



Workforce 3 SROI Evaluation

2016-17

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1. Executive Summary

This report presents a Social Return on Investment (SROI) analysis of the Workforce 3 project delivered by NOW Group and Stepping Stones during the period April 2016 – March 2017.

Workforce 3, funded by the European Social Fund, Department for the Economy, Department of Communities, North Down and Ards Council, Antrim and Newtownabbey Council, Lisburn and Castlereagh Council and South Eastern Health and Social Care Trust, offers transition, training and employment services to participants with a learning difficulty or disability, offering a coaching and group based approach to help each client achieve their goals. The programme supports a wide range of participants, for example providing support to transition to a post school life, sourcing and providing suitable training courses and gaining voluntary, part-time or full-time paid work.

The research shows the considerable impact that the services have on the employability, confidence, and general wellbeing of the participants and a further range of benefits derived by the wider stakeholder group including parents, siblings and the Health Service.

“The people we support have barriers to employment and learning, including all levels of learning difficulty and learning disability, autism, and Autistic Spectrum Condition. They help us shape our work to meet their needs and they keep us focused on making a difference.”

NOW Group website

“We see you in employment. We see learning difficulties differently.”

Stepping Stones website

The SROI model, adopted in this study, uses monetary value to represent the social costs and benefits of the programme. Covering the period 1st April 2016 to 31st March 2017 the study’s results were extrapolated over a five-year period, in line with SROI standard methodology. **The £ invested in the period generated £ of estimated social value.**

This produced a ratio of social return of approximately **£7 for every £1** invested in the service which is broken down by the various stakeholders as follows:

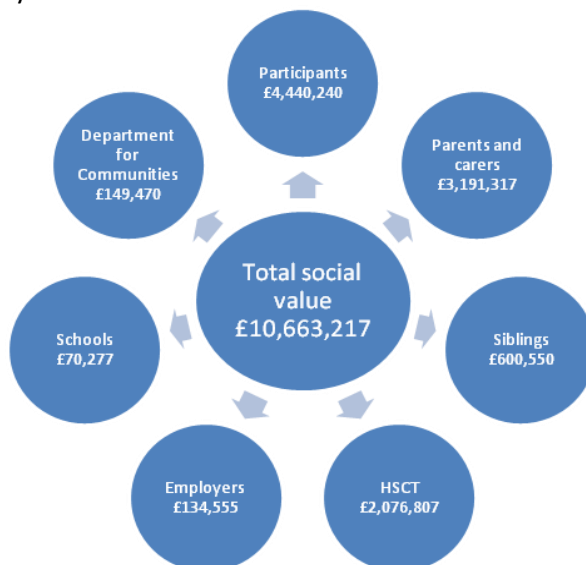


Figure 1 Workforce 3 stakeholders social value

The key outcomes from the service experienced by stakeholders are summarised below:

Stakeholder	Proposed impact
Participants	Improvements in: Qualifications achieved, enhanced career opportunities , engagement with others, personal independence, self-esteem, income, health and wellbeing, loneliness and communication skills
Parents/Carers	Reduction of stress and anxiety, increased support at home, more free time and family cohesion
Siblings	Improvements in health and wellbeing through greater access to parents/carers and greater family cohesion
HSCT	Reduction in day care costs and time savings for social workers through support offered by Workforce 3 staff
Employers	Increased resources, support for disability employment issues and development of disability awareness in the workplace
Schools	Benefit of extracurricular activities provided such as careers advice, support for parents during the transition process, money management, career planning courses and supported work experience.
Department for Communities	Reduction in social security benefit payments

Table 1 Stakeholder outcomes

2. Introduction

This report presents a summary of the Social Return on Investment (SROI) analysis of the work of the Workforce 3 project.

The NOW Group (delivering in North and West Belfast, Newtownabbey and Antrim and Ards and North Down areas) and Stepping Stones (delivering in greater Lisburn, Castlereagh and Downpatrick) facilitate the programme in partnership.

NOW Group is a social enterprise that supports people with learning difficulties and autism into jobs with a future. It was established in 2002 and is the parent organisation of two social enterprise businesses – Loaf Catering and Cafes and Gauge NI which is a research and evaluation business. The profits of both go back into the work of NOW. In addition to Workforce 3 the organisation also provides other support services through groups and initiatives such as Fandom, Kidnap Wednesday and Family Services, all of which have a focus on providing participants with learning difficulties with an opportunity to maximise life opportunities. NOW also utilises Loaf Catering and Cafes for training and placement opportunities for participants, providing practical work experience in a supported environment.

Stepping Stones was established in 1996 with core objectives to provide adults with learning disabilities with the opportunity to gain qualifications and ultimately to progress to employment. A supportive and practical training environment is enhanced through opportunities provided to participants through placement in Stepping Stones social enterprises including a picture framing service, four coffee shops and Pink Elephant card making. Stepping Stones also offers a youth service which meets three times per week and encourages participants to engage in community projects and residential trips.

Both organisations are extensively engaged with local employers who provide placement opportunities to Workforce 3 participants.

The key objective of the partnership is to see more people with learning difficulties and barriers to employment get jobs with a future.

This report provides a SROI evaluation of the work and outputs of the programme to determine the social impact they create. The review relates to:

- Employment Services
- Training Services
- Transition Services

2.1 Social Value

The social change that occurs as a result of the Workforce 3 programme is the focus of the analysis and research.

Project evaluations will often focus on the achievement of objectives and the quality of delivery. SROI evaluations do not primarily assess how a project is delivered but do focus on the outcomes and impact to participants and stakeholders. SROI evaluations of programmes such as Workforce 3

seek to establish impact and consequences that can have a profound effect on the life of participants and those who they come into contact with. These are described as social changes and are identified through changes in stakeholder behaviours, performance, lifestyles and activities. It can be the beginning of significant changes in the lives not just of participants, but also those who are close to them.

The social changes that have been identified during the evaluation include:

- Participants gaining paid employment and making a financial contribution to the local economy.
- Schools benefiting from extracurricular support such as careers advice, support for parents during the transition process, money management, career planning courses and supported work experience.
- Participants gaining qualifications which help to improve career opportunities.
- Participants engaging more with peer groups and reducing the time they would spend on their own.
- Increasing levels of self-esteem and personal confidence among participants.
- Increasing family cohesion as families spend more time together, are happier and participants are able to have discussions with siblings on topics they now have in common with them such as employment and learning.
- Parents and next of kin have increasing levels of confidence in their son or daughter's present and future lives with a resultant positive impact on their health and wellbeing.
- Siblings benefiting from the additional time available from parents during respite.
- Employers developing a greater understanding of responsibilities and support required for staff and customers with disabilities.
- Support and resources provided to health and education professionals enabling people to progress through greater independence and therefore reducing the need to avail of health and social care services.

3. Summary of Services

Workforce 3 has three core components that combine to offer individuals with learning disabilities a progression route from school to training and, for a number, employment. These can be summarised as follows:

Transition Service

The Transition Service is an individual and innovative service that supports students with different levels of learning abilities in their final years of school to explore future options and gain independence through

training, mentoring and sampling work placements. The aim is to make the move to further education, training or employment as smooth as possible by working with individuals, parents and key professionals to plan a pathway through the often daunting move from school into the world of further education, training or employment. The Transition Service also provides support and guidance for parents/carers delivering informal information sessions on the transition process, assistance with applying to further education colleges and sourcing expert advice on benefits or other relevant topics.

Training Service

This service helps people with learning difficulties and autism tackle the barriers they face when looking for paid employment through the provision of innovative training courses. They benefit from accredited and non-accredited courses delivered in a manner that suit the learning needs and abilities of participants. These include:

- Catering training – provides industry recognised training and catering NVQ's to enable individuals to get jobs in the catering industry. This training is complemented by 'on job' coaching and assessment with employers, most notably provided by the partnership themselves at six cafes.
- Money management - "Managing a personal budget" provides individuals with the experience and skills required to manage their bank account, understand personal finances and budgeting including; how to set up direct debits and standing orders, how to manage bills and how to create a personal budget. These skills are particularly important when the participant is moving into or in paid employment.
- Route training - enables individuals to practice and gain the skills required for travelling independently in a safe environment.
- Pre-employment skills - introduces the world of work and helps participants understand their rights in employment and what is expected of them as employees.
- Diversity training - helps people to recognise difference in our society and why we all need to work together.
- Personal progression towards employment – helping a trainee develop a CV, search for jobs, apply for jobs, prepare for and attend mock interviews, as well as understand what it is to be an employee.
- Essential skills in communication and literacy - encouraging learners to engage in qualification based study in subjects often sought as a basic requirement by employers.

The training service also provides a pre-entry service to potential participants. This service explores the potential for the client to engage and complete specific qualifications, provides further information and assurance and acts as a bespoke introduction to the chosen course before the client engages in learning with a larger group. Qualifications are provided across a range of subjects from entry level to level 2.

Employment Service

Having a job is a key feature of social inclusion. It provides not only financial reward (and spending power) but many other positive gains including social networks, status, increased confidence and a structured and meaningful lifestyle. The labour market has however traditionally marginalised and excluded people with disabilities.

Workforce 3 provides assistance and support to participants seeking to find or keep employment or voluntary work. People with disabilities can face difficulties with their confidence levels and have limited practical experience as they seek employment. Employers may also not fully understand the potential of applicants or the reasonable adjustments required to help the employee contribute to their maximum ability. Once in employment the staff member and employers may need assistance to ensure the employee's potential is allowed to flourish and to manage issues that can arise as the employee faces the day to day requirements of their role.

Those interested in securing paid work are assigned an Employment Officer and those interested in securing voluntary job positions are assigned a Job Coach. Both the Employment Officer and Job Coach respective roles involve working with people to assist them to identify their skills and training needs, whilst supporting the identification of suitable and individually tailored work experience placements.

Throughout placements, and any subsequent employment contracts entered into, the Employment Officer and/or Job Coach provide ongoing support to both the participant and, importantly, the employer.

The level of contact and support required by a participant is highly dependent on the needs and desires of the individual. Whilst some remain in close contact with and receive 'supported employment' from the partners, others become more independent having little or no contact with the Workforce 3 team (in what is known as 'open employment').

4. SROI Study and Methodology

4.1 Methodology and approach

Social Return on Investment (SROI) analysis assigns a monetary value to the social and environmental benefit that has been created by an organisation by identifying indicators of value which can be allocated a financial proxy. Comparing this value to the investment required to achieve that impact produces an SROI ratio. It takes standard financial measures of economic return a step further by capturing social as well as financial value.

SROI was developed in the USA, but has been extended and adapted for a European and UK context. By developing an understanding of the organisation, how it meets its objectives, and how it works with its stakeholders, an organisation can create its own impact map, or impact value chain, which links inputs and outputs through to outcomes and impacts.

This SROI analysis has been a collaborative effort between the Gauge NI evaluation consultants,

the staff working at NOW and Stepping Stones and identified stakeholders including participants, parents and employers. More information on SROI can be found at www.socialvalueuk.org.

The delivery process followed to complete the agreed evaluative Social Return on Investment report is detailed in Table 2.

Stage	Summary of Approach
Project initiation	<ul style="list-style-type: none"> ▪ Project initiation meetings with the partnership ▪ Agree scope, identify stakeholders and outline activities.
Desk Review and Planning	<ul style="list-style-type: none"> ▪ Programme of consultation agreed ▪ Review of the strategic context ▪ Collation and organisation of data, ▪ Developed Stakeholder Map and Evaluation Framework for discussion
Mapping Outcomes	<ul style="list-style-type: none"> ▪ Complete strategic stakeholder consultations ▪ Collate data from project ▪ Completion of service user focus groups, parent phone interviews, health professional 1 to 1s by telephone and employer interviews ▪ Completion of quotes and comments
Data Analysis and SROI Calculation	<ul style="list-style-type: none"> ▪ Analysis of findings ▪ SROI Calculation ▪ Sensitivity analysis
Reporting	<ul style="list-style-type: none"> ▪ Production of draft report ▪ Production of final report.

Table 2 SROI Delivery Process

4.2 Scope of the study

The SROI study for the Workforce 3 project is retrospective in approach, covering a study period of April 2016 to March 2017 with results extrapolated over a five year period.

The following Stakeholder Map was produced in consultation and in agreement with the partnership management and project staff.

The most significant stakeholder group, which has the biggest ‘influence’ and ‘interest’, was that of the participants or ‘Participants’ for the purpose of the evaluation.

The full range of stakeholders was agreed as:

Stakeholder	Proposed impact	Type of engagement
Participants	Increased disposable income Increased educational attainment Employment and work experience gained Improved personal functioning through additional ‘soft skills’ Independence for daily tasks Reduced isolation and loneliness Transfer to post school learning activities	Project data surveys (Outcome Star) Focus groups Project staff Parents Volunteers Video testimonies
Parents & Carers	Additional free time/respite Reduced anxiety Additional help at home Improved quality of life Family cohesion	1 to 1 telephone and direct meetings Case studies
Employers	Access to new staff resources Improved awareness of learning disabilities Increase in employment for people with learning disabilities Understanding and compliance with disability ‘best practice’	1 to 1 Interviews (telephone and meetings)
Schools	Benefit of extracurricular activities provided such as careers advice, support for parents during the transition process, money management, career planning courses and supported work experience.	1 to 1 interviews by telephone
H SCT	Freeing daycare hours Time freed up for other tasks	1 to 1 interviews by telephone and previous research
Siblings	Increased wellbeing through greater engagement with parents	1 to 1 telephone and direct meetings with parents
Department for Communities	More participants finding paid employment resulting in lower job related benefit payments	Statistical analysis provided by NOW/Stepping Stones

Table 3 Workforce 3 key stakeholders

4.3 Theory of Change

The aim of Workforce 3 is primarily to see change in the lives of participants so this is where the main Theory of Change will be reflected.

‘Theory of Change provides a framework for evaluating social impact, by making explicit the relationships between activities and desired outcomes, and by describing the ‘chain of events’ that relates one outcome to another.’¹

The Theory of Change is central to SROI, as it “tells the story” of how the organisation or programme of activity utilises its inputs to produce outputs which, in turn, create outcomes – and how stakeholders experience the changes these outcomes bring about.

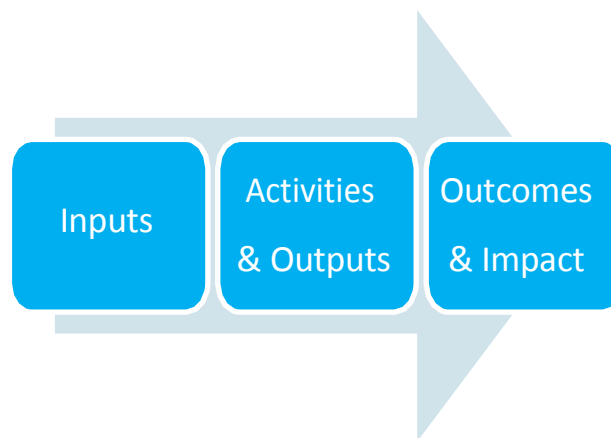


Figure 2 Theory of Change

This study presents the inputs, outputs and outcomes and the links between each, in a way that the overall theory of how the Workforce 3 project creates change for each stakeholder is unveiled.

¹ <http://www.socialimpactscotland.org.uk/understanding-social-impact/methods-and-tools/theory-of-change/>

Consultation and research with each stakeholder group through the study period helped to build an understanding of what changes were experienced, and how. Whilst all stakeholders experienced change, some were more significant than others.

It is clear from research and engagement with participants and their parents that many participants have been/or hope to be going on a 'journey' with NOW and Stepping Stones. This is a particularly noticeable wish of many of the participants who contributed to the research as they see both providers as being a 'one stop shop' for a lot of their needs. An example of this journey could be as follows:

1. Initial participation on a Transitions programme at school
2. Transfer to a training programme at NOW/Stepping Stones e.g. hospitality skills
3. Attends employability/ personal development related classes to improve readiness for work
4. Participates in a placement at one of the organisations social enterprises gaining specific work experience
5. Gets support from a Job Coach to develop a CV based on qualifications and work experience
6. Gets support from an Employment Officer to apply for jobs and obtains an interview
7. Gets support from an Employment Officer to prepare for the interview and is accompanied to the interview
8. Client obtains employment and is provided with 'on the job' support via Workable NI or the organisation
9. Client continues to attend NOW/Stepping Stones through the Fandom/Youth Service groups
10. Client volunteer to support participants in a similar situation to point 1
11. Potentially client achieves employment with NOW/Stepping Stones

Key questions relevant to the Theory of Change for Workforce 3 services are:

1. *Who* are you seeking to influence or benefit?

Workforce 3 partnership which seeks to benefit people with learning disabilities, autism and ASD.

2. *What* benefits are you seeking to achieve?

Workforce 3 provides a progression route from school or long term unemployment/economic activity to training and, for some, employment.

3. *When* will you achieve them?

Over the period April 2016-March 2017.

4. *How* will you and others make this happen?

This is achieved through intensive 1:1 person centred support with beneficiaries and project staff engaging with schools, employers, social workers and parents in transitions, training and employment.

5. *Where* and under what circumstances will you do your work?

This is completed in the context of a Health Service working to challenging budgets while seeking to support a growing number of participants with learning difficulties and ASD.

6. Why do you believe your theory will bear out?

As a result of the interventions the beneficiaries have improved access to employment, increased skills and significantly improved levels of personal functioning (softer skills) that further enhance employment prospects as well as improving their lives, and the lives of those close to them in a more general sense.

5. Workforce 3 Impact

5.1 Position of participants before participating on Workforce 3

Before engaging with Workforce 3 programmes many participants find themselves isolated, lacking direction on careers and education, unable to maximise existing services such as schooling and further education and are reliant on parents and carers for support. Focus groups and questionnaires also helped to identify that many participants had life experiences which reinforced some of the perceived negativities in their lives. This included failure to get interviews for jobs, bullying, unsuitable educational methods and stressful social environments.

Research with parents and participants provided an insight into a typical day of many participants before joining NOW/Stepping Stones. They could spend much of their day at home, for example in their room, completely focused on computer games and television. The participants had little or no access to support services and little in the way of hope and aspiration. Even when employment and job hunting was an aspiration a lack of skill, experience and personal confidence limited any efforts they may have made. Time spent with the 'outside world' may have involved situations 'outside a comfort zone' and further enforce the belief that isolation and withdrawal was the appropriate response.

For participants with more developed skills there can still be challenges related to job hunting and career development. Recent research by the PMI Health Group found that 37% of UK workers believed that disability is a barrier to career progression, while almost 1 in 5 respondents said that employers fail to make adequate provision for their or their colleagues needs. The report also identified that 45% of UK businesses are nervous about hiring an employee with a disability citing issues such as health and safety, concerns about the interview process and failing to meet the requirements of discrimination laws.²

A 2017 report by the Work and Pensions committee at Westminster revealed that in 2015 less than 5 out of 10 people with disability had a job while the figure was 8 out of 10 for people without disability. In this report Mike Adams of the Essex Coalition of Disabled People, which provides a range of services to employers explained:³

"There is huge anxiety still in 2016 around etiquette and how to approach a disabled person. For me that is anathema to everything, but that is reality. Therefore what [employers] talk about is a

² <http://www.pmihealthgroup.co.uk/news/news-releases/disability-still-seen-as-a-barrier-to-career-progression1/#sthash.4Xv5YIN2.dpbs> <http://www.managers.org.uk/insights/news/2016/november/disability-discrimination-still-blocking-employee-career-progression>

³ <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmworpen/56/5602.htm>

conversational fear, worries about offending disabled people so, on the whole, they decide not to. That needs to change.”⁴

5.2 Changes created through Workforce programmes

The main changes experienced by participants can be summarised as follows:

- a) Gaining employment or making positive progress towards that goal
- b) Improvement in aspects of everyday life including engagement with peers and family
- c) A desire to achieve and access to qualifications
- d) Enhanced life/soft skills that contribute to everyday functioning (see Table 4)

Issue	% change as a result of Workforce 3 Services
Isolation and Loneliness	57%
Health and Wellbeing	36%
Motivation	34%
Confidence & self-esteem	34%
Social Skills/Relationship	34 %
Stress & Anxiety	31%
Communication Skills	29%
Independence	27%
Productive use of time	26%

Table 4 Soft outcomes from service user engagement 2016-17

The issues chosen for measurement are based on the projected outcomes for participants and correlate closely to the *Learning Disability Star* (Triangle Consulting, 2012). Health and Wellbeing and loneliness and isolation were explored during this year’s evaluation in more detail than previous years.

The percentages indicate the journey made by the participant during their time on Workforce 3. The information for analysis was derived from existing outcome star information, compiled by staff at both organisations and recorded at the beginning, middle and (for those applicable) the end of their

⁴https://www.publications.parliament.uk/pa/cm201617/cmselect/cmworpen/56/5607.htm#_idTextAnchor02

programme involvement. The evaluation consultant also conducted focus groups with groups including Training and Employment with these outcomes and examples helping to identify consistency and objective evidence with other methods used with participants. Interviews with parents of participants also helped to confirm the information being provided through participant questionnaires and outcome stars with stories of change and impact bringing further objective evidence to the exercise. The questionnaire used in Focus groups can be found in Appendix 2.

The ‘journey’ that participants had made from entering Workforce 3 programmes to the current phase in their lives was evident. It was clear that significant numbers of participants placed a major responsibility for the positive changes in their lives on their experiences at NOW and Stepping Stones and the support from its staff. The resulting SROI Impact Map does provide credit to others such as parents for participant progress but the final outcomes provide NOW and Stepping Stones with much of the credit due to, for example, the methods of support they use to maintain participant engagement (when otherwise they may have ‘dropped out’) and the ability of staff to get participants to engage in the first place (from a life where social isolation and disengagement from education may have been the ‘norm’). For many participants this journey starts from early engagement in school through the Transitions programme.

An example of the ‘journey’ a participant could take can be described as follows:

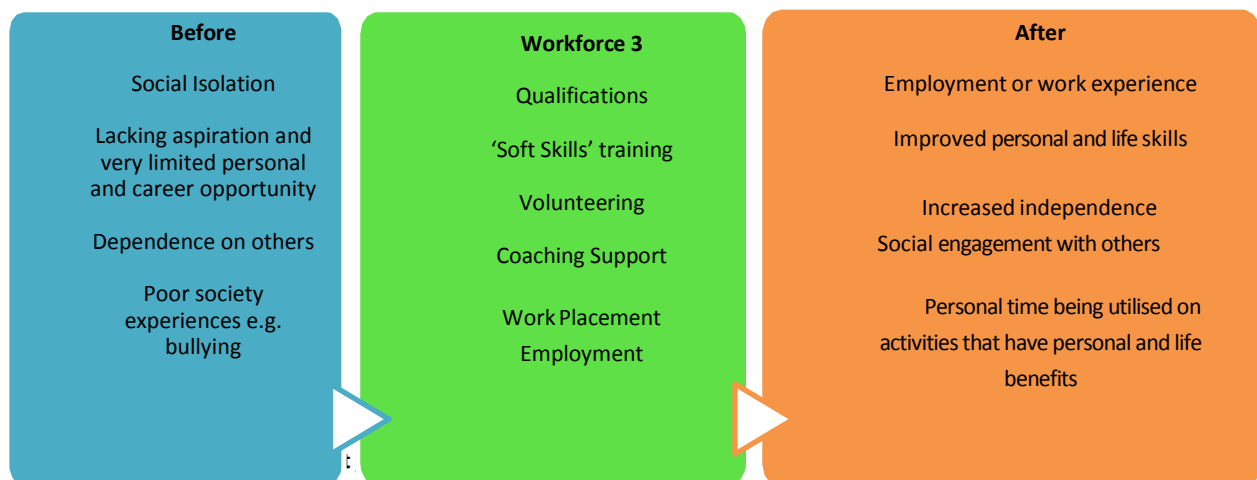


Figure 3 – Participant journey

5.3 Factors contributing to the identified changes in participants

Discussions with each stakeholder group (including participants) helped to identify which elements of Workforce 3 they felt were most significant in contributing to the outcomes, impact and research findings. The following can be noted as most important factors to stakeholders effecting change:

- The availability of supportive work environments such as the cafes run by NOW and Stepping Stones
- Peer support and developing friendships as participants also socialise outside activity hours
- Staff work on a client centred basis focusing on the individual needs of participants
- Group sizes help each participant to learn and create a comfortable environment for

- learning for those with learning disabilities
- The learning environment is respectful of all
- The availability of placement and volunteering opportunities in both organisations
- Flexibility and variety of staff support ranging from coaching and training methods to ‘in activity’ support such as attending an interview with the client

Discussions with a range of parents and other stakeholders clearly highlighted the value they placed on Workforce 3 and the confidence they have in the staff’s professional ability.

It was also evident during focus groups and conversations with stakeholders that there is significant peer support and encouragement among the participant group with morale, good advice and a willingness to support each other e.g. when working or preparing for interviews an important part of the participant experience.

6. Report Findings and Outcomes

Outcomes are central to SROI analysis as they detail what changes as a result of the investment and activities related to Workforce 3. The outcomes identified and assessed are outlined in this section.

6.1 Inputs

The required investment in the delivery of the entire programme (known as **input** costs for the purposes of the SROI analysis) was **£1,553,000**

This investment covered all staff, operating and delivery costs for the Workforce 3 programme.

6.2 Outputs

As a result of the investment the programme achieved outputs in the period are summarised below.

Group	Impact Value	% of Impact
Participants	£4,440,240	41.64%
Increased levels of income as a result of employment		
Improved life and career opportunities through additional qualifications obtained		
Increased levels of engagement with friends and family		
Improved ability to communicate in a range of situations		
Improved levels of self care through more independent living		
Improved levels of self esteem		
Increased ability to manage stressful situations		
Reductions in levels of loneliness and isolation		
Improved health and wellbeing (linked to exercise and better eating habits)		
Transfer from school to a new learning environment		
Parents & Carers	£ 3,191,317	29.93%
Reduction in stress and anxiety as a result of improved wellbeing of a family member		
Increased levels of support (and self-management) by the child while at home (and respite provided when child is participating on WF3 activities)		
Improvements in family cohesion		
Siblings	£600,550	5.63%

Increased personal time with parents/carers as participants take time at WF3 and grow more independent leading to improved personal wellbeing and reduced anxiety		
Health and Social Care Trusts	£2,076,807	19.48%
Reduction in daycare costs		
Reduction in hours required from social workers as a result of WF3 interventions with participants		
Employers	£134,555	1.26%
Improved capacity and production as a result of voluntary placements		
Improved organisational knowledge of disability legislation and best practice		
Changes in workplace attitudes to working with employees with learning difficulties		
Schools	£70,277	0.66%
Benefit of extracurricular activities provided such as careers advice, support for parents during the transition process, money management, career planning courses and supported work experience.		
Department for Communities	£149,470	1.40%
Reduction in unemployment benefit budget		
Total	£10,663,217	100%

Table 5 Summary of SROI values per stakeholder

6.3 Participants

“Before I came to Job Club I believed that I couldn’t get a job but now I have been able to get one.” (Workforce 3 participant)

- 389 people with learning disabilities participated on the programme during the period under review
- 171 participants completed qualifications
- 58 participants gained full or part time employment
- 66% of participants in focus groups stated they would/have recommend/ed Workforce 3 to others

The main beneficiaries of Workforce 3 are those directly supported i.e. the participants.

The participant’s journey was measured using survey data, existing programme statistics, focus groups and questionnaires (see Table 4). The journey is measured against their starting point i.e. when they joined the programme, for example, how did they score their ability to communicate in a range of situations (out of 5) and at the time of the focus group (or the time the outcome star measurement was taken) how would they now rate their ability out of 5. In all areas participants reported progress ranging from a 26% improvement in the effectiveness of how they spend their time to a 57% improvement in their feelings of isolation and loneliness. It was noted during the focus groups that isolation and loneliness had been a significant and consistent issue for participants (across programmes and no matter their levels of work experience or educational ability at the outset).

Parents who were interviewed confirmed that a typical day for their son/daughter may have previously meant a long lie in, a day in their room on computer games and little or no external friendships and socialisation. The total valued outcome for participants is proposed at **£4,440,240**

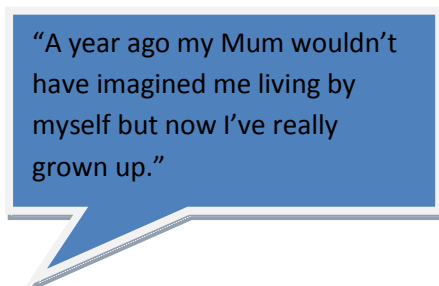
The research evidence for participants was derived from Outcome Star reviews, focus group questionnaires and feedback and reflective evidence from parents.

It was noted in focus groups with participants that the mood was upbeat and the words used were very positive. Participants described their experiences using terms such as ‘happy, comfortable, enjoy, safe, good, confident and learning.’

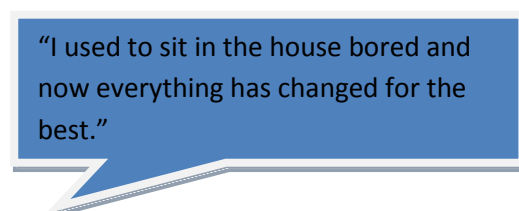
They discussed the new skills they had learned including making coffees using the Barista machine, cooking and the importance those skills bring to their contribution to their parents and home life in general.

For many of the participants the goal of employment and progressing to employment is a primary motivator for engagement with NOW and Stepping Stones. Employment and being more employable provide many benefits for participants. They find a new ‘place/status’ in the household as they have similar daily experiences and challenges as siblings and parents. They have increased disposable income providing for spend on social activities. They have greater confidence that relationships with partners can be fulfilled and lasting as a result of the income and stability that comes with employment and they can begin to dream of having a place of their own to live in.

Evidence gathered during participant focus groups helped to provide qualitative evidence and included:



“A year ago my Mum wouldn’t have imagined me living by myself but now I’ve really grown up.”



“I used to sit in the house bored and now everything has changed for the best.”

6.4 Parents and carers

Parents and carers were the second group in terms of SROI benefit realising just over **£3,191,317** of the overall value. Discussions with parents, feedback from a teacher and evidence from participants in focus groups all provided consistent evidence of the impact Workforce 3 services had on parents. Parents can face anxiety in many respects including behaviour of their son or daughter at home, concerns for their son or daughter’s mental health as a result of withdrawal and isolation, the impact on family cohesion as a participant may become more isolated from siblings due to the development of different life paths, limited time with other family members as there may be no respite when looking after their son or daughter with autism and there can be parental isolation as their own social life and that with their spouse/partner suffers as a result of home life pressures.

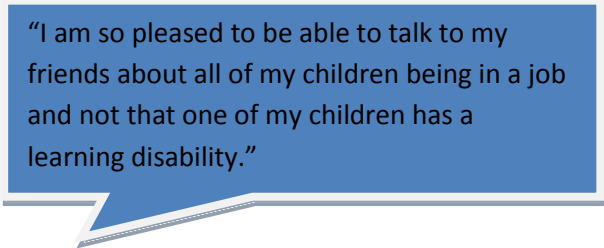
Throughout the life of the participant to date it is clear from the research that parents worry about their son or daughters future. This includes his/her ability to travel to education, transition post

school and their future ability to live independently and maximise life opportunities. It was evident from engagement with parents that confidence in the providers of the Workforce 3 project was high as parents celebrated the work experience, training and enhanced life opportunities working with the NOW and Stepping Stones teams was bringing. One mother commented that while school was a very positive experience for her daughter (and she spoke highly of the school staff) she stated that “Stepping Stones encourages independence, offers stimulations and isn’t just a place to attend.”

Parents consistently noted the positive impact that the Workforce 3 programme was having on their own health and wellbeing as stress was reduced as a result of the growing confidence and comfort they had from their son or daughter’s participation and progress on the programme.

Participants making a greater contribution in the house is another factor which leads to reductions in parental stress e.g. making food for themselves and helping with cleaning tasks in the house. One parent noted how positive it was for them to get morning coffee served to them in bed by their son (as a result of them developing coffee making skills on the programme). A mother talked of how proud they were that their daughter came shopping with them and also led on conversations in the shop when buying a new coffee machine.

The importance of integration into the family unit was very important to parents and they indicated that it was positive that their sons and daughters could talk to other members of the family about work placements and training. As one mother highlighted:

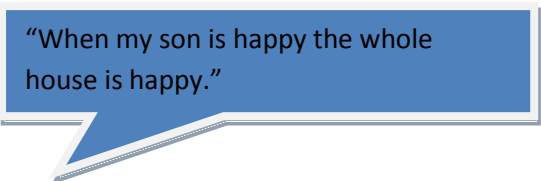


“I am so pleased to be able to talk to my friends about all of my children being in a job and not that one of my children has a learning disability.”

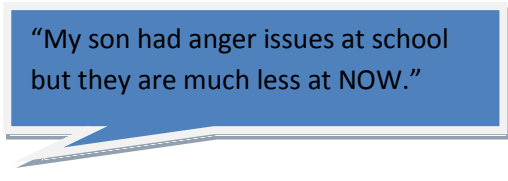
Parents reported the following positive changes when engaged in the research:

- Reduction in levels of stress: 50%
- Time for self and others as a result of child’s growing independence: 39%

The value of ‘Family Cohesion’ has been included in this evaluation based on the feedback from parents and participants. Discussions provided evidence of lessened stressful situations in the house as participants manage difficult situations better than they would have done previously. The value of improvements in participants behaviours are captured in the following comments from parents:

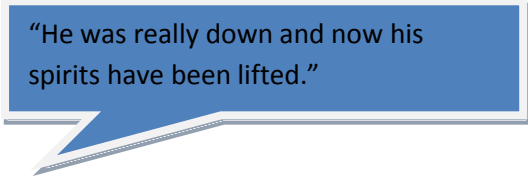


“When my son is happy the whole house is happy.”

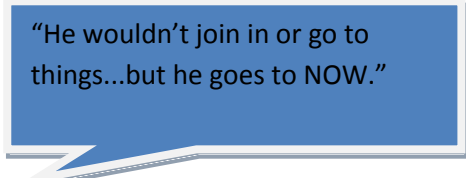


“My son had anger issues at school but they are much less at NOW.”

Interviews with parents also helped to corroborate the findings of research with participants, with parents confirming similar progress in the areas reviewed in focus group questionnaires and outcome stars. Comments included:



“He was really down and now his spirits have been lifted.”



“He wouldn't join in or go to things...but he goes to NOW.”

Parents who were interviewed placed a great emphasis on the specific value that the Workforce 3 team had brought to their child's progress. They suggested there were few if any alternatives for their child and changes in behaviour were largely as a result of the input of the team. This feedback has been noted in the SROI Map when the issues of deadweight, displacement and attribution have been considered.

6.5 Employers

A 2015 survey conducted by Mencap⁵ identified that 23% of employers felt that their staff would not be happy working with a colleague who had learning disabilities and 45% of employers who had no experience hiring staff with learning disability felt it would be difficult for the public to deal with them. It further suggested that 65% of adults with learning disabilities in the UK want to find employment but only 7% have managed to achieve it.

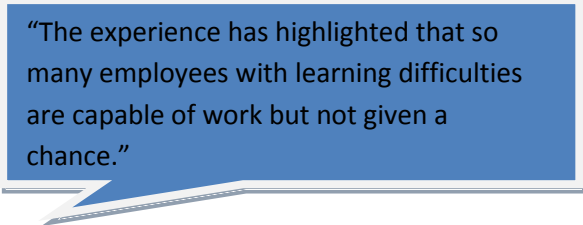
74 employers provided placement or voluntary opportunities to participants during the period under review. Telephone interviews and meetings were used to identify that employers realised **£134,555** value representing **1.26%** of the overall report value. Employers were able to identify a range of expected outcomes which included:

- An increase in disability awareness issues for those staff who interact with the relevant staff member.
- The positive contribution and qualities that staff with learning disabilities bring to the workplace
- The value of Workforce 3 mentoring for those occasions when the employer may not be sure how to manage the situation.
- A comfort with the range of reasonable adjustments that can be made to maximize the staff member's potential
- The ability to identify and avoid potential situations which may cause the staff member unnecessary concern or stress
- Appreciation of workplace diversity

Meetings and telephone discussions helped to identify a range of benefits to participating employers. Participants on placement were described as 'valuable members of staff' and their positive level of engagement with customers was noted. As a result of support from Workforce 3

⁵ <https://www.theguardian.com/sustainable-business/2015/nov/10/companies-fear-employing-people-learning-disabilities-survey-reveals-mencap-ian-duncan-smith>

Employment Officers employers felt participants were able to get the right balance of challenge and care when on placement. One employer, when asked about the benefits of working with a staff member with learning disabilities, said ‘we are all being educated’ as they had no previous experience of managing someone in this situation. It was also noted that participants with placements are able to bring skills learned into the home environment with tales of cooking for parents described as ‘amazing’ by one mother.

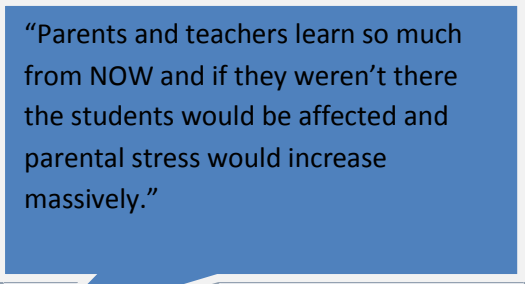


“The experience has highlighted that so many employees with learning difficulties are capable of work but not given a chance.”

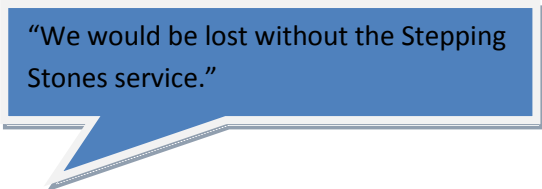
6.6 Schools

The research for this report has identified a benefit to schools of **£70,277**. This outcome derives from the reduction in time required by teachers to support students who now benefit from interventions and support provided by members of the Workforce 3 team in the classroom.

A conversation with a staff member from a local school helped to identify benefits of extracurricular activities provided by Workforce 3 such as careers advice, support for parents on the transition planning courses.



“Parents and teachers learn so much from NOW and if they weren’t there the students would be affected and parental stress would increase massively.”



“We would be lost without the Stepping Stones service.”

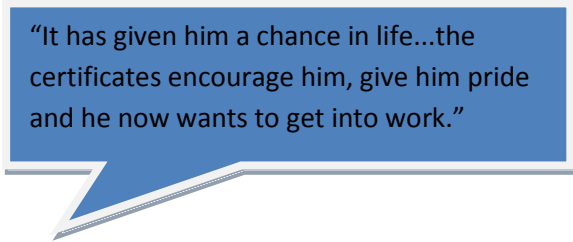
6.7 Health and Social Care Trusts

Benefits and outcomes for the Health Service have been identified as follows:

- Reduced daycare hours (Health and Social Care Trust based saving)
- Time saved by Social Workers as a result of referral support from Workforce 3

Health professionals who were interviewed suggested that Workforce 3 was giving participants ‘a chance in life’ particularly when there were limited alternatives. Another commented on the Workforce 3 team’s ability to carry out assessments, their willingness to ‘get to know’ the participants and that without the support of Workforce 3 staff social workers could be spending up to 40 hours more with their clients.

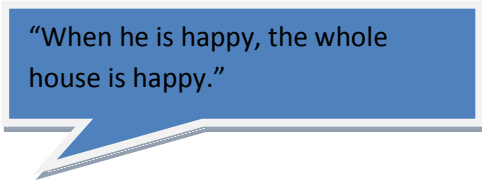
The total valued outcome for this stakeholder group is proposed at **£2,076,807** representing **19.48 %** of the overall SROI value.



“It has given him a chance in life...the certificates encourage him, give him pride and he now wants to get into work.”

6.8 Siblings

Siblings have been identified as indirect beneficiaries of the Workforce 3. Discussions with parents and participants identified the peer influence participants can have on brothers/sisters e.g. desire to get into employment, improve your life chances and study. It also identified that home life for siblings can improve as interaction with the participant can improve and common issues are identified for discussion. Siblings can also benefit from the additional time parents have as a result of respite time. The value attributed to siblings is **£600,550**.



“When he is happy, the whole house is happy.”

6.9 Department for Communities

The Department is identified as a beneficiary as it gains from the reduction in financial claims as a result of participants gaining employment and being less reliant of benefits payments. The value attributed to the Department is **£149,470**.

7. Social Return on Investment

The challenge for this evaluation is to attribute a value to the outcomes experienced. This is done by initially developing a core outcomes framework from which the outcomes and impact of Workforce 3 services can be mapped.

The following narrative is offered as a description of the social impact of Workforce 3 to illustrate the SROI figure in the Impact Map and to offer a rationale for the data and financial values used.

A SROI ratio of **approximately £7:£1** has been provided based on the data provided and the financial proxies utilised in the Impact Map. This is based on a Total Present Value of **£10,663,217** against an investment (input) of **£1,553,000** during the period under review.

7.1 Summary of social return

The most significant stakeholder in terms of social value created is that of the Participants participating in the programme. This group is proposed to accrue % of the total social value created with the remaining value being spread across:

- Parents and carers
- HSCT
- Siblings
- Employers
- Schools
- Department for Communities

Group	Impact value	%
Participants	4,440,240	41.64
Parents/Carers	3,191,317	29.93
HSCT	2,076,807	19.48
Siblings	600,550	5.63
Dept for Communities	149,470	1.40
Employers	134,555	1.26
Schools	70,277	0.66
Total	£10,663,217	100%

The proposed social value is proposed at approximately **£7:£1** with a range of values from **£6.45 to £6.83** depending on reduced sensitivity factors used such as attribution, displacement and deadweight accounting for the level of change that would have occurred anyway and other contributing factors

Table 6: Total Social Value

7.1.1 Whose value is it

The £6.87 estimated social value is roughly distributed among the stakeholder groups as follows, with Participants experiencing the most significant value:

Group	Impact value £
Participants	2.87
Parents/carers	2.02
H SCT	1.35
Siblings	0.39
Department for Communities	0.10
Employers	0.09
Schools	0.05
Total	£6.87

Table 7: Impact Value breakdown

7.2 Verifying the result

In order to help verify the calculation of social value a series of discount factors are applied and a sensitivity analysis has been completed to further test the assumptions and data for the agreed outcomes.

7.2.1 Discounting

It is necessary to “discount” the values generated by each of the financial proxies in order to ensure a realistic and credible figure is utilised. The following methods are most commonly used with the SROI model:

Deadweight: An assessment of how much of each of the outcomes would have happened anyway, without the intervention of Workforce 3 providing them i.e. that the service user would have taken action to alter behaviour. For example, that a young person on leaving school is informed and motivated enough to take action such as enrolling in additional training, volunteer or access employment without the intervention of the programme.

Displacement: An assessment of how much of each of the outcomes displaced other activities or outcomes that would otherwise have occurred. For example, that the work of Workforce 3 displaced that of similar projects or activities such as that provided by other youth providers e.g. Youth Action, Further Education Colleges, Jobs and Benefits Offices or Job Assist Centres.

Attribution: An assessment of how much of each of the outcomes was generated by the contributions of other organisations or people e.g. referral sources, family members etc. For example, it is possible that parents can have an impact on the development of independent behaviours of the participant.

Drop-off: In future years, beyond the initial year of service delivery, the amount of each outcome that can be directly attributed to the project will be greatly reduced as it becomes more influenced by other factors and the original intervention impact diminishes.

Coupled with the discount rate of 3.5% suggested by HM Treasury guidance this ensures credibility of forecasting social value.

7.2.2 Sensitivity Analysis

Given that the analysis contains estimations and assumptions, it is prudent to review where these decisions have had a significant effect on the overall SROI calculation and to consider, therefore, the assertion that can be placed on such figures.

The sensitivity analysis explores the impact on the SROI ratio of changing some of the study’s key assumptions. Discount rates thought to be significant were amended to clarify the impact of changing attribution, deadweight or displacement.

Outcome values generated from research methods were adjusted to determine the impact of changing particular values, given that questionnaires results were extrapolated over the full stakeholder group.

The most significant (or sensitive areas) for the analysis relate to:

Stakeholder	Outcome
Participants	Improvement in the management of stressful situations
	Gaining employment and life related qualifications
HSCT	Reduced daycare hours
Parents & Carers	Reductions in the levels of stress as a result of child’s wellbeing and improved future life opportunities

Table 8 Most significant outcomes

Collectively these four outcomes accounted for approximately **55%** of the assumed value of social impact. The extent to which these core outcomes are sensitive to change is analysed further in Table 9.

Stakeholder	Outcome	Factor chosen	Changed to	Ratio	
Participants	Participant improvement in socialisation with friends, new friends and family	Quantity	Number reduced to 300	£6.79	
		Deadweight	Significantly increased to 30% from 10% to reflect potential that more participants would have taken action without the project	£6.79	
		Displacement	Parents and Participants and Health Professionals indicated the primary responsibility for improvement came from NOW. however the % has been increased from 10% to 20% to measure sensitivity if alternative services were available		
		Attribution	Increased to 20% from 40% to reflect potential for 5 participants being encouraged by other groups, peers	£6.7	
	Gaining employment and life related qualifications	Quantity	The number of participants was 171 . This has been reduced to 140 as not all may realize the benefits	£6.61	
		Deadweight	Significantly increased to 30% from 10% to reflect potential that more participants would have taken action/gained qualifications without the project	£6.55	
		Displacement	Whilst the participant group identified issues of suitability with 'mainstream' services for the purposes of sensitivity this has been increased to 25% from 10%	£6.63	
		Attribution	Increased to 40% from 15% to reflect potential for 5 participants being encouraged by other voluntary	£6.4	
	HSCT	Reduced daycare hours	Quantity	Reduced the number of hours (participants) needing daycare to 60k hours	£6.63
			Deadweight	30% from 10%	£6.57
			Displacement	20% from 5%	£6.66
			Attribution	25% from 5%	£6.59
Parents & Carers	Level of respite as a result of the participant living more independently	Quantity	The number of parents/carers estimated to have benefitted has been reduced from 584 to 389 (representing one parent/carer per Service participant)	£6.65	
		Deadweight	Both increased from 5% to 25%	£6.73	
		Displacement		£6.73	
		Attribution	Increased from 20% to 30%	£6.78	

Table 9 Sensitivity Analysis

This sensitivity analysis produces a range of ratios from **£6.45** to **£6.83** by increasing the discount factors to reduce the proposed effect of Workforce 3 services or by amending the number of participants affected by the outcome.

The above exercise indicates that even when we change these factors or numbers the reduction in the final SROI outcome would be minimal.

8. Conclusions

8.1 Conclusions for Workforce 3 services

Workforce 3 provides a vital service for clients who may otherwise have few if any other alternatives as they seek to maximise life opportunities, their personal skills and knowledge and ultimately for many the desire to find and maintain suitable employment.

The programme impacts on a wide range of participant personal skills and has an indirect impact on those who are close to participants as parents and carers benefit from new found hope that their child will have as fulfilling a life as possible and the general pleasure that watching their child attend activities and learn brings.

It also impacts on employers as they benefit from staff who make a positive contribution to their business while on placement and for some a source of longer term employment. Further benefit comes from a wider understanding of learning disability and in particular the value of employees with learning disability and a better understanding of the 'reasonable adjustments that need to be made.

The programme provides a vital service to schools during that uncertain period for pupils when they must transfer from an environment they are familiar with to one which may not exist or creates nervousness by the very fact that it is new. Teachers also benefit from the particular skills brought to the classroom by Workforce 3 staff as they develop a greater understanding of the process and options available.

The Health Service and relevant the government department benefits as time spent on Workforce 3 lessens the time required for engagement by social workers and increases the numbers of participants who are engaged in learning and employment activities.

Fundamental to these achievements are the practical learning methods employed by the partnership e.g. placements in social enterprise cafes and the dedication of staff and participating employers who support and provide opportunities.

The Social Return on Investment analysis suggests that approximately **£7** of social value is created for every **£1** invested.

8.2 Recommendations

The research has helped to identify a number of recommendations which could help to add value to the process of future SROI reports. There is evidence of significant and growing impact across the stakeholder group and the recommendations are largely based on the opportunity to capture further evidence of SROI value in future evaluations.

1. Future focus groups or research with parents and completed by NOW/Stepping Stones outside of the formal SROI research process should ask for their feedback on their child's progress based on the areas included in the questionnaire to be found in the appendices. This approach will help to capture information and the 'journey' on a scaled process enabling results to integrate with the requirements of future evaluations. The comment boxes could also be used to capture parental opinions on the impact of any client improvement on siblings, the parents themselves (e.g. stress and benefits of independence of their child), specific examples of change and whether they have spoken to other parents

about Workforce 3 services. In summary the questionnaires used with parents will have greater future value in SROI reports if they can 'mirror' the information sought for SROI evaluations.

2. It is recommended that Outcome Star areas for measurement are reviewed, to include other areas including isolation and loneliness and health and wellbeing.
3. Participants on focus groups generally have scored their journey more positively than participants via the Outcome Star process. There can be many reasons for this (see recommendation 4). It is recommended that all staff get further training on Outcome Star ratings to ensure consistency of approach.
4. Linked to recommendation 3 it is further recommended that initial Outcome Star measurements should be revisited at interim review. Workforce 3 staff members have indicated that participants can misjudge their actual rating from the outset (most likely to overestimate their abilities) as they may be concerned at rating themselves with a low score (which may be a better representation in some situations) as they fear being judged poorly by Workforce 3 staff. It may only be after a number of months that participants can truly rate what their original e.g. level of communication skills were, when they have been through an initial learning journey and have time to reflect on what their original position actually was.
5. Staff have provided evidence and engaged positively in the SROI evaluation process. The levels of understanding of SROI across staff on the programme is varied and it is suggested that all staff receive a copy of the report and receive an overview of the SROI process. This further knowledge will help identify future evidence and impact for future evaluations. It further suggested that performance management discussions with staff should include planning and detail of SROI evidence identification, to promote an ongoing social value culture and proactively identify evidence for next year's evaluation process.
6. The partnership should continue to widen the number of students and parents providing video testimonies (with their permission). Assessment for this report, like last year, identifies the important personal impact and changes to lives that the programme helps to facilitate. A report can capture quotes (see Appendix 1) and stories, however the story is much more powerful when delivered verbally by the beneficiary.
7. Employer research highlighted benefits of engaging with Workforce 3. Participants are supported and visited by job coaches who advise employers and support participants in the daily challenges of working life. It is recommended that employer representatives should be asked (once a year) how the experience of working with Workforce 3 (and the context of working with an employee with a disability) is impacting on the wider organization. Evidence from these conversations may be more easily obtained and consistently structured if completed by the job coach, who is known and trusted by the employer.
8. It is recommended that the partnership completes a quarterly review of SROI impact, to maintain momentum of SROI measurement, provide opportunity for more recent reflection of social value examples and integrate review processes with other evaluation mechanisms.

Appendix 1 Research quotes supporting report findings

Employment

“I didn’t know how to get the bus on my own and now I am great at it.”

“I do a lot of walking every day.”

“I used to sit in the house bored and now everything has changed for the best.”

“I am very good at helping people out when they are sad or have other problems.”

“My mum and dad are a lot happier because I am having fun and gaining more independence.”

“Having the workplace to go to helps to kill the loneliness.”

“My parents feel happier that I am getting out more.”

Training

“One day I was in class for my NVQ course just off the Falls Road when a few girls I had met through NOW came up to meet me and show me how to get the bus back down into town. This was really nice of them and helped me be more confident getting the bus.”

“I’ve made lots of friends through my placement.”

“I like that it is small classes, you get the help you need.”

“Achieving qualifications makes me proud.”

“I definitely wouldn’t have got a Level 1 qualification if I didn’t come here.”

“I’m trying to pass on what I learn in English here to my 16 year old daughter. I work with her to try and improve her writing.”

Job Club/Employment

“I have started to help more at home with housework and the garden”

“My mum and dad are happier with me now.”

“I have learned what to eat and do more exercises.”

“I had bad anger but not as bad now.”

“I spend more time with my girlfriend.”

“I feel more wanted as a person.”

"I get more exercise and get up earlier."

"I go out more with friends from Stepping Stones."

"I work harder and enjoy life."

"My mummy and daddy know I am happy and safe."

"I am more confident and make good lattes."

"I have learned to multi task."

"I am now more willing to socialise with my family."

"I am bonding with my family."

"People outside of Stepping Stones made a fool of me before."

"I am not using my disability as an excuse and am less likely to say that I can't do something."

"There has been a dramatic change in me."

"Stepping Stones have helped me understand what stress is."

"I am more willing to do new things and come out of my comfort zone."

"It has given me more of a social life."

"I can persevere through hardships more than I could before."

"People looking for employment come from all sorts of backgrounds and the worth they can bring is vast."

"I'm walking more and more."

"I used to be a quiet person and now I can talk to anybody."

"When I was not in a group I felt lonely."

"I am able to fill out application forms without much help."

"Before I came to Job Club I believed that I couldn't get a job but now I have been able to get one."

"NOW has impacted upon my partner as she now believes I can do anything I want."

"I have less stress before interviews and my mum is less stressed about my future."

Parents

"My daughter has started helping with the weekly shop...she would never have done that before."

"My son knows he hasn't made it educationally to date...but Stepping Stones is like your education has started."

"I have a belief that my son can achieve now."

"Stepping Stones encourages independence, offers stimulations and isn't just a place to attend."

"Without Stepping Stones my daughter would be at a resource centre or at home...as a parent I would not have been happy about that."

"Isolation for my son would have been very problematic had it not been for stepping Stones...and I can't put that strongly enough."

"My son plays for a 'special needs' rugby club. Good news spreads among the parents and other parents have got to know about Stepping Stones."

"Staff where he works are now less stand offish."

"He has learnt how to get the bus...which is fantastic and a weight of my mind. I had taxied him from 5 years of age but now that has changed."

"His brother enjoys hearing what he has been doing at Stepping Stones."

"Stepping Stones has far exceeded expectations."

"My son's coping mechanisms have significantly improved."

"All family members have noticed my son's improved independence."

"It's great telling my friends that ALL my children are going to work."

"The support from Stepping Stones is priceless to my family."

"NOW don't see the disability, they see the person."

"It's not like when he went to school...school was a nightmare...it was hell in the house...not now though."

"My son wouldn't be employed without NOW."

"My son previously slept in to 3pm, now he is out for 8.30am."

"My son was previously socially isolated and lonely."

"I now have the time to go for walks and to the cinema with my husband."

"My son has a focus and structure to his life."

"I am more confident he can be the best he can be."

"It is reassuring to know he is doing well and enjoying life, he could be just sitting in the house by himself."

"The Hive is brilliant."

"I love The Hive."

“Before NOW my daughter wasn’t able to get the bus by herself so I would give her a lift to places and have to go back to give her a lift home. Now she is happy to get the bus into town herself and even goes in to meet friends she has made through NOW.”

Schools/Education Authority

“It changes parents perceptions of what their child can do.”

“We would be lost without the Stepping Stone’s service.”

“Sarah (Stepping Stones) is amenable and affable...her meeting parents face to face is so important.”

“NOW (Lorraine’s) links with the parents is fantastic.”

“NOW has a massive impact on parents.”

“Parents and teachers learn so much from NOW and if they weren’t there the students would be affected and parental stress (re the transition from school) would increase massively.”

Employers

“I was more mindful of requirements when he was training as a result of feedback from NOW staff.”

“If an employee is not explicit then you believe they are 100% ready for work.”

“The experience has highlighted that so many employees with learning difficulties are capable of work but not given a chance.”

“With NOW the placement process was never a ‘sob story’.”

“It has challenged the stereotype.”

“Mindsets have changed.”

“We were aware of what he was capable of...not just what he couldn’t do.”

“We are all being educated (in disability awareness as a result of placements)”

“When I spoke to his mum she was amazed that he made potato wedges at home.”

“Does it make a difference to participants...yes...big time!”

Health Professionals

“He is treated as an individual, NOW caters for his needs and staff are very ‘clued in’.”

“It has given him a chance in life...the certificates encourage him, give him pride and he now wants to get work.”

“In training he concentrates well...even with ADHD.”

“If Stepping Stones weren’t providing the service the burden would fall on social workers and parents.’

Appendix 2 Focus Group Questionnaire

Name:

Date:

Programme:

Scoring Guide 1 (Low) - 5 (High)

Communication Skills

Before: 1 2 3 4 5

After 1 2 3 4 5

Independence

Before: 1 2 3 4 5

After 1 2 3 4 5

What can you do **on your own** now that you couldn't do previously?

Health and Wellbeing

Before: 1 2 3 4 5

After 1 2 3 4 5

What has changed/improved? How does this impact **on you or others**?

Social Skills/Relationship Building

Before: 1 2 3 4 5

After 1 2 3 4 5

How has your NOW group (attendees and staff) helped with your friendships and social life?

Productive Use of Time

Before: 1 2 3 4 5

After 1 2 3 4 5

What do you spend time doing that you didn't do before? Why do you feel it is more productive?

Personal Motivation

Before: 1 2 3 4 5

After 1 2 3 4 5

Dealing with Stress

Before: 1 2 3 4 5

After 1 2 3 4 5

Self Esteem

Before: 1 2 3 4 5

After 1 2 3 4 5

What do you believe about yourself that you didn't do before?

Confidence

Before: 1 2 3 4 5

After 1 2 3 4 5

What do you believe you can do now that you didn't before? What caused this and who influenced you?

Isolation and Loneliness

Before: 1 2 3 4 5

After 1 2 3 4 5

What has changed and how does that impact on you?

Influencing others:

Have you recommended NOW to others? Have they attended?

Who else do you feel your attendance at NOW has impacted upon? What is the impact?

**Can the NOW assessor contact your parents or carer to discuss your participation on the NOW course?
YES/NO**

Name:

Contact number:

Appendix 3 Impact Map