



Scottish Community
Safety Network

Evidencing Impact

through
Continuous Programme Review

Toolkit

Version 1

Contents

Introduction	3
How to use this document.....	3
Evidencing Impact through Continuous Programme Review.....	4
Terminology Explained	5
Phase 1: What is the need?.....	6
Phase 2: Planning and Review.....	8
Phase 3: Gathering Data.....	10
Phase 4: Analysis.....	12
Phase 5: Evidencing Impact.....	14
Phase 6: Reporting	16
Useful Tools and Resources	18
 Appendices	
Appendix 1: The Partnership Life Cycle	19
Appendix 2: Project Risk Log Example	20
Appendix 3: Building Safer Communities Programme 2020 vision	21

Evidencing Impact through Continuous Programme Review

Introduction

Research undertaken by the Scottish Community Safety Network (SCSN) identified that no matter the size or geographical reach of a project, there was always a requirement to evidence not only the progress but the wider impact of the project. In some cases this reporting was required as part of the monitoring process set by funders, but in the majority of cases it was linked to evidencing progress in relation to local strategies and business plans.

The community safety sector is a market leader in using evidence to develop local and strategic plans. In addition more and more officers are using SCSN's preventative spend cost - benefit toolkit to show the preventative spend value of initiatives. However this resource aims to guide practitioners on telling the whole story through the use of quantitative data (statistics), the cost benefits (financial) and the impact (wider benefits).

Recognising the importance of demonstrating the impact of the work we do, SCSN established the action learning group with the aim of creating a toolkit to guide practitioners through the evaluation process and support stronger reporting on the impact of a project.

The action learning group created a continuous programme of evidencing impact broken down into six cyclical phases. Each phase is part of a project journey from the initial identification of need, to collecting supporting information, analysis, assessing the impact and reporting.

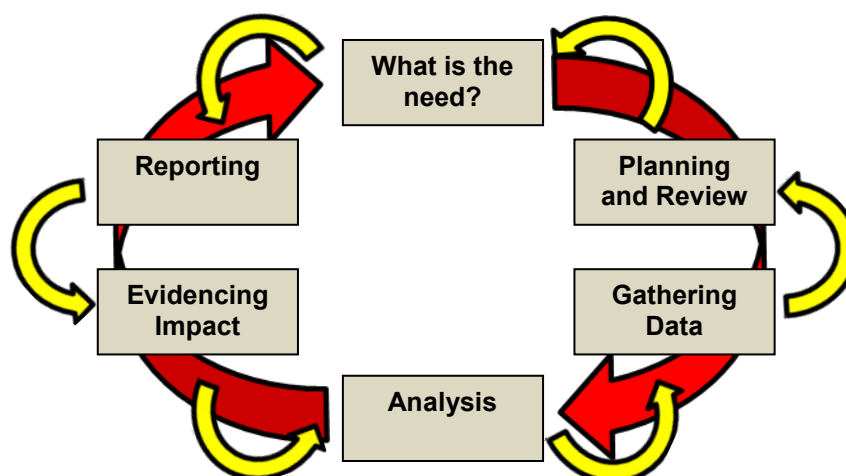
How to use the document

Each of the six evidencing impact phases are described using flow charts, supported by explanatory notes and links to templates, examples and case studies. The phases can be used chronologically or they can be used individually.

The ethos behind this toolkit is about Evidencing Impact through continuous programme evaluation, therefore we encourage users to reflect and record progress at each stage. This will provide documented evidence of the change and impact of the project throughout the cycle.

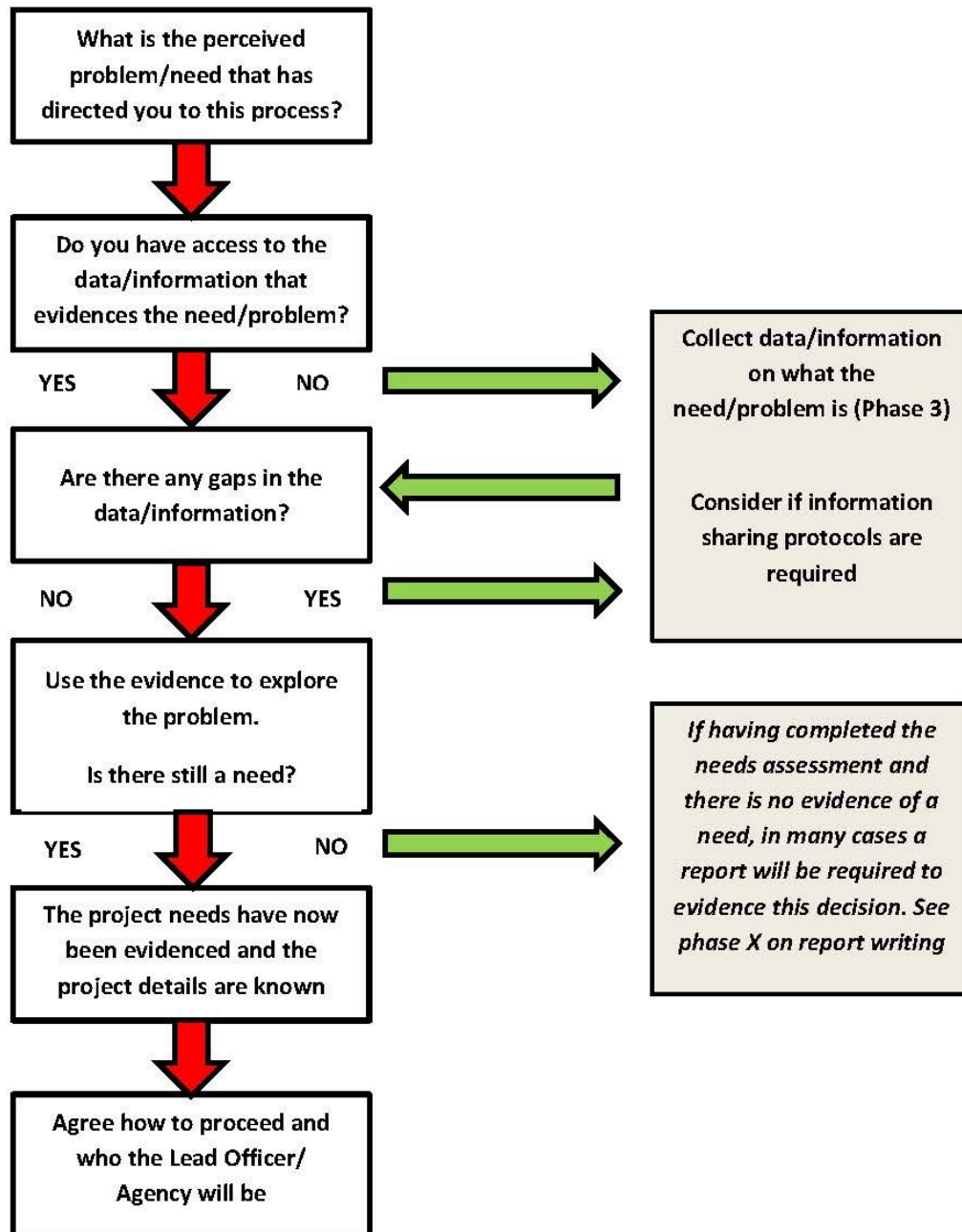
Evidencing Impact through Continuous Programme Review

A Summary

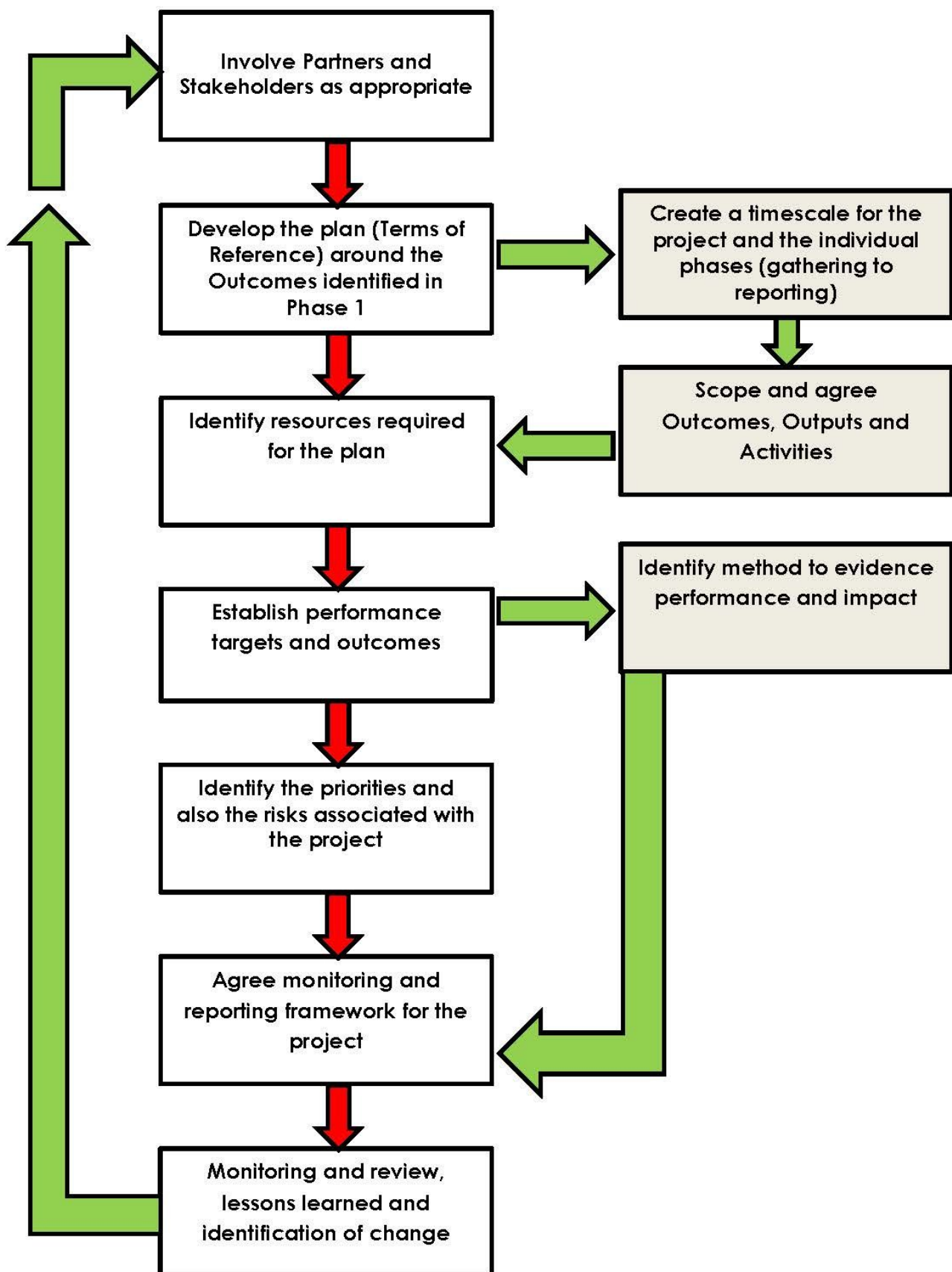


Phase	Description
1 <i>What is the need?</i>	This examines the problem using an evidence based approach. The need is examined, agreement reached on how to progress and who will be the lead individual/organisation and key partners identified.
2 <i>Planning and Review</i>	Looks at what works from previous best practice, identifies links to outcomes and examines the scale, scope, size and time table. Helps to identify partners, resources, information sharing, planning and evaluation.
3 <i>Gathering Data</i>	Data collection and sources of information are examined, evaluated and scaled. Considers methodologies used to collect information.
4 <i>Analysis</i>	The collection, collation, evaluation and interpretation of the data gathered. Data is summarised, trends and theories are identified and gaps, risks and outcomes analysed.
5 <i>Evidencing Impact</i>	Identifies a variety of tools/methodologies to demonstrate the wider impact the project has had on individuals, services, communities.
6 <i>Reporting</i>	Looks at writing reports to different audiences to evidence outcomes, make recommendations and identify future priorities.

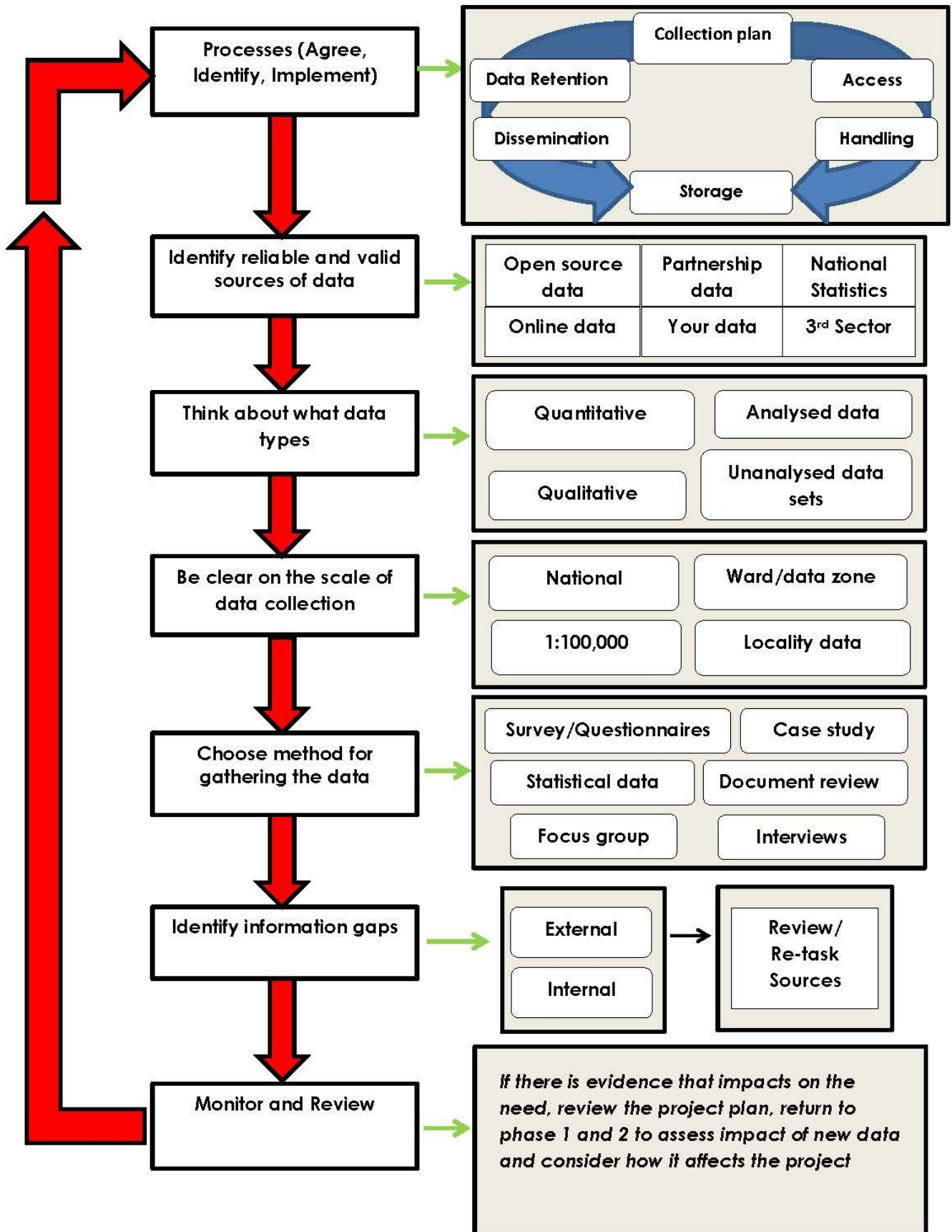
Term	Definition	Example: Tourist safety awareness campaign
Need	An issue that requires resolution.	Mountain Rescue calls are increasing
Baseline Information	A baseline is the starting figures / information used to determine the scope and scale of the issue/need.	<ul style="list-style-type: none"> Mountain Rescue calls increased from 50 (2009/10) to 100 (2010/11) 85% of callouts were from visitors to the area The estimated number of visitors to the area in 2010/11 was 10,000
Aims	The ambitions of the project i.e. the particular impact, changes or differences the project wants bring about.	To reduce the number of Mountain Rescue Service call outs for people who get into difficulty whilst out on the hills in the surrounding area
Outcome	The changes, benefits, learning or other effects that happen as a result of your project. Put simply the changes your project has made.	<ul style="list-style-type: none"> Mountain Rescue call outs reduced by 30% Visitors to the area receive important messages that will enable them to keep safe while out walking People are more aware of their own personal safety and that of others Shift patterns were changed to reflect demand
Outcome Measures	The measures (targets) that indicate change as a result of the progress of your project against the baselines.	<ul style="list-style-type: none"> Reduce mountain rescue calls by 30% from 2010/11 baseline 10,000 leaflets to be distributed so that visitors have access to appropriate safety information
Activity/ Output	Activities, services and products you will provide.	<ul style="list-style-type: none"> Design and distribute 15,000 safety leaflets Increased Mountain Rescue presence at the three main tourist areas at peak times Visits to 100 local hotels, restaurants, pubs, cafes and shops frequented by walkers
Input	Resources you put into a project i.e. time, staff, funding or equipment.	<ul style="list-style-type: none"> £1,500 from local authority to produce leaflets LA officer time visiting 100 outlets £3,000 In kind Mountain Rescue volunteers time at main tourist venues £36,000
Assets	Assets are the resources, skills and knowledge the community and partners bring.	Local hillwalkers were able to advise on the shortcuts many walkers take and highlight dangers previously unknown. A local community centre provided emergency shelter accommodation.
Community Engagement	Engaging with stakeholders and service users to develop and deliver services	A focus group was established with local walkers, hospitality sector and mountain rescue volunteers.
Partnership/ Collaborative working	Working together, sharing knowledge and ensuring joint approaches to shared problems.	<ul style="list-style-type: none"> Mountain Rescue provided advice, performance monitoring stats, voluntary patrols and additional funding for a second run of the leaflet LA officers distributed the leaflets to venues Hospitality sector promoted information to visitors Local walkers spoke to visitors, wrote articles for local walking guides and did talks on local radio
Impact	The broader qualitative additional benefit of the project, beyond the outcome measurers. Impact can spread across thematic areas and is often demonstrated through behavioural or structural changes.	A couple left details at their hotel, the alarm was raised when they did not return. The details allowed the rescue team to find them quickly. The couple only left their details because of the information leaflet, they would not normally want to bother hotel owners. Increased awareness in the hospitality sector of civic responsibility for visitors. Behavioural change of individuals now leaving details with hotels whenever they travel.
Cost Benefits	Are the financial benefits of the investment against the estimated costs had the initiative not taken place.	<p>Average cost for a mountain rescue call out £6301;</p> <ul style="list-style-type: none"> 2011 x 100 cases = £630,100 (Pre-initiative costs) 2013 x 75 cases = £472,575 (less post-initiative costs) <p>= gross savings £154,524; less Initiative costs (41,500) = net savings of £113,024</p>
Preventative Spending	Spending to reduce future demand.	Educating visitors to the dangers and providing basic first aid tips, has reduced the number of Mountain Rescue callouts and demand on NHS services.



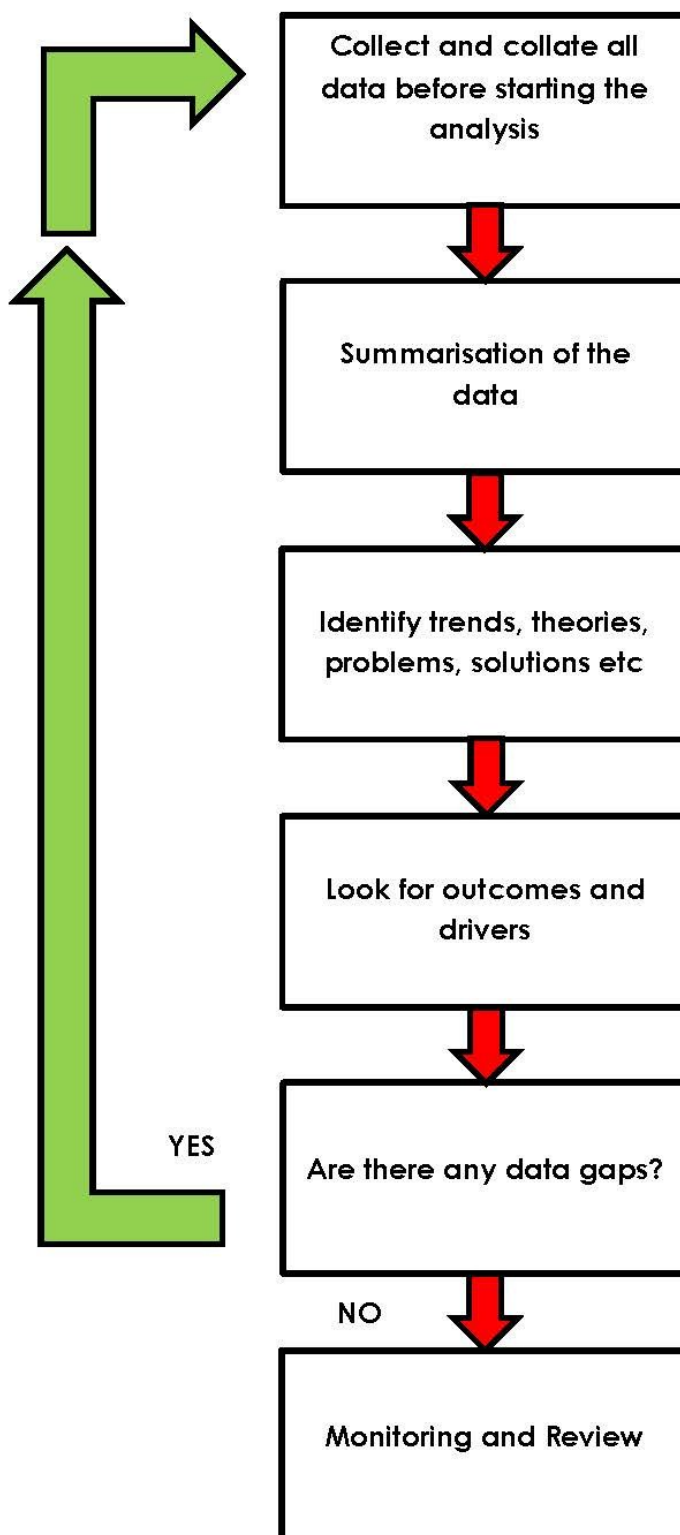
Principles	<p>Identify the issue: Use the evidence of need already presented as the basis to agree what further action to take. The need may have been raised in response to something happening or in anticipation of something happening or an escalation of a current issue. Whatever the reason you must have evidence to fully understand the need and consider appropriate responses.</p> <p>Access to Information: The use of statistics, surveys, reports and audits etc. will help identify trends and risks. They may also identify information gaps that are required to fully understand the need. If unsupported you should still provide a justification report to support the decision.</p> <p>Partnership Working: It is generally accepted that by working in partnership we can achieve better outcomes. ‘The partnership life cycle’ (appendix 1) can support more effective partnership working. Think about what partners need to be involved and what they can input in relation to activities, information, data and/or strategic buy in. As you go through the phases it is likely other partners will be identified.</p> <p>Implementation: Having decided that there is enough evidence to support further action, it is important to identify a project lead, an individual or organisation, who will drive and oversee the project through the following phases.</p>
Considerations	<p>Having Identified the issue: Think about how you will evidence the need. The numbers of incidents, target group, incident types, history etc. all help to understand the scale of the problem and will inform the intended outcomes. Remember the impact maybe quite different and will consider the root causes and change across other the thematic areas such as health, employment and welfare i.e. ASB may be the issue and reduced ASB the target but the impact you want is to prevent re-offending by providing access to training, employment, and support services.</p> <p>Baselines: Setting baselines is important as they establish a benchmark against which all future outcomes are measured. Baselines can be created using various methods; before and after surveys, pre and post statistical data or by measuring long term statistics e.g. the 10 most prolific ASB offenders were all unemployed and recorded 100 ASB incidents in six months. Post project only 50 ASB incidents were recorded (a 50% reduction). Three individuals have completed a further education course and three have secured employment, none of those in education or employment have offended since the start of the initiative.</p> <p>Information Sharing: To fully understand the need you will require information from other partner organisations. It is important that you ensure all individuals receiving data have been trained and aware of the HM Government Security Classification guidance on sharing, using and storing data. In some cases an Information Sharing Protocol (ISP) maybe required, if so it is worth checking if an ISP’s is already in place and if not consult your Information Security Officer for advice. If an ISP is required consideration needs to be given to the projects timescales as ISPs can take some time to be signed off.</p> <p>Have additional issues been identified? The evidence presented may identify additional issues i.e. that the 10 most prolific ASB offenders are all unemployed and there is evidence that they are involved in crimes such as shoplifting and petty theft. Consider how this information could affect the initial outcomes and review your project delivery plan to reflect this. It may be that to address the additional issues raised would stretch the resources available and dilute the likelihood of achieving the core outcomes. If that is the case, consider involving other partners to add value.</p>
How to	<p>Share Information: All those that require access to data must demonstrate that they understand the HM Government Security Classification guidance. SCSN has guidance and training on Using and Handling Intelligence Data (see useful tools and resources).</p> <p>Check what information sharing arrangements are currently in place, and ensure all are aware of the parameters of the agreement. Further guidance is available on formulating Information Sharing Protocols (see useful tools and resources).</p> <p>Baselines: Set baselines using the data collected, which you can compare after the project has been implemented. If you want to bench mark your initiative against a similar project, be sure you are addressing the same identified need (see useful tools and resources).</p> <p>Collect Information: In addition to document research, speak with all stakeholders to identify what information is available. Sources of information are available on SCSN website.</p>



Principles	<p>Partner Inclusion: Include partners and stakeholders in the planning as this will encourage joint ownership and facilitate the sharing of resources and expertise.</p> <p>Developing a plan: Delivery plans provide transparency on what is needed, by whom and why. They demonstrate the interdependencies different stakeholders have and how these can affect the project.</p> <p>Identify what works: Research will help to identify best practice that can be altered to fit the current need. Investigate how the need has been tackled previously to find out what worked and why.</p> <p>Evaluation Planning: Plan your evaluation at the earliest point to ensure the right data is collected to evidence performance and impact. Ensure all partners know what they need to report on and when.</p> <p>Evidencing Performance Impact: Targets can be easy to identify and measure using statistics e.g. a reduction in ASB or an increase in reporting of particular crimes. Outcomes can be more difficult as they can include both quantitative and qualitative data.</p> <p>The impact of a project goes beyond the performance targets and evidences what change has come about. It is often demonstrated by improved opportunities and better quality of life e.g. As MRS X was vulnerable to scams due to her isolation she was referred to the local lunch club. She is now an active member of the local community, feeling less vulnerable and more confident.</p> <p>Risk: A risk log highlights (appendix 2) possible issues that could affect the project and facilitates contingency planning e.g. loss of staff, reduced funding, adverse weather.</p>
Considerations	<p>Partners: It is important to include all stakeholders all the way through the process, so think about how you will keep partners engaged and keep communication channels open. Consider if you have all the right partners involved, are there any skills or knowledge gaps that others could provide? Remember it is important to be clear what is required from stakeholders; key to this is agreeing responsibilities at an early stage. Consider the five stages of partnership working.</p> <p>Priority Setting: Setting priorities provides focus and clarity on the purpose of the project. Examine the whole issue and identify the priority actions in the short, medium and long term. Think through who the project is targeted at, what changes the project aims to achieve, and in what timescale. Consider what resources are available or would need to be available to deliver success.</p> <p>Target Setting: In setting targets it is important to consider the scale and scope of the project. Targets should always be SMART (Specific, Measurable, Achievable, Realistic, Time based). Consider including indicators to monitor progress throughout the project, these could include statistical data (reduced numbers of etc.), improved perspective (quality survey) or observations from staff or users. If you have an ambitious target such as to eradicate world poverty consider staged targets.</p> <p>Monitoring and Review: Establish processes that allow for ongoing progress reflection and review. Consider the reporting frequency (i.e. monthly, quarterly) and be clear what information you require. Check with information providers that they can provide the data, if not consider alternatives.</p> <p>Impact: Think about how you will gather information to evidence the impact i.e. questionnaires or case studies. If the project is long term you may want to revisit the data and target audience some months after to find out what has changed. Consider linking to outcomes statements like those in the Building Safer Communities 2020 Vision (appendix 3).</p>
How to	<p>Developing a Plan: A Terms of Reference document will take you through what is needed in the plan and assist in detailing responsibilities and resource requirements (see useful tools and resources).</p> <p>Monitoring and Review: Monitoring and evaluation processes measure delivery against performance targets, consideration should be given to the tools you will use. There is a wide range of monitoring and evaluation tools available that can be use in isolation or collectively including questionnaires, focus groups, cost benefit analysis etc. (see useful tools and resources).</p>



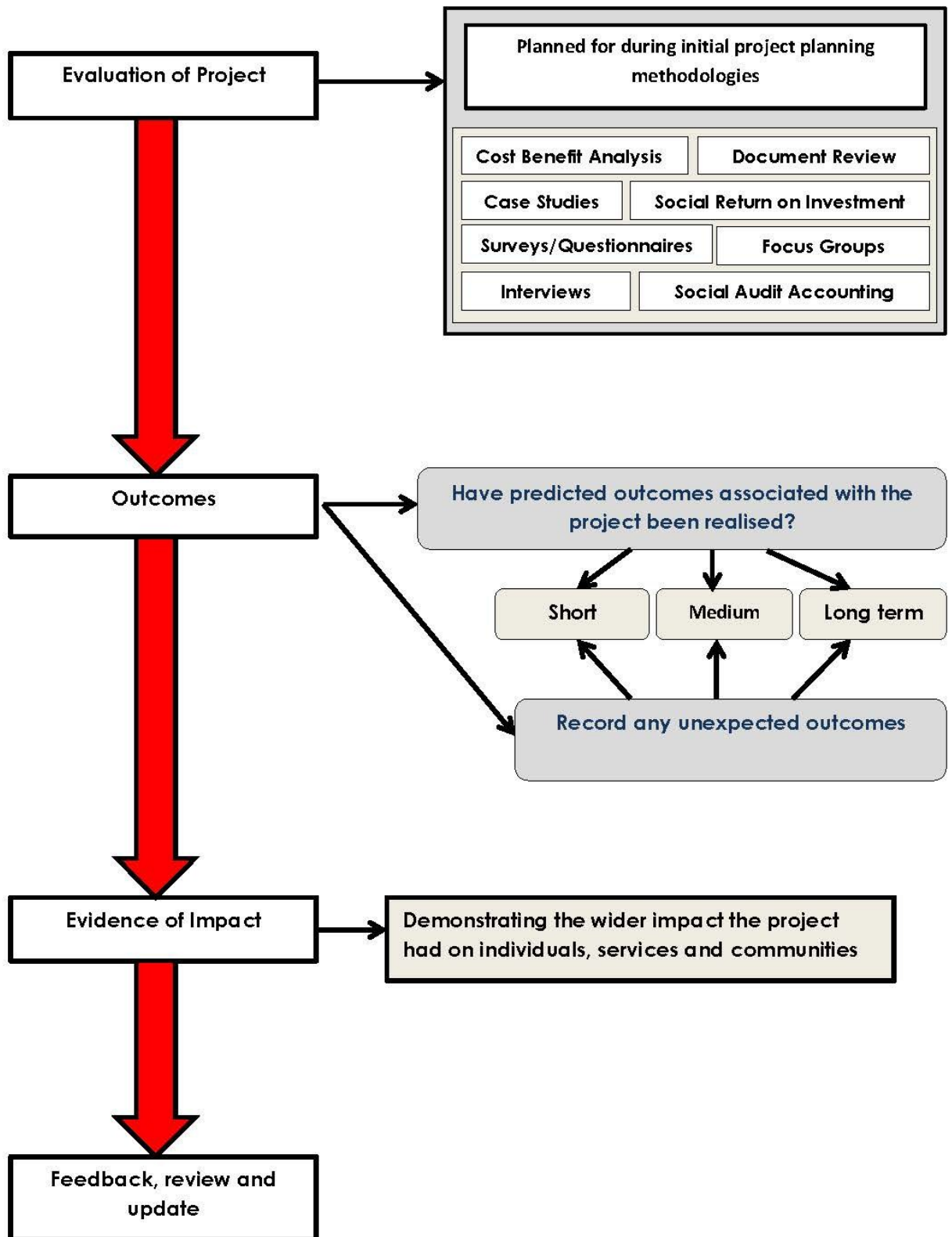
Principles	<p>Data Collection Plans: Data collection plans support the whole project team to identify relevant information to evidence the need and root causes associated with the need. Work out what it is that needs to be measured making sure it's proportionate to the need, e.g. if you are looking to address youth disorder in a ward then gathering data for a whole local authority area may not be proportionate. It helps to identify someone to co-ordinate the data collection, collation and analysis.</p> <p>Data sharing: When collecting, using and handling data, whether restricted data or not, you must consider the requirements for data storage and dissemination. As part of the HM Government Security Classification guidance you must be clear what the data is being used for and only use it for the agreed purpose. Many data providers will also require data sharing protocols or agreements before they will release data. See the planning phase for additional data and links to data sharing protocols.</p> <p>Data Types: There are a wide range of data sources and types, all of which have limitations and will require to be examined to assess their relevance to the project. To avoid/reduce compromising the analytical results it is advised that a number of data sources are sought and the results cross referenced or triangulated to provide more robust findings.</p>
Considerations	<p>Data Sources: Consider what types of data you require to evidence need and to demonstrate delivery of your targets and outcomes. Existing data sources will help identify the need but you may also need to collate new data. Use information gaps to promote additional engagement. Demonstrate to partners the effect of the data gap and its importance in evidencing the need and outcomes.</p> <p>Consider what type and level of data is needed: Qualitative data is about quality and how people perceive something, whereas quantitative data is more statistical based. Raw data has not been analysed, while analysed data has been but in response to a need which may not mirror that of your project.</p> <p>Data Collation: Consider how to ensure all stakeholders/partners buy in to sharing the necessary data. Develop a data collection plan which clearly tasks different partners on what data they need to provide and who will sign off. Think through barriers there could be to information sharing e.g. non-compliance with the Data Protection Act (1998), insufficient data sharing agreement, data holders unavailable and/or information required not actually available. These barriers should be recorded in the risk log and contingency plans made.</p>
How to	<p>Develop a Data Collection Plan: All partners should contribute to the data collection plan advising of relevant data sources. By creating a collective plan those responsible have clear direction and time frames for production. Agree and identify a data co-ordinator to pull together the evidence base.</p> <p>HM Government Security Classification</p> <p>Refer to SCSN Using and Handling Intelligence data toolkit for templates and guidance on how to send, store and use information.</p> <p>Data Sources/ Types</p> <ul style="list-style-type: none"> • Practice Research: Provides case studies to identify best practice through case studies which demonstrate what worked and why. • Open Source Data: Good general data collection starting point and to identify relevant agencies with additional information. However the information may be diluted, may not be validated, could be biased and/or designed around other needs. • Document Reviews: A document review examines previous reports and data. It is a good starting point for the gathering data and information on previous practice. • Surveys: Surveys will provide quantitative data and provide an understanding of what the respondents feel. Make sure questions are carefully designed to avoid leading questions and prevent bias. • National Statistics: Provide qualitative data from a national perspective and can be useful for benchmarking against national trends.



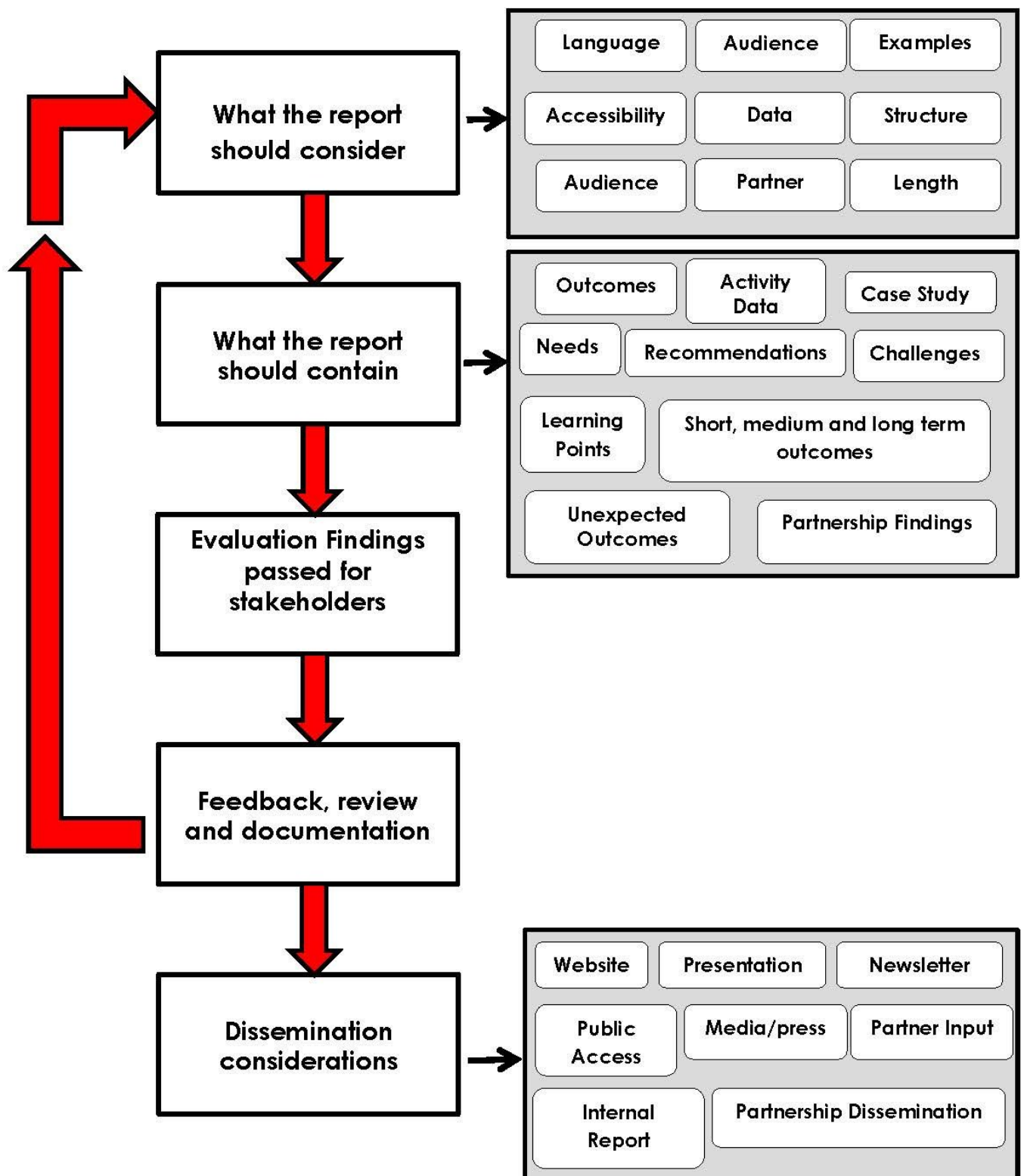
NOTE

If there is evidence that impacts on the need, review the project plan, return to phase 1 and 2 to assess impact of new data and how it affects the project

Principles	<p>Analysing Data: The purpose of analysis is to understand the issues in order to prioritise the outcomes to support the project. Analysis allows you to evidence the decision you have made and the resources required to make an impact on the issue.</p> <p>Analysis is not always fact sometimes you make a prediction that something may happen based on a trend or other data. It is predicted that as a result of increased media coverage on immigration that hate crime incidents will increase. Based on year on year decreases in youth disorder (10% average over last 5 years) it is estimated that youth disorder will continue to fall.</p> <p>At times you may need to test a theory or thought by the collection, collation and evaluation of further data. Sometimes you may have lots of theories around a single issue all of which will need tested before conclusion or recommendation e.g. when considering youth disorder you may need to take a number of approaches to tackle the issue i.e. education enforcement and diversionary activities</p> <p>Data Collation: Collation involves organising and presenting material into a format that allows the information to be easily compared and understood. A list of all the material used should be kept as a reference point.</p>
Considerations	<p>Analysing Data: Quantitative information alone will not tell us how and why things are happening. A combination of qualitative and quantitative data provides a balanced product based on perception and statistics. Consider how good your data is and how representative, current, triangulated, qualitative and quantitative it is.</p> <p>It is important to be objective when analysing data as personal experience may prejudice the findings. Where possible seek additional data that can support or contradict the conclusions. Be prepared for unusual findings, anomalies or additional outcomes. If this is the case use this evidence to quantify a new focus, additional needs or a requirement for resources.</p> <p>Context and Timeframe: Use the 5WH process (who, what, why, where, when and how) to agree the context. Consider the most appropriate timeframes for analysis and ensure consistency of the parameters e.g. the two weeks prior and two weeks after Guy Fawkes night over the last five years; or reports of hate crime over the last six months.</p> <p>Gaps: As you start to analyse the data it is likely you will identify some gaps. Consider whether there is enough data to provide a good understanding of the need and make a sound judgement on the activities required. If not, further develop the data collection plans to tackle the gaps.</p> <p>Wider Impact: Consider in accordance with the Community Empowerment (Scotland) Act (2015) the contribution that partner agencies and communities can have in helping to understand the need and identifying solutions. Think about the wider outcomes the project will contribute to, not just community safety, but think about other national strategies and frameworks: Curriculum for Excellence, the Mental Health Strategy, Changing Scotland's Relationship with Alcohol Framework etc.</p>
How to	<p>Level of Analysis: Be clear about the level of analysis required. It should be proportionate as to whether the need is a large national issue or a smaller community issue, and should be proportionate. The scale of the analysis and the quantity of data can appear overwhelming approaching the process systematically and compartmentalising data can help.</p> <p>Analysis</p> <ul style="list-style-type: none"> • Use the 5WH process to analyse the issue; who, what, why, where, when and how • Consider outcomes based on wider parameters, such as health and wellbeing, employment • Identify cut off points based on the project timeline • Develop critical thinking methods to examine what the evidence is saying, and include partners in the process using their specialist knowledge • When considering long term data consider what other factors may have contributed to the figures i.e. a really wet summer would impact on young people being out and causing disturbances. <p>Wider Impact: Refer to the National Standards for Community Engagement for guidance on engaging stakeholders.</p>



Principles	<p>Evaluation: An evaluation report should include qualitative and quantitative analysis relating to the targets the process and the methodologies used in realising the outcomes.</p> <p>Outcomes: Having established baselines and targets, the evaluation process will demonstrate to what extent these have been reached and begin to highlight outcomes e.g. a target to reduce unintentional injuries in over 65s outcomes may include; a reduction in unintentional injuries but may also create greater awareness of home safety among over 60s, and elderly people being more aware of where to get advice etc.</p> <p>Impact: The projects impact can spread across thematic areas and is often demonstrated through behavioural or structural changes. Demonstrating impact, particularly through case studies, helps to tell the story and brings cold statistics in to real life allowing people to make connections.</p> <p>Example: Mr X had repeated falls in his home. Living alone he would often lay for extended periods before he could get help. He was hospitalised five times and his general health was beginning to suffer. Minor adjustments were made to his living environment and an alarm was installed. Mr X has had no repeated falls, his general health and mobility has improved to the extent that Mr X is now more confident going about his day to day activities and less reliant on carers.</p>
Considerations	<p>Evaluation Tools: The evaluation framework established during the planning stage will have identified the evaluation tools most suited to the project. Consider now how to further develop the evaluation process to evidence impact. You may need to include use additional tools than those initially agreed in the planning stage to produce a comprehensive whole systems evaluation.</p> <p>Outcomes: Outcomes can be short, medium or long term and can be unexpected. When evidencing impact include unexpected outcomes that add value to the work e.g. having identified that some elderly people were being 'ripped off' when getting workmen in, a buddy system was established to support vulnerable older people which included undertaking minor DIY jobs. This reduced the risk of accidents in the home as many would not have had the work done due to financial restraints.</p> <p>Impact: The wider impact isn't always obvious, speaking to stakeholders (users, staff and partners) can identify potential case studies that you can follow up. Use open ended questions and encourage them to explain what the project has done for them beyond what they expected from it.</p> <p>Remember the impact of a project may not always be positive: For example as a result of raising awareness of work being undertaken to address antisocial behaviour in an area, residents may report an increase in fear of crime. Consider what impacts these stories; what recommendations you would make to reduce the negative impact in the future and/or how feedback would influence how you would design the project next time.</p> <p>Sustainability: A positive impact would be long term sustainability e.g. the initiative has been mainstreamed or the community taken ownership. Consider if the project is sustainable without continued investment and if there is evidence that the underlying issues have been addressed. Think about what recommendations you would make in the short, medium and long term.</p>
How to	<p>Evaluation tools:</p> <ul style="list-style-type: none"> • Preventative Spend Cost Benefit Analysis: A process to calculate the cost saved as a result of the project • Document Reviews: Use to research and evidence wider impact and to benchmark progress • Case Studies: Developing or using case studies can evidence the impact/change • Social Return on Investment: Methodology which examines the financial value of the outcomes project and its economic, environmental and social impact • Surveys/Questionnaires: Provide data that evidences change • Focus Groups: Groups made up of users/stakeholders • Interviews: One to one structured meetings provide process feedback and impact stories • Social Audit Accounting: A framework for which examines the value of the project and its economical, environmental and social impact



Principles	<p>The purpose of the report: The purpose of the report is to show how the project has functioned, its outcomes, and impact. The good, bad and indifferent aspects should be reported to demonstrate how ongoing monitoring has informed the learning and development of the project.</p> <p>Reporting timescales: These will have been agreed as part of the project planning, and will vary according to the size and timelines of the project. However the principle of 'Evidencing Impact through Continuous Programme Review' recommends that throughout the project there is ongoing monitoring and evaluation which will inform the final report.</p>
Considerations	<p>Accessibility of report: Reports are often linked to funding agreements and are required to demonstrate progress linked to specific targets. Consider what the wider audience is and how you will circulate your findings further. e.g. website, social media, articles in publications, a public report, public meetings, internal and external presentations.</p> <p>Reporting Styles: Write and structure your report with your audience in mind, this will dictate the content and determine how the report should be disseminated, in whole or in part. Public sector organisations have specific guidelines that need to be followed. Consider producing a report for wider use that could be an appendix to the main report. Use case studies and/or examples to develop the story and help the reader to understand the wider impact e.g. preventative spend cost benefits, health and wellbeing impacts; positive perceptions; community empowerment.</p> <p>Provide an Executive Summary which summarises the purpose and key findings to make sure your key messages get across. The reader will then have the option to refer to the details behind the evidence if they need to.</p> <p>Think about the language used, in particular the use of jargon or acronyms which may confuse the reader. Before publishing have other people edit the report for consistency, clarity and for grammatical errors.</p> <p>What is the time scale for the report? Timescales are important to allow partner reviews of initial drafts through to full report sign off. Consider how you will reflect the contributions, views and feedback from stakeholders and partners.</p> <p>What works in one area might not work in another: A project may be successful in one area but a number of factors (geographical, cultural etc.) can impact on the success in others. The report should identify the contributing factors and evidence what learning has been taken e.g. a successful cycle safety campaign in an area where children cycled to school when transferred to an area where children predominately walked to school, had less impact. Further investigation identified a key factor was that children in the socially deprived community did not have bicycles.</p>
How to	<p>Starting: Go back to your project plan and provide a brief history of how and why the project was initiated. Using relevant data sources evidence the change linked to your targets and outcomes, and use examples to develop the wider impact story. Don't present raw data, analyse and interpret it in a style that is easily understood. While graphs are useful the use of narrative helps tell the story.</p> <p>Structure: Identify if there is a required corporate template and/or structure for the report, if not you may want to consider other templates that are available. Consider how these templates can be altered to provide an appropriate structure for your report(s). Use an Executive Summary, to capture the audience and ensure the key messages are concisely presented.</p> <p>Recommendations: Recommendations provide suggestions based on evidence and experiential learning on what should happen next. They link closely to the sustainability of the outcomes and may recommend a range of actions i.e. cultural shift in how services are delivered, the engagement of other partners to provide services, that further research and other data sets are required or that the need has been satisfactorily addressed. Again it is worth linking recommendations to other strategies and frameworks.</p>

Useful Tools and Resources

Product	Type	Content
Effective Evaluation (SCSN) www.safercommunitiesscotland.org	Training course and eLearning module	An introduction to evaluation these courses cover the principles of evaluation, the evaluation cycle, methodologies and evidence collection.
Evaluation Methodologies (SCSN) www.safercommunitiesscotland.org	Guidance document	Introduces the most commonly used methodologies including: interviews, questionnaires, logic modelling, social return on investment and social audit accounting.
Preventative Spend Cost benefit analysis (SCSN) www.safercommunitiesscotland.org	Guidance document eLearning module Training Course	To support evidencing preventative spend through the use of cost benefit analysis/financial return on investment.
National Data Sources (SCSN) www.safercommunitiesscotland.org	Directory of data sources	Provides current statistical evidence to support a broad range of safety initiatives and useful links to statistical providers websites/data.
Benchmarking framework and Toolkit (Improvement Service) www.improvementservices.org.uk	Guidance toolkit	Details of the benchmarking toolkit and easy to use dashboard.
Government Marking Scheme (Home Office) www.gov.uk/government	Guidance document	Providing guidance on production, handling, dissemination and destruction of all official data.
Using and Handling Intelligence data (SCSN) www.safercommunitiesscotland.org	Guidance document eLearning module	Guidance to ensure that data is shared, used and stored in compliance with existing legislation. Contains useful templates: Analytical Tasking Form Template Analytical Product Feedback Form Information Sharing Templates
Terms of Reference (SCSN) www.safercommunitiesscotland.org	Template	Project planning tool to define the scope and purpose of the project, set timescales and agree actions.
Scottish Council on Archiving and Retention of Schedules (SCARS) www.scottisharchives.org.uk/	Toolkit	Identifies statutory and regulatory retention periods for records and suggests typical retention periods based on practice and/or business requirements where statutory and regulatory periods do not exist.
Information Sharing protocol templates (SCSN) www.safercommunitiesscotland.org	Template	Template to agree the scope and context for information sharing in relation to a project or initiative.
Scottish Information Commissioners Toolkits (SIC) http://www.itspublicknowledge.info	Assistance and guidance	Provides assistance and guidance on information management, and sharing to ensure that legislation is adhered to. Statutory agency who manage information in Scotland.
Evidenced based Strategic Planning (SCSN) www.safercommunitiesscotland.org	Training course and eLearning module	Covers evidence based strategic planning and partnership working, including: business planning, data analysis, priority setting, and performance management.

Appendix 1 – The Partnership Life Cycle

Stage	Typical characteristics	Consider...
Forming	<ul style="list-style-type: none"> • common cause arising from shared interests, opportunities, threats • early enthusiasm, new challenge, new relationships • exploring what's needed, what's possible nature of commitments unclear 	<ul style="list-style-type: none"> • create opportunities for people to get to know each other • encourage partners to focus on a common vision, the difference they want to make together • define tasks and tangible outcomes • shepherd the process of building the partnership agenda - including through use of research • ensure neutral meeting ground
Frustration	<ul style="list-style-type: none"> • partners feel 'in a fog' • disputes or tensions over priorities and methods • individuals questioning purpose and reason for being there • hidden agendas influencing what partners do • doubt about what each other bring to the table • partners competing for credit and control 	<ul style="list-style-type: none"> • revisit the common ground - allow time to redefine issues, purpose, etc. • maximise opportunities for practical involvement • implement actions which demonstrate progress ("little victories") • encourage open expression and constructive disagreement • clarify benefits to individual partners • promote mutual appreciation of what each other can contribute • fix the problem, not the blame
Functioning	<ul style="list-style-type: none"> • renewed vision and focus • progress through joint project teams • partners talk in terms of 'we' not 'you' • clear roles and responsibilities • fully accountable to each other for actions 	<ul style="list-style-type: none"> • agree clear objectives, milestones, responsibilities, success measures • establish principles/ protocols for collaboration • encourage shared leadership and accountability • develop common methods and quality standards • seek learning consciously through cross-partner project teams, joint training and reviewing activities
Flying	<ul style="list-style-type: none"> • successful achievement of goals • shared leadership • partners are changing what they do and how they do it to achieve shared objectives • trust and mutual respect • partnership priorities central to partners activities 	<ul style="list-style-type: none"> • anticipate future challenges and build partner capacity to respond • take stock of how well the group is performing • keep working at communications • avoid any unnecessary partnership working • ask: does the partnership still serve its purpose? • ensure that all partners are getting the benefits they expect • continue to celebrate success
Failing	<ul style="list-style-type: none"> • disengagement • lack of commitment • recurrent tensions • breakdown or frittering away of relationships 	<ul style="list-style-type: none"> • wind up the partnership if it fails to provide sufficient benefits and results • go back to the advice offered for Stage 2 - Frustration

Appendix 2 –Project Risk Log Example

Risk ID	Date Added	Risk Description (Cause, Event & Effect)	Risk Proximity (Impact Date)	Impact Category	Current Probability	Current Impact	Current Exposure (probability x impact)	Risk Owner	Risk Response Category	Mitigating Actions, Actioner & Closure Dates	Status Update	Risk Status
			Short Medium Long	E.g. Schedule Objectives Financial	Options are: Very unlikely Unlikely Likely Very likely	Options are: Minor Significant Serious Major	<div> <div></div> <div></div> <div></div> <div></div> </div> 1 to 5 = 6 to 10 = 11 to 16 =		Removal / Reduction			Open / Closed

Appendix 3 – Building Safer Communities Programme 2020 Vision

Our vision is of a flourishing, optimistic Scotland in which resilient communities, families and individuals live safe from crime, disorder, danger and harm. Our aim is to reduce the number of victims of crime in Scotland by 250,000 by 2017-18 and to significantly reduce harm from unintentional injury.

Our Vision for Scottish Neighbourhoods in 2020

- *People feel part of and proud of their neighbourhood, know their neighbours, and are willing to participate in activity to improve their local area. Public spaces are clean and accessible and vandalism is rare. There is a strong element of self-policing in the local neighbourhood. People rate their neighbourhood as a good place to live and are happy to stay within the community.*
- *People are aware of the range of local services available in their area and view local community spaces such as the community centre, school and library as their assets rather than seeing them as off-limits or part of 'the council'.*
- *People choose to engage with local service providers and there are high levels of trust. People can see how their priorities and views have influenced local service delivery and receive regular updates on progress.*
- *A wide range of local community groups, support networks and social clubs have been established by citizens keen to improve their local area. These groups have a wide social reach and most people know who in the community to contact if they want to report a problem or offer up a solution. People look after each other and help each other out.*
- *People have a realistic view of how safe their local area is and of how safe Scotland is compared to other countries. People have a vision for their community and services are built around this.*
- *People feel safe to walk around their neighbourhood after dark because it is well lit and designed, they know their neighbours and trouble is rare.*
- *Children regularly play outside in the neighbourhood's well-kept green spaces and groups of young people are not seen as trouble-makers. The local school and its sports facilities are available outside of school hours and are well-used, as are other community resources.*
- *People are treated fairly and equally. People are tolerant of difference and people from different areas and groups interact positively with one another.*
- *People take care of their health and wellbeing and levels of both are improving.*
- *There is much less stigma about the local neighbourhood and new local businesses and community-led cooperatives have sprung up, creating a vibrant, friendly and safe environment, as well as opportunities for employment and training. The community is defined by its strengths.*
- *People are much more confident to speak up for their area and take the initiative to get things done. Demand for local services and levels of complaints have fallen dramatically as have levels of crime, disorder, danger and harm. People think their area is a great place to live and are positive and hopeful about the future.*

With thanks to members of the Action Learning Group

Bernadine Blair – Scottish Fire and Rescue Service

Graeme Buchan – Police Scotland

Ian Hanley – Inverclyde Council

Jo Larsen – Aberdeen City Council

Andrew Price – Scottish Community Safety Network

Graeme Reekie (facilitator) – Wren and Greyhound Consultancy

Special mention to the following who consulted on the first two sessions but due to work changes were unable to continue.

Jan Pringle – Scottish Borders Council

Tom Veitch – Edinburgh Council



34b Thistle Street, North West Lane

Edinburgh, EH2 1EA

0131 225 8700/7772

Email: info@scsn.org.uk

Company Ltd. SC357649

Charity No. SC040464

www.safercommunitiesscotland.org