# REVIEW OF FRAMEWORKS, TOOLS AND DATA SOURCES FOR TALENT MATCH

## Measuring the journey of young people age 18-24 towards employment or enterprise

A report by NPC and the Young Foundation

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# CONTENTS

Contents ..... 2
Executive summary ..... 3
Introduction ..... 5
Purpose of this report ..... 6
Scope and method ..... 6
Structure ..... 7
What to measure ..... 8
Describing young people's journeys ..... 8
Intrinsic and extrinsic outcomes ..... 10
Levels of evaluation ..... 11
Frameworks, tools and data sources ..... 13
Overview of frameworks ..... 13
Overview of tools ..... 19
Data sources ..... 31
Gaps and issues in measurement ..... 33
Ten gaps in evaluating the distance travelled by young people in their journeys to employment or enterprise. 33
Considering economic value ..... 38
Conclusions ..... 39
Appendix 1 - Frameworks ..... 41
Appendix 2 – Tools ..... 53
APPENDIX 3 – Data sources ..... 79
APPENDIX 4 - Survey of partnerships ..... 89

# EXECUTIVE SUMMARY

**Purpose of the report**

This report is a review of the existing frameworks, tools and data sources used to evaluate young people's progress towards meaningful and sustained employment or enterprise. It was commissioned by the Big Lottery Fund (BIG) as an options appraisal to inform the development of a common outcomes framework for the Talent Match programme. The report's objectives are to:

- Provide a structured review of frameworks, tools and data sources available to practitioners;
- Identify pros and cons, costs, ease of use and extent to which they promote young people's voice;
- Identify gaps and areas for development.

**Frameworks**

This review did not identify any frameworks currently in use that cover all of the core outcome areas relating to young people's journey to employment and enterprise. Frameworks are most commonly used by government, but these typically focus on final employment outcomes and fail to capture the 'distance travelled' by young people. Service providers rarely appear to use frameworks to structure approaches to measurement or aid the selection of a relevant combination of tools. Developing a comprehensive framework that covers all relevant outcome areas is a key priority for Talent Match in order to support more consistent approaches to measurement and evaluation.

**Tools**

This review identified hundreds of existing tools relating to young people's journeys to employment and enterprise. Developing new tools is therefore not a priority. Instead, Talent Match should focus on supporting service providers to identify the most relevant and robust combination of available tools (rather than developing bespoke approaches) to measure across the range of outcome areas that the programme aims to impact upon.

**Data sources**

This report identifies a large number of data sources that relate to young people's employability. Collecting robust data on the outcomes achieved through the Talent Match programme, including building the evidence base on 'what works', is where BIG can make the greatest contribution. More widely, Talent Match could help organisations to make use of existing data by making recommendations on the most useful national data sources, and providing guidance on how to access them, as well as advocating for a more open approach to data sharing at a local level.

**Conclusions**

The overarching message from this review of frameworks, tools and data sources is one of inconsistency – there is no common approach to measuring outcomes on young people's journeys to employment or enterprise, and little consensus around *what* and *how* to measure. Developing a well-structured measurement framework that

covers the breadth of outcome areas identified in this review, supported by consistent use of relevant standardised tools, will both support the robust evaluation of the Talent Match programme and help to advance standards of impact measurement in the sector more widely.

# INTRODUCTION

Young people seeking to make their way in the world face a more difficult time than ever before[1]. In the UK, there are almost one million young people age 18-24 unemployed or economically inactive. Transitions to adulthood and independence are becoming increasingly complex for young people as a result of the breakdown of traditional pathways into learning and work. Growing competition for scarce opportunities has further disadvantaged the 18-24 age group, who can lack experience and qualifications compared to their older counterparts[2]. This has been particularly damaging to young people on the margins of learning and work, and who lack the networks to support (re)engagement[3]. Where young people do find work, it is often poor quality, precarious and short term, leading to cycling in and out of employment.

Potentially the most worrying consequence of these changing patterns has been the rise in long-term unemployment amongst young adults – experience tells us that longer spells away from the workplace in early adulthood are correlated with unemployment, wage scarring and poor mental health well into adulthood[4].

Alongside the fall in entry-level job roles, there is a growing interest in the role of enterprise both in stimulating economic development, and providing opportunities for employment[5]. Enterprise is seen as holding particular potential for young people through tapping into their talents and passions. However, both enterprise and the changing labour market call for a new set of skills and capabilities in order to navigate and progress along new routes to work[6].

The Big Lottery Fund's (BIG) Talent Match programme has been launched in response to this context. The programme aims to help at least 5,400 young people age 18-24 that have been out of education, employment or training for 12 months or more find a pathway to meaningful and sustained employment or enterprise. Working with 21 Local Enterprise Partnership areas, identified as youth unemployment 'hot spots', and drawing on the expertise of the voluntary sector, Talent Match is designed to give young people the skills and capabilities to navigate their transitions. The programme emphasises young people's assets – recognising talents and building on strengths. It also seeks to take a holistic approach, developing young people's skills and capabilities, alongside their experience of work.

Measuring the impact of the programme will be critical, and BIG intends to commission a major evaluation to run alongside the programme. However, measurement of youth transitions into enterprise and employment presents a real challenge. Understanding the whole journey of young people towards sustained employment or enterprise – from building confidence and self-esteem, overcoming specific challenges, improving skills, and becoming 'job-ready' – is complex. The policy and fiscal context has placed a greater emphasis than ever before on understanding 'what works', in order to orient reduced resources to make the biggest difference. This is

[1] See, for example, Kahn, L et al (2011) *The Way to Work: Young people speak out on transitions to employment* London: The Young Foundation

[2] Sissons, P and Jones, K (2012) *Lost in transition? The changing labour market and young people not in employment, education or training* London: The Work Foundation

[3] See, for example, Lanning, T (2012) *From Learning to Earning: Understanding school to work transition in London* London: IPPR

[4] The Prince's Trust (2010) *The Cost of Exclusion: Counting the cost of youth disadvantage in the UK* London: The Prince's Trust

[5] See, for example, the Start-Up Loans scheme from the Department for Business, Innovation and Skills

[6] See, for example, Rolfe, H (2010) *Learning to take risks, learning to succeed* London: Nesta

particularly the case in services for young people, which have been disproportionately hit by reductions in spending. However, this represents a new demand for a sector which has not historically been called upon to justify its work in this way. As a sector, organisations working with young people lack a common language for talking about evidencing impact, and do not have common approaches or frameworks for measurement. There is a lack of consensus around the outcomes that services aim for and are able to deliver, and a lack of consistency in measuring these outcomes[7].

## Purpose of this report

This report is a review of the existing data sources, tools and approaches used to evaluate young people's progress towards employment or enterprise. Its objectives are to:

- Provide a structured review of frameworks, tools and data sources available to practitioners;
- Identify pros and cons, costs, ease of use and extent to which they promote young people's voice;
- Identify gaps and areas for development.

This review is intended to inform the development of a common measurement framework for Talent Match, as part of the overarching evaluation, which is being commissioned separately by BIG. In addition, this review aims to contribute to improving practice on impact measurement in the youth employment sector and help organisations demonstrate their value, learn from each other and improve.

## Scope and method

This report is based on a thorough review of outcomes, frameworks, tools and data sources relating to employment and enterprise for 18-24 year olds. Information was gathered through internet searches, discussions with other organisations, and knowledge and resources from NPC's and the Young Foundation's previous research. In addition, a survey was distributed to key stakeholders representing the 21 Local Enterprise Partnership areas involved in Talent Match to explore their current approaches to measurement, and future intentions. A copy of the survey is included at Appendix 4.

Through this information gathering process we identified over 375 tools relating to the journey of young people to employment or enterprise, and many frameworks and data sources. To narrow these down into a more concise and manageable shortlist of viable options, we adopted the following approach:

- Collation of (both published and unpublished) frameworks, tools and data sources that relate to the journey towards employment and/or enterprise;
- Sifting to create a long-list of frameworks, tools and data sources applicable to the 18-24 target age range of the Talent Match programme;
- Reduction of options into a short-list based on an appraisal of criteria set by BIG (cost, robustness, ease of use, young people's voice and extent of usage), and to ensure coverage of the six core outcome areas we identified (see What to Measure section below). In particular, we focused on approaches that are practical and are being used by organisations on the ground.

[7] See *When is self-evidently good not good enough?* http://youngfoundation.org/young-people-learning-work/when-is-self-evidently-good-not-good-enough/

**Definitions**

Throughout the report we use the following definitions:

**Frameworks** are overarching structures for organising thinking on monitoring and evaluation. They provide direction on the links between inputs, outputs, outcomes and indicators, and are a source of information on how to conduct an evaluation.

**Tools** are specific ways of measuring inputs, outputs or outcomes. A tool may be a questionnaire, a set of indicators or a way of visualising progress along a pathway.

**Data sources** contain information relating to a measure or series of measures. They may be used to put a result in context and provide a point of comparison. This includes national and local statistics or databases.

# Structure

This report is divided into four sections.

The first section focuses on understanding **what to measure** in a young person's journey towards employment or enterprise. We take a holistic view of the barriers and influences on this journey, dividing them into six broad categories: emotional capabilities and attitudes; interpersonal skills; qualifications, training and experience; skills for finding and sustaining work; overcoming practical barriers; and employment and enterprise destinations.

The second section presents our **review of frameworks, tools and data sources** relevant to young people's journey. We examine frameworks, tools and data sources separately. For each area, we provide a general overview of findings and a list of the items we identified. For a selection of the most relevant frameworks and tools, we provide an analysis of key findings and gaps, with detailed description and assessment of the sources reviewed in the Appendices.

The third section highlights **gaps** in the frameworks, tools and data sources available, based on the findings of our review. We identify ten gaps – areas for development that need to be considered by Talent Match when choosing an approach to evaluation.

The fourth section contains some **concluding remarks**. We summarise key findings from our analysis of frameworks, tools and data sources; identify the main gaps that Talent Match will need to consider; and draw out key messages relating to measurement for Talent Match and the sector more widely.

# WHAT TO MEASURE

This section focuses on understanding what to measure in a young person's journey towards employment or enterprise – the outcomes that matter. We take a holistic view of the barriers and influences on this journey, dividing them into six broad categories: emotional capabilities and attitudes; interpersonal skills; qualifications, training and experience; skills for finding and sustaining work; overcoming practical barriers; and employment and enterprise destination. We also explore some ways to think about approaching the measurement of these outcomes.

## Describing young people's journeys

Young people's journeys from education to the workplace are more complex than ever before. Making this transition now calls for the development of a range of skills and capabilities in order to plot a route through a risky and fast-moving landscape, navigating individual obstacles and overcoming barriers. It is no longer the case that young people can follow established paths into work, with an expectation that they will build the employability skills they need 'on the job'.

In addition, everyone has a different journey and progresses at a different rate. For example, some young people switch between periods of employment and unemployment, some take the wrong course, and some experience unforeseen events that hinder their progress. Meaningful and sustained employment or enterprise may be some way into the future for some young people, with their first experience of the workplace being in a short-term or entry-level role, outside their area of interest.

This means that binary measures (those which focus on harder outputs such as finding a job) are insufficient. They risk overlooking the significant distance travelled by young people on their journeys. They can also fail to recognise the outcomes experienced by young people who do not manage to enter employment or enterprise, or meaningful and sustained employment or enterprise.

As such, the Talent Match programme is interested in a holistic view of young people's skills, experience, attitudes and personal development, alongside addressing barriers such as health issues, family problems, transport and childcare. Progression towards hard outcomes has become more important. As a consequence, it becomes critical to focus on personal and social development – personal change (such as growing confidence, self-awareness and motivation) alongside positional (moving into employment or enterprise).

Measuring and isolating the impact of a particular service on young people's journeys is not straightforward. Part of the difficulty lies in the sheer variety of outcomes that are impacted, from intrinsic personal outcomes to longer-term extrinsic outcomes such as employment, good health or avoidance of offending behaviour – and also the huge variety of influences on young people's lives, including school, youth projects, family, friends, possibly mentors or specialist professionals and the wider community.

As part of this review, we looked at a range of approaches to monitoring and evaluating progress. Within the literature we were able to identify six broad categories of outcomes to capture the influences on young people's progress to employment.

**Six outcome areas**

**Emotional capabilities and attitudes –** an individual's self-esteem, motivation and outlook.

**Interpersonal skills –** the ability to interact with other people in a work environment, including communication and teamwork skills

**Qualifications, training and experience –** knowledge and experience relevant to finding a job, including basic skills, academic attainment and work experience

**Skills for finding and sustaining work –** skills relating to the process of identifying opportunities and securing work such as job searching, CV writing and interviewing, as well as identifying self-employment opportunities.

**Overcoming practical barriers –** related to obstacles to being successful in the job market, including transport, child care, housing problems and access to the internet.

**Employment and enterprise destination –** indicators related to finding employment, its sustainability and its quality ('the final outcome')

Figure 1 shows a broad range of potential indicators arranged in each of these areas. This reflects what we have found in the literature with some additions. It is intended to be a guide of what could be measured and is not exhaustive.

Although 'overcoming practical barriers' is often treated as a separate or specific outcome area within the literature, it is important to note that many of the indicators across the six areas can effectively function as 'barriers' if not addressed. Low motivation or difficulties in communicating can be just as significant in limiting progress towards employment or enterprise as a lack of transport options or an ineffective CV.

**Figure 1: Example outcomes for young people on the journey to employment or enterprise**

| | |
|---|---|
| **Emotional capabilities and attitudes**<br>Improved self-esteem<br>Improved resilience and coping skills<br>Improved attitudes to work<br>Improved motivation<br>Improved aspirations and ambition | **Qualifications, training and experience**<br>Improved literacy and numeracy skills<br>Finance and business planning skills<br>Achievement of qualifications<br>Participation in work experience<br>Remaining in education or re-enters education<br>Takes up other opportunities such as volunteering or mentoring<br>Engages with opportunities in the community |
| **Interpersonal skills**<br>Improved communication skills<br>Developed team work<br>Improved problem solving<br>Increased personal networks<br>Improved personal hygiene | **Skills for finding and sustaining work**<br>Able to write CV<br>Understands how to apply for jobs<br>Interview skills<br>Self-presentation skills<br>Engages in job search activities |

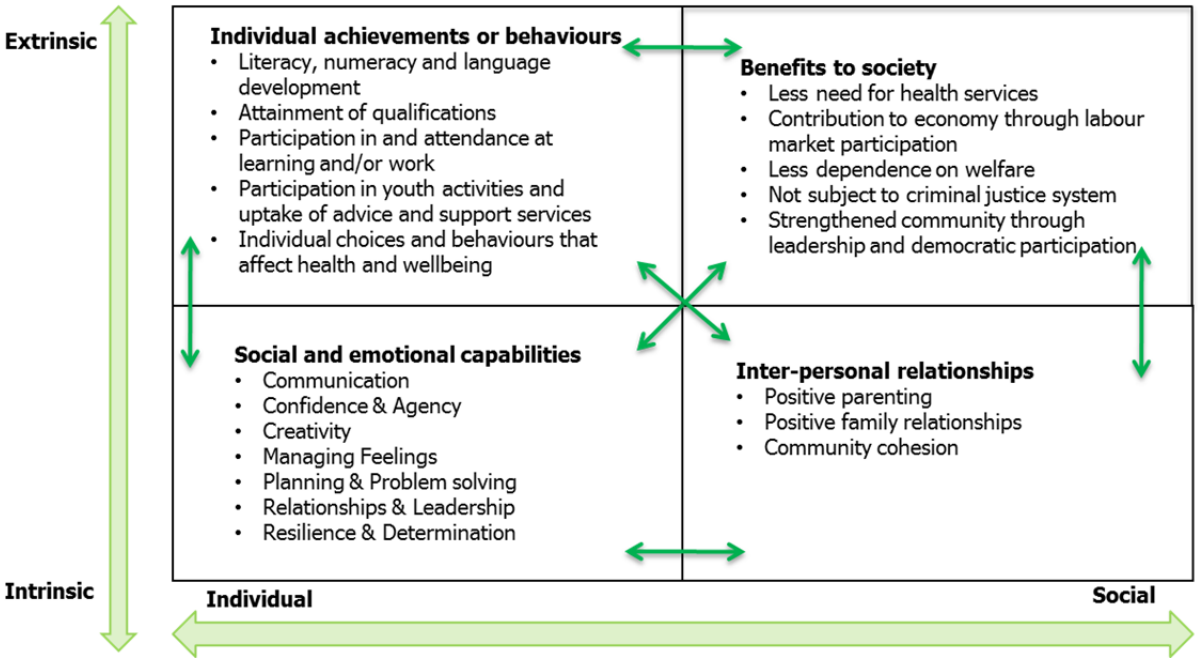
| | |
|---|---|
| Improved relationships with peers | Awareness of self-employment opportunities<br>Knowledge of where to access finance for enterprise ventures |
| **Overcoming practical barriers**<br>Has money to access education, employment or training<br>Has appropriate housing<br>Has transport<br>Has child care<br>Has access to the internet and telephone<br>Reduced offending<br>Reduced drug or alcohol use | **Employment and enterprise destination**<br>Enters employment<br>Sustains employment – measured over 6, 12, 18, 24 months<br>Enters quality employment – measured by wages or match to skills<br>Young person is satisfied with employment<br>Employers are satisfied with employment |

## Intrinsic and extrinsic outcomes

In thinking about the range of outcomes experienced by young people on their journeys to employment or enterprise, it is important to understanding a key distinction between two different types of outcomes: intrinsic and extrinsic (see figure 2 below).

- **Intrinsic outcomes** are those which are valued by and relate primarily to individuals, such as happiness, self-esteem and confidence. They are changes that relate to perceptions, attitudes or interpersonal skills. They are sometimes referred to as 'soft outcomes', and are more challenging to measure.
- **Extrinsic outcomes** are those which are tangible, objective and can be more easily observed. They include educational achievement, literacy and numeracy, or good health. They are sometimes referred to as 'hard outcomes'.

Figure 2: Outcomes model taken from the Catalyst Framework of Outcomes for Young People[8]




[8] Catalyst (2012) *A Framework of Outcomes for Young People's Services* London: the Young Foundation

Historically, providers and commissioners of services for young people have found it easier to quantify and monitor extrinsic outcomes such as educational achievement, participation in training, exclusion from school, offending or challenging behaviour – than intrinsic outcomes—social and emotional capabilities. Self-esteem, resilience and thinking skills, for instance, all underpin young people's progress but can be hard to assess.

Intrinsic and extrinsic outcomes are often connected – more motivated young people are more likely to sustain participation in learning, and achieve greater success in employment or enterprise – but there is not always a clear link between cause and effect. Despite almost universal consensus about their importance, historically, services for young people have struggled to capture the difference they make to intrinsic outcomes, and instead have focused on measuring harder outcomes. But in the journey towards employment or enterprise, both intrinsic and extrinsic outcomes matter and are critical in illuminating progression.

It is possible to rigorously evaluate both intrinsic and extrinsic outcomes, and organisations should measure the outcomes which best articulate the value of their services, and capture the distance travelled by young people.

## Levels of evaluation

Alongside consideration of which outcomes matter, it is also important to consider what level of change is being measured. Understanding the difference between monitoring and evaluation is critical: monitoring is the process of collecting, analysing and learning from information. Evaluation involves making judgements about whether or not a programme 'works'. The differences are not always understood, and monitoring data is often used to make statements about the efficacy of provision.

Where evaluation is the aim, the Kirkpatrick Framework provides a useful approach. The four levels in the framework help to reflect on what data could be collected from a programme in order to explore different levels of change.[9]

The four levels of evaluation are:

**Level 1 – Reaction**

How young people react to the programme or intervention, including whether they think it was a valuable experience and whether they engaged with it.

**Level 2 – Learning**

What young people have learnt from a programme or experience. How much has their knowledge and skills increased?

**Level 3 – Behaviour**

The extent to which young people's behaviour changes as a result of the programme. How do they apply the knowledge and skills that they have gained?

**Level 4 – Results**

The final outcomes of the programme or intervention. Have practical barriers been addressed, and/or have young people been successful at finding a sustained and meaningful employment or enterprise opportunity?

[9] These four levels of evidence are taken from the work of Donald Kirkpatrick's Four-Level Training Evaluation Model (1959).

Most programmes will have outcomes which sit at all four levels on this framework, although experience suggests that organisations working with young people rarely gather data across all the levels, and instead focus primarily on level 1 – young people's satisfaction – and level 2 – whether or not learning outcomes were achieved. However, to get a comprehensive sense of what a programme achieves, and whether or not it 'works', it is valuable to collect data at each level.

It will be vital for the Talent Match programme to reflect on *what* will be measured, in order to fully understand and capture young people's distance travelled, but also *how* this is measured. An outcome for the programme is intended to be enhanced evidence of the nature, circumstances and patterns of youth unemployment, and a shared data source to track and measure the impact of interventions.

# FRAMEWORKS, TOOLS AND DATA SOURCES

Our research highlighted a wide range of frameworks, tools and data sources relevant to understanding the journeys of young people aged 18-24 towards meaningful and sustained employment or enterprise. Some of these resources were developed specifically for this purpose, while others have a wider applicability but include a focus on employability.

This section presents our examination of frameworks, tools and data sources separately.

For each area, we provide a general overview of findings and for a selection of the most relevant frameworks and tools, we provide an analysis of key findings and gaps. Detailed descriptions and assessments of the sources reviewed are provided in in the Appendices. Our review draws on findings from the survey to appraise how similar or different the frameworks and tools we reviewed are from approaches used currently in the Talent Match partnership areas.

## Overview of frameworks

**Frameworks** are overarching structures for organising thinking on monitoring and evaluation. They provide direction on the links between inputs, outputs, outcomes and indicators, and are a source of information on how to conduct an evaluation.

- Our search identified many tools used to capture inputs, outputs and outcomes relating to young people's journeys into employment or enterprise, but far fewer frameworks. There are a number of reasons for this:

    1) Frameworks are overarching structures for monitoring and evaluation, and numerous tools are often used within these to capture data on specific inputs, outputs and outcomes.

    2) Unlike tools, which are often used by multiple organisations to measure similar things (e.g., psychological tools to measure self-esteem), frameworks are typically bespoke to certain programmes, produced and used internally within organisations. These are rarely publicly accessible.

    3) Few providers appear to use a structured measurement framework to understand and organise the interactions between the outcomes and indicators on which data is gathered. Tools are often selected and used in isolation without consideration of their relevance to, and position within, a programme's overall theory of change.

- Frameworks relevant to Talent Match (i.e., employment and enterprise focus and applicability to the18-24 target age group) were identified and a shortlist of these were selected for review to represent a range of sources (e.g., government, research institute, providers) and coverage of the six outcome areas.

- The format and content of the frameworks reviewed varied considerably. While some are coherent measurement frameworks featuring outcomes, indicators and tools (e.g., NPC's NEET impact measurement framework and Minnesota's Employability Measure), in order to include frameworks relevant to certain elements of Talent Match, particularly enterprise, some strategic documents featuring a

programme's intended outcomes were reviewed as frameworks (e.g., Hull's Enterprise programme, and AQA's Employability and Enterprise qualification).

- The frameworks identified are predominately developed by funders and commissioners of services rather than by service providers. As many government programmes (particularly those with payment by results mechanisms) focus on 'hard' and relatively easy to measure outcomes, such as entry into work, there is no requirement for providers to measure distance travelled, particularly in terms of soft outcomes.

- Overall, there is no dominant framework among service providers, although government programmes ensure some level of consistency on data on employment destinations. Individual organisations tend to have their own variations or adapt existing frameworks to suit their purposes. Frameworks tend to be used either to conform to programme requirements or – less commonly – as planning tools.

- Many of the non-government frameworks reviewed (Young Foundation, NPC, Urban Institute) have been developed by research institutes to capture the soft outcomes which are often absent from government programmes which measure hard outputs. These frameworks are recommendations for the outcomes that providers can measure, and possible approaches for measuring these, rather than frameworks that are used in practice for service delivery.

- Frameworks range in their coverage of outcome areas, with some limiting themselves to a narrow range (e.g., the Work Programme focuses on employment and enterprise destinations) and some embracing a wider range of areas (e.g., NPC). This is despite the general acknowledgement that the journeys to employment or enterprise involves developing a range of capabilities, skills and knowledge.

- All the frameworks we identified are available at no upfront cost. However, there may be significant costs from applying the frameworks, using tools and data sources and the time spent managing the process.

**Box 1: BIG Criteria for reviewing frameworks**

We took into account the five criteria identified by BIG when reviewing the frameworks. These criteria were: cost, robustness, ease of use, young people's voice, and similarities/differences with approaches used by the Talent Match partnership areas.

As frameworks are overarching structures for organising approaches to monitoring and evaluation, it is usually the tools used to measure outputs, outcomes and indicators contained within the framework, rather than the frameworks themselves that determine cost, robustness of data, ease of use, and young people's voice. As well as mapping each of the frameworks against the six outcome areas, the pros and cons of each framework were assessed in terms of their applicability to the Talent Match programme (see Appendix 1). These are summarised in the table below.

**Approaches used by Talent Match partnerships**

The ten responses to the survey of Talent Match partnerships (four of which were from the Northamptonshire LEP area) cannot be taken to be representative of the sector as a whole, or even the 21 Talent Match areas. Nevertheless, at a minimum the survey responses do not contradict the impression, gained from our existing knowledge and literature review, that organisations typically do not use frameworks to structure their approach to measurement. One respondent stated that they use 'bespoke frameworks for impact evaluation' and another that they use the Ofsted Common Inspection Framework (success rates, retention, achievements, progression) as a basis for measurement. All other responses to current approaches to impact evaluation referred to tools or methodological approaches.

In response to the survey question on possible tools and frameworks that could be used for Talent Match, respondents cited a wider range of existing frameworks were cited: the World Bank, YMCA

Capabilities, Supporting People Quality Assessment Framework and Youth Justice Board's Common Assessment Framework. These frameworks were not selected for review in this study as they relate to specialist areas that providers working with young people may focus on (e.g. criminal justice and education). In order to have maximum relevance to Talent Match, this options appraisal selected frameworks for review that specifically focus on employability (within which offending and education are sometimes one of many factors considered, rather than the predominate focus). Some of the frameworks cited (World Bank and Supporting People QAF) are also less relevant to Talent Match as they support measurement of organisational practices (e.g., safeguarding) rather than outcomes for individuals.

## List of frameworks

The table below show a list of ten frameworks we identified during our research.

This shows how frameworks tend to focus on extrinsic outcomes ('employment and enterprise destinations' and 'qualifications, training and experience'), rather than intrinsic outcomes ('emotional capabilities' and 'interpersonal skills'). A detailed review of each of these frameworks is in Appendix 1.

| | Outcome area | | | | | | Summary of framework's applicability to Talent Match | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Emotional capabilities and attitudes | Interpersonal skills | Overcoming practical barriers | Qualifications, training and experience | Job search skills | Employment and enterprise destinations | Highly compatible | Moderately compatible | Certain elements compatible | Notes |
| Work Programme | | | | | | ✓ | | | ✓ | Relevant to 18-24 age group<br>Only recognises employment outcomes<br>Rewards sustainability of employment outcomes<br>Defined indicators for each outcome that set out expected performance levels<br>Does not specify tools to capture outcomes |
| Innovation Fund | | | | ✓ | | ✓ | | ✓ | | Relevant to 18-24 age group<br>Recognises qualifications and employment outcomes<br>Rewards sustainability of employment outcomes<br>Specifies basic tools to evidence attainment of specified outcomes<br>Defined indicators for each outcome that set out expected performance levels |
| European Social Fund | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | Broad framework relevant to all ages 14+<br>Includes a focus on skill development, tackling personal barriers and engagement in job search as well as employment outcomes<br>Outcomes are supported by detailed indicators<br>Extensive, complex framework spanning many ESF programmes- outcomes and |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | indicators are very high level and not specific<br>No tools specified for providers to gather evidence on outcomes |
| Young Foundation Framework of outcomes for Young People | ✓ | ✓ | | | | | | ✓ | | Focuses on 14-19 year olds but can be applied to a wider group of young people<br>Not specific to employment, but the emotional capabilities and interpersonal skills, and interpersonal skills featured are directly relevant<br>Developed with input from a series of focus groups with young people<br>Framework suggests a range of possible tools to measure outcomes, though does not provide guidance on which to use |
| NPC's Impact measurement in the NEETs sector | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | Focuses on young people aged 16-24 not in education, employment or training (NEET)<br>Adopts a holistic approach to employability, covering all six outcome areas<br>Identifies detailed indicators for each outcome<br>Constructs a logic model to link outcomes, though this is at a very high level<br>Gives specific examples of tools that could be used for measurement (those these are options rather than recommendations) |
| Urban Institute Employment and Training outcomes and indicators | | | | ✓ | ✓ | ✓ | | ✓ | | US framework focusing on employability in general, not specific to any age group<br>Includes some assessment of distance travelled to employment, recognising training, job search and employment outcomes<br>Specifies indicators for each outcome<br>Suggests generic types of tools that could be used, but does not identify specific tools |
| Paul Hamlyn Funding Impact Framework | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | General outcomes framework relating to the impacts of grant funding on young people, including improving employment prospects<br>Seven indicators identified relating to improving life outcomes for young people, including emotional capabilities, interpersonal skills, qualifications and employment outcomes<br>Does not specify tools for service providers to use to gather data |
| Hull's Strategy for Enterprising Young People and Action Plan | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | Provides a comprehensive overview of outcomes and activities relating to promoting enterprise among young people<br>Strategy document rather than a coherent framework, and does not specify indicators or tools |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Minnesota Department of Human Services Employability Measure and User's Guide | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | Employability framework relevant to all ages<br>Framework used to support job advisors to diagnose individual jobseeker needs and assess progress rather than programme level impact measurement<br>Identifies eleven key outcome areas ('barrier categories'), against which job advisors rate jobseekers on a 1-5 scale ranging from area of challenge to area of strength<br>Covers five of the six outcome areas (does not directly feature emotional capabilities and attitudes)<br>Assessment matrixes are provided for each area comprising indicators at each level and suggested questions to support job advisor assessments |
| AQA Enterprise and Employability Level 1 and 2 certificate | | ✓ | | ✓ | ✓ | | | | ✓ | Framework for Enterprise and Employability qualification equivalent to a GCSE short course<br>Includes outcomes relating to interpersonal skills, qualifications, and skills for identifying and sustaining employment<br>Qualification is not a good measure of distance travelled and is not suited to measurement and evaluation purposes (candidates may already have had the skills/knowledge accredited by the qualification prior to commencing the course). |

# Overview of tools

**Tools** are specific ways of measuring inputs, outputs or outcomes. A tool may be a questionnaire, a set of indicators or a way of visualising progress along a pathway.

- We identified more than 375 tools relating to the journeys of young people into employment or enterprise. Tools were spread over all outcomes areas.
- Overall, there are very few tools focused specifically on the 18-24 age group. Most tools either focus on young people under 18, or adults above 18. This is particularly the case for tools developed for programmes that primarily aim to progress beneficiary groups into or towards employment.
- While some tools are more widely used than others, few are accepted or endorsed across the sector, and often service providers have a choice of tool to measure the same feature. Even straightforward indicators such as 'getting a job' can be measured differently.
- Tools originate from a variety of sources, depending on their purpose. Some are developed by service providers (e.g., Bolton WISE), some by academic researchers (e.g., Rosenberg's self-esteem scale), and some by other research organisations (e.g. SelfSmart).
- Similarly, tools are designed for very different purposes, such as user feedback (for example, satisfaction levels), monitoring (collecting, analysing and learning from information), and evaluation (making judgements about whether or not a programme 'works').
- We were able to identify four different types of tool, based on their function, purpose and design. These are:
    - Activity and participation measures;
    - Psychological measures;
    - Case worker measures; and
    - Diagnostic and behavioural measures.

  These types of tool are described in detail below.
- Although we identified a very wide range of tools available either open source or to purchase, many organisations opt for measures designed in house. In-house measures may seek to fulfil one or more of the four areas identified above – although in-house measures by definition cannot attain the levels of robustness of standardised psychological measures, many attempt to 'measure' psychological constructs such as confidence, resilience and self-esteem.
- We reviewed in detail a selection of 15 tools, based on criteria identified by BIG (see Box 1), and which are appropriate to the young adult age group. These criteria were: cost, robustness, ease of use, young people's voice, and extent of use. These criteria must be considered together to judge the quality of each tool. We found that there are frequently trade-offs between different tools. For example, some measures are highly robust but allow less scope for the voice of the young people, and some are easy to use but require the user to pay a subscription fee.

- Tools vary enormously in robustness. By their nature, some tools are more rigorously designed than others. Where the primary purpose of a tool is evaluation, a high level of testing and validation is required. Where the primary purpose is as a case working tool, the requirement for testing and validation is reduced. Many tools are misused in the sector, leading to over-claiming, and there is frequent confusion between 'evaluation' and 'monitoring'.

- Tools vary in cost – both in terms of upfront fee and in the time it takes to apply them and analyse the results. Unsurprisingly, the most widely used tools tend to be free, but this does not necessarily correlate with robustness or assessments of quality.

## Four types of tool

We identified five general types of tools relevant to organisations working with young people in the transition to employment or enterprise. These types of tool vary in function and design and are listed below.

**1. Activity and participation measures**

These are measures used to monitor how an individual is interacting with a project or programme, and their level of engagement. This will include their attendance on a programme, the types of activities they participate in, what they achieve on the programme, and in some cases, what they go on to achieve.

These measures are 'hard' and capture observable data. They include job outcome measures relating to young people's involvement in employment or enterprise, and the sustainability of these outcomes. Where young people do not progress into employment or enterprise, such measures could capture young people's participation in other activities such as employability training or volunteering, (re)entry into learning, and/or the achievement of accreditation and qualifications.

Examples of activity and participation measures include those used in the government's Welfare to Work programmes, including the Youth Contract and the Work Programme, where they form the lynchpin of the payment by results approach to contracting.

| Pros | Cons |
|---|---|
| • Widely used<br>• Give clear and concise measures of performance | • Criticised for being over simplistic and not capturing a full sense of 'employability'<br>• Definitions of 'work' or 'attendance' may not be consistent across programmes.<br>• Can fail to capture outcomes for young people who do not progress into learning or work<br>• Tend to have a limited scope in terms of sustainability of outcomes<br>• Do not provide a measure of distance travelled |

**2. Psychological measures**

These are carefully designed tools to measure specific psychological 'constructs', such as self-esteem, grit and determination or resilience. Measures usually comprise a number of statements with a range of answer options, to which an individual responds. Responses to the statements are aggregated to provide a measure for the individual or group.

Psychological measures tend to be highly robust as they undergo a rigorous process of testing with the target population. Any assessment of these tools should take into account the quality of this process. The robustness of such measures relies on their being used faithfully and consistently across settings and contexts, If measures are amended or altered to better suit the needs or profile of participants without proper testing and verification, this limits their robustness and reliability, as ability to compare data against baselines.

Examples of psychological measures include Marsh's self-description questions and the Grit scale.

| Pros | Cons |
|---|---|
| • Rigorously and independently tested<br>• Often include a norm or baseline for comparison<br>• Can be used as a 'before' and 'after' distance travelled measure<br>• Results can be aggregated to produce reliable evaluation at programme level<br>• Tools can often produce reports or data analysis as part of the package, although this usually requires online completion | • Require statistical skills to analyse<br>• May require specialist software to get the most out of analysis<br>• Analysis can involve lots of time<br>• Amending or altering tools reduces robustness and reliability<br>• Some language may be considered inappropriate for some groups/individuals<br>• Structured nature of measures means that there is little scope for young people's voice, or qualitative analysis<br>• Some clinical measures focus on markers of distress or disorder, and thus do not represent the breadth of experience |

**3. Case worker measures**

These are approaches to both assessing and measuring the progress of individual young people. Measurements are undertaken in discussions between project worker and young person, often where the two parties agree on a 'score' or rating.

As a case-working tool this approach can provide a great way of opening up dialogue and working through problems. Such tools are often used to design interventions or produce action plans. However, as evaluation tools, they are problematic as they can be open to influence by project workers and risk producing 'false positive' results – leading to accusations that it is not an objective way to measure.

Case worker tools are not designed to demonstrate the progress of a group of individuals, although results can be aggregated with caution.

Examples of this approach are the Rickter Scale and Outcomes Stars.

| Pros | Cons |
|---|---|
| • Simple to apply and considered 'practitioner friendly'<br>• Widely used<br>• Useful in encouraging young people to engage and think about their progress – often used as part of | • Difficult to ensure consistent measurement across case workers and projects<br>• Aggregating scores may not produce meaningful results<br>• Not validated |

| | |
|---|---|
| the intervention | • Can be time-consuming |

**4. Diagnostic and behavioural measures**

Diagnostic and behavioural measures look at the activities in an individual's life and the choices that they make. They often focus on identifying barriers that prevent them from achieving positive outcomes, including relationships with family and friends, involvement in crime, drug use or housing issues. They can also identify practical issues relating to child-care, transport or access to the internet. Some measures allow for these barriers to be revisited over time, to assess progress in overcoming or addressing them and provide a reflection of distance travelled.

Some of these diagnostic measures involve a simple 'yes' or 'no' answer. Others involve teasing out more complex issues or problems. Government holds a number of data sources on these measures that can be used to compare.

| Pros | Cons |
|---|---|
| • Provide a way of 'screening' or identifying suitable participants for an intervention<br>• Can provide a useful case-working tool to design activities or programmes | • Often used once at the start of an intervention, so do not provide a good sense of distance travelled.<br>• Do not focus on wider skills and capabilities<br>• Do not necessarily track steps taken to overcome barriers, so difficult to understand when sustained progress is achieved<br>• Do not always provide sufficient information on the impact of the barrier on individual experience |

## In-house measures

The types of tool listed above, with the exception of standardised psychological tools, are often bespoke approaches developed in-house. These are usually developed in response to a perception that publicly available tools are inappropriate for the organisation, context or group. In-house measures are also favoured because they are seen as a low cost option.

Bespoke tools developed in-house were the most commonly identified approach to measurement in the survey of Talent Match partnerships (see Box 2 below for further discussion of survey findings on tools).In–house measures are rarely shared externally, so it is impossible to identify the true extent of their usage more widely.

Such measures are usually based on surveys, using questions developed in-house. Young people might be asked to rate their satisfaction, how they are feeling, what they have learnt or asked a series of open-ended questions covering almost any aspect of the distance they have travelled during the programme. The best measures in this group are used pre- and post-intervention (to allow for a measure of distance travelled) and include a combination of specific questions and questions taken from other sources. Measures are often very bespoke, in that an organisation may have a number of surveys which relate to different programmes.

Surveys might be done on paper or using online survey tools, such as Survey Monkey.

In-house measures are much stronger in their potential to monitor, rather than evaluate. Despite this, many organisations used data gathered through in-house measures to make judgements (and public statements) about the efficacy of their provision.

Alongside in-house measures, many organisations have developed or adopted a range of other approaches to monitoring and evaluation, such as focus groups, feedback forums, user journey mapping, or story telling. These approaches are frequently aimed at capturing the progress or development of groups, rather than individuals.

There are some clear benefits to designing and using in-house measures, but also significant challenges. These challenges are often not recognised until some way into the process.

| Pros | Cons |
|---|---|
| • Designed to fit a specific purpose, context or group<br>• Format can be flexible<br>• Free of charge<br>• Broad scope for young people's voice to be included. | • Vary in quality<br>• Unlikely to be comparable<br>• Not validated<br>• Risk that they contain badly designed or biased questions<br>• Often used post-intervention only, meaning that distance travelled is not captured |

## Qualifications

As well as general academic and vocational qualifications which are used to accredit knowledge and skills in a certain subject area (eg, GCSE English and Maths), specific employability qualifications exist. One of these, the AQA Enterprise and Employability certificate, is reviewed in the Frameworks section as it covers skills and knowledge across a number of outcome areas. Qualifications have not been reviewed in the tools section as they are not suited to measurement and evaluation purposes—they do not measure distance travelled and candidates may already have had the skills/knowledge accredited by the qualification prior to commencing the course.

## List of tools

From the long-list of tools identified, we reduced this to approximately 40 through assessing tools for their applicability to the aims of Talent Match, and to young people aged 18-24. These tools (below) are divided into the four types of measure listed above.

We then selected a number of these tools for detailed review. An asterisk (*) indicates where there is a full profile in Appendix 2. Tools were selected for detailed review on the basis of assessment against BIG's criteria described in Box 2

**Activity and participation measures**

Addressing barriers to employment worksheet

Bolton WISE *

Views *

Lamplight database

**Psychological measures**

Rosenberg Self-Esteem Scale *

Core Self-Evaluation Scale *

General Self-Efficacy Scale

The Resilience Scale

Mental Toughness *

Warwick Edinburgh Mental Well-being Scale (WEMWBS)

Achenbach System of Empirically Based Assessment

Grit Survey *

Grit Scale

Clinical Outcomes in Routine Evaluation (CORE)

Behaviour Assessment System for Children (BASC)

Self-Description Questionnaire

Strengths & Difficulties Questionnaire (SDQ)

Employment Readiness Scale (ERS) *

CRIME-PICS II

Internal Control Index

Social Skills Inventory (SSI)

Teamwork – Knowledge, Skills, Ability Test

Friendship Scale

Locus of Control Scale

Positivity Scale

**Case worker measures**

The SOUL Record *

Outcomes Stars *

The Rickter Scale

Spirit Level

Information, Recording and Analysis System (IRAS) *

Bridges to Progress

Soft Indicators Individual Profiling (SIIP)

Steps to Success

Individual Assessment Sheets, Youth Gateway

**Diagnostic and behavioural measures**

Off the Streets and into Work Individual Progression System

SelfSmart *

Jobsearch Readiness Checklist *

Participant Work Readiness Evaluation

Skills Health Check *

Task Wheel

Formula One Process

**Box 2: BIG Criteria for reviewing tools**

We reviewed a selection of tools based on five criteria identified by BIG. These criteria were: cost, robustness, ease of use, young people's voice, and extent of use. Each is described in more detail below.

**Cost**

Cost describes the resources that are needed to use a tool or data source. This includes the upfront costs of purchasing, as well as the on-going costs of time and resources spent collecting, analysing and interpreting the results.

In NPC and the Young Foundation's experience, the cost of resourcing monitoring and evaluation often far exceeds any up-front cost, and organisations tend to underestimate it. When tools have no upfront costs, the demands of collating, analysing and reflecting on data gathered are often overlooked. The perception of cost-free resources is a primary factor in organisations opting for in-house measures.

**Robustness**

Robustness describes how confident we can be that the results from a tool or data source represent reality. To be robust, a tool will have undergone a regime of testing to determine that the data collected is the right sort and it is collected in an objective way.

By their nature, some tools are designed to be more robust than others. Psychological measures need to reach a high standard of validity and should be accompanied by published information on their development. This needs to involve statistical procedures, including testing reliability and internal consistency, but also the participation of young people to ensure that it measures what is important to them, that they understand the questions and that it is presented in a suitable way. In contrast, some tools may simply rely on 'face validity', where the approach is tested with 'common sense' to ensure that it appropriate. Robustness is particularly important where organisations want to aggregate data to give a picture of an entire group for comparison with young people who were not part of the programme.

For a data source, such as a national or local survey, the sample size and whether it is representative of the population is what matters most. Data sources can provide a point of comparison or a 'baseline' against which to judge progress. In some cases a useful point of comparison may only be found if it is possible to look at subgroups within the survey, for example for different socio-economic categories.

**Ease of use**

Good evaluation relies on the skills and ability of organisations in implementing their chosen frameworks and tools. An important consideration is how easy an approach is to use. Can organisations implement it themselves or is training required? Can they analyse the results and understanding what they mean? How long does this take? How easy is the tool for young people to understand? Does it make particular demands on literacy, numeracy or language skills?

In our experience, this is the largest barrier to more effective impact measurement. Many tools require specialist skills that charities do not have in-house and that they are unable or reluctant to buy in. For example, many of the psychological measures require advanced statistical skills for analysis, or involve a cost for this to be done by someone else. Similarly, where tools are more complex, or involve higher-level language, explaining concepts to young people can risk influencing self-assessments.

**Young people's voice**

Measurement approaches need to be relevant and appropriate to young people, and provide adequate scope for their views to be represented. 'Young people's voice' describes the ability of a tool to gather information from young people and capture what they think is important in terms of their distance travelled, and what makes a difference to the quality of their lives.

Not all tools collect data directly from young people. Some do, but do not allow for the young people to use their own words, or to include how they feel. However, the best tools have been designed with the input of users. The development process is crucial to creating a tool that puts young people at the centre. Young people's reactions and input should be sought on the content, focus and presentation of any tool. For example, in the case of survey approaches, how the survey is introduced to young people is extremely important and whether or not they perceive it as a test will influence how they respond.

When choosing a tool, organisations should look for evidence of involvement of young people in the process and whether there is feedback available from young people using the tool. In practice, a holistic approach to evaluation will involve a range of tools and approaches, each of which will feature young people's voices to a greater or lesser extent. However, the involvement of young people in the process of developing and selecting tools is important.

**Approaches used by Talent Match partnerships**

The survey survey undertaken as part of this review suggested that most organisations routinely collect data on young people's qualifications and experiences, and their destinations. Often these measures are prescribed as part of government contracts. These measures tend to be supplemented with in-house surveys, which record aspects of young people's satisfaction.

Personal issues, such as those related to travel, childcare or overcoming other barriers tend to be managed at individual level with Individual Learning Plans, case worker assessments or action plans. These are typically looked at an individual level and cannot be aggregated. Organisations that provide education and learning services (e.g., Humber Learning Consortium) tend to have management information systems which capture this data. There are a number of such software products on the market, including PICS.

One of the ten survey respondents stated that they used a psychological tool to measure young people's confidence and capabilities. Three respondents suggested psychological tools as a possible way to measure the impact of the Talent Match programme. While findings from such a small sample clearly cannot be taken as representative of the sector, NPC and the Young Foundation's work with organisations that support young people's employability suggest that there is a growing interest in using psychological tools to measure emotional capabilities such as self-esteem and wellbeing, though the knowledge to identify relevant tools and skills to robustly analyse data can often be a barrier to this. Organisations can be dissuaded from investing in these capabilities due to the fact that government contracts reward hard outputs rather than the development of soft skills.

In terms of extent of use of the tools we have reviewed beyond Talent Match partnerships, some tools are very widely used overseas (particularly in the US and Canada – for example, the Employment Readiness Scale and the Grit Survey), but are less established in the UK.  Extent of use can be misleading, since it is often related to how easy the tool is to access, or perceptions of cost, rather than validity or quality. By far the most widely used approach in UK youth sector organisations is in-house tools or measures.

## Assessment of tools' suitability for Talent Match

The following table assesses the compatibility of short-listed tools with the Talent Match programme.

| Tool | Highly compatible | Moderately compatible | Certain elements compatible | Notes |
|---|---|---|---|---|
| **VIA Strengths Survey** | | ✓ | | Is not designed to capture distance travelled<br>Asset/strength focused<br>Takes some time to complete<br>Free to use, although requires online account – more detailed reports have a cost attached<br>Must be completed online<br>Can be completed alone or with key worker<br>Scientifically tested as valid and robust<br>Data can be aggregated and compared across programmes |
| **Skills Health Check** | | ✓ | | Tailored to qualification level to create a more bespoke tool<br>Must be completed online<br>Free to use<br>Covers attitudes, skills and barriers<br>Some potential to track distance travelled but not designed for this purpose<br>Can be completed alone or with key worker |
| **Job Search Readiness Checklist** | ✓ | | | Designed to track progress/development in job readiness<br>Simple and free to use<br>Could be used as a diagnostic/planning tool<br>Only allows for yes/no responses – no scale or grade<br>Entirely focused on employment as opposed to enterprise<br>Focused on job readiness rather than practical barriers<br>Completed jointly between participant and key worker |
| **Addressing Barriers to Employment** | ✓ | | | Designed to track progress in addressing barriers to employment<br>Simple and free to use<br>Can be used as a diagnostic/planning tool<br>Focused on practical barriers – does not cover skills/attitudes<br>Completed jointly between participant and key worker |
| **Mental Toughness** | ✓ | | | Short completion time<br>Can be completed online or in paper format<br>Scientifically tested as valid and robust<br>Supports diagnostics/planning and measures change over time<br>Designed to be completed by the participant alone<br>Cost for use<br>Comprehensive report produced<br>Focused on social and emotional capabilities<br>Data can be aggregated and compared across programmes |

| | | | | |
|---|---|---|---|---|
| **Outcomes Star** | | ✓ | | Free to use (in paper format – charge for online use)<br>Not designed for short interventions<br>Designed to be completed jointly between participant and key worker<br>Supports planning and diagnostic assessment<br>Captures distance travelled<br>Asset/strength focused<br>Data cannot be aggregated or compared across programmes |
| **Rosenberg Self-Esteem Scale** | | ✓ | | Focuses solely on self-esteem<br>Can be completed alone or with key worker<br>Designed for under 25 age group<br>Very quick to complete<br>Can be completed online or in paper-based format<br>Scientifically tested as valid and reliable<br>Can be used for assessment and evaluation purposes<br>Free to use<br>Data can be aggregated and compared |
| **Grit Survey** | | ✓ | | Focuses solely on resilience<br>Quick and easy to complete<br>Must be completed online, and requires account<br>Can be completed alone or with key worker<br>Can be used for assessment and evaluation purposes<br>Scientifically tested as valid and reliable<br>Data can be aggregated and compared |
| **SOUL Record** | | ✓ | | Designed to measure distance travelled<br>Focuses on attitudes, personal/interpersonal and practical outcomes<br>Not designed for short interventions<br>Designed to be completed jointly between participant and key worker<br>Supports planning and diagnostic assessment<br>Asset/strength focused<br>Data cannot be aggregated or compared across programmes<br>Cost for use |
| **SelfSmart** | ✓ | | | Must be completed online<br>Can be completed alone or with key worker<br>Focuses on attitudes, capabilities, and some practical barriers<br>Designed to capture distance travelled<br>Can be used for assessment and diagnostic purposes<br>Cost for use<br>Relatively quick to complete, and can be updated as often as required<br>Designed for young people<br>External validation of questions |
| **Bolton WISE** | | | ✓ | Designed to gather third party assessment of readiness for work/performance in employment context<br>Does not relate well to enterprise |

| | | | | |
|---|---|---|---|---|
| | | | | Participant has relatively little input<br>Developed in consultation with employers<br>Can act as a reference<br>Designed to capture distance travelled/progression towards employment<br>Focuses on performance in a work-related context<br>Tool was designed for use within specific programme and has not been rolled out more widely<br>Free to use<br>Data cannot be aggregated or compared |
| **Breaking the Cycle – IRAS** | | ✓ | | Designed to gather third party assessments of barriers and attitudes<br>Focused on improvement<br>Intended to develop self-awareness through feedback process<br>Tool was designed for use within specific programme and has not been rolled out more widely<br>Free to use<br>Data cannot be aggregated or compared |
| **Views** | | ✓ | | Database which can be customised<br>Records and tracks participant engagement and activity<br>Tools and measures need to be separately added<br>Collates data into 'dashboard' at programme level<br>Cost for use<br>Must be used online<br>Designed for use by key worker – some opportunity to include participant voice, but this is optional/additional<br>Compatible with some other tools/measures (such as Outcomes Stars) |
| **Employment Readiness Scale** | ✓ | | | Online tool<br>Designed to capture distance travelled<br>Data can be aggregated or compared<br>Focused on employment readiness, including job search skills alongside interpersonal skills<br>Quick to use<br>Generates report and action plan<br>Cost for use<br>Scientifically tested as valid and robust |
| **Innovation Fund Tool** | | ✓ | | Framework to assess outcomes payments within DWP Innovation Fund programme<br>Focused on hard outcomes<br>Free to use<br>Not designed to capture distance travelled<br>Young people's voices do not feature |

Each of the tools above focus on different outcome areas, providing different levels of evaluation, with this review highlighting some significant gaps:

| Tool | Level of evaluation | Emotional capabilities and attitudes | Interpersonal skills | Qualifications, training and experience | Skills for finding and sustaining work | Overcoming practical barriers | Employment and enterprise destination |
|---|---|---|---|---|---|---|---|
| **VIA Strengths Survey** | Behaviour | ✓ | ✓ | | | | |
| **Skills Health Check** | Learning | ✓ | ✓ | ✓ | | | |
| **Job Search Readiness Checklist** | Learning and behaviour | | ✓ | | ✓ | | |
| **Addressing Barriers to Employment** | Learning and behaviour | | | | | ✓ | |
| **Mental Toughness** | Behaviour | ✓ | | | | | |
| **Outcomes Star** | Learning and behaviour | ✓ | ✓ | ✓ | ✓ | ✓ | |
| **Rosenberg Self-Esteem Scale** | Behaviour | ✓ | | | | | |
| **Grit Survey** | Behaviour | ✓ | | | | | |
| **SOUL Record** | Learning and behaviour | ✓ | ✓ | | ✓ | ✓ | |
| **SelfSmart** | Learning and behaviour | ✓ | ✓ | ✓ | | ✓ | |
| **Bolton WISE** | Learning and behaviour | ✓ | ✓ | ✓ | | | |
| **Breaking the Cycle – IRAS** | Learning and behaviour | ✓ | ✓ | | ✓ | ✓ | |
| **Views** | Dependent on user | | | | | | |
| **Employment Readiness Scale** | Learning, behaviour and results | ✓ | | | ✓ | | ✓ |
| **Innovation Fund Tool** | Learning and results | | | ✓ | | | ✓ |

# Data sources

**Data sources** contain information relating to a measure or series of measures. They may be used to put a result in context and provide a point of comparison. This includes national and local statistics or databases.

- We identified over 30 data sources that could be used by organisations working with 18-24 year olds.
- Data sources include the UKCES Almanac Online, datasets from the Department for Education, the Centre for Economic and Social Inclusion, cohort studies (including the Longitudinal Study of Young People in England), Nomis, and the Office for National Statistics. Local authorities are also rich sources of data, including numbers of young people NEET, those leaving care, and unemployment figures.
- Most of the published data sources are based on government-commissioned surveys, undertaken by central government departments or the Office for National Statistics (e.g., the Labour Force Survey).
- Data sources tend to contain questions or items of data that could be collected at programme level and then compared.
- With some data sources there are issues with the availability of data due to commercial confidentiality (e.g., the Department for Work and Pensions' Work Programme forbids providers from sharing performance data).
- Making better use of data sources provides a major opportunity to increase the quality of data in the sector. Few funders or service providers seem to make the most of the public data available.

## List of data sources

There is a wide range of data sources available around young people, their journeys into employment and enterprise, and the labour market more broadly. These sources carry a large amount of information, much of which is easily accessible online at no cost. Examples include the NEET statistical quarterly bulletin offered by the DfE, through to various surveys such as the Millennium Cohort survey carried out by the Centre for Longitudinal Studies.

A table of data sources in Appendix 3 provides a list of data sources relevant to the journeys of young people towards meaningful and sustained employment or enterprise.

Previous work and research undertaken by both the Young Foundation and NPC suggests that these data sources are under-used. Our review identified several issues with using data sources:

**Lack of knowledge**

Many organisations are not aware that data is available, or do not know where to find it. There is no one source of data, nor one portal or location through which to access multiple sources. As a consequence, there is often a perception of data being difficult or time-consuming to locate.

Two new youth-sector specific evidence hubs are in development: the Greater London Authority's Project Oracle and the Centre for Analysis of Youth Transitions (funded by the Department for Education). The longer term

ambition is that both will function as repositories of evidence and impact studies, which youth sector organisations can both contribute to and draw on.

**National data versus local data**

Much of the data identified for this review pertains to the national level picture, when it is often local data that would be most helpful. Organisations are not confident in reaching out through networks and partnerships to seek data which may be held or gathered elsewhere. This may include requesting attainment data from schools or colleges, or destination data from a Youth Offending Team. There is a frequent presumption that stakeholders will not be willing to share data, or that it will not correspond with the information required. As a consequence, conversations often do not take place.

**Analytical skills**

Much of the concern around inappropriateness or unhelpfulness of existing data is related to a lack of skills for analysis – struggling to extract the key or most relevant messages from raw data. This is perceived to be time consuming and of limited benefit. This drives the tendency to rely on ‘facts and figures’ already in the public domain.

**Access to data and confidentiality**

Some data which may be very useful is not publicly available. Not all data is shared systematically, or is kept in-house in its raw form, until high level impact figures are released. Concerns around potential breaches of confidentiality and information sharing protocol also prevent many organisations from taking more concerted steps towards seeking relevant data from partners or stakeholders.

# GAPS AND ISSUES IN MEASUREMENT

This section reports the key findings of the review of frameworks, tools and data sources available, and highlights a number of gaps - or areas for development - of relevance to the Talent Match programme. It may help to prioritise efforts for the organisation/s taking forward the evaluation and learning package for the programme.

## Ten gaps in evaluating the distance travelled by young people in their journeys to employment or enterprise

### 1. No standard approach to measuring outcomes

The most striking finding of our review of frameworks, tools and data sources is the **lack of an agreed approach** to measuring outcomes on the journeys of young people to employment or enterprise. Although there is broad consensus among practitioners, funders and policy makers that the journey to employment or enterprise involves a series of key building blocks (overcoming barriers, developing interpersonal skills, building skills for finding and sustaining work), there is no over-arching framework or preferred set of tools to capture this. Accordingly, there is no agreement around what constitutes 'success', and how outcomes should be measured.

We found that **government frameworks tend to emphasise the final outcome**, rather than the distance travelled, and the 'softer' outcomes achieved along the way. This is most vividly illustrated by the Work Programme, where definitions of finding and sustaining work are tightly set out. Other frameworks tend to take a more holistic view of the journey and cover a wider range of outcomes but are yet to gain traction. The lack of common measurement tools or frameworks has also eroded confidence in measuring 'soft outcomes', and hampered efforts to make real gains in this area.

This lack of standard approach presents significant challenges for a national programme like Talent Match, where collating data on impact at the top level relies on common outcomes and tools applied consistently. Similarly, the historical disagreement around the potential to measure the development of 'soft' outcomes risks overlooking some of the most powerful elements of the programme.

### 2. Lack of understanding of links between outcomes

One of the main difficulties across the frameworks is their **failure to link up the steps on the journeys to employment or enterprise**. Most of the frameworks provide a list of distinct outcomes, without fully articulating how they fit together. This illustrates a significant gap in understanding of the journeys young people take, but also the difficulties of generalising within such a varied group. It also means that many providers perceive that there is no way of making the case for the impact of their work unless it results in 'hard' or 'ultimate' outcomes, such as finding work.

Our collective understanding of the links between different outcomes on the journeys to employment or enterprise is limited. At best, evidence shows correlations between different outcomes – for example, academic attainment is

known to be linked with wage levels[10]. Similar evidence is growing around correlation between capabilities and hard outcomes – for example, self-regulation is correlated with likelihood of employment in adulthood[11]. Elsewhere, there are logical arguments around the links between outcomes, such as addressing transport problems gives individuals greater choice in the labour market. In some places evidence is contradictory – for example on the question of whether volunteer placements are successful at helping individuals find full-time paid work.

Many of the psychological measures available are based on or linked to an evidence base which highlights the links between particular constructs (such as resilience) and later outcomes (such as employment or health). However, evidence tends to focus on a fairly narrow area (whether construct or outcome), and calls for users to invest time to familiarise themselves with the research and make decisions about which tool is more appropriate.

The Young Foundation's *Framework of Outcomes for Young People* contains a useful assessment of the academic evidence for the link between soft outcomes and long-term outcomes, and encourages a greater focus on accounting for these outcomes in approaches to measurement. However, the government's recent approach to this problem has been to focus contracts on the final outcome only – getting sustainable employment. In its Work Programme, providers operate in a 'black box' and have the flexibility to address individuals' needs in whatever way they see fit, which implicitly acknowledges this lack of understanding around the links between outcomes.

The Talent Match programme offers a significant opportunity to shed light on the links between outcomes, and to contribute to the development of a large data set. However, this would call for a consistent and robust approach to measuring a wide range of outcomes associated with the programme, alongside articulation of a theory of change.

## 3. Lack of understanding of how tools can be used together

There is a **gap in understanding how tools can fit together** and how they might support each other as part of evaluation and to address different aspects of an outcomes framework. We identified four types of tools, all of which do different jobs and have different roles. For example, the purpose of psychological measures is very different to case worker tools, and their contribution to young people's experience and the quality of data they generate is very different too. No one tool will fulfil all measurement needs, across robustness, inclusion, cost and ease of use.

As such, it should not be a choice of whether to use one tool or the other, but rather how several can be used, as part of a more rounded approach to measurement. For example, the Grit survey could be used to quantify young people's progress alongside the Outcomes star, which helps to discuss with young people what else could be done to improve their lives. There is a lack of guidance and examples on how such relationships between tools might work. Many providers perceive that they need to select one tool to address all their measurement needs, and the scale of this challenge can feel overwhelming. Similarly providers are not developing approaches to measurement which allow them to capture outcomes relating to engagement, learning, behaviour and overall impact – most measures tend to focus at one level to the exclusion of others.

It will be a key challenge for Talent Match to develop a broad enough approach, drawing on a range of tools, to evaluation to capture the range of outcomes relevant to young people's journeys, but which also fits with what is likely to be a very diverse portfolio of activity funded through the programme. Providers working through the 21 Talent Match partnerships are likely to need support to implement these approaches.

[10] Paull, G and Patel, T (2012) *An international review of skills, jobs and poverty* York: Joseph Rowntree Foundation

[11] See for example, Feinstein, L (2000) *The Relative Economic Importance of Academic, Psychological and Behavioural Attributes Developed in Childhood* London: Centre for Economic Performance

## 4. Some outcome areas have more tools than others

Our review found that the tools available for organisations working with 18-24 year olds are **not equally spread between outcome areas**, with some areas under-served and others significantly over-served.

We found relatively few robust measures of skills for finding and sustaining work or approaches for capturing young people's destinations related to enterprise, for example setting up their own business or becoming a sole trader.

In contrast there are a large array of psychological measures, which provide robust measures of emotional capabilities such as self-esteem, relationships and aspirations. Organisations typically have a choice between more than one measure.

The patchiness in measuring some outcomes areas, and the abundance of choice in others, contributes to providers' perceptions that in-house tools are likely to be more appropriate. Evaluators of the Talent Match programme will want to consider the need and potential to develop new approaches to measuring distance travelled in areas which are currently underserved, such as enterprise and self-employment. Simultaneously, guidance will be needed in selecting from the range of tools available in other areas, such as psychological measures.

## 5. Few tools focus on young people age 18-24

We found that there are **few tools developed specifically for the target 18-24 age group**. Tools tend to focus on either young people below the age of 18 or adults over the age of 18. A range of policy and research documents[12] have highlighted the distinct experience of the young adult age group, and cautioned that there is a risk that 18-24 year olds will fall between the gaps in policy and practice priorities. Despite this, the tools and frameworks identified by this review do not seek to take a specific approach to recognising the particular experience of 18-24 year olds.

This could overlook some of the unique situations faced by the 18-24 age group, in particular in moving from young people's to adult services, navigating the benefits system, gaining work experience and developing skills for finding and sustaining work.

The Talent Match programme will need to consider the appropriateness of existing tools, and whether they 'speak to' the unique experiences of this age group. The programme is also an opportunity to articulate more clearly the journeys of young adults as they progress towards employment or enterprise, and to make the case for bespoke approaches where needed.

## 6. Tracking long-term outcomes is difficult

It is very **difficult to track what happens to young people after they leave a programme**. Charities recognise that this is a significant issue. Often there are several limiting factors that prevent better long-term measurement. It can be costly and there are practical and methodological issues. Organisations often lose touch with young people, as their lives change and they move away. New social networking technology offers a tantalising glimpse of a potential solution here, although it is yet to become widely used as an approach. The challenge of long-term tracking contributes to a tendency to focus on shorter- term hard outcomes, such as entry to employment (rather than sustaining or progressing into meaningful employment). It also undermines efforts to establish links between outcomes, as most approaches only capture a small part of young people's overall journey. However, the

[12] See, for example, Social Exclusion Unit (2005) *Transitions: Young adults with complex needs*

challenges in tracking long-term outcomes highlight the critical importance of recognising distance travelled as opposed to simply focusing on end results, and investing in building our understanding of how outcomes link together.

The interventions funded through the Talent Match programme are likely to vary in length and intensity, and to offer differing opportunities for remaining in touch with participants. The collaborative and cross-sectoral nature of programmes and partnerships funded through Talent Match suggest new approaches to working together to gather and monitoring this data.

## 7. A lack of a consistent measurement for 'distance travelled' that puts young people's voices at the centre

While not all organisations working with young people have developed a robust approach to measurement, many have long incorporated approaches to promoting young people's voice and influence into their work. This is also synonymous with a desire to capture the perspective and distance travelled of groups, alongside individuals. Less structured approaches are also seen to fit more comfortably into programme delivery, as opposed to being an 'add on' or additional demand on time.

The tools featured within this review are necessarily focused on the individual, and although many allow for self-completion by the young person, few incorporate their words or space for wider reflection to be recorded. Equally, **few of these tools have been developed in collaboration with young people**.

There is potential within the Talent Match programme to use and develop some more truly reflective tools measuring distance travelled within the context of young people' employment and enterprise, for example:

- Most Significant Change (MSC) evaluation tool[13], initially developed for use in overseas development projects but since expanded to other social change projects. Here participants, alongside practitioners are invited to tell stories about their most significant changes in relation to the programme through a participatory evaluation technique.
- Mapping exercises – such as life journey mapping, developed by the University of West England as both a research and case-working tool to better understand young people who are NEET in Northamptonshire. Young people were invited to reflect on their journeys through the creation of a physical map.[14] A specific aim of the project was to move away from standardised responses in a report and to instead include something more original reflecting the young people's journeys in their own way.

## 8. Measurement is limited by organisations' skills and expertise

Measuring outcomes is an increasingly important part of any programme. However, **many charities lack the skills and expertise to undertake good evaluation**.

Previous research from NPC and the Young Foundation has found that charities often do not understand the distinction between the different types of tools available, their strengths, weaknesses, and how they should be used.

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[13] Davies, R and Dart, J (2005) *The 'Most Significant Change' technique: A guide to its use* Accessible via: http://www.mande.co.uk/docs/MSCGuide.pdf

[14] Percy-Smith, B (2010/11) *Using visual life mapping to understand the experiences of young people who are NEET* Accessible via: http://www.eastmidlandsiep.gov.uk/documents/Customer%20Insight%20%20final%20docs/Northamtonshire%20project%20handout.pdf

In particular, charities are often unable to distinguish between tools that provide robust, objective data, and tools that are less robust but provide an effective way of engaging with young people. Many charities also lack technical analytical skills, limiting the ability to make worthwhile use of data even when relevant tools are used. Charities may also be reluctant to dedicate time and money to monitoring and evaluation as they perceive it to be taking resources away from front-line service delivery.

In addition, **almost all charities are trying to measure their impact in isolation**. They rarely talk to peers about the challenges they face, and infrequently share their approaches or expertise. Yet measurement is one area where charities really can collaborate successfully.

The real-time learning element of the Talent Match evaluation will be critical in building the capability, capacity and confidence of providers and their partners to plan and carry out good evaluations. The network of partnerships can also strengthen sharing and collaboration.

## 9. Data sources can be difficult to access

**Making better use of data sources provides a major opportunity to increase the quality of evaluation**. National survey data tends to be readily available and can provide a useful point of comparison. However, knowledge about where to locate this data, or how to use data sets, is less established. In addition, there can be significant issues in accessing data at a more local level, or relating to individuals. This is often the data which will be most of use to providers.

With some data sources there are issues with the availability of data due to commercial confidentiality (e.g. the Department for Work and Pensions' Work Programme forbids providers to disclose performance data).

The Talent Match programme can support this agenda through making recommendations on the most useful data sources, and providing guidance on how to access them. It could also advocate for a more open approach to data sharing at a local level.

## 10. The potential of new technologies has not yet been exploited

The potential for using **new technologies has not yet made a significant impact on measurement tools**. Only a few of the tools we found make the most of internet or mobile technologies to collect data and automate analysis. For example, SelfSmart uses an online portal to manage and track data on young people's distance travelled. Elsewhere, Survey Monkey and similar online survey sites are widely used for in-house questionnaires. For a younger age group, NPC's Well-being Measure uses online technology to make psychological measures easy to use, removing much of the administration and the need for specialist statistical skills.

Technology has the potential to overcome some of the issues around measuring long-term outcomes as Facebook, email, and other social networking tools make it easier than ever to stay in touch – and are favoured by young people. For example, The Prince's Trust is pioneering an approach to texting questions to participants six, twelve and eighteen months after taking part in a course. Apps can also provide similar opportunities. For example, Moodscope is a widely used app in the field of wellbeing and mental health, where users complete a daily questionnaire to assess their mood.

Using technology can also improve the management of information. By adopting databases and CRM (Customer Relationship Management) software, charities can become more efficient at collecting and storing data. However, most continue to use Excel spreadsheets or cumbersome paper filing systems.

The Talent Match programme has the potential to explore and shape new ways of using technology to engage with young people over time, and to support effective analysis.

## Considering economic value

Once robust and consistent data measurement is in place, there are a variety of approaches that can be used to determine the economic value and cost effectiveness of interventions. For example, the Washington State Institute for Public Policy (WSIPP) uses a model to calculate the return on investment from evidence based programmes. Interventions are compared using calculations of the financial value of their impacts, based on a high standard of evidence.  WSIPP has analysed the effectiveness of welfare-to-work programmes in this way, including looking at the differences between participant characteristics (e.g. having a child, level of education and work experience).[1]

While cost-benefit calculations may be seen as a compelling indicator of a programme's success, the results obtained are only as robust as the data on which they are based. It is also vital that measurement approaches do not overlook outcomes that are difficult to quantify with a financial value, including outcomes such as self-esteem or resilience which are all-important for young people seeking work.

[1] See for example, Steve Lerch, Jim Mayfield, Mason Burley (2010) *Evaluating WorkFirst: Analyses of Cost-Effectiveness, Barriers to Employment, and Job Search Services*. WSIPP. http://www.wsipp.wa.gov/pub.asp?docid=00-06-3301

# CONCLUSIONS

The Talent Match programme aims to take a holistic view of young people's skills, experience, attitudes and personal development in their progression to employment or enterprise. Capturing young people's distance travelled in this journey will be a critical part of the programme. This review has identified a range of different frameworks, tools and data sources that support the capturing or measurement of outcomes along the journey. A number of key messages have emerged.

## Frameworks, tools and data sources

Overall, there is no single framework, tool or data source that provides a ready-made solution for the Talent Match programme. Most frameworks are limited to one or two outcome areas, and rely on separate selection of tools. Existing and commercially available tools cover a wide variety of purposes and functions, ranging from robust evaluation to practical case work management, with no one tool addressing all the relevant outcomes or approaches to evaluation. This is not necessarily a failing, or a gap – a holistic approach would draw on a range of tools and approaches to capture a range of intrinsic and extrinsic outcomes, across a range of levels of evaluation. It is in the frameworks or guidance to support the development of such approaches that the gap exists.

As a consequence, there is a lack of consistency around how organisations working with young people approach monitoring and evaluation, both in terms of the outcomes captured, and methodology. As government is the primary funder of welfare-to-work programmes, their definition of 'job outcomes' means that capturing data on employment destinations is becoming more congruent. However, among other measures of progress there is a variety of different practice.

Survey data received from Talent Match partnerships corroborates findings emerging from previous research undertaken by the Young Foundation and NPC: there is little commonality in approaches to measurement, with very few standardised tools in use. Approaches taken vary in the outcomes they are seeking to capture, the level of robustness, and the involvement of young people in the process.

The monitoring and evaluation strategy for the Talent Match programme will need to bring together a number of the frameworks, tools and data sources identified in this review to produce a good measure of progress and distance travelled, adopting an approach which is aligned to Talent Match aims. This is likely to include using a suite of different types of tools across the outcome areas, complemented by other approaches to capturing and reflecting on young people's progress.

This review has suggested a number of tools as being compatible with the Talent Match programme, alongside highlighting relevant framework and data sources, and acknowledging the importance of developing and adopting approaches to promote young people's voice and influence.

## Gaps in evaluation

Our review found ten significant gaps in the frameworks, tools and data sources available. These include:

- **Frameworks rarely appear to be used to structure approaches to measurement.** Tools are often selected in isolation, without consideration of the full range of outcomes a programme aims to achieve. This can result important outcomes not being measured, and the selection of tools that are not well suited to a programme. The lack of shared understanding and approaches to outcome measurement also hinders the ability to compare results from different providers, and build evidence on 'what works'.
- **Few tools developed for the target 18-24 age group**. Tools tend to focus on either young people below the age of 18 or adults over the age of 18.
- **A lack of tools focusing on skills for enterprise** or self-employment. Similarly, few tools focus on skills for finding and sustaining work.
- The potential for using **new technologies has not yet had a significant impact on measurement tools**. Only a few of the tools we found make the most of internet or mobile technologies to collect data and automate analysis. Technology has the potential to overcome long of the issues around measuring long-term outcomes and improve the management of information. Technology can also significantly improve young people's engagement with measurement tools.
- **Many charities lack the skills and expertise to undertake high quality evaluation**. In particular, charities often are not able to identify between tools which provide robust, objective data, and do not understand the distinction between, and implications of using, the different types of tools available.
- **Data sources are an underused resource.** National survey data tends to be readily available and can provide a useful point of comparison. However, there can be significant issues in accessing data a more local level, or on individuals.

## Key messages for the Talent Match programme and beyond

This review is intended to inform the monitoring and evaluation of every partnership and project funded by the Talent Match programme. In addition, we hope that our findings have a wider audience beyond the immediate activities of the fund.

This review has identified a large number of frameworks, tools and data sources that have relevance and potential applicability to the Talent Match programme. Alongside this, a number of gaps have been identified, most notably in how tools and frameworks are applied. The overarching message is one of inconsistency – there is no common approach to measuring outcomes on young people's journeys to employment or enterprise, and little consensus around *what* and *how* to measure.

This review does not conclude that developing new tools is a priority. Adding to the range of tools already in use could lead to further differentiation in measurement approaches, and compound the confusion faced by many charities in selecting relevant tools. Instead, the consistent use of existing standardised tools within a well-structured framework that covers the breadth of relevant outcome areas identified in this review is likely to herald much greater progress in measurement across the sector. This could be accompanied by piloting new approaches to implementation (via new technologies, for example). An impact measurement framework developed for the Talent Match programme has the potential to influence and develop practice across the sector, and to shape both policy and practice beyond the end of the investment period.

As such, this review aims to contribute to improving practice on impact measurement in the young people and employment sector, and help organisations demonstrate their value, learn from each other and improve.

# APPENDIX 1 - FRAMEWORKS

This appendix contains a detailed review of ten frameworks identified during this review. These are:

1. Work Programme
2. Innovation Fund
3. European Social Fund
4. Young Foundation Framework of outcomes for Young People
5. NPC's Impact measurement in the NEETs sector
6. Urban Institute Employment and Training outcomes and indicators
7. Paul Hamlyn Funding Impact Framework
8. Hull's Strategy for Enterprising Young People and Action Plan
9. Minnesota Department of Human Services Employability Measure and User's Guide
10. AQA Enterprise and Employability Level 1 and 2 certificate

| **1. The Work Programme** | |
|---|---|
| **Overview** | The Work Programme is the Department for Work and Pensions' (DWP) national welfare-to-work programme that supports a wide range of unemployment benefit claimants. Participation in the Work Programme is mandatory for any individual aged 18-24 who has been claiming Jobseekers Allowance for nine months.<br>The Work Programme is a payment by results scheme which rewards hard employment outcomes, with a particular emphasis on entry into sustained work. Payments to providers are triggered on the following outcomes:<br>• Attachment: when a provider engages with a jobseeker.<br>• Job outcome: when an 18-24 year old has been in a job for 26 weeks.<br>• Sustainment outcome: paid for every four weeks in continuous employment from week 30 onwards (maximum of 13 of these payments).<br>• Conversion rate: incentive payments are made based on the conversion rate of referrals to job outcomes. |
| **Young people's input** | None. |
| **Associated tools** | DWP strictly prescribe the indicators for each outcome, but does not specify tools. Providers are required to put in place whatever systems they deem appropriate to track participants and ensure that they have commenced and/or remained in employment that meet the job outcome definitions. DWP validate job outcomes using HMRC data. |

| **Pros** | **Cons** |
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| • Has defined indicators for each outcome which clearly set | • Focuses on 'hard' outcomes only and does not recognise |

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| out expected performance levels.<br>• Some evidence-based elements: incentive payments are based on the number of job outcomes that would be expected to occur in the absence of the Work Programme, calculated based on analysis of historical job entry rates. | 'distance travelled' to employment. This can disadvantage providers that work with jobseekers furthest from the labour market, and may prioritise rapid entry into any job rather than entry into 'quality' employment.<br>• Does not specify tools to capture outcomes. |
| **Outcome areas included**<br>☐ Emotional capabilities and attitudes<br>☐ Interpersonal skills<br>☐ Overcoming practical barriers | ☐ Qualifications, training and experience<br>☐ Skills for finding and sustaining work<br>☑ Employment and enterprise destination |
| **Link(s)** | http://www.dwp.gov.uk/docs/pg-chapter-5.pdf<br>http://www.dwp.gov.uk/docs/wp-pg-chapter-9.pdf |

| **2. Innovation Fund** | |
|---|---|
| **Overview** | Innovation Fund is a £30m three year Department for Work and Pensions' (DWP) payment by results programme which aims to improve education, employment and training outcomes for disadvantaged young people. The programme has three outcomes frameworks to reflect the different risk factors for becoming NEET for each of the following age groups: 14-16, 16-18, and 18-24.<br>For younger age groups, the Innovation Fund has some focus on soft outcomes, rewarding improved behaviour at school. For 18-24 year olds, the programme recognises only hard outcomes relating to training and employment. Payments are triggered on the following outcomes:<br>• Pass grade in ESOL qualification.<br>• Completion of Level 3 training/vocational qualifications<br>• Entry into Level 4, post-18 higher or further education.<br>• Entry into first employment (including Apprenticeships and work-based learning) or self employment of 16 hours or more per week for 13 continuous weeks<br>• Entry into sustained employment or self-employment of 16 hours or more per week for 26 weeks |
| **Young people's input** | None. |
| **Associated tools** | DWP specify the tools used to evidence achievement of the programme outcomes. Education and training outcomes require a copy of the certificate to demonstrate achievement of qualifications. For those who are self-employed, evidence of trading for the required number of hours is required. For all outcomes, a confirmation letter is required from a tutor, education/training institution, employer or business start-up organisation to verify an individual's details. |
| **Pros** | **Cons** |

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|---|---|
| • Recognition of education and skill as well as employment outcomes, providing some recognition of short to medium term outcomes or 'distance travelled' to employment.<br>• Defined indicators for each outcome which clearly set out expected performance levels, and standardised tools to evidence outcomes.<br>• Some evidence-based elements: each outcome payment is adjusted to account for number of job outcomes that would be expected to occur in the absence of an intervention, calculated based on analysis of likelihood of job entry for the specific geographical area and target group. | • No recognition of soft outcomes such as attitudes and interpersonal skills, job search or enterprise skills, or overcoming practical barriers, limiting the ability to capture the 'distance travelled' of the most disadvantaged young people. |
| **Outcome areas included**<br>☐ Emotional capabilities and attitudes<br>☐ Interpersonal skills<br>☐ Overcoming practical barriers | ☑ Qualifications, training and experience<br>☐ Skills for finding and sustaining work<br>☑ Employment and enterprise destination |
| **Link(s)** | http://www.dwp.gov.uk/docs/round-one-provider-guidance.pdf |

| **3. European Social Fund** | |
|---|---|
| **Overview** | The European Social Fund (ESF) aims to improve employment opportunities in the European Union, helping people fulfil their potential by giving them better skills and better job prospects. The 2007-2013 England ESF programme is investing £5 billion to support the employability work of the government departments, DWP, Skills Funding Agency and National Offender Management Service.<br>The ESF funding has four main priority outcomes, targeted at all ages from 14 upwards:<br>• Extending employment opportunities<br>• Developing a skilled and adaptable workforce<br>• Tackling barriers to employment<br>• Improving the skills of the local workforce<br>Each of these outcomes has a detailed framework of target outputs and results. Outputs include the number of participants engaged from priority groups, including those facing specific barriers and practical issues e.g., participants who receive support with caring responsibilities.<br>Outcomes include job entry, and sustainment for six months after leaving the programme. Distance travelled measures include the proportion of economically inactive participants engaged in job search activity or further learning upon leaving, number and percentage who gain basic skills, qualifications and undertake further education or training. Graduates placed in SMEs and graduates placed in SMEs who gain employment are also measured. |
| **Young people's input** | None. |
| **Associated tools** | Individual participant details are recorded against standardised output indicators (e.g., level |

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| | and type of qualification gained, duration of employment). Evaluators also conduct two waves of interviews with a sample of participants, the first reviewing the skills levels and employment status of participants before they took part in the programme, and the second interview examining changes in participants' skills levels and employment status as a result of the programme (including qualifications obtained through the training, work-related and soft skills gained and participants' destinations). |

| **Pros** | **Cons** |
|---|---|
| • Includes a focus on skill development, tackling personal barriers and engagement in job search as well as employment outcomes.<br>• Outcomes are supported by detailed indicators. | • Extensive, complex framework spanning many programmes. The overall outcomes framework does not have a specific focus on young people aged 18-24.<br>• Outcomes framework does not include soft skills such as emotional capabilities and interpersonal skills (though these are explored in the external evaluation). |
| **Outcome areas included**<br>☐ Emotional capabilities and attitudes<br>☐ Interpersonal skills<br>☑ Overcoming practical barriers | ☑ Qualifications, training and experience<br>☑ Skills for finding and sustaining work<br>☑ Employment and enterprise destination |
| **Link(s)** | http://www.dwp.gov.uk/esf/about-esf/#objectives<br>http://dwp.gov.uk/docs/pg-chapter-12a.pdf<br>http://www.dwp.gov.uk/docs/esf-eval-strategy-updated.pdf (see Annex 4 for high level indicators)<br>http://www.dwp.gov.uk/docs/manual3.pdf<br>http://www.wiserd.ac.uk/wp-content/uploads/2011/04/WISERD_RRS_003.pdf |

| **4. The Young Foundation's Framework of Outcomes for Young People** | |
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| **Overview** | The Young Foundation's Framework of Outcomes for Young People was produced in 2012 on behalf of the Catalyst Consortium, funded by the Department for Education. It is focused on youth work for 14-19 year olds but can be applied to a wider group of young people.<br>The Framework focuses on young people's social and emotional capabilities, and making the link with long term outcomes. It outlines seven 'clusters of capabilities':<br>• communication<br>• confidence and agency<br>• planning and problem solving<br>• relationships and leadership<br>• creativity<br>• resilience and determination |
| **Young people's input** | Developed with input from a series of focus groups with young people. |
| **Associated tools** | The Framework is accompanied by a 'matrix' of tools and systems that can be used to |

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| | measure social and emotional capabilities. The matrix lays out the options but does not provide guidance on which tool or system to use. |

| **Pros** | **Cons** |
|---|---|
| • Makes the case for the link between social and emotional skills and long-term outcomes.<br>• Presents a flexible framework, allowing users to select what is most important to them.<br>• Provides a browseable list of tools and systems available. | • Generic outcomes framework for young people, not employability specific.<br>• Does not distinguish between different types of tools – so software for managing data is presented alongside specific measures of self-esteem or grit.<br>• Does not direct organisations on what tools or systems to use, so organisations may require additional advice or expertise to select relevant approaches. |
| **Outcome areas included**<br>☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☐ Overcoming practical barriers | ☐ Qualifications, training and experience<br>☐ Skills for finding and sustaining work<br>☐ Employment and enterprise destination |
| **Link(s)** | http://youngfoundation.org/publications/framework-of-outcomes-for-young-people/ |

## 5. NPC's Impact Measurement in the NEETs sector (2012)

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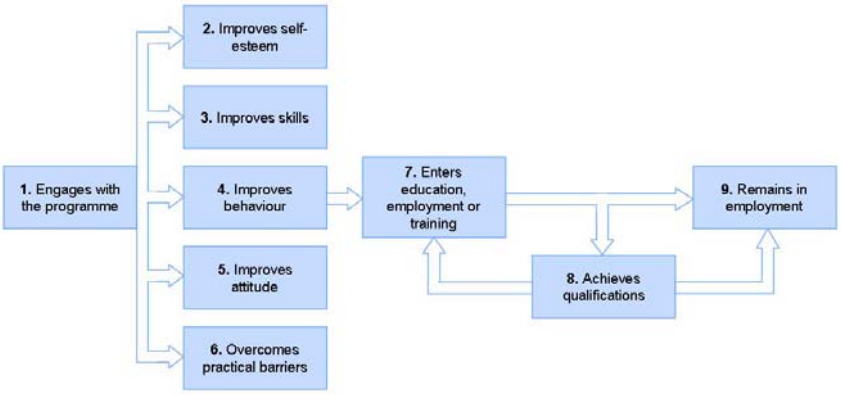
| **Overview** | A framework produced by NPC as part of its work to encourage 'shared measurement' and greater collaboration among charities. Focuses on the group of young people not in education, employment or training aged 16-24. Presents a logic model linking improvements in self-esteem, skills, behaviour, attitudes, and overcoming barriers to entry into further education, training or employment.<br>  <br><br>Building on this work, in 2013 NPC will be working with charities, funders, commissioners and social investors to create a framework of metrics focusing on young people age 14-19. The project is funded by Deutsche Bank and is part of the sector-wide Inspiring Impact programme, which aims to make high quality impact measurement the norm for charities and social enterprises. |
| **Young people's input** | The framework was developed in consultation with six charities. Young people were not |

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| | directly consulted. |
| **Associated tools** | For each outcome, NPC suggest a tool or indicator than can measure it. Some are established scales (such as Marsh's self-description questionnaire used to measure self-esteem), some are single questions, and others are tools (such as the Teen star), which are used for casework management well as evaluation. |

| **Pros** | **Cons** |
|---|---|
| • Adopts a holistic approach to employability, covering all six of the outcomes areas identified in this report.<br>• Gives specific examples of tools that could be for measurement (although it stresses that they are possible tools, not recommendations). | • Over-simplifies the links between different outcomes on the pathway towards education, employment or training.<br>• Does not assess robustness of tools. |
| **Outcome areas included**<br>☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☑ Overcoming practical barriers | ☑ Qualifications, training and experience<br>☑ Skills for finding and sustaining work<br>☑ Employment and enterprise destination |
| **Link(s)** | http://www.thinknpc.org/publications/impact-measurement-in-the-neets-sector-2/ |

## 6. Urban Institute Employment and Training outcomes and indicators

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| **Overview** | The US-based Urban Institute and Center for What Works developed a framework of outcomes and indicators to assist non-profit organisations working in the field of employment and training to monitor their programmes.<br>The framework identifies and sequences the following key outcomes:<br>• Enrolment on a programme<br>• Increased skills<br>• Programme completion<br>• Increased employment options<br>• Increased job placement<br>• Increased sustainable employment/retention<br>• Increased earnings<br>• Increased self-sufficiency<br>Indicators are suggested for each of the outcomes at a programme level. |
| **Young people's input** | The framework was developed in consultation with non-profit programme providers. Young people were not directly consulted. |
| **Associated tools** | Suggests three generic types of tools relevant for gathering data for each indicator: internal programme records, survey of clients on programme, survey of clients after programme completion. |

| Pros | Cons |
|---|---|
| • Indicators of end employment outcomes include measures of quality (e.g., customer satisfaction, attainment of economic sustainability), not just job-entry.<br>• Includes some intermediate outcomes such as increased skills. | • Generic employment and training framework, not specific to 18-24 year olds.<br>• Does not include soft outcomes.<br>• Outcomes sequence chart over-simplifies the links between different outcomes on the pathway towards employment.<br>• Does not identify specific tools. |
| **Outcome areas included**<br>☐ Emotional capabilities and attitudes<br>☐ Interpersonal skills<br>☐ Overcoming practical barriers | ☑ Qualifications, training and experience<br>☑ Skills for finding and sustaining work<br>☑ Employment and enterprise destination |
| **Link(s)** | http://www.urban.org/center/met/projects/upload/Employment_Training.pdf |

## 7. Paul Hamlyn funding impact framework

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| **Overview** | The Paul Hamlyn Foundation (PHF) has developed an outcomes framework to help it track the impact of its funding across all of its programmes. The first of the six outcomes for individuals and communities is:<br>*Marginalised young people develop improved life skills and wellbeing and/or skills for a more successful future and enhance their employment prospects.*<br>There are seven indicators linked to this outcome:<br>• Develop attributes and skills that will facilitate the development of a more successful and happy future e.g., overall wellbeing, self-esteem, confidence, critical thinking, self-awareness, resilience, ability to build and manage relationships, team working, leadership.<br>• Improve attendance at school or continue with HE courses, when at risk of drop-out.<br>• Progress in their levels of attainment, gain qualifications or formal recognition of skills (accreditation).<br>• Move into jobs or volunteering or (re-) engage in education and training.<br>• Improve speaking and listening skills.<br>• Increase their engagement with learning, improve their behaviour, and improve their capability for and attitude to lifelong learning.<br>• Young people who have been involved with the criminal justice scheme as offenders or suspects:<br>o develop attributes and skills that will facilitate the development of a more successful, happy and stable future;<br>o reduce their incidence of re-offending. |
| **Young people's input** | No direct inclusion of young people's voice. The framework was developed through identifying common themes across all of PHF's funding (including projects for young people), based on 'actual outcomes on the ground.' |

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| **Associated tools** | The framework does not specify tools for gathering data on the outcomes due to the diversity of different activities and approaches which contribute to the outcomes. PHF do provide guidance on standards of evidence required of grantees. |

| **Pros** | **Cons** |
|---|---|
| • Covers a wide range of both hard and soft outcomes relevant to employability including behaviour and attitudes, interpersonal skills, basic skills, qualifications, engagement in jobs/volunteering/education and training, and reducing reoffending.<br>• Framework draws on PHF's funding experience—outcomes were identified through mapping the impacts of hundreds of projects PHF funded. | • Generic outcomes for young people that do not specifically relate to employability and enterprise, or 18-24 year olds.<br>• Tool for understanding and aggregating funder impact rather than measuring individual project or programme impacts.<br>• Does not include skills for finding and sustaining work or any direct reference to overcoming practical barriers. |
| **Outcome areas included**<br>☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☐ Overcoming practical barriers | ☑ Qualifications, training and experience<br>☐ Skills for finding and sustaining work<br>☑ Employment and enterprise destination |

| | |
|---|---|
| **Link(s)** | http://www.phf.org.uk/news.asp?id=1824 |

## 8. Hull's Strategy for Enterprising Young People and Action Plan

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| **Overview** | Hull's Strategy for Enterprising Young People and Action Plan aims to increase enterprise activities and promote self employment as part of a vision to achieve full employment for the young people of Hull.<br>The strategy aims to promote enterprise education (defined as enterprise capability, financial capability, and business and economic understanding); employability; self-employment and enterprise; the transition of informal cash-based businesses into the formal business mainstream; and increased enterprise activity in areas of deprivation.<br>The strategy aims to achieve the following outcomes:<br>• more young people, their parents and carers, teachers, youth workers and employers can say they value enterprise in education;<br>• more advisors, guiders and information providers readily include working in enterprise, being self-employed and running a new business amongst young people's options;<br>• more young people can say they have sufficient knowledge and understanding and have been clearly and professionally advised when considering starting a business;<br>• more young people involved currently in business activities in the informal economy shift into the formal economy;<br>• more private business investors begin to recognise areas currently labelled as deprived as places where young people are enterprising and are transforming their neighbourhoods; |

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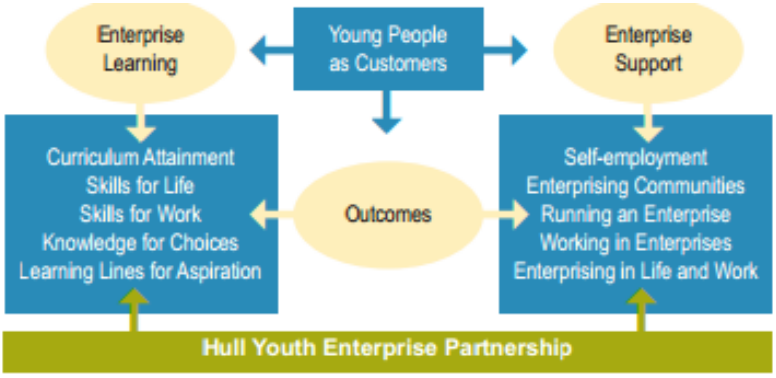
| | • more Hull employers value young people, rate their employability and recognise their enterprising potential in work.<br>  <br> |
| **Young people's input** | The strategy was developed by Hull's Youth Enterprise Partnership. The strategy document does not specify whether young people were directly consulted in its development. |
| **Associated tools** | The framework does not specify tools for gathering data. |

| **Pros** | **Cons** |
|---|---|
| • Provides a comprehensive and wide-ranging overview of outcomes and activities relating to promoting enterprise among young people. | • Strategy lacks coherency, combining a range of often overlapping actions, activities, initiatives, outcomes and propositions.<br>• Does not specify tools. |
| **Outcome areas included**<br>☐ Emotional capabilities and attitudes<br>☐ Interpersonal skills<br>☑ Overcoming practical barriers | ☑ Qualifications, training and experience<br>☑ Skills for finding and sustaining work<br>☑ Employment and enterprise destination |

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| **Link(s)** | http://www.youthenterprise.co.uk/download-docs/Hull-Youth-Enterprise-Strategy-Action-Plan.pdf |

## 9. Minnesota Department of Human Services Employability Measure and User's Guide

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|---|---|
| **Overview** | A framework used by job advisors to measure a jobseeker's status and progress in eleven areas of life related to getting and keeping a job. The job advisor assesses a jobseeker against the following 11 areas (plus an 'other barriers' category) on a one to five scale ranging from an area of challenge (level 1) to an area of strength (level 5).<br>• Transportation: getting to work and childcare<br>• Dependent care: effect of care arrangements<br>• Education: participant's education and training<br>• Housing: stability of a family's living situation and physical quality of their housing<br>• Social support: effect of personal influences of family, friends, and community on the |

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| | participant's employment<br>• Child behaviour: effect of actions of children in the family on participant's employment<br>• Financial: family income in relation to expenses<br>• Legal: effect of any family member's criminal or civil legal issues on participant's employment<br>• Safe living environment: effect of participant's perception of household and neighbourhood safety on employment<br>• Health: effect of physical, mental, and chemical health of family members on participant's employment<br>• Workplace skills: effect of self-management and job-seeking skills on participant's getting and keeping employment<br>• *(Other barriers, e.g., motivation and attitude, English language ability, intelligence, learning disability)*<br>Matrices for each of these 11 areas identify indicators at each of the five levels. Suggested questions are provided for each area to support a job advisor's assessment. |
| **Young people's input** | None. Not specific to young people. |
| **Associated tools** | Tools are provided in the form of assessment matrices for each area with indicators for each of the five stages, and suggested questions to support the assessment. |

| **Pros** | **Cons** |
|---|---|
| • Comprehensive coverage of issues impacting upon employability.<br>• Framework measures progress beyond job entry, tracking an individual's ability to retain as well as gain a job. | • Workplace skills matrix is very high level and lacks detail. Skills within in this category include job seeking, decision making, communication, time management and relationship building.<br>• Framework and associated tools are for case work purposes to help job advisors diagnose barriers and track progress of individuals, rather than measure the impact of a programme. |
| **Outcome areas included**<br>☐ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☑ Overcoming practical barriers | ☑ Qualifications, training and experience<br>☑ Skills for finding and sustaining work<br>☑ Employment and enterprise destination |
| **Link(s)** | http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_FILE&RevisionSelectionMethod=LatestReleased&Rendition=Primary&allowInterrupt=1&noSaveAs=1&dDocName=dhs16_146291 |

| **10. AQA Enterprise and Employability Level 1 and 2 certificate** | |
|---|---|
| Overview | Enterprise and Employability qualification equivalent to a GCSE short course. The intended course outcomes for participants are to:<br>• develop and promote personal employability; |

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| | • understand and plan personal finances;<br>• be knowledgeable consumers of personal financial products and services;<br>• play an active role as innovative and enterprising citizens and members of society.<br><br>To achieve these outcomes, the course teaches and assesses participants' understanding of the following areas:<br>• enterprise capability;<br>• the enterprise process and how it can be applied in different contexts;<br>• the impact and possibilities of enterprise using the World Wide Web;<br>• the role of finance in business and social enterprises;<br>• their rights and responsibilities in employment and enterprise. |
| **Young people's input** | Not specified. |
| **Associated tools** | Coursework and written examinations assess participants in three key areas: knowledge and understanding; application; analysis, explanation and interpretation. |

| **Pros** | **Cons** |
|---|---|
| • Standardised tool for assessment. | • Qualifications do not measure distance travelled and are not suited to measurement and evaluation purposes (candidates may already have had the skills/knowledge accredited by the qualification prior to commencing the course).<br>• Qualification framework and tools assess candidates understanding based on written assessments, not demonstration of skills in practice.<br>• Does not address personal barriers and emotional capabilities and attitudes, which makes the framework unsuited to measuring the impact of programme's focusing on the most disadvantaged young people. |
| **Outcome areas included**<br>☐ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☐ Overcoming practical barriers | ☑ Qualifications, training and experience<br>☑ Skills for finding and sustaining work<br>☐ Employment and enterprise destination |

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| **Link(s)** | http://web.aqa.org.uk/qual/level/enteremploy_materials.php#<br>There are many other enterprise and employability accredited qualifications available which focus on developing capabilities such as problem solving, decision making and team work. There are over 4000 results on a search for employability in OFQUAL's qualification database: http://search.ofqual.gov.uk/search?q=employability&output=xml&client=ofqual_register&site=register&proxystylesheet=ofqual_register |

Plus there are a number of other government frameworks featuring employment outcomes. These include:

**ESF Support for Families with Multiple Problems** – Programme supports individuals through a series of individual and family-based progress measure activities that address an individual's most significant barriers to work and support participants to gain sustained employment. One of the four key progress measures categories relates to interventions to tackle work-related barriers. Providers develop the specific progress measures themselves in consultation with local authorities and strategic partners.

Link: http://www.dwp.gov.uk/supplying-dwp/what-we-buy/welfare-to-work-services/european-social-fund/support-for-families/progress-measures.shtml

**Social Mobility Strategy –** Employment and participation in education of 18-24 year olds, further education, and higher education are used as indicators of social mobility for the transition from school to work.

Link: http://www.dpm.cabinetoffice.gov.uk/sites/default/files_dpm/resources/opening-doors-breaking-barriers.pdf

**Social Justice Outcomes Framework –** Tackling entrenched worklessness is used as an indicator of social justice, defined as the 'proportion of benefit claimants who have received working-age benefits for at least 3 out of the past four years, focusing on those capable of work or work-related activity.'

Link: http://www.dwp.gov.uk/docs/social-justice-outcomes-framework.pdf

**Department for Community and Local Government's Troubled Families programme –** Work is used as an indicator of progress for troubled families. Payments are triggered where at least one adult in the family moves off out-of-work benefits into continuous employment, and for demonstrating 'progress to work', measured as an adult in the family engaging with welfare-to-work services.

Link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/11469/2117840.pdf

# APPENDIX 2 – TOOLS

This appendix contains a detailed review of x tools identified during this review. These are:

1. VIA Strengths Survey
2. Skills Health Check Tools
3. Job Search Readiness Checklist
4. Addressing Barriers to Employment Worksheet
5. Mental Toughness Questionnaire (MTQ48)
6. Outcomes Star
7. Rosenberg Self-esteem Scale
8. The Grit Survey
9. The SOUL Record
10. SelfSmart
11. Bolton WISE
12. Breaking the Cycle – IRAS
13. Views (database)
14. Employment Readiness Scale
15. Innovation Fund Tool (taken from the Innovation Fund Framework)

| VIA Strengths Survey | |
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| Information | The VIA strength survey is a self-assessment questionnaire which assesses individual character strengths. It is an asset-based approach and provides the respondent with information on their strengths. The test is not designed to cover distance travelled, and does not create links between programmes or interventions and the questions asked.<br>Website: http://www.authentichappiness.sas.upenn.edu |
| Outcome areas | ☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills |
| Description | This online questionnaire is an asset-based approach to explore people's individual strengths in terms of their character traits. Character strengths are defined as 'capacities humans have for thinking, feeling and behaving'. The VIA Strengths Survey is focused on being:<br>• honest (acknowledges problems, but doesn't get lost in them);<br>• positive (focuses on what is best and good);<br>• empowering (encourages and advances the individual);<br>• energizing (uplifts and fuels the person); |

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| | • connecting (brings the person closer to others, aiding in mutual connection).<br>The survey is a likert-based questionnaire of 240 statements which respondents have to agree/disagree with to varying extents. On completion respondents receive a Character Strengths Profile providing a rank order list of profiles. Character strengths are categorised into:<br>• Signature strengths (most easy and natural to use)<br>• Phasic strengths (strengths which arise in particular situations when needed)<br>• Lesser strengths (expressed less often)<br>Other more detailed reports can be ordered at an additional cost:<br>• Pathways Report: describes signature strengths in more details (20 USD)<br>• Character Strengths Report – a more in-depth discussion of the strengths (40 USD) |
| Where is it used? | The survey has been translated into 17 different languages. It is designed for adults aged 18+ (a child version is also available).<br>The tool can be used by individuals alone interested in exploring themselves further, or may also be used in conjunction with key workers. VIA is incorporated into some educational programmes, by psychologists and coaches.<br>In the corporate world, the approaches are being applied in training, team development, and to explore employee engagement, productivity, and satisfaction. |
| Cost | Free to use. Open source survey once registered on the website (link above)<br>On completion of the questionnaire respondents are provided with a “VIA Me Pathways report” free of charge. This provides a summary of skills.<br>For additional costs reports delving into more detail around character strengths are available.<br>In terms of practitioners’ time-costs, the tool can be completed independently by the young person or through a discussion based approach as decided by the organisation implementing.<br>If integrated with programmes/interventions then additional staff time may be required for creating actions in accordance with results. |
| Robustness | The tool has been scientifically validated. |
| Ease of use | Can be accessed for free via either link above, though an account must be created<br>Self explanatory to use – a likert-scale based questionnaire. Respondents answer a series of statements, with answers ranging from “Very much like me” through to “Very much unlike me”<br>No training is required<br>There are 240 questions to answer, which take 30 – 40 minutes to complete<br>The test is completed online |
| Young people’s voice | Young people are the primary respondents.<br>There is only the opportunity for quantitative response – yes/no or self-assessment against a scale. |
| Overall comments | An asset-based approach, focusing on areas of strength as opposed to deficit. Flexible in use, can be used either individually or in conjunction with other support. |

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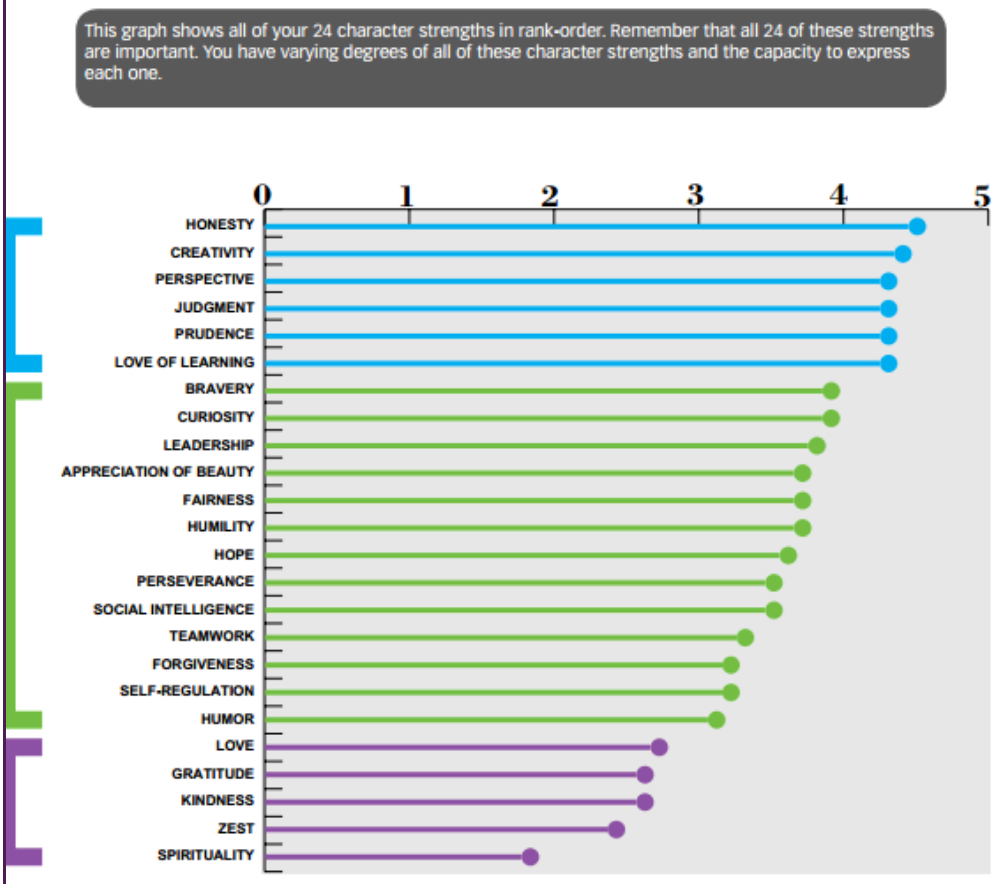
| Diagram |  |

| Skills Health Check Tools | |
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| Information | The Skills Health Check Tools are a set of online questionnaires with a report, designed for participants to fill in. It forms part of the government's National Careers Service.<br>The questionnaires provide information about skills, interests and motivations in the workplace. They are designed to help participants consider types of jobs they might be best suited to in future.<br>Website: https://nationalcareersservice.direct.gov.uk/tools/skillshealthcheck/Pages/default.aspx |
| Measures | ☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☑ Qualifications, training and experience |
| Description | The online questionnaires provide a range of different options for individuals to explore: (1) Skills areas; (2) Interests; (3) Motivations; (4) Personal styles; (5) Skills for specific activities, e.g. numeracy, literacy, problem solving, lateral thinking etc.<br>Participants enter their qualification level – from GCSE/apprenticeships/diplomas through to those with doctorates – and the questionnaires are tailored to their level.<br>After completing an online questionnaire participants are provided with a report detailing their results according to the specific test taken.<br>The tool could be used to track changes over time, for example in motivations, skills etc. Participants can |

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| | open a 'lifelong learning account' for free to track previous test results and monitor progress. |
| Where is it used? | Designed by the National Careers Service, the skills health check tools are designed for a wide audience including those currently employed but considering a career change, those actively searching for jobs, or simply those interested in increasing self-awareness. |
| Cost | Free to use. No training required<br>In terms of practitioners' time-costs, the tool can be completed independently by the young person or through a discussion based approach as decided by the organisation implementing.<br>If integrated with programmes/interventions then additional staff time may be required for creating actions in accordance with results. |
| Robustness | There is no clear evidence of evaluation and testing. |
| Ease of use | Accessible online via comprehensive Careers Service website<br>Self-completion by the young person, no training required<br>Complete online with printable reports<br>The questionnaires vary in length, but include a progress bar at the top of the page to indicate how much of questionnaire left to complete. For some guideline time is provided at the start of each questionnaires, along with any tools needed e.g. paper, a calculator etc. |
| Young people's voice | Young people are the primary respondents.<br>There is the opportunity for qualitative and quantitative responses.<br>Tool can be completed in discussion with key worker. |
| Overall comments | A comprehensive set of questionnaires exploring a range of areas around work skills and motivation. Could be completed alone or in discussion with a key worker, but requires internet access. |
| Diagram: | |

| Job Search Readiness Checklist | |
|---|---|
| Information: | The tool is a checklist designed to measure someone's readiness to begin job searching across themes such as job search and interview skills.<br>Website: www.performwell.org/index.php?option=com_mtree&task=att_download&link_id=54&cf_id=24 |
| Measures | ☑ Interpersonal skills<br>☑ Skills for finding and sustaining work |
| Description | The checklist assesses job readiness along three themes: (1) Motivation and follow-through; (2) Job search preparation; and (3) Interview preparation<br>The checklist consists of 19 questions with a Yes/No answer – for example, "Has the participant completed a sample application that has been reviewed and approved by a staff member?".<br>The participant must receive a positive response to each question to be considered ready to job search.<br>The checklist is designed to be completed throughout the programme – to track progress and highlight when participants become 'job search ready' |
| Where is it used? | The checklist was adapted from tools used during the Public/Private ventures benchmarking project which involved six Chicago-based workforce development programmes. |
| Cost | Free to use, available for download from the link above.<br>In terms of costs from staff time – this is filled in using staff and third party feedback – the questions refer to other aspects of project work, e.g. "has the participant written a finalized thank you letter that a staff member has approved?" as such input and support as necessary for each individual would be required alongside the checklist. |
| Robustness | The tool has not been scientifically validated, but has been tested in multiple settings. |
| Ease of use | The tool can be downloaded as a pdf from the website link above.<br>No training is required, simple and easy to use.<br>Can be paper based or template could be recorded electronically.<br>The checklist is not designed to be completed in one go, rather over time to track a participant's achievements during the programme. |
| Young people's voice | Young people are not the primary respondents – tool draws on third party feedback.<br>Tool can be completed in discussion with key worker. |
| Overall comments | A simple and easily accessible checklist which captures readiness to begin job search against a range of different indicators. |

Diagram:

**Job Search Readiness Checklist****

**Participant Name:**
**Date:**

*Use this tool to determine the participant's level of job search readiness. Use it to track participant development throughout their progress in the program. In order to be best prepared, participants and staff should be able to check all statements as "YES" before starting their job search.*

| | ***Motivation and Follow-Through*** | | |
|---|---|---|---|
| | **Question** | **Yes** | **No** |
| **1.** | Has the participant been punctual to all meetings with staff? | | |
| **2.** | Has the participant met the program's attendance requirements and been engaged in the activities of the program? | | |
| **3.** | Has the participant followed up on all job search assignments given by staff? | | |
| **4.** | Has the participant taken initiative to find employment on his / her own and utilized personal networks as a source of job leads? | | |

| | ***Job Search Preparation*** | | |
|---|---|---|---|
| | **Question** | **Yes** | **No** |
| **1.** | Has the participant identified appropriate short term and long term career goals? | | |
| **2.** | Can the participant describe their unique transferable skills? | | |
| **3.** | Has the participant completed a sample application that has been reviewed and approved by a staff member? | | |
| **4.** | Has the participant completed a sample resume that has been reviewed and approved by a staff member? | | |
| **5.** | Does the participant have all the documents that are typically required in the job application process? | | |
| **6.** | Has the participant identified an approved list of employment references that they have received permission to use? | | |
| **7.** | Has the participant demonstrated how to leave a professional voicemail? | | |
| **8.** | Has the participant written a finalized thank you letter that a staff member has approved? | | |
| **9.** | Has the participant demonstrated that they can dress professionally? | | |
| **10.** | Does the participant have access to at least one appropriate clothing outfit that they can wear for interviews? | | |

| | ***Interview Preparation*** | | |
|---|---|---|---|
| | **Question** | **Yes** | **No** |
| **1.** | Can the participant talk clearly about his/her background, skills, interests and goals? | | |
| **2.** | Have they practiced common interview questions with others? | | |
| **3.** | Have they participated in at least 3 mock interviews (preferably one with an employer) to practice answering common questions? | | |
| **4.** | Has the participant received acceptable ratings in at least 2 of 3 mock interviews? | | |
| **5.** | If applicable, have they answered any questions about their criminal record to the reviewer's satisfaction? | | |

Total sum of "Yes" responses: _____
*Participants should have a total number of 19 "Yes" responses to be considered job search ready.*

Signed by Participant: _____ Staff Advisor: _____

*** Tool adapted from job readiness checklists developed by The Cara Program (http://www.thecaraprogram.org/), The HOPE Program (http://www.thehopeprogram.org/), and Jewish Vocational Services-Boston (http://www.jvs-boston.org/).*

| Addressing Barriers to Employment Worksheet | |
|---|---|
| Information | The worksheet allows key workers to track participant barriers, referrals and resolutions.<br>Website: http://www.performwell.org/index.php/find-surveyassessments/programs/education-a-training/workforce-development/addressing-barriers-to-employment-worksheet |
| Measures | ☑ Overcoming practical barriers |
| Description | The worksheet acts as a tracking tool for a participant in an employability programme. Participants' journeys are recorded on a single worksheet which tracks:<br>• Identified barriers to employment for the participant<br>• Which agencies they are referred on to<br>• What progress they have made with support<br>The tool demonstrates if the services received by the young people effectively address their barriers to employment. The tool is filled by in a practitioner, with input from the participant for various questions. The tool is accessible online and for free. |
| Where is it used? | Designed by the Public/Private ventures benchmarking project which involved 6 Chicago based workforce development programmes. |
| Cost | The tool is accessible for download as a pdf file online, with no charge<br>The worksheet is a tracking tool monitoring progress and so staff costs would be involved at different stages in terms of time, e.g. making referrals, following up on referrals and monitoring outcomes etc. |
| Robustness | The tool has not been scientifically validated, but has been tested in multiple settings. |
| Ease of use | Paper form – can be downloaded online for free at above link.<br>No training is required<br>The form is a monitoring exercise and so would be filled in periodically to track a young person's journey. |
| Young people's voice | Young people are not the primary respondents – tool draws on third party feedback.<br>Tool can be completed in discussion with key worker. |
| Overall comments | A simple and easily accessible worksheet which captures information on a wide range of barriers to work, plus progress in addressing them. |

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| Diagram | **Addressing Barriers to Employment Worksheet:**<br>*Use this worksheet to track referrals, services delivered, and outcomes regarding participant barrier reduction.*<br>**Program Name:** **Staff Member Name:** **Time Period:** ___/___/_____ to ___/___/_____ |

| | Check-In Date | Identify barrier (checklist or drop-down menu) | Has the participant been referred to services? | Referral Date | To which agency were they referred? | Did participant connect with agency? | Did participant receive services? | Was the issue resolved? | If not, what are the next steps? | Follow Up Date | If issue has been resolved, what was the outcome? (ex: issue=hunger, outcome= participant received food stamps) | Participant rating of partner agency's services and delivery on 1-5 scale. *(1= terrible – 5= fantastic, fixed the problem)* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1.** | | ○ Childcare Issues<br>○ Transportation<br>○ Medical Issues<br>○ Insecure Housing<br>○ Hunger<br>○ Mental Health Issues<br>○ Substance Abuse<br>○ Legal/Court Issues | ○ Yes<br>○ No | | ○ Partner Agency 1<br>○ Partner Agency 2<br>○ Partner agency 3 | ○ Yes<br>○ No | ○ Yes<br>○ No | ○ Yes<br>○ No | | | | |
| **2.** | | | | | | | | | | | | |
| **3.** | | | | | | | | | | | | |
| **4.** | | | | | | | | | | | | |
| **5.** | | | | | | | | | | | | |
| **6.** | | | | | | | | | | | | |
| **7.** | | | | | | | | | | | | |
| **8.** | | | | | | | | | | | | |
| **9.** | | | | | | | | | | | | |
| **10.** | | | | | | | | | | | | |

***Comments:***

| Mental Toughness (MTQ48) | |
|---|---|
| Information | MTQ48 is an assessment tool which measures overall 'mental toughness' as well as its four component scales and four sub-scales. Widely used in developing performance, wellbeing and positive behaviour in people at all ages.<br>Website: www.aqr.co.uk |
| Measures | ☑ Emotional capabilities and attitudes |
| Description | The Mental Toughness Questionnaire (MTQ48) measures how individuals and groups respond to stressors, pressure and challenge. Widely used in coaching, mentoring and training and development, mental toughness is directly related to development of individual and group performance, positive behaviour and wellbeing which translate into outcomes such as completion, effective transition to new settings, employability and aspirations.<br>The MTQ48 is an on-line questionnaire (can be completed in paper-based form) and takes 7-9 minutes to complete. It is completed by individuals.<br>It measures mental toughness on four scales which combine to produce an overall measure:<br>• Control – extent to which you feel in control of your life and emotions<br>• Challenge – Identifies the extent to which people see challenges, variety, problems & change as opportunities - or threats<br>• Commitment – the extent to which someone makes promises and commits to deliver those promises<br>• Confidence - Identifies the extent to which people have self-belief in their abilities and the confidence to deal with setbacks<br>MTQ48 comes with a complete suite of feedback reports. It can be used for diagnostics and planning, and supports evaluation. It has a database facility which supports analysis and evaluation. The tool is most |

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| | commonly used at the beginning of programmes for benchmarking, and at the end for evaluation and distance travelled. |
| Where is it used? | The MTQ48 is used widely in a range of settings, including organisation and professional development, sports, further and higher education. It is also increasingly used in schools and informal/non-formal learning settings such as youth services and youth development programmes.<br>It is designed for use across age ranges, and has been adapted for younger age groups. |
| Cost | Users should complete licensed user training at around £500 inc.VAT per person<br>MTQ48 costs around £37.50 per use, including analysis and report but prices reduce dependent on volume<br>In terms of practitioners' time-costs, the tool can be completed independently by the young person or through a discussion based approach as decided by the organisation implementing. If integrated with programmes/interventions then additional staff time may be required for creating actions in accordance with results. |
| Robustness | The tool has been scientifically validated. |
| Ease of use | Simple to use – the questionnaire takes around 7 minutes to complete.<br>The questionnaire can be completed electronically, or on a paper form and then inputted manually. |
| Young people's voice | Young people are the primary respondents.<br>There is only the opportunity for quantitative response – yes/no or self-assessment against a scale. |
| Overall comments | A very simple to use tool, but cannot be adapted or amended in any way.<br>Provides a robust and reliable assessment of development/changes in social and emotional capabilities, with a strong evidence base underpinning the tool.<br>Does not allow for the collection of service-level data. |
| Diagram | |

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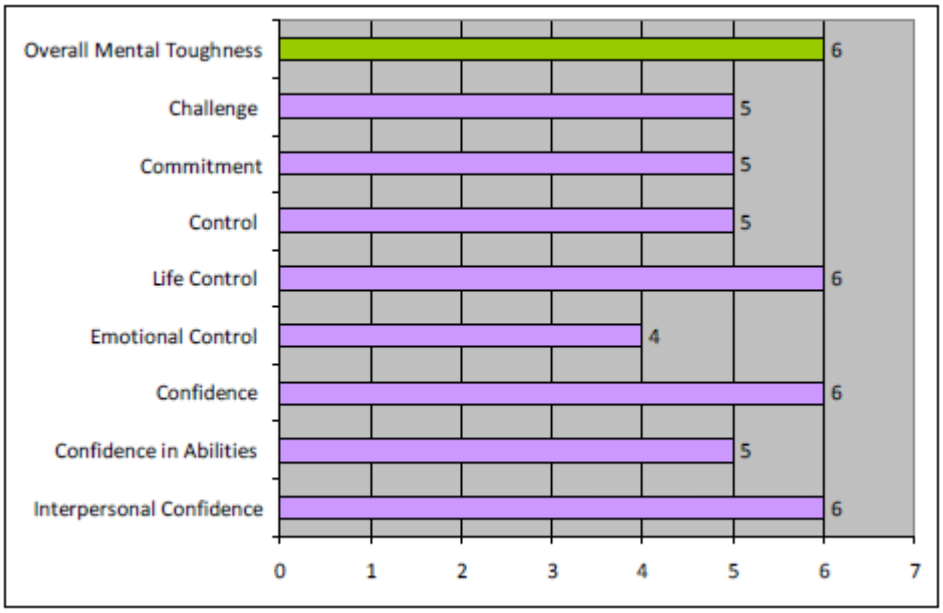
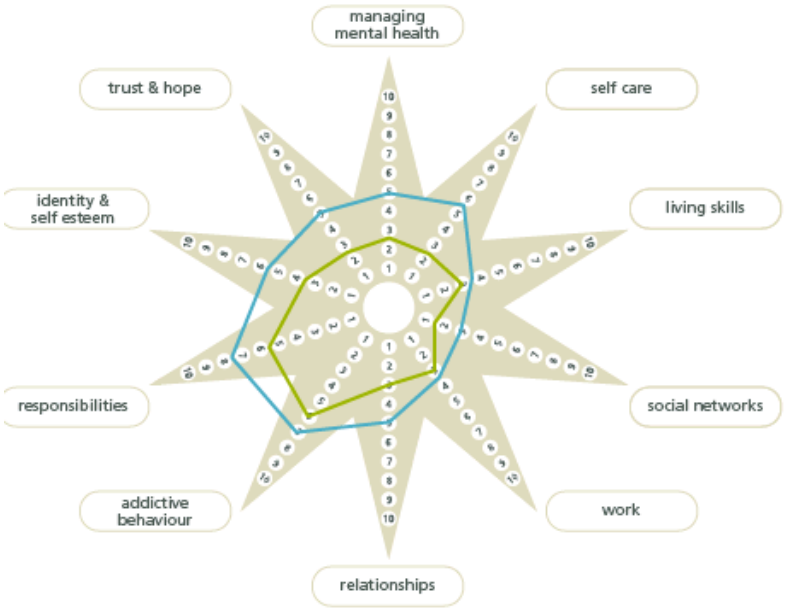
| |  |

| Ooutcomes Star | |
|---|---|
| Information | The Outcomes Star is a tool to track perceptions of distance travelled. It is designed to be administered by case workers, and used as part of a dialogue with their clients. Working together, case workers and clients assess their position on a range of scales from 1 to 10.<br>The tool is a practical and useful way of providing information of change for service users – but does not provide an objective measure of change.<br>There are over ten published versions, developed in collaboration with a variety of agencies including lead sector bodies, commissioners and service providers.<br>Website: http://www.outcomesstar.org.uk/ |
| Measures | ☑ Emotional capabilities and attitudes<br>☑ interpersonal skills<br>☑ Qualifications training and experience<br>☑ Skills for finding and sustaining work<br>☑ Overcoming practical barriers |
| Description: | • The Outcomes Stars are tools which support both key work and planning and provide data on progression.<br>• The Star consists of a number of five or 10 point scales (represented as ladders or steps) and a Star chart onto which the service user's score on each scale is plotted. The attitudes and behaviour expected at each of the five or ten points on each scale are clearly defined based on an explicit model of change which underpins each of the scales. For the work-star this is:<br>– Not thinking about work (1-2): substantial barriers to work or advancement and you can't see a way round them<br>– Thinking about work (3-4): substantial barriers but you are working out how to address them |

| | |
|---|---|
| | – Making progress (5-6): some barriers overcome but others are still there<br>– Work-ready with support (7-8): barriers mostly overcome or can be worked around; you need support to maintain progress<br>– Self-reliance (9-10): in work, work-ready, or engaged in work-related training. By 10 you don't need support from the programme<br><br>The Work Star measures:<br>• Challenges<br>• Job specific skills<br>• Stability<br>• Skills for finding and sustaining work<br>• Basic skills<br>• Aspiration and motivation<br>• Social skills for work |
| Where is it used? | Sector-wide tools<br>Popular with service users, workers, commissioners and other funders.<br>Age range 10 – 25 |
| Cost | The Outcomes Stars are free to download and use in paper format<br>Available online at a cost of £28 per worker per annum with a minimum of £600 for up to 20 workers.<br>Triangle, who developed the tool, describe training as “essential” and offer a range of training and implementation support packages e.g. in-house training, “Introduction to the outcomes star” for up to 16 workers for £1,190 plus travel and VAT with a potential discount for charities.<br>Practitioner costs are involved for completing the star as it is practitioner led, and designed to facilitate discussions between the young person and the practitioner. |
| Robustness | The tool has not been scientifically validated, but has been tested in multiple settings.<br>The tool has been evaluated externally. |
| Ease of use | Open source, no training required<br>Paper or computer based<br>Length of time depends on discussions (on average 10 – 60 mins)<br>Not recommended for very brief programmes (3-6 month minimum) |
| YP voice | Young people are the primary respondents.<br>There is the opportunity for qualitative and quantitative responses.<br>Tool can be completed in discussion with key worker. |
| Overall comments | The emphasis here is on distance travelled as opposed to the final outcome.<br>Stars are individual and not comparable – one person’s score of 4/10 in self-esteem might be another person’s 7/10. |
| Diagram if relevant: | |

| | |
|---|---|
| |  managing mental health<br>self care<br>living skills<br>social networks<br>work<br>relationships<br>addictive behaviour<br>responsibilities<br>identity & self esteem<br>trust & hope |

| Rosenberg Self-esteem scale | |
|---|---|
| Information: | The Rosenberg Self-Esteem Scale is a likert-based scale which measures self-esteem, using 10 questions.<br>Website: http://www.bsos.umd.edu/socy/research/rosenberg.htm |
| Measures | ☑ Emotional capabilities and attitudes |
| Description | As defined by Rosenberg, self-esteem is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value. People are motivated to have high self-esteem, and having it indicates positive self-regard, not egotism<br>The items in the Rosenberg Self-Esteem Scale are answered using a 4-point scale response system: from strongly agree to strongly disagree and a final score is given. Five questions in the Rosenberg Scale are positively worded while the other five are negatively worded. The scale generally has high reliability: test-retest correlations are typically in the range of .82 to .88. The scale was developed in 1965 and has been internationally used ever since. It is widely regarded as a reliable and valid quantitative tool for self-esteem assessment.<br>**How is it used?** Self-assessment questionnaire, or; One-to-one through a practitioner led discussion.<br>**What information does it give?** Each answer is assigned a value which totalled give a single score between 0-30, 0 being the lowest possible score, and 30 the highest |
| Where is it used? | Commonly used in mental health and emotional wellbeing settings<br>Used by 100+ organisations<br>For ages 10-25 |
| Cost | Free to use, and open source, e.g. http://www.wwnorton.com/college/psych/psychsci/media/rosenberg.htm<br>In terms of practitioners' time-costs, the tool can be completed independently by the young person or through a discussion based approach as decided by the organisation implementing.<br>If integrated with programmes/interventions then additional staff time may be required for creating actions in accordance with results. |
| Robustness | The tool has been scientifically validated, and subject to peer review. |
| Ease of use | No training required, non-expert implemented<br>Takes approx. 5 minutes to use<br>Paper or computer based |
| Young people's voice | Young people are the primary respondents.<br>There is only the opportunity for quantitative response – yes/no or self-assessment against a scale.<br>Tool can be completed in discussion with key worker. |
| Overall comments | Simple, quick measure<br>Can measure individuals as well as groups<br>Doesn't refer to success of service interventions |

| | |
|---|---|
| Diagram | |

| | STATEMENT | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | I feel that I am a person of worth, at least on an equal plane with others. | ○ | ○ | ○ | ○ |
| 2. | I feel that I have a number of good qualities.. | ○ | ○ | ○ | ○ |
| 3. | All in all, I am inclined to feel that I am a failure. | ○ | ○ | ○ | ○ |
| 4. | I am able to do things as well as most other people. | ○ | ○ | ○ | ○ |
| 5. | I feel I do not have much to be proud of. | ○ | ○ | ○ | ○ |
| 6. | I take a positive attitude toward myself. | ○ | ○ | ○ | ○ |
| 7. | On the whole, I am satisfied with myself. | ○ | ○ | ○ | ○ |
| 8. | I wish I could have more respect for myself. | ○ | ○ | ○ | ○ |
| 9. | I certainly feel useless at times. | ○ | ○ | ○ | ○ |
| 10. | At times I think I am no good at all. | ○ | ○ | ○ | ○ |

| The Grit Survey | |
|---|---|
| Information | The Grit survey is a likert-based scale questionnaire.<br>The survey measures ‘grit’: a character trait defined as a 'perseverance and passion for long-term goals'. Research suggests that grittier individuals can accomplish very difficult challenges.<br>Website: http://www.authentichappiness.sas.upenn.edu/Default.aspx |
| Measures | ☑ Emotional capabilities and attitudes |
| Description | The ‘Grit Survey’ is a 22 question likert-based self-assessment survey.<br>This may be self-administered or completed with a key worker<br>Individuals receive a grit score from 0 to 5 – which represents their perseverance and passion for long-term goals.<br>They are then ranked in terms of others who have taken the test along the categories of:<br>- Web users<br>- Gender<br>- Age group<br>- Occupation group<br>- Education level<br>- Geographical area |
| Where is it used? | The tool is used primarily in mental health and wellbeing settings.<br>It can be used for any age range |
| Cost | Open source survey<br>Free to access via Martin Seligman’s Authentic Happiness website (address above)<br>No training or analysis costs as the questionnaire is administered and analysed through the website.<br>In terms of practitioners’ time-costs, the tool can be completed independently by the young person or through a discussion based approach as decided by the organisation implementing. |
| Robustness | The tool has been scientifically validated. |
| Ease of use | Online survey<br>Very easy and quick to use – 5 – 10 minutes |
| Young People’s voice | Young people are the primary respondents.<br>There is only the opportunity for quantitative response – yes/no or self-assessment against a scale.<br>Tool can be completed in discussion with key worker. |
| Overall comments | Very simple, comparable to other tools out there<br>Doesn’t relate to specific service interventions |

| The SOUL Record | |
|---|---|
| Information | The SOUL (Soft Outcomes Universal Learning) Record is a toolkit for measuring progression in soft outcomes based upon solution focused / brief therapy theories. It can be used diagnostically to identify where extra support is needed and provides evidence in a graphical output for individuals and groups.<br>The SOUL Record is suitable for projects where there is face to face contact with individuals over a period of time, such as a course or support programme.<br>Website: www.soulrecord.org |
| Measures | ☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☑ Skills for finding and sustaining work<br>☑ Overcoming practical barriers |
| Description | The SOUL Record is a method of measuring soft outcomes or informal learning using a solution- and client- focused approach. It is useful for the individual to help them to see the progress they are making, for the key worker as an ice breaker and a diagnostic tool; for identifying where an individual may need some extra help or support, and for an organisation in providing evidence of the work being undertaken.<br>The SOUL Record is a resource for both one-to-one work and showing the progress made by large groups or projects. Talking an individual through The SOUL Record can be part of establishing a relationship with that person and building up trust with vulnerable groups of people.<br>Organisations may select from a range of questionnaires, worksheets and observation sheets so they can use the resources best suited to an individual's needs. Outcomes are divided into three main areas: 'attitude', 'personal / interpersonal' and 'practical'.<br>Individuals complete an initial questionnaire to give a baseline score and repeat it at set points. It helps them think about themselves and identify things they may wish to change. Questionnaires use the individual's self-assessment, but are best completed through discussion with the supporting person. Worksheets, which focus on a particular issue and measure progress against agreed goals, and observation sheets also form part of the toolkit and are often used in between questionnaires.<br>To help users collate results from The SOUL Record, each pack is supplied with a<br>Spreadsheet Results Package (SRP). |
| Where is it used? | Developed for use in informal and non-formal learning and community-based programmes. The SOUL Record is currently used by many different types of organisation from small voluntary groups to county councils, including schools, children's centres, community groups, health schemes and mentoring organisations. Designed for use with children, young people and adults<br>The scheme has recently been translated into Polish and Portuguese. |
| Cost | Attendance at a training course is required to use the tool, at a cost of £185 per person<br>Practitioners' time-costs and input will vary depending on the specific questionnaires and worksheets chosen for use. |
| Robustness | The tool has not been scientifically validated, but has been tested in multiple settings. |
| Ease of use | The tool is designed to be used in programmes which take place over a period of time, and through face to face contact<br>It can be used flexibly, with individual and groups |

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|---|---|
| | It takes between 10 minutes and one hour to complete, and should be completed at the beginning, middle and end of a programme<br>The tool can be amended, at a cost, for specific groups or purposes |
| Young People's voice | Young people are the primary respondents.<br>There is the opportunity for qualitative and quantitative responses.<br>Tool can be completed in discussion with key worker. |
| Overall comments | A flexible and responsive tool designed in response to the need to measure soft outcomes<br>Requires sustained engagement with individuals<br>Has not been scientifically validated |

| SelfSmart | |
|---|---|
| Information | SelfSmart is an electronically completed profile that explores barriers and potential for progression into learning and work. It can be used in group settings or individually. It is designed for young people aged 13 to 25.<br>Website: www.selfsmart.org |
| Measures | ☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☑ Skills for finding and sustaining work<br>☑ Overcoming practical barriers |
| Description | SelfSmart can be used in group settings (classroom/ workshops/ courses) and individually (counselling / 1-1 sessions) to identify personal barriers and problems, supporting guidance and measurement of progression in the following areas:<br>• Mental Health – the personal barriers that prevent ambition and restrict each person's ability to move on in life and work, such as self-esteem, self-image, stress and wellbeing<br>• Emotional Intelligence – the barriers to social interaction, coping with change and finding and sustaining employment, such as self-awareness, self-control, motivation, social understanding and social skills<br>• Learning and Employment Styles – 10 psychologically mapped styles that form each individual's preferred method of learning and type of employment<br>• Resilience – the capacity and capability to overcome adversity, to recover from set-backs and to sustain employment<br>SelfSmart highlights the following for both individuals and groups of young people:<br>• Distance travelled - progress made in each of the above areas<br>• Comparison – analysing and benchmarking the strengths and areas for improvement<br>• What works – which interventions have had a positive impact<br>• Barriers removed – printable self-help plans demonstrating how to overcome their own personal barriers |
| Where is it used? | Developed for use in informal and non-formal learning and community-based programmes. The SOUL |

| | |
|---|---|
| | Record is currently used by many different types of organisation from small voluntary groups to county councils, including schools, children's centres, community groups, health schemes and mentoring organisations.<br>Designed for use with children, young people and adults |
| Cost | Organisations must be trained to use SelfSmart. Training is included in the cost of licenses. These vary according to the number purchased – costs range from £65 to £6.50 per license. For example, 100 licenses - £65 each, 200 licenses - £35 each, 1000 licenses - £6.50 each.<br>In terms of practitioners' time-costs, the tool can be completed independently by the young person or through a discussion based approach as decided by the organisation implementing.<br>If integrated with programmes/interventions then additional staff time would be required for creating actions in accordance with results. |
| Robustness | The tool has been evaluated externally. |
| Ease of use | The profiles can only be accessed online<br>It takes 10-20 minutes to complete a full profile, and this can be revisited on a regular basis<br>Training is required |
| Young people's voice | Young people are the primary respondents.<br>There is the opportunity for qualitative and quantitative responses.<br>Tool can be completed in discussion with key worker. |
| Overall comments | An engaging online tool designed for young people<br>Requires internet access to use<br>Covers social and emotional capabilities, barriers and skills |

| Bolton WISE | |
|---|---|
| Information: | Bolton WISE developed a weekly work appraisal tool to review progress of participants on an intermediate labour market project. The tool is used by supervisors, who have the closest relationship with participants during their time on the project. |
| Measures | ☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☑ Skills for finding and sustaining work |
| Description: | The tool allows for the weekly assessment of participants' progress, based on supervisors' perceptions of their development across a number of key areas. These key areas are based on consultation with employers to determine the 'soft skills' they see as most important in the workplace.<br>The assessment can be completed with the participant or in advance of review meetings, but the participant is then given an opportunity for feedback and discussion.<br>The tool can be used as an early warning system to signify where individual participants might need additional support. It can also be used as a reference for progression into employment, since participants' progress against the key areas is evidenced by supervisors. The tool also promotes discussion about employability with participants, as it has been developed in consultation with employers. |

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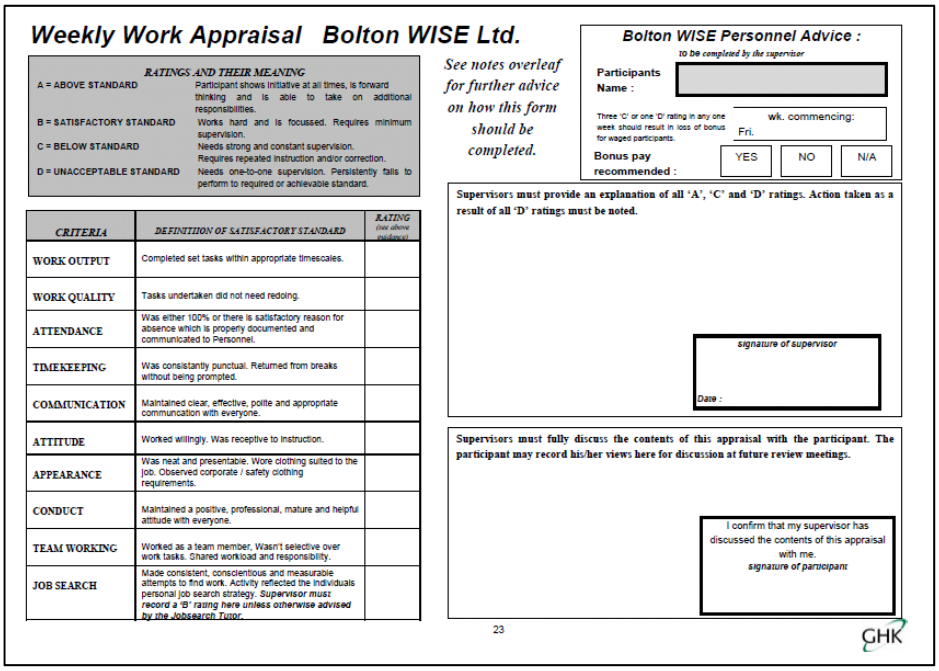
|---|---|
| | Participants are assessed against four levels, A – D, signifying whether or not they have met or exceeded standards of performance in key areas including communication, attitude, conduct, team working and quality. A rating of D – below the expected standard- triggers actions to address the situation.<br>Training is provided to supervisors to ensure consistent understanding and application of the standards. |
| Where is it used? | The assessment tool was developed for use in intermediate labour market programmes run by Bolton WISE. It was developed for the 18+ age group.<br>It is designed for use in programmes where there is a primary relationship between a 'supervisor' and participant, where the supervisor witnesses performance in a work-related context. |
| Cost | The assessment tool was developed in-house by Bolton WISE and has not been rolled out more widely.<br>Practitioner time costs would be involved as the tool requires a weekly appraisal to be completed by the work supervisor for each young person and then discussed fully with the participant. |
| Robustness | There is no clear evidence of evaluation and testing. |
| Ease of use | The assessment tool is clear and straight-forward to use<br>The assessment can be completed swiftly, although discussions with participants may be extensive<br>The tool can be completed electronically or in hard copy |
| Young people's voice | Young people are not the primary respondents – tool draws on third party feedback.<br>Tool can be completed in discussion with key worker. |
| Overall comments | A straight-forward tool allowing third-party assessment of progress<br>Tool has been developed in consultation with employers, thus lending it legitimacy and strength in terms of evidencing programme<br>Very little opportunity for self-assessment by participants |
| Diagram |  |

**Weekly Work Appraisal Bolton WISE Ltd.**

*See notes overleaf for further advice on how this form should be completed.*

*RATINGS AND THEIR MEANING*

| | |
|---|---|
| A = ABOVE STANDARD | Participant shows initiative at all times, is forward thinking and is able to take on additional responsibilities. |
| B = SATISFACTORY STANDARD | Works hard and is focussed. Requires minimum supervision. |
| C = BELOW STANDARD | Needs strong and constant supervision. Requires repeated instruction and/or correction. |
| D = UNACCEPTABLE STANDARD | Needs one-to-one supervision. Persistently fails to perform to required or achievable standard. |

| CRITERIA | DEFINITION OF SATISFACTORY STANDARD | RATING (see above guidance) |
|---|---|---|
| WORK OUTPUT | Completed set tasks within appropriate timescales. | |
| WORK QUALITY | Tasks undertaken did not need redoing. | |
| ATTENDANCE | Was either 100% or there is satisfactory reason for absence which is properly documented and communicated to Personnel. | |
| TIMEKEEPING | Was consistantly punctual. Returned from breaks without being prompted. | |
| COMMUNICATION | Maintained clear, effective, polite and appropriate communcation with everyone. | |
| ATTITUDE | Worked willingly. Was receptive to instruction. | |
| APPEARANCE | Was neat and presentable. Wore clothing suited to the job. Observed corporate / safety clothing requirements. | |
| CONDUCT | Maintained a positive, professional, mature and helpful attitude with everyone. | |
| TEAM WORKING | Worked as a team member. Wasn't selective over work tasks. Shared workload and responsibility. | |
| JOB SEARCH | Made consistent, conscientious and measurable attempts to find work. Activity reflected the individuals personal job search strategy. *Supervisor must record a 'B' rating here unless otherwise advised by the Jobsearch Tutor.* | |

**Bolton WISE Personnel Advice :**

*to be completed by the supervisor*

Participants Name :

Three 'C' or one 'D' rating in any one week should result in loss of bonus for waged participants.

wk. commencing: Fri.

Bonus pay recommended : YES NO N/A

**Supervisors must provide an explanation of all 'A', 'C' and 'D' ratings. Action taken as a result of all 'D' ratings must be noted.**

*signature of supervisor*

*Date :*

**Supervisors must fully discuss the contents of this appraisal with the participant. The participant may record his/her views here for discussion at future review meetings.**

I confirm that my supervisor has discussed the contents of this appraisal with me.

*signature of participant*

23

GHK

| Breaking the Cycle – IRAS | |
|---|---|
| Information | Breaking the Cycle, a series of projects working with young people on the margins of learning and work, has developed the Information, Recording and Analysis System (IRAS) to measure so-called hard and soft outcomes. IRAS is designed to capture the views of a range of stakeholders, and assess distance travelled.<br>No website |
| Measures | ☑ Emotional capabilities and attitudes<br>☑ Interpersonal skills<br>☑ Skills for finding and sustaining work<br>☑ Overcoming practical barriers |
| Description | The IRAS process begins with a diagnostic assessment of barriers, not long after participants have joined the programme. This is completed through discussion between the participant and key worker, and leads to an action plan.<br>Subsequent reviews are held quarterly, where feedback on 'soft' indicators such as communication and self-esteem is sought from a range of sources. Views are also captured on whether the participant has the right skills and attitude for seeking work, such as the ability to complete application forms, or present well at interview, and the extent to which the level or type of work sought is realistic. Progress in addressing barriers is also reviewed. Views are sought from the participant, one or more key workers, plus a third-party view, such as the person who referred the participant, or another professional who works with them.<br>Indicators are reviewed against a five point scale, signifying the amount of improvement witnessed/perceived. Evidence is provided for the rating, contributing to building a portfolio for any accreditation or qualifications being undertaken.<br>The self-assessment element is completed by participants during the review meeting with their key worker, and can be completed verbally to overcome any literacy difficulties. Participants then receive feedback on assessments from others, and have the opportunity to revise their own ratings, in order to develop self-awareness.<br>All data gathered is fed into a central spreadsheet, which allows for analysis at project level, plus assessment of individual distance travelled.<br>Training is offered to key workers using the system, and is accompanied by a helpline. |
| Where is it used? | The system was developed for use in education, training and employment programmes with young people on the margins of learning and work. It has been used in a series of nine linked projects in the South East. |
| Cost | The assessment tool was developed in-house for the Breaking the Cycle projects, and has not been rolled out more widely.<br>Practitioner costs will be involved in filling in the form – which is based on discussions between the practitioner and participant, as well as gathering third party feedback.<br>If integrated with programmes/interventions then additional staff time would be required for creating actions in accordance with results. |
| Robustness | There is no clear evidence of evaluation and testing |
| Ease of use | The assessment tool is clear and straight-forward to use<br>All project workers receive 1-days training on the system |

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|---|---|
| | The tool can be completed verbally by participants<br>The tool requires input from a range of sources, which may be time-consuming to collate<br>The tool can be completed electronically or in hard copy<br>The tool covers practical barriers as well as skills and attitudes |
| YP voice | Young people are not the primary respondents – tool draws on third party feedback – but young people's responses are included.<br>There is the opportunity for qualitative and quantitative responses.<br>Tool can be completed in discussion with key worker. |
| Overall comments | A straight-forward tool allowing third-party assessment of progress in a range of areas<br>Requirement for external views may make administration of the tool administratively burdensome, and limit frequency with which is it used<br>Participant voice is central, with an emphasis on building self-awareness |
| Diagram | |

## Breaking The Cycle

| | | | | | |
|---|---|---|---|---|---|
| Trainee | | ID No | | Worker | |
| "3rd View" - name (& ideally signature) | | Agency / Contact details | | | |

Please use the following ratings to show how the trainee / their life has changed **on balance**, since joining BTC:
1 - much worse. 2 - worse. 3 - about the same. 4 - improved. 5 - greatly improved. X - Not relevant / can't comment.

| | Area | Ratings given | | | Reasons, evidence or examples given to support rating/s |
|---|---|---|---|---|---|
| | | Trainee | Worker | 3rd View | |
| Employment - training - education | Generally "willing & able" to achieve / sustain ETE | | | | |
| | Being motivated | | | | |
| | Being able to manage ETE lifestyle needed | | | | |
| | Being punctual & reliable | | | | |
| | Having the right qualities for the ETE option wanted | | | | |
| | Looking or found work/training in a suitable vocational area | | | | |
| | Looking for right level of ETE, at this stage | | | | |
| | Knowledge/skills/attitude for job (or study) search - | | | | |
| | Ability to make applications - e.g. forms / cv's / interviews | | | | |
| | Qualities to get on with others (colleagues, customers, bosses) | | | | |
| | Seeking support with problems (when in / finding ETE) | | | | |
| | Relevant level of job / training search activity | | | | |
| | Other factors: | | | | |
| | | | | | |
| | | | | | |

| Views (database) | |
|---|---|
| Information | Online project management tool and database, designed for the voluntary sector by the consultancy Substance. It is set up to store basic data on outputs from projects and show distance travelled. It can be customised to add tools to measure impact, although this feature is in development.<br>Views is not a measuring tool in its own right. Its primary purpose is to store and manage information. It is a platform that can be customised, like many other databases such as Lamplight and Salesforce CRM.<br>Website: www.views.coop |
| Measures | As decided by the user. |
| Description | Views is an internet based project management and impact recording platform. Clients can measure:<br>• Contacts: Data about participants, staff, volunteers, organisations and other stakeholders |

| | |
|---|---|
| | • Work: Details about projects and programmes delivered – including content, objectives and outcomes<br>• Evidence: Upload files and documents to evidence impact<br>• Reports: Filters can be applied to statistics to generate reports according to specific criteria. |
| Where is it used? | It is for both statutory and voluntary organisations delivering personal and social development services.<br>It is widely used and has been used to monitor over a hundred projects, and organisations which use it include: the Greater London Authority, London Boroughs of Greenwich, Southwark and Lambeth, Manchester City Council, the FA Premier League Charitable Trust, Football League Trust, Catch-22, and Business in the Community. |
| Cost | Views determines it costs according to annual turnover of the organisation, and can be purchased at a basic, or "plus" level.<br>Prices start from £50 for turnover under £250,000 up to £400 for organisations with turnover of over £5m.<br>Once purchased the product incorporates access to system updates at no extra charge.<br>Practitioner costs may be involved in terms of time in uploading information to Views. |
| Robustness | Not applicable – is a platform for recording information, so depends on the information recorded. |
| Ease of use | Views is designed to be both easily navigable and to be easily configured by users according to their requirements –without the need for technical support. Users can configure Views according to their preferences and needs for example: fields can be disabled, layout can be defined and different users can be granted different permissions<br>The system has been designed to allow a migration of data from other data management systems which may have been in place before.<br>The website provides links to many tutorial videos on how to use various aspects of the tool. |
| Young people's voice | Depends on the tools and files uploaded. |
| Overall comments | It is for both statutory and voluntary organisations delivering personal and social development services. |

| Employment Readiness Scale | |
|---|---|
| Information | The employment readiness scale is an online assessment tool that helps individuals identify their strengths/challenges in becoming employment ready.<br>The information can measure distance travelled for individuals or aggregate information to evaluate whole programmes.<br>Website: www.employmentreadiness.info |
| Measures | ☑ Qualifications, training and experience<br>☑ Skills for finding and sustaining work<br>☑ Employment and enterprise destinations |
| Description | The online assessment is designed to measure employment readiness – defined by themselves as "being able, with little or no outside help, to find, acquire, and keep an appropriate job as well as to be able to manage transitions to new jobs as needed.<br>The Employment Readiness Model is based on the assumption that becoming employment ready means |

| | |
|---|---|
| | completing three interrelated goals:<br>• Self-sufficiency in five employability dimensions:<br>– Career decision-making, or knowing what type of work suits you<br>– Skills enhancement, or having the skills for the work you want<br>– Job search, or having the skills to find work<br>– Job maintenance, or having the skills to keep work once found<br>– On-going career management, or being able to manage career changes<br>• Understanding the particular stresses or challenges one faces:<br>– Personal challenges, which clients can address themselves<br>– Environmental challenges, which clients can manage with help<br>– Systemic challenges, which have to be addressed on a community basis<br>• Coping effectively with the stresses or challenges one faces, drawing on four sources of supports:<br>– Self-efficacy, or a sense of being able to perform well<br>– Outcome expectancy, or whether or not a client expects to succeed<br>– Social supports, or the client's network and ability to get help<br>– Work history, or the client's previous work success<br>The Tool provides a quick employment readiness assessment in around 20 minutes. This is combined with a detailed feedback report and an action planning tool.<br>Individuals can take the tool up to two more times to assess progress over time (this can be upgraded to five times for a fee).<br>Reports to measure whole groups are also available to help evaluate programmes successes. |
| Where is it used? | ERS can be used by individuals or organisations.<br>It was initially developed in Canada, and is currently available in English, French and Spanish. |
| Cost | – The tool must be purchased via the above link.<br>Licenses to use the ERS are based on three-part pricing:<br>1. There is a one-time set-up fee to establish the access codes and reporting links.<br>2. There is an annual fee for access to the reporting functions that provide program review and accountability reporting.<br>3. And there is a per-client access code fee that allows each client to take the ERS up to three times. Prices per access code depend on the number of access codes being purchased, with significant discounts for higher volumes.<br>If integrated with programmes/interventions then additional staff time would be required for creating actions in accordance with results. |
| Robustness | The ERS is scientifically valid. In its development statistical analyses of the data confirmed the internal and test-retest reliability of the factors, as well as the construct, concurrent and predictive validity of the scale. |
| Ease of use | The ERS is designed to provide a quick and comprehensive assessment in approximately 20 minutes. |

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| Young people's voice | The tool is completed by the young person so by default is their voice (e.g. MTQ48, Grit Scale, Rosenberg) even if they are only ticking a box |
| Overall comments | Measures employability according a wide-range of the measures- where many validated tools are much more specific in terms of their measurement. |

| Innovation Fund tool (taken from the Innovation Fund Framework | |
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| Information | Outcomes framework for the DWP's Innovation Fund programme. The programme aims to improve education, employment and training outcomes for disadvantaged young people.<br>The programme works with young people aged 14+; details below are for the 18-24 year old category.<br>Website: www.dwp.gov.uk/docs/round-one-provider-guidance.pdf |
| Measures | ☑ Qualifications, training and experience<br>☑ Employment and enterprise destinations |
| Description | The Innovation Fund is outcomes based and only measures hard outcomes for the 18-24 year old section.<br>The following outcomes are assessed in order to calculate payments:<br>• pass grade in ESOL qualifications<br>• Completion of NQF level 3 training/qualification<br>• Entry into education at NQF level 4, post- 18 higher or further education including university<br>• Entry into first employment (inc. apprenticeships and work-based learning) or self-employment of at least 13 weeks. Those self employed must work for at least 16 hours per week<br>• If the same criteria as above is sustained for over 26 weeks,<br>For each outcome as listed above – the framework details both the information required, e.g., a qualification and the evidence required, e.g., a certificate.<br>Other than this DWP does not require Outcome Verification Templates nor is it prescribing the way in which Contractors track participants and obtain information about the outcomes |
| Where is it used? | By contractors for the Innovation Fund |
| Cost | None<br>Practitioner costs will be involved in terms of time taken to collate the information from a range of sources. |
| Robustness | There is no clear evidence of evaluation and testing |
| Ease of use | The assessment tool is clear and straight-forward to use<br>The tool can be completed verbally by participants<br>The tool requires input from a range of sources, which may be time-consuming to collate<br>The tool can be completed electronically or in hard copy<br>The tool covers practical barriers as well as skills and attitudes |
| Young people's voice | None |

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| Overall comments | No young people's voice or soft outcomes.<br>Measures only hard outcomes, and therefore not a clear picture on distance travelled or progress made during the programme – misses a lot of learning. |

# APPENDIX 3 – DATA SOURCES

The table below provides a list of data sources relevant to the journeys of young people towards meaningful and sustained employment or enterprise.

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| Almanac Online (run by UKCES) | **Website:** https://almanac.ukces.org.uk/default.aspx<br><br>Almanac Online was set up by the UKCES as a way to provide a high quality informational resource for those seeking information on employment and skills. Indicators are available in a variety of themes including context, productivity, employment, skills and inequality – covering a variety of geographies, different sectors and socio-economic groups. Users can download indicators in a spreadsheet format and analyse and use according to their needs. |
| British Household Panel Survey | **Datasets available via**: https://www.iser.essex.ac.uk/bhps/acquiring-the-data<br><br>The British Household Panel Survey was initiated in 1991, funded by the Economic and Social Research Council to deepen understanding of social and economic change at the household level. The survey follows a representative sample of households (the panel) longitudinally. The panel size now sits at around 10,000 households dispersed across the UK – with the sample allowing for individual analysis of individual countries, as well as comparative research within the UK. The survey is multi-purpose and includes a broad range of questions including education, training and employment. |
| Census 2011 (ONS) | **Link: http://www.ons.gov.uk/ons/guide-method/census/2011/index.html**<br><br>The census is a national survey conducted by ONS and was initiated to provide the government with information on housing and population to develop policies and to plan and run public services. Includes questions around education, employment and training.<br><br>Data for 2011 census is still in the process of being released. |

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| Centre for Analysis of Youth Transitions | **Link: http://www.ifs.org.uk/centres/cayt**<br><br>CAYT is a Department for Education sponsored research centre. Empirical research is carried out along the themes of: education and employment, risky behaviours and positive activities, and disadvantaged and vulnerable groups.<br><br>The centre aims to act as a repository for evidence and impact studies, which youth sector organisations can both contribute to and draw on. |
| Centre for longitudinal studies, e.g. Millennium Cohort Survey | **Link: http://www.cls.ioe.ac.uk/**<br><br>The Centre for Longitudinal Studies is an Economic and Social Research Council resource centre. The centre houses various studies, most relevantly the 1970 or millennium cohort study.<br><br>• The 1970 British Cohort Study (BCS70) follows the lives of more than 17,000 people born in England, Scotland and Wales in a single week of 1970.<br><br>• The Millennium Cohort Study (MCS) is a multi-disciplinary research project following the lives of around 19,000 children born in the UK in 2000-01. It collects information on the children, their siblings and parents. MCS's field of enquiry covers topics including parents' employment and education; housing, and social capital.<br><br>• The National Child Development Study (NCDS): The NCDS is a longitudinal study following the lives of all those living in Great Britain born in a specific week in 1958. The study aims to improve understanding of the factors affecting human development over the whole lifespan. |
| Citizenship Survey | **Data link: http://www.esds.ac.uk/findingData/snDescription.asp?sn=5367**<br><br>The citizenship survey is a biennial social survey run by the Home Office which covers the areas of community cohesion, race and faith, volunteering and civil renewal. The survey runs across England and Wales, and its spatial units are Government Office Regions. |
| DfE: Department for Education e.g. national survey of parents and children | **Link: http://www.education.gov.uk/researchandstatistics**<br><br>The DfE pull together new and current research and evaluation projects, research centres, publications and data from a range of sites, making it easier to compare a selection of individual schools and to see all the information in one place. |

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| | Includes school statistics, official statistics, and various data sets such as the NEET statistics quarterly brief. |
| DWP: Department of Work and Pensions | **Link: http://statistics.dwp.gov.uk/asd/**<br><br>DWP publishes a range of statistics relating to young people, employment and the labour market. For example on Access to Work and the Work Programme. |
| Employer Surveys Data Tool | **Link: http://www.ukces.org.uk/data/report-survey-data**<br><br>This tool provides access to the data behind UKCES employer surveys, providing information on business management, recruitment, skills gaps and vacancies. The survey data is designed to be representative of the employer population across geography and sector. |
| European Community Household Panel | **Link: http://epp.eurostat.ec.europa.eu/portal/page/portal/microdata/echp**<br><br>The European Community Household Panel (ECHP) is a panel survey across Europe in which a sample of households and persons has been interviewed year after year. The BHPS provided the *UK* component of the *European Community Household Panel* (ECHP). |
| Futureskills Wales Sector Skills Survey | **Link to most recent report: http://www.learningobservatory.com/uploads/publications/436.pdf**<br><br>Welsh employers skills survey succeeded in 2011 by the UK Employer Skills Survey (see below) |
| ILO: International Labour Organisation. | **Link: http://www.ilo.org/global/research/lang--en/index.htm**<br><br>The ILO's Global Research Agenda aims to identify policy approaches that help improve employment and social outcomes, support recovery from the global financial crisis and boost sustainable economic growth. Two of its main research focuses are "employment and quality of jobs" and "inequality, instability and employment".<br><br>They analyse global trends in their Global Employment Trends Report. |
| Labour Force Survey | **Link:** http://www.ons.gov.uk/ons/guide-method/surveys/list-of surveys/survey.html?survey=Labour+Force+Survey<br><br>The labour force survey is a quarterly sample survey of households living at private addresses in the UK conducted by |

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| | ONS. Its purpose is to provide information on the labour market that can be used to develop, manage and evaluate labour market policies. |
| Labour Market Statistics (ONS) | **Link: http://www.ons.gov.uk/ons/rel/lms/labour-market-statistics/index.html**<br><br>The Labour Market Statistical Bulletin contains the latest data for employment, unemployment, economic inactivity, claimant count, average earnings, labour productivity, vacancies and labour disputes. Information can be searched across many different indicators including region, age, industry and hours worked. |
| Local statutory partners: police, health, schools etc. | Some charities obtain outcomes data by developing relationships with local statutory partners.<br><br>For example local authorities are rich sources of data, including numbers of young people NEET, those leaving care, and unemployment figures. Similarly schools and other agencies working with young people such as youth offending teams hold large amounts of information relevant to the local context. |
| LSYPE: Longitudinal Study of Young People in England | **Link: https://www.education.gov.uk/ilsype/workspaces/public/wiki/Welcome**<br><br>The LSYPE was commissioned by DfE as a longitudinal study of young people aiming to build understanding of young people's progress in transition from compulsory education through to further education, training, the labour market or other outcomes. The first cohort was launched in 2004 and covered a representative cohort of over 15,000 young people in England. Respondents have been re-contacted each year. |
| National Audit Office | **Link: http://www.nao.org.uk/publications.aspx**<br><br>The National Audit Office scrutinises public spending on behalf of Parliament.<br><br>They provide scrutiny on data sources and publications searchable by audit sectors – including education & skills, and employment, jobs & careers. |
| The UK Employer Skills Survey | **Link: http://www.ukces.org.uk/publications/ukess-2011-first-findings**<br><br>The UKCES initiated the UK Employer Skills Survey in 2011 as the first ever UK-wide employer skills survey. It brought together the four individual constituent country surveys and spoke with over 87,500 employers across England, Scotland, Wales and Northern Ireland participated. The data allows for comparison of sectors and occupations in the UK, a |

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| | comparable analysis across the UK, |
| Nomis | **Link: http://www.nomisweb.co.uk/**<br><br>Nomis is a service provided by the Office for National Statistics, ONS, to provide free access to the most detailed and up-to-date UK labour market statistics from official sources. Data is searchable from national, regional, local authority, ward level, local enterprise partnerships and parliamentary constituencies.<br><br>Users are able to create customised downloads from the different data sets which are held by Nomis. |
| Northern Ireland Skills Monitoring Survey | Succeeded in 2011 by the UK Employer Skills Survey (see above)<br><br>**Link to most recent report: http://www.delni.gov.uk/niskillssurvey2008**<br><br>The Northern Ireland Skills Monitoring Survey was designed to give a snapshot of skills need of NI employers. Surveys were conducted in 2002, 2005, 2008 to provide longitudinal data. |
| OECD: Office for Economic Co-operation and Development | **Link: http://www.oecd.org/statistics/**<br><br>The mission of the Organisation for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world. They collate statistics allowing for international comparisons on various relevant topics including education and employment. |
| Office for Budget Responsibility | **Link: http://budgetresponsibility.independent.gov.uk/data/**<br><br>The Office for Budget Responsibility was created in 2010 to provide independent and authoritative analysis of the UK's public finances. They publish several data sets including information on the economic and fiscal outlook, public finance forecasts and policy costings. |
| Ofsted | **Link: http://www.ofsted.gov.uk/resources/statistics**<br><br>Ofsted is the official independent body for inspecting schools in England, reporting directly to parliament.<br><br>They produce inspection reports, publications and statistics from their work in inspection and regulation. They release |

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| | statistics quarterly – with topics including maintained and independent schools, and adult learning and skills. |
| ONS: Office for National Statistics. | **Link: http://www.ons.gov.uk/ons/index.html**<br><br>ONS is the UK's largest independent producer of official statistics and the recognised national statistical institute of the UK. They provide access to a huge amount of data – most relevantly relating to children, education & skills, and the labour market. |
| Project Oracle | **Link: www.project-oracle.com**<br><br>Project Oracle is London's youth evidence hub. The programme seeks to 'understand and share what really works' in improving the lives of children and young people. Project Oracle is an online hub aiming to provide a space where people can interact and learn from each other, to improve youth outcomes. |
| The Scottish Employers Skills Survey | **Link to most recent report:** http://www.scotland.gov.uk/Publications/2011/03/07124359/4<br><br>Succeeded in 2011 by the UK Employer Skills Survey (see below)<br><br>The Scottish Employers Skills Survey is a biennial survey examining the nature and extent of imbalances between skills supply and demand in Scotland across all sectors in the economy. |
| Shaw Trust | **Link: http://www.shaw-trust.org.uk/facts_and_figures**<br><br>Shaw Trust is a national charity supporting disabled and disadvantaged people to prepare for work, find jobs and live more independently. They compile an update collation of statistics on disability and employment in the UK, details of legislation affecting disability and employment, and information on relevant government programmes. |
| SIMS: Schools Information Management System | **Link: http://www.capita-sims.co.uk/** (data to be owned by individual schools)<br><br>SIMS is a widely-used management information system in schools across the United Kingdom. Over 20,000 schools in 120 authorities.<br><br>Connexions developed a "Risk of Neet Indicator" (RONI) based on collecting SIMs data including: attendance level, exclusions, free school meals, attainments etc. |

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| Skills and Employment Survey 2012 | **Link: http://www.cardiff.ac.uk/socsi/ses2012/index.html**<br><br>The Skills and Employment Survey 2012 is a national study of people aged 20-65 who are in paid work. The survey focuses upon the work that people do and how working life has changed over time. The 2012 survey is the latest in a series of studies which began in 1986. It anticipated that around 3,170 respondents will take part in the 2012 survey.<br><br>The survey provides continuity with previous surveys funded by the ESRC (working life in Britain), and aims to set a benchmark for future research in the field, allowing some international comparisons to be made. |
| The Work Foundation | **Link: http://www.theworkfoundation.com/Research**<br><br>The Work Foundation conducts independent research exploring various topics including innovation and economic change, labour market disadvantage, and health and wellbeing at work. Their Centre for Workforce Effectiveness aims to conduct applied research that helps employers and policy makers deliver and benefit from more good work |
| The Workforce Employment Relations Study | **Link: http://www.bis.gov.uk/policies/employment-matters/research/wers**<br><br>The Workplace Employment Relations Study surveys employment relations in Britain. They collect data from employers, employee representatives and employees in a representative sample of workplaces. It has been undertaken five times since the first survey in 1980. Most recently in 2012. |
| UK Data Service | **Link: http://www.esds.ac.uk/news/newsdetail.asp?id=3290**<br><br>The UK Data Service is the new service beginning in late 2012, which will integrate the Economic and Social Data Service (ESDS), the Census Programme, the Secure Data Service and other elements of the data service infrastructure currently provided by the ESRC, including the UK Data Archive (http://www.esds.ac.uk/news/publications/coming_soon.pdf) |
| UK Data Archive | **Link: http://data-archive.ac.uk/home**<br><br>The UK Data Archive acquires curates and provides access to the UK's largest collection of social and economic data. Holds a lot of survey data including Labour Force Survey, British Household Panel Survey, Quarterly Labour Force Survey, |
| Economic and Social Data Service | **Link: www.esds.ac.uk/about/about.asp** |

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| | The Economic and Social Data Service is a national data archiving and dissemination service which came into operation in January 2003. The service is a jointly-funded initiative sponsored by the Economic and Social Research Council (ESRC) and the Joint Information Systems Committee (JISC). |
| UKCES: UK Commission for Employment and Skills | **Link: http://www.ukces.org.uk/**<br><br>UKCES is a non-departmental public body providing leadership around skills and employment issues across the UK. They publish various publications and data sets including information on: financial data, performance reporting and report and survey data. The report and survey data is composed of Almanac Online and the Employer Tools Data Service (both mentioned above) |
| Universities UK | **Link: http://www.universitiesuk.ac.uk**<br><br>Universities UK is the representative organisation for the UK's universities.<br><br>They undertake research and policy development across key themes including social mobility, and quality, standards & reputation. Alongside this they produce a range of publications on various topics relating to the higher education sector. |

Other organisations provide other data such as relevant publications, funding or qualifications information:

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| EFA: Educational Funding Agency | **Link: http://www.education.gov.uk/aboutdfe/executiveagencies/efa**<br><br>The EFA is the Department for Education's agency for funding and compliance. They provide fortnightly bulletins |
| SFA: Skills Funding Agency | **Link: http://skillsfundingagency.bis.gov.uk/**<br><br>The SFA is a partner organisation of BIS, the Department for Business, Innovation and Skills. It exists to fund and promote adult further education and skills training in England. They produce a range of publications which support their work in funding and regulating education and skills. |
| ERSA: Employment Related Services Association | **Link: http://www.ersa.org.uk/**<br><br>ERSA is the trade body for organisations supporting people into sustainable employment. ERSA produces briefings to build |

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| | understanding of the context in which welfare to work services operate. They also produce policy submissions aiming to influence the delivery environment for employment related service providers. |
| National Qualifications Framework | **Link: http://www.edexcel.com/iwantto/I%20want%20to%20%20Tasks/NQF%20grid.pdf**<br><br>The National Qualifications Framework is a framework which illustrates the level and category of qualifications accredited by the Qualifications and Curriculum Authority. |
| Ofqual Register | **Link: http://register.ofqual.gov.uk/**<br><br>The Ofqual Register contains details of recognised awarding organisations and regulated qualifications in England, Wales and Northern Ireland. |
| BIS: Dept. of Business Innovation and Skills | **Link: http://www.bis.gov.uk/publications**<br><br>BIS aims to support sustained growth and higher skills across the economy. Publications are available on the BIS site for various government organisations including BIS, UK Space Agency and UK Trade & Investment. |
| Centre for Evaluation and Monitoring at Durham (CEM) | **Link: http://www.cemcentre.org/world-leading-research-and-evaluation**<br><br>CEM are an independent provider of educational assessment and monitoring systems. Their research covers many aspects of education, and publishes a range of papers and reports. |
| Edge Foundation | **Link: http://www.edge.co.uk/research**<br><br>**The Edge Foundation is** an independent education charity dedicated to raising the status of technical, practical and vocational learning. Much of Edge's research focus on exploring the attitudes and issues in education that are preventing young people from fulfilling their potential. |
| Education and Employers Taskforce | **Link: http://www.educationandemployers.org/research.aspx**<br><br>The Taskforce aims to promote partnership between education institutes and employers to provide young people with inspiration, motivation, knowledge, skills and opportunities to help them achieve their potential, and to support the growth of |

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| | the UK. The taskforce research aims to improve the quantity, quality and relevance of research into employer engagement in education to inform policy and practice. They publish regular reports on employer engagement in the UK at primary, secondary and FE levels which are free to download. |
| Fairbridge / The Prince's Trust | **Link: http://www.princes-trust.org.uk/about_the_trust/what_we_do/research.aspx**<br><br>Prince's Trust (now incorporating Fairbridge) supports marginalised and disadvantaged young people to overcome their barriers and move forward towards education, employment or training. They undertake research to further understanding of young people and learn from them to help develop and refine their solutions. |
| Institute for Employment Studies (IES) | **Link: http://www.employment-studies.co.uk/pubs/index.php**<br><br>IES is an independent centre for research and evidence-based consultancy in employment, labour market and human resource policy and practice. They provide a range of resources aiming to keep people up to date with developments in employment, labour market and human resource policy and practice. Some are free; some very recent publications incur a small charge. |
| Joseph Rowntree Foundation | **Link: http://www.jrf.org.uk/work/poverty**<br><br>The Joseph Rowntree Foundation exists with the aim of creating **lasting change for people and places in poverty**, **communities where everyone can thrive** and a **more equal society**. One of the key themes they address is poverty – encompassing education and employment. |
| NFER: National Foundation for Education Resource | **Link: http://www.nfer.ac.uk/research/**<br><br>NFER provides independent evidence to improve education and learning across the UK. |
| Social Research Unit | **Link: http://www.dartington.org.uk/publications**<br><br>The Social Research Unit is an independent charity dedicated to improving the health and development of children, primarily in Europe and North America. |

# APPENDIX 4 - SURVEY OF PARTNERSHIPS

To find out more about the measurement approaches used in the Talent Match partnership areas, BIG sent out the following online survey via SurveyMonkey to representatives of each of the 21 partnerships.

**BIG Talent Match - reviewing your approach to evaluation**

BIG is commissioning a review of existing tools and approaches to help it decide how to evaluate Talent Match. As part of the review, we need to know more about your approach to evaluation. Please complete this short survey, which should take no more than 5 minutes. The information you provide will be used to help shape our evaluation framework.

1. Your name
2. Your organisation
3. Your job title
4. Your email
5. Your telephone number
6. Which Local Enterprise Partnership are you associated with?
7. What tools or frameworks do you currently use to evaluate your impact on young people age 18-24 (the target group of Talent Match)? Please list them individually, with a short description of what they measure.
8. Do you know of any other tools or frameworks that might be appropriate for Talent Match? Please list them individually.
9. We may contact you by telephone for further information on your responses. Please indicate whether you are happy to be contacted.

Thank you for your help with this review.

Ten organisations completed the online survey. Four of these organisations are from the Northamptonshire LEP area.

Responses to the questions on current approaches to evaluation (Q.7) and suggestions of tools and frameworks relevant to Talent Match (Q.8) varied greatly in scope. Answers given included references to general methods, specific tools, databases/management information systems, the perspective from which measurement was conducted (e.g., young person, practitioner) and time intervals (e.g., follow up surveys). The answers to questions 7 and 8 have been analysed and categorised below.

**What tools or frameworks do you currently use to evaluate your impact on young people age 18-24 (the target group of Talent Match)?**

- Session/programme evaluations
- Distance travelled measures: from young person's perspective ('My Journey' forms)

- Bespoke frameworks for impact evaluation
- Management Information Systems: Views
- Indicators: success rates, progression (e.g. in education, training, employment, housing, health, substance misuse, offending, community involvement and relationships).
- Data collection media: video, text message
- Methods: case studies, surveys, focus groups
- Psychological tools for measuring emotional capabilities: Bandura's Self Efficacy framework used to measure confidence and capabilities
- Follow-up surveys of young people's outcomes post-intervention
- External evaluation
- Existing frameworks: Ofsted Common Inspection framework (success rates, retention, achievements, progression)

**Do you know of any other tools or frameworks that might be appropriate for Talent Match?**

- Psychological tools for measuring emotional capabilities: Rosenberg self esteem scale; GRIT and perseverance scales; Wellbeing and independence measures.
- General methods: longitudinal case studies, surveys, action research (young people to compile quantitative and qualitative data)
- Specific tools: Outcomes Star, SelfSmart
- Social Return on Investment
- Suggestions of specific outcomes and indicators: number of young people who gain employment through Talent Match; percentage of young people in peer group (e.g., BME) before and after intervention;
- Management Information Systems (MIS): CRM and monitoring system to 'tie everything together and inform the longitudinal evaluation'
- Software/media for consulting young people: SurveyMonkey, Twitter, Facebook, Bebo, YouTube
- Existing frameworks/indicators: World Bank, YMCA Capabilities, Supporting People QAF, Youth Justice Board's Common Assessment Framework