

Goldstar Good Practice Dissemination Programme

Action research programme (2008/09)

Final Report

A Guide to impact assessment within volunteer involving organisations



Contents

| | |
|----|---|
| 03 | Definitions |
| 04 | Introduction |
| 06 | Section One: Considerations before undertaking impact assessment |
| 06 | 1.1. Knowing why you want to assess the impact of your activities |
| 09 | 1.2. Being clear about the various terms and definitions associated with impact assessment |
| 13 | 1.3. Understanding the challenges involved in impact assessment |
| 16 | 1.4. Creating a map or framework for impact assessment |
| 18 | Section Two: Practical implementation of impact assessment |
| 18 | 2.1. Key factors in determining your approach to impact assessment |
| 24 | 2.2. Impact assessment methods / tools |
| 31 | 2.3. Measuring outcomes |
| 38 | 2.4. Measuring impact |
| 42 | 2.5. Using the results of your impact assessment |
| 45 | Useful Links |
| 47 | Appendix 1 |

Definitions

Inputs – all resources placed into a project or activity. Inputs may include staff, volunteers, time, money, equipment and premises.

Activities – what an organisation does with its inputs in order to achieve its goals. These may include training, counselling or advice.

Outputs – all the products and services delivered as part of a project or activity. Examples of outputs are: number of callers, training courses delivered, volunteers trained, support sessions held and publications. Outputs are countable units of an organisation's activities and as such are quantitative in nature.

Outcomes – the benefits or changes for intended beneficiaries. They tend to be less tangible and therefore often more difficult to count. Outcomes are usually planned and linked to objectives. For example, volunteers who have been trained as advice workers (output) use these skills to get paid jobs, further qualifications or simply express growing self-confidence (different outcomes).

Impact – The NCVO defines impact as “Any change resulting from an activity, project, or organisation. It includes intended as well as unintended effects, negative as well as positive, and long-term as well as short-term.”¹

Indicators – used as the means by which we can measure whether an outcome or impact has been achieved. Both outcome and impact assessment indicators or measures fall broadly into two main types – quantitative and qualitative.

Quantitative – measures focus on things that can be counted, such as the amount of money spent or the number of people who have used a service. These are also referred to as ‘hard’ indicators or measures.

Qualitative – measures focus on how the service is viewed or experienced by the people involved, whether they be service users, staff or other stakeholders. These are also referred to as ‘soft’ indicators or measures.

About GoldStar and GoldStar exemplar organisations

The GoldStar Project is designed to encourage and enable voluntary organisations and projects throughout England to realise the potential of volunteers, mentors and befrienders from socially excluded groups.

Our aim is to promote and share good practice used in engaging people from these groups giving them the opportunity to enrich their own and other peoples' lives.

46 GoldStar Exemplar organisations have been recognised by the Office of the Third Sector for their Good Practice. This guide draws upon their experiences of measuring the impact of their work, along with existing practice in the sector.

1. S. Wainwright, (2003) *Measuring Impact: A guide to resources*, NCVO

Introduction

This is a guide to help you assess the impact that your organisation is having within your community. The Guide is split into two main sections. The first section deals with the things that you need to consider before making any commitment to undertaking impact assessment. The second section of the Guide deals with the practical implementation of impact assessment, with links to the tools and resources available to assist you in assessing your impacts.

Both sections of the Guide have relied heavily on the lessons learnt by GoldStar exemplar projects implementing different approaches to impact assessment. In particular the Guide utilises the outcomes of telephone interviews with 45 of the GoldStar exemplar organisations and the outcomes of six in-depth interviews undertaken with the following organisations:

- [Darlington Association on Disability \(DAD\)](#)
- [Home-Start Leeds](#)
- [Multiple Choice](#)
- [The Junction](#)
- [Women's Rape And Sexual Abuse Centre \(WRASAC\)](#)
- [The Wiltshire Wildlife Trust](#)

More information about these organisations is available on the GoldStar website www.goldstar.org.uk

The Guide also draws on research and practice already developed within the sector.

For the purpose of this guide, impact assessment is treated as a 'one-off' organisational learning and development process. Undertaking an impact assessment can be a complex and challenging process. Given the breadth of the concept, it is not surprising that many voluntary organisations describe themselves as overwhelmed, or unsure of where to begin, in addressing impact. It is clear from the research undertaken with GoldStar exemplar projects that whilst nearly all were positive about the principle of impact assessment, they felt that the challenge lay in the actual practice of assessing impacts. This appears to be particularly the case for smaller and less well resourced organisations.

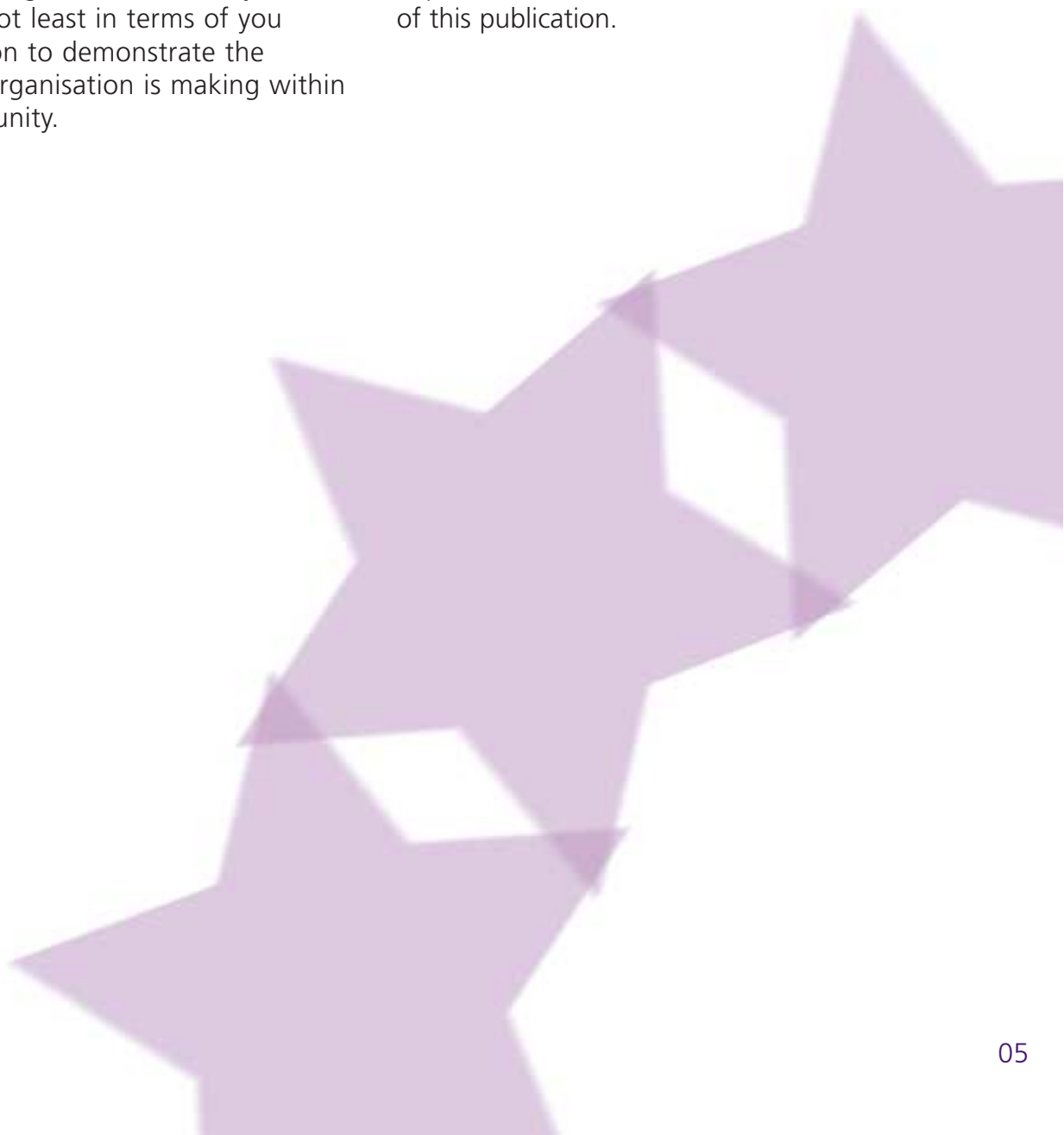
In this context, an important purpose of this Guide is to try and de-mystify the impact assessment process and help build your knowledge and confidence about impact assessment.

There is no 'one size fits all' approach to impact assessment that can be taken off the shelf and instantly applied to your organisation. Indeed it is fundamentally important for you to think through an approach that is right for the position and circumstances of your own organisation. Whilst this Guide cannot undertake the impact assessment for you it will hopefully assist you in thinking about a practical approach to impact assessment that may work for your organisation.

The experience of GoldStar exemplar projects is that the thought, time and resources that you are able to put into impact assessment will benefit your organisation in many different ways, not least in terms of you being in a position to demonstrate the difference your organisation is making within your local community.

This Guide has been developed primarily for volunteer involving organisations as opposed to projects or parts of an organisation that are responsible for volunteering. This is because it is considered that volunteering should not be seen as separate from on-going organisational management arrangements and processes. However, this Guide is also likely to be of relevance to volunteering projects and wider Third sector organisations.

Throughout the Guide a broad definition of impact assessment is used, which specifically includes outcome based assessments. We have defined the various terms associated with impact assessment on the inside front cover of this publication.



SECTION ONE: Considerations before undertaking impact assessment

1.1 Why Assess Impact?

Why go through the time and trouble of undertaking an impact assessment? GoldStar exemplar organisations highlighted a number of important motivations behind their efforts to assess impact.

To demonstrate effectiveness

Volunteer involving organisations are often particularly keen and enthusiastic about the idea of demonstrating and communicating the impact of their activities because their objectives are about making a difference. Assessing what difference has actually been made is therefore an important means of highlighting organisational effectiveness and success. In this regard, impact assessment can provide a structured approach to explaining what volunteering organisations are already achieving.

Home-start and their partners have recently become keener on the idea of impact assessment.

“We realised that we have done some great work but we haven’t really been measuring thoroughly enough the impact that it’s been making”

Impact assessment is now being built into the whole organisation’s management processes. Much of the focus of this activity is about proving the effectiveness of the organisation.

Home-Start Leeds

As a performance improvement tool

An important purpose of impact assessment is to help volunteer involving organisations identify what works well in their service delivery and campaigning, and what needs to change or improve. The information obtained from impact assessment can inform the action needed to improve performance. In this regard impact assessment is a learning and development tool that can be linked to the quality and continuous improvement agenda.

To provide enhanced accountability

It is important to third sector organisations that they are able to generate support for the various causes they champion and engender trust and confidence in the work that they are undertaking. The identification of a stakeholder, or group of stakeholders, to whom an organisation is accountable is therefore necessary.

Stakeholders will usually include, at the very least, users/members, trustees, funders, and possibly the wider community. Impact assessment often entails what is referred to as a ‘stakeholder’ approach. This is where stakeholders are involved in the assessment process. A number of GoldStar exemplar organisations commented that the process of undertaking the impact assessment enhanced the accountability of their organisations.

“We have been here seven years and that’s quite a long time in a small organisation without actually saying to people who are stakeholders, whether that’s staff, volunteers, partners, young people, families, is this still what you want us to be doing?”

The Junction

To enable access to funding opportunities

There is an increasing expectation from government and other funders that third sector organisations and public sector bodies alike should be able to demonstrate not only the outputs of the work that they undertake but also the impacts of that work. Government has demonstrated a growing interest in impact measurement over recent years.

Changes taking place in local government² are likely to give rise to changes in procurement structures and practices, with significant effects for funding relationships at a local level for third sector organisations. When the public sector is a source of funding for an organisation, it is important to develop the capacity to understand, evaluate and demonstrate the impact of its activity.

“On our GoldStar project in the last two years we wanted to measure the impact volunteers had made on people’s lives, on the volunteers themselves, on the clients that we had worked with and helped... we monitored and recorded that. This helped us get funding from the BIG lottery fund because quantitative figures demonstrated to them who was actually benefiting. I suppose as an organisation we want to show how it had impacted on us as well as the staff and development of Multiple Choice.”

Multiple Choice

Other funders, such as lottery distributors or private trusts and grant givers, are also increasingly likely to require information on the impacts of the programmes they fund. It is clearly difficult for such organisations to assess the outcomes of their funding activities unless they pass this on as a requirement to those organisations they fund.

Adopting a process that focuses on the impact of your activities will:

- Make it easier for you to talk to funders about your work.
- Make reporting results simple.
- Help you to develop a dialogue with funders about reporting requirements.
- Help you to tell stakeholders on how well your project is doing.

Any requirements in terms of impact assessment should be negotiated with funders and made clear to all, so that it can be in-built in the process from the beginning of the project (including the budget).

“I think now we realise the benefits (of impact assessment)... we really need to have very stringent processes in place, so that we are able to prove what we are doing. We know we are doing it, we know we do it well but we have to prove that we are doing this.”

Home-Start Leeds

Bring about clarity of purpose

Focusing on outcomes and impacts can result in greater clarity of purpose about what your organisation or project is trying to achieve. The evaluation of the National Outcomes Programme (NOP)³ found that an outcomes approach ensures that trustees, staff and volunteers are all pulling in the same direction. The report also found that the outcomes approach could be successfully adopted by a wide range of third sector organisations including community development organisations, rural development infrastructure organisations and black and minority ethnic (BAME) organisations.

A number of other reasons were also put forward by GoldStar exemplar organisations as to why they wanted to carry out impact assessment

- **Reporting: Outcomes information will help in reporting to funders and attract further funding.**
- **Motivation for staff and users: It can be very motivating for staff to see evidence of the impact of their work. It can also be encouraging for service users to see their own progress.**
- **More useful information systems: Methods used in outcome monitoring could form an integral part of routine work. For example, if case records of individual progress are already kept, then these could be adapted so they are useful both for recording this information – case recording – and for impact assessment.**

“As an organisation we can actually say, this is how many people have gone on to get jobs from volunteering and this many people have improved their lives through coming and doing some work with us. I think maybe organisations don’t do that enough... sit down and look at what they have actually done and what impact was made. Because I think volunteering is changing and is becoming more I suppose I would say ‘professional’”.

Multiple Choice

This section has reflected on the main reasons why different GoldStar exemplar organisations decided that they wanted to assess the impact of their activities. Some of the reasons relate to what might be described as external drivers for assessing impact (e.g. government and other funders). It is often essential to have regard to the requirements of funders but it is also important to think through the specific reasons for assessing impact. This means that the processes employed will be designed to serve your organisation, and prevent external drivers from disproportionately dominating what you do. The true value of assessing impacts for volunteer involving organisations is likely to be more as a tool to facilitate performance improvement and organisational development.

3. *Using an outcomes approach in the voluntary and community sector, a briefing on the independent evaluation of the first National Outcomes Programme 2003-2006, Charities Evaluation Services, 2007.*

1.2 Being clear about the various terms and definitions associated with impact assessment

Introduction

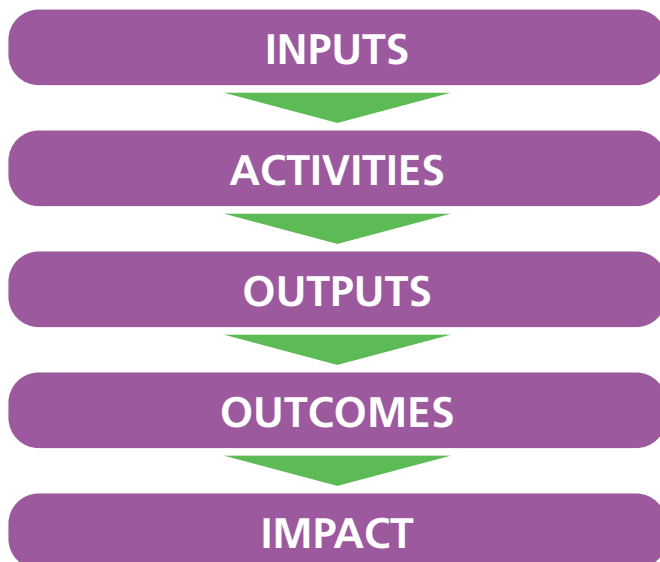
There is often some confusion over terminology used in impact measurement. For example, the National Council for Voluntary Organisations (NCVO) stated that:

“Impact is a widely used but rarely defined term in evaluation literature. Everyone wants to know how to measure their organisation’s impact but without knowing quite what they mean by the term. However, throughout the considerable literature on this subject there is a wide range of inconsistently used terms relating to impact and its assessment.”⁴

In this section we will explore some of these terms in greater detail.

Defining Impact Assessment

This Guide draws its definition of impact assessment very broadly, encompassing all the following elements:



Impact assessment encompasses the measurement of outputs and outcomes as well as overall assessment, including in-depth investigations into unintended as well as planned impacts. The important point is that organisations should decide what they want to define and measure along this continuum.

The most commonly used definitions for terminology associated with impact assessment are detailed in the glossary on the inside front cover of this document

What is the Difference between Outputs, Outcomes and Impact?

An **output** is a product or service delivered by an organisation. Outputs are countable and quantitative.

An **output** is a product or service delivered by an organisation. Outputs are countable and quantitative.

An **outcome** is defined as the change occurring as a direct result of project outputs.

Impact is the effect of a project at a higher or broader level.

4. *The Impact of Impact Assessment: the experience of rural voluntary and community organisations in evaluating change*, NCVO, March 2004

Examples of Impact and Outcomes

| Examples of Outputs | Examples of Outcomes | Examples of Impact |
|---|--|--|
| Number of service users accessing a service. | Service users who have resolved problems as a result of advice from an organisation. | Reducing social exclusion or a reduction in teenage pregnancies in a given area. |
| Number of training sessions delivered. | A service user develops a new skill. | The organisation's success leads to the creation of similar organisations in other locations. |
| Number of publications produced and copies distributed. | Service users progressing to become trained volunteers. | Volunteers or service users who subsequently gain paid employment and develop a career in a related field. |

Impact takes place in the longer term, after a range of outcomes have been achieved. It often describes change in a wider user group than the original target, and any organisation may play a part in achieving impact. For example, it could be related to reducing social exclusion or a reduction in teenage pregnancies in a given area. It is more difficult to assess this level of change, particularly within the lifetime of a short project.

For the purpose of this Guide, outcomes and impact are described as two distinct areas of assessment. In practice the distinctions between the two are often blurred, not least because the assessment of different outcomes can form an important part of an impact assessment. It is also the case that the measurement of outcomes and impact assessment can both use the same assessment methods / tools. **The main distinction is that impact assessment tends to include a much wider assessment of impact within the community.**

In practical terms the important thing is to be clear about firstly what you want to measure and assess, relating to the activities of your organisation, and secondly to determine what the most appropriate methods will be to achieve this given the nature, position and circumstances of your organisation.

"It's the whole thing about outputs versus outcomes isn't it? We do still get a lot of pressure about outputs. People still want to know how many courses have you run. So you spend ages inputting all that data and getting it all back out, but as an organisation we are far more interested in knowing, so, 'what is the result of all that then'? And we do struggle sometimes in assessing what difference it has made."

“It (impact assessment) is the best thing that we have been able to do in assessing what difference we have made. We ask the question with young people that we work with and the volunteers, ‘So what difference has it made?’ Not what have we done. Not how many times have you seen us, but what is different for you now than six months ago.”

The Junction

Should I use a Quantitative or Qualitative Approach?

It can be tempting to view one as superior to the other. However, where possible, using the two (quantitative and qualitative) in combination is likely to be most effective in gaining an overall picture of the impact.

Taking an Outcomes Based Approach

Outcomes based approaches seek to measure change(s) occurring as a direct result of project outputs.

When considering which outcomes are going to be most relevant for your organisation to measure it is worth giving consideration to the essential qualities needed from outcomes.

There is an increasing use of **SMART outcomes**, which means that they should be **specific, measurable, achievable, relevant and time-bound**. The five qualities of outcomes can be defined as follows:

Specific: Are your outcomes tightly defined, unambiguous, and relating to the issues that you are trying to address?

Measurable: Is it possible to measure your outcomes at the start of your project and at the end in either quantitative or qualitative terms?

Achievable: Are the outcomes that you have chosen considered to be realistic by all your stakeholders?

Relevant: Do your outcomes have a connection to your aims, objectives and priorities?

Time-bound: Do these outcomes fit within the lifecycle of your project?

Big Lottery Fund (BIG) asks applicants to identify SMART outcomes at the point of application. BIG argues that using SMART outcomes helps staff and committees to make more informed decisions about which projects to support, because there is greater clarity about what difference is anticipated to be made through BIG's funding.

BIG has developed a general guide to identifying and developing outcomes and milestones, called 'Explaining the Difference your Project Makes'¹⁵. It includes specific guidance to BIG's approach.

5. Burns, S and MacKeith, J (2006) *Explaining the Difference Your Project Makes*. Big Lottery Fund, London://www.biglotteryfund.org.uk/er_eval_explaining_the_difference.pdf

Impact at Different Levels

Depending on the individual requirements of any given impact assessment it is possible to measure impact at different levels. The Institute for Volunteering Research classify different impacts under four main headings⁶:

- **The volunteers**
- **The organisation (staff and Management Committee/Board members)**
- **The users/beneficiaries**
- **The wider community (Community representatives and community residents)**

Impact measurement can offer a holistic means of assessment. Depending upon its mission and the activities it undertakes, an organisation's work may impact upon any or all of these levels. Given the range of interventions possible, it is clearly important that organisations embarking on evaluation are clear about what type of impact they want to measure.

Whilst quantitative measures can be applied to some impacts, many others are better suited to more qualitative forms of evaluation. NCVO therefore refer to the 'assessment' rather than the 'measurement' of impacts. The aim here is to encompass both the narrower quantitative concept of 'measurement' and the broader, more qualitative, concept of assessment or evaluation.

The one to three-year project cycles that dominate the third sector funding environment can limit the timescales over which the impact of activities can be assessed. As a result it tends to be shorter-term outcomes rather than very long-term impact that form the main focus of assessment.

6. *Volunteering Impact Assessment Toolkit, Institute for Volunteering Research 2004*

1.3 Understanding the challenges involved in carrying out impact assessment

There are a number of issues that face volunteer involving organisations in the practical implementation of impact assessment, which include:

- **Difficulties in applying a standard approach to a diverse and complex sector**
- **Confusion over terminology**
- **The need to build capacity in the sector to carry out impact assessment**
- **The time and resources involved in carrying out impact assessment**

This section outlines some of the challenges faced by different GoldStar exemplar organisations in developing and implementing a system of impact assessment.

Time and resources

Time and resources are overwhelmingly the two biggest challenges facing GoldStar exemplar organisations in undertaking impact assessment.

“When it came to actually doing it (impact assessment), that's where we suddenly realised that this was a bigger piece of work than we had thought. We tried to take a three-tiered approach looking at volunteers, staff, and those partnership agencies who were referring volunteers to us... and there were many different approaches and methods. We had to collate a lot of information.”

The Wiltshire Wildlife Trust

Difficulties in measuring outcomes

It is often easier to assess outcomes for individuals (for example, the number of people with mental health problems moving to independent living) and more difficult to assess less tangible outcomes (for example, outcomes concerning community cohesion)⁷.

Our research with GoldStar exemplar organisations suggests that more work needs to be done on deciding where the limits are for an outcomes approach – for example, whether it is fully suitable for volunteer-only groups or for very small or newly-formed organisations.

Building impact assessment into your ongoing management processes

It is important to strike a balance between the need to demonstrate achievement convincingly and the need to keep information gathering as simple and unobtrusive as possible. Many third sector organisations have concerns about the amount of work and time involved.

In the context of increasing levels of monitoring and evaluation required by funders, it is easy to view the focus on impacts simply as an additional administrative burden.

The nature of the impact assessment undertaken needs to be proportionate both to the size and capacity of the organisation.

7. *Using an outcomes approach in the voluntary and community sector, a briefing on the independent evaluation of the first National Outcomes Programme 2003-2006, charities evaluation services, 2007.*

In order to be effective, impact assessment needs to be built into projects. In particular, processes for evaluating impacts need to be tied into internal planning process and related both to other monitoring and reporting activity (including dialogue with stakeholders) and to organisational strategies for performance improvement.

“I think it (recording impact information) has become an everyday thing that we do. It has taken us time and there have been challenges... but I think once you have got the systems in place it could be done quite easily.”

The Wiltshire Wildlife Trust

Information Management

A common difficulty experienced by GoldStar exemplar organisations was in relation to the recording and analysing of outcomes, particularly those that required the use of IT software. For small organisations with limited resources, the development of such systems may create significant challenges, both financially and in terms of staff and volunteer capacity.

“We had to buy in that sort of (IT) expertise and it’s expensive and also difficult to do... I just think that’s across the board with a lot of voluntary organisations – having the resources to do an impact assessment to a level that does show an **impact**”

Home-Start Leeds

What methods to use, when and how

Many organisations are involved in delivering a wide range of different services. Should an impact assessment be focused on the discreet project or service or the organisation as a whole? We would recommend that impact assessment of volunteering projects is undertaken in relation to the organisation as a whole. This is because volunteers impact on the whole organisation. However this may need to be limited in order to make it a manageable process.

Impact assessment is a very broad discipline, covering all possible outcomes from an activity whether intended or unintended, good or bad. In reality it is not possible to assess impact in its entirety. Organisations will need to strategically limit the focus of their evaluation to certain priority areas.

A further methodological challenge that concerns many voluntary organisations is whether the difference being made is as a result of their activity.

“One difficulty we have is whether we made the difference or did somebody else and us make the difference? Was it really the young person, which it mainly is, who has made the difference, because they have done it whatever the thing was! Or was it because there were four organisations all helping in different ways? How can we claim the credit for that? I think that is where voluntary organisations have struggled a lot.”

The Junction

Difficulties associated with assessing impacts on individuals

It is always important to inform those individuals and organisations that are involved in the impact assessment about how the results of their involvement will be used and reported upon. In particular it is important to be explicitly clear about whether their responses will be treated confidentially or whether individuals or organisations will be identified in the reporting and analysis of impact assessment outcomes.

Organisations involved in certain areas of activity (for example, drug rehabilitation or rape crisis) may find it difficult to evidence impact because of the nature of the service user. There can be difficulties in recording information in connection with individual service users. In these circumstances a case-study approach may be a more appropriate method.

“It’s one of those policy issues we revisit again and again because we have a lot of service users who are volunteers with us and have gone on to become workers with us. I think there is a very strong feeling that a lot of women who use our service have been through lots of other statutory services and have been a case number. We don’t keep case files because for some of the work that we do, the confidentiality issues of disclosure are immense... There are all sorts of reasons why we don’t keep case notes but we do keep lots of monitoring.”

Women’s Rape and Sexual Abuse Centre (WRASAC)

Case Study: Darlington Association on Disability (DAD)

DAD recognise the importance of establishing a baseline against which they can measure individual outcomes for disabled people over time (e.g. do they know how far a volunteer has travelled in order to increase their confidence to a level to consider employment?).

However, DAD also recognise that there are a number of challenges to be overcome in implementing this approach:

- There is a need for a long time frame as impacts often occur over a long time;
- A bespoke outcomes ‘tool’ is needed to be able to compare success over time, and against other projects;
- Volunteers do not always come with goals and targets – one result of a lack of confidence is that volunteers do not set themselves challenging goals

Whilst DAD believe that they are good at capturing the ‘journey’ for individuals, and are familiar with outcome measurements, they believe that they need to develop their approach to systematic application so that comparisons can be made.

Dealing with negative outcomes

Impact assessment is a learning and development process. It is inevitable that there is always scope for improvement. In this regard negative outcomes of the impact assessment process must be used as an opportunity for reflection, learning and improvement.

1.4 Creating a framework for your impact assessment

After reading the previous sections of the document it is assumed that you:

- know why you want to undertake an impact assessment
- have a reasonably clear idea of impact assessment terminology and associated definitions
- understand some of the challenges that you may face in undertaking impact assessment

It might be a good idea to now think about creating an outline framework for an impact assessment within your organisation. This enables you to document your current thoughts and provides a basis for refining your practical approach to implementation.

Developing an implementation framework appeared to help a number of Goldstar exemplar organisations in their approach towards impact assessment. The real challenge is to find a framework that does justice to an organisation's contribution, is simple to use and produces results which are helpful to all stakeholders.

A Framework for thinking through Impact Assessment in Your Organisation

Be clear about what you want to know. Some questions you may want to think about to help you to begin to develop the framework could include:

- Are there output and outcome measurements currently taking place that will assist in the assessment?
- Are there any aspects of service activity for which outcome indicators and associated measurements should be established?
- Which of the following stakeholders are you going to contact as part of the assessment?
 - Service users / beneficiaries
 - Volunteers
 - Staff
 - Referral agencies
 - Commissioners of services
 - Wider community
- What methods are you going to use to obtain information about your organisation and the services being provided?
- How are you going to try and ensure, as far as possible, that the methods you use will obtain representative opinion?
- How will you record and analyse the information obtained through the different methods adopted?
- How do you plan to report on the outcomes and with whom?

Keep the framework as flexible as possible, at least initially, whilst you are refining your methods.

Case Study: The Junction

When thinking through their approach to Impact Assessment, The Junction started with a blank sheet of paper. Rightly or wrongly, they did not refer to other models or sources of information on impact assessment.

“That pushed us into areas that we might not ever have debated. We could have done a fairly quick fix and said ‘that’s alright isn’t it?’ Because it is alright.”

Retrospectively, The Junction attach a lot of importance and value to the time that was spent thinking through and gaining commitment to the impact assessment process. Although they feel that this path has been more time consuming they strongly feel that as an organisation they have actually learned a lot more by doing things this way.

As part of the process The Junction adopted a questioning approach to justify their reasoning for undertaking the assessment and also to be clear about what they were seeking to achieve from it. They asked “why do this?” “In order to do what?”

“It’s about being clear about why we are doing these things (the assessment).”

A clear framework or specification for the assessment is important, whether the assessment is to be undertaken internally or externally. The specification for the assessment developed by The Junction included:

The project:

An assessment of the whole organisation and the services we provide, which will involve key partners and stakeholders i.e. other agencies, commissioning bodies/funders, Management Committee members, staff, volunteers, children, young people and families

Aims of the assessment:

- Explore the effectiveness of The Junction’s services in meeting our aims and objectives
- Assess the impact of our services on the lives of children and young people
- Identify how The Junction’s services have contributed to achieving positive outcomes for children and young people

Methodology:

- We anticipate that the we will use information gathering, individual interviews and focus groups as part of the work process

SECTION TWO: Practical implementation of impact assessment

2.1 Key factors in determining your approach to assessing impact

The process of impact assessment is different for every organisation and every project. There is no one right way of undertaking impact assessment. Finding clear evidence of impact is a challenge for volunteer involving organisations wherever they work and whatever their size. The less tangible the focus of the work undertaken, the more complex impact will be to demonstrate. For example, it can be very hard to provide evidence illustrating whether work done with young people on drug use makes lasting changes to their lifestyles. In addition to the difficulties involved in gathering evidence that change has taken place, demonstrating that these changes are attributable to a specific intervention can be particularly challenging.

Case Study: The Wiltshire Wildlife Trust

The main guidance on impact assessment offered by the Wiltshire Wildlife Trust to other organisations that are considering undertaking impact assessment included the need to:

- Adopt a flexible approach and adapt other ideas to give you a starting point
- Be clear about what you are seeking to assess in terms of impact. Is it a specific volunteering project or is it an organisational approach?
- Actually map the impact assessment process
- Think about the mix of informal and formal approaches to gathering information
- Make sure you know how you are going to collate and analyse the impact information
- Be as honest as possible

The third sector covers a huge range of organisational types and aims. A number of factors may influence both impacts and the appropriate methods for identifying them, including an organisation's size, structure, working methods, objectives, client group and staff/volunteer capacity.

A number of key factors can be identified that influence success of impact assessment:

| Key factors | |
|---------------------------------------|--|
| Organisational commitment and support | <p>Ensure that there is the support from all senior management and Board Members/Trustees before carrying out an impact assessment. They need to understand what this means and be involved in its implementation. They also need to ensure that there is an identified resource to undertake this activity.</p> |
| Review | <p>Review what you have already. You may already have clear aims, objectives, target groups, performance targets, outcome indicators and monitoring arrangements in place.</p> <p>Whatever you decide to do in relation to impact assessment, the methods you adopt should complement what you are doing already and fit into existing work so that impact assessment becomes an asset to delivery rather than an additional layer of reporting to various stakeholders.</p> <p>If there is insufficient clarity of purpose about what you are trying to achieve then further work may be required to put this in place, particularly in defining the outcomes that you are seeking to achieve. These outcomes should relate directly to your aims and provide a basis for future measurement and assessment.</p> <p>It is really important that you are clear about what you are trying to achieve as a basis for assessing impact.</p> |
| Planning | <p>The more you are able to work through and plan the whole impact assessment process, the easier you will find it to implement. Planning will therefore help you maximise the benefits of the learning and development experience.</p> <p>Who are you going to involve in the impact assessment process? Are you going to consult with service users/beneficiaries, volunteers, management, referral agencies and other stakeholders?</p> <p>If so, how are you going to consult them? Planning should also encompass the different assessment methods/tools that will be used to conduct the assessment. Wherever possible, they should draw on existing evaluation and reporting processes.</p> <p>The development and refinement of a map or framework can assist in this goal.</p> |

| Key factors | |
|---|--|
| Impact Assessor or Project Leader | <p>It is important that a lead assessor is identified to manage the process. This is important even if the assessment is being undertaken externally.</p> <p>Work with GoldStar exemplar organisations revealed the need for further skills, especially in relation to the analysis of information. Further opportunities for training and development in the use of impact analysis are required, particularly for lead assessor(s).</p> |
| External Impact Assessors or External Consultants | <p>Consider the use of external assessors (See the case study in relation to The Junction below).</p> |
| Stakeholder equality | <p>Equal importance should be attached to different stakeholder views as part of the assessment process. This is essential if the process is to build close relationships and trust amongst all stakeholders.</p> |
| Communication | <p>All stakeholders will clearly need to understand why you are undertaking an impact assessment, the terminology used, what is expected of them, the practical steps that will be taken to make it happen and what the anticipated outcomes will be. Initial consultation and communication should aim to develop this shared understanding.</p> <p>It will also be important to ensure effective communication throughout the process so that people involved are kept informed.</p> |
| Assessment Tools / Methods | <p>Determine the most appropriate assessment methods for the things that you want to measure. You must be clear about what you want to measure. In relation to individual volunteers or service beneficiaries it may be skills, knowledge, understanding, changes in behaviour or personal development or a combination of some/all of these. With other stakeholders it may be the quality of service, the things you do well and the areas for improvement</p> <p>The choice of methods will need to be adapted to context and organisational capacity. Some methods / indicators require the use of informal conversations, interviews, questionnaires, or observations. You could involve several stakeholders in assessment or collect material evidence to support indicator assessments. A range of different methods of data collection are available.</p> |

Key factors

| | |
|------------------------|--|
| Recording and analysis | <p>Be clear about how you are going to record, and perhaps more importantly, analyse the information coming back from the assessment.</p> <p>If you do not already have the systems in place to monitor certain outcomes then these will be very difficult to measure retrospectively.</p> |
| Action Planning | <p>Ensure that action planning is built into the impact assessment process and that the organisation has a clear commitment to act on the outcomes of the assessment.</p> <p>Impact assessment is not an academic piece of research and the development and implementation of an action plan is probably the most important part of the process. It should be used as a practical means of assessing programme effectiveness, improving current practice and informing future development (e.g. for on-going quality assurance purposes). This is why so much emphasis is placed on impact assessment as a learning and development process throughout this Guide.</p> |

Case Study: DAD An Added Value Review

In 2007 Darlington Association on Disability (DAD) undertook a review to determine the 'added value' generated by the organisation, in both economic and social terms, that DAD is able to deliver for disabled people and carers by combining its resources in an effective, efficient and creative way.

Over a two month period, February – March 2007, staff were asked to collect and record data relating to the outputs and outcomes of the ten projects that form the core of DAD. As well as providing statistics on internal and external referrals each project also provided case studies and qualitative information. The purpose was to collect information which enabled DAD to measure its 'added value', in particular to include:

- the additional benefits for disabled people and carers by virtue of the interlinked nature of each of the ten projects
- the ways in which links with the Borough Council were used to provide an enhanced service

- examples where DAD's resources – time, skills, knowledge base were used to add value to the work of the Borough Council, outside of any service level agreements

The evidence strongly indicates that DAD provides additional value to both its primary customers (service users and carers) and to the Borough Council by the way the organisation combines and delivers its services. Its core values – social inclusion and a commitment to the Social Model of Disability – permeate all of its projects.

It was recommended that DAD explore with the Borough Council ways of reflecting added value in their tendering arrangements in the light of evidence produced by the review to take into account the additional benefits accrued by placing several services side by side within one organisation, where the value of one service is considerably increased by its delivery alongside other complementary services.

Case Study: The Junction The use of an external assessor

The researchers undertaking the assessment on behalf of The Junction were provided with details about the service and they then made contact with representative groups of stakeholders in order to undertake the assessment.

“So, if a researcher says ‘could you get us a focus group together?’ I could skew that in whatever way I wanted really. It just wasn’t possible to do that with this. You couldn’t fix it you couldn’t rig it... We didn’t know until we saw the DVD which young people and which stakeholders were actually going to be on there. We had no idea.”

This reflected the independent and objective approach towards the assessment that The Junction were seeking to achieve.

“The lack of involvement in the whole thing (the impact assessment) that we had was also really good. We didn’t have any real control. We didn’t have any editorial control at all. It was quite a scary thing.”

The Junction purposefully adopted a very open approach so that they could obtain the uncensored views of stakeholders. This was considered to be the whole point of the assessment.

“If we are getting it wrong then you need to be telling us.”

The external review enabled stakeholders to be honest about the organisation.

“It gave people an opportunity to say something about the more difficult things... It’s a safe way to do it.”

So when reviews are carried out, the staff who work in that area do not undertake the reviews. “You can get a little bit of internal independence, but I think service users and volunteers feel quite awkward in saying things are not good. If I was recommending to anybody, I would say make it independent.”

2.2 Impact assessment methods/tools

Introduction

The purpose of this section is to outline the different methods / tools that are available to facilitate the assessment of impact. The choice of the most appropriate method / tool is very much dependent on:

- What you want to know (establish the broad questions on the topics or themes you are covering in the assessment)
- What you will do with the information? (For example, it may be to establish a measure of user satisfaction with your services)
- What will happen as a result of the consultation? (For example, it may be to develop an action plan to improve services)
- What is the best method to reach your target stakeholders?

A number of factors need to be considered when planning a consultation exercise associated with your impact assessment. Thought needs to be given to the particular community that the consultation exercise is aimed at and also the particular needs of individuals that you are seeking to consult (for example, in terms of language, accessibility and visual/hearing impairment).

There are many resources available via the Internet in relation to different consultation methods, which can provide a greater level of detail on more technical areas such as sampling. This section is intended to provide a basic overview of the main methods used in connection with impact assessment.

Questionnaires

Questionnaires provide a simple and straightforward way of getting responses from a large number of users and stakeholders relatively quickly and easily in relation to impact. This is undoubtedly the most frequently used method by GoldStar exemplar organisations for gathering and recording information.

The same or similar questionnaire can be completed through a number of methods, each of which has their advantages and disadvantages:

- Self-completion: This is where the respondent has to complete the questionnaire themselves. This may be as a result of a postal survey or web based survey. The main advantage of self-completion questionnaires is that they are relatively cheap to run, but suffer from poor response rates. A 10% response rate is generally regarded as a good return on a survey of this nature.
- Telephone surveys: These surveys take longer to organise and complete and are therefore more resource intensive, however they do enable the researcher to gather more detailed information.
- Face to face methods are invariably the most resource intensive means of completing a questionnaire, but may be the most appropriate methods for certain individuals and groups.

Self assessment tools are relatively easy to introduce within a questionnaire format using a scale or score in relation to a range of different criteria. For example:

| | | | | |
|-------------------|-----------|---------------------------|--------------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
| Very good | Good | Mixed feelings | Poor | Very poor |
| Very satisfied | Satisfied | Unsure | Dissatisfied | Very dissatisfied |
| Increased greatly | Increased | Stayed the same | Decreased | Decreased greatly |

This type of approach to questionnaire design enables you to measure change.

GoldStar exemplar projects frequently referred to the issue of poor response rates, particularly in relation to questionnaires. A number of suggestions for improving response rates included:

- Enclosing stamped addressed envelopes or the use of a business pre-paid reply service
- Using surveys via email as they are free to return. Online feedback seems to work well especially with organisations working with young people
- Clearly explaining why it is important that they provide you with feedback and what impact this may have on the service
- Follow up phone calls or telephone surveys
- Helping volunteers complete the questionnaires
- Incentives like entering a prize draw

“We find a lot of volunteers are happy to do the volunteering, but they hate the paperwork, and they particularly hate paperwork about volunteering!”

Age Concern Islington

Other types of information gathering

Although questionnaires are a valid method of gathering information in relation to impact assessment, there a range of other methods that may be appropriate in certain circumstances. These include the use of:

- Informal conversations
- Interviews
- Focus groups
- In-depth groups
- Observations
- Keeping records or notes
- Use of case studies

You could involve several stakeholders in assessment or collect material evidence to support indicator assessments. A range of different means of data collection are available.

Informal conversations

Many GoldStar exemplar organisations try and use a range of different formal and informal methods in order to try and capture more representative volunteer views and opinions.

Informal social events are also a good time to pick up feedback on impact, especially from volunteers or service users with mental health issues, English not as first language and those with low self esteem.

“I’d go shopping and suddenly I’d bump into two of our volunteers who start coming up with such wonderful information. I would rely on coming back into the office and then scribbling notes down onto a piece of paper then using it in the impact assessment... but that’s really important and it’s the informal stuff that drives things when the normal environment is not paper, it’s not based on the set questions that we are asking, it’s things they want to say. The challenge is collating that.”

The Wiltshire Wildlife Trust

Interviews

Interviews are usually undertaken on a one-on-one basis, with the assessor taking participants through a series of questions or topics with someone (often referred to as a semi-structured topic guide).

The main aim is for the respondent to talk about the issues in their own words. This technique is often used for discussion of sensitive material that is not appropriate for group work, or where the interviewee has some specialist knowledge. They can also be particularly useful for obtaining information from people who are unable or unwilling to write things down.

Interviews can be formal or informal and may include the use of visual tools, such as pictures.

NCVO research also demonstrates that qualitative research, particularly in-depth interviewing, is an effective way of examining how processes, practices, and values affect outcomes. Exploring the link between these different components can help both organisations and funders to gain a better understanding of what works and why.⁸

Darlington Association on Disability (DAD)

DAD use a variety of methods to assess the impact of their projects and the organisation as a whole, including informal chats, interviews, questionnaires, supervision, lunches, group meetings and ring-arounds.

Because of the need to focus on individuals DAD believes that there is a need to ensure that all methods used are accessible. By using more than one method DAD believe that they are able to get a wider picture of the impact that volunteering has.

Although the organisation does collect a range of output and outcome quantitative data, the organisation tends to place more emphasis on qualitative volunteering experiences.

8. *The Impact of Impact Assessment: the experience of rural voluntary and community organisations in evaluating change*, NCVO, March 2004

Focus Groups

Focus groups are a form of qualitative research. Essentially, focus groups are informal one-off discussions of a theme or subject. They usually involve a trained facilitator taking a group of between 6-10 individuals through a series of themes or topics.

Sessions typically last about an hour. To promote issues of confidentiality and minimise possible conflicts, it is better if a neutral third party undertakes focus group work.

To run a focus group, you will need to develop a topic guide. This is used as an aide memoir when conducting the session. The topic guide frames the research and allows for similar themes to be explored across different groups. A typical running order for a focus group will include the following:

- The purpose of the session
- Housekeeping (mobile phones, toilets, fire exits, etc.)
- Issues concerning confidentiality
- Gaining consent to record the group discussion
- Request for people not to talk over one another, so all contributions are heard
- Introduce members of the group: name, where they come from, interest they represent (if applicable)
- Warm-up or “ice-breaker” question related to the topic at hand. This question is general and should get everyone talking
- More specific questions (however the group should be allowed to explore ideas in their own terms)
- Thanks and further details on what happens next

Focus Groups – The Junction

The Junction held focus groups consisting of different stakeholders (i.e. commissioners of services). Commissioners were not used to being together with other commissioners and this approach appeared to work well.

“There is some footage on the DVD of them (stakeholders) working together considering what they thought we should change and what they thought we did well. It was interesting to see them working together as they wouldn’t normally be. In fact they were willing to be involved”

The process built momentum and stakeholders not originally selected wanted to become involved in the evaluation.

In-depth groups

In-depth groups are similar to focus groups. The key difference is that a group of participants meets several times, rather than on a single occasion, to discuss a particular topic. The time given for in-depth groups allows participants to get to know one another, and to explore each person’s views about the topic in more depth. Therefore the method provides the assessor with a more complete understanding of these views. It is also possible to involve participants in a review of policy process.

Observation

Observation can provide a means of assessing changes in how people behave. Again this can often involve using a scale or score in relation to a range of different criteria. For example, youth workers may use observation to assess the engagement and progression of young people. Undertaken properly, this can be quite a formal process and can provide a more accurate assessment than asking people how they think they behave.

Keeping records and notes

Many organisations and individuals keep records and notes of activities, but they may be of variable consistency and quality. However, this can be a flexible way of recording information that will be of use in measuring impact. For example, records and notes could be kept on:

- The number of visits made
- The level of welfare benefits obtained on behalf of users
- The number of interviews undertaken

It is helpful, for the analysis of these records and notes, if they are standardised as far as possible.

Filming

Filming has been used by a number of GoldStar exemplar organisations as a very positive method of demonstrating the impact of activities, being creative and participative.

The use of filming and DVD presentations – The Junction

The Junction used filming as part of the process of undertaking their impact assessment and the DVD as a different medium for expressing its outcomes. The production of the DVD commenced in summer 2007 and was completed in February 2008. On reflection some time after the completion of the impact assessment work, The Junction believes that both the process and format of the impact assessment led to a different level of engagement and interest in the work of the organisation.

It appears that many of the people involved in the impact assessment process enjoyed being filmed. This appeared to add a different and welcome dimension to the process not least because participants also felt in control of 'their bit' of the process in terms of where they were filmed and what was included in the DVD. In this regard they did not feel 'done to' at all.

"I did not think it would have that level of impact at all. The process is just so different to the usual way of doing things. I think as well that seeing young people and hearing their own words is a completely different thing."

The DVD format means that you can access different sections that constitute the different stakeholder views. Whilst different elements of the DVD were self-contained, considerable effort was made to ensure that the different components linked well.

This is considered to make the DVD more accessible than other presentational media. It is also considered to be a more dynamic way of presenting the impact assessment findings.

“Some of the other formats for impact assessment are fine. There is nothing wrong with them, I think it’s whether they have an impact once you have done them. That’s my issue with them really.”

The DVD format in this regard is felt to be very important when compared with a traditional report.

“It’s been invaluable. I can’t believe it. It’s just been so much more interactive from the staff’s point of view. If I’d given them that in writing I can guarantee that they would not have had the time, they would not have had the will to plough through it.”

The Junction also believes that the assessment process is an equalising one where the different stakeholder views are all treated equally. The trustees in this context are not any more important than partners or volunteers. It is also felt that the layout and format of the DVD gives this message about equality and that one set of views is not any more or less important than another.

“The fact that we have no DVD’s left probably means that it has been useful. I think we probably have Annual Reviews left for every year that we have ever done one.”

Use of case studies

Darlington Association on Disability use case studies to highlight the impact of the organisation’s work in supporting disabled people in Darlington.

A Case Study from Darlington Association on Disability

Ella Franks⁹ first made contact with DAD through the Disability Options team which at the time was a multi-agency team working in partnership with DAD’s Information Service. Ella was isolated at home, had low self esteem and no confidence mainly due to being discriminated against (by her previous employer) because of her impairment. Ella was referred to Dimensions and was supported with information to regain her confidence with the aim of getting back into employment. As part of this process Ella signed up with the Volunteer Project and became a receptionist on the Shopmobility Project. She is now working in a paid capacity as the Volunteer Project assistant and as a personal assistant at Dimensions. A large part of her role now involves supporting other disabled people into volunteering and employment.

9. The name is fictitious.

Frequency of collection

Monitoring – regular information collection

Collecting information regularly on your outcomes is a form of monitoring. This will help you to check your progress against your plans, and give you information for evaluation. For many projects, information on expected outcomes should be collected more than once.

It is important to make the first collection before the project starts or before you begin work with the user. If this is not possible, do it as soon as possible. This is called baseline data, giving you a baseline against which to compare later information. The last collection will usually be at the end of the project or the work with the user, although it can sometimes be useful to collect additional data after a project has finished. You may need to collect information more than twice, particularly if there is a long time between the first and last information collection. It is useful to collect outcome information at regular points throughout the project's lifetime. However, think carefully about how often you should collect information from users and others involved, or have them fill in questionnaires.

You may also consider contacting users again sometime after they have left the project, to see what has happened after a longer period. For example, collecting information on the outcomes of a training course will mean you have to carry out some follow-up, perhaps six months later, to find out whether the training actually made a difference. If you want to do this, think ahead about recording contact details and getting consent for future contact.

“When it came to the end of two years with GoldStar, we were supposed to write a good practice evaluation book. I realised that I didn't know how many people did that, I didn't know anybody who did this. I spent a long time realising that I didn't have the information that I needed... and that's really brought us to where we are now. We take the recording of that information a lot more seriously... I suppose that's turned into more paperwork but I think it will be worth it.”

Multiple Choice

One-off information collection

Many organisations collect one-off information, usually at the end of a project. This can be to supplement monitoring information. This may be simpler than more regular data collection. However, if you only collect information at the end of your project, you will have to rely on people's recollections about what happened, and memories are not always reliable.

There are circumstances when it may be difficult to collect information on individuals over time, for example in services used anonymously, such as a helpline. In this case, consider carrying out a snapshot exercise, for example, surveying all your users over two weeks of every year. Identifying simple tools and processes will help you collect the information.

2.3 Measuring outcomes

Soft outcomes, soft indicators and distance travelled

The so-called hard (quantitative) outcomes such as qualifications and jobs are usually relatively easy to measure and record. However, for many volunteer involving organisations seeking to assess, amongst other things, the impact of their volunteering activity, there is a need to try and determine outcomes for activities that are often very difficult to measure. Research conducted by Equal Brighton & Hove concluded that:

- None of the currently available tools for capturing soft outcomes are applicable to all projects
- The more hard-to-reach a group or an individual is, the more likely that soft outcomes will be the primary outcomes of project work
- When appropriate, projects should be designed with soft outcomes in mind
- Aside from a possible step towards employment, soft outcomes should be valued as a key aspect of an agenda focused on social inclusion

Outcomes that are often intangible and difficult to measure include those associated with training, support or guidance interventions. Such qualitative indicators often require you to make assessments about the data in terms of how far it represents progress towards an outcome.

The Institute for Employment Studies has defined soft outcomes, soft indicators and distance travelled as follows¹¹:

Soft outcomes may include achievements relating to:

- Interpersonal skills, for example: social skills and coping with authority
- Organisational skills, such as: personal organisation, and the ability to order and prioritise
- Analytical skills, such as: the ability to exercise judgement, managing time and problem solving
- Personal skills, for example: insight, motivation, confidence, reliability and health awareness

Soft indicators - There is interplay between indicators and outcomes, in that indicators are the means by which we can measure whether the outcomes have been achieved. The term soft indicators therefore can be used when referring to the achievements which may 'indicate' acquisition or progress towards an outcome.

A project may wish, for example, to explore whether an individual's motivation has increased over the length of the project. However, this is, to all intents and purposes, a subjective judgement, indicators (or measures) such as improved levels of attendance, improved time keeping and improved communication skills, can suggest strongly that motivation has increased. Not all indicators will be suitable for all target groups, and some will be target group specific.

The Institute of Employment Studies Guide suggested a number of headings or groupings that may be useful in classifying 'core' soft outcomes: key work skills, attitudinal skills, personal skills, and practical skills.

10. *Soft Outcomes: A Shared Approach*, Equal Brighton and Hove

11. *Guide to Measuring Soft Outcomes and Distance Travelled*, Institute for Employment Studies, 2000

| Examples of 'core' soft outcomes and indicators | |
|---|---|
| Types of 'soft' outcomes | Examples of indicators |
| Key work skills | <ul style="list-style-type: none"> The acquisition of key skills e.g. team working, problem solving, numeracy skills, information technology Numbers of work placements The acquisition of language and communication skills Completion of work placements Lower rates of sickness related absence |
| Attitudinal skills | <ul style="list-style-type: none"> Increased levels of motivation Increased levels of confidence Recognition of prior skills Increased feelings of responsibility Increased levels of self-esteem Higher personal and career aspirations |
| Personal skills | <ul style="list-style-type: none"> Improved personal appearance/presentability Improved levels of attendance Improved timekeeping Improved personal hygiene Greater levels of self-awareness Better health and fitness Greater levels of concentration and/or engagement |
| Practical skills | <ul style="list-style-type: none"> Ability to complete forms Ability to write a CV Improved ability to manage money Improved awareness of rights and responsibilities |

Source: IES

The outcomes and indicators presented in the Institute for Employment Studies Guide are by no means intended to be an exclusive list. Some indicators will be more suited to some target groups than others (see the target-specific outcomes listed below). The Guide again stresses that as projects are working with people, and everyone is different, the

suggested indicators may not be appropriate for every individual. Equally, some individuals will have additional barriers to overcome and therefore other indicators of progression and soft outcomes will be necessary. In essence, it is important to recognise the uniqueness of the individual and the great variety within 'target groups'.

| Target group-specific outcomes | |
|--------------------------------|---|
| Target group | Possible indicators |
| Disaffected young people | Improved behaviour Improved attendance at school or at project sessions Improved engagement with learning or project activity |
| Women returners | Recognition of prior skills and experience |
| Drug/alcohol (ex) users | Better health Lower levels of drug or alcohol use Improved personal appearance/presentability |
| Ex-offenders | Lower rates of reconviction Lower rates of reoffending A slowing of reoffending |
| Homeless people | Permanent accommodation |
| Disabled People | A greater level of self-awareness Reduced anxiety and depression |

Source: IES

Distance travelled - The term distance travelled refers to the progress that a beneficiary makes towards employability or harder outcomes, as a result of the project intervention. The acquisition of certain soft outcomes may seem insignificant, but for certain individuals the leap forward in achieving these outcomes is immense. A consideration of distance travelled is very important in contextualising beneficiaries' achievements.

Methods to measure soft outcomes and distance travelled are numerous and varied and the Guide reiterates that one system will not suit all. What may work well for one project may not work for another and the system chosen will depend very much on the activities and objectives of the project, the target group, the length of the project, and the resources available.

Factors to take into account in using a soft outcomes approach

The Institute for Employment Studies indicates that there are a number of important factors to take into account when using a soft outcomes approach, whatever method is adopted:

Establish a baseline - This is a vital process if soft outcomes and distance travelled are going to be measured. It is crucial to establish a baseline of soft skills, aptitudes and attitudes from which individual progress can be measured.

The assessment process - Assessment is usually a two-way process between assessor and client to ensure that judgements are reliable, robust and professional. Assessment should serve as a support function for the client to assist them in identifying real needs and bringing them to the attention of project workers. Beneficiaries must be willing participants and be able to see the value in the process.

Measuring soft outcomes and distance travelled - It is difficult to achieve an 'absolute' measure of achievement and progress in the realm of soft outcomes. In many cases, projects can only record that an improvement has occurred rather than being able to quantify how much improvement.

Some projects attempt to measure soft outcomes and distance travelled more systematically (and numerically) through scoring systems and scales. Commonly, beneficiaries are asked to complete questionnaires based on scales of feeling or agreement. A statement can be presented, such as, 'I feel optimistic about my future' and the beneficiary can then indicate their response on a scale of 1 and 10, for example, or 'I agree strongly' through to 'I disagree strongly'. The client's starting point

can then be established (in the case of initial assessment) or a measurement of distance travelled over time be calculated (if used to review progress and ultimate outcomes).

Soft Outcome Assessment Tools -

The tools that you devise to measure soft outcomes and distance travelled need to have reliability and validity.

Whatever tool is used, it should be capable of obtaining consistently robust results over time, with different client groups and with different staff members applying it. The questions you ask must measure the outcomes, or performance dimensions, for which they were intended.

Some form of measurement (quantification) is needed in soft indicator systems if a meaningful assessment of distance travelled is to be gained. This effectively means scoring the questions.

The three reasons for this are:

- To avoid the subjectivity of words
- To give precision to the descriptions
- To allow comparisons between users, and across time periods.

Having said this, measurement does not need to be heavy handed. Matters of degree can be shown through:

- Scales: for example, rating from one to five, or one to seven
- Symbols or pictures for example, smiley faces
- Physical artefacts, such as sliding counters on a board
- The accumulation of evidence.

Star Charts

An assessment tool that is used by GoldStar exemplar organisations to measure the impact of volunteering in relation to individual volunteers is a 'star chart' or a change form. Again, the objective is to establish a baseline for each individual volunteer in relation to different aspects of the volunteering experience, against which subsequent questionnaires completed by the same individual can be compared.

The range of questions can be tailored to the nature of the volunteering experience provided. GoldStar exemplar organisations that have used this method indicated that volunteers were quite interested to see the results of the assessment because of the way in which the information was presented with pictures.

Case Study: The Wiltshire Wildlife Trust – Using a Star Chart

Wiltshire Wildlife Trust believes in the need for on-going impact assessment for volunteers, undertaken in a way that is accessible and easy for volunteers to complete, perhaps in a lunchtime.

The Trust receives a large number of volunteers that have learning disabilities or mental health conditions. These volunteers are often referred by organisations such as the Richmond Fellowship or MIND. In connection with these volunteers the Wiltshire Wildlife Trust have implemented the use of the Star Chart approach to help in an assessment of whether the volunteering work being undertaken is making a difference or to identify whether things need to be done in a different way.

An assessment is undertaken at the beginning of the volunteering experience with Wiltshire Wildlife Trust and then a further assessment is carried out on either a six month or a yearly basis depending on the agency.

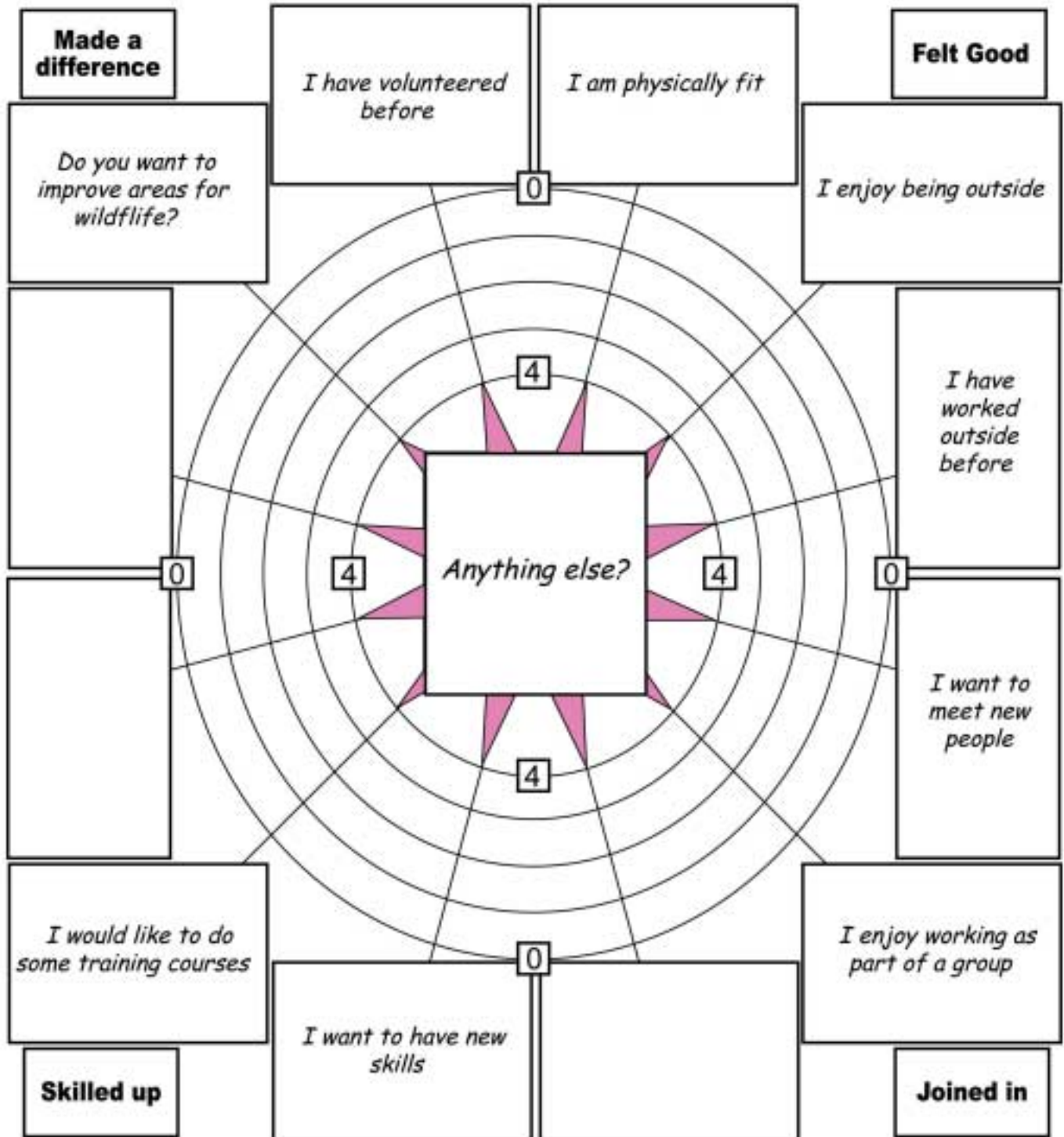
"I think it's important that it goes through their referral agents. The referral agents are the people who really need to pick up the impacts that things are having on individuals (volunteers)."

In this way Wiltshire Wildlife Trust can determine whether the volunteering experience they are providing is making a difference or whether the programme needs to be tailored in a slightly different way. The Trust believes that the star chart:

- is an effective method of measuring a range of softer outcomes and distance travelled by individual volunteers
- is an approach that volunteers appear to enjoy going through

A copy of the Star Chart adapted by The Wiltshire Wildlife Trust is illustrated over the page. Adaptations made by the referral agencies and the Trust included the use of questions that were more specific to the organisation and the activities being undertaken by volunteers. For example:

- I have learnt new skills e.g. hedgelaying, coppicing, brushcutter (Skilled up)
- I feel I have made a difference to people and / wildlife (Made a difference)
- I enjoy volunteering work with The Wiltshire Wildlife Trust (Felt good)



Case Study: Communities United Project (CUP) – using a framework

CUP use a monitoring, evaluation and reporting framework which has been developed by an external organisation (substance). They use a web-based tool that embraces a Substance Participant Engagement Matrix that combines quantitative and qualitative data entry. This enables CUP to capture and represent the full range of work that they do with young people.

Because the tool is web based it can be accessed via any internet link, so is

particularly useful to CUP in carrying out outreach activities with young people. CUP can record and store data ranging from participant demographic records, session registers and, perhaps more importantly, qualitative representations of their work. The system allows CUP to upload files including photographs, video clips, audio clips and Word Documents. As well as providing a valuable store of resources and helping to bring reports to life these files are used as vital evidence of projects' contribution towards national agendas.

Substance Participant Engagement Matrix

| Level 1 Disengagement | Level 2 Curiosity | Level 3 Involvement | Level 4 Achievement | Level 5 Autonomy |
|-----------------------------|-------------------------------|---|---|--------------------------------|
| Sit out and ignore activity | Watch activity | Join in with others | Complete tasks | Initiate ideas |
| Distract others | Dip in and out | Respond to instruction | Communicate with staff outside of activity | Help plan and run activities |
| Walk out | Ask questions | Talk about experiences | Make positive statements about work | Advise and educate peers |
| Make negative comments | Listen to staff and peers | Enjoy good relations with others | Celebrate work publicly | Praise work of others |
| Destroy/damage facilities | Comment on activity | Share facilities | Make connections beyond project | Manage conflict between others |
| | Talk to others about activity | Handle conflict and confrontation with maturity | Receive accreditation and gain qualifications | Volunteer |
| | Try activity on own | Attend regularly | | Make 'career' choices |
| | | | | Gain employment |
| Other | | | | |

2.4. Measuring impact

Volunteering Impact Assessment Toolkit (VIAT)

The external resource most commonly used by GoldStar exemplar organisations was the Volunteering Impact Assessment Toolkit (VIAT) developed by the Institute for Volunteering Research. Indeed, it is apparent that VIAT remains the only bespoke toolkit that has been designed specifically for use by all volunteering organisations.

A copy of the toolkit can be obtained from Volunteering England: www.volunteering.org.uk

The toolkit presents a pack of methods and instruments which measure and assess the effects of volunteering. The toolkit can be used comprehensively or selectively by organisations that want to know more about the impact of their volunteers' work. In most cases Goldstar exemplar organisations adapted VIAT to suit their individual needs.

The volunteering impact assessment framework takes the simple approach of both identifying the main parties or stakeholders who are affected by volunteering and also classifying the major ways in which they may be affected. The main stakeholders who are affected by volunteering are classified as:

- The volunteers
- The organisation
- The users/beneficiaries
- The wider community

The toolkit is divided into sections which relate to each of these groups, with a set of research tools for each stakeholder.

The major ways in which stakeholders may be affected by volunteering are grouped into five types of 'capital'. Capital is used as shorthand to convey capacity. It is considered that thinking about impacts in this way helps in visualising how volunteering might create or build up capital, and also provides a resource bank on which to draw. The five types of capital are:

- Physical capital – refers to the quantitative product or output gained by the recipient (e.g. number of trees planted)
- Human capital – refers to the acquisition of skills and personal development
- Economic capital – refers to the financial and economic effects that result from volunteering (e.g. putting a market value on the work undertaken by volunteers)
- Social capital – refers to the social impacts of volunteering (e.g. building relationships)
- Cultural capital – refers to assets such as a shared sense of cultural and religious identity

The toolkit is based on a set of five core questionnaires together with five supplementary questionnaires. The five core questionnaires are:

- Volunteers' questionnaire
- Staff questionnaire
- Users' questionnaire
- Community representatives' questionnaire
- Community residents' questionnaire

Each of these asks a lead question for each type of capital, with three elements corresponding to the lead indicators in each (e.g. in relation to Human capital the three indicators are confidence, skills and health).

The lead questions relating to each of the five types of capital all have their answers scaled to allow for straightforward scoring using a 'traffic light system' (where green = very good/strong effect, amber = quite good/moderate effect and red = poor/little effect). A red (or possibly amber) light can be taken as a cue for further investigation, which is carried out using the relevant supplementary questionnaire.

The toolkit concentrates on providing the instruments for a one-off assessment which establishes a baseline measurement of the impact of volunteering. Repeating the assessment at future points enables change or progress to be monitored.

Volunteering England has also been involved in developing new tools for different types of volunteering organisation. For example the Volunteering England toolkit contains a number of questionnaires, guides and checklists to help sports organisations in carrying out assessments on the impact of volunteering. These can be found through the following link:

<http://www.volunteering.org.uk/WhatWeDo/Projects+and+initiatives/volunteeringinsport/whatsnew/Sport+tools+for+measuring+volunteer+impact.htm>

Case Study: Home-Start Leeds Volunteer impact assessment using Questionnaires

Home-Start Leeds use a qualitative self-completion questionnaire, which is usually completed at six-monthly intervals by all volunteers. The first questionnaire, which is completed by volunteers following a 10-week OCN accredited induction (preparatory course), is used as a baseline. Subsequent questionnaires provide a means of assessing the impact of the training and development experience provided by Home-Start Leeds on an individual volunteer and also enables the tracking this volunteering experience over time.

Home-Start Leeds have used IVR Volunteering Impact Assessment Toolkit as a framework and believe this provides a really useful starting point. However, Home-Start Leeds have adapted and simplified the questionnaires to suit their own needs.

"We are very conscious of not adding extra work given that volunteers have got precious little time to support families. We don't want to add to that so we try and keep paperwork to the minimum. We do give them the questionnaire, but we want it to be as efficient and effective as possible, so we did cut it down quite a bit...to suit what we needed."

A copy of the initial questionnaire now used by Home-Start Leeds is attached as Appendix One.

A traffic light system is used to assess the questionnaire outcomes using a system devised by IVR, where the red responses are negative and the green responses positive. It is felt that this relatively simple approach works quite well and is seen as a good way of getting some quantitative information through a qualitative approach.

“...you get a lot of qualitative feedback but you can place some quantitative sorts of measurement on that about how far volunteers or groups of volunteers have actually progressed.”

As a result of using the assessment tool Home-Start Leeds identified a need to:

- develop a system for inputting the results of the assessment.
- ensure that the assessment is based on the volunteering experience as opposed to experiences in everyday life.
- use a range of methods to inform a judgment on the impact of volunteering with Home-Start Leeds. It is recognised that the assessment can never provide a complete picture on the difference that volunteering has made to an individual.

“I think the impact for us as far as volunteers are concerned (is that) we are seeing people moving on really, coming in, lacking in confidence, self-esteem, having no experience of formal work and things like that. (They) move on through our learning opportunities and accreditation, becoming more confident, accessing learning for the first time and then going on to work experience; so there is a really good progression that we can see for quite a number of people.”

Stakeholder approach to impact assessment

Goldstar exemplar organisations believe that a stakeholder approach to assessment is an effective way of showing the wider impact of an organisation’s intervention. Stakeholders will have different priorities and see the work of the organisation from different perspectives. Harnessing these different viewpoints can allow voluntary organisations to create a composite picture of their activities and to identify a wide range of impacts.

Case Study: The Junction A Stakeholder Approach

“I think it was ‘what do we need to know and who matters to us in terms of what we need to know’. And that ended up being a quite wide ranging group once we had started off.”

The stakeholder group included the following:

- Service users
- Volunteers
- Staff
- Commissioners of services
- Referral agencies

Once the organisation started thinking about stakeholders, the list of organisations extended to include both the commissioners of services and referral agencies.

“I don’t think you always think about those people (referral agencies) as stakeholders in the same way as you do service users. The fascinating thing was that we actually didn’t know what they thought.”

It is also apparent that much of the contact with stakeholders is related to day to day operations. The impact assessment afforded The Junction the space and opportunity to discuss the bigger picture with stakeholders, something that they had not really been in a position to do before undertaking the impact assessment.

Assessment of the broader impact on the community

For a number of Goldstar exemplar organisations this was felt to be the hardest part of the impact assessment exercise. It can be difficult to assess this kind of impact. This was particularly felt to be the case when the work of volunteer involving organisations is not directed at the community as a whole. In these cases, Goldstar exemplar organisations considered it less meaningful to consider community impact.

A number of organisations felt that 'impact on the community' can often only be assessed by looking at the pathways of individuals in the community who have been able to engage more positively, contribute to the local economy, etc. When taken together these pathways can provide evidence of change .

At times a long timeframe would be needed to meaningfully assess impact on the community and this is not compatible with the often short term nature of funding associated with projects.

"If you look at somebody's life, we have people who come back here now who were with us in the first year that we came and are only just now starting to feel a bit settled, maybe have some plans, children, a bit of work... that's seven years from when we started. So you are looking at 10 years really, I would say to see what's changed in the community where the people that we support live and work. But you are still looking at it (impact assessment) from the point of view of their life track and their impact on their street or immediate environment."

The Junction

Social Return on Investment

SROI is a framework to help understand the value of social change from the perspective of those changed. It tells a compelling story of change, which is a mix of narrative, qualitative and financial measures.

It provides for a financial proxy value of this change, which can be understood alongside traditional financial costs. It is transparent and consistent and aims to create a more tangible currency in social value that everyone can understand.

It can also help focus attention on particular activities and how well they are working to achieve social change.

The Office of the Third Sector (OTS) will be running a new project on Social Return on Investment (SROI) to be taken forward over 2008-2011.

More information about Social Return on Investment can be found at http://www.cabinetoffice.gov.uk/third_sector/research_and_statistics/measuring_social_value.aspx

2.5 Using the results of your impact assessment

The emphasis in this Guide has been on impact assessment as a learning and development process. In this regard it is important that you are in a position to:

- Understand the results of the impact assessment
- Develop appropriate actions to address the key issues highlighted through the assessment
- Communicate the results of your assessment to all stakeholders

Understanding the results of the impact assessment

It is important to try and synthesise the main results from the different components of the impact assessment exercise so that you are clear about what different stakeholder information is telling you about the impact your organisation has had and what needs to change in the future.

Even when there are convincing signs that you have had a significant impact, it can be difficult to prove that this was exclusively the result of your work. Very often it can be difficult to link impact to the work of an organisation, project or specific activity. Clearly all sorts of factors are at play in influencing different impacts. However, if you have information coming from a range of different stakeholders then this clearly will strengthen the case for your role in bringing about this impact. It also helps to be in a position to demonstrate how you have been working with others, often in partnership, to bring about the desired impact. Even if the results of the impact assessment are not so clear-cut, the important point is that the assessment will provide a basis for improving and developing your organisation and the impact it is having within the local community.

Develop appropriate actions to address the key issues highlighted through the assessment

The development of an action plan provides a focal point to the final stage of the impact assessment process. It is useful to set this information out in a simple action plan format, with an example is presented below;

| Priority | Key finding | Evidence | Action Required | By | Resources | Estimated cost |
|----------|----------------------------------|-------------------------------|---|------------|---------------------------------|----------------|
| 1. | Poor access to outreach facility | Staff and user survey results | Replace existing door and provide new ramp. Fundraising. | March 2010 | Funding not currently available | £2,500 |

Action planning at The Junction

“If organisations do not want to act on the feedback then it’s a bit of a pointless exercise really.”

The stakeholder consultation exercise undertaken by The Junction included a straightforward set of questions around ‘What would you keep?’ and ‘What would you change?’ in relation to the current service provided. This gave The Junction a very clear idea on the things that they needed to keep doing and also a clear set of priorities for future action.

The Junction adopted what is called a ‘Diamond Nine’ approach to priority setting. This was a means of ordering the relative priority attached to different actions that were put forward by each stakeholder group. The Junction strongly feels that commitment to action planning needs to be part of the impact assessment exercise.

“Right upfront we needed to decide that whatever came out of this, we were going to act on it, even if it was difficult. We would have to have the commitment at the beginning to say ‘Are we ready for what comes out of this and are we committed to acting on what we get as a result?’”

The Junction was also keen to set out what they were doing about the outcomes of the impact assessment. Action plans were therefore developed in relation to the priorities for action expressed by stakeholders. The Chief Executive of The Junction outlined the proposed actions that were going to be taken in relation to each priority in a formal ‘public’ response at the end

of the DVD. This took place about a month after the completion of the impact assessment, so the momentum of the exercise was not lost.

“On priorities I thought we were going to get so many different priorities (because of the different stakeholders). ‘How was I going to deal with that?’ But it was just amazing how different stakeholders had picked out the same themes. It made it do-able for us in terms of response.”

One of the priorities related to the image of the organisation including the appearance of the building in which The Junction was located, organisational logo and website. One of the actions was to redecorate the building “We would have put this way down the list”. It was felt that these would have been things that the management would have perhaps sidelined because they were not felt to be a priority compared to the delivery of front line services. However, young people, volunteers and other stakeholders felt that the image of the organisation was a real priority that needed to be addressed. They wanted something that they could identify with because it had a good image.

It is felt that the similar messages received from different stakeholders gave The Junction the confidence to direct attention to them and actually empowered The Junction to act: “It makes my job so much easier, because I know that this is what people have said that they want us to do. It’s not off the mark.”

Results of Impact Assessment at Darlington Association on Disability (DAD)

It is considered by DAD that the development of impact assessment within the organisation has enabled them to:

- Focus all its work on outcomes
- Break down barriers
- Promote independence and choice
- Measure the effectiveness of their work
- Ensure that the organisation continues to be user-led

Communicate the results of your assessment to all stakeholders

It is important to share the results of the impact assessment with all the stakeholders involved in the assessment process. A summary of the key findings expressed in a simple and straightforward way is often all that is needed. It is recommended that stakeholders are also informed of the actions your organisation proposes to take in the light of the impact assessment.

You should also give consideration to the different ways in which the results of the impact assessment could be communicated. These include:

- Newsletters
- Reports
- Verbal and Visual Presentations
- Email
- Websites
- Films

Key Learning Points

In this publication we have presented learning from the GoldStar programme and wider practice about the benefits, challenges and practical methods for measuring impacts.

The time and trouble of planning and implementing impact measurement is worth it. It can help your organisation to demonstrate its effectiveness and areas for performance improvement. We have outlined some practical advice about thinking through your approach to impact measurement, methods and using results. The remaining pages detail useful links for further information about impact measurement.

Useful Links

Impact Measurement, Evaluation and Monitoring

Charities Evaluation Services

Offers training, consultancy, external evaluations and publications

Website: www.ces-vol.org.uk

NCVO

The largest umbrella body for the voluntary and community sector in England. Have published reports on impact measurement

Website: www.ncvo-vol.org.uk

Mentoring and Befriending Foundation

Provides support, training and guidance and a Guide to Evaluation for Mentoring and Befriending programmes

Website: www.mandbf.org.uk

Volunteering England / Institute for Volunteer Research

A range of publications including the Volunteering Impact Assessment Toolkit and a guide to impact assessment about volunteers in sport.

Website: www.volunteering.org

Website: www.ivr.org.uk

BIG Lottery Fund

Big Lottery Fund undertakes evaluation and research to enable it to improve funding impacts and processes; to promote wider sharing of such learning in order to improve practice and influence policy; and to support public accountability.

Website: www.biglotteryfund.org.uk

Thirsk, Sowerby and District CCA

Thirst Sowerby and District CCA is one of the 46 GoldStar exemplar organisations. They have produced a website packed with useful information about evaluation and impact assessment.

Website:

http://www.tscca.org.uk/good_practice/

Good Practice in volunteer management

Volunteering England and Local volunteer centres

Volunteering England work to support and increase the quality, quantity, impact and accessibility of volunteering throughout England.

Website: www.volunteering.org.uk

Tel: 0845 305 6979

Mentoring and Befriending Foundation (MBF)

MBF aims to ensure that mentoring and befriending are at the centre of current and future national volunteering strategies.

Website: www.mandbf.org.uk

Tel: 0161 787 8600

Association of Volunteer Managers (AVM)

AVM addresses the needs of those who manage volunteers in England.

Website: www.volunteermanagers.org.uk

National Association for Voluntary and Community Action (NAVCA)

NAVCA is the national voice of local third sector infrastructure in England.

Website: www.navca.org.uk

Tel: 0114 278 6636

Bibliography

1. The impact of impact assessment: the experience of rural voluntary and community organisations in evaluating change, NCVO, March 2004.
2. Using an outcomes approach in the voluntary and community sector, a briefing on the independent evaluation of the first National Outcomes Programme 2003-2006, charities evaluation services, 2007
3. The SOUL (Soft Outcomes Universal Learning) Project Final Report January 2006
4. Soft Outcomes: A shared approach (Equal Brighton & Hove)
5. The 2007 Annual Positive Futures Monitoring and Evaluation Report (national sports and activity based social inclusion programme for young people in deprived communities).
6. Mentoring: A Guide to Effective Evaluation, Mentoring & Befriending Foundation, 1999.
7. Capturing Confidence – the nature and role of confidence- ways of developing and recording changes in the learning context, NIACE, 2004
8. Evaluation in the Voluntary Sector, Research Centre, Norwich, 2000.
9. An Overview of Evaluation Methods, Evaluation Trust.
10. Your project and its outcomes, Charities Evaluation Service 2007
11. Managing outcomes – a guide for homelessness organisations, Charities Evaluation Service, 2003.
12. Guide to Measuring Soft Outcomes and distance travelled, the Institute for Employment studies, 2001.
13. Impact Measurement Pilot Peer Mentoring Report 2005-2006, MBF.
14. Charities Evaluation Service, a practical 'how to' guide to monitoring and self-evaluation for VCOs.
15. Managing Outcomes: A Guide for Homeless Organisations, Charities Evaluation Service, 2003
16. Explaining the difference your project makes: A BIG guide to using an outcomes approach, Big Lottery Fund, 2006.
17. A Practical Guide to Measuring Soft Outcomes and Distance Travelled, Welsh European Funding Office, 2004.

Being a Home-Start Volunteer - Initial Questionnaire

Adapted from the IVR Impact Assessment Toolkit

Your Name:

(Your personal details will not be shared with anyone outside Home-Start Leeds)

1. How was your Preparation Course? What are your reactions to the following statements?

Please tick one box only for each point

| Preparation Course | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Not Relevant |
|--|----------------|-------|---------------------------|----------|-------------------|--------------|
| It covered everything I needed to know | | | | | | |
| There were "gaps" in the course | | | | | | |
| I like the style it was delivered in | | | | | | |
| I felt able to fully take part | | | | | | |
| It was paced at the right speed for me | | | | | | |
| The room, breaks, facilities etc were adequate/appropriate | | | | | | |

Please add any comments you may have about the above

2. How have you gained personally, starting from the time you first joined Home-Start Leeds, through your preparation course and up to the present day? Have any of the following increased or decreased?

Please tick one box only for each point

| Personal Development | A Increased greatly | B Increased | 1C Stayed the same | 2D Decreased | 3E Decreased greatly | 4F Not relevant |
|--|-------------------------------|-----------------------|------------------------------|------------------------|--------------------------------|---------------------------|
| Confidence in my own abilities | | | | | | |
| Sense of self-esteem | | | | | | |
| Sense that I am making a useful contribution | | | | | | |
| Awareness of the effects of my actions on others | | | | | | |
| Sense of motivation | | | | | | |
| Willingness to try new things | | | | | | |
| Sense that I have things to look forward to in my life | | | | | | |

Please tick one box only for each point

| Skills Development | A Increased greatly | B Increased | C Stayed the same | D Decreased | E Decreased greatly | F Not relevant |
|---|-------------------------------|-----------------------|-----------------------------|-----------------------|-------------------------------|--------------------------|
| Ability to communicate with other people | | | | | | |
| Social and communication skills | | | | | | |
| Vocational or job related skills e.g. family support, child development | | | | | | |

Please tick one box only for each point

| Health & Well-being | A Increased greatly | B Increased | C Stayed the same | D Decreased | E Decreased greatly | F Not relevant |
|--------------------------------|------------------------|----------------|----------------------|----------------|------------------------|-------------------|
| Physical health and well-being | | | | | | |
| Mental health and well-being | | | | | | |
| Fitness levels | | | | | | |

3. Volunteering can impact on our sense of identity in a number of ways. How much or little have the following affected you?

Please tick one box only for each point

| Diversity & Inclusion | A Increased greatly | B Increased | C Stayed the same | D Decreased | E Decreased greatly | F Not relevant |
|--|------------------------|----------------|----------------------|----------------|------------------------|-------------------|
| Appreciation of other people's cultures | | | | | | |
| Appreciation of other's views/values and attitudes | | | | | | |

4. Below are ways that people may gain socially from volunteering. Have any of the following increased or decreased for you since you joined Home-Start?

Please tick one box only for each point

| Friendships & Contacts | A Increased greatly | B Increased | C Stayed the same | D Decreased | E Decreased greatly | F Not relevant |
|--------------------------------------|------------------------|----------------|----------------------|----------------|------------------------|-------------------|
| Range of friendships | | | | | | |
| The number of contacts I can call on | | | | | | |
| Participation in social events | | | | | | |
| Support & information networks | | | | | | |

7. Is there anything else you would like to tell us?

A large, light purple rounded rectangular area containing horizontal dashed lines for writing. The area is intended for a respondent to provide additional information or comments.

Tribal

2nd Floor
154 Great Charles Street
Queensway
Birmingham
B3 3HN

Tel: 0845 603 1869

Fax: 0845 094 3160

Email: info@grantsadmin.co.uk

Web: www.goldstar.org.uk

www.tribalcdt.co.uk



Promoting good practice in
managing volunteers from
socially excluded groups

Funded by:



CabinetOffice
Office of the Third Sector

TRIBAL