

# Outputs, outcomes and indicators

Julia Slay, NEF

# Introductions around the room

# The first distinction: outputs

## Outputs

Outputs are a quantitative summary of an activity. For example, the activity is 'we provide training' and the output is 'we trained 50 people to NVQ level 3'. An output tells you an activity has taken place.

Activity	Output
CV checking drop ins	Number of people getting support with their CV
Parenting skills classes	Number of people attending parenting skills classes
Cardio vascular health checks	Number of health checks conducted

# The second distinction: outcomes



## Outcomes

- The **change that occurs** as a result of an activity (e.g. improved well-being of training participants)
- Certain projects might lead to chains of linked outcomes...
- Sometimes it takes years for outcomes to take place – for example, slowing the rate of climate change – but there may be observable changes along the way. You may have heard this described as distance travelled, intermediate outcomes, or a chain of events.

# Indicators

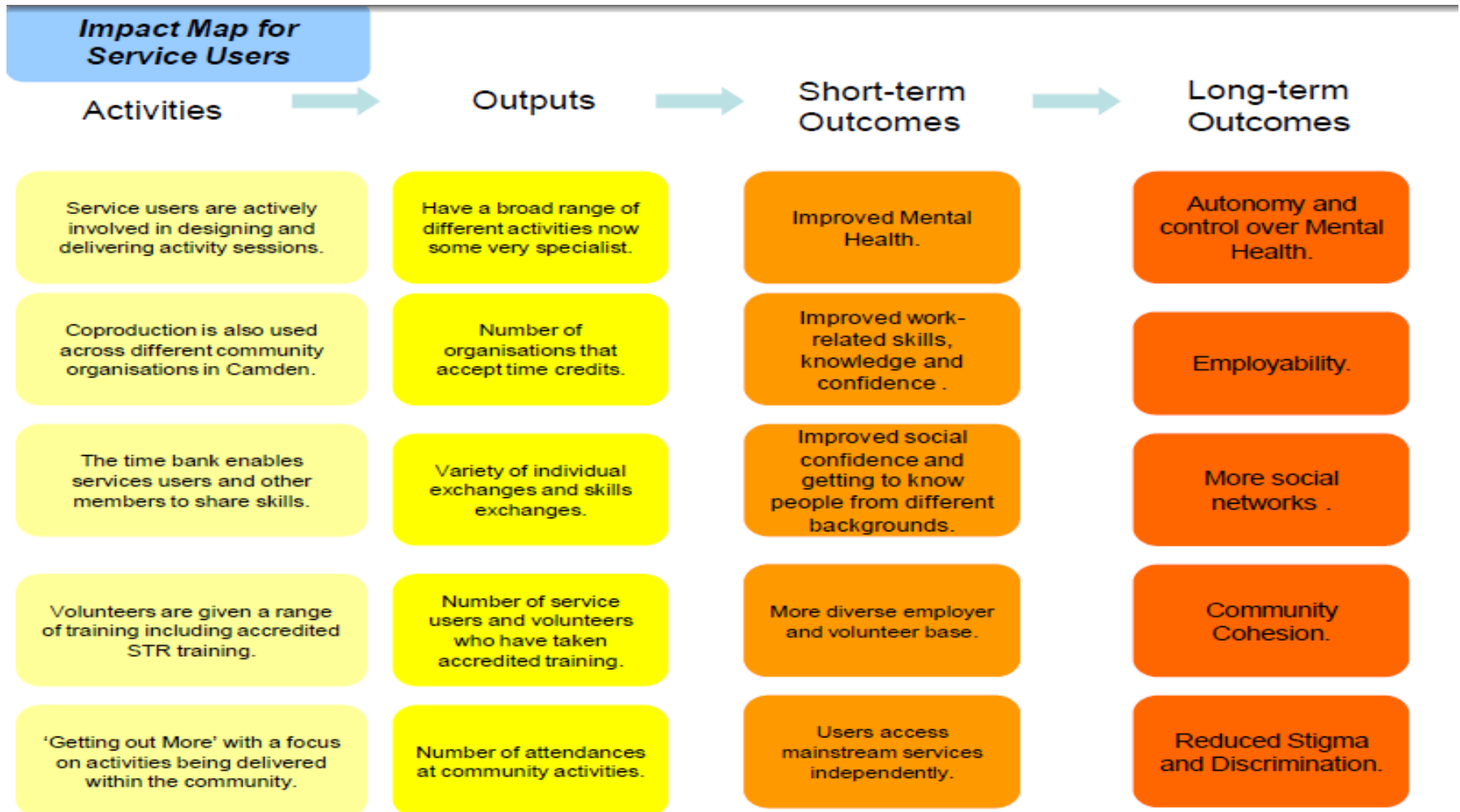
- It is important to think through indicators that can tell you both
  - whether the outcome has occurred
  - and/or, by how much (distance travelled)
- It can be helpful to have a combination of subjective and objective indicators
- Stakeholders are often the best people to help you identify indicators, so ask them how they know that change has happened for them

# Examples of Indicators

- Indicators are ways of knowing that change has happened

<b>Example: Choosing indicators</b>	
<b>Outcome</b>	<b>Indicator</b>
<b>Reduced social isolation</b>	<ul style="list-style-type: none"><li>• Whether participants are taking part in new activities (eg taking up new sports or hobbies, visiting new places)</li><li>• Whether participants report having more friends</li><li>• Level of social skills reported by participants</li><li>• Whether participants are accessing relevant public services that they had not used in the past, like public transport</li></ul>
<b>Decreased stigmatisation of people with mental health problems</b>	<ul style="list-style-type: none"><li>• Number of activities participants are involved in outside the mental health services</li><li>• Number of incidents of discrimination reported by participants</li><li>• Involvement of local community in organisation's activities</li><li>• Change in attitudes within the local community</li></ul>

# Holy Cross Centre Trust's theory of change



# Activity 1

## Outputs, outcomes and indicators exercise

**(15 minutes)**

Outputs	Outcomes	Indicators
Direct results of your activity, often countable e.g. no. people receiving a training exercise.	Change in people, communities, the economy or environment created wholly or partially by the organisation.	Ways of knowing that change has occurred and that outcomes are being, or have been, met.



# Some of Kent's Outcomes

- Connected to their communities and feel less lonely and socially isolated
- Have choice, control, and feel empowered
- Report and optimise physical and emotional wellbeing
- Live safely and independently and optimise recovery
- In stable accommodation and managing their life
- Achieve economic wellbeing - ensure people's income is maximised, debts are managed and where appropriate applicable welfare benefits are accessed
- Feel satisfaction with service delivery and service outcomes
- Involved in service design, service offer and availability
- Access a wide range of opportunities to support their personal recovery
- Stay in or enter employment
- With long term conditions supported to be independent and manage their conditions
- Have increased social skills
- People recovering from mental illness need to be appropriately supported

# Kent's strategic outcomes



- Children and young people in Kent get the best start in life
- Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life
- Older and vulnerable residents are safe and supported with choices to live independently

# Camden's Outcomes Framework



**Table 1.2 – Camden Community outcomes** using the table format provided in section 1.3 summarise how your service contributes to benefits to the Camden Community:

- Column 1: From the activities you have listed in 1.1. please choose those that contribute to the Camden Community Outcomes in Column three. **Please only list activities that you can evidence impact over the course of the contract.**
- Column 2: describe how the way you deliver these activities impacts on the Community outcomes detailed in Column 3.
- Column 3: community-level outcomes your service delivery method will contribute towards
- Column 4: indicators for the Camden community outcomes (column 3)
- Column 5: Ways of measuring (column 5) the additional indicators detailed in column 4.

1. Social outcomes: creating benefits for the broader community, beyond service users				
<i>'A Connected Camden Community where people lead active, healthy lives'</i>				
Activity	How Delivered	Camden Community outcomes	Indicators [Your activities contribute to]:	Way of Measuring
		Citizens are more active and there is greater community cohesion (p26)	<ul style="list-style-type: none"> <li>• New groups of people are working together including on projects, or socialise together.</li> <li>• Diverse groups of people have a better understanding of one another</li> <li>• Increased volunteering in Camden to above national average &amp; community self-help</li> <li>• Increased voting &amp; membership of local groups</li> </ul>	
		Increased numbers of vulnerable adults living independently in their own homes (p29)	<ul style="list-style-type: none"> <li>• Adults (under 65) with learning difficulties or mental health difficulties are able to continue to live at home</li> <li>• Older people (65+) with learning</li> </ul>	

# Measuring outcomes



- It is important to think through indicators that can tell you both
  - whether the outcome has occurred
  - and/or, by how much (distance travelled)
- It can be helpful to have a combination of subjective and objective indicators
- Stakeholders are often the best people to help you identify indicators, so ask them how they know that change has happened for them

# Poor practice

*'In March we awarded 37 attendance certificates to girls. These were given to 22 different girls, meaning that 13 girls had perfect attendance in 2 separate activities and 1 had perfect attendance in 3. At the end of year party, we awarded 31 certs to 23 different girls, 8 of whom had perfect attendance in 2 activities. We also gave awards to 12 girls who had 100% attendance in mentoring. 55% of all girls attended at least 80% mentoring sessions'*

# Better practice

Child's Name E	C/YP relate positively to y/p and adults	C/YP are more positively autonomous	C/YP have increased confidence	C/YP improve physical and emotional health	Promoting personal health, safety and well-being.	C/YP have strong and supportive peer/social networks	C/YP are able to take positive risks
<p><b>Week1</b> 14/05/14</p> <p><b>Week2</b> 21/05/14</p>	<p>Was holding Ginare's hand at the table when eating. Sat next to Asya, kept calling her name, seemed that it is important for her that Asya is around. Asked staff members for food and drink but did not ask for toilet and urinated on the path at the back garden.</p> <p>Quite resistant and erratic i.e. moving to different activities. Urinated on floor tarmac again. However, able to wipe clean. Kicked at lift door and briefly at Jadeane.</p>	<p>After some time settled down to water the garden.</p>	<p>Joined drumming circle at the end</p> <p>Confidence to join the drumming circle for goodbye song. Said she was happy.</p>		<p>Asked for water nicely. Communicated no thank you, yes please</p>		
<p><b>Week3</b> 04/06/14</p>	<p>Used toilet in the beginning with little resistance. Needs to accept when food is finished. Urinated on the grass, but managed to follow positive practice steps.</p>	<p>Asked for more chips. Happy to wait until she finished food first, before receiving something else.</p>	<p>Chose to cook this week – very good mixing. Participated in drumming circle end of day. Good drumming</p>	<p>Independently chose bubbles and filled with more water. After realising this wasn't the solution, she poured water on grass and filled up watering can and watered garden instead.</p>	<p>noticed Shennell "bad coughing." Empathetic communicated nicely on bus with Asya. Echoed/signed good at the end of the day.</p>	<p>See improved physical health</p>	<p>Accepted flapjack finishing by remaining calm. Signed finished. Took unfinished piece of flapjack off Asya's plate, gave it to SC before putting it on tray without any verbal prompts. Left dirty strawberry on floor.</p>
<p><b>Week4</b> 11/06/14</p>	<p>Went to the toilet when asked, but then refused to go before and after hello drumming circle.</p>	<p>Tomato? Music?</p> <p>No urinating outside this week ☺</p>	<p>Happy to take shoes off and join drumming circle for hello song. Self praise – "being</p>	<p>Independently did a countdown "5,4,3,2,1 then eat" to encourage herself to eat.</p>	<p>A lot of communication today eg. "good girl." Asked for more potato and</p>	<p>Sat nicely with Asya as both did drawing and sensory play. Worked well with Vianie.</p>	

# Case studies

- I. feels better able to talk to her mum and dad about her problems. She feels she gets on better with other children and she feels better able to stand up to other children
- A. still finds it difficult to talk to mum and dad about how he feels. He also struggles to tell others what he is good at. He does, however feel better at making friends and standing up to them.

# Further resources



- Measuring well-being: a guide for practitioners.  
<http://www.neweconomics.org/publications/entry/measuring-well-being>
- Valuing social outcomes: <http://www.nef-consulting.co.uk/our-services/evaluation-impact-assessment/sroi-centre-of-excellence/>



# Sector Training, Advice and Mentoring Programme (STAMP)

- Social Enterprise Kent
- In partnership with 4 CVSs & APEK
- Service began 1<sup>st</sup> October



# Sector Training and Mentoring Programme

KCC (public health and adult social care) and the Kent CCGs have commissioned this service to:

- Support the sector to build and develop the skills they need for the future
- encourage growth and diversification of the sector
- encourage the development of partnerships and collaborations

In order to support the transformation of KCC



# STAMP Process

economics as if people  
and the planet mattered



# More Information



- <http://www.sekgroup.org.uk/stamp-main/4586343407>
- Or call them on 01227 469970