

# youth ACCESS



Training pack  
Coordinators Programme  
on  
Performance Improvement  
Tuesday, 22nd November to  
Thursday 24th November '05

Helen Stollar - Training and Development Officer, Advice  
Services

Catherine Wilson - Development Manager Counselling  
Services

<b>Contents page</b>	<b>page no.</b>
□ Performance training timetable	3 to 5
□ Training aims and objectives	6
□ Conditions for learning	7
□ Presentation one – Performance Improvement	8 to 9
□ Supplementary Information on Performance Improvement and exercise	10 to 12
□ Presentation two – Assessing Organisation Strengths and Weaknesses	13 to 20
□ Exercise 2 - Assessing strengths and weaknesses	21
□ Presentation 3 strategic Planning	22 to 25
□ Supplementary Information on Strategic Planning and exercise	25 to 28
□ Presentation four on Assessing and Improving Quality	29 to 31
□ Supplementary Information on Assessing and Improving Quality and exercise	31 to 32
□ Presentation 5 - Benchmarking Best Practices Measuring Organisational effectiveness in relation to similar organisations	33 to 36
□ Supplementary Information on Benchmarking and exercise	36 to 37
□ Presentation 6 on Monitoring and Evaluation	38 to 39
□ Supplementary Information on Monitoring and Evaluation and exercise	40 to 41
□ Suggested reading	42
□ Complaints procedure	43 -44

# YOUTH ACCESS CO-ORDINATORS' MEETING

## PERFORMANCE IMPROVEMENT

Tuesday 22<sup>nd</sup> – Thursday 24<sup>th</sup> November 2005

### TRAINERS TIMETABLE

The following details are to give you a rough idea of how the days will break down into sessions/meal times/free time etc.

**The facilitators are:** Catherine Wilson, Development Manager Counselling Services and Helen Stollar, Development Officer, Training, Advice Services.

### Tuesday 22<sup>nd</sup> November

1.00	<b>Lunch</b> - put up welcome flip chart and names of trainers
2.00	Housekeeping Icebreaker Introductions What will be covered today Handbooks Resource table Opportunities for networking
2.30	Information Exchange - what does PI mean to me?
2.45	Training Objectives Exercise 1 - Looking at objectives Learning Contract
3.15	Programme for the meeting Presentation 1 - Context and Background
3.45	<b>Tea/Coffee</b>
4.15	Questions and answers Icebreaker
4.45	Presentation 2 – Strengths & Weaknesses and Q and A Exercise 2
6.00	<b>Break</b>
6.30	<b>Dinner</b>

## Wednesday 23<sup>rd</sup> November

8.45	<b>Breakfast</b>
9.30	Group recap and overview of today's training
9.45	Icebreaker
10.00	Presentation 3 - Strategic Planning and Q and A Exercise 3 part one
11.00	<b>Tea/Coffee break</b>
11.30	Feedback
11.50	Exercise 3 part two Strategic Planning
12.10	Icebreaker (HS)
12.20	NCVO speaker on - PI hubs and ChangeUp Strategy followed by Q and A
1.00	<b>Lunch</b>
2.00	Reflection questions/thoughts
2.15	Icebreaker
2.30	Presentation 4 - Assessing and Improving quality and Exercise 4
3.20	NYA speaker on – the Youth Quality Mark followed by Q and A's
<b>4.00</b>	<b>Tea break followed by personal time</b>
5.00	Presentation 5 – Benchmarking Q & As Exercise 5
6.0	Reflection
6.15	Break
6.30	<b>Dinner</b>

## Thursday 24<sup>th</sup> November

8.45	Breakfast
9.30	Group recap of yesterday and today's programme
9.45	Presentation 6 – Monitoring and Evaluation Q and A
10.15	Exercise
<b>10.45</b>	<b>Break</b>
11.15	Individual time for reflection on learning and action planning for presentation to group
12.40	Training needs for next co-ordinators meeting
12.50	Evaluation
1.00	Lunch and Depart

# PERFORMANCE IMPROVEMENT

Tuesday, 22nd November to  
Thursday 24th November '05

## AIMS & OBJECTIVES

**Aim:** To provide agencies with tools, methods and approaches to improve performance in organisations to equip you in the commissioning process.

**Objectives:**

Participants will be able to:

- understand Performance Improvement
- assess organisational strengths and weaknesses
- use quality and self assessment tools to improve quality within your organisation
- understand and apply tools to measure organisational outcomes and impact
- use Strategic plan frameworking to assess and clarify purpose and to inform developments over the new few years
- demonstrate their use of appropriate tools to measure organisational effectiveness in relation to similar organisations

## **Ground Rules / Conditions for learning**

The following are intended to foster the development of a creative group process which mobilises the group's awareness, energy, excitement, contact & trust: -

- Take ownership of your language & behaviours;
- Check out if you are really listening or just waiting for your chance to jump in;
- Make an effort to talk directly to another person;
- Listen to other people's feelings and acknowledge them;
- Assume confidentiality unless there is some explicit agreement to do otherwise;
- Experiment with taking risks as you participate - let people know what you are thinking & feeling.

# Presentation one – Performance Improvement

Slide 1

Performance Improvement

Context + background

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Slide 2

ChangeUp Strategy

- Capacity building and Infrastructure Framework for the VCS
- The ChangeUp Strategy
- National Hubs
- Sustainability – strengthening the stability of public funding

Youth Access

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Slide 3

What is performance Improvement

**“For any VCO, its ‘performance’ is the extent to which it achieves its mission and furthers its cause. Improving performance is therefore about better achieving your mission, about achieving better outcomes, and about becoming a better quality organisation.”**

**NVCO and CES**

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Slide 4

**Performance Improvement Hub**

- What is it?
- What's it for?
- What will it do?

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Slide 5

**Tools and benefits**

- Tools and methods to improve performance
- The PI areas
- Benefits of PI to your agency

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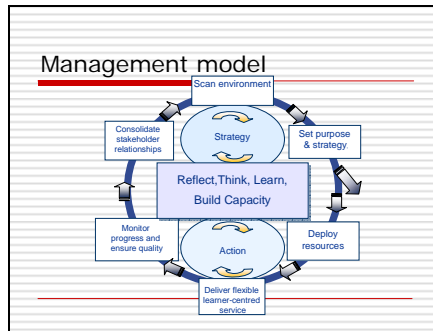
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Slide 6



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## **Supplementary Information on Performance Improvement**

### **Vision and Key Proposals re the ChangeUp Strategy**

The ChangeUp document sets out a vision of what VCS infrastructure might look like in 10 years time if the framework achieves its aims. In summary this vision is that VCS infrastructure is:

- available nationwide and structured for maximum efficiency
- sustainably funded
- offering excellent provision
- reflecting and promoting diversity

The key proposals in the ChangeUp framework designed to move the sector's infrastructure toward this vision are:

- o that national hubs of expertise be created to support and develop best practice in performance improvement, workforce development, ICT, governance and financing the voluntary and community sector, as well as more co-ordinated and consistent support for the recruitment and development of volunteers
- o that VCS infrastructure organisations at a local, sub-regional and regional level come together with the public sector and other funders to produce Infrastructure Development Plans for their area
- o that an Infrastructure National Partnership be created to provide leadership and oversee implementation of the framework

The emphasis is very much on collaboration across and between different tiers of infrastructure and between generic and specialist infrastructure providers. The framework also promotes collaborative working between large and small delivery organisations and peer learning initiatives for frontline organisations

### **National Hubs of Expertise**

The five proposed national hubs of expertise are to be fully set up and running by 2006. Hubs will be owned by the sector and housed in existing organisations. Each hub will be a partnership of organisations.

Whilst each hub has a different focus they will have some common functions. Broadly these common functions will be to:

- o provide a single gateway to support in their specialist area
- o gather and develop expertise to strengthen support in that area and develop tools to facilitate good practice where appropriate
- o facilitate the sharing of good practice at all levels

- improve signposting to other sources of support nationally, regionally and locally
- identify gaps in provision and work to ensure that they are filled
- broker relationships between individuals, organisations and other sectors where appropriate
- work with funders, purchasers, regulators, potential partners and other agencies to influence them in the sector's best interests
- provide leadership and oversee implementation of relevant recommendations in the ChangeUp framework and associated strategies

In addition to these common functions hubs will take on roles appropriate to their specialism and provide support for, and a link, to action at other tiers.

Each hub is to have in place a business plan by April 2005. These business plans will set out details of the partnership, the accountable body, their terms of reference, governance and finance arrangements and their processes for stakeholder involvement. They will need to demonstrate that they are inclusive, responsive and accountable and that they meet the needs of specialist and generalist infrastructure organisations including objectives and actions to meet specific needs in relation to small community organisations, BME and faith organisations, social enterprises and rural as well as urban organisations. They will also need to present an analysis of the key challenges in their specialist area, details of their proposed monitoring and evaluation framework, budget and investment plan. The ACU will help coordinate these business plans and share information and plans across hubs.

## **Sustainability**

More stable and coherent funding arrangements are needed for the sector's infrastructure. The ChangeUp framework proposes a two-pronged approach.

Improved income generation by infrastructure bodies through charging for goods and services where appropriate and feasible - it is hoped that this will make infrastructure organisations more responsive to user needs. Government in turn should recognise the cost of accessing infrastructure support as part of full cost recovery when funding frontline organisations.

Strengthening the stability of public funding - Government has a key role to play in maintaining the existence of strong and robust infrastructure. Public funding should be strategic and where possible long-term. It should cover core infrastructure functions and the costs of assisting the development of smaller and newer organisations not in receipt of public funding. Public funding should be used to address the support needs of frontline organisations which, in turn, will enable them to meet the needs of their end users

## Principles

The ChangeUp Framework is underpinned by the following principles:

1. **Independent** - recognising that frontline organisations are independent organisations that determine their own futures.
2. **Needs led** - encouraging frontline organisations and infrastructure bodies to link the development of their activities to clear evidence of need.
3. **Collaborative** - facilitating and promoting collaborative relationships between the voluntary and community sector, government and other key stakeholders.
4. **Outcome-focused** - encouraging frontline organisations to deliver outcomes, report on their impact and demonstrate their achievements.
5. **Sustainable** - helping to create sustainable organisations and infrastructure capable of addressing the complex social issues that require public action.
6. **Delivered** close to the point of need - enabling services and activities to be delivered as close to the point of need as is economically viable and consistent with achieving quality.
7. **Diverse** - encouraging frontline organisations and infrastructure bodies to respect, involve and meet the needs of the diversity of individuals and communities in England.
8. **Excellent** - enabling and encouraging frontline organisations to strive for excellence in all that they do, even if that sometimes means making fewer commitments.
9. **Efficient** - enabling and encouraging greater efficiency in frontline organisations' work and their relationships with government.
10. **Accountable** - enabling and encouraging frontline organisations to become more accountable and more responsive to their stakeholders. (Source NCVO website)

# Presentation two – Assessing Organisation Strengths and Weaknesses

Slide 1

**PERFORMANCE IMPROVEMENT**

“Increasing the impact of an organisation in fulfilling its aims and objectives for the maximum benefit of its users”  
OSTG

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Slide 2

**PERFORMANCE IMPROVEMENT**

a comprehensive 'diagnosis' is a good starting place for an organisation embarking on performance improvement:

- How are we currently performing?
- What do we need to do to improve?
- What are our priorities?

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Slide 3

**COMPREHENSIVE 'DIAGNOSIS'**

- think in new ways
- ask the right questions
- what works well?
- what could be improved?

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Slide 4



**USEFUL  
ASSESSMENT TOOLS**

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**1. SWOT ANALYSIS**  
**2. FORCE FIELD ANALYSIS**

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Slide 5



**1. SWOT ANALYSIS**

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**1. STRENGTHS**  
**2. WEAKNESSES**  
**3. OPPORTUNITIES**  
**4. THREATS**

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Slide 6



**ORGANISATIONAL  
STRENGTH:**

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o **A resource to achieve objectives**

- what resources do you have access to?
- what do other people see as your strengths?
- what do you do well?
- what advantages do you have?

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Slide 7

**ORGANISATIONAL WEAKNESS:**

**A limitation that will prevent objectives from being achieved**

- what could you improve?
- what do you do badly?
- what should you avoid?
- what resources do you need?

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Slide 8

**ORGANISATIONAL OPPORTUNITY:**

**A favourable situation**

- the sector is expanding
- there are many funding and partnership opportunities
- essential for identifying opportunities in order to position for commissioning

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Slide 9

**ORGANISATIONAL THREAT:**

**Unfavourable situation potentially damaging to its strategy.**

- will we be able to adapt quickly enough?
- are other players larger, better resources and better placed?

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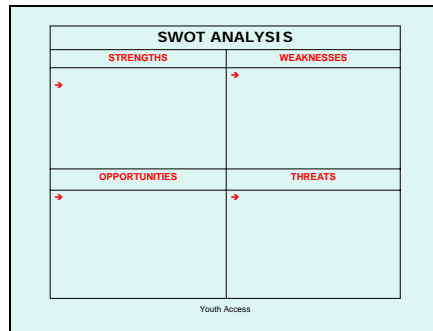
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Slide 10



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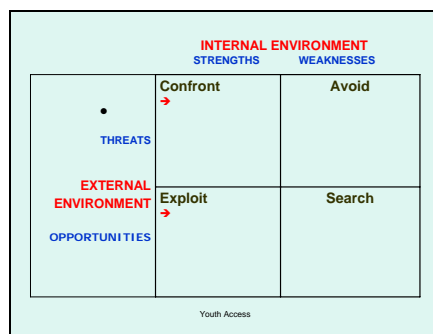
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Slide 11



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Slide 12

**Part I :**

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Collect a set of key facts about the organisation and its environment,  
*e.g.*  
***How is it meeting the Youth Access quality standards?***

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Slide 13

**Y.A. STANDARDS**

- Management
- Line management supervision
- Staff recruitment/selection/induction
- Training
- Publicity and promotion
- Initial access
- Premises
- Information services
- Advice services

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Slide 14

**Y.A. STANDARDS**

- Counselling assessment
- Counselling services
- Other personal support services
- Referral
- Case records
- Casework supervision
- Monitoring and evaluation
- Partnership

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Slide 15

**Part 2:**

- evaluate data to determine whether they constitute strengths weaknesses, opportunities, or threats

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Slide 16

**Part 3:**

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Consider data in an innovative way, e.g. could this:

- be considered as an opportunity as well as a threat?
- apparent strength turn out to be a weakness?
- weakness really represent a strength?

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Slide 17

**Part 4:**

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o Use the answers to give new insights into choosing appropriate strategies.

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Slide 18

**2. FORCE FIELD ANALYSIS**

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*Understanding the pressures for and against change*

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Slide 19

**FORCE FIELD ANALYSIS**

- FFA can be used when planning and implementing change – management programmes

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Slide 20

**PLANNING & IMPLEMENTING CHANGE MANAGEMENT:**

- as a useful method for gaining a comprehensive view of the different forces involved
- to identify driving forces & restraining forces in change
- to analyse the forces affecting a situation

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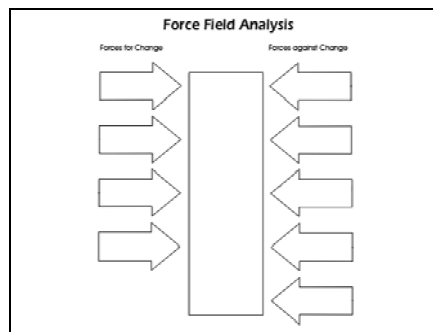
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Slide 21



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Slide 22

**Steps:**

1. Discuss and agree the current situation and the goal
2. Write the goal on chart between 2 columns
3. List forces for change in column 1 and forces against in column 2

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Slide 23

**Steps:**

4. Brainstorm the driving and restraining forces
5. Assign a score to each force from 1 (weak) – 5 (strong)
6. Discuss action strategies to:
  - reduce restraining forces and
  - capitalise on driving forces

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## Exercise 2 - Assessing strengths and weaknesses

Select one of the Youth Access Standards below.

1. Using a Force Field Analysis format look at what could be improved within your organisation.

When looking at your strengths and weaknesses remember to think about?

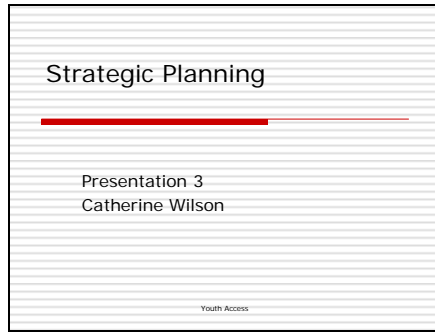
- what resources do you have access to?
- what do other people see as your strengths?
- what do you do well?
- what advantages do you have?

### **Youth Access Standards**

1. Management
2. Line management supervision
3. Staff recruitment/selection/induction
4. Training
5. Publicity and promotion
6. Initial access
7. Premises
8. Information services
9. Advice services
10. Counselling assessment
11. Counselling services
12. Other personal support services
13. Referral
14. Case records
15. Casework supervision
16. Monitoring and evaluation
17. Partnership

# Presentation 3 strategic Planning

Slide 1



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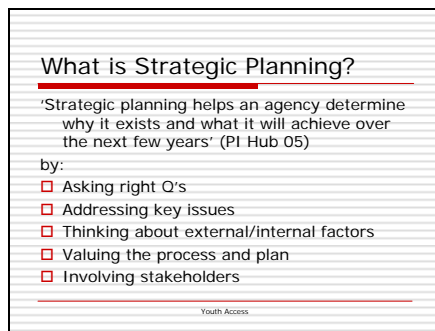
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Slide 2



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Slide 3

**What is strategic thinking?**

It's a simple concept -

- You visualize the other side of the mountain
- Plan and carry out the action to get there

Strategy involves being clear about where you are starting from and want to get to

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Slide 4

**Why Think Strategically**

Managers need to be strategic to manage the changes necessary to:

- Convert agency purpose into action
- Enable quick and flexible responses to YP, funders and other stakeholders

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Slide 5

**Thinking strategically continued..**

Managers need to keep a clear:

- view of the purpose
- idea of resources available to achieve the purpose
- sense of how changes to the work affect it
- Self belief

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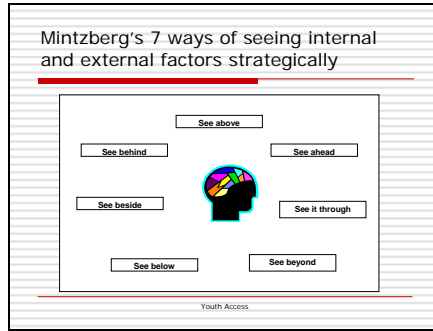
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Slide 6



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Slide 7

- Strategic thinkers ...
- Have a clear direction
  - Constantly scan external and internal environments
  - Flexible responses
  - Link theory to practice
  - Know what is possible
  - Learn from others
  - Need self belief
- Youth Access

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Slide 8

- Developing a strategic policy
- 10 stage approach to achieving strategic planning in the VCS
- Agree strategic planning process
  - Identify agency must dos
  - Clarify mission and values
  - Assess external/internal environment
  - Identify issues affecting agency
- Youth Access

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Slide 9

**Developing a strategic policy**

- Formulate plans to manage issues
- Review and adopt strategy
- Have a clear picture of what your agency should be like
- Implementation process
- Review

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Slide 10

**Pitfalls**

**Results of separating the strategic from the day to day**

- busy activity on the ground without focus or strategy
- fragmentation and lower quality
- lowering of morale and motivation
- planning becomes unrealistic
- organisation does not learn from successes or failures

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Slide 11

**Methods to build a learning organisation**

Tips –

- set clear priorities and success criteria
- communicate the strategy to all staff
- use the strategy and work plans in supervision sessions
- link management information and collection systems to the strategy

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## **Supplementary Information on strategic planning**

Strategic planning helps an agency determine why it exists and what it will achieve over the next few years by:

- Asking Q's about the organisation's purpose
- Addressing key issues inside the organisation
- Thinking about factors outside the organisation
- Doing this in dialogue with stakeholders
- Valuing the process as much as the plan

## Tip box

### What is strategy and strategic thinking?

Strategy is the combination of clear long-term goals (which are not in themselves very flexible) linked with clear plans of action (both short and medium-term and essentially, flexible) that enable the agency to reach those goals.

Strategic thinking needs to be distinguished from planning, which is the means for putting into effect the actions that emerge from the strategy, and happens after strategic thinking has taken place.

### Internal and external factors

Strategic thinking requires you to reflect on the wider world external to the agency and the inner world internal to the agency.

Henry Mintzberg<sup>1</sup> conceptualised this as strategic thinkers needing to **'be able to see'** things in 7 different ways – more or less at the same time

1. Seeing ahead – a clear vision of the future, what is likely to happen next, based on ....
2. Seeing behind – a clear understanding of the past linked to intuition and creativity.
3. Seeing above – the capacity to lift the mind above the detail and see the bigger picture, linked to...
4. Seeing below – the ability to see the bits that really matter.
5. Seeing beside – the capacity to see new ways to do things, make new connections between things, to think laterally and creatively.
6. Seeing beyond – having and holding a vision of the future as it might be, inventing the world that would not otherwise be.
7. Seeing it through – all the thinking in the world will be of little use if it does not lead to some action or change.

## Strategic Management

Is concerned with the formulation and implementation of strategy within agencies that combines:

- Awareness of the external environment
- Clear sense of purpose
- Capacity to deliver – taking account of the internal environment including the agencies strategy, structures, systems, staff, skills (management) style and shared values

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<sup>1</sup> Mintzberg, H. (1995) 'Strategic Thinking as Seeing' in Garratt, B. (ed) Developing Strategic Thought, London: Harper Collins

- Flexibility for action (effective plans to implement the strategy and capacity to respond quickly to changes in the environment).

### **Bryson's 10 stage approach to achieving strategic planning voluntary, youth and community sector**

1. Initiate and agree strategic planning process with all the main parties involved
2. Identify agency must do' – policy, procedure, practice
3. Clarify mission and values -
4. Assess external/internal environment + include any internal boundaries between teams
5. Identify the strategic issues affecting agency
6. Formulate strategies + plans to manage issues
7. Review and adopt the strategies and plans
8. Have a clear picture of what your agency should be like once it has implemented its strategy and achieved its potential
9. Develop an effective implementation process
10. Review strategies and the strategic planning process

If you can't respond in a measured way because of a crisis in your agency develop an emergency strategy to address the immediate situation

### **Exercise 3 on strategic management**

1) Identify your skills as a strategic manager (using Mintzberg's 7 ways of seeing things above), what are your strengths and what skills need to be developed or strengthened?

2) In Bryson's 10 stage strategic planning approach outlined above, consider each point in your position as manager on a scale of 1 to 10 re where you are currently in relation to strategic planning?

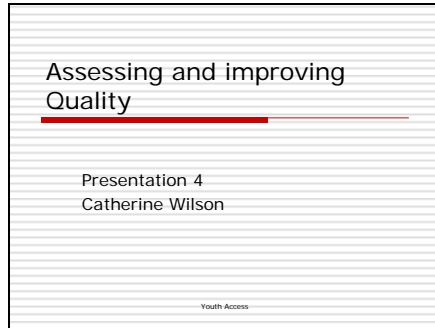
2a) Identify areas for improvement and learning, draw up a list of realistic and achievable actions

3. What pitfalls does your agency face?

3.1 What do you need to do to overcome the pitfalls or to get around them?

# Presentation four on assessing and improving quality

Slide 1



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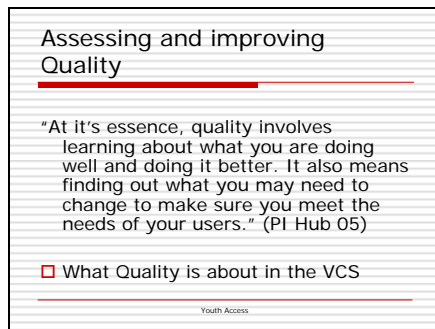
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Slide 2



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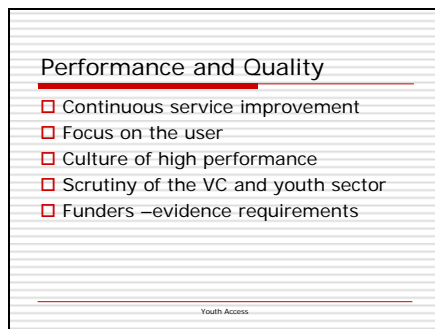
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Slide 3



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Slide 4

**Quality**

- ❑ Quality as excellence – striving to raise standards
- ❑ Quality as fitness for purpose –is the service good enough?
- ❑ Quality as free from faults –can the service be relied upon

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Slide 5

**Quality continued**

- ❑ Managing the quality of a service
- ❑ Providing a quality service
- ❑ Process of quality management
- ❑ The Quality Standard

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Slide 6

**The YA National Quality Standards - how to judge your performance**

The Quality Std's provide YIACS with:

- ❑ 17 quality standard areas covering for example IAC, management, recruitment, training, supervision, monitoring + evaluation
- ❑ to provide a context to measure the standards within
- ❑ 360 degree self assessment tool to judge performance
- ❑ Mapped against other std's
- ❑ Recognised by funders
- ❑ Tie in with Quality Marks and regulatory frameworks

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Slide 7

**Putting it all together**

- Equal focus on performance measurement and strategic performance
- Remember to show how all the information you collect links to your agencies vision + strategic priorities - for example:
  - impact on YP
  - relationship with stakeholders
  - staff excellence
  - operational excellence

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## Supplementary Information on assessing and improving quality

“At its essence, quality involves learning about what you are doing well and doing it better. It also means finding out what you may need to change to make sure you meet the needs of your users.” (PI Hub 05)

Quality is about:

- Knowing what you want to do and how to do it
- Learning from what you do
- Using what you learn to develop your organisation + its service
- Achieving what you set out to do
- Satisfying your stakeholders
- Quality may relate to a:

Process, a set of Standards or a framework which can be applied to the whole organisation or part of it

There are 3 common uses of the term quality to describe services – these are:

1. Quality as excellence – striving to raise standards to a point where they are recognised as the best in the field
2. Quality as fitness for purpose – the extent to which a service is performing its intended functions – is it good enough?
3. Quality as free from faults – whether or not the service is relied upon to do what is expected – it works

### Exercise 4

**1. How does your agency measure quality and performance?**

**1.1 How do you use the information you collect to assess quality in your agency, could this process be improved?**

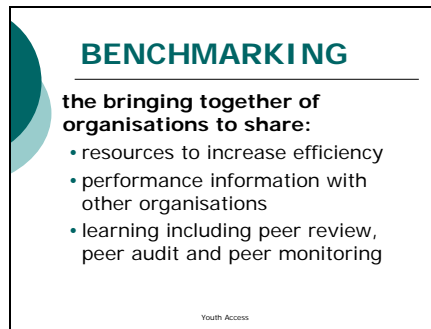
**2. In what areas do you use the Youth Access Quality Standards and self assessment tool?**

**2.1 Are there any gaps and what action do you need to take?**

# Presentation 5 - Benchmarking Best Practices

## Measuring Organisational effectiveness in relation to similar organisations

Slide 1



**BENCHMARKING**

the bringing together of organisations to share:

- resources to increase efficiency
- performance information with other organisations
- learning including peer review, peer audit and peer monitoring

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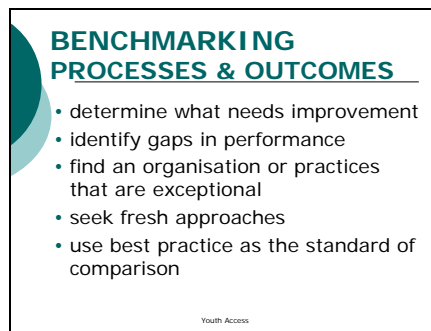
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Slide 2



**BENCHMARKING PROCESSES & OUTCOMES**

- determine what needs improvement
- identify gaps in performance
- find an organisation or practices that are exceptional
- seek fresh approaches
- use best practice as the standard of comparison

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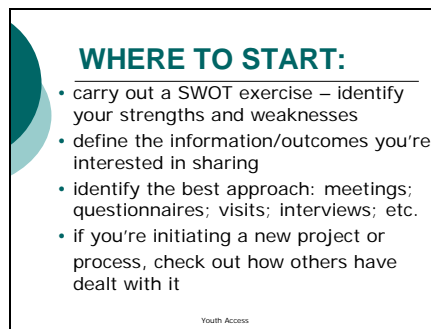
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Slide 3



**WHERE TO START:**

- carry out a SWOT exercise – identify your strengths and weaknesses
- define the information/outcomes you're interested in sharing
- identify the best approach: meetings; questionnaires; visits; interviews; etc.
- if you're initiating a new project or process, check out how others have dealt with it

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Slide 4

**WHERE TO START:**

- if you're initiating a new project or process, check out how others have dealt with it
- inform your funding applications by looking at best practice and replicating it appropriately
- request additional funding for evaluation, this can include a comparative study

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Slide 5

**BENCHMARKING IS THE CONTINUOUS PROCESS OF**

making comparisons with others :

- where are we strong?
- where could we do better?
- what lessons can we learn from high performers?
- how can we stay at the leading edge?

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Slide 6

**ASPECTS THAT CAN BE BENCHMARKED**

- outcomes
- outputs
- policies
- it systems
- processes
- self assessment
- accreditation

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Slide 7

**EVERY CHILD MATTERS  
FIVE OUTCOMES**

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

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Slide 8

**BENCHMARKING FIVE  
E.C.M. OUTCOMES**

- decide how you will measure these outcomes
- is this a tool that you could discuss developing and sharing?
- are there any local initiatives on this?
- how can you be innovative around these outcomes?

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Slide 9

**THE CASE FOR  
BENCHMARKING**

- provides a strong case for improvement
- creates opportunities for staff to contribute to and learn
- develops working partnerships
- promotes a culture open to fresh ideas

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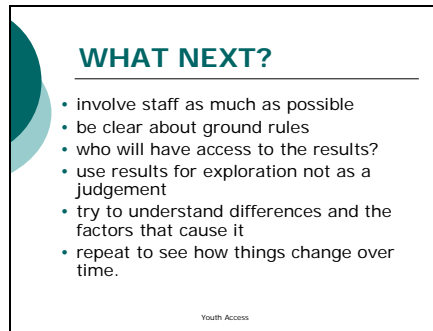
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**WHAT NEXT?**

- involve staff as much as possible
- be clear about ground rules
- who will have access to the results?
- use results for exploration not as a judgement
- try to understand differences and the factors that cause it
- repeat to see how things change over time.

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## Supplementary Information on Benchmarking

Informal and unconscious benchmarking goes on all the time. Develop it as a regular method and strategy for improving your organisation's performance.

Research carried out by the Quality Steering Task Group (QTSG) has identified that VCOs have the greatest difficulties with:

- The skilling and retention of staff
- A lack of understanding of governance responsibilities
- Managing relationships within the organisation, particularly between staff and board
- Accountability and stakeholder involvement, especially in including the views and service users in developing and delivering services
- Difficulties in thinking or acting strategically
- Poor financial management, for small organisations in particular
- Out of date ICT systems.

These areas, therefore, would lend themselves to being benchmarked. This is best carried out in a collaborative way, either through developing local partnerships, working through networks or identifying a national 'best practice' model. The development of Children's Trusts is a new opportunity to find innovative way to identify best practice, share resources and work collaboratively.

Carrying out a SWOT analysis will enable you to select those weaker areas of work that need further development. You may also want to promote those areas that are strong and invite collaboration. While identifying the areas you wish to develop and comparing your organisation with another, take account of your age; size; resources, etc.

Sector journals, conferences and workshops often promote examples of best practice.

If your organisation is working towards PQASSO, or the Community Legal Services Quality Mark, seek out other organisations who have already undergone the process.

Increasingly YIACS are outcome and impact measuring in relation to meeting the 5 outcomes. This requires an amount of creativity and innovation. Work plans need to build these into all areas of service delivery. Check out how these are implemented in children's and young people's services locally and nationally.

*"We have developed a system of peer reviews, where we conduct a dummy inspection of similar VCOs and they reciprocate. This has proved immensely valuable. It's a way of preparing for inspections but its value goes beyond this. Other VCOs pick up on important things that inspectors miss because they are more knowledgeable about the client group and their needs"* Improving our Performance

## **Exercise 5 – Benchmarking processes and outcomes against other organisations**

1. Looking at the 5 Every Child Matters outcomes, think of either an organisational performance gap or a monitoring target that needs improvement?
2. Think of an organisation or practices that you would like to emulate?
3. Would it be possible to share resources, or form a partnership?
4. What would be the most appropriate way of developing best practice?

### **Every Child Matters 5 outcomes**

- 1.be healthy
- 2.stay safe
- 3.enjoy and achieve
- 4.make a positive contribution
- 5.achieve economic well-being

# Presentation 6 on Monitoring and Evaluation

Slide 1

Evaluating inputs, outcomes and impact

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Presentation six  
Catherine Wilson

Youth Access

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Slide 2

Monitoring and Evaluation

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“Monitoring is the routine, systematic collection and recording of information by an organisation about its work. Evaluation involves using this monitoring and information to make judgements on how well an organisation or project is doing against its plans.” (PI Hub 05)

Evaluation helps to answer a range of Q's with the focus on outputs and outcomes

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Slide 3

Understanding Inputs, Outcomes and Impact

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CES definitions

Inputs –resources and activities used in the agency to create the services

Outcomes – changes or benefits from services

Outputs – the services delivered

Impact – effect of services on a wider society then just YP

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Slide 4

### Evaluation

- Outcome evaluation – evaluation of the intended and unintended effects of services/projects
- Impact evaluation – evaluation of the longer-term effects of the project re the overall purpose

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Slide 5

### Five step approach to monitoring and evaluation

1. What are your aims?
2. What are your objectives?
3. What are your performance indicators?
4. Monitoring – how well are you doing?
5. Evaluation – what changes have you made?

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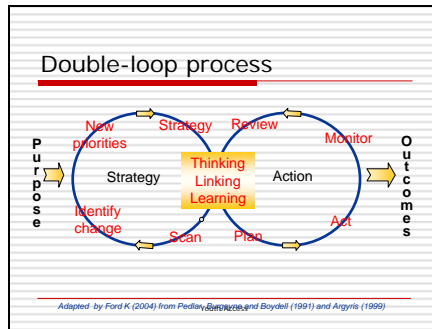
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Slide 6



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### Tip box

- Monitoring is the routine, systematic collection and recording of information by an organisation about its work. Evaluation involves using this monitoring and information to make judgements on how well an organisation or project is doing against its plans." (PI Hub 05)
- Evaluation helps to answer a range of questions with the focus on outputs and outcomes
- Inputs – are the resources and activities used in the agency to create your services and projects
- Outcomes – are the actual changes or benefits resulting from your services and activities
- Outputs – is what the agency does and the services it delivers
- Impact – the effect of a service on a wider society than just its direct users – YP, for example affecting policy at government level
- Input evaluation - is the evaluation of funding, staffing and other resources used to create the project
- Outcome evaluation – is the evaluation of the intended and unintended effects of services/projects
- Impact evaluation – is the evaluation of the longer-term effects of the project relating to its overall purpose

### The five step approach to monitoring and evaluation

**Step 1** - What are your project's aims? – these are the changes you are trying to achieve for young people in your area. For example your general aim might be to improve the lives of young people using the agency and your specific aims to strengthen young people's emotional and mental healthiness or to develop young people's self esteem and confidence.

**Step 2** - What are your project objectives? – these are the practical activities you carry out to achieve your aims for example, to strengthen young people's emotional and mental healthiness your objectives might be to provide crisis counselling and long-term counselling to build on young people's existing resilience and develop their internal resources.

**Step 3 -** What are your project performance indicators? – these help you to assess the progress and success of the project, there are different types. In this context you would use output indicators to help you to assess the work generated by the project and to show progress towards meeting your objectives for example, quantity – the number of counselling services run and the take up and the issues for which counselling is being sought. Outcome indicators – will help you to measure whether you are really bringing about the change you want as a result of your project and show progress towards meeting your aims. For example, if you break down your aim into the different changes and benefits you hope to achieve to develop young people’s self esteem, two main changes/outcomes might be that young people will be more able to make their own choices and decisions and feel more comfortable about managing new situations. The outcome indicators for these might be how often young people initiated a new friendship and the number of approaches made to an organisation about a job or course.

**Step 4. Monitoring** – how well you are doing? Once you are clear about 1,2, and 3 you can systematically check your progress to monitor what’s happening . You will need information on your outputs, how your services are running and their progress in meeting objectives. Its useful to use a range of methods to collect information such as databases, paper based records or feedback forms.

**Step 5. Evaluation** – what changes have you made? This is about making sense of the information you have collected and making a judgement about your project. The work you have done through the first 4 steps will provide the basis on which you can make informed decisions and ask yourself A)has the project achieved its aims and made the changes hoped for, if not why not? B)Did the project achieve it’s objectives and run as planned, what worked, what didn’t and did it reach the young people you wanted it to? C)What else has it told you? D). How will you share and report on your results, what are the different audiences and what style of reporting will work best for them

### **Exercise six**

1. Using the five step approach list the monitoring and evaluation systems your agency uses?
- 1.2 Identify any gaps and be realistic about the action/changes you need to introduce in this area?
2. How could you use the five step approach to assist your agency’s monitoring and evaluation?

## **Further reading**

**ChangeUp document** and executive summary are available on the Home Office website at [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

**Improving our Performance** – a strategy for the voluntary sector available from [www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

**Further Monitoring and Evaluation** – Charities Evaluation Services, [www.ces-vol.org.uk](http://www.ces-vol.org.uk)

**National Quality standards for YIACS** – available on the Youth Access website at [www.youthaccess.org.uk](http://www.youthaccess.org.uk)

# YOUTH ACCESS

## Training Complaints Procedure

This complaints procedure accords with the British Association for Counselling and Psychotherapy's Code of Ethics and Practice for Trainers. It refers to complaints about the conduct of Youth Access training.

### Stage One

1.1 In the first instance, the complainant should speak to the relevant tutor/s on the course. This should be *AS SOON AS POSSIBLE and preferably ON THE DAY*.

### Stage Two

2.1 If the complainant is not satisfied with the response of the tutor/s, s/he should write to the Director of Youth Access, 2, Taylors Yard, 67, Alderbrook Road, London SW12 8AD

2.2 The letter should state as specifically as possible the nature of the complaint and be *received within 20 days of the training event's conclusion*.

2.3 The complainant will receive an acknowledgement of receipt of the letter.

2.4 The Director will respond in writing to the matters raised by the complainant.

*2.5 If the complainant is not satisfied with this response, s/he must request that their complaint be taken to the next stage within 28 days from the date of the letter. If the complainant does not reply within this 28-day period, the matter will be considered closed.*

### Stage Three

3.1 At Stage Three the complainant, together with anyone acting as their supporter, will be invited to a mediation session with a facilitator. This session will enable the complainant to explain the nature of his/her complaint and to find out whether the parties can resolve the matter to the satisfaction of the complainant. A representative from Youth Access's Executive Committee will also be present

3.2 The complainant will have 5 days following the mediation session to decide whether they are *satisfied with the outcome of the mediation session or wish to take their complaint to the next stage*

### Stage Four

4.1 This stage will be invoked where the complainant is able to demonstrate that the B.A.C.P. Code of Ethics and practice for Trainers has been contravened.

4.2 If the complainant wishes to move to this stage, s/he is required to write a further statement explaining, which articles of the B.A.C.P Code of Ethics and Practice for Trainers has been broken or violated and in what manner. This must be completed and returned to the Director *within 25 days following the mediation session.*

4.2 An independent adjudicator or assessor will be appointed and will be asked to consider the written material and ascertain whether there is a case to be answered. A copy of the complainant's letter will be given to the tutor/s concerned.

4.3 If the adjudicator finds that there is a case to be investigated, the adjudicator will meet with both parties separately and write a report on these meetings. Youth Access will be bound by the findings of this report.

4.5 If the complainant is not satisfied by the findings of the adjudicator, the complainant will be advised to pursue the complaint through the usual channels of the British Association for Counselling Complaints Committee.

#### Costs

5.1 The complainant will meet all his or her own costs of complaints.

5.2 The facilitator's and adjudicator's costs and expenses will be met by Youth Access

