

Learning Away Planning Flowchart

STEP 1: LEARNING PROBLEM OR OPPORTUNITY

What is the particular learning problem or opportunity that you have identified and could be addressed by providing a residential experience or series of experiences?



STEP 2 LONG-TERM AIMS

Having considered this learning problem/opportunity, what are the longer-term aims you would hope to achieve once back at school as a result of providing the residential?



STEP 3: OUTCOMES

What specific changes/benefits/learning would you hope to see as a result of your residential? Are these outcomes likely to achieve your long-term aim?



STEP 4: INPUTS

Continue the planning process by identifying the aspects of the residential itself that will enable you to achieve your identified outcomes. You will probably want to consider the following aspects:

- Learning processes
- Tasks/activities
- Environment
- Relationships
- Informal time
- Length of stay



ASSUMPTIONS

(OUTPUTS – OUTCOMES)

When linking outputs to outcomes, you will make assumptions about the relationship between them i.e. that a particular output **will** result in your hoped for outcome. Note these assumptions and test them as part of your evaluation.

ASSUMPTIONS (INPUTS – OUTPUTS)

When linking inputs to outputs, you will make assumptions about the relationship between them i.e. that a particular input **will** result in your planned output. Note these assumptions and test them as part of your evaluation.

STEP 5: OUTPUTS

Outputs are quantifiable changes that you hope to see as a direct result of your residential. A helpful question to ask here might be: what measurable things will our residential experience and our inputs 'put out'? Examples include: a 'product' e.g. a film made by young people; measures of achievement in relation to knowledge, skills or understanding; an increase in attainment within a specified curriculum area. You will need processes in place to measure your outputs.



STEP 6a: PLANNING – MAKING IT HAPPEN

This is where you start to plan the actual residential event(s) by identifying venue, provider (if appropriate), staffing, costs, targeted students, etc.



STEP 6b: PLANNING – SUSTAINING THE IMPACT

The residential is unlikely to have the desired impact if it is seen as a 'stand alone' event. At this stage it is also important to think about how you will embed/reinforce the learning once you return to school.

STEP 10: PLANNING – EVALUATION

How will you know if the residential achieved what you hoped? Think about how you might evaluate the short-term outputs, medium-term outcomes and longer-term impacts.