

More than Measurement

On-line learning programme - Tasks

More than Measurement Online Learning Programme

The following tasks accompany the video clips and are designed to get you started reflecting on the work you do. Through engaging in reflective evaluation, the tasks will help equip you to;

- demonstrate good governance and operation and
- develop towards sustainable working practice.

The tasks are designed as group learning activities. The best results will be achieved when they are undertaken with a mixed group of staff, trustees and volunteers. Others, such as partners or service users may be invited to contribute during the learning process.

The suggested timings are just that and give an indication of how long the tasks should take. These can be altered to suit your needs and if you can spend longer on them, the more reflection the better. Some tasks will require a follow-up session.

Unit 1: Why Measure?

In the first video clip you will have heard why reflection is so important in any kind of measurement or evaluation. These tasks help you to engage further with the reflective process so you can apply it to your own project.

Tasks 1: Why is measurement important?

You will need: Post-it notes/scrap paper

Pens

A board or free wall space that all can see

Suggested total time: 45 minutes

- Choose a facilitator from the group for this session
- Individually consider the question: **Why is assessing quality important for your organisation/project?**
Note your ideas (5 minutes)
- Compare and discuss your answers in pairs (5 minutes)
- In your pairs, write each idea clearly onto a post-it note in as few words as possible (one idea per post-it) (3 minutes)

Workshop (20 minutes):

- Each pair hand their most important idea to the facilitator, who reads out each one and sticks it to the wall/board. Discuss the ideas as they are brought up, placing any similar ideas in clusters.
- Each pair gives the facilitator their idea that is most different to those already placed – again, discuss and add to the clusters or create new ones.
- Each pair gives any other ideas they have to be added in the same way

- Through discussion, arrange all the ideas into clusters and decide on a title for each one. These should create an answer to the question **Why is assessing quality important for your organisation/project?**
- Write the titles onto post-its and place above each cluster.
- Do these titles cover why measurement is important? If not, add new ideas and titles until all members of the group are happy with the range of responses.

When this is complete, you should have an agreed set of statements as to why measurement is important for your organisation/project. Either take a photo or nominate someone to write up your results.

This can then be used as a guidance document to help keep you focused during measurement/evaluation processes.

Task 2: Barriers to assessing quality

The video clip highlighted some of the barriers to measuring quality. This task is designed to help you identify barriers in your own context.

You will need: Flip-chart & pens (2 colours)

Suggested total time: 30 minutes

- Having identified what should be measured and why, the next task asks you to think about barriers to the kind of quality assessment that would benefit your organisation/project.
- Look over the title cards you came up with during the first task.
- For each one, think about how this could be achieved and what some of the practical issues/challenges might be. Note these down the left side of a sheet of paper (10mins)
- Now discuss as a group how some of these challenges might be overcome – what help could be accessed? What might you do yourselves?
Add these ideas to the right side of the paper (10 minutes)
- Are there any other barriers that would prevent you assessing quality?
Add them to the list on the left hand side of the paper.
How could these be over come? Note your ideas on the right hand side.

These ideas may be useful for future action planning.

Unit 2: The Measurement Experience

In the video clip you heard first-hand about some of the challenges and opportunities reflective measurement can present. These tasks are designed to help you to prepare your organisation to address some of the key elements of a measurement process.

Task 1: Preparing for quality assessment

Suggested total time: 45 minutes

The following table lists the key documents that an organisation undertaking the VISIBLE quality assessment process must have in place. They are standard documents that indicate whether an organisation has sound policies and procedures to help them be effective. This list is essential evidence of having met the VISIBLE standards (see www.communitymatters.co.uk for more information).

Having these documents in place enables organisations to demonstrate good governance and operation. We suggest you work through this table as a group and identify which key documents you have in place already and agree a time for their revision as well as a key person who will take responsibility for seeing that this is done. The minimum time for revision should be one year.

For those documents not yet in place, we suggest that you discuss how you will go about creating the documents and identify a key person to take this forward. The resources section at the back of the workbook will give suggestions about where to go for help or for templates which you can adapt.

If you want to work in a more detailed way on the governance of your organisation, the Principles of Good Governance Workbook (see resources) can be used to facilitate this.

Required Document	Got it?	Who will get it?	Where from?	When to be revised?
Governing document (e.g. Memorandum and article, trustee deed)				
Trustee induction procedure				
Annual report				
Minutes of the last Annual General Meeting				
Conflict of Interest Policy				
Equal Opportunities Policy				
Data Protection Policy				
Policy for protection/safeguarding of children/vulnerable adults				
Hire agreement form (if you don't hire rooms or facilities then this is not required)				
Volunteering Policy				
Sample Contract of Employment				
Sample Job Descriptions Sample Person Specification				
Staff Handbook (which can contain all the policies)				
Disciplinary and Grievance Policy and Procedure				
Health and Safety Policy				
A Health and Safety risk assessment sample				
Last published annual accounts				
Reserves Policy				
Charging policy				
Current budget				

Unit 3: Reflecting on value in Faith based social Action

The video clip looks at some of the issues around measurement and reflection, as they relate to faith-based organisations. The following tasks are designed to help you to explore some of these issues and to think about the relationship between your organisation and those you work with.

Task 1: Identifying myths and perceptions about working with faith groups.

- Run the following questionnaire with people you work with over an agreed time period (printable version in Appendices)
- Each member of the group should ask at least 3 people
- People you could ask: local partners or funders (actual or potential)

Questionnaire

1. Before working with us, did you have any concerns about working with a faith-based group?
2. What were the concerns related to?
3. How do you feel about those concerns now?
4. Do you think non faith-based agencies are wary of working with faith-based groups and if so why?
5. How well do you think faith-based and non faith-based group understand one another's motivations and aspirations?
6. What would help improve our understanding of one another?

Task 2: Articulating the value of faith-based social action

You will need: Iceberg template (In Appendices) & pens

Suggested total time: 1 hour

- As a group, compare and discuss the responses to your questionnaires:
 - How are faith-based organisations (FBOs) perceived? What is positive, and what is negative?
 - How can we best express what it is we do and why we do it?

The following task is designed to help you to articulate what it is you do as a group/organisation and what is important about it.

- As a group, brainstorm the following questions and all note your responses onto the iceberg picture. As you do so, think about which things are perceivable or observable to outsiders (put these on the top/exposed part of the ice-berg). Those things that are invisible or rarely seen should be noted below the water's surface.
 - What are the aims of our organisation/project?
 - What values underpin the work we do?
 - What drives us?
 - What do we do?
 - How do we make a difference in the local community?

Project Development Day

As part of the VISIBLE assessment process each group had to arrange a day to get all stakeholders of their project/organisation together to meet with the assessor. For many, this was the first time all the people involved had been together under one roof and it gave them a real sense of purpose and belonging. The groups found this a most valuable experience which re-ignited passion, confirmed commitment and inspired future action.

We suggest that you hold a 'Development Day' to engage your whole organisation in a process of shared learning. We offer below a possible model for this event, which can be adapted to suit your situation:

Before the day: Invite workers (staff and volunteers), service users, trustees, advisory-panel members, partners, funders, local councilors, local authority representatives/agents and any other interested people

Introduction: The model for the day is organised around 3 key sessions. These are designed to;

1. re-affirm the contribution of all the people involved in the project/organisation;
2. help you to focus on the key values and aims of the work you do; and
3. celebrate the achievements and contributions you have made.

We suggest that, if possible, you spend a whole day together working through the sessions. The timings given for each session are indicative of the minimum time that should be spent on the activities.

We suggest you work in mixed groups, depending on the number of people present, with a maximum of 6 people in one group.

You will need: Flip Chart paper & pens

Scissors & glue

Photocopies of the ice-berg, 'people' and speech bubble templates from the Appendices

Before you start welcome people to the day. Explain how you have come to the day giving a brief outline of the project and the work you have done in the last two workshop sessions and give some indication of what you hope the day will achieve.

Ice-Breaker: Find somebody you don't know and ask them their name, their relationship to the project and their interest in the work. Ask each person to present their partner to the group.

Session 1: What we contribute to the project (1hour)

- a) Create a Pictogram outlining the various parts of your organisation/project. Using the 'People' template in the Appendices, each member should write their name and organisation on a 'person' and cut it out.

With the project in the middle, each person can be added to the Pictogram, showing their relationship to the project. Those who work closely with the project should be positioned nearer to the centre. Links between partners can also be added.

- b) Now talk about the benefits that each member/group brings to the project and its work. Add these to the pictogram in another colour. Note you may identify different benefits, for example a funder may think that they bring money, a worker may think the funder also brings an outsiders view of what is happening. Both are benefits.
- c) Now outline any barriers or challenges you see between the various groups/members. Are there any conflicts of interest? Mixed expectations? Misunderstandings? Add these to your pictogram. You will come back to these later in the day. Again, the barriers (real or perceived) may be different from different points of view or experiences.
- d) All groups come together to share your ideas

We suggest you have a refreshment break which will give the organisers of the day time to have a quick conversation about anything that has arisen so far.

Session 2: The Iceberg task (1 hour)

- a) In groups, repeat the iceberg task from page 9 to think about the aims and value of your project/organisation.
- b) Once you have completed this task, identify 3 key things that you want to build on in the future.
- c) Now revisit these barriers/challenges you identified on your pictogram. How might these present opportunities to further the projects aims?
- d) All groups come together to share your ideas.

Lunch Time

Session 3: Celebration (1 hour)

- a) Invite 3 people to speak to the group for a few minutes about the difference the project has made to them and their lives. (You could do this either by interview or just with the person talking. Either way we suggest you give them guidance on the sorts of things you would like them to cover). You may choose, depending on your situation, to invite these people specifically for this session, or to be part of the whole day.
- b) On flip-chart paper, create a poster about your project/organisation. Using the speech bubbles found in the Appendices, everyone present should write at least one sentence about what the project has achieved and/or how it has made a difference. Stick these to the poster.

Agree how you can reproduce the poster and how this and your other work from the day can be used in the future.

Resources

The Faith Based Regeneration Network: supports local faith based social action across the UK and acts as an interface between practitioners and government policy makers. The website has a series of worksheets to help you apply your learning from this booklet and develop your project's sustainability. Staff are able to help you create the essential documents listed in the measurement experience tasks

<http://www.fbrn.org.uk>

- Community Matters: <http://www.communitymatters.org.uk/>
- NCVO: <http://www.ncvo-vol.org.uk/>
- Good Governance Code for small organisations: [http://www.ncvo-vol.org.uk/sites/default/files/Code of Governance for smaller organisations.pdf](http://www.ncvo-vol.org.uk/sites/default/files/Code_of_Governance_for_smaller_organisations.pdf)
- The Principles of Good Governance Workbook, Jane Winter (in Appendices)

Appendices

1. The Principles of Good Governance Workbook, Jane Winter
2. Questionnaire
3. Iceberg template
4. People shapes template
5. Speech bubbles

The Principles of Good Governance

There are six principles defined in Good Governance: A code for the Voluntary and Community Sector.

Underlying these six principles is the principle of equality – ensuring equality and diversity, and equality of treatment for all sections of the community.

This work book is designed to enable boards to assess their delivery of the six principles. It accompanies the Good Governance principles paper which is part of the revision of Good Governance: A code for the voluntary and community sector 2005.

The six principles are:

‘An effective board will provide good governance and leadership by:’

1. Understanding their role;
2. Ensuring delivery of organisational purpose;
3. Being effective as individuals and a team;
4. Exercising control;
5. Behaving with integrity; and
6. Being open and accountable.

These principles should underpin the work of any voluntary community sector board. How they are worked out in practice will be determined by the board so that they are appropriate for the organisation.

The idea of this document is to work through each principle to:

1. Gain an understanding of what is required of the governing body
2. Identify and agree the actions the body needs to take to demonstrate the principle
3. Agree a method of, and time scale for, assessing how effective the board has been in delivering the principle.

Principle 1

An effective board will provide good governance and leadership by understanding their role.

Members of the board will understand their role and responsibilities collectively as a board and as individual trustees in relation to:

Description	Understanding	Action to be taken	Evaluate
Legal duties			
Provisions of the governing document			
External environment			
Structure of the organisation			
Setting and safeguarding the organisation's vision, values and reputation			
Overseeing the work			
Managing and supporting staff			

Principle 2

An effective board will provide good governance and leadership by ensuring delivery of organisational purpose

The board will ensure that the organisation delivers its stated purposes and aims by:

Description	Understanding	Action to be taken	Evaluate
Ensuring the purposes remain relevant and valid			
Developing and agreeing a long-term strategy			
Agreeing operational plans and budgets			
Monitoring progress and spending against the plan and budget			
Evaluating the results			
Reviewing and amending the plan and budget			

Principle 3

An effective board will provide good governance and leadership by working effectively both a individuals and as a team

The board will have a range of policies and procedures, knowledge attitudes and behaviours to enable both individuals and the board to work effectively:

Description	Understanding	Action to be taken	Evaluate
Recruiting board members with appropriate skills, experience and diversity to meet organisation's needs			
Providing induction for new board members			
Providing training and development for board members			
Reviewing the performance of the board and its individual members			

Principle 4

An effective board will provide good governance and leadership by exercising effective control

As the accountable body the board will ensure that:

Description	Understanding	Action to be taken	Evaluate
The organisation understands and complies with legal and regulatory requirements			
The organisation has good financial and management controls			
The board regularly reviews and identifies risks and has systems to manage risk			
Ensures delegation to sub-committees, staff or volunteers is effective and properly supervised.			

Principle 5

An effective board will provide good governance and leadership by behaving with integrity

The board will:

Description	Understanding	Action to be taken	Evaluate
Safeguard and promote the organisation's reputation			
Act according to high ethical standards			
Understand and manage conflict of interest and loyalty			
Maintain independence of decision making			
Deliver impact that best meets the needs of beneficiaries			

Principle 6

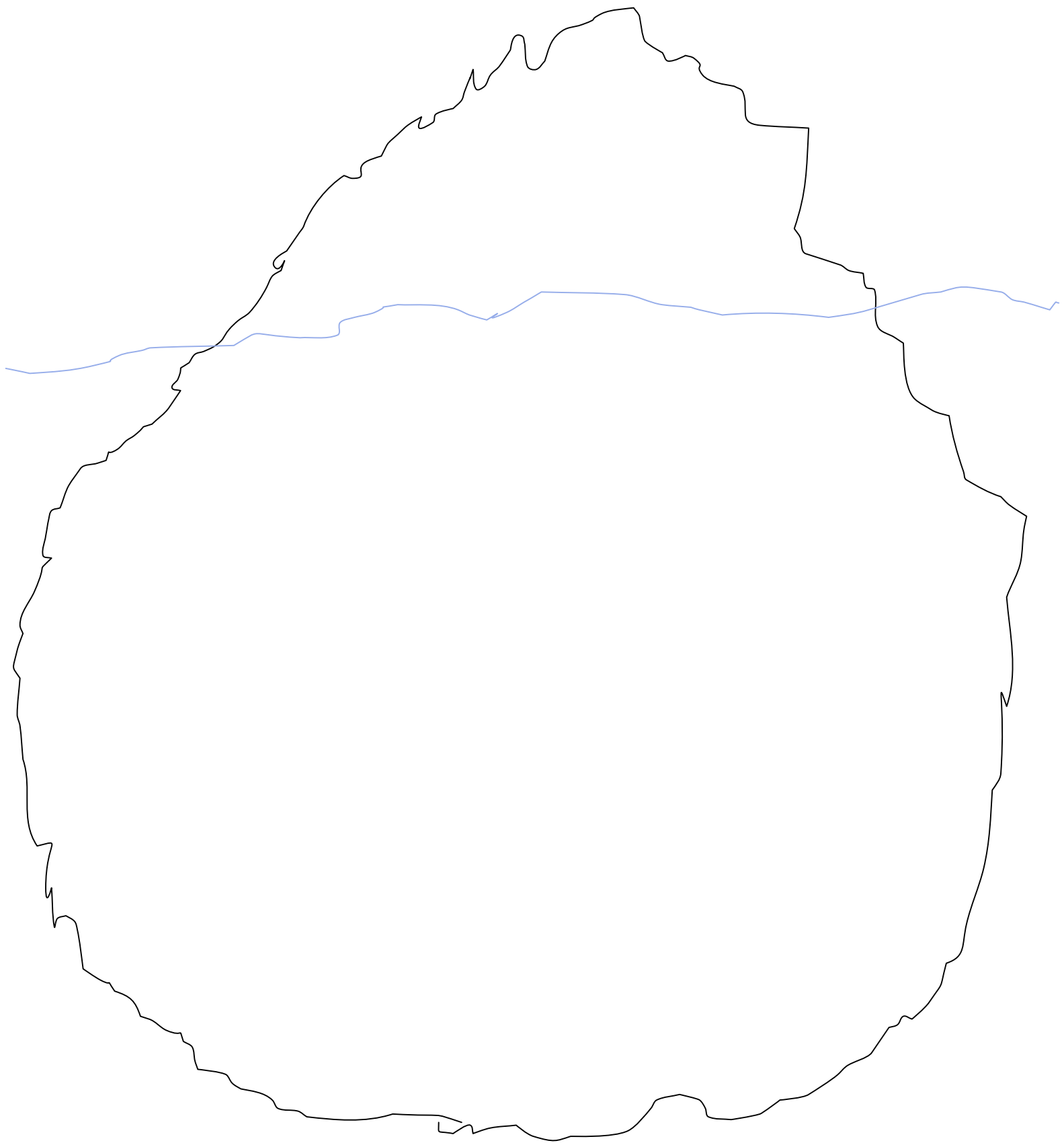
An effective board will provide good governance and leadership by being open and accountable

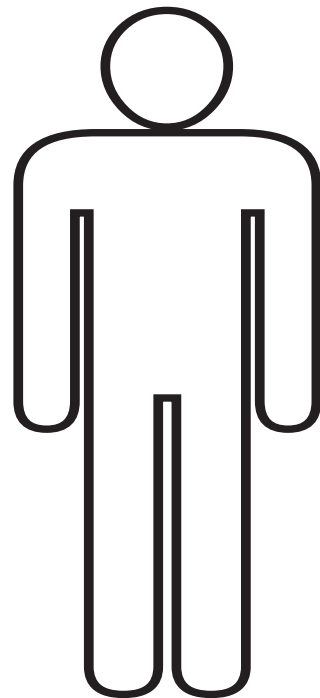
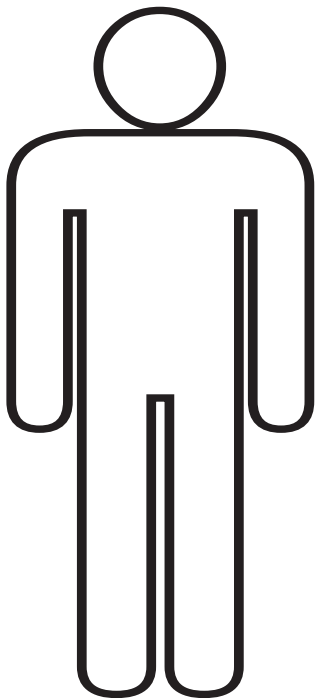
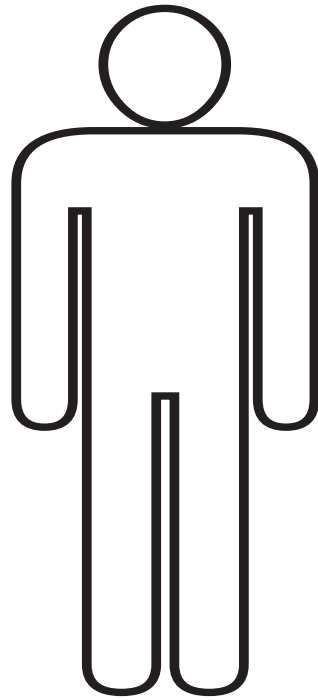
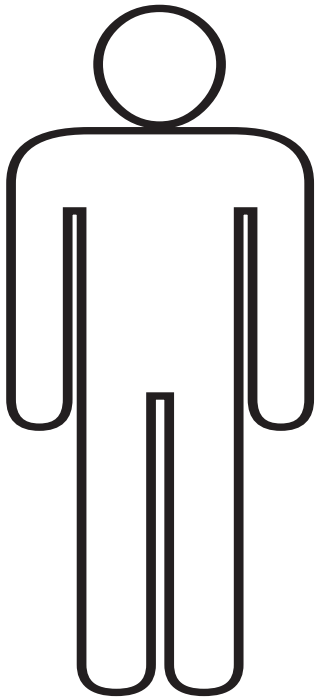
The board will lead the organisation in being accountable both internally and externally. This will include:

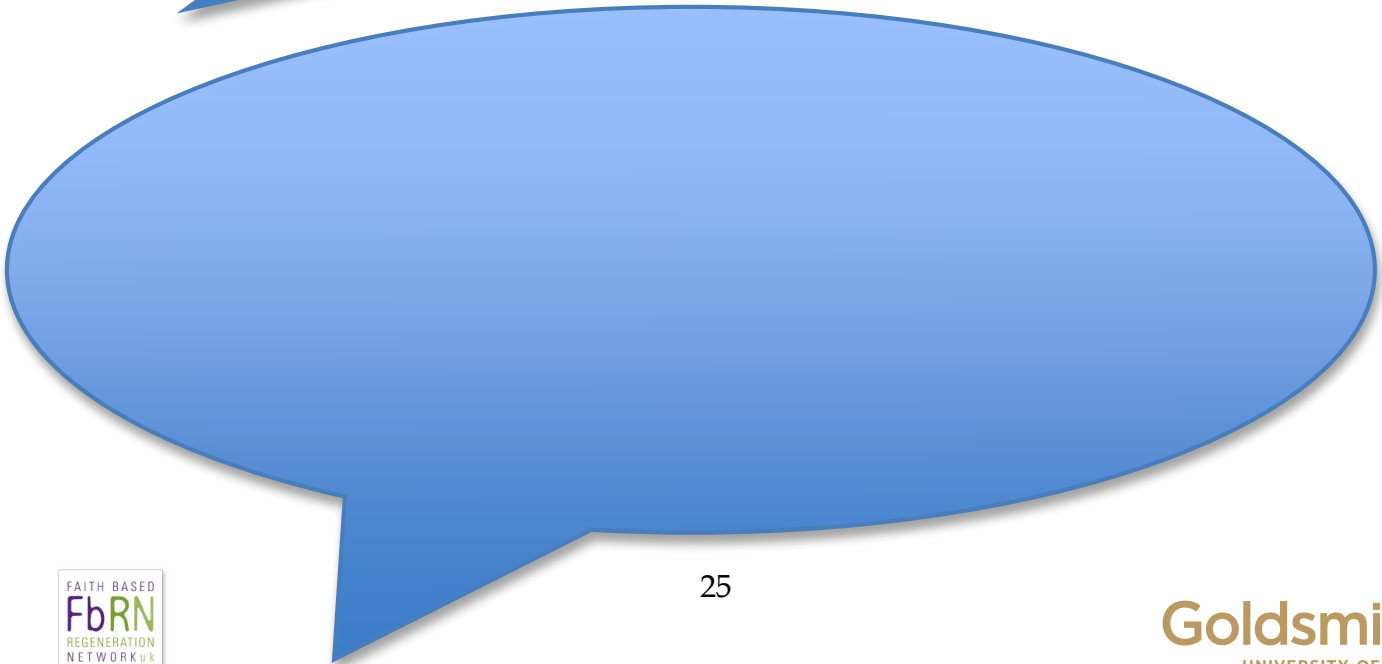
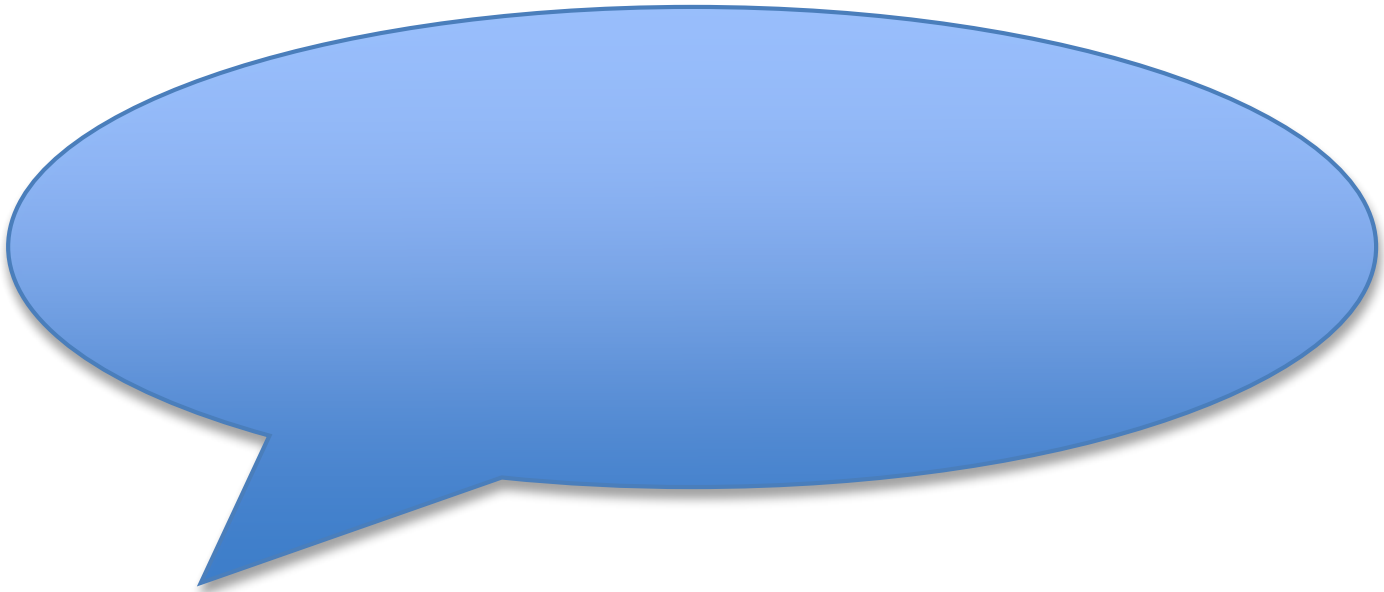
Description	Understanding	Action to be taken	Evaluate
Open communications informing people about the work			
Consultation on significant changes to the services or policies			
Listening and responding to the views of funders, partners, service users...			
Handling complaints constructively and effectively			
Considering the organisation's responsibility to the wider community (environmental impact)			

Questionnaire

1. Before working with us, did you have any concerns about working with a faith-based group?
2. What were the concerns related to?
3. How do you feel about those concerns now?
4. Do you think non faith-based agencies are wary of working with faith-based groups and if so, why?
5. How well do you think faith-based and non faith-based group understand one another's motivations and aspirations?
6. What would help improve our understanding of one another?







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