



## Social Return on Investment Evaluation Report, April 2011

*“a bakery and coffee house offering meaningful work experience and training to adults with a learning disability.”*



“This report has been submitted to an independent assurance assessment carried out by The SROI Network. The report shows a good understanding of the SROI process and complies with SROI principles. Assurance here does not include verification of stakeholder engagement, data and calculations. It is a principles-based assessment of the final report”.

Janice Nicol  
Accredited SROI Practitioner

## Contents

|   |    |
|---|----|
| 1. The Bread Maker’s Message .....                              | 3  |
| 2. Executive Summary .....                                      | 4  |
| 3. Introduction.....  | 6  |
| 4. SROI Context.....  | 6  |
| 5. The bread maker .....  | 8  |
| i Policy context within which the bread maker operates.....     | 8  |
| ii Origins of the bread maker .....                             | 9  |
| iii The bread maker’s key business objectives .....             | 9  |
| iv Products and services .....                                  | 10 |
| v Apprentice Scheme.....  | 11 |
| 6. SROI Process .....   | 12 |
| i Scope of Analysis.....  | 13 |
| ii Aims and objectives of contractual agreement.....            | 13 |
| 7. Stakeholders .....   | 14 |
| i Power interest grid .....                                     | 14 |
| ii Chosen stakeholders .....                                    | 15 |
| 8. How We Engaged With Stakeholders .....                       | 18 |
| i Apprentices .....   | 19 |
| ii Parents.....   | 20 |
| iii Key workers/carers.....                                     | 20 |
| iv Volunteers .....   | 21 |
| v Local Authority and NHS: .....                                | 22 |
| vi NHS Community Health Team.....                               | 22 |
| vii Board Members .....   | 23 |
| viii Sessions to verify values and data .....                   | 23 |
| 9. The Theory of change .....                                   | 24 |
| i Change as experienced by the Apprentices .....                | 25 |
| ii Change as experienced by volunteers .....                    | 28 |
| iii Change as experienced by Parents/Carers & Key workers ..... | 29 |
| iv Change as experienced by board members .....                 | 31 |

|   |    |
|---|----|
| v Change as experienced by NHS & Community Health Team .....                      | 31 |
| vi Change as experienced by the Local Authority - Contracts and Community Officer | 32 |
| vii Others who contribute to the change:.....                                     | 33 |
| 10. Outcomes & evidence .....   | 34 |
| i Valuing Outcomes .....  | 35 |
| ii Impact - values placed on outcomes .....                                       | 38 |
| iii Intended and Unintended outcomes .....  | 38 |
| iv Negative outcome .....   | 38 |
| v Indicators .....  | 39 |
| vi Duration .....   | 40 |
| 11. SROI Calculation.....   | 43 |
| i Assumptions.....  | 43 |
| ii Calculation of Social Return Value .....                                       | 49 |
| 12. Sensitivity Analysis.....   | 50 |
| i Scenario 1 - altering a specific financial proxy .....                          | 50 |
| ii Scenario 2 - changes to deadweight and attribution .....                       | 51 |
| ii Scenario 3 - changing quantities .....   | 51 |
| iv Scenario 4 - to achieve a 1:1 ratio .....                                      | 52 |
| v Conclusion .....  | 52 |
| 13. Concluding Remarks .....  | 53 |
| 14. Recommendations .....   | 55 |
| 15. APPENDICES .....  | 56 |
| Appendix 1 - Apprentice Case Studies .....  | 57 |
| Appendix 2 - SROI scope.....  | 60 |
| Appendix 3 - Identification of Stakeholders - Those Excluded.....                 | 61 |
| Appendix 4 - Identification of Stakeholders - Those Included .....                | 64 |
| Appendix 5 - Information provided to Apprentices.....                             | 66 |
| Appendix 6 - Apprentice questionnaire .....                                       | 67 |
| Appendix 7 - Indicators and Data Sources.....                                     | 70 |
| Appendix 8 - Calculations table .....   | 72 |

## 1. The Bread Maker's Message

*"At the bread maker, we hand craft bread to be enjoyed and shared with friends, with family, with everyone.*

*We do all this in the context of providing learning and work opportunities in the bakery or coffee house environment for adults with learning disabilities.*

*Our traditional methods of production are testimony to the history of bread as a staple of life. Bread made slowly, with care by our bakers and Apprentices. Our relaxed coffee house is the place to meet with friends or colleagues. The ideal location to enjoy a coffee, a sandwich, a home-baked cake, some quiet time, or decide what bread you're taking home to share.*

*We are committed to working with our Apprentices, to facilitate their future by developing their skills and knowledge through an Apprenticeship either in the bakery or coffee house. They have energy for life and learning and it is our vision that through providing meaningful work and training we share that energy with others."*



(Donald Anderson, CEO, the bread maker, 2009).

## 2. Executive Summary

The bread maker is an exemplary emerging Social Firm operating in Aberdeen City; a commercially focused enterprise producing high quality breads and confectionery. The purpose of their business activities is to provide a range of meaningful employment, training, educational opportunities and social activities to Adults with Learning Disabilities who are excluded in mainstream society.

The ethos of the bread maker is that of fully supporting and enabling Apprentices to work in a holistic and innovative way, offering a stimulating and positive experience to each individual, valuing and recognising their contribution and input as a team player within their thriving bespoke business.

The Apprenticeship Scheme offers 24 adults with learning disabilities a range of work experience and job opportunities within a dedicated bakery unit and welcoming coffee house - 12 of the apprentices work in the bakery and 12 work in the coffee house. Additionally they are supported to fully participate in the life of the city and engage in a range of social activities and learning opportunities out-with their job requirements. A continuous personal development programme ensures that everyone has the opportunity to maximise their own potential to become a fully active member of society valued for their abilities, skills and experience.

The bread maker has invested in undertaking an evaluative Social Return on Investment (SROI) analysis and the scope of this analysis focuses on the bread maker's Apprenticeship Scheme during the financial year April 2009 - March 2010. This one year of the Apprenticeship Scheme was made possible by the £58,615 contract for Support Services from Aberdeen City Council.

The principles of SROI were used as a framework to support the evaluation exercise and a range of stakeholders were identified and fully engaged with during the whole process. The focus was on measuring the changes that are brought about in the lives of those affected by the Apprenticeship scheme - in particular the key stakeholders, 24 Apprentices working in the bakery and/or Coffee House. Additional stakeholders included, Volunteers, Parents and Key Workers, NHS and Local Authority Representatives. A range of methods were used to engage with stakeholders to capture information and evidence to fully support any findings.

In society, work is widely recognised as having a huge impact on people's well-being and health and as such the bread maker strives to make this a reality for

adults who would otherwise be denied the opportunity of having a real job within a real business.

The changes that have been experienced by all the stakeholder groups have been captured and recorded within the SROI report. There is a wealth of positive change reported amongst all stakeholders including; huge levels of increased confidences, increased levels of independence, skills attainment, and knowledge, a feeling of being valued in society and improved health and wellbeing. In particular Apprentices engaging in the bread maker are much healthier, happier people contributing more fully to society.

The bread maker is reported by the Local Authority as offering a stimulating experience and deeper integration into everyday life for adults with a learning disability who otherwise may be at home and/or possibly on their own. The bread maker is the foremost positive destination as a Learning Disability Service provider; it provides a positive place for people to go to work in an empowering environment.

The range of training and work experience offered by the Apprentice Scheme enhances efforts to increase an individual's capabilities and personal development and the bread maker is a great example of the type of service needed. The provision of the rewarding experience of working in the successful business, that is the bread maker, is far more preferable than only offering adults the alternative option of spending their week doing arts and crafts.

The bread maker is a 'fit for purpose', progressive and sustainable organisation, that is professional and proactive in its approach to business on all levels of service and product delivery.

The detailed impact map developed captures the key outputs and outcomes measured as determined by the scope of the evaluation. The impact and supporting documentation provides detailed information on what financial proxies have been used, sources of evidence and values attributed against each outcome. Calculations have also been made to ensure that the true value of impact has been recorded.

The comprehensive evaluation and study has resulted in an SROI calculation ratio in **£4.50 of added value for every £1.00 of investment** made by Aberdeen City Council through their Service Level Agreement. (Under sensitivity analysis, this ratio would reduce to £4.25).

### 3. Introduction

The bread maker is an exemplary emerging Social Firm operating in Aberdeen, in the North East of Scotland. It is a commercially focused enterprise offering a range of high quality bakery and confectionery produce. Sales of these quality goods and income from a coffee shop, allows the bread maker to meet its all important social purpose - to offer adults with learning disabilities the opportunity to work in a supportive workplace within a commercial business environment and to benefit from a range of additional opportunities, social activities and therapies. It does this through an Apprenticeship Scheme which provides twenty four Apprenticeships.

*“The prime reason for our existence is - the Apprentices - in all our endeavours they remain at the forefront of our thinking”* (Dr Dennis Durno, founder of the bread maker, Chairman 2000-2008).

The achievements and success of the bread maker, during their first 3 years of trading, resulted in the organisation undertaking a comprehensive strategic review to analyse commercial performance and to consider how best to capture, measure, evaluate and report on the additional, most important ‘added value’, that they bring to individuals and to their wider stakeholders.

The bread maker decided that an evaluative SROI would allow them to capture and measure the **true impact some of their activities have had** in relation to their Apprentices.

### 4. SROI Context

It is commonly recognised that there is a growing need to demonstrate and report on added social, economic and environmental value by third sector organisations operating in an ever increasingly competitive market arena. SROI is seen as an effective reporting method for these purposes. It is a method of reporting that is understood by Investors, funders and statutory bodies alike across sectors.

SROI has been developed and refined over a number of years and reflects a tried and tested method of measuring change whilst attributing a monetary value to this change. SROI details the story behind what and who is involved in contributing to these changes, pulling together quantitative and qualitative information to consolidate final results and findings.

Social Return on Investment is increasingly being used to measure the added value of an activity in monetary terms, and is particularly relevant to social enterprises whereby softer outcomes, social benefits and wider impacts, so often ignored or underrepresented, make a huge difference to people's lives and the community in which they live.

As a strategic planning and management aid SROI can be used to support the improvement of services and delivery. SROI evaluation can highlight and identify any negative outcomes that may not have previously been considered and therefore enables an organisation to refine and improve service delivery to address any of these negative areas.

Using the SROI framework, the bread maker decided to undertake an evaluative SROI focused on the effect of the Apprenticeship Scheme; to capture and evidence the real difference the organisation has made to the Apprentices and related stakeholders during the financial year 2009-2010.

The bread maker also agreed that it would be an appropriate and consistent method that would allow them to evaluate internal systems and processes, further support their strategic management methods and planning, increase their quality of service delivery and to maintain their position operating 'above industry standards' and to support any future sourcing of investment and funding.





## 5. The bread maker

### i Policy context within which the bread maker operates

The third sector in Scotland has enjoyed significant political profile over the past decade, resulting in an increase in recognition, support and investment for the sector. Social enterprise in particular was recognised in Scotland as a distinct part of the third sector and a business model that requires differentiated business support and investment approaches. This recognition resulted in the publication of the first Social Enterprise Strategy for Scotland in 2007<sup>1</sup> and its successor, Scottish Government's Enterprising Third Sector Action Plan (2008)<sup>2</sup>. The latter reflects the Scottish Government's intention to work towards a more integrated approach to third sector policy development. It also restated the Government's recognition of an enterprising third sector in the development, design and delivery of policy and services in Scotland and in putting people and communities at the heart of this agenda.

The diversity of services delivered through and by the sector is recognised for the added value it provides since the sector's work cuts across many policy areas of Government. Social enterprises in particular can contribute to the Scottish Government's objectives for a wealthier & fairer, healthier, safer & stronger, smarter and greener Scotland<sup>3</sup>.

Social enterprises and specifically Social Firms continue to play a part in creating employment opportunities for people who would otherwise find it difficult to secure mainstream employment. Social Firms have been pioneers in integrating excluded people into the labour market for many years albeit in Scotland and the UK on a relatively small scale at present. While some act as temporary 'springboards' into permanent employment elsewhere, others offer permanent jobs for people who would otherwise find it difficult to secure mainstream employment.

The definition of a Social Firm is generally agreed across Europe. A Social Firm is a market-led business, which creates paid employment for people who are severely disadvantaged in the labour market. This might be because of a disability, mental health problem, prison record or because they're homeless.

Social Firms aim to generate at least 50% of their income from trading, and employ around 25-30% of their waged workforce from its target group. Social Firms are part of a broader spectrum of social enterprises often referred to as Work Integration Social Enterprises (WISE), but they are more clearly focussed on

---

<sup>1</sup> Better Business: A Strategy and Action Plan for Social Enterprise, Scottish Government (2007)

<sup>2</sup> <http://www.scotland.gov.uk/Topics/People/15300/Actionplan>

<sup>3</sup> <http://www.ssec.org.uk/files/SSEC%20-%20How%20social%20enterprises%20can%20deliver%20for%20Scotland.pdf>

business income to sustain their activities, and have the common social purpose of creating employment opportunities within the firm.

In the UK, the employment rate of people with disabilities is around 47%, compared to around 75% for the working age population in general.<sup>4</sup> And Employment rates vary by disability. For those with a learning disability receiving adult social services, it is around 10%,<sup>5</sup> for those on the autistic spectrum it is around 13%<sup>6</sup> and as low as 8% for those in contact with secondary mental health services.<sup>7</sup>

## ii Origins of the bread maker

The bread maker grew out of the Aberdeen Day Project which achieved charitable status in May 2000. The Aberdeen Day Project then became a company limited by guarantee, this legal structure allows for any additional trading subsidiary(s) to be set up in the future.

Market research identified both a need for a high quality Artisan Bakery and Coffee House and a high demand for work based opportunities for the adults with learning disabilities - *'the bread maker'*.

The bread maker is a trading arm of the Aberdeen Day Project, and operates a fully viable business, bringing to the marketplace an opportunity to purchase quality bread and confectionery using the best ingredients made to the highest manufacturing standards.

## iii The bread maker's key business objectives

The bread maker's aim is to become the baker of choice in the North East offering bespoke bread and confectionery where customers are guaranteed quality and high service standards.

- ⇒ Grow the bread maker brand
- ⇒ Grow the business to increase revenue to create sustainability
- ⇒ Operate above and beyond *'industry standards'*

---

<sup>4</sup> Department of Work and Pensions, report on progress with National Indicator 19 at <http://www.dwp.gov.uk/publications/policy-publications/opportunity-for-all/indicators/table-of-indicators/people-of-working-age/indicator-19/>

<sup>5</sup> 'Valuing employment now: real jobs for people with learning disabilities', 2009, Department of Health at [http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_101454.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_101454.pdf)

<sup>6</sup> 'Supporting people with autism through adulthood', 2009, National Audit Office at <http://www.nao.org.uk/publications/0809/autism.aspx>

<sup>7</sup> 'Social Care and Mental Health Indicators', 2010, NHS Information Centre at <http://www.ic.nhs.uk/statistics-and-data-collections/social-care/adult-social-care-information/social-care-and-mental-health-indicators-from-the-national-indicator-set--provisional-further-analysis-england-2009-10>

- ⇒ Provide a range of increasing opportunities to adults with learning disabilities
- ⇒ Be the service provider of 'choice for our clients'

It is fully recognised and acknowledged that it is the 'team effort' of the members of the bread maker that has resulted in the organisation achieving their level of success to date in terms of surpassing business and service delivery aims and objectives during these early years of trading.



#### iv Products and services

The bread maker offers:

- ✓ Organic and specialised breads and bespoke bakery items
- ✓ A coffee house which sells the bakery and confectionery produced on the premises
- ✓ High quality bespoke training and service provision tailored to meet the needs of adults with a learning disability
- ✓ Buffet and delivery service
- ✓ Bread making courses

*"Management system documentation has been fully developed and implemented accordingly. No items of food standards noted at time of visit". (Alison Middleton, Aberdeen Environmental Health Officer, May 2009).*

## v Apprentice Scheme

The ethos of the bread maker is to support and enable Apprentices in a holistic and innovative way. The scheme provides apprentices with valuable work experience and social skills required in order to access paid employment either within the bread maker, should a vacancy arise, or with an external employer. There are 24 Apprentices with learning disabilities, who work between the coffee shop and the bakery (*Appendix 1 for apprentice case studies*).

The bread maker offers the Apprentices:

- meaningful work and training opportunities in a dedicated bakery producing a range of breads and baking, and in a stylish and welcoming coffee house in the centre of Aberdeen
- an opportunity to fully participate in the life of the City - to have a real job in a real business and to be part of a thriving and growing concern
- continuous personal development through full and active involvement in a business, the acquisition of new skills and confidence, and an opportunity to maximise their potential, within a culture where individual needs are heard and supported
- the opportunity to engage with the public on a daily basis in their working capacity in the coffee house; and the Apprentice bakers assist in laying out the bread, rolls and confectionery for sale to customers
- access to relevant external training and education further encouraging independence and the opportunity to move onto other employment and related activities.

*“the bread maker promotes a healthy attitude towards working & training whilst providing support”.*

Contract Monitoring Aberdeen,  
Aberdeenshire & Angus, May 2009

*“the bread maker is a model social enterprise including people with learning disabilities & has a solid foundation upon which to build. This report highlights many facets of good practice. The development of Apprentices, particularly in the areas of learning new skills, developing self-esteem & confidence & sustaining their work placement, represent best practice”.*

Paul Henderson, External Lottery Evaluation, May 2009

## 6. SROI Process

The bread maker commissioned an external consultant to carry out the SROI evaluation and related processes. The consultant worked closely with senior staff and an internal SROI working group. The working group consisted of representatives from the Board, management, Apprentices, parents, staff and volunteers. It acted as the main point of contact for the consultant, to promote and cascade SROI progress and benefits throughout the organisation and to provide a real insight into the actual experience and working environment of the bread maker.

This close partnership working has ensured that the bread maker maintained ownership of the process and that, each stage of the SROI was guided by the knowledge and expertise of the key stakeholders. By doing this the bread maker is now in a stronger position to carry out future SROIs internally.

*“The implication is that stakeholders need to be identified and then engaged throughout the SROI process. This includes involvement of defining objectives, appropriate measures of change and proxies for value. The process by which SROI reveals the value of positive change value (and the loss of value from unintended consequences) will often involve negotiation and compromise between stakeholders. Consequently, stakeholders will also need to be involved in the governance of the activity” (SROI UK definitions of Principles: version 1 - July 2008).*

The Principles of SROI were used as a framework to support the evaluation exercise and as such were adhered to during this study:

1. **Stakeholder perceptions** - direct involvement and communication with stakeholders, understanding how changes have been created in the bread maker, taking into account individual viewpoints.
2. **Scope & Materiality** - Group sessions undertaken where recognising and supporting the values, objectives and wider stakeholders of the organisation were articulated and the scope of the evaluation agreed and taken forward.
3. **Understand Change** - developed impact map, based on agreed scope as determined by stakeholder working group
4. **Comparative** - range of benchmarks used to support evaluation process where values attributed were determined by the stakeholder groups.
5. **Transparency** - findings detailed and followed through impact map process and duly recorded
6. **Verification** - assurance to be sought
7. **Financial proxies** - researched and evidenced to support findings/values as evidenced in the impact map and supporting documentation.

## i Scope of Analysis

The scope of this SROI focuses on the bread maker's Apprenticeship Scheme during the financial year April 2009 - March 2010. This one year Apprenticeship was made possible by the £58,615 contract for Support Services from Aberdeen City Council.

The focus will be on measuring the changes that are brought about in the lives of those involved in and affected by the Apprenticeship scheme - in particular the key stakeholders, the 24 Apprentices working in the bakery and/or coffee house.

The scope was agreed in consultation with the working group and the funder and taking into consideration the previously unmeasured social benefits experienced by stakeholders involved in the Apprenticeship Scheme (see *Appendix 2*).

Local Authority investment over 1 year period = £60,000 on average per annum (spot purchasing at full day rate or half day rate x number of days x number of Apprentices x 12 months).

## ii Aims and objectives of contractual agreement

*"The aims and objectives of the service is to provide skills and knowledge necessary to obtain part or full time employment and to provide support for individuals who wish to progress to employment.*

*The service shall provide the opportunity for people with a learning disability or special needs the advantage of formal Apprenticeships and vocational training either in the bakery or coffee bar, and where appropriate, the ability to obtain a recognised qualification. The objective of completing this course is with a view to accessing either part or full time mainstream employment, along with gaining life skills which will provide social inclusion, independence and other necessary skills" (Aberdeen City Council, Social Work Service, Contract for support services with the bread maker, April 2009).*

The social impact measurement analysis is based on:  
*'Apprentice development through working and training in the bread maker'*

## 7. Stakeholders

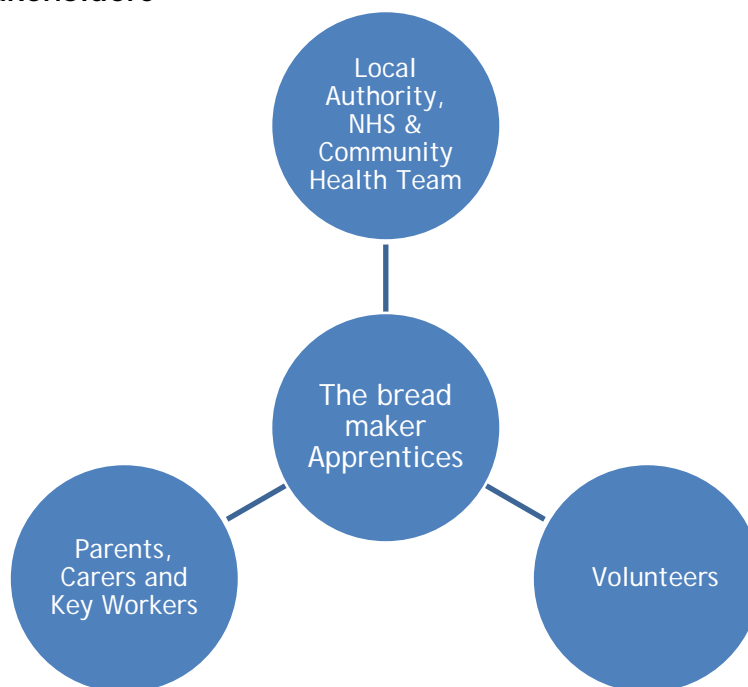
The working group took part in an initial stakeholder analysis session which produced the following Power Interest Grid.

### i Power interest grid

| High Power - low interest   | High Power - high interest  |
|---|---|
| <ul style="list-style-type: none"> <li>• Apprentices</li> <li>• Customers</li> <li>• EHO</li> <li>• Trading Standards</li> <li>• Contracts Officer</li> <li>• Placement providers/referrers</li> <li>• Charity employment officers</li> <li>• College lecturers/tutors</li> <li>• Health services - OT, community nurses etc</li> </ul> | <ul style="list-style-type: none"> <li>• Social Firms Scotland</li> <li>• Environmental Health</li> <li>• Council - contract monitoring</li> <li>• Care Managers</li> <li>• Parents &amp; Carers</li> <li>• Social Firm advisors who provide guidance &amp; support</li> <li>• Customers</li> <li>• Board</li> <li>• Health &amp; Safety Executive</li> <li>• Patron(s)</li> <li>• Statutory funders</li> <li>• Non statutory funders</li> <li>• Volunteers</li> <li>• Staff</li> <li>• Local Authority</li> <li>• Scottish Government</li> <li>• Purchasers of services and goods</li> </ul> |
| Low Power - low interest  | High Interest - low power   |
| <ul style="list-style-type: none"> <li>• Other Social Firms</li> <li>• Previous funders</li> </ul>  | <ul style="list-style-type: none"> <li>• Silver Sheaf patrons</li> <li>• Neighbours</li> <li>• Networks</li> <li>• Other social enterprises/organisation inn area for networking/sharing common issues/lobbying</li> <li>• Suppliers</li> <li>• Volunteers</li> <li>• Apprentices</li> <li>• Families/parents of Apprentices</li> </ul>   |

As a result of this analysis 5 main stakeholder groups were identified that would be affected by the scope of the SROI. These were the Apprentices, the parents/carers/key workers, the volunteers, the Local Authority and NHS/Community Health Team. A list of other stakeholders was identified but these have not been included in this analysis (*see Appendices 3 & 4 for a fuller explanation of why stakeholders were included or excluded*).

## ii Chosen stakeholders



### *Apprentices*

The twenty four Apprentices have been at the bread maker on average for 3 years - many of them have never worked before and had no experience of the basic skills needed to hold down a job in a place of work. The adult Apprentices range from 21 years old to 61 years old.

Apprentices do not get paid a 'wage' at present mainly due to the complexities of the benefits system and resulting barriers to work. The Apprentices are currently recompensed via the whole programme of support and social activities.

It is evident that the adults with learning disabilities have experienced increasing levels of confidences and skills base with the continued support provided over time by the bread maker. Year on year the Apprentices have flourished within their working environment, have made many new friends and been involved in a diverse range of social activities, networks and extended activities.

### **Each Apprentice is given:**

- ⇒ a period of induction training about the bread maker, the staff, volunteers, the premises and policies and procedures. This allows them to decide if the bread maker is the right place for them and whether they want to stay.



- ⇒ an Apprentice Placement Agreement which equates to a contract of work outlining what the Apprentices can expect from the bread maker and what the bread maker expects from the Apprentices.
- ⇒ support from the Continuous Personal Development Manager who line manages them, supports them in producing their Personal Development plans and in assessing and monitoring skills and progress.
- ⇒ workplace support in the bakery and coffee shop from volunteers.

The Apprentices are given training and supporting activities to help them develop the skills required to work in a coffee shop or bakery as follows:

- ⇒ Coffee shop skills: How to work safely in a work place environment. Food preparation and food/personal hygiene. Working a till, coffee machine, sandwich making, prepare and maintain a salad bar, make soup, serve customers and take orders. Clear and clean tables, clean and maintain equipment in a safe manner and clean and maintain the coffee bar as a whole.

- ⇒ Bakery skills: how to work safely in a work place environment and how to handle bakery machinery in a safe and competent manner. To understand food preparation and food/personal hygiene. To weigh, mix and shape dough for a variety of bakery produce, to make confectionery or any other bakery produce the bakery staff may introduce. To identify the various types of bread, the ingredients required and the proper storage of these. To prepare the appropriate bakery equipment, clean equipment, tables and the bakery as a whole.



- ⇒ Social Skills: training in personal, social and communication skills - how to greet and speak to customers, team building skills, interacting appropriately with staff, volunteers, customers and other Apprentices.
- ⇒ Therapeutic input: offering specialist therapeutic services in Art, Music, Speech Therapy and Eurhythmic Movement, to help balance.
- ⇒ Placements: the bread maker also has a policy of sourcing suitable and safe work placements for Apprentices, this will depend on the individual's capabilities, personal requirements and availability for a placement of work.

### *Parents/Carers & Key Workers*

Parents/carers play an active role in supporting their sons and daughters to attend the Apprenticeship scheme. One parent is actively involved in board activity but all are committed to the bread maker and the scheme.

Five Apprentices remain at home living with their parents and nineteen Apprentices are living in sheltered/supported accommodation, supported by key workers and carers.

### *Volunteers*

Volunteers play a central role in supporting the Apprentices and enabling them to do their job to the best of their ability. They act as buddies enabling the Apprentices to work independently and giving reassurance and/or practical help when needed.

Eleven of the volunteers are retired and come to the bread maker to 'give something back' to the community and to reduce their own levels of social isolation. Two of the volunteers are of working age, are currently unemployed and wish to do something useful whilst enhancing their CV's and future employment prospects.

Volunteers are mainly recruited from the customer base of the bread maker who become interested in supporting their work. Due to the busy and demanding environment of the bread maker their working hours are often limited to half days but this is flexible.

Volunteers have all undertaken a range of training and skills development in areas including (but not limited to) Health and Safety, Food Hygiene, Team Building, Understanding Autism, Baking and Customer Care.

### *Board members*

The current seven Board members have been recruited to perform specific roles with responsibilities aligned to the strategic function of the bread maker. The skills mix and expertise of all of the members reflects the diverse demands of governing a Social Firm; the need for business acumen and industry expertise required to support a sustainable business and meet a clearly defined social purpose.

Board meetings are held on average on a monthly basis, with additional input and support provided on a needs basis from individual members. Each member dedicates a minimum of 4 hours per month to fulfil their role requirements. (Please note that during the process the Board Member stakeholder group was removed from the evaluation due to materiality, (see section 10 Outcomes & evidence for more detail).

### *Local Authority & Community Health Team*

The Local Authority invest in the bread maker to deliver a service provision to support adults with learning disabilities engage in employment and training activities as an alternative to day care services. (Please note that even though the Local Authority is a key bread maker stakeholder, their outcomes are valued and measured against other stakeholders that were engaged in this analysis so they are not included in the SROI calculation).

The Community Health Team provide a range of support and training services to the bread maker to assist with the personal development and continued well-being of the Apprentices.

## **8. How We Engaged With Stakeholders**

A considerable amount of time was spent speaking with stakeholders establishing what changes they have experienced as a result of being involved with the Apprenticeship scheme. Since the stakeholder groups varied so much in terms of their involvement, experiences and expectations a number of different methods of engagement were used including focus groups, questionnaires, and one to one. Write ups from these engagement methods were all verified and agreed by the stakeholders involved. **Sessions to verify values and data** continued throughout the SROI process.

A description of the method of engagement for each stakeholder is as follows:

### i Apprentices

A total of 24 Apprentices work in the bread maker across both the coffee house and the bakery. All 24 have a learning disability. We wanted to capture information in a user friendly and non-threatening way which would not alienate or “intimidate” the Apprentices. We used the expertise and personal knowledge of the Continuous Personal Development (CPD) Officer to help focus the shape of the stakeholder engagement in order to cater for the individual personality, capabilities, and needs of each Apprentice as follows:

- **Apprentice focus group:** the CPD Officer identified 5 Apprentices who would respond well to being involved in a stakeholder focus group session(s) and would be keen to share their thoughts and feelings openly in a public arena. In preparation for the focus group, the Apprentices were issued with a short one page background to the focus group and an outline of what was going to happen on the day - they were asked to start thinking and noting down what their life had been like before they became an Apprentice and how their life had changed since becoming an Apprentice. This pre- focus group preparation was aided by the support of parents in the home. In addition, parents (6) and key workers/carers (1) of all 5 apprentices attended the focus group to provide encouragement, and support for their sons and daughters. Tea and cakes were provided and the atmosphere was informal, familiar and very supportive and, therefore, very productive. The aim of the focus group was to capture the changes, positive and negative, that had happened in their lives and to attempt to put a value on this - a wide range of information was captured to inform the SROI evaluative process and impact map.
- **Apprentice questionnaire and interview:** it was decided that 19 of the Apprentices would not be happy in a focus group situation and so, in order to capture their input to the process, 16 Apprentices were asked to complete a simple questionnaire and 3 were interviewed in a one to one basis. The Apprentices were supported by the CPD Officer, volunteers and key workers during this process.

*(see Appendix 5 for the information supplied to the Apprentices and Appendix 6 for the questionnaire).*

- **Continuous involvement:** all 24 Apprentices were engaged directly in several sessions throughout the evaluation to capture and verify outcomes and financial proxies. A range of methods were used to capture this information including the use of some visual aids.

- **Feedback:** 2 Apprentices are representatives on the Stakeholder Working Group and fed progress updates and information directly to the other 22 Apprentices, again supported by the CPD Officer and Volunteers.

## ii Parents

Parents play an important role in supporting the bread maker. They are committed to the ethos and values of the organisation and acknowledge the important positive changes that the Apprenticeship scheme has brought about in the lives of their children and in the wider family. Five of the Apprentices live at home with their parents (2 parents per Apprentice - 10 parents in all) and the other 19 Apprentices live independent lives in sheltered accommodation. - there are 8 key workers/carers supporting 19 of the Apprentices to lead independent lives living in sheltered accommodation:

- **Parent focus group:** the parents and key workers were provided with a similar one page sheet of back ground information to again, provoke thought in advance of the focus group session. This also asked them to consider what life had been like for the family before their son or daughter was working in the bread maker. In the case of key workers they were asked to consider what had changed for them since the Apprentice had started working. The focus group was attended by 5 parents and one key worker and it aimed to capture the positive and negative changes that had happened in their lives as a result of the young adults being involved in the Apprenticeship Scheme and to assign a value to these changes.
- **Parent questionnaire:** the remaining 4 parents, who did not attend the focus group, were issued with and completed a questionnaire which they fed back directly to the consultant undertaking the evaluation. These questionnaires provided evidence used to inform key outcomes and financial proxies within the impact map.

## iii Key workers/carers

Nineteen of the Apprentices do not live at home with their parents but instead live independent lives in sheltered accommodation. This means that there are substantial changes experienced by the 8 key workers/carers supporting the 19 of the Apprentices in their sheltered accommodation - when the Apprentices are at the bread maker the key workers/carers are freed up to concentrate on other elements of their work. Their stakeholder experiences were captured as follows:

- **Parent focus group:** one key worker/carer attended the parent focus group

- **Key worker/carer questionnaire:** 7 key workers completed a questionnaire
- **Interviews with carers:** additional informal interviews were held with 2 of the 8 key workers/carers. These 2 key workers/carers attended volunteer management committee meeting(s) as support for 2 Apprentices who are representatives on this committee. For this reason they had a more in-depth insight into the life of the Apprentices both in and out of the bread maker and therefore had a valuable contribution to make to feeding into the stakeholder process.



#### iv Volunteers

There are thirteen Volunteers supporting the Adult Apprentices. 11 of these volunteers are retired and 2 are unemployed. The Volunteers have a variety of functions within the organisation:

- **Volunteer coordination of SROI process:** 1 Volunteer out of the 13 is representative on the Stakeholder Working Group and effectively took responsibility for ensuring that the other 12 volunteers fully understood the evaluation process and the importance of engaging fully.

- **Volunteer Focus Group:** The volunteers were issued with a similar one page background to the focus group and an outline of what was going to happen on the day in order to provoke thought ahead of the focus group session. They were asked to consider what their life had been like before becoming involved in supporting the Apprentices in their jobs and what real difference this has made in a wider context. They were asked to put a value on their experience of volunteering and what this meant to them in real terms. Eight out of the 13 Volunteers participated in the focus group.
  - **Volunteer questionnaire:** the remaining 5 volunteers fed into the process via completing the questionnaires provided.
- All 13 of the volunteers provided key information and feedback throughout the evaluation period.

#### v Local Authority and NHS:

- **Executive interview with Aberdeen City Council representative:** a one to one interview was held with the Local Authority's Contracts and Monitoring Officer; responsible for ensuring that service delivery meets service specification requirements and meets the needs of the Apprentices in terms of employment opportunities and training.

This interview captured comprehensive information in relation to the contractual obligation of the bread maker and to the experience of the local authority engaging with the bread maker supporting people with learning disabilities into employment. The representative was provided with background information on SROI and the purpose of the interview session ahead of meeting with the consultant.

The key point that came from the interview with the Local Authority representative was that there are increasing funding and budget constraints across all departments. This indicates that the Local Authority will only, where possible, continue to enter into financial agreements and continue to work with and support organisations who are operating service delivery of the 'highest possible standards'. (Removed from process during evaluation).

#### vi NHS Community Health Team

- **Executive interview with NHS Community Health Team representatives:** A one to one interview was also conducted with a Community Nurse from the Community Health Team, who has been involved with the bread maker since the very early planning stages of development and continues to provide support and advice to Apprentices on an on-going basis. This department also provides a range of training for staff and volunteers including dealing with challenging and/or inappropriate behaviours.

The same approach was taken with additional representative(s) from the Community Health Team who again, was provided with background information to the purpose of the interviews ahead of the interview sessions.

The staff interviewed have been involved in the bread maker from the pre start-up period and have supported the Adult Apprentices into work and provided a range of bespoke training for the organisation.

All 3 stakeholders were engaged during the evaluative period providing valuable information and insight into the extended benefits being realised in terms of health improvements and behaviours by the Adult Apprentices who are working in a supported structured environment.

#### vii Board Members

Seven Board members are currently involved in supporting the strategic function and development of the business activities to support the social purpose of the bread maker:

- 1 Board Member is active in the Stakeholder working group and disseminated information relating to SROI and the overall process to the other 6 Board Members.
- 7 Board Members responded and informed the process via questionnaires.

The consultant undertaking the evaluation on behalf of the bread maker has a long standing working relationship and in-depth knowledge of the organisation. The positive working relationship developed over many years with members of the Board, the management team, volunteers and apprentices **has resulted in 100% of the Key Stakeholders responding and engaging the in the process.**

#### viii Sessions to verify values and data

Several follow on sessions were held with key stakeholders on completion of the evaluation report and impact map to ensure that the correct values, data and financial proxies were used and recorded. Adjustments have been made to the impact map and report to represent and reflect the agreed financial proxies, values and narrative.



## 9. The Theory of change

The theory of change on which this analysis is based is that by offering young adults with learning disabilities the opportunity to be engaged in meaningful employment and training there will be real positive changes to their lives and benefits to the lives of others that stretch beyond the workplace and affect the wider community.

*“In particular, the recent review ‘is work good for your health and well-being?’ concluded that work was generally good for both physical and mental health and well-being. It showed that work should be ‘good work’ which is healthy, safe and offer the individual some influence over how work is done and a sense of self-worth.”*

*(Review of the health of Britain’s working age population – ‘working for a healthier tomorrow’ Dame Carol Black, 2008)*

In society work is widely recognised as having a huge impact on people’s well-being and health and as such the bread maker strives to make this a reality for adults with learning disabilities who are often denied the opportunity of having a real job within a real business setting. There is a wealth of evidence that highlights the important role that Social Firms play in promoting these positive changes and benefits<sup>8</sup>.

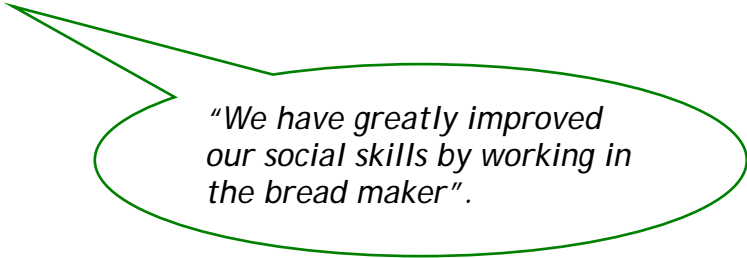
The 24 Apprentices involved in this SROI have chosen to hold down a real job within the bread maker, and it is a real alternative to spending their time in traditional day care services or at home with very little to occupy their time.

It is expected that by undertaking an SROI the bread maker will have a clearer understanding of how the Apprenticeship Scheme changes people’s lives, specifically adults with learning disabilities, who are not provided with the same work opportunities as the wider population.

<sup>8</sup> Dame Carol Black’s Review of the health of Britain’s working age population – ‘working for a healthier tomorrow’, March 2008 <http://www.dwp.gov.uk/health-work-and-well-being/resources/>

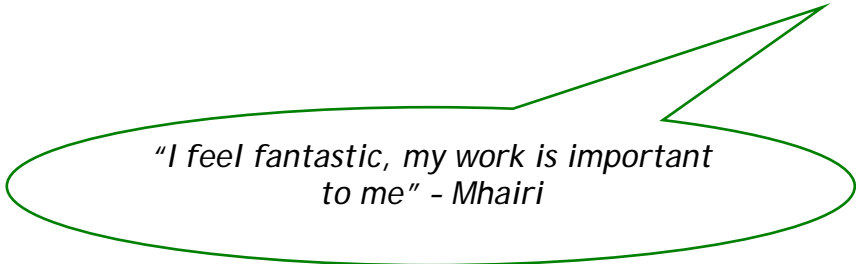
## i Change as experienced by the Apprentices

There is a wealth of positive changes experienced by the Apprentices who work in the bread maker. Predominately there has been a huge increase in levels of confidence in each of the individuals and this has meant that many people are now able to travel independently and take part in social activities in a socially inclusive manner. Having a real job has given Apprentices a real sense of pride and many feel that they are 'earning their benefits' not just sitting around or engaging in activities with no real purpose or fulfilment.



*"We have greatly improved our social skills by working in the bread maker".*

The ability to now communicate more effectively again has made a huge difference to people's lives and meant that many Apprentices feel less isolated and more able to deal with the daily challenges life presents. To sum up everyone is a lot happier!



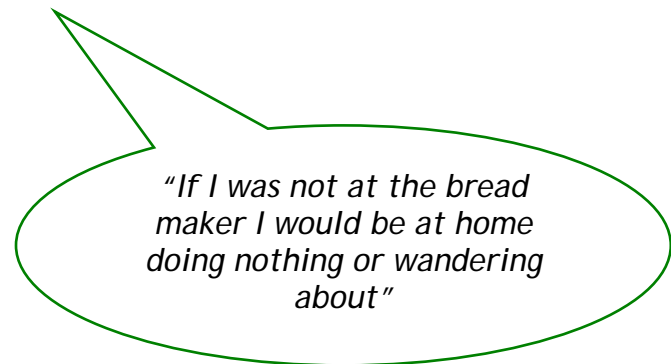
*"I feel fantastic, my work is important to me" - Mhairi*

A number of Apprentices have got other jobs, external work placements and opportunities, as a result of working in the bread maker and this has only added to a sense of pride and achievement to be working "it is your dream job". Five Apprentices are currently working in a range of businesses across the city.

The most common reported 'dislike' between Apprentices is job specific and task focused with no one very keen on undertaking cleaning tasks, however it is recognised as part of the job and therefore must be done. This is a good example of the real working environment the bread maker provides.

One of the main challenges experienced is associated to the demands of holding down a job and sometimes Apprentices get very tired and have to manage their time accordingly to ensure that they get up for work in time.

New hobbies have been found and an increasing circle of new friends and work colleagues made which has been very important and made a significant change to the lives of Apprentices. Working in the bread maker has meant that many of the Apprentices now have an ever increasing social life, and the combined work and leisure activities have made a real difference to their feeling of well-being and of feeling 'valued' in society. Two of the most notable changes to Apprentices' lives are being given the opportunity to engage with people from all walks of life and being valued for their abilities and contribution that they make to the business.



Apprentices have been given the opportunity to gain recognised qualifications and to attend external college courses that has further supported their skills and knowledge in the work place i.e. SVQ in Retail. Previous to working in the bread maker no Apprentice had previously been given the opportunity to attain any form of recognised qualification, or job specific training courses.

**All 24 Apprentices expressed strong views on how much it meant to them to have a real job**, one that was not project based, but a job in a real commercial environment. The fact that each apprentice has a specific job description and set roles and responsibilities which contribute professionally to the business producing high quality bread and confectionary items, and which require high levels of customer care when dealing with members of the public and customers, means that they view themselves quite rightly as "having a job". This has resulted in the financial proxy of a median wage being used to truly represent their feeling of 'it's our job'.

This is supported by a wealth of evidence proving that each of the 24 Apprentices has progressively increased their levels of confidence and self-esteem over time whilst working in the bread maker. There has been a reduction in the levels of interventions from external support workers over this period also confirming that the Adults with learning disabilities are much more confident, happy and healthy as a result of 'having a job' in the structured supportive environment that the bread maker provides.

The average median wage rate is taken from the national government statistical website and given that no Apprentice works for more than 3 days per week, in a business that is open to trade 6 days per week, **10% of the median weekly wage rate** has been used to realistically reflect the value.

Additionally, **all 24 Apprentices** have gained an ever increasing circle of friends and social activities to participate in, leading to them living a much more inclusive and independent life.

Research evidence was used to assign a value against how much income would be required to compensate for not having regular social relationships. It is reported and widely recognised that someone with a learning disability often has **problems with self-direction**, the bread maker provides a safe environment with a programme of social activities and outings throughout the year for Apprentices to take part in. 50% of the 'shadow price' of social relationships, based on how much additional income would be required to compensate for not having regular social relationships has been used to reflect the value.

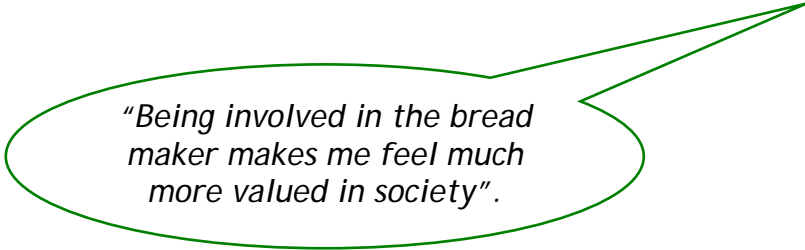
The programme of social activities involve Apprentices taking part in physical exercise classes such as yoga, keep fit and country dancing all of which improve the overall fitness and health of each individual and therefore the cost of an annual gym membership has been used to reflect the cost to an individual of maintaining fitness levels in society.

In particular **50% of Adults with learning disabilities** are able to travel much more independently, both to and from work and socially, and are now less reliant on their parents and care workers to provide a taxi service therefore, 50% of the cost of an average new car has been used to reflect the value.

It is testament to the willingness, hard work and dedication of the Apprentices who have chosen to work in the bread maker that they have achieved such marked levels of overall improvement to their lives as individuals contributing to society.

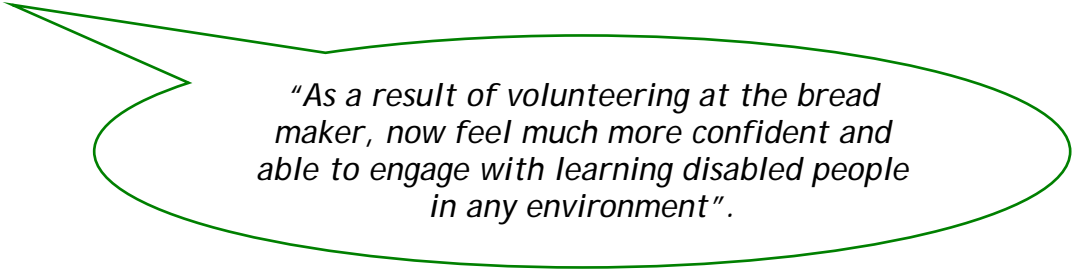
## ii Change as experienced by volunteers

The volunteers who are working in the bread maker in a support capacity to the Apprentices have reported on the positive changes this has made to their own lives. Most evident is the feeling of being valued in society and having social contacts that has reduced isolation in retirement. This in turn has increased their own feeling of well-being and by contributing to society there is a real sense of achievement from being part of a team working together for the same purpose.



*"Being involved in the bread maker makes me feel much more valued in society".*

The experience of volunteering is seen as a two way process and benefits everyone to be more 'accepting' in nature. In particular it has meant that volunteers have a much greater feeling of well-being, appreciation of other things in life and believe they have something worthwhile to talk about at home.



*"As a result of volunteering at the bread maker, now feel much more confident and able to engage with learning disabled people in any environment".*

Through volunteering and supporting the Apprentices to do their jobs, there has been a real increase in levels of confidence, communication skills and learning around supporting people with learning disabilities and this is something that has been noticeably transferable into other aspects of the volunteers' lives. The cost of a communication skills for work course has been used to value this outcome.

In their role as 'buddies' to the Adults with learning disabilities, the volunteers accompany the Apprentices to a range of social activities and outings and support them to take part in a range of physical exercise classes, yoga, keep fit and country dancing etc. This has resulted in the volunteers reporting increased levels of physical fitness and improvement to their own health as a result of being involved at the bread maker. The cost of an annual golf club membership has been used to reflect not only the value of health improvements (as this is an activity that many people do participate in once they retire to maintain and/or improve their fitness levels) but also as a way of increasing social networks.

The feeling of being valued after retirement has been reflected in a value equal to that of the cost of a package holiday - volunteers identified that during their working lives the 'reward' they gave themselves for contributing to society by working was, more often than not, an annual holiday abroad. Initially, the value allocated to this outcome was set much lower but following review and further discussion and reflection, it was agreed that the package holiday was a much stronger proxy.

The 2 volunteers who are of working age have gained useful work experience and increased their skills and knowledge which is directly transferable in the labour market. The proxy chosen for this is the cost of commercial support to find a job.

One of the volunteers had previously considered taking a year out to volunteer abroad as they saw this as an ideal way to contribute to society. Therefore, it was deemed appropriate to use the cost to an individual to volunteer abroad as an appropriate financial proxy.

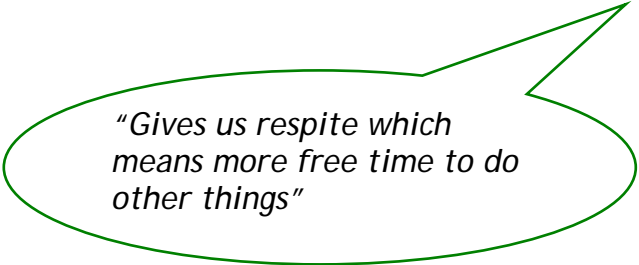
### iii Change as experienced by Parents/Carers & Key workers

The most reported change experienced by Parents and Carers is that they now have sons and daughters who are much more confident, able and happy. The Apprentices' jobs at the bread maker have provided a structure to life, with a fulfilling purpose and job satisfaction. Also the skills that the Apprentices have learnt through working at the bread maker mean that they are more able to participate in daily chores in the home e.g. helping with cooking family meals which is a great help.

*"Our Sons & Daughters are much happier all round; they have increased confidence, more social integration, more outings and activities to engage in, increasing independence and general well-being improved".*

The free time (respite) gained has meant that Parents are no longer 24 x 7 carers and value their free time to spend on activities that improves their own well-being and happiness. Some of the parents are now more involved in the community and one parent is an active bread maker committee member.

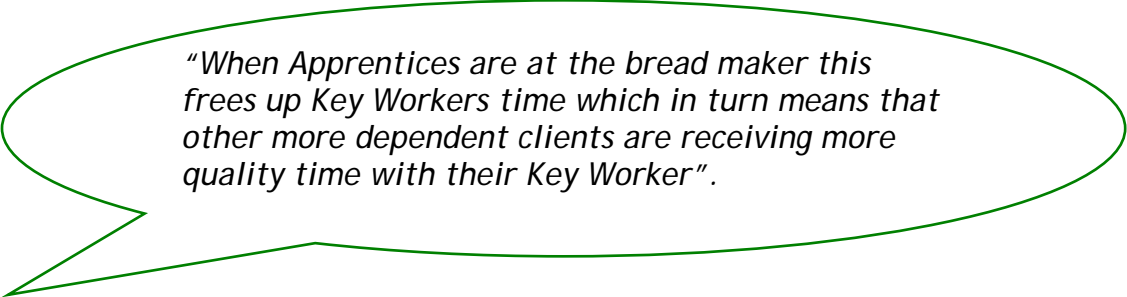
The increased independence that sons and daughters now have means that the parents are no longer a taxi service!



*"Gives us respite which means more free time to do other things"*

The value of respite to the parents is something that is reflected in the improvements to their own lives as individuals and to that of the family as a whole. The job of 24/7 carer is one that is hugely demanding and the respite offered by the bread maker is only enhanced by the improvements that their sons and daughters are making to their own lives in terms of increased confidence, health and well-being. Financial proxy values have therefore been allocated against the value of time to provide alternative respite care and related to physical activities that parents are now freed up to engage in socially. A further key element is that all the families have reported a much happier home life as a result of everyone benefiting from their involvement and support provided via the organisation.

Key workers/carers have much more free time to dedicate to supporting other adults with higher needs through Apprentices working at the bread maker. This ability to spend more quality time supporting other more dependent people in their care has made a real difference to their own working lives.



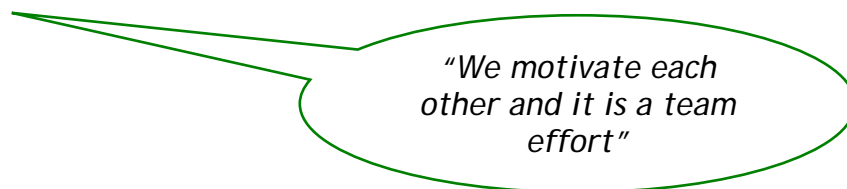
*"When Apprentices are at the bread maker this frees up Key Workers time which in turn means that other more dependent clients are receiving more quality time with their Key Worker".*

Key workers/carers have seen, most importantly, a huge change to the Apprentices' lives from working in the bread maker, the sense of supported structure, integration and social inclusion which has resulted in happier, more independent adults with quality lives, where a job is a part of this life - a "win-win" outcome.

The bread maker provides a much needed stimulating inclusive environment that adults with learning disabilities choose to work in. The key outcome for key workers and carers is that they are now able to spend much more quality time with other individuals who require higher needs support, therefore the financial proxy of a salaried wage to cover an additional specialist post has been used to reflect the value.

#### iv Change as experienced by board members

Board members have reported increased levels of self-worth and feelings of really contributing to society in a meaningful and purposeful manner by supporting the bread maker in working towards sustainability. The importance of being involved in a business venture that has a clear social purpose is paramount and through working and engaging directly with Apprentices, Staff and volunteers, all of the Board members have increased understanding of learning disabilities and are now more able to communicate and engage with a wider section of society.



(During the evaluation process this stakeholder has been removed from the impact map due to materiality. However, their input and support is highly valued by everyone and critical to the long term sustainability of the organisation).

#### v Change as experienced by NHS & Community Health Team

There was, at the very early stages, scepticism as to whether an organisation such as the bread maker would ever succeed in both balancing the demands of operating a viable business and supporting adults with learning difficulties into work. However, the team are delighted with the results and wish that there were more similar opportunities within the city that operate to such high exacting standards delivering a full and comprehensive Apprentice Scheme.



The Community Health Team report the most profound change has been in the reduction of 'behaviour issues' for Apprentices engaging in the bread maker which has again resulted in much healthier, happier people contributing to society. This is seen as down to the combined effort of the Community Health experts, the experienced team at the bread maker and the Apprentices all working together to achieve the same outcomes, for both the business and individuals.

The improved health and well-being of individuals has meant that at least five of the Apprentices no longer require hospitalisation and therefore hospital beds are being freed up for people with much higher needs.

The Community Health Team believe the raised levels of self-esteem and pride in having a real job, coupled with the structured routine has had **such a profound effect on Apprentices' lives that is believed will last "for the rest of their lives"** What the bread maker provides cannot be replicated with 1:1 support.

A critical factor in terms of improved health and well-being to the individual (the adult apprentices) has been the reduction of interventions over time due to the high quality structure and support provided to the Apprentices when they are working in the bread maker. This has **resulted in a reduction of hospitalisation** of several adults with learning disabilities over time and the financial proxy of the cost of hospital care within a facility experienced in dealing with the health issues related to learning disabilities has been used to reflect the value to society.

#### vi Change as experienced by the Local Authority - Contracts and Community Officer

The bread maker is reported by the Local Authority as offering a stimulating experience and deeper integration into everyday life for adults with a learning disability who otherwise may be at home or possibly on their own. The bread maker is the **top most positive destination as a Learning Disability Service provider**; it provides a positive place for people to go to work in a mixed environment.

The range of training and work experience intensify efforts to increase an individual's capabilities and personal development and the bread maker is a great example of the type of service needed. The provision of the hugely rewarding experience of working in the bread maker is much more preferable to only offering adults the alternative option of spending their week doing only arts and crafts.

The Local Authority recognises the bread maker is a progressive and sustainable organisation, 'fit for purpose', that is professional and proactive in its approach to business on all levels of service and product delivery.

Should the bread maker cease to exist then the local authority would need to provide an element of alternative service/activity for adults with learning disabilities who currently work in the bread maker. It should be noted that there has been a reduction in service provision and alternative support services available due to the economic climate and current budget cuts that the local authority(s) are having to implement. This is backed up by the evidence that many of the Apprentices would have nothing else to do or be walking the streets if it was not for the bread maker's existence.

On review, whilst it is recognised that there is change experienced by the Local Authority as a result of the bread maker's activity, this change is measured elsewhere through other stakeholders. To prevent double counting therefore no outcome is measured for the Local Authority.

#### **vii Others who contribute to the change:**

Aberdeen City combined Health and Social Work team provide support to adults with learning disabilities assisting their daily living routines and are most often engaged to deal with issues relating to 'challenging behaviours'; liaising with support staff at the bread maker as and when required.

Aberdeen College and trainers provide a range of tailored learning courses to people with learning disabilities; none of the Apprentices had achieved any recognised qualifications prior to them starting working in the bread maker.

**Four Apprentices** have now attained SVQ qualifications in Bakery and Retail. A number of therapists deliver a range of therapeutic workshops to the Apprentices that have proven to greatly support individual well-being, learning of new skills and activities i.e. Yoga, Art and Dance class.

**One Apprentice** held a successful art exhibition as a result of taking part in art classes that were provided by the bread maker as part of the social activities and learning programme in place and sold all of her art work.

## 10. Outcomes & evidence

Details below indicate the key outputs and outcomes determined by the scope of the evaluation, aligned to the core aims and objectives of the bread maker.

The impact map evaluating a specific area of the work undertaken by the bread maker shows the relationships between stakeholders; inputs, outputs and outcomes and illustrates how a figure aligned to impact has been achieved.

### Materiality

It was decided not to include any analysis material associated with the inputs and outcomes relating to staff members. This decision was arrived at after consideration and reviewing the scope of the intended analysis. Staff members are salaried/waged and not supported in any way financially via income achieved from the local authority service level agreement. Salaries and wages are independently funded through income generation.

At the outset of the analysis Board Members were identified as key stakeholders and were included in the impact map and subsequently involved in the process. However, deadweight was recorded at 80% and given that it is highly likely that most of the Board Members would actively seek to commit their time and expertise to another charitable organisation within the City, the Board Members have been removed from the evaluation.

As reported earlier, although the Local Authority is a key bread maker stakeholder and experiences change as a result of the bread maker's activities and social mission, this SROI evaluative report measures this change against other stakeholders. To prevent double counting, no Local Authority outcome is measured.

| Stakeholder   | Outputs   | Outcomes   |
|---|---|--|
| <b>Apprentices</b><br><br>Bakery and Coffee House Apprentices - Adults with learning difficulties working in the business | Apprentices in the bread maker undertaking a range of training, on-the job training, work experience etc<br>Training & education<br>Developing life skills<br>Developing a social network | Increased confidence and self-esteem leading to adults with learning disabilities feeling they have a real job in the bread maker.<br>Healthier lifestyle.<br>Increased skills & experience of real work environment.<br>Increased circle of friends and social life leading to reduced isolation.<br>Leading a more independent life. |

|   |  |  |
|---|--|--|
| <b>Volunteers</b><br>Range of skilled volunteers supporting the Apprentices in their working environment and further business and social activities | Volunteers supporting the apprentices to fulfil their job requirements.<br>Range of training undertaken and courses attended.<br>Participating in and supporting social activities and outings | Feeling valued in retirement.<br>Making a difference to society.<br>Healthier lifestyles<br>Increased confidence and self-esteem.<br>Increased work experience and employment prospects. |
| <b>Parents &amp; Carers</b><br>People who have a direct interest in the activities of the bread maker   | Parents/carers have respite/additional free time offered through the bread maker.<br>Range of physical activities participated in.<br>Families spending time and doing things together.        | More free time and respite opportunities<br>More energy & healthier lifestyles.<br>Improved family & home life.  |
| <b>Key Workers</b><br>Dedicated personnel supporting individuals in society   | Adults with learning disabilities requiring less support from key worker.  | More quality time to spend with higher need clients in their care.   |
| <b>NHS</b>  | 5 Apprentices no longer requiring hospitalisation as a result of being supported and working in the bread maker  | Beds are freed up and therefore available to treat higher needs patients   |

### i Valuing Outcomes

Information collated below demonstrates the indicators and financial proxies representing the values of outcomes against each stakeholder.

It should be noted that in some instances, particularly relevant to the Apprentice Stakeholder group, a % financial proxy has been used to represent the value against outcome(s) i.e. Outcome 1 for Apprentices 'increased confidence and self-esteem' has the financial proxy = 10% of the value of the median average weekly pay for a full time employee. The 10% value is representative of part time wages given no Apprentice works for more than 3 days per week at the bread maker and is representative of the strong views held by everyone of 'having a job'.

Several sessions were held during the evaluation exercise to ensure that the appropriate financial proxies were used to best represent the actual value to the stakeholder.

| Stakeholder | Indicator  | Quantities | Proxy used   | Source   | Value      |
|-------------|--|------------|--|--|------------|
| Apprentices | Number of apprentices who report they now have the confidence and who are proud to be working and now feel confident about working part time main stream | 24         | 10% of median average weekly pay for full time employees in the UK   | Labour - Earnings - 2010 Survey of hours and earnings - median £499 per week<br><a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>   | £2594.80   |
|             | Number of apprentices who report they have made improvements to their lifestyle by engaging in physical activities                                       | 24         | Cost of an Annual Gym Membership - Health & Fitness in Aberdeen  | David Lloyds Aberdeen, Health & Fitness Adult Gym Membership<br><a href="http://www.david.lloyd.co.uk/aberdeen">www.david.lloyd.co.uk/aberdeen</a> @ £70 per month   | £840.00    |
|             | Number of apprentices reporting that they now have friends as a result of working at the bread maker - work friends & colleagues                         | 18         | 50% of the 'shadow price' of social relationships, based on how much additional income would be required to compensate for not having regular social relationships | >From N Powdwahee 2008 'Putting a price tag on friends, relatives and neighbours' at Journal of Socio-Economics, 37(4), 1459-1480 see <a href="http://www.pwdthavee.co.uk/2.html">www.pwdthavee.co.uk/2.html</a> | £7,750.00  |
|             | Number of apprentices who spend more time socialising with friends outside of work   | 6          | As above   | As above   |            |
|             | Apprentices and parents/cares report increased ability of their sons & daughters to travel independently & 'No longer required as a taxi service'        | 12         | 50% of the average cost of a new car 2010 price listing  | Motor Trade Insider - <a href="http://www.motor-trade-insider.com">www.motor-trade-insider.com</a> 50% of average family car value used  | £13,459.65 |
| Parents     | The number of parents reporting that they have more free time to spend with friends  | 10         | Value of time per hour not spent in caring   | SROI database 'a respite from caring' taken as £11.00 per hour x 12 hours per week x 1 carer x 47 weeks  | £6,204.00  |
|             | Number of parents who have taken up fitness-related activities   | 5          | Average annual family spend on sports  | SROI Database 'improving physical health' Family Spending Review 2009  | £249.60    |

| Stakeholder        | Indicator  | Quantities | Proxy used   | Source  | Value      |
|--------------------|--|------------|--|---|------------|
|                    | number of parents reporting enjoyment at spending time together in the home  | 10         | The cost of a recovery package to save a relationship              | SROI database 'improved family relationships' Glasgow Couple Counselling  | £800.00    |
| Key Workers/carers | Increased capacity for key workers measured as equivalent to employing an additional key worker  | 3          | Average annual wage of key worker                                  | Proxy based on average annual wage i.e. Cornerstone, Ardway   | £17,500.00 |
| NHS                | Number of Apprentices who have stayed out of hospital as reported by Community Health Team as a result of being at the bread maker           | 5          | Cost per week for stay in NHS Elmwood Hospital Aberdeen x 10 weeks | NHS Cost Book 2009. Long stay expenditure for NHS Hospitals specialising in learning disabilities. Elmwood Aberdeen £560 per week. Assume 5 apprentices staying 10 weeks per year if no bread maker.    | £5,600.00  |
| Volunteers         | The number of volunteers who report they are doing something useful with their time since retiring   | 11         | Cost of a package holiday in Europe based on 2008 prices           | Internet search<br><a href="http://www.money.co.uk/article/1000725-average-holiday-costs-1600.htm">www.money.co.uk/article/1000725-average-holiday-costs-1600.htm</a>                                   | £1,600.00  |
|                    | The number of volunteers valuing their ability to give back by contributing to society and still in employment                               | 2          | Cost to individual who volunteers in Uganda for 12 months          | Internet search cost of volunteering abroad.<br><a href="http://www.originalvolunteers.co.uk">www.originalvolunteers.co.uk</a><br>£125 to secure place, 2 weeks @ £70 with the remaining @ £35 per week | £2,015.00  |
|                    | The number of volunteers who have reported taking up a sporting/physical activity  | 7          | Cost of annual golf club membership within the city Of Aberdeen    | Internet search of Aberdeen Golf Club fees - City Council website<br><a href="http://www.aberdeencity.gov.uk">www.aberdeencity.gov.uk</a><br>price of full adult annual membership                      | £321.34    |
|                    | Number of volunteers who report they have increased confidence and ability to provide practical support to people with learning disabilities | 13         | Cost of course on communication skills for work                    | SROI database 'improved confidence and self-esteem' Cost of course on communication skills from Skills Audio  | £1.363.00  |
|                    | Number of volunteers reporting they are more work-ready  | 2          | Cost of commercial support to find a job                           | SROI database 'cost of commercial support to find a job'  | £220.90    |

## ii Impact - values placed on outcomes

A full and detailed impact map and calculation table is provided as a supplement to this report (see Appendix 8).

During the process a clearer understanding and evidence of how much the bread maker activities impacts people's lives was gathered; the changes that happen as a result of being involved in the supportive business and social networks.

Important and additional feedback was also provided by a number of key stakeholders which will only further strengthen and inform any future strategic planning, subsequent actions and operational matters; improving the working experience of the Apprentices and supporters of the bread maker alike.

## iii Intended and Unintended outcomes

The intended outcomes achieved for Apprentices working and socialising through activities in the bread maker are as expected given the anecdotal evidence and experience reported since trading began; increased level of skills and education, and qualifications, increased levels of confidence, increased independence, more included in society, improved well-being and enhanced quality of life for Apprentices.

An unintended outcome that has been identified and achieved by one Apprentice in particular, who through attending therapeutic art classes held an art exhibition and sold all of their work to members of the public.

## iv Negative outcome

A negative outcome could be seen as the impact that the 1 year Service Level Agreement has on parents. Specifically, for two parents who have expressed levels of uneasiness around such a short-term duration of guaranteed support and job opportunities for their sons and daughters. There is concern expressed about what happens if funding should cease from this source? There are extremely limited options for alternative schemes that provide such opportunities for their family members and there is very limited alternative respite (if any) available that enable parents to have some free time from their care role.

As only 2 parents have expressed such a concern, it is not seen as material as it has no real potential to affect the overall result therefore, the potential negative outcome has not been included in the impact map.

## v Indicators

The indicators used in this report are supported by the SROI principle(s) of placing a value against outcomes. Full consultation was undertaken with stakeholders to determine the values to place against each indicator and these are further supported by external research and evidenced to back up any findings, (see also Appendix 7 - Indicators and Data Sources).

| Stakeholder                 | Outcomes   | Indicators   |
|-----------------------------|--|--|
| <b>Apprentices</b>          | <ul style="list-style-type: none"> <li>• Increased confidence and self-esteem leading to adults with learning disabilities feeling they have a real job in the bread maker.</li> <li>• Healthier Lifestyles</li> <li>• Increased Skills and experience of real work environment</li> <li>• Increased circle of friends and social life leading to reduced social isolation</li> <li>• Leading a more independent life</li> </ul> | <ul style="list-style-type: none"> <li>• Number of apprentices who report they now have the confidence and who are proud to be working and now feel confident about working part time - main stream.</li> <li>• Number of Apprentices who report they have made improvements to their lifestyle by engaging in physical activities.</li> <li>• Number of Apprentices who have achieved recognised SVQ qualifications.</li> <li>• Number of Apprentices who now have friends at work and socialise more externally.</li> <li>• Apprentices/parents/carers reporting increased ability to travel independently.</li> </ul> |
| <b>Parents &amp; Carers</b> | <ul style="list-style-type: none"> <li>• More free time.</li> <li>• More energy and healthier lifestyle.</li> <li>• Improved family and home life.</li> </ul>  | <ul style="list-style-type: none"> <li>• Number of Parent reporting that they have more free time to spend with friends.</li> <li>• Number of parents who have taken up fitness related activities.</li> <li>• Number of parent reporting enjoyment at spending time together at home.</li> </ul>  |
| <b>Key Workers</b>          | <ul style="list-style-type: none"> <li>• Real positive difference to their own working lives through ability to spend more quality time supporting other more dependent people</li> </ul>  | <ul style="list-style-type: none"> <li>• Increased capacity for key workers measured as equivalent to employing an additional key worker.</li> </ul>   |



| Stakeholder | Outcomes   | Indicators   |
|-------------|--|--|
| NHS         | <ul style="list-style-type: none"> <li>• More beds available to treat higher needs patients</li> </ul>   | <ul style="list-style-type: none"> <li>• Number of Apprentices who have stayed out of hospital as reported by Community Health Team as a result of being at the bread maker.</li> </ul>  |
| Volunteers  | <ul style="list-style-type: none"> <li>• Feeling valued in retirement.</li> <li>• Making a difference by contributing to society.</li> <li>• Healthier lifestyle.</li> <li>• Increased confidence and self-esteem.</li> <li>• Increased work experience and employment prospects.</li> </ul> | <ul style="list-style-type: none"> <li>• Number of volunteers who report they are doing something useful with their time since retiring.</li> <li>• Number of volunteers valuing their ability to give back by contributing to society and still in employment.</li> <li>• Number of volunteers who have reported taking up a sporting/physical activity.</li> <li>• Number of volunteers who report they have increased confidence and ability to provide practical support to people with learning disabilities.</li> <li>• Number of volunteers reporting they are more work-ready</li> </ul> |

## vi Duration

Establishing the duration the outcomes will last for each stakeholder has been determined and collated to support the study findings. Given that the scope of the study has focused primarily on the impact of a service provision to adults with learning disabilities, it is recognised that the duration of some of the activities are dependent on the supported structure, employment experience and work-placement settings for the duration of the contract, a 1 year period. However, in some instances, as identified and evidenced the duration of experiences, new skills and learning are extended for longer variable periods. (see table below).

The period of evaluation in this instance is for 1 year only and as such, no drop off is attributed in areas where a 1 year duration period is specified.

In the case of the bread maker it is recognised that many of the skills, qualifications and training will extend beyond the outcome duration period. A conservative view has been taken on duration periods; education attainment is estimated to last for 3 years, training courses may need 'refreshed' after a 2-3 year period, however, some skills learnt could be argued to last a life time e.g. baking bread.

## Length of time outcome is expected to last

| Beneficiaries   | Duration | Rationale  | Source of evidence              |
|---|----------|--|---------------------------------|
| <b>Apprentices</b>  |          |  |                                 |
| Increased confidence and self-esteem leading to adults with learning disabilities b<br>Feeling they have a real job in the bread maker. | 1 year   | Duration of SLA  | Local Authority, CPD Officer    |
| Healthier lifestyle   | 1 year   | Duration of SLA  | CPD Officer                     |
| Increased circle of friends within the work setting and outside work  | 1 year   | Duration of SLA  | Parents, CPD Officer            |
| Leading a more independent life   | 1 year   | Duration of SLA  | Parents and Apprentices         |
| <b>Parents</b>  |          |  |                                 |
| Free time to spend on personal interests  | 1 year   | During intervention period and respite dependent             | Parents & SLA contract duration |
| More energy & healthier lifestyle   | 1 year   | During intervention period - respite dependent               | Parents & SLA contract duration |
| Improved family life  | 1 year   | During intervention period - respite dependent               | Parents & SLA contract duration |
| <b>Key Workers</b>  |          |  |                                 |
| Number of hours available to dedicate to others with higher needs   | 1 year   | Duration of referral placement                               | Employment Contracts            |
| <b>NHS</b>  |          |  |                                 |
| More beds available to treat higher needs patients  | 1 year   | Aligned to Service Level contract                            | Community Health Team & NHS     |
| <b>Volunteers</b>   |          |  |                                 |
| Feeling valued in retirement  | 1 year   | Average length of volunteer engagement - transferable skills | Volunteers & SLA                |
| Making a difference and contributing to society   | 1 year   | Aligned to Service Level contract                            | Volunteers & Local Authority    |

| Beneficiaries                                      | Duration | Rationale   | Source of evidence               |
|--|----------|---|----------------------------------|
| Healthier lifestyle                                | 1 year   | Average length of volunteer engagement  | Volunteers & Local Authority     |
| Increased confidence and self-esteem               | 1 year   | Average length of volunteer engagement  | Volunteer Agreement & Volunteers |
| Increased work experience and employment prospects | 3 years  | Transferable skills gained. Employers recognise training/ qualifications for 3 year period prior to some refresher courses/ training required | Employers                        |

## 11. SROI Calculation

The Apprentices who are working in the bread maker all have varying degrees of disabilities and as such it is recognised that often intensive, ongoing training and adapted measures are required to enable people to do their jobs and make the most of their abilities.

In this study, calculations against the outcomes for Apprentices, and valuations against these outcomes have been multiplied up (based on actual experience) to represent the additional training and support cost needs required by someone who has a learning disability i.e. 6 x training sessions x £ cost, required for each individual to reach level of skill development required to support the job function.

### i Assumptions

The SROI method of evaluation used to determine 'values placed on outcomes' is based (where necessary) on a number of assumptions being made and recognises that sometimes the outcomes are not wholly attributed to one organisation or may have happened anyway without interventions i.e. in the case of the bread maker there are some instances where adjustments have been made as the total value/outcome achieved cannot be wholly down to the input of one organisation or agency. For example, where a number of people/agencies are involved in areas of specific support provision/ education attainment these factors have been taken into account.

### Deadweight

This is a measure of the amount of outcome that would have happened even if the activity had not taken place.

Some of the people who are working and/or volunteering in the bread maker would have the opportunity to engage with other projects/activities and be able to increase their confidence and learning elsewhere, possibly achieving a similar experience. As such % values have been subtracted where appropriate and necessary to reflect a true total end value.

The research undertaken during this evaluative study has involved speaking to and gathering views from a range of support agencies, key support workers, local authority, parents, adults with learning disabilities and alternative service providers. This has provided robust evidence that there is a distinct lack of alternative services which adults with learning disabilities can access due to a variety of reasons, regardless of the quality of service provision. It is commonly recognised and reported that many, if not all of the Apprentices, would either be

at home or walking the streets, isolated from society without any meaningful activities to engage in.

## Apprentices

When considering deadweight for the Apprentices, it should be noted that they would have very little chance of securing a 'real job' in Aberdeen City if the bread maker was not in existence. Stakeholders have reported the lack or non-existence of alternative opportunities to the bread maker and as a result many adults with learning disabilities stay at home or sometimes access day care services where the experience is entirely different.

The bread maker is recognised as being one of the very few organisations that provides a high quality, structured, person centred approach to their enterprising activities. The organisation provides and 'directs' a range of additional therapeutic activities and social outings for the Apprentices to get involved in alongside supporting individuals to do their jobs. This 'social programme' is out-with the remit of the local authority service specification, however, the whole ethos behind the bread maker is to improve the quality of lives of adults with learning disabilities regardless of what the bread maker is being 'paid to deliver' in terms of service provision, "the experience is different".

For this reason **deadweight has been assigned a 20% value across Apprentice outcomes.** This allows for the possibility that the Apprentice could be fortunate enough to access alternative services/activities, or indeed could experience these outcomes without any interventions or meaningful services being accessed.

## Parents

Parents' existing experience of providing care and support to their children has been extremely valuable in helping identify deadweight values for their outcomes.

Their experience has been that even though there has been some alternative options available for respite, these are minimal and "nine times out of ten" not suitable for their children.

Over time and specifically reported in 2010, respite time has increased as many Apprentices are now able travel to and from work and social events without their parents providing the 'taxi service'. Alternative services have previously provided a number of hours respite but, none of them have resulted in the adults with learning difficulties travelling independently. Therefore, **deadweight recorded against the value of time per hour not spent caring is 10%.**

Parents also report **significant improvements in their family life** through their children working at the bread maker. Similarly, they say these improvements have not occurred through any other engagements/activities that their children have been involved in. Recognising though that a proportion of this outcome could be achieved through alternate provision, **deadweight for this outcome has been allocated at 10%.**

Deadweight assigned to **parents improved fitness, improved health and increased levels of well-being** has realised a higher value of 25% as relatives or friends are possibly more likely to offer respite for an hour or two to allow parents to go to a social or fitness session. The parents have stated that it is often very difficult to maintain this type of respite on a regular basis because of over dependency on friends and family.

### **Key Worker**

Deadweight assigned to the **Key Worker outcome** has a much higher value at 50% as there could be possible alternatives that would result in Key Workers having more free time without reliance on the bread maker service. For instance, an alternative service provider could have filled the gap, however it is still acknowledged that currently the opportunities provided are limited or unsuitable and are often difficult to access.

### **NHS**

**NHS hospitalisation deadweight is recorded at 20%** as some of the Apprentices could access alternative services, realising health improvements, remaining out of hospital and freeing up much needed beds. However, even though Apprentices could access these alternative services, there is strong evidence indicating that it takes much more than 'just providing alternative activities' to achieve and maintain high levels of health improvements in adults with learning disabilities. It is specifically the bread maker's holistic person-centred approach that achieves and maintains these health improvements.

### **Volunteer**

**Volunteers were assigned a higher deadweight rate** against outcomes as it is recognised that there are alternative volunteering opportunities available to them that may have resulted in the same or similar outcomes; as such a 50% ratio was allocated.

## Attribution

Attribution is an assessment, in percentage terms, of how much of an outcome has been achieved as a result of contributions from other individuals and organisations.

Adjustments have been made accordingly in areas where there are real contributions from other agencies/people adding to the value of the overall outcomes.

## Apprentices

It is recognised that contributions are made by additional agencies. External trainers are sourced for Apprentices and support the additional 'therapies sessions'. Also input is provided from the Community Health Team who support individuals to deal with any behavioural problems, this, though often sporadic and minimal, is recognised as an additional support to the individual to maintain their health and working relationships. Parents have contributed too by supporting their sons and daughters to 'work' in the bread maker.



However, based on the experience of the bread maker's CPD Officer, external supporting/education agencies, parents and key workers, external contributions have reduced over time as Apprentices are much healthier, happier and more settled in their daily lives. Therefore it was agreed that a 25% attribution rate was reflective.

One example to support this rate is that whilst recognising the contribution of education agencies in the Apprentices gaining SVQ qualifications, the fact that none had any qualifications prior to working in the bread maker supports a strong argument that the greater contribution in achieving these qualifications comes from Apprentices being involved in the bread maker.

### Parents

A rate of **20% attribution** was chosen against all outcomes reported by the parents in recognition of the contribution of external agencies and people (care/extended family members/fitness instructors for example) and even the parents supporting each other. However the parents acknowledged that the bread maker was the main catalyst for the outcomes because of the structured and empowering support programme it provides to the Apprentices and parents.

### Key Worker

A **0% attribution rate** has been allocated as it is solely the bread maker that increases the Key Worker's free time by providing the service that frees up their hours.

### NHS

In terms of the NHS and attribution this has been calculated at **20%**, aligned to supporting evidence provided by the Community Health Team who estimated that this was the level of contribution by their team and others to achieve the outcome of fewer people requiring hospitalisation.

### Volunteers

Attribution figures recorded against **volunteer outcomes** has been recorded at **20%** reflecting the contribution of external trainers and therapists that has enabled volunteers to feel they are contributing something worthwhile to society whilst improving their own life skills and networks.

### Displacement

This is an assessment of how much of the outcome has displaced other outcomes

There is no major displacement figures associated with the bread maker. Those that are recorded are primarily in relation to volunteering, whereby there is always an element of displacement; those seeking to attain work and volunteering opportunities. However, the volunteers at the bread maker work for one half day per week (4 hours) on average and this means that there are plenty of opportunities for additional volunteers to join the organisation in various capacities.



In Aberdeen City there is limited access to other organisations that provide comprehensive supported employment packages for adults with learning disabilities and very few are seen as 'real work opportunities' and can often be restricted by referral criteria i.e. at VSA Aberdeen priority is placed on residents accessing opportunities.

### Drop-off

This is the reduction of an outcome over time.

It is necessary to consider how long any outcome will last in future years and how much of this is attributed to the bread maker's continued programme of support. Over time for any outcome that has a duration period longer than 1 year; the analysis must apportion a drop off rate, to reflect the likelihood that overtime changes experienced by individuals will be influenced by additional external factors.

The Apprentices who work in the bread maker all require varying levels of support to undertake their work tasks and duties on an ongoing basis and as such the bread maker has implemented and operate a robust programme of training and support measures. It cannot be overstated how much this structured environment greatly benefits the Apprentices' daily lives and because they have such tailored support, one to one buddies, and training provided to meet their individual needs, this would result in lower rates of drop off being recorded over a five year period. However, the duration of the analysis is aligned to the 1 year service level contract and as such much of the duration period is contained to a 1 year period.

In terms of the increased levels of confidence and independence achieved by Apprentices during their time working at the bread maker (2006-09), anecdotally this is something that has been seen to increase incrementally during this period, but for the purposes of this report evaluation period of 2010 duration has been contained to 1 year only as detailed in the accompanying impact map. All of the Apprentices have been involved right from the start of the bread maker and given that this evaluation is undertaken in Year 4 of their engagement, there is no obvious benefit in projecting returns.

A drop off rate has allocated against an outcome for the 2 volunteers who are of employment age as it is recognised that the training and qualifications that have been gained whilst involved with the bread maker are recognised to last for a minimum of 3 years. Qualifications can and often do retain their value for a much longer period, hence a 10% figure has been recorded.

It should also be noted, that a member of the Community Health Team has expressed that for Apprentices “**quality of life has definitely improved, the guidelines, structure at the bread maker will have a knock on effect for the rest of their lives**”.

## ii Calculation of Social Return Value

The value of social return is expressed in ratio terms; division of the impact value by the actual investment figure. This figure is also adjusted to reflect a ‘Present Value’ associated with the impact. The reason for adjustment is to take into account values projected in future years.

The interest rate used to support this adjustment of future benefit value is 3.5% as determined in ‘Government Green Book - recommended discount rate for public funds’

The investment from the Local Authority has resulted in achieving a ratio index return as detailed below and evidenced in the impact map:

| Total impact calculated for the bread maker | Total investment for period | SROI Index Ratio              |
|---|-----------------------------|-------------------------------|
| £340,552.66                                 | £73,228.00                  | £4.50 for every £1 investment |

|                          |             |
|--------------------------|-------------|
| Total Present Value (PV) | £329,286.21 |
| Net Present Value (NPV)  | £256,058.21 |

**Note** - in the sensitivity analysis (below) where the financial proxy used to measure increased confidence and self-esteem of the Apprentices through having a real job at the bread maker is tested at 5% of median wage, the result would be as follows:

SROI ratio - £4.25 for every £1 investment

Total Impact - £321,870.10

Total Present Value - £311,235.43

Net Present Value - £238,007.43

## 12. Sensitivity Analysis

The purpose of undertaking a sensitivity analysis is to vary the main assumptions that have been made during the evaluation and to 'test' the potential impact these variations may have on resulting social return ratio(s). The aim is to test which assumptions have the greatest effect on your model.

The recommended approach is to calculate how much change is needed to get the ratio down to a neutral 1:1, and explore if these changes are credible. In general the greater the change that you need to make in order for the SROI to become £1 for every £1 invested, the more likely that the result is not sensitive.

If the assumptions are changed and this doesn't make a big difference to the ratio then you can be confident that you have accounted for 'real' social value.

For the bread maker's SROI, a number of different scenarios have been investigated as detailed below

**Note** - as the duration of outcomes, in the main, is set at 1 year, the sensitivity of duration on the overall impact has not been tested

### i Scenario 1 - altering a specific financial proxy

On review it was decided to investigate and report on the ratio when changes were made to the specific financial proxy of the key outcome for the apprentices - median average weekly pay for full time employees in the UK, used to value the outcome, *Increased confidence and self-esteem leading to adults with learning disabilities feeling they have a real job in the bread maker.*

The analysis was tested at 5% of median wage as opposed to 10% on the Impact Map.

**Changing the measure of median wage to 5% gives a SROI ratio of £4.25**

This could be used to provide a SROI ratio range to report on to enable this SROI to stand up to external scrutiny.

## ii Scenario 2 - changes to deadweight and attribution

- In isolation, standardising deadweight across all outcomes to 50% reduces the SROI ratio to £2.97
- In isolation, standardising attribution across all outcomes to 50% reduces the ratio to £2.89

Whilst standardising deadweight across all outcomes to 50% has been tested for, resulting in a social return of £2.97 we would argue that this is not at all realistic as at any given time there are few (if any) alternatives to the bread maker. As reported by the Apprentices during the consultation if they were not at work at the bread maker, they would be at home or walking the streets. In general, adults with learning disabilities stay at home or sometimes access day care services, either way they would achieve few if any of the outcomes reported at the bread maker, especially those attached to having a real job and feeling valued.

More realistic perhaps is the adjustment to attribution, being standardised to 50% across all outcomes. As recognised earlier, the bread maker works with a number of supporting partners who all contribute to the development of the Apprentices, volunteers and the business. This is proven to a very small degree in that there is a greater impact on the SROI ratio through this change, reducing it to £2.89.

However given that the contribution from others is facilitated and supported and sometimes paid for by the bread maker and would often take a completely different form if it wasn't for the bread maker then it was felt that 50% was the maximum that should be attributed to others.

## ii Scenario 3 - changing quantities

As the apprentices are the main beneficiaries of the bread maker, changes have been made within this stakeholder group for the sensitivity analysis. The number of apprentices who have experienced the outcomes reported have been reduced by half. This has reduced the SROI ratio to £2.98.

Again even though this is a significant change to the apprentice quantity figures, it has not had the same significant effect on the SROI ratio. Whilst it is obvious that the exact same changes will not be experienced by each Apprentice, it is also unrealistic to suggest that no change will be experienced by half of the stakeholders given the reported and anecdotal evidence.

#### iv Scenario 4 - to achieve a 1:1 ratio

To get close to a 1:1 ratio against the scope of the analysis it was necessary to:

- Remove all outcomes for the apprentices
- Increase deadweight across all outcomes to 50%

These changes resulted in a ratio of £1.07.

It has obviously required significant changes to be made to the impact map in order to reach a near 1:1 ratio, these changes are not viewed as a realistic scenario.

#### v Conclusion

**Reporting on the SROI for the bread maker as £4.50 (that could reduce to £4.25 under sensitivity analysis) is realistic, robust and justifiable**

## 12. Concluding Remarks

By undertaking in-depth interviews, participative focus groups and questionnaires with people directly involved in both supporting and working within the bread maker, there is a wealth of evidence to underpin the 'huge' difference that the bread maker makes to people's lives, particularly adults with learning disabilities who have expressed strong views and delight 'at having a job'. On an individual basis it is reported and recognised that Apprentices as a result of their involvement are "more capable people" who have raised self-esteem, take real pride in having a 'real job', are more confident people and are demonstrating a huge increase in 'a change in behaviours'. There is reported a very marked difference in the improvements to overall health and well-being for all stakeholders who participated in this analysis.

The social aspect of working has proven to be a huge additional benefit to Apprentices as many had not been afforded this opportunity before. It is recognised that some Apprentices have real problems with 'self-direction' (making decisions for themselves) and having a programme of social activities arranged via the bread maker has meant that this problem no longer exists or at the very least is greatly reduced. Being involved in the bread maker also greatly reduces isolation amongst Apprentices, volunteers and families alike.

Apprentices' families are benefiting without doubt from having a family member working in the bread maker, as sons and daughters are reported as being much more involved in family activities and more confident, independent happy people. These parents also have much more free time to spend on personal activities that would have previously been taken up by caring for their family members.

The recognised improvements in the Apprentices well-being, greatly increased levels of confidence and pride in having a real job has resulted in much happier adults engaging meaningfully in society. It also needs to be acknowledged that the Apprentices themselves have contributed in terms of dedication and hard work towards achieving those improvements.

Aberdeen City has seen a reduction on availability of respite and alternative day care services, and if Apprentices did not have access to the bread maker, some of them would without doubt require hospitalisation. This fact means that due to Apprentices working in the bread maker much needed hospital beds are freed up for use by other people with higher needs. It also means that key workers have much more time to dedicate to their other clients, providing quality care to individuals with higher dependency needs.

From a service provision perspective the bread maker is reputed to be 'one of the best in Aberdeen' and one that is known and recognised as 'operating above industry standards'. This coupled with the high level of productivity and quality goods produced and sold from their dedicated premises reinforces the drive and ambitions of the organisation to continue to develop and grow their 'brand', creating a sustainable social enterprise, that will continue to offer work based opportunities to adults with learning disabilities.



### 13. Recommendations

The bread maker is recognised as one of the few social enterprises currently operating at such high standards. By committing to being fully inclusive and recognising the contribution that everyone makes to the business, the bread maker demonstrates that it really is a team effort, a synergy of skills, knowledge, expertise and commitment that achieves such high end results for Apprentices with learning disabilities.

It is recommended that the bread maker consider:

- Implementing of a system of monitoring and evaluation to further support evidencing of impact and social return on investment. A computerised or web based system would be most beneficial to aid information gathering and reporting to a range of stakeholders, including funders. This would be most beneficial particularly if the bread maker wishes to undertake further SROI evaluations in the future.
- Developing and implementing a structured 'Work Placement Programme' - a focused programme which results in work placement opportunities in a diverse range of businesses within the city for Apprentices. This programme development would further support the increase of personal and professional development for individuals and increase inclusion within society for a wider number of Apprentices.
- Strive to negotiate any future Service Level Agreements on a minimum 3 year basis which would support the development of a detailed training and social activity programme over this timeframe, building on skills already gained and knowledge acquired. This would allow the organisation to plan further ahead and seek additional complimentary activities to further enhance the Apprenticeship scheme.
- Undertake a review of the SROI Evaluation Report to further support development of management and operational tasks i.e. CPD function.
- Consider a programme of targeted promotion and marketing of the bread maker using the SROI evaluation as a basis for attracting further funding and/or investment to support future developments and activities.
- Consider how to reduce any Key Man dependency issues i.e. what would happen if the CPD Officer was to leave the bread maker?



## 14. APPENDICES

Appendix 1 - Apprentice Case Studies

Appendix 2 - SROI scope

Appendix 3 - Identification of stakeholders - those excluded

Appendix 4 - Identification of stakeholders - those included

Appendix 5 - Information provided to Apprentices

Appendix 6 - Apprentice questionnaire

Appendix 7 - Indicator and Data source

Appendix 8 - Calculations table

## Appendix 1 - Apprentice Case Studies

### *Exert from the Press & Journal Saturday March 13 2010*

*"An Aberdeen woman is holding an art exhibition at Camphill Medical Practice in Bielside. Mhairi produced the work while attending art therapy classes at the practice.*

*Mhairi is an Apprentice at the bread maker -which provides training for Adults with a Learning Disability- in Rosemount Viaduct.*

*She was referred to the practice by the Continuous Personal Development Manager- Karen Cruickshank who thought she might benefit from more focus. Karen said Mhairi had become calmer and more patient as a result and was justifiably proud of her achievement.*

*Art Therapist Jenny Tanser was impressed by the 37 year olds sense of colour and arranged the art exhibition, which is being held at the practice on the Murtle estate of Camphill until Thursday. The paintings have been on display for a month.*

*Jenny said "It has a really good impact and she is so proud. She has sold all her nine paintings". She added "the exhibition is in the waiting room and lots of people have made favourable comments"."*

### **Bakery Apprentice Speech - Social Firms Scotland 2009 AGM**

*"Hello everyone my name is Liz and I am a bakery Apprentice at the bread maker in Aberdeen. There are 24 Apprentices that attend the bread maker with 12 people working in the coffee house area and 12 people working in the bakery.*

*It is a very busy organisation with the bakery producing products for the coffee house, which is the shop front, but also for many cafes, restaurants and hotels all over Aberdeen. Every bakery Apprentice contributes to the produce that is made, so it gives a very realistic experience of what it is like to work in a bakery, just in a more supportive environment.*

*I started at the bread maker in September 2008, since then I have met lots of new people and I get on with my teammates really well. The bread maker has volunteers as well as staff; they assist us with practical tasks and encourage us to do these as independently as possible. They also help us to communicate with each other in the best way and support us to get along well together. We*

*are all treated the same and that's what I love about the bread maker. No Apprentices are treated like children; we are given adult responsibility and are expected to work to our own personal levels.*

*The quality of our products is very important; we all know this and take great pride in our work. We are given 1:1 sessions, which are called protected time, this allows us to work through recipes on our own or with little support and have the chance to make mistakes without worrying about the end result.*

*We have all been on many trips with the bread maker; these include fun activities as well as educational visits. Everyone is given a choice of what they would like to do and activities are chosen this way, with the majority winning. We have been to the cinema, theatre and had a fancy dress disco; I have even been to the S2S trade fair that was held in Edinburgh this year. I really enjoy new experiences and the bread maker has provided this for me.*

*I like the fact that I can get up in the morning and know that on that day I will be contributing towards something worthwhile, it makes me feel good about myself. The bread maker is important to a lot of people; it gives me and all the other Apprentices something to do with our lives instead of being at home or attending centres where the tasks are repetitive and boring. We need more organisations like the bread maker to stretch the abilities of their client group and get the best out of the individuals who they support.*

*The bread maker was involved in the making of a short film which was about the daily goings on at the bread maker from when the first baker arrives in the morning to when the last staff members' leaves at night. All the Apprentices were involved and it was really good fun. I was on the camera quite a lot so I am now quite a star in the North East of Scotland. The DVD will be on release soon and I hope you get a chance to have a look, it does a good job of showing what it is really like at the bread maker and how well the team gets along, we are all very proud of it.*

*The bread maker is looking forward to our annual Apprentice awards, which take place in December. This year we are having a ceilidh to celebrate. We are having dance lessons to make sure we are fantastic dancers on the night. The awards part of the evening involves four people receiving trophies; two people get "best Apprentice of the year" awards, one for the coffee house and one for the bakery. The other two awards are given to people for endeavour, these are also allocated to bakery and coffee house Apprentices. The awards are voted on by staff and volunteers, who take great care in their selection. All Apprentices really look forward to the occasion and no one is disappointed as everyone gets a certificate to congratulate them on the year's achievements.*

*The bread maker offers Apprentices the opportunity of a realistic work experience in relation to practical tasks but also for social aspects such as rules and responsibilities and respecting each other. I have learned a lot but have also contributed a lot towards the bread maker experience. I am thoroughly enjoying myself and still feel that I have much to gain. I hope to continue there for a long time to come.*

*Thank you all for listening."*

### Coffee house assistant case study

*Hi everyone my name is Anneka and I am 21 years old. I am an Apprentice in the coffee house at the bread maker in Aberdeen. There are 24 Apprentices, some work in the coffee house and some in the bakery downstairs.*

*The coffee house is a busy place, very popular within the community. All the cakes and bread are baked in the bread maker and we supply to many different cafés and restaurants in and around Aberdeen.*

*I've been at the bread maker for a year and have learnt lots of things. I can do all the tasks in the coffee house, using the till, serving customers, making sandwiches, slicing breads, making coffee and doing dishes. I like to do all the tasks but my favourite would be serving the customers. I enjoy being at the bread maker because I come in everyday and speak to new people. Being here gives me experience of work and getting along with staff and volunteers. I also get on well with the other Apprentices and I like to offer them my support if they need it. I like coming here because everybody smiles! The staff and volunteer's treat everyone well and I feel if I have a problem about anything I can speak to someone at the bread maker. I feel relaxed and happy when I'm at my work.*

*I feel before I started here and at the beginning I had no confidence but I am now very confident and feel very proud of myself. I also won an award at Christmas time at our James Bond themed party for being the most improved Apprentice; I was delighted I had won. The awards are voted for by the staff and volunteers, and I received a cool glass trophy. I have also enjoyed all the activities the bread maker has put on cinema, parties and theatre.*

*I'm also doing a college course one day a week which I really enjoy; I'm learning different kinds of baking and about hygiene in the kitchen. In the future I would like to work full-time in the bakery. I think being on the course helps with my work at the bakery.*

## Appendix 2 - SROI scope

The scope of an SROI analysis is an explicit statement about the boundary of what is being considered. It is often the result of negotiations about what is feasible for you to measure and what you would like to be able to improve or communicate. You will need to be clear about why you are conducting the analysis, what resources are available and what your priorities are. This stage will help ensure that what is being proposed is feasible.

What to consider when establishing scope

### 1 Purpose

What is the purpose of this SROI analysis? Why do you want to do it now? Are there specific motivations such as strategic planning or funding requirements?

### 2 Audience

Who is this analysis for? This should cover an initial assessment of how you will communicate with your audiences.

### 3 Background

Consider the aims and objectives of the bread maker and how it is trying to make a difference. If you focus on specific activities you will need to understand the objectives of those activities. It is important to have a clear understanding of what your organisation does and what it hopes to achieve by its activities.

### 4 Resources

What resources, such as staff time or money, are required? Are they available?

### 5 Who will carry out the work?

SROI will require commitment from the bread maker at many different levels. You will need a mix of skills and support from the start including experience in finance, evaluation and involving stakeholders.

### 6 The range of activities on which you will focus

Will you be analysing all the bread maker's activities or specific ones? You may want to choose activities related to a particular source of funding, or those that are a priority for you. Keep your scope small if it is the first time you are doing an SROI analysis.

Clearly describe what you intend to measure. For example, if the activity was 'our work with young people', this may cover several departments within your organisation and you may actually mean something more specific, like 'mentoring support provided to young people'.

### 7 The period of time over which SROI will be carried out

SROI analysis is often annual, corresponding with your financial year. This can vary, for instance, a commissioner may want to evaluate a specific timescale.

### Appendix 3 - Identification of Stakeholders - Those Excluded

| Stakeholder                                | How they affect/or are affected by activity  | What changes  | Reason for exclusion  |
|--|--|---|---|
| Trading Standards                          | No direct impact or affect   | Health & Safety regulations   | No direct impact. Statutory responsibility on behalf of all consumers.  |
| The bread maker Board members              | Provide strategic function supporting overall business activities to meet social purpose | Increased awareness of learning disabilities and balancing the aims of business v's social                                    | Initially included in evaluation exercise but removed due to high percentage deadweight recorded @ 80%  |
| Local Authority                            | Additional Approved Service Provider for client group - offering meaningful employment   | Sustainable placement opportunities- adults in the area with learning disabilities have increased employability /independence | Engaged with but not included in the evaluation exercise to prevent double counting as their outcomes are measured against other stakeholders |
| Council Officers- Contracts and Monitoring | No direct impact   | Contract conditions and monitoring frameworks   | No direct impact. Statutory responsibility for due diligence and monitoring all Council contracts/service level agreements.                   |
| Placement Providers/referrers              | Additional placement opportunity for client group  | Scope focused on most direct impact in return for SLA £   | No direct impact. Could place clients elsewhere.  |
| College Lecturers/tutors                   | Provide training & learning for disabled adults  | Increased awareness of learning disabilities  | Benefit likely to be too diffuse to measure as they deliver training to client group in other establishments/projects.                        |
| Staff                                      | Employment contract - commitment to social mission                                       | Increased awareness of learning disabilities  | Salaried or waged personnel   |
| Social Firms Scotland                      | Intensive support provision to - 'flagship social firm'                                  | 'good practice model' Increased learning of disabilities  | Difficult to measure impacts of good practice learning and methods in isolation from other flagship social firms and projects.                |

| Stakeholder                              | How they affect/or are affected by activity                     | What changes  | Reason for exclusion   |
|--|---|---|--|
| Environmental Health                     | Additional customer - no direct affect                          | Business operates to exceed EH standards  | No direct impact. Statutory responsibility on behalf of all consumers.   |
| Patron(s)                                | Commitment to financial support and awareness raising           | Increased awareness of learning disabilities  | Limited impact due to varying time commitments of individual patrons.  |
| Statutory funders                        | Financial investment  | Increased outcomes and added value - SROI focused on return associated with LA specific SLA contract. | No impact on other statutory funders as evaluation linked directly to financial investment of Local Council Service level Agreement.                     |
| Non Statutory funders                    | Financial commitment - not direct to Apprentice employment role | Increased outcomes and added value  | No impact on non-statutory funders as evaluation linked directly to financial investment of Local Council Service level Agreement                        |
| Scottish government                      | Promote inclusion and employability agendas                     | Increased evidence base on good practice models.  | Savings likely to be covered by UK wide benefits stakeholders included in analysis.  |
| Purchasers/customers of services & goods | No direct impact/change   | Increased choice for purchasers and consumers.  | Could buy goods and services elsewhere.  |
| Neighbours                               | No direct impact  | One of many surrounding businesses  | Benefits likely to be too diffuse to measure within the community, difficulty in determining who properly represents the neighbours and wider community. |
| Networks                                 | Additional member   | Exchange of good practice, methods and learning   | Could access learning and exchange good practice methods with other projects/social firms so direct benefits difficult to measure.                       |

| Stakeholder                   | How they affect/or are affected by activity | What changes                              | Reason for exclusion   |
|-------------------------------|---|---|--|
| Other social enterprises/orgs | Like minded organisation - network          | Increased learning, best practice,        | Could access learning and exchange good practice methods with other projects/social firms so direct benefits to diffuse to measure |
| Suppliers                     | New customer                                | Increased trading                         | No direct impact as will supply across the sector.   |
| Previous funders              | Financial investments                       | Outcomes realised<br>Promotion, publicity | No direct impact as previous outcomes already realised.  |



## Appendix 4 - Identification of Stakeholders - Those Included

| Stakeholder                     | How they affect/ or are affected by activity  | What changes   | Reason for Inclusion   | Method of Involvement  | How many                      | When  |
|---------------------------------|---|--|--|--|-------------------------------|---|
| Apprentices                     | Would not otherwise have the opportunity to engage in meaningful work and extended social networks/activity   | Increased skills; confidence; knowledge; new friends; social life; valued as part of a team, included in society - many benefits and significant outcomes from working @ tbm | Would not otherwise find meaningful work and/or training opportunities. This is a significant change to their lives. | Working group<br>Stakeholder session(s)<br>Questionnaire<br>Interviews<br>Verification session(s) on financial proxies | 2 rep's<br>5<br>16<br>3<br>24 | June 09 - ongoing<br>Aug 10<br>Sept 10 - ongoing<br>July 2010 |
| Parents & Carers<br>Key workers | Have supported meaningful employment opportunities for family member(s) otherwise excluded from the workforce | More free time to spend on their own activities/work.<br>Reduced daily care responsibilities<br>Improved family relationships  | Significant impact on parents and carers who may have previously had significant caring responsibilities             | Stakeholder session(s)<br>Questionnaire  | 6<br>12                       | Aug 10<br>Sept 10   |
| NHS                             | Healthier people and improved well-being of individuals who have been regular patients                        | Beds freed up to treat patients with higher needs  | Significant health improvements evidenced which has resulted in a reduction of hospitalisation for a number of       | One to one interviews  | 3                             | June 09 - ongoing<br>Aug 10                                   |

| Stakeholder | How they affect/ or are affected by activity  | What changes  | Reason for Inclusion  | Method of Involvement   | How many                      | When   |
|-------------|---|---|---|---|-------------------------------|--|
|             |   |   | Apprentices who work in the bread maker                                 |   |                               |  |
| Volunteers  | Buddy system of volunteering to support Apprentice in learning and work environment | Improved awareness of disability.<br>More friends. Increased confidence, learning new skills,<br>Improved communication.<br>Improved CV, chance of finding employment | Significant impact on developing additional personal and social skills. | Working group representative<br><br>Stakeholder session(s)<br><br>Questionnaires<br><br>Verification of financial proxies | 1<br><br>8<br><br>5<br><br>13 | June 09 - ongoing<br><br>Aug 10 - ongoing<br><br>Oct 10<br><br>July 11 |

## Appendix 5 - Information provided to Apprentices

### **“What it means to be an Apprentice at the bread maker” Questionnaire for Apprentices**

We are asking you to help us collect useful information that will be used to write a report telling our funders how good the bread maker is and how important being an Apprentice is to you.

In this questionnaire we are going to ask you how you feel about being an Apprentice, what difference it has made to you and how this has changed you and your life..

Before answering the questions on the opposite page we would like you to spend a couple of minutes thinking about two things:

1. Your life before you became an Apprentice.
2. Your life as an Apprentice.

#### **YOUR LIFE BEFORE YOU BECAME AN APPRENTICE**

Think about a typical day in your life before you were an Apprentice. What was it like?

When did you get up? What did you do with your day? Did you attend any courses? Did you visit friends? Did you stay at home, watch TV or help your parents to clean the house?

How did you feel at that time - were you happy, did you want to have a job, did you want to meet new people. Did you volunteer elsewhere?

#### **YOUR LIFE AS AN APPRENTICE**

Think about a typical day in your life now that you are an Apprentice. What is different, what has changed, and how do you feel about this?

What does your day look like now? How has it changed now that you are an Apprentice? Do you have more friends, do you travel to work on your own, do you learn new things at work.

What new things have you learned? What can you do now that you couldn't do before? What do you like about going to the bread maker? Is there anything you don't like about going to the bread maker?

**NOW TURN TO THE NEXT PAGE AND ANSWER THE QUESTIONS**

## Appendix 6 - Apprentice questionnaire

THANK YOU FOR SHARING YOUR THOUGHTS AND FEELINGS

## Apprenticeship Questionnaire

Name:

Do you live at home with your parents?

|     |  |    |  |
|-----|--|----|--|
| YES |  | NO |  |
|-----|--|----|--|

Do you live independently/in supported accommodation?

|     |  |    |  |
|-----|--|----|--|
| YES |  | NO |  |
|-----|--|----|--|

Do you work in the coffee shop

|     |  |    |  |
|-----|--|----|--|
| YES |  | NO |  |
|-----|--|----|--|

IF you answered yes to the question above then please tell us what your job is in the coffee shop

-----

Do you work in the bakery?

|     |  |    |  |
|-----|--|----|--|
| YES |  | NO |  |
|-----|--|----|--|

IF you answered yes to the question above then please tell us what your job is in the bakery?

-----

**What new skills have you learned at the bread maker? (Tick all that apply)**

|   |  |
|---|--|
| Learned to operate the coffee machine   |  |
| Learned new catering skills   |  |
| Learned new baking skills   |  |
| Learned new cooking and food preparation skills   |  |
| Learned new confectionery skills  |  |
| Learned customer service skills   |  |
| Learned counter service skills  |  |
| Improved my team working  |  |
| Communicate more effectively  |  |
| Please add any learning, not outlined above, which you have experienced since becoming an Apprentice, or any activities/training which might have contributed to that learning. |  |
|   |  |

**Have you gained any qualifications as a result of working in the bread maker, please list below:**

How has working at the bread maker changed your life?

What do you like most about working at the bread maker?

1. ....
2. ....
3. ....

What don't you like about working at the bread maker?

1. ....
2. ....
3. ....

## Appendix 7 - Indicators and Data Sources

| Stakeholders        | Outcomes   | Indicators  | Source   |
|---------------------|--|---|--|
| Apprentices         | <ol style="list-style-type: none"> <li>1. Increased Confidence and Self-esteem leading to adults with learning disabilities feeling they have a real job in the bread maker.</li> <li>2. Healthier lifestyle.</li> <li>3. Increased skills and experience of real work environment.</li> <li>4. Increased circle of friends and social life leading to reduced isolation</li> <li>5. Leading a more independent life.</li> </ol> | <ol style="list-style-type: none"> <li>1. Number of Apprentices who report they now have the confidence and who are proud to be working and now feel confident working part time mainstream.</li> <li>2. Number of Apprentices who report they have made improvements to their lifestyle by engaging in physical activities.</li> <li>3. Number of Apprentices reporting they now have friends as a result of working at the bread maker - work friends and colleagues.</li> <li>4. Number of Apprentices who spend more time socialising with friends outside work.</li> <li>5. Apprentices and parents/carers report increased ability of their sons/daughters to travel independently &amp; 'no longer required as a taxi service'.</li> </ol> | <ul style="list-style-type: none"> <li>• Labour Earnings - 2010 Survey of hours and earnings. Median £499 per week. (10%)<br/><a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a></li> <li>• Adult Gym Membership - Health &amp; Fitness<br/><a href="http://www.davidlloyd.co.uk/aberdeen">www.davidlloyd.co.uk/aberdeen</a></li> <li>• N Powdhathee 2008 'Putting a price tag on friends, relatives and neighbours'<br/><a href="http://www.powdhavee.co.uk/2html">www.powdhavee.co.uk/2html</a>.</li> <li>• Motor Trade Insider, <a href="http://www.motor-trade-insider.com">www.motor-trade-insider.com</a> 2010 price index.</li> </ul> |
| Carers &/or Parents | <ol style="list-style-type: none"> <li>1. More free time.</li> <li>2. More energy and healthier lifestyle.</li> <li>3. Improved family &amp; home life.</li> </ol>   | <ol style="list-style-type: none"> <li>1. The number of parents reporting that they have more free time to spend with friends.</li> <li>2. Number of parents who have taken up fitness-related activities.</li> <li>3. Number of parents reporting enjoyment at spending time together in the home.</li> </ol>  | <ul style="list-style-type: none"> <li>• SROI database ' a respite from caring'</li> <li>• SROI database - 'improving physical health' family spending review</li> <li>• SROI database - 'improved family relationships' couple counselling</li> </ul>   |

| Stakeholders | Outcomes  | Indicators  | Source  |
|--------------|---|---|---|
| Key Workers  | 1. Real positive difference to their own working lives through the ability to spend more quality time supporting other more dependent people.   | 1. Increased capacity for key workers measured as equivalent to employing an additional key worker  | <ul style="list-style-type: none"> <li>Proxy - Average salary of a key worker using Cornerstone as an example</li> </ul>  |
| NHS          | 1. More beds available to treat higher needs patients   | 1. Number of Apprentices who have stayed out of hospital as reported by Community Health Team as a result of being at the bread maker.  | <ul style="list-style-type: none"> <li>NHS Cost Book 2009 Long stay expenditure for NHS Hospitals specialising in learning disabilities.</li> </ul>   |
| Volunteers   | <ol style="list-style-type: none"> <li>Feeling valued in retirement.</li> <li>Making a difference by contributing to society.</li> <li>Healthier lifestyles.</li> <li>Increased confidence and self-esteem.</li> <li>Increased work experience and employment prospects.</li> </ol> | <ol style="list-style-type: none"> <li>The number of volunteers who report they are doing something useful with their time since retiring.</li> <li>The number of volunteers valuing their ability to give something back by contributing to society and still in employment.</li> <li>The number of volunteers who have reported taking up a sporting/physical activity.</li> <li>The number of volunteers who report they have increased confidence and ability to provide practical support to people with learning disabilities.</li> <li>The number of volunteers reporting they are more work ready.</li> </ol> | <ul style="list-style-type: none"> <li>Internet - cost of package holiday in Europe<br/><a href="http://www.money.co.uk">www.money.co.uk</a></li> <li>Cost to Individual who volunteers in Uganda for 12 months<br/><a href="http://www.originalvolunteers.co.uk">www.originalvolunteers.co.uk</a></li> <li>Internet search - annual golf club fees Aberdeen City</li> <li>SROI database - improved confidence &amp; self-esteem - cost of course</li> <li>SROI database ' cost of commercial support to find job'</li> </ul> |



## Appendix 8 - Calculations table

| Indicator   | Assumptions   | Deadweight % | Displacement % | Attribution % | Drop off % | Total |
|---|---|--------------|----------------|---------------|------------|-------|
| Number of Apprentices who report they have the confidence and who are proud to be working and now feel confident about working part time mainstream.  | It is recognised that other agencies/individuals have and will continue to play a part in the overall success of the bread maker in terms of support provision.<br>Recognised outstanding results in terms of confidence building and raising self-esteem is a team effort. | 20           | 0              | 25            | 0          | 45%   |
| Number of Apprentices who report they have made improvements to their lifestyle by engaging in physical activities  | Community Health Team interventions have reduced over time as a result of the intensive support package and structures in place to maintain overall well-being and health of individuals engaging in the bread maker.   | 20           | 0              | 25            | 0          | 45%   |
| Number of Apprentices reporting they now have friends as a result of working at the bread maker - work friends and colleagues.<br><br>Number of Apprentices who spend more time socialising with friends outside of work. | Value of 35% given as other friends could have been made if Apprentices were engaging in other services. Parents and volunteers are attributed to supporting friendships and social networks.   | 20           | 0              | 25            | 0          | 45%   |
| Apprentices and parents/carers report increase ability of their sons/daughters to travel independently  | 45% value attributed here due to the comprehensive tailored support packages set in place that has built up confidences resulting in more independent travel.   | 20           | 0              | 25            | 0          | 45%   |
| Number of parents reporting that they have more free time to spend with friends   | Values attributed to the overall experience and lack of alternative respite care available.   | 10           | 0              | 20            | 0          | 30%   |
| Number of parents who have taken up fitness   | Values attributed to the overall experience of improvements to health from direct input from  | 25           | 0              | 20            | 0          | 45%   |

| Indicator  | Assumptions   | Deadweight % | Displacement % | Attribution % | Drop off % | Total |
|--|---|--------------|----------------|---------------|------------|-------|
| related activities   | parents   |              |                |               |            |       |
| Number of parents reporting enjoyment at spending time together in the home                                | Recognised that a small % of improvements may have been achieved through other opportunities being made available to siblings.  | 10           | 0              | 20            | 0          | 30%   |
| Increased capacity for key workers measured as equivalent to employing an additional key worker            | Apprentices may have been able to access other activities that would have afforded Key workers the same additional hours.   | 50           | 0              | 0             | 0          | 50%   |
| Number of Apprentices who have stayed out of hospital as reported by Community Health Team.                | Apprentices may have been able to access other support networks if they engaged in another form of service provision i.e. day care services however the structured and intensive personal development support plans are recognised as a key contributing factor to improving and further maintaining individuals well-being and health improvements. Community Health Teams interventions have been reduced as a result | 20           | 0              | 20            | 0          | 40%   |
| Number of volunteers who report they are doing something useful with their time since retiring             | Other volunteering opportunities are available within learning disabilities therefore not wholly attributable to the bread maker.   | 50           | 10             | 20            | 0          | 80%   |
| Number of volunteers valuing their ability to give back by contributing to society and still in employment | Volunteers reported that the levels of training and engagement attributed high percentage of value to the bread maker. However, transferable work skills and training could have been accessed elsewhere.   | 50           | 10             | 20            | 0          | 80%   |
| Number of volunteers who have reported taking up a sporting/physical activity                              | Improved over all well-being has increased participation levels in physical activities, dancing, bowling etc, central to intensive support programme in place at the bread maker. A % of this may have been achieved anyhow through engaging in other volunteering activities or by simply taking up a sport.   | 50           | 10             | 20            | 0          | 80%   |
| Number of volunteers who   | More generic training undertaken but readily  | 50           | 10             | 20            | 0          | 80%   |

| Indicator  | Assumptions   | Deadweight % | Displacement % | Attribution % | Drop off % | Total |
|--|---|--------------|----------------|---------------|------------|-------|
| report they have increased confidence and ability to provide practical support to people with learning disabilities. | available and valued. Volunteers could have achieved desired outcome by engaging in other meaningful volunteering opportunities which are readily available.              |              |                |               |            |       |
| Number of volunteers reporting they are more work ready  | High retention of volunteers committed to supporting the bread maker Apprentices however, life learning experience translates to opportunities being available elsewhere. | 50           | 10             | 20            | 10         | 90%   |

