of your partners will use other tools for evidencing impact (Star Outcomes, SOUL, FLIF tools etc.. – this doesn't need to be standardised – but the way they record the impact does which is where the planning tool comes in.
- Pilot your process and be prepared to reshape it.
- Provide training for managers and tutors.
- Work with MIS team to find a way of inputting the returns so that you can collate the responses



What did we do with the evidence?

- Included in SAR
- Reported in percentage terms number of people who had improved health, confidence, employability, social interaction to Community Learning Trust Partnerships, health and wellbeing board, diversity forum, parent partnership board, skills board etc ..
- Provided feedback on quality of learning provision in terms of social value.
- Used when applying for funding
- Informed curriculum planning in order to meet the strategic objectives of Community Learning Funding

USING THE WIDER OUTCOMES PLANNING AND CAPTURE TOOL

PLANNING

Identify:

- the wider outcomes you want to achieve (and others that you might anticipate, positive or negative).
- which stakeholders the outcomes will apply to.
- how you think the change will be experienced.
- partners and others who can help you to achieve these outcomes.

PLANNING

Outcome category (Broad area of change)	Who changes? (Brief description of stakeholders)	How do they change? (Positive / negative, intended / unintended)
Physical health	Adult learners (residents of target housing estate) Family members in household	Improved diet
Personal agency	Adult learners (residents of target housing estate) Family members in household	Increased self esteem

PLANNING

- What wider outcomes do you aim to achieve through this activity? For whom?
- What specific changes will stakeholders experience?
- What negative outcomes can you anticipate, and how will you address these?

EVIDENCE COLLECTION APPROACHES AND METHODS

Think about:

- Planning for it from the outset
- Appropriate methods to capture changes
- Embedding into with existing methods, systems and processes
- Robust approaches (including baselines)
- Pilot to test new methods
- Identify sample groups/sizes
- Who will gather the evidence?
- Timing
- Review

METHODS TO CAPTURE EVIDENCE

Outcome category	Who changes?	How do they change?	Tools / methods to capture
(Broad area of change)	(Brief description of stakeholders)	(Positive / negative, intended / unintended)	
Physical health	Adult learners (residents of target housing estate) Family members in household	Improved diet	Learner focus group Course evaluation
Personal agency	Adult learners (residents of target housing estate) Family members in household	Increased self esteem	ILPs Learner focus group Course evaluation

EVIDENCE COLLECTION

- What evidence could you capture for these outcomes and activities?
- How will you collect the evidence? What are you already doing that you can build on, and what additional things might you need to do?

ANALYSING THE EVIDENCE

Some principles of good analysis:

- ✓ Allocate enough time and resources.
- ✓ Work at a level that is appropriate and manageable for your circumstances.
- ✓ Be clear about the kind of evidence you have and what it can tell you.
- ✓ Involve learners, volunteers and others as appropriate in verifying your interpretation.
- ✓ Be rigorous:
 - draw on different sources
 - consider alternative perspectives
 - don't over-claim
 - test out what you want to say with others

CAN WE PUT A VALUE ON IT?

- Numbers can help to make the case
- Be rigorous about samples and proportions
- The wellbeing valuation approach helps us understand the value of learning for individuals in relation to different outcome areas, and hence the social value that learning creates.
- Values can be identified if there is a clear cost saving (e.g. fewer GP visits) or equivalent service (e.g. staff training).

ANALYSING THE EVIDENCE

- How could you analyse and interpret the evidence you collect?
- What issues and challenges does it present? How will you address these?
- How could you put a value on the outcomes you have achieved?

USING YOUR FINDINGS WITH DIFFERENT AUDIENCES

Identify important messages to inform work with:

- learners and local communities
- organisational leaders, managers and colleagues
- current and potential planning and delivery partners
- local funders and commissioners
- sector bodies and policy makers

USING YOUR FINDINGS WITH DIFFERENT AUDIENCES

- How could you use the findings from this work?
- What impact do you want to achieve?

USING YOUR FINDINGS WITH DIFFERENT AUDIENCES

- What purposes /audiences do you want to influence through similar work in your own organization?

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NEXT STEPS

- What action will you take to build on this workshop?

THANK YOU

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