

## Logic chain to aid project planning and delivery of the potential for impact

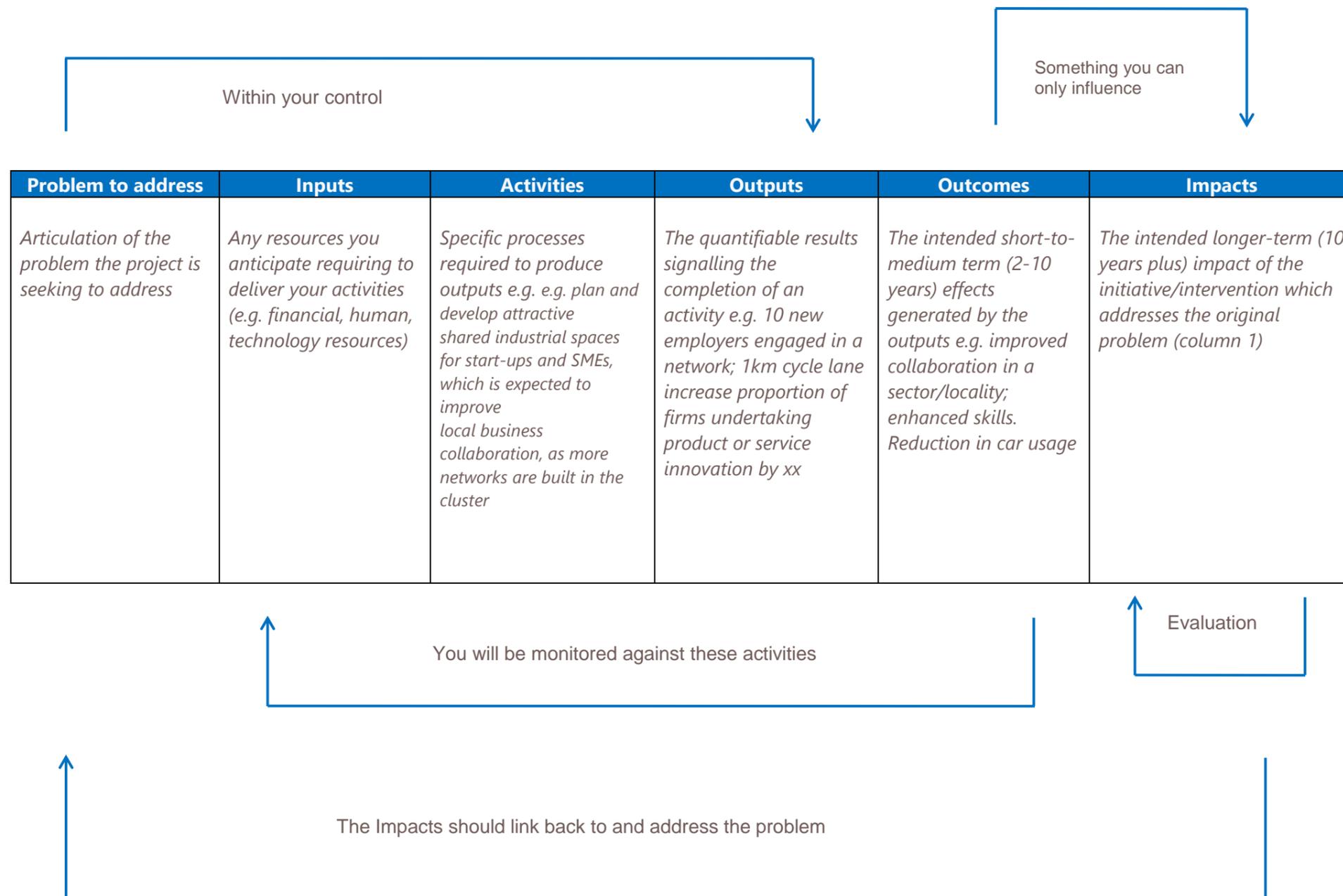
### **Guidance:**

Logic chains are not new: it is widely used in programme planning as part of the appraisal process for new interventions. It is referred to by several different terms: "Logic Map" "outcome mapping", "intervention logic" and "programme theory" they all refer to similar processes. There is growing interest in use of logic mapping as a framework for enhancing the focus and robustness of evaluation activities.

To achieve this, logic mapping requires you to identify and describe several key elements in your intervention. These typically include:

- The issues being addressed and the context within which the intervention takes place
- The inputs – resources and activities – required to achieve intervention's objectives
- Outputs (e.g. in terms of target groups to be engaged, roads built, products developed);
- Outcomes (i.e. short and medium-term results, such as changes in traffic flow levels and modal shifts); and
- Impacts (i.e. long-term results such as better quality of life, improved health, environmental benefits etc)

The example logic chain below sets out the types of information you need to outline within each section of your proposed projects logic chain. This approach demonstrates the clear links between the problem, the required inputs and the activities, outputs, outcomes as well as the potential for longer term impacts.



Example of a good logic chain.



Problem to address	Inputs	Activities	Outputs	Outcomes	Impacts
<p>The existing Engineering Facilities at Bellem College are not of sufficient size to meet the growth in student numbers and the Engineering Equipment does not meet current industry standards. Without this investment it will be difficult to maintain existing student numbers and impossible to meet increased demand.</p> <p>This project will support the LLEP skills targets and increase the local labour market talent pool for Engineering/Manufacturing employers, increasing competitiveness of businesses and enable economic growth in the region. Without this intervention growth in the Engineering Sector will not be fulfilled, local people will not be able to access training, apprenticeships and employment.</p>	<p>Capital Funding will support the design and construction of engineering facility with industry standard equipment.</p> <p>College Human Resources in the delivery of this project Support Services (Estates, IT, Finance, Marketing) and Teaching staff for curriculum development to shape the design.</p>	<p>Combining capital funding with the College’s internal expertise to deliver a project which meets all the impacts, outcomes and outputs objectives.</p> <p>This includes project planning, feasibility study, business case development, economic viability analysis, procurement, construction of buildings and fit out.</p> <p>Consultation with local employers to get a better perspective on the skills gap within the travel to work zone in order to develop the curriculum</p> <p>Offer a wider range of T level courses.</p>	<p>Construction and internal fit out of the new facility including installation of new engineering equipment, which will enable the alignment of the new College curriculum offer to meet the future skill needs of local employers.</p> <p>Maintain existing learner numbers of 204 full time learners on an Engineering programme (excluding Motor Vehicle) ranging in levels from 1 – 4.</p> <p>Hire 5 new specialist teaching staff following completion to teach the new skills.</p>	<p>Increase learner numbers by 250 over 5-year period following completion of capital buildings which will be determined through a business case analysis.</p> <p>Increase HE pathways into Engineering by offering a greater range of subjects at level 3 and level 4. Capacity to deliver Advanced Apprenticeship in Engineering subjects.</p> <p>Reducing skills shortages and increasing employment in the sector by focusing on manufacturing, fabrication and welding, robotics and electromechanical pathways.</p>	<p>Increase GDP by 1%</p> <p>Increase in productivity by 15% within the sector.</p> <p>Increase number of women employed in STEM by 50%</p> <p>Increase the number of STEM SMEs moving into the area by 20%</p>

Example of a poor logic chain.



Problem to address	Inputs	Activities	Outputs	Outcomes	Impacts
<p>The existing engineering facilities at Bellem College are not of sufficient size to meet the growth in student numbers. Therefore, this project will support the LLEP skills targets and increase the local labour market talent pool for engineering/manufacturing employers.</p>	<p>Capital Funding will support the design and construction of engineering facility with industry standard equipment.</p> <p>Hire a number of specialist teaching staff following completion to teach the new skills.</p>	<p>Combining capital funding with the College's internal expertise to deliver a project which meets all the impacts, outcomes and outputs objectives.</p> <p>Public consultation with several young people to get more perspective on what engineering related subjects they would like.</p>	<p>Retain a number of existing full-time learners on an Engineering programme (excluding Motor Vehicle) ranging in levels from 1 – 4.</p>	<p>Grow learner numbers over 5-year period following completion of capital buildings which will be determined through a business case analysis.</p> <p>Reducing skills shortages and increasing employment in the sector by focusing on manufacturing, fabrication and welding, robotics and electromechanical pathways.</p>	<p>Facilitate new training provision including mechatronics/food and drink manufacture/maintenance that trains a certain number of students a year.</p> <p>Address the reported skills shortage from the 2015 LLEP Sector Growth Plan.</p> <p>Increase GDP.</p> <p>Increase in productivity</p>