SOCIAL OUTCOMES MATRIX

TABLE OF OUTCOMES & MEASURES

OUTCOME AREA 1 OF 9

EMPLOYMENT, TRAINING AND EDUCATION

Outcomes Matrix Guidance

Introduction

The outcomes matrix represents a map of need in the UK. It has been designed from a beneficiary perspective and includes nine outcome areas which reflect what a person needs to have a full and happy life. Each outcome area has a set of related measures to assess social impact at the individual level and for community, sector and society.

The outcomes matrix and measures are a tool to help social investment financial intermediaries (SIFI's) and social sector organizations to plan, measure and learn about their social impact. It aims to develop common ground and language regarding social investment and impact assessment in the social sector.

The outcomes and measures are not intended to be prescriptive or exhaustive but should provide a helpful starting point for organisations to measure their social impact.

We assess all proposals for investment to Big Society Capital against the criteria outlined in our Social Impact Tests and Thresholds .

If your organisation already has its own set of outcomes and measures then we want to see how they align with the outcomes included in the Big Society Capital matrix. You will not need to change the way you measure your social impact.

How to use the matrix

Step one: select your outcomes

Outcomes are statements of change that you are trying to achieve. Read through the outcomes matrix and select the main outcomes that reflect the social change that your organisation is trying to achieve. It is likely that the work of your organisation will cover several outcomes areas so it is important to select all of the relevant ones from the matrix. You may also want to consider if there any other additional outcomes that you want to add that are not covered in the matrix.

Step two: select your measures

The measures are sources of data which will help you to gather evidence to demonstrate your social impact. Select all the relevant measures that relate to the outcome areas which you have shortlisted from step one.

You will need to consider how you will gather data for each measure. To do this, each measure needs to be written as an indicator which includes information about what you will measure and how you will measure it.

To turn a measure into an indicator you need to select an appropriate prefix for it such as number of', 'amount of', 'extent of', 'percent of', 'satisfaction with', 'quality if' and so on. For example, for the measure 'is in education', you might add the prefix 'number of' so that the indicator becomes 'number of people in education'.

Step three: collect the data

Once you have agreed on the relevant outcomes, measures and indicators you will need to consider how you will collect the data to measure your social impact. It is up to your organisation to decide on the most appropriate method for collecting data that meets your individual requirements. A list of useful tools and resources to support you with collecting social impact data is included here.

Outcomes Matrix Table

OUTCOMES	INDIVIDUALS	COMMUNITY, SECTOR & SOCIETY
Employment, training and education	*The person is in suitable employment, education, training or caring work*	*Jobs, education and training opportunities are available for everyone*
Housing and local facilities	*The person has a suitable and secure place to live, affordable utilities and access to local facilities and transport*	*Investment and availability of different forms of tenure ensure that all housing needs can be met now and in the future*
Income and financial inclusion	*The person has sufficient income to meet their essential needs and access to suitable financial products and services*	*Everyone reaches an optimum level of income for health and well-being, and income differentials support social cohesion*
Physical health	*The person looks after their health as well as possible. The person recovers as quickly as possible, or if recovery is not possible, their health and quality of life are maximised*	*Good general physical health across the population*
Mental health and well-being	*The person has a sense of well-being. Those who experience mental illness recover where possible and lead a positive and fulfilling life even if symptoms remain*	*Good mental well-being and life satisfaction across the population*
Family, friends and relationships	*The person has appositive social network that provides love, belonging and emotional practical support*	*A society that supports and encourages families and/or good personal relationships*
Citizenship and community	*The person lives in confidence and safety, and free from crime and disorder. The person acts as a responsible and active citizen and feels part of a community*	*Stronger, active, more engaged communities*
Arts, heritage, sport and faith	*The person finds meaning, enjoyment, self-expression and affiliation through informed participation in the arts, sport and/or faith*	*A thriving cultural landscape with high levels of participation and engagement*
Conservation of the natural environment	*The person has an appreciation of the natural environment and plays their part in protecting it, including reducing their carbon footprint*	*The natural environment is protected for the benefit of people, plants and animals and habitats, today and in the future*

Individuals

OUTCOMES	MEASURES
Is in suitable employment, education or training and has the on-going support to maintain it if necessary	**Is in suitable education** - *Is in full-time education* - *Is in part-time education* - *Level of attendance* - *Enjoys education* **Is in suitable training** - *Is in part-time training* - *Is in full-time training* - *Level of attendance* **Is in suitable employment** - *Is in part-time employment (at least 16 hours per week)* - *Is in full-time employment (35 hours per week)* - *Level of attendance* **Has maintained employment** - *Has maintained employment for 6 months, 1 year, 2 years* - *Has a permanent contract* - *Has work-life balance* - *Enjoys work*
Has developed the necessary soft skills and attitude through employment, education or training *(including social skills, attitude and motivation)*	**Improved attitude and motivation** - *Has demonstrated an improvement in attendance records* - *Has demonstrated an improvement in time keeping* - *Has developed an aspiration to work* - *Has developed self-confidence* - *Is satisfied with their employment, education or training* **Improved interpersonal and social skills** - *Has developed communication skills* - *Has developed teamwork and relationships building skills* **Improved knowledge on personal strengths and weaknesses** - *Has developed self-awareness skills*

Has developed the necessary technical (hard) skills through employment, education or training *(including literacy and numeracy, job search skills and job-specific qualifications)*	**Increased level of attainment**
	- *Has started a grade/degree/diploma*
	- *Has completed a grade/degree/diploma*
	- *Level of attainment*
	
	Improved general preparation for work
	- *Level of numeracy*
	- *Level of literacy*
	- *Level of IT skills*
	- *Level of problem-solving skills*
	
	Improved vocational preparation
	- *Has attained a job-relevant qualification*
	- *Has attained job-relevant know-how*
	- *Has attained relevant level of experience*
	
	Improved job search skills
	- *Has an updated CV*
	- *Has an improved ability to identify and contact suitable job opportunities*
	   o *Number of interviews attended*
	   o *Number of applications sent*
	   o *Number of job offers received/accepted*
	- *Has participated in job skills coaching*

OUTCOMES	MEASURES
	Improved interview skills - *Has developed presentation skills* - *Has developed communication skills* - *Is able to present themselves and past experiences in a positive way*
Has found a way to address barriers to employment, education or training *(including childcare, disability or benefits issues)*	**Would be financially better off in work than not** - *Differential between income and benefits* **Improved access to affordable childcare** **Improved access to affordable transportation** **Improved access to job-specific resources** - *Has appropriate clothing for interviews* - *Has access to courses* - *Has access to the internet and media for job searching*

Community, Sector & Society

Outcomes	Measures
High quality employment, training and education within a healthy local economy	**Improved quality of education** - *National SAT rankings* - *National A levels, International Baccalaureate, Scottish Highers and P scale measures* - *School/community ratings in Ofsted inspections and surveys* - *School scores on numeracy, literacy, IT, problem-solving tests* - *National literacy rates* - *Percentage of the population achieving 5+ A*-C grades GCSEs and Scottish Standards including maths and English* - *Percentage of the population achieving 3+ A*-C grades in AS/A levels, BTEC certificate, general, tertiary, specialist certificates* - *Percentage of population achieving higher education degrees* - *National school absence rate and number of permanent and temporary exclusions* **Improved quality and availability of training that fits with the needs of employers** - *Number of training opportunities available* - *Breadth of training opportunities available (e.g. vocational instruction and interviewing skills, job-related technical skills, and emotional intelligence and soft skills)* - *Number of apprenticeships and internships that convert into full-time jobs* - *Number of job vacancies because of skills shortages* - *Unemployment and long-term unemployment rates* **Increase in the UK job supply** - *Number of jobs created* - *Number of jobs sustained* - *Unemployment and long-term unemployment rates* **Increase in the number of small and local businesses** - *Number of companies/start-ups created* - *Number of small and local businesses facilitated (e.g. through provision of office space, support)* **Improved recruitment of people with specific needs by businesses and institutions** - *Number of businesses and institutions recruiting people with specific needs (e.g. long-term unemployed, vulnerable young people, ex-offenders, people with a disability)* - *Number of positions created for people with specific needs* **Improved satisfaction and enjoyment of employment, training and education** - *School absence rate* - *Number of permanent and temporary exclusions* - *National survey measuring employee satisfaction* - *Employee absence rate*
Strong corporate and institutional governance	**Improved corporate and institutional governance** - *Evidence of quality and diversity on Boards* - *Opportunities for collective bargaining and worker's representation* - *Evidence of transparency* - *Employee ownership* - *Ratio of highest to lowest paid employee* - *Opportunities for flexible working arrangements* - *Implementation of work-life balance programmes* - *CSR initiatives* - *Corporate giving* **Increase in equal employment, training and education practices** - *Fair and non-discriminatory pay* - *Number of companies with recognized "Equal Employment" standard* - *Fair minimum standard and living wages* - *Employee benefits: statutory sick leave/maternity leave/paternity leave* - *Percentage of ethnic groups in education or training* - *Percentage of ethnic groups in employment*

OUTCOMES	MEASURES
Strong public awareness and participation in matters relating to education and employment, and good sectorial understanding of how to address them	**Improved public awareness and engagement** - *Availability of information about rights to employment, training and education* - *Availability of information about Jobseekers allowance* - *Level of media exposure (e.g. number of articles published on the subject in mainstream media; exposure on tv, radio; internet traffic)* - *Level of public awareness about the causes and consequences of the problem* - *Public events, rallying and campaigning* - *Public donations to related charities* - *Public volunteering on projects and initiatives related to education and employment* - *Change in public perception and improvements to any underlying prejudice or stigma* **Improved stakeholder participation with decision making and with issues** - *Institutional and organisational engagement with stakeholders (e.g. engagement through consultation with employees or parents at schools, employee/parent participation in decision-making)* - *Employer engagement with job-seeking networks* - *Levels of stakeholder choice of services and service providers* - *Levels of stakeholder involvement in the provision of services and in their employment, training and education* **Improved sectoral understanding as to how to improve employment, training and education** - *Research and evidence relating to the problem and interventions (e.g. studies conducted, papers published)* - *Innovation of new ideas, technologies and approaches* - *Uptake of new ideas by other organisations or government* - *Retirement of previous methods shown by research to be ineffective* - *Funding for research* - *Support for the sector through quality umbrella bodies*
Public policy and expenditure that supports good quality employment, training and education	**Improvements in policy and legislation** - *Changes in policy and legislation (e.g. promoting long term stable employment)* - *Changes to regulation* - *Level of relevant parliamentary activity (e.g. white papers published, committees formed, consultations or reviews conducted, citations made)* **Improved government investment, expenditure and procurement** - *Government investment in employment, training and education* - *Government expenditure on improving access to and quality of education* - *Funding for public programmes/schemes that promote employability* - *Use of procurement practices and public sector contracts designed to improve social outcomes (e.g. contracts that enable social enterprises and smaller SMEs to bid, outcomes-aligned contracts)* **Improved incentives to employment** - *Levels of minimum wage that incentivise people to leave Jobseekers Allowance and start working* - *Availability and use of back to work programmes* - *Government support for flexible job schedules and for work-life balance*