

## Guidance notes to support Impact Measurement tool – Jess Haslam NDTI Associate

### Scaled outcome measures

The purpose of using these scaled outcome measures is to provide a simple holistic measure of the difference that being on the Supported Internship programme has made. This approach was developed in response to the question ‘How do we measure impact of the Supported Internship programme for young people who have already completed the programme. There is usually a case study that was written at the end of the programme with information about progress and quotes from a number of people. But there is often no measure of impact.

This scaled outcome measure aims to provide a retrospective qualitative judgement on how much impact has been seen in the young person, regarding work readiness. Work readiness is represented in this measure by progress in self-confidence, communicating with others, using initiative and team working.

Other measures will be important, such as movement into employment, attendance and any qualifications gained. These measures are objective and easily quantifiable.

Measuring the improvement in self-confidence, communicating with others, using initiative and team working involve subjective evaluations. This approach allows people to review progress subjectively, looking at the development of ‘soft skills’ and then provide a quantifiable score that can be collated to demonstrate progress across a whole Supported Internship programme.

This framework offers a quick overview of progress. Other assessments available commercially look at these issues in significantly more detail and should be used if this detail is needed. The aim of this framework is to enable the programme to make an holistic assessment overview of impact of the Supported Internship programme.

5	Embedded change in behaviour/skill/confidence – <ul style="list-style-type: none"><li>• retention into a role at the 6 months point or demonstrating skills gained in other settings such as volunteering, transferable skills in independent living indicators: confidence, communicating with others, using initiative, team working (embedded 90% of the time in at least 3 of the 4 indicators)</li><li>• No requirement for instructional training from a job coach, ongoing reasonable adjustments may still be required</li></ul>
4	Significant change in safe and new environments – <ul style="list-style-type: none"><li>• evidence of progression between rotations or work activities within a rotation; indicators: confidence, communicating with</li></ul>

	<p>others, using initiative, team working (progression 75% of the time in at least 3 of the 4 indicators)</p> <ul style="list-style-type: none"> <li>• Minimum requirement for instructional training from a job coach, ongoing reasonable adjustments may still be required</li> </ul>
3	<p>Significant changes in places they feel safe in and some changes in new environments –</p> <ul style="list-style-type: none"> <li>• significant change observable within a rotation – indicators: confidence, communicating with others, using initiative, team working (progression 75% of the time in at least 2 of the 4 indicators when in familiar environment, 25% of the time in a new environment)</li> <li>• Minimum requirement for instructional training from a job coach in a familiar space</li> </ul>
2	<p>Some changes seen intermittently in places they feel safe in –</p> <ul style="list-style-type: none"> <li>• Some or variable change observable, indicators: confidence, communicating with others, using initiative, team working (progression 50% of the time in at least 1 of the 4 indicators)</li> <li>• Moderate level of support for instructional training from a job coach within 6/12 months</li> </ul>
1	<p>No change in behaviour/skill/confidence –</p> <ul style="list-style-type: none"> <li>• No noticeable change on any of the indicators: confidence, communicating with others, using initiative, team working</li> <li>• High level of support for instructional training from a job coach within 6/12 months</li> </ul>

### Guidance

1. A reviewer or reviewers should be nominated to assess progress, using these scaled scores across the range of young people, to support a consistent approach. It is good practice to include more than one person doing this, to share feedback and provide a balanced view.
2. The reviewer reads the case study and takes particular note of developments around the four skills area identified in this scale outcome framework:
  - Confidence
  - communicating with other
  - using initiative
  - team working
3. The reviewer(s) match the progress identified in the case study to the scaling score. This is done by looking for evidence in the case study of improvements in the four skills areas.
4. Ideally the evidence of progress should be triangulated with feedback from different people who have been with the intern, such as the job coach, a work colleague, a parent.
5. Percentages in the scaling score are intended as a rough measure to help the reviewer identify how well developed the skills are. It may be helpful to review a typical day, does Joe demonstrate progress in these skills for ¾ of the day?
6. We recognise that evidence for embedded skills may be seen in other contexts as well as the work place. Parents may report changed behaviour at home, for example increased confidence in talking to people they do not know well at home.

7. When each intern has been awarded a score it is possible to record measures for the whole cohort, such as average scores, % of cohort achieving level 4, placements with students making the most progress etc.
8. These scores can give an indication of successful placements or enable one to pay further attention to placements of where interns made least progress.
9. For new placements alternative ways to gather evidence of improved outcomes can be used such as Goal Based Outcomes. The scaled scores could also be used as part of the end of placement interview, gathering views directly from the young person, as well as a work colleague, job coach and parent.
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