

Example Community Activist (Outcome Checklist)

This is My Role

I am the editor of the local community newsletter

This is why I do it (need)

People in the local community need more information about learning opportunities and activities, updates of local concerns and a voice for their opinions

What changes need to happen - what will be the result of doing this?

(Outcomes)

There will be more uptake of opportunities being offered in the local community centre
More people will be interested in taking part in Community activities which affect their way of life

People feel more valued and that their opinions and ideas are being acted upon

These are the activities I do (Outputs)

collate information and produce the newsletter

liaise with other local organisations

help to train volunteers in ICT skills

help deliver four newsletter per year to every house in our area

How will I know/ be able to prove I've made a difference/done it? (Evidence)

Copies of the newsletter, planning meeting minutes, feedback from local community members, more people attending community events, young people contributing to the news letter

What effect will this have on the participants/community? (Impacts)

The Newsletter is now distributed monthly to every home in the area

Local Community members are more informed and involved

The number of people taking part in Adult Learning Opportunities have increased

Membership of the local Community Centre has increased

People taking more pride in their local area



Case Study

The population of Newtown Village was just under 2,500 until about three years ago when a new housing development saw it more than double to about 6,000. A lot of the housing was suitable for the family market, increasing the number of young people and teenagers living in the village as well as putting pressure on all of the resources in the area.

There has always been a community centre which has a fairly active committee and is quite well used. This is quite near the new housing development and there is a large area of outside space at the back and side of the building. The building is beginning to get a bit worse for wear as it has become the main social, recreation and non-formal learning centre for the area. There have recently been a number of complaints about the rubbish and dog fouling around this area as well as the lack of facilities for children to play. The police representative on the committee has reported an increase in the number of calls from residents about anti-social behaviour.

Semina is a 40 year old mother of three children who has recently moved to this country. She moved to Newtown with her family 2 years ago. Semina's oldest children are twins and they are about to start High School. Her youngest child is also due to start Primary School. Semina speaks very little English and is worried she won't be able to support her children with their school work.

With her youngest child starting school Semina likes the idea of returning to work, but feels if she can't support her children with the little English she has learned her chances of finding work would be slim.

Semina is also keen to meet other mums and wants to get to know people living in the community.

She has never been to the community centre although her twins have sometimes gone along to the youth club and have told her about some of the things that happen in the centre.

The centre programme is fairly well balanced and caters for all ages. The youth club meets on two evenings each week, Wednesday and Fridays. Young people from all over the area come to the centre from a variety of social backgrounds. The club runs well in the main although there has been an increase of late in the problems in the club and in the village relating to drugs, drink, violence and vandalism.

The Friday night youth club is an open night and includes art, pool, games, competitions, football, computers and dance. There are a number of local volunteers involved in supporting this group but recently some have moved on.



The number of people attending has always been fairly steady at 30 to 40 aged 8 -12 in the first session and 12 to 19 at the later session. In the last few months the numbers have dropped, especially from the older age group.

The Wednesday evening group is more focussed working with 12 young people to deliver a more developmental programme, covering a variety of activities from environmental to digital media. The club has a high worker to young person ratio and are looking to get more involved in the wider community and helping to change the negative perception of young people held by some of the older people in the village.

The local community worker has managed to get £10,000.00 a year for the next 3 years to help support developments in the community with the focus being on educational outcomes.



Outcome Checklist - Case Study Worksheet (Case Study)

This is the Role

This is why I do it (need)

These are the activities I do (Outputs)

What will be the result of doing this? (Outcomes)

How will I know/ be able to prove I've made a difference/done it? (Evidence)

What effect will this have on the participants/community? (Impacts)



Outcome Checklist (Worksheet)

Thinking about an area of your own work with the service complete the following pages

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This is Why I do it (need)

These are the activities I do (Outputs)

What will be the result of doing this? (Outcomes)

How will I know/ be able to prove I've made a difference/done it? (Evidence)

What effect will this have on the participants/community? (Impacts)



Outcome Checklist (Worksheet)

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This is why I do it (need)

These are the activities I do (Outputs)

What will be the result of doing this?
(Outcomes)

How will I know/ be able to prove I've made a difference/done it? (Evidence)

What effect will this have on the participants/community? (Impacts)



Useful Contacts:



Use the spaces below to record the details of people who can offer help and support with this.

Name	Phone Number	Role
		Community Education Worker
		Group Tutor
		Other part time worker/s
		Other Volunteer/s



Things you might want to know:

What is H.G.I.O.C.L.D.?

How Good is our Community Learning and Development is the framework of standards which underpins Community Learning and Development. It includes a set of pre determined levels against which the major strengths and weaknesses of the service delivery are measured.

How will H.G.I.O.C.L.D. help me in my work?

It will help you to review what you are doing, how well you are doing it and what effect it is having on the people taking part.

Who are the H.M.I.e?

Her Majesty's Inspectors of Education are civil servants employed by the government to ensure quality standards are met

Why do the HMI inspect the work we do?

The inspection is a Scottish Government statutory requirement and is the method used to evaluate the quality and effectiveness of Community Learning and Development delivery

How often are the inspections carried out?

The inspection are carried out on a rolling programme every 2 years and cover each learning community based around the High school catchment areas

What might I have to do before an inspection?

Before an inspection occurs you may be asked by your community education worker to submit a variety of pieces of information and evidence of the work which is being carried out

What will I be expected to do during an inspection?

You may be asked to attend a group or individual discussion with and inspector, to prepare and support your group for an inspection visit or to take part in an event which may showcase the work of the service in some other way.

What will happen after the inspection?

A report will be produced which will rate the various areas of service delivery and will suggest or recommend areas for improvement



What is an S.O.A.?

Single Outcome Agreement – which identifies how each Local Authority will deliver nationally identified priorities



Jargon Buster

Outcome/s: the end result, what we want our work to achieve, the difference that is measured

Input:- contribution, finance, staff time, effort, accommodation, materials

Output/s: productivity, actions, amount produced, approaches/methods used, meetings held, events that happen The steps and actions we will take to make the outcome happen

Evidence: confirmation, facts, data, verification, proof that we are doing what we say e.g. registers, programmes, planning session notes, photos/DVDs etc.

Impact: the change that has happened - to individuals groups or communities - as a result of our work - impression, influence, effect, bearing, consequence

Concordat: A document which identifies National Government priorities and sets out the relationship between national and local government

Reflections: consideration, thinking, contemplation, review

Evaluation: checking that an activity/session has achieved the planned outcome



My Reflections

What have I learned today?



What changes will I make?

