POPD
Person-centred
Outcomes-focused
Project Design: An introductory framework

- Network members design & implement projects
- Network
- Conduct action learning meetings online
- Introduce workshops
- Service quality improvement projects
- Share case studies of projects
- Understanding of: Co-design
- Providers have access
- Office & infrastructure
- Members access mentors and peers
- Members access reference
- Framework to implement service-quality improvement projects
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You can find more information about this project at
https://www.nds.org.au/resources/person-centred-outcomes-focused-project-design

Contact

Caroline Alcorso
National Manager (Workforce Development)
02 9256 3180

About National Disability Services

National Disability Services is the peak body for non-government disability services. Its purpose is to promote quality service provision and life opportunities for people with disability. NDS’s Australia-wide membership includes more than 1050 non-government organisations, which support people with all forms of disability. NDS provides information and networking opportunities to its members and policy advice to state, territory and federal governments.

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INTRODUCTION

People have the opportunity to choose the products and services they want to purchase from NDIS Providers with funding from their individual packages. Providers need to demonstrate the outcomes people experience as a result of using their products and services. They therefore need to design activities that are person-centred and outcomes-focused.

The Information Linkages and Capacity Building (ILC) program has targeted outcomes that must be demonstrated by all projects that it funds. Using a co-design approach to project or program development is arguably the most effective way of identifying activities that will deliver against these outcomes.

The POPD Framework was developed to introduce Providers to ways of approaching the design, implementation and evaluation of projects and programs.

The Framework is just one approach and is intended to be introductory. It integrates components of several approaches together so that the design process is situated within a Provider’s business operations. It is a starting point, and further reading and discussion is encouraged.

Development of the guidelines

In September 2017, with funding from Tasmanian Department of Health and Human Services through the Sector Development Fund, National Disability Services convened a group of staff from disability service Providers to form the Action Learning Network. The Network attracted people interested in implementing contemporary approaches to disability service delivery and committed to strengthening the quality of service delivery in their workplace and the sector more broadly.

Australian businesses that offer products and services specifically for people with disability are experiencing massive reform in the industry. The National Disability Insurance Scheme (NDIS) is designed to ensure positive outcomes for people with disability.
An action learning approach was used to find out more about co-design and measuring outcomes, but the group also learned that project management tools are also useful.

The POPD Framework represents the shared learnings from the Action Learning Network.

Designing for outcomes using co-design helps make sure that project or program activities will lead to the outcomes we want, which are checked through evaluation.

Project management tools help make sure that the project or program is manageable in terms of time and budget and represents value-for-money.

### The POPD Framework diagram

**FOCUS**
- Identify your organisation’s strategic direction.
- Find the impact you want to have.
- Convergent thinking.

**DISCOVER**
- Research with empathy and curiosity to gain insight.
- Find the outcomes people want to achieve.
- Divergent then convergent thinking.

**IMPLEMENT + EVALUATE**
- Pilot the approach on a small scale:
  - measure outcomes
  - adapt, scale up
  - measure again.
- Or celebrate your failure and start again.

**IDEATE**
- Collaborate, be inspired, and spawn ideas to achieve outcomes.
- Find the concept you want to test.
- Divergent then convergent thinking.

**PROTOTYPE**
- Create a model of your concept:
  - test with people
  - get their feedback
  - adapt and retest.
- Find the approach most likely to achieve the outcomes people want.
- Convergent thinking.
Perhaps the most challenging part of being an NDIS Provider is balancing high-quality, person-centred service delivery with efficient and viable service delivery. The POPD Framework interrelates project management with project design. It was developed to introduce some ways of thinking and acting to help Providers achieve this balance.

A project manager’s toolkit has many useful tools. Adopting a design approach doesn’t do away with the need for these. Using a design process and project management together strengthen the effectiveness and efficiency of the project or program. This makes it easier to find that sweet spot between the desirable, feasible and viable.

The POPD Framework situates the design process in the business context by integrating the stages of the project management cycle with the design process. We’ve also added a couple of phases to the usual design process, to make sure that innovations are confluent with the organisation’s strategic direction.

We have used the term “phase” to refer to a step in the design process and the term “stage” to refer to a step in the project management cycle.
Projects vs programs

In this framework, projects can be distinguished from programs in terms of timeframe. Projects have a defined endpoint. Programs can be ongoing.

The POPD Framework was first developed with projects in mind. We realised however that it is just as useful to use when designing an ongoing program. The establishment or redesign of the program is conducted as a project. The Implement and Evaluate phase will mark the beginning of the program’s operation. This can then run continually with regular evaluation to inform changes and/or redesign.

Resourcing

A key finding of the Action Learning Network was that this work cannot be done ‘off the side of your desk’. Designing, implementing and evaluating a project or program using this approach needs dedicated time and resources. If this is not part of your usual role, then you will need to have backfill to cover at least some of your usual work tasks. This is a critical resource requirement to using the POPD Framework.
UNDERPINNING CONCEPTS

Person-centred

The rights of a person with disability to exercise choice and control are intrinsic principles of the NDIS. Person-centred practice supports choice and control.

When a Provider is person-centred, they fit their services around the Person. The Person can make decisions about:

- Their own aspirations
- The products and services they need and want to achieve these
- The supports they need to access those products and services

Using a person-centred way of thinking is relevant to designing and delivering both products and services for people with individual NDIS packages as well as Information, Linkages and Capacity Building (ILC) projects.

Outcomes-focused

The outcomes of an activity are what happened as a result of doing the activity. Outcomes can be anticipated or unanticipated. They can be positive or negative.

While designing and planning, think about the outcomes you want the project or program to achieve. You can more logically work out what you need to do to achieve the outcomes. You can also avoid unwanted outcomes.

A Provider can better plan the supports they offer by thinking about the outcomes the Person wants. Using person-centred thinking will help a Provider to do that.
According to the NDIS ILC Toolkit, measuring and reporting on outcomes can help Providers to:

1. Prove your impact in a clear and compelling way
2. Improve the impact of your services over time
3. Increase your funding sustainability
4. Demonstrate that your organisation’s approach is unique, integrated and good value for money

Outcomes for individuals

A person-centred Provider designs the supports they deliver to enable people to realise their aspirations. The outcomes they are interested in can be seen as the degree to which, over time, the people they support realise the aspirations their supports are designed around.

Outcomes for groups of people

The ILC framework is designed to support specific outcomes. All ILC funded projects need to show how they will contribute to these. The ILC outcomes are:

1. People with disability are connected and have the information they need to make decisions and choices.
2. People with disability have the skills and confidence to participate and contribute to the community and protect their rights.
3. People with disability use and benefit from the same mainstream services as everyone else.
4. People with disability participate in and benefit from the same community activities as everyone else.
5. People with disability actively contribute to leading, shaping and influencing their community.

It can also be useful to think of outcomes for staff, the organisation and the community.

Outcomes are experienced by individuals and by groups of people.
Outcomes vs outputs

Some Providers will be used to reporting on outcomes, but others might be more familiar with reporting outputs. Reporting on both can best show how effective and efficient your project or program is.

Outcomes are the real and tangible differences a person experiences as a result of the activity in a project or program.

Outputs are generally a count of, for example, activities and people accessing services.

Outputs demonstrate how much of something happened, but they don’t demonstrate if it was valuable.

To make sure you are thinking about outcomes and not outputs, ask yourself, ‘So what?’

Evaluation

Evaluation is a systematic process to inform decision making and improve projects or programs. The process:

1. Asks critical questions
2. Collects appropriate information
3. Interprets the information for a specific use and purpose.

During evaluation, the project or program is examined to see how well it met the intended outcomes.

Formative evaluation is carried out during the project or program. It helps work out how likely it is that the intended outcomes will be met. If needed, the activities can be changed on the basis of the evaluators’ recommendations. This kind of evaluation can be ongoing or at an interim point. If not ongoing, the opportunity for the people involved in the project or program to engage in ongoing reflection and feedback needs to be explicit.

Summative evaluation is carried out at the end of a project or program to see what worked, what didn’t, and what can be learned.

Design thinking

Design thinking has evolved in the creative, industrial design, information technology and social support industries. Regardless of industry, design thinking is human-centred, collaborative, optimistic, experimental and iterative.

Design can be looked at as a process that gives us a structured way to innovate. But while working within the process, it is important to have a designer’s mindset – to think like a designer. Both people and organisations can have a designer’s mindset.

People used to traditional planning might take time to get used to this approach. Designers look at problems and explore possibilities, rather than jumping to solutions. They embrace failure and learn from it.

Design is not linear, it’s messy. It might jump back and forth, pause, or go around in circles for a while.

Designers work with others. Collaboration needs trust and enables trust. It kicks into gear faster when people are vulnerable at the outset. So, having a design mindset means you have to sit in ambiguity and vulnerability, which can be uncomfortable. But this gives way to the mindset necessary for innovation.

Human-centred design thinking supports person-centeredness and increases the likelihood of achieving the desired outcomes.

Co-design

Person-centred design advises that the people who face the problem are the ones who hold the key to the solution. It is logical therefore to invite the people you are seeking outcomes for to collaborate in the design process. For NDIS Providers, these are the people you provide services for. You can also include staff, families and carers, and others.

Co-design is an essential element of human-centred design in the context of providing social services.

The POPD Framework illustrates the essential nature of co-design, as the people you support are central to every phase.
Social impact

The language used around outcomes and impact can be confusing, and the two are sometimes used interchangeably. The POPD Framework differentiates between these from the perspective of a Provider.

A project or program produces outcomes. You can evaluate the effectiveness of the activities in terms of the outcomes experienced.

Social impact can be thought of as the collective outcomes of all of the products and services involving all of the projects and programs delivered by a Provider.

The Social Impact Measurement (SIM) Toolkit developed by NDS suggests interviewing a valid sample of people who access the Provider’s services. The questions relate to quality of life indicators broadly grouped into domains and subdomains.

- Being – in terms of independence, personal wellbeing and physical wellbeing
- Belonging – in terms of social wellbeing and living environment
- Becoming – in terms of meaningful activity, and learning and growth

The aggregated responses, themed by domain, can initially be used as a baseline. This can inform the Discovery phase of the POPD Framework by illustrating where indicators are weakest, so where the Provider might want to bring a strategic focus. Subsequent SIM surveys can then show the impact of all their strategically focused projects and programs.

A Provider might also deliver services under a government program that has a mandate to effect a social impact. The Provider will measure specific outcomes from their implementation of the program, which they report. The outcomes from all Providers are aggregated to demonstrate the social impact brought about by the program. The ILC is designed in this way. The broad social impact ILC seeks is twofold:

- People with disability have the ability to achieve their goals
- People with disability are included in all aspects of community life

So, social impact measurement sits just outside of the POPD Framework, but there is a relationship which is discussed in the Focus phase.
Working in complexity

Complexity is a way of thinking about the world, which can help leaders make decisions. A complex system involves a large number of interrelated elements that do not work in a predictable way. In the moment, you cannot know the full impact of any action you might take.

A complex system can only be seen as predictable in retrospect.

Working in the disability sector in Australia right now can be considered as working in a complex system. This results from the nature of working simultaneously with people with sometimes complex support needs, staff members feeling uncertain during times of change, and major business reforms required by the NDIS.

Decision making must involve trialling novel approaches and “listening” every day for the impact, then adapting the approach on that basis. This can be scaling up, scaling down, adaptation or redesign. Management must be okay with short term failure. Prototyping can allow this to happen without putting people at risk.

The POPD Framework is designed to support Providers in a complex environment in a various ways:

- Work out the impact you want to make as a means to setting the direction you want to move in – the social impact you want to have
- Co-design brings diverse people into the design process – don’t only rely on the usual experts
- Listen to the people for whom you are seeking outcomes and their staff – listen for the real impact of what’s happening – co-design and ongoing evaluation
- Prototype ideas before implementation
- Implement activities on a small scale
- On the basis of formative evaluation scale up, scale down, adapt or learn from failure

Checkout the further reading section.
PHASES OF THE POPD FRAMEWORK

The POPD Framework has five phases that align with four stages of the project management cycle.

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Design documentation

Both a Project Logic Statement and an Evaluation Framework are important documents to complete and refer to as part of this process. These documents are for you and the other people involved in the project or program.

These are working documents. During each phase you will develop and/or use these documents. Templates for these are provided at the back of this booklet.

As in most aspects of design work, you won’t just start at the beginning and work your way through in a linear way. You’ll jump about in them during the first four phases. Once completed though, your Project Logic Statement should provide a cohesive and logical explanation of what you are doing and why.

Project management documentation

During each phase, the POPD Framework suggests project management documentation that is relevant to the design activity and decisions the team has made.

Only use project management tools that are useful. Often the information will come from the Project Logic Statement, but you will present it in a form that is more familiar to others.

Sometimes suggested headings are given in the notes. There are also many good project management templates available online. The advice is to change these to suit your needs. Don’t just fill out a template for the sake of it.
Focus is the first phase of the process. During this phase you will choose the focus of your project or program and plan the design process.

**People**

As with all phases, involve people from across your organisation – people who use your service, their friends/families/carers, employees, and managers.

**Actions**

**Critically examine:**
- The organisation’s mission, vision, values, strategic plans, etc.
- Feedback and complaints from the people using your services
- Evaluation reports from recent projects
- Social impact measurement reports
- Employee engagement survey results
- Other feedback from employees

**Identify:**
- The social impact your organisation is striving to make
- The core problems in your organisation
- Select and define the problem your program or project will address

**Decide:**
- Who needs to be involved in the design process? For example, people who use your services, their friends/families/carers, employees, representative from funding bodies, advocates, allied health professionals.
- What will the design process look like? For example, interviews, surveys, forums, workshops.
- What timeframe will you need for the design process? Co-design takes time, so allow plenty of it. The risk with not allowing enough time is that co-design is reduced to tokenism. Make sure you have time to run a thorough design process where everyone has enough time to think and to express themselves.
- What resource will you need to coordinate the design process and what are the associated costs? For example, your time, other employees’ time, paid advocates, interpreters, an accessible venue, workshop resources, catering, and resources for prototyping.
A useful method

Working with others, use post-it notes to individually write down responses to the following questions:

- What challenges are we facing?
- What opportunities can we see?

Everyone can write as many responses as they want to. Arrange the answers on a wall or whiteboard. Discuss and theme your collective responses to gain perspectives about the problem your project or program will focus on.

Design documentation

On your Program Logic Statement, write: your problem, the groups of people and specific roles that will be involved in the project or program, the co-design approaches you will use, and the impact your program or project will contribute to.

Checkout the Template Section for an example to work from.
Project management documentation

On the basis of actions and decisions you can now put together a **Project/Program Proposal**. This document is used to seek sign off from executive to go ahead with the proposed work.

**Important**

At this stage, you don’t know what the final product or service will look like. You will develop that during the design process. This needs to be made clear in your proposal.

It might be useful to include the following information.

**The context** for the project/program

Explain what led you to instigate the project/program

**The problem** the project/program will address

Take this from your project logic statement

**The social impact** the project/program seeks to contribute to

Take this from your project logic statement

**A schedule of work** for the project/program

Order the activities that will happen by date, this is a living document so can be updated later

**A draft budget** for the project, but be specific with items for design process

**A stakeholder plan** for the design process

Use a table to list who will be involved, the role they will play, how strongly they are affected by the project/program outcomes, the contribution they can make

**A communication plan** for the project/program

Use a table to list the people or groups of people you need to communicate with about the project or program (the audience), the kind of information you need to share, how you will get the message to them (for example, email, letter, face-to-face), how often you need to communicate with them, who is responsible for the communication, how they can feedback to the project team.

The design process is made up of the Discover, Ideate and Prototype phases.
Discover is the second phase of the process. It is the first phase of the design process.

Empathy is the ability to see things from another person’s perspective – to walk in their shoes.

During the Discover phase you will deploy your empathy and curiosity to learn more about the people affected by the problem you are looking at and their whole environment.

The aim of this phase is to learn as much as you can about the problem. You can then identify the outcomes people want to achieve.

People

As with all phases, involve people from across your organisation – people who use your service, their friends/families/carers, employees, and managers.

Actions

1. Use divergent thinking – key skills are curiosity and persistence
   - Research with others by questioning, listening and observing:
     - Understand the person’s context
     - Describe the person’s journey as a customer of the Provider
     - Look for what isn’t working for people – the Person, employees and managers
     - Understand how people think – the Person, employees and managers
     - Understand what people want – the Person, employees and managers
     - Find extreme examples
     - Look at assumptions that have been made – inspect what is expected
   - Research the evidence-base

Divergent thinking is non-linear, it develops in different directions at the same time. Remain curious and dig deeper.

Checkout the further reading section. p.26
2. Use convergent thinking – key skills are critical and logical thinking
   - Examine the information available
   - Uncover the needs of people in relation to the problem
   - Work collaboratively to theme the information to find insights
   - Synthesise your research findings

   Convergent thinking brings together different ideas from different sources to work out the best approach to the problem. Look for patterns.

3. Define your design challenge question in terms of “How might we … so that …?”

   For example:
   
   “How might we include the people who use our services in our recruitment process, so that we maintain a stable and person-centred workforce?”

   “How might we support the people using our services to make informed choices, so that they can experience the intimate relationships they want?”
Some useful methods

Research activities:
- Peer interview – Make sure everyone has:
  - The information they need
  - Enough time to think and to express themselves
  - The supports they want
- Stories that illustrate the problem – capture anecdotes
- Empathy map
- Expectation map
- Current-state service blueprint

Synthesis activities:
- Problem mapping
- The five whys
- Assumption mapping
- Mindful reflection
- Affinity mapping

Design documentation
On your Project Logic Statement write: your design question and any relevant evidence-based information you found.
You might also start thinking about and draft the outcomes you want the project or program to achieve.

Project management documentation
- Update the schedule, budget and stakeholder plan if necessary
- Complete communications tasks as per the communication plan
Ideate is the third phase of the process. It is the second phase of the design process.

During the Ideate phase you will work with others to come up with millions of wonderful ideas, and then narrow down to the one(s) you think are worth testing. You will again use divergent thinking followed by convergent thinking.

People
As with all phases, involve people from across your organisation – people who use your service, their friends/families/carers, employees, and managers.

Actions
1. Use divergent thinking – key skills are imagination and risk-taking
   • Innovate with a diverse group of people using fun methods to make up many possible solutions to the design question
   • Don’t judge any ideas, just keep them coming
2. Use convergent thinking – key skills are logic and accuracy
   • Work collaboratively to narrow down the options to those that meet the desirable, feasible and viable test
3. Make a final decision on the solution(s) to be prototyped

Some useful methods

Divergent methods
• Collaborative ideation
• Brainstorm
• SCAMPER
• Sketching
• The future, backwards

Convergent methods
• Evaluation matrix
• Future-state service blueprint

Design documentation
• On your Project Logic Statement, finalise the outcomes your program or project aims to achieve.
• Begin filling out the Evaluation Framework.

Project management documentation
• Update the schedule, budget and stakeholder plan if necessary
• Complete communications tasks as per the communication plan
• Draft resource requirements
Prototype is the fourth phase of the process. It is the third and final phase of the design process.

Prototyping focuses on the in-between stage between coming up with an idea and implementing it. Prototyping reduces risk associated with innovation. It identifies problems early and on a small scale.

Prototyping is iterative. That is, you carry out multiple testing cycles until you find the outcome that works.

Prototyping should be inexpensive. Work with the simplest possible form of the concept. For example, a paper-based version of a website, or scenarios and role-plays for a service delivery approach. Use playdough, Legos, textas, …

People

Involve people who will be involved with the new service or activity. This might be staff members and/or people using your services.

Actions

- Create a simple model of your concept. The form the prototype takes will depend on the product, service or activities you are exploring.
- Test it with people involved with the product or service. Talk with them about it. Encourage them to challenge the model to find the flaws.
- Refine your prototype on the basis of their feedback, and retest.

Some useful methods

- Rapid prototyping
- Story-boarding
- Scenario role-playing
- Ritual dissent
- Design critique
Design documentation

On your Project Logic Statement, fill in the activities section, this will essentially describe your model. From there you will also be able to list the resources you need. Make sure to include human resources as well as materials.

You now also need to finalise your Evaluation Framework.

Project management documentation

Prototyping is the last phase in the Planning stage, so you can now complete your Project/Program Implementation Plan. This can serve a number of purposes.

- Helps demonstrate the feasibility and viability of the project/program
- Can be used to access funding or justify expenditure
- Informs others of what is happening
- Serves as a guide if someone else needs to pick up the work

The size and complexity of the Plan will depend on the size and complexity of the activity you will implement.

A Project/Program Plan typically contains the following sections. Choose the ones that are relevant for your activity and organisation.

**Context**
Take this from your Project Proposal

**The problem and design question**
Take this from your Project Logic Statement

**The proposed activities**
Take this from your Project Logic Statement

**The expected outcomes** and how they will be measured
Include a copy of your Evaluation Framework

**The expected output(s)**
What things will be delivered by the project? For example: workshops, excursions, publications, posters, etc. As a guide, outputs are used to achieve the outcomes by the people benefitting from the project.
**Governance**  
Describe the management arrangements that will be put in place to govern the project. As a minimum this will include the name and title of the Project Manager and Project Sponsor.

**Stakeholder plan**  
Take this from your Project/Program Proposal, and update if necessary.

**Communication plan**  
Take this from your Project/Program Proposal, and update if necessary – make sure you include any reporting requirements.

**Risk management plan**  
In a table, list the major risks to achieving success, describe how you will minimise them, and what your contingency plan is.

**Related projects/programs**  
List any other projects/programs that interrelate or are dependent upon this project/program.

**Capturing the lessons learnt**  
Describe the review process (internal or external) to capture the lessons learnt throughout the project/program.

**Schedule**  
Use a table to list the main tasks, their scheduled start, their scheduled finish, and who is responsible for doing each one.

**Resources**  
Take this from your Project Logic Statement.

**Budget**  
Expenses: List resources that need to be paid for (including staff time) and the associated cost for the duration of the project, or on a per annum basis for a program.

Revenue: List the income sources that will pay for the resources, for example, NDIS packages, grants/funding, in-kind contributions.
IMPLEMENT + EVALUATE

This is the final phase of the process. During this phase you will roll out the activities and monitor the outcomes using the Evaluation Framework.

Implementation and evaluation are iterative. That is, you need to keep measuring.

\[\text{During this phase you will implement,}\
\text{observe, improve, and grow}\]

People

This phase includes everyone related to the project or program, the people you support, employees, and managers.

Actions

• Carry out any preparatory activities before the main activity of the project or program, for example, create activity specific workplace documents to ensure safe work practices

• Pilot the project or program approach on a small scale, for example, with one or two people

• Conduct formative evaluation by seeking feedback from: people engaged in the activities of the project or program, staff involved in the project or program, your own reflective practice

• Adapt the activities on the basis of the feedback

• Repeat the above until feedback indicates the pilot is heading toward the anticipated outcomes

• Scale-up implementation as required

• If after several iterations of piloting and evaluation you recognise that the approach isn’t working: stop, reflect, celebrate what you have learned, start the whole design process again – your final reflection can blend into the next Focus phase.
Design documentation

Develop the **evaluation tools** identified in the Evaluation Plan. These might include structured interviews, focus groups, surveys, examination of service data.

The Project Logic Statement will guide your activity, and the Evaluation Framework will guide your evaluation. Update these in response to the evaluation findings.

Project management documentation

Implementation and evaluation of the project or program activities happen during the Execute stage of the project management cycle.

In a program, the activities continue until the demand no longer exists.

A project on the other hand, finishes after a finite period of time. This is the Close stage. Activity winds up and the final evaluation is conducted.

It is common that you will need to report on the project or program, whether as a regular report to management, an interim project report or a final project report. The findings of your evaluation will inform your reports.

Again, the size and complexity of the report will depend on the size and complexity of the project or program. In general terms, less is more.

Following are the common sections of any project or program report, whether interim or final.

**Background**
Where you started from

**The problem and design question**
What guided you

**The response**
What you did – what you planned, the curveballs, how/why you adapted your response.

**Outcomes**
What you and others experienced as a result of the project/program activity
This is taken from the evaluation findings.

**Outputs**
What events you held and/or what you produced – and how many of each.

**Reflection**
What you learnt
Recommendations
What you think should happen next

Budget
Show the income generated and the expenses incurred by the project or program.

Acquittal
If the project or program is funded by an external body, you may need to submit an acquittal. Your accounts team or accountant will advise you on how to do this.
FURTHER READING & RESOURCES

Person-centred thinking

Helen Sanderson and Associates offer a large number of resources designed for Providers to easily design person-centred services. This includes a collection of person-centred thinking tools, which are especially useful during the POPD Framework Discover phase. Find out more from the website: http://helensandersonassociates.co.uk/person-centred-practice

Outcomes-focused thinking

The ILC Toolkit, produced by NDIS, has a really easy to understand section about outcomes. See https://ilctoolkit.ndis.gov.au/.

Social Ventures Australia has some really useful reading to help get your head around an outcomes-focus, measuring outcomes and evaluating.


Also, have a general browse around while you are there. There are heaps of other really useful and interesting articles.

The Change Collection published by Centre for Social Impact can help Providers understand how to think about outcomes and how to measure outcomes. The Collection comprises four titles, which are free to download:

- The Compass: your guide to social impact measurement (http://www.csi.edu.au/research/project/compass-your-guide-social-impact-measurement/)
- The Travel Companion: your guide to working with others for social outcomes (http://www.csi.edu.au/research/project/travel-companion-your-guide-working-others-social-outcomes/)
Design thinking

IDEO is an international organisation that uses human-centred design to create products, services and experiences to improve the lives of people in poor and vulnerable communities. They have a site called Design Kit that has an extensive library of design methods – definitely worth exploring. You can also download a free copy of “The Field Guide to Human-Centred Design”. Find out more from the website: http://designkit.org/

Melis Senova is the founder of Huddle and author of “This Human: How to be the person designing for other people”. Find out more from her website: http://melissenova.com/.

Jack Strachan is a user experience designer. While he doesn’t explicitly discuss design in human services, his writing on design in general is really clear and translates well to a social services context. The best place to find his writing is on Medium, https://medium.com/@j_ckk/ Ignore the techie articles if they’re not your thing.

WACOSS have developed a co-design toolkit that is free to download from their website. See http://wacoss.org.au/library/wacoss-co-design-toolkit/

Social impact

The Change Collection published by Centre for Social Impact – see Outcomes-focused thinking above

Social Impact Measurement Toolkit from NDS, was developed specifically for disability service Providers operating in the NDIS. It is informed by a research project, which is available to download from https://www.nds.org.au/resources/social-impact-measurement-toolkit-simt/

Working in complexity

A Leader’s Framework for Decision Making was written by David Snowden and Mary Boone. This article introduces readers to Cynefin, a decision making tool, which has layers of depth not apparent during the first read if you haven’t read much about this topic. https://hbr.org/2007/11/a-leaders-framework-for-decision-making/

Cognitive Edge is where David Snowden usually writes from. To see some videos, discussion and methods, checkout the Resources section of their website http://cognitive-edge.com/
Project management

The digital project manager is a website with how-to guides, tools, podcasts and other resources. Browse their website from this link https://thedigitalprojectmanager.com/

The project management institute has easy to read articles that will help you understand more about project management. Start with the link, and then explore other parts of the site. https://www.pmi.org/about/learn-about-pmi/what-is-project-management

Research sites

Centre for Applied Disability Research website hosts a clearing house of research in the field of disability service provision. You can search for articles on their website: https://www.cadr.org.au/

Australasian Society for Intellectual Disability (ASID) produce two peer-reviewed journals a year. They also have podcasts and webinars discussing research. All of these are available from their website: https://www.asid.asn.au/

Synthesizing information – this 2:30 minute YouTube clip will help you understand what synthesis means – https://youtu.be/7dEGoJdb6O0/

Methods and tools

See the Methods section on the Design Kit site: http://www.designkit.org/methods

Search online to find out more about the methods you are not familiar with. You will find explanations, instructions and templates. Adapt these to suit your needs.

Completing the Evaluation Framework

See the links above to Social Ventures Australia and Centre for Social Innovation. Both collections of resources have explanations about how to answer the questions on the evaluation framework.

Creating evaluation tools

The TasCOSS ‘How To’ library has a good collection of easy-to-follow information sheets that will help you develop evaluation tools. Use the search function to find what you are looking for. The website is https://www.tascosslibrary.org.au/how-to.
TEMPLATES

Project Logic Statement
Evaluation Framework
Evaluation activities
The POPD Framework diagram

The following templates are best printed/photocopied out as A3’s (or larger!) to allow a good working space for content.
# Project logic statement

**Problem:**

**Question:**

<table>
<thead>
<tr>
<th>People</th>
<th>Evidence – Co-design approach</th>
<th>Evidence – Evidence-base</th>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
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These outcomes contribute to this impact.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outcome indicator</th>
<th>Success criteria</th>
<th>Measurement method(s)</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>Copy and paste this from your project logic statement</td>
<td>What would you need to see or hear to know that you’ve achieved your outcome?</td>
<td>How could you measure that – what % or number would you need to see/hear for success to be achieved?</td>
<td>Survey, interview, observation, service data?</td>
<td>When will you carry out measurement? Beginning, end, midterm?</td>
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</table>

### The people we support

### The employees

### The business
## Evaluation activities

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<th>Measurement method(s) (from previous page)</th>
<th>Number of times you need to do this</th>
<th>Dates</th>
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Discover is the second phase of the process. It is the first phase of the design process.

Ideate is the third phase of the process. It is the second phase of the design process.

Prototype is the fourth phase of the process. It is the third and final phase of the design process.

Implement + Evaluate is the final phase of the process. During this phase you will roll out the activities and monitor the outcomes using the Evaluation Framework.

Focus

- Identify your organisation’s strategic direction.
- Find the impact you want to have.
- Convergent thinking.

Discover

- Research with empathy and curiosity to gain insight.
- Find the outcomes people want to achieve.
- Divergent then convergent thinking.

Ideate

- Collaborate, be inspired, and spawn ideas to achieve outcomes.
- Find the concept you want to test.
- Divergent then convergent thinking.

Prototype

- Create a model of your concept:
  - test with people
  - get their feedback
  - adapt and retest.
- Find the approach most likely to achieve the outcomes people want.
- Convergent thinking.

Implement + Evaluate

- Pilot the approach on a small scale:
  - measure outcomes
  - adapt, scale up
  - measure again.
- Or celebrate your failure and start again.

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