

Achievement of Positive Outcome - Instructions

Participants gaining other positive outcomes

WEFO definition:

“The number of participants gaining intermediary outcomes as a result of participation in an ESF funded project. Intermediary outcomes, such as completing courses, entering voluntary work, or attending a job interview, are those which are achieved as part of the journey to achieving final outcomes, such as entering paid employment or gaining qualifications.”

Evidence:

Audit trail, follow up.

The project's targets assume that all young people will achieve a positive outcome. Because the target is the number of participants, rather than the number of positive outcomes, only one can be counted for each participant. However, a positive outcome form should be completed for each individual achievement.

What is a positive outcome?

It is an intermediary step to achieving an end goal eg entering paid employment. There is no definitive list of positive outcomes for the project. Each positive outcome will be tailored to the individual participant. For some participants, the outcome will be small in absolute terms but will be a significant milestone for the individual. It is essential that the completed forms include sufficient information to explain why the achievement is significant for that individual participant.

It is **not** gaining a qualification, which is counted by WEFO under a separate indicator.

It is **not** gaining paid employment under WEFO's definitions, which is counted under a different indicator. (WEFO defines paid employment as being for 16 hours or more per week.)

It is **not** “entering further learning”, ie returning to education, which is counted under a different indicator. (Remember that this indicator does not include moving on to college from school.)

It is **not** the inevitable conclusion to a piece of work.

A positive outcome can be directly work related:

- a **successful** work experience placement;
- a job interview;
- entering voluntary work;
- entering paid employment for less than 16 hours a week.

Many of these positive outcomes will arise out of the work done by the Supported Employment Agencies. It is the responsibility of the team leader not only to check that sufficient evidence is on the participant file at the hub to support the form.

A positive outcome can be education related:

- staying at school/college as a result of intervention by project staff;
- having more suitable provision at school/college as a result of intervention by project staff;
- having a place at day care provision where the young person will continue to develop and achieve their potential.

Suitable evidence for the intervention and the outcome must be available on the participant's file.

A positive outcome can be a life-skill:

- eg the ability to travel on a bus independently.

This is separate from attaining the Agored unit relating to travel on a bus. The participant could achieve the Agored unit, but it would require follow up to check that the young person was putting their new skill into practice and using buses. If applicable, this could be related to attending college and/or attending a workplace independently.

The life-skill does not have to relate to an Agored unit but if this is the case there should be documentation eg Steps to Success, activity reports, work plans, relating to the intervention on the participant's file.

A positive outcome can be a soft outcome:

- increased self-confidence
- improved social skills.

However, it is essential that such soft outcomes are well evidenced. The form must include a statement regarding the position before the intervention and afterwards. As far as possible, the outcome should be supported with factual statements rather than being purely subjective. Wherever possible, the outcome

should be substantiated by another person, eg parent or teacher, possibly as part of an evaluation exercise.

The outcome should be supported by activity/visits reports and/or "Steps to Success" that map the participant's progress and growing independence.

Joining a club and attending regularly without support is a powerful indicator of increased independence, confidence and social skills.

A positive outcome can be a communication tool produced by the project in conjunction with a young person:

- a communication dictionary or treasure bag that enables improved communication between the participant and new people working with them.

This list is not intended to be definitive but to provide examples of positive outcomes and the documentation needed to evidence them.