

## Measuring Impact 3 approaches

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# Why measure impact of support internships?

- Grounded in the lived experience
- CYP and parent carer voice
- It is why we come to work- to make a difference
- Impact measures provide evidence for the case to maintain an effective programme



# How do we do this?

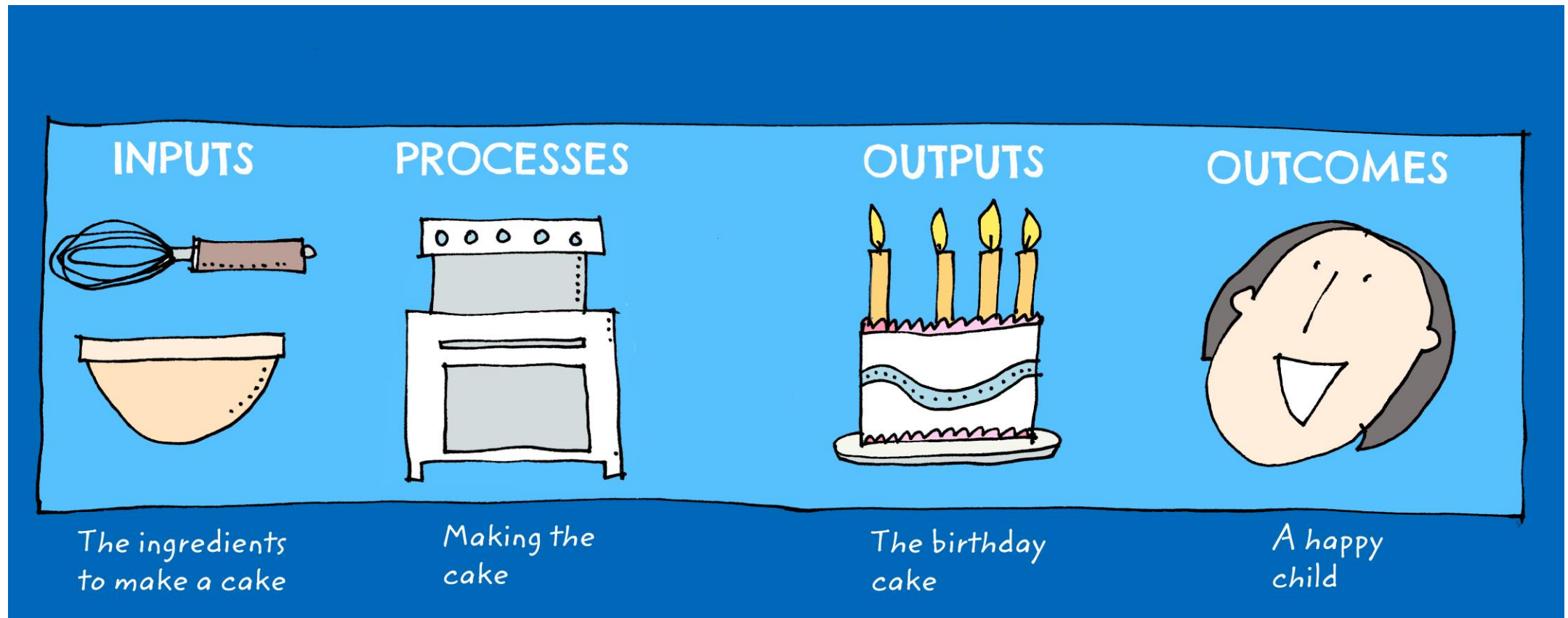
It is difficult

We have 'grown up' in a model that measures how busy we are

- What we have done
- How we spent the funding
- How many accessed services
- What the waiting times are
- Numbers accessing training
- Deprivation data



# Outcome or impact?



# Background and approaches

1

Gathering stories to demonstrate impact

2

Scaled outcomes – an approach to collage impact of SI programmes already completed.

3

Goal based outcomes – providing a baseline and value added - introduced at the start of a programme and measured throughout to demonstrate impact.

# What are the key factors to make this work?



- Shared vision/understanding
- Clarity on what impact measures we are using
- Keeping it live and relevant to the young person
- Looking at what data and outcomes we can measure and share
- Using the information- demonstrating impact for invest to save



*Five layers of evidence*



1

# Five layers of evidence



*“He’s an absolute pleasure to work with and have in the work environment. His enthusiasm and positive outlook along with his sense of humour are infectious. His commitment to improving his skills and willingness to do any job /task is testament to what a great person he really is”*





1

## Changing lives

K previously attended Wakefield College. Completed Level 2 Animal Care. K has Specific Learning Difficulties, anxiety around unfamiliarity and initiating conversations  
K has reached his academic plateau at College.

Application made to Project SEARCH (Pinderfields)  
Diverse range of placements available. Practical and classroom-based activities, tailored to meet K's needs.

Phased transition, Shadowing, Building routines, Moulding specific tasks, Gradually built confidence and resilience

## Outcomes

- Increased confidence in self as a learner- Attained qualification in Numeracy Level 1
- Independently attended an interview at the hospital.
- Self-reporting that K has made friends on the SI placement & meets one friend outside work.
- Gained permanent employment at Pinderfields hospital.
- Colleagues/job coach report improved social skills.

What support is in place now:

Strategies to reduce anxieties.

(task lists, support from Job Coaches, group activities)

2

## Five layers of evidence



- % report improved confidence
- improved fitness evidenced through increased physical participation in work placement
- X reports feeling less isolated & happy to make two new friends
- Can be based on goal based outcomes- goal set at start, progress measured later



# Five layers of evidence



**How do we measure impact from stories?**



## One way to measure subjective outcomes and report on the impact

### Scaling scores

Local authorities delivering Internships Work need evidence of the impact to support sustainability beyond the end of the programme.

This work is designed to be an easily accessible and relatively quick assessment of impact that is retrospective. It is not a scientific model. It has been trialed in Kirklees and Wakefield.

- |   |  |
|---|--|
| 5 | Embedded change in behaviour/skill/confidence  |
| 4 | Significant change in safe and new environments                                      |
| 3 | Significant changes in places they feel safe in and some changes in new environments |
| 2 | Small changes seen intermittently in places they feel safe in                        |
| 1 | No change in behaviour/skill/confidence  |

# Guidance

## REVIEWERS ROLE

Use the same reviewer/s for programme to support a consistent approach  
Read the case studies, look for p<sup>4</sup>rogress in key skills



## FOUR KEY SKILLS AREAS FOR WORK READINESS

Confidence  
Communicating with others  
Using initiative  
Team working.



## TRIANGULATE AND SCORE

Gather measures or progress from job coach, work colleague, parent.  
Add up total score. Divide by maximum score  
 $X \text{ by } 100 = \% \text{ score}$

## COLLATE SCORES FOR THE COHORT

eg  $\%$  of cohort increasing work readiness skills by two steps or by 50%



# Scaled outcomes example



Therefore

- the total score is 11 (3+4+4)
- the total possible score is 15 (5+5+5)

Triangulating scores from different perspectives/people gives more additional weight to the process

Score divided by total possible score  $11/15 = 73\%$

Scores can be collated for example interns improved their outcome scores by average of 82% across the cohort

# Scaled outcomes

Scaled outcomes are a qualitative assessment of improvement of YP based on feedback from parents and employers/job coach.

For new interns a baseline could be created and then a follow up measurement made to evidence progress



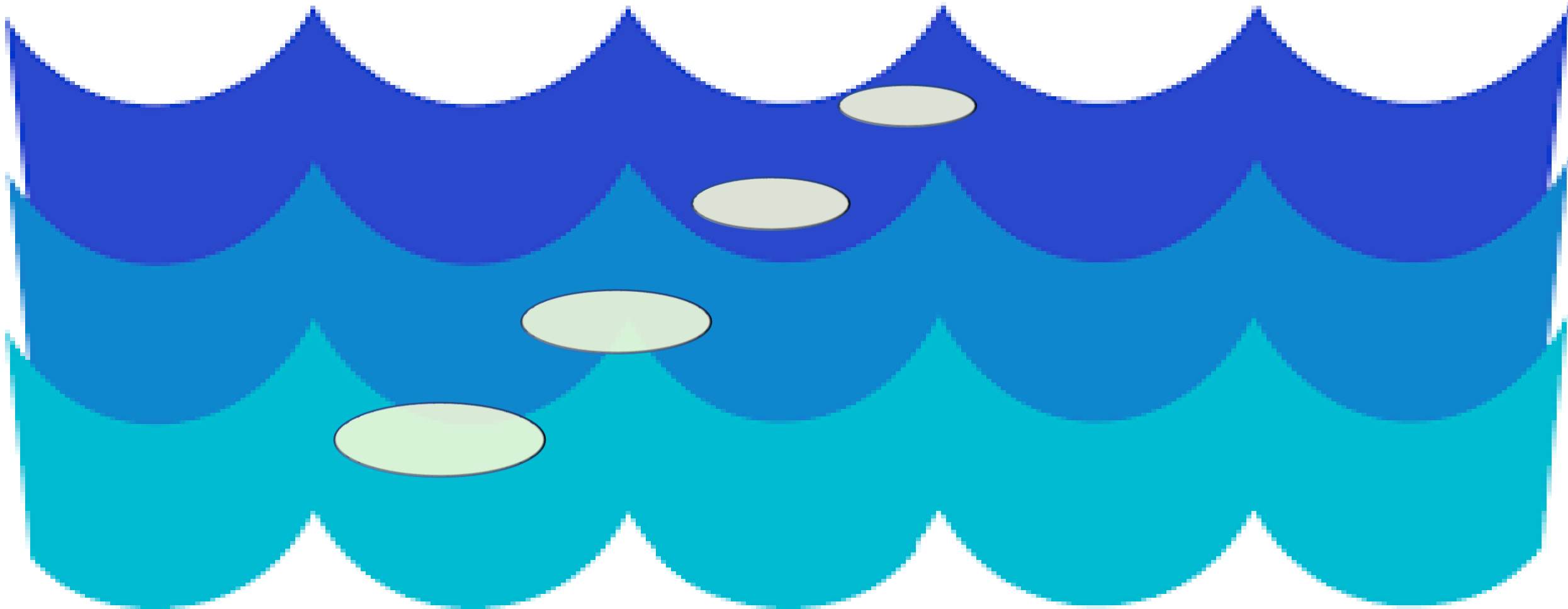
## Measuring impact through goal based outcomes

- Think long term goal that describes the impact
- Then, set short term targets - what are the small steps?
- Plan with the young person



3

Improves confidence to initiate conversation with others in work place



3

## Improves confidence to initiate conversation with others in work place

P greets work buddy

P initiates conversation with job coach

P makes tea regularly and takes round

P joins group at tea break

P initiates conversation with job coach

3

## Improves confidence to initiate conversation with others in work place

So..... In term one P achieved the first 2 steps so he has achieved 40% of his targets against outcome to improve confidence to initiate conversation with others in work place

**P initiates conversation with job coach**

**P greets work buddy**

# Summary

- Reviewing information you have already gathered about interns.
- Scaled outcomes are a qualitative assessment of improvement of YP.
- They allow you to review previous information gathered and create data around progress and impact.
- These scores can be presented as a %

- Goal based measures can be used for new interns to create a baseline.
- Follow up assessment measurement will evidence progress
- These scores can be presented as a %

Internships  
**WORK**

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