INSPIRING IMPACT

The journey to employment

A guide to understanding and measuring what matters for young people

Featuring the Journey to EmploymenT (JET) framework

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Summary

Tackling youth unemployment is a priority. Nearly 1.4 million young people are not in employment, full time education or training—almost 1 in 5 of all young people in the UK. Transitions to adulthood have become increasingly difficult as a result of the economic outlook and the breakdown of traditional pathways into work.

This report helps organisations that work with young people **understand** and **measure** the impact they have on the journey to employment.

Developing a shared approach

Understanding and measuring impact helps organisations to show what they achieve, identify problems, and learn how to improve. However, organisations lack consistent approaches to assessing the progress of young people.

A 'shared' approach to measurement, can make it easier for organisations to learn from each other, save money on the costs of developing their own tools, and build the evidence base on what works.

The Journey to EmploymenT (JET) framework

Based on evidence from the literature and insights from consultation with experts, we have identified seven groups of factors that contribute to successful job outcomes. These are: (1) Personal circumstances; (2) Emotional capabilities; (3) Attitudes to work; (4) Employability skills; (5) Qualifications, education and training; (6) Experience and involvement; and (7) Career management skills.

The JET framework presents these key factors that influence young peoples' journey to employment. The framework can be used by charities to help think through how their work contributes to young people's employability, and plan approaches to evaluation.

Helping you to evaluate your work

This report presents a series of indicators and tools, covering each of the aspects of young people's journey to employment identified in the JET framework. The tools have been drawn together from existing sources. The selection of tools reflects our assessment of robustness, cost, and ease of use.

There are a variety of issues that any organisation needs to think about when planning an evaluation. These include how to prioritise what to measure, whether you want to evaluate a project or track the progress of individual, the timing of data collection, and research ethics. This report is designed to be a useful starting point to help you think about impact, map the outcomes you aim to achieve, and decide how to structure an evaluation.

Introduction

The transition from school to the workplace is a challenging time in young people's lives. To be prepared for work they need to develop a range of personal assets and skills, and gain experience. They may also need to address issues relating to their personal and family circumstances.

The purpose of this document is to help organisations that work with young people to **understand** and **measure** the impact they have on a young person's journey to employment. It identifies the factors that affect young people's journeys to work and presents a model that can be used by organisations to help them think about their impact, map the outcomes they aim to achieve, and decide how to structure an evaluation. It also provides a list of tools that can be used to evaluate programmes, though this is not comprehensive.

This guide was produced with input from charities and funders. It is designed for practitioners for whom understanding and measuring impact may be all or part of their job.

The problem of youth unemployment

In February 2013 18.9% of young people aged 16 to 24 (1.37 million) were not in employment , full time education or training. Nearly one million young people looking for a job were out of work.[1]

These headline figures hide a mass of stories and experiences. Transitions to adulthood are becoming increasingly difficult: because of the economic outlook, growing competition for jobs, and the breakdown of traditional pathways into work.[2] For some young people, lack of support in the home, a bad experience of school, or a traumatic event can be disruptive and throw them off course.

Spending a long period of time out of work is harmful to a young person's future life chances and happiness.[3] Researchers have found evidence for a 'wage scar'[4]: someone who is unemployed as a young person is likely to earn substantially less over his or her lifetime, is more likely to rely on state benefits, and has a greater chance of experiencing depression in early adulthood.[5,6]

As well as reducing a person's well-being, these consequences have substantial financial costs to society and the taxpayer. A study for the Association of Chief Executives of Voluntary Organisations' (ACEVO) Commission on Youth Unemployment found that in 2012 youth unemployment was set to cost the UK exchequer around £4.8bn and the wider economy £10.7bn in lost output.[7]

Why understanding impact is important

Tackling youth unemployment is a priority. All organisations working with young people need to have a clear sense of what they want to achieve and how they are going to go about it. For charities and social enterprises, this is about having a positive impact on young people's lives.

Understanding and measuring impact helps organisations to show what they achieve, identify problems, and learn how to improve. It is often required by funders, whether trusts or foundations seeking to demonstrate their charitable value, or government agencies keen to show value for

money. Proving the impact of your work has other important functions too: to motivate staff, engage service users, and communicate outcomes to other stakeholders.

'Shared' measurement

Collectively, organisations that work with young people on their journey to employment do not have a common approach to assessing the progress of those they help. This hinders their ability to demonstrate value, learn from each other and improve their work.

A 'shared' approach to measurement can make it easier for organisations to learn from each other, help them save on the cost of developing their own tools, and build the evidence base around what works. The idea of 'shared measurement' has two components. Firstly, it is about having a common understanding of *what to measure*. This is the purpose of the framework we present in this report, which can be used by a wide range of organisations to understand the outcomes that contribute to young people achieving sustainable employment. The second component is having a common understanding of *how to measure*—using common tools and approaches. This is the purpose of the list of tools for programme evaluation that we suggest in the appendix.

In developing the framework we drew on the key success factors identified in the *Blueprint for Shared Measurement*[8]*,* which explores how to develop, design and implement successful shared measurement approaches based on an analysis of previous initiatives.

How to use this guide

Section 1 identifies the factors that contribute to young people getting and sustaining a job. It discusses the influence of personal circumstances and identifies six groups of skills, capabilities and experiences that can affect a young person's chances of finding work. In this section we present evidence of each factors' link to employment.

Section 2 presents our framework for understanding a young person's journey to employment. It is a visual tool to help organisations think through their objectives and decide *what to measure*.

Section 3 introduces a series of tools and approaches to measuring impact. It provides an overview of some of the key issues in evaluation and is designed to help organisations think through *how to measure*. The appendix provides extracts from each of the tools.

How we developed this guide

This guide was developed from a thorough review of literature and consultation with experts and practitioners. We drew on existing work on outcomes for young people and research on 'employability', including academic papers, research reports and various 'grey' literature. We met with employment advisors, government officials, programme managers and other experts to gain insights.

To guide the development of the framework, we established an advisory group of 19 experts. The group met twice and provided additional input during the development process. A full list of acknowledgements is included at the end of this document.

Section 1

The journey to employment

This section identifies the factors that contribute to a young person getting and sustaining a job. It covers the influence of personal circumstances and outlines six groups of skills, capabilities and experiences that can affect a young person's chances of finding work.

The end point: young people in employment

Helping young people to find a job and sustain it is the ultimate objective of all organisations working to improve the employability of young people, even if they do not directly seek it through their activities. The government's Work Programme pays providers for a 'job outcome' after a participant on the programme has been in a job for three or six months, and then again every four weeks for up to two years, (depending on how far they are from the labour market).[9] This definition of a 'job outcome' is simple and widely used across a range of employability programmes.

However, for some organisations working to help young people into work, this definition is too narrow. It tells us nothing about how young people reach this point, and the journey they have to make to get there. Moreover, getting a job is not the end of this journey. Ideally they will have productive and fulfilling careers in their chosen area. Below we explore a broader definition of job outcomes.

Defining the 'journey'

Evidence from the literature and insights from our consultation with experts show that achieving a successful job outcome depends on a number of factors. Below we identify seven factors that can impact a young person's journey to work.

Personal circumstances

Many aspects of an individuals' personal circumstances can affect their ability to participate in the labour market. These include access to resources (such as transport or the internet), risky behaviours (such as alcohol or drug problems), and family issues (such as caring responsibilities). They are sometimes referred to by practitioners as 'barriers' or 'presenting needs'.

Building skills, capabilities and experiences

Young people need to develop a range of competencies to succeed in the labour market. Our research identified six groups of skills, capabilities and experiences.

- **Emotional capabilities**
  An individual's ability to manage their emotions and persevere when setbacks occur. This includes personal assets such as self-esteem, and having grit and determination to succeed.

- **Attitudes**

  An individual's outlook and approach to learning and work. This includes their general feelings about participating in work and their aspirations.

- **Employability skills**

  The attributes required to succeed in the workplace, and work with others. These include communication, teamwork and leadership skills.

- **Qualifications, education and training**

  The acquisition of knowledge and experience through school, college or training. This includes qualifications and attainment, as well as conduct and behaviour.

- **Experience and involvement**

  The activities young people participate in, and experiences they gain, outside school or college. These include work experience, involvement in the community, and networks developed as a result.

- **Career management skills**

  The knowledge and skills required to find a job. This includes having career direction, understanding how to search for jobs, and presentation to employers.

Individual young people may need support with all, some, or none of these. We know that everyone's journey is different and there is not any single factor that guarantees success in the labour market.

Towards a broader definition of job outcomes

The definition of a job outcome as getting a job and sustaining it for a set period of time is appealing in its simplicity. But once in work, young people's experience and the fulfilment they get from their job is also important. This means quality of work—for example salary, job satisfaction, and opportunities for progression—could (and perhaps should) be recognised in a broader definition of a successful job outcome.

Each of these areas is discussed in more detail below, with a description of the evidence for its link with employment outcomes.

Personal circumstances

A large number of personal circumstances are linked with a young person's ability to find and sustain work. The outcomes factors listed below are not exhaustive, but include the main issues emphasised in the literature. **Availability and cost of transport** can be a significant constraint, hindering job search activities and the ability to sustain employment.[10] It is an issue that disproportionately affects young people and varies according to where they live. **Access to the internet** is important for finding, gaining and sustaining work. Research has shown that those who

have access to the internet are more confident in their ability to get a new job, and find it easier to access careers advice.[11]

Family circumstances often affect young people's employment opportunities. Young parents are the group most likely to spend a long period of time not in education, employment or training (NEET). Pregnancy or parenthood has been shown to increase a young person's risk of being NEET for six months or more by almost three times.[12] [13]Unpaid **caring responsibilities** for someone who is sick, disabled or elderly also affect prospects—one in ten of those not in education, employment or training gave 'family caring responsibilities' as a reason for not continuing with education after age 16.[14] **Young people with physical disabilities or learning difficulties** are over-represented in the NEET group and have lower prospects of securing employment, as well as lower average wages.[15] **Young people with mental health disorders** can suffer disruptions to their education and early career, and are less likely to be employed as an adult.[16]

Risky behaviours are associated with greater likelihood of being not in education, employment or training, although the relationship between cause and effect is often unclear. 71% of young people who are NEET report **using drugs**, compared with 47% of their peers.[17] Unemployed people are more likely to **commit crime**, and offenders are significantly more likely to be unemployed than the general population.[18]

It is not always necessary or possible for an individual to fully and permanently overcome these circumstances to enter work. Evidence from the Department for Work and Pensions (DWP) employment support programmes suggests that in some cases marginal improvements can be enough to help someone secure a job.[19] However, difficulties are likely to continue or re-emerge in employment, and may require on-going management and support.

Indicators

Access to transport: a young person is able to travel to access employment and training opportunities.

Access to the internet: a young person has access to the internet for education, training and job search.

Access to childcare: a young parent is able to manage responsibilities for caring for children alongside education, training and employment.

Access to support for young carers: a young person is able to manage unpaid responsibilities for caring for someone who is sick, disabled or elderly alongside education, training and employment.

Access to support for young people with physical and mental health problems: a young person with physical or mental health problems has improved access to education, training and employment opportunities.

Reduced substance abuse: a young person has reduced levels of drug and alcohol abuse.

Reduced offending/anti-social behaviour: a young person has reduced levels of offending/anti-social behaviour.

Emotional capabilities

Emotional capabilities are essential to live and work independently. A young person's outlook on life is known to impact upon education and employment outcomes.

Young people with low **self-esteem** are less likely to attain post-secondary education and to be employed 14 years later.[20] Poor self-esteem is linked to job quality and degree of supervision in a job, and can be a good predictor of future earnings.[21, 22] An individual's 'locus of control', or the degree to which they feel they have **autonomy** over their life, is also associated with earning potential.[23]

Studies have shown that possessing **grit**, defined as perseverance and passion for long-term goals, is linked to successful educational and career outcomes.[24] Research suggests that these characteristics are a more accurate predictor of a child's academic and occupational success than cognitive ability.[25] **Empathy**, a person's ability to understand and appropriately respond to their own and others' emotions, is an important attribute when working with others. Employers place great value on emotional capabilities such as empathy, particularly as the number of service sector jobs increases.[26]

Indicators

Self-esteem: a young person has an improved perception of his or her own value or worth.

Autonomy and control: a young person has increased confidence in their ability to affect situations and have control over the direction of their life.

Grit and determination: a young person has increased perseverance and passion for long-term goals.

Empathy: a young person has an improved ability to understand the emotions of themself and others and respond appropriately.

Attitudes to education and work

Aspirations are important to motivate young people and provide a sense of purpose during their journey to employment. There is a link between educational aspirations and attainment: young people with higher educational aspirations exhibit greater motivation and attainment than their peers, as do those whose parents hold higher educational aspirations for them.[27]

Aspirations are also directly linked with likelihood of being in education, training or employment. Research using data from the British Youth Cohort Survey has found that young people with uncertain occupational aspirations, or aspirations misaligned with their educational expectations, are more likely to become NEET by age 18. Uncertainty and misalignment are both more widespread and more detrimental for those from poor backgrounds.[28]

Having a **positive attitude** to work is linked to improved employment outcomes. More than two fifths (42%) of 14 year olds who disagree strongly that having a job or career is important are NEET four years later.[29] In recent national surveys of employers, having a positive attitude and being motivated was identified as one of the attributes most lacking in education leavers.[30, 31] Other studies endorse this view, with employers reporting that they place more value on a good attitude than on basic skills when hiring low-skilled workers.[32]

Indicators

Aspirations: a young person has ambitious but realistic goals for the future.

Attitude and motivation to work: a young person has an improved outlook in relation to work, positivity towards getting a job and the idea of working for a living.

Employability skills

Employability skills have an important bearing on success in the workplace, including future earnings. These skills, such as **team working, communication, problem solving,** and **self-management,** are highly valued by employers, often far more than educational qualifications.[33] The Confederation of British Industry's annual employer survey consistently rates employability skills as the greatest priority when recruiting graduates, with 82% of respondents valuing these as important in 2011.[34] Many of these employers believe employability skills need improving. 55% reported that they were not satisfied with the self-management skills of school and college leavers, and 43% were not satisfied with problem solving abilities. The same survey also found that the development of employability skills is rated by employers as the highest priority for 14-19 education, ahead of standards of literacy and numeracy, and science and maths skills.

Research in the US has found that non-cognitive traits among high school students, including **leadership**, industriousness and perseverance, predict higher occupational attainment and earning.[35] There is also evidence that individuals who develop leadership skills through holding positions at school are more likely to occupy managerial occupations as adults, and command higher

Indicators

Teamwork: a young person is able to work effectively with others.

Communication: a young person is able to effectively convey their opinion and interact with others.

Problem solving: a young person is able to generate ideas and develop solutions.

Self-management: a young person is able to organise themselves and their workload effectively, including timekeeping and planning.

Leadership: a young person is able or has potential to organise and provide direction for a group of people to achieve a common goal.

wages.[36,37]

Qualifications, education and training

Experience at school, college or in training, and what young people achieve during this time, has a significant effect on their future success in the workplace. Poor **basic skills** are associated with long-term unemployment.[38] People with poor numeracy skills are more than twice as likely to be unemployed as those who are competent at numeracy.[39] 63% of men and 75% of women with very low literacy skills have never received a promotion.[40] IT skills are also linked to employment prospects, both due to the importance of IT in applying for jobs, and as a competency needed in the workplace. A survey by The Prince's Trust of 1,378 15-25 year olds found that young people who are NEET are significantly less likely to use computers for job-search related tasks than their peers, largely due to a lack of confidence. 17% of the NEET young people surveyed believed that they would be in work if they had better computer skills.[41]

Achieving qualifications is linked to employment prospects and earning potential. The higher an individual's qualifications, the more likely they are to be in employment.[42] Fewer than half of those with no qualifications are in work, compared to nearly 90% of those with graduate-level qualifications.[43] For example, some employers will only recruit graduates. Research has shown that the majority (60%) of large employers think that qualifications are a good indicator of the skills they require when recruiting.[44] Analysis of data from the UK's national Labour Force Survey also shows links between the highest level of qualification gained and an individual's earning potential. Employees educated to A Level or equivalent earned on average 15% more per hour than those educated to GCSE level, while those with a degree or higher earned around 85% more than those educated to GCSE level.[45]

Attendance and behaviour can impact upon educational attainment, and in turn, employment prospects. Poor attendance at school is associated with lower academic achievement: only 3% of children who miss more than 50% of school achieve 5 GCSEs at grades A*-C, compared to 73% of students with 95% attendance or higher.[46] Persistent truants are over five times as likely to become NEET at 16 than those who never played truant.[47]

Self-reported misbehaviour has been shown to have a negative influence on performance at GCSE, and links to a greater chance of being NEET at 16-18.[48] Young people excluded from school are particularly likely to be NEET, with 21% of those excluded in years 10 or 11 NEET at age16.[49]

> **Indicators**
>
> Basic skills: young people have improved basic skills in literacy, numeracy and IT.
>
> Achieving qualifications: young people have improved performance in academic and/or vocational qualifications, which demonstrates an individual's competency.
>
> Attendance and behaviour: young people have an imrpvoed record at school or college, including whether they are present and their conduct.

Experiences and involvement

Employers identify experience of work as one of the areas most commonly lacking among education leavers.[50] **Work experience** gives young people valuable understanding of the workplace and the conduct expected of them. It can also help them make career choices, set realistic aspirations, and develop employability skills.[51,52]

Work experience gives an important signal to potential employers, particularly if it is paid. Research suggests that working part time during school reduces time NEET after compulsory education by one day for every hour a young person works in a year.[53] Work experience is also important for expanding a young person's employer **networks**. There are links between the number of contacts a young person has had with an employer while at school and their confidence in progressing towards ultimate career goals, likelihood of whether they are NEET, and earnings if in work aged 19-24.[54]

The quality of work experience is important: poor quality experience can reinforce low aspirations, particularly for young people from disadvantaged backgrounds.[55] A **young person's perception of the value of work experience** can be an indicator of quality.

It has long been recognised that employers select candidates on the basis of a variety of experiences.[56] **Community involvement** can help to enhance employment prospects through building skills and experiences. Recent research suggests that labour market pressure is a key part of young people's decision to become involved in extra-curricular activities, so that they can add value to their employment credentials and match employers' expectations. This motive is stronger for volunteering and for young people holding leadership positions (as compared to sports or artistic activities).[57]

Research shows that the benefits of volunteering include increased self-esteem and confidence, but the link between this and finding a job has not been established.[58] Qualitative research suggests that volunteering can increase employability among jobseekers, but that this increase depends on the quality, support and training available.[59]

Indicators

Work experience: a young person has experience of the workplace (paid or unpaid).

Perceived value of work experience: a young person thinks their experience is valuable, helping them to develop skills and gain knowledge.

Networks: a young person has increased employer networks.

Community involvement: a young person is involved in activities in the community.

Career management skills

Researchers agree that securing employment increasingly relies on young people having the knowledge, ability and adaptability to navigate the opportunities available.[60, 61] People with confidence in their ability to perform career management activities are more likely to be active jobseekers, have strong career identities, and a greater success rate of converting job interviews into job offers.[62] [63]

Career direction—the ability to make career choices and set realistic aspirations—is important for a successful transition into employment, and career progression. Research has found a strong correlation between career uncertainty and NEET status at age 16 to 18.[64] Having clear and realistic career expectations is linked to improved adult employment outcomes.[65] Career direction competencies include self-awareness (the ability to diagnose abilities and occupational interests), knowledge of relevant career opportunities, and the ability to develop a strategy to pursue career goals.[66]

Young people require **job search skills** to identify and pursue employment opportunities. This can include using newspapers and the internet to search for opportunities, using employment agencies, and asking family and friends. To secure a job, a young person needs to be able to **effectively present themself to employers**. This may be through a written CV or application form, or a face-to-face interview. There is no clear evidence on what type, how many and what intensity of job search and application approaches are most effective—this varies according to context. Some studies suggest that increasing the number of different methods of job search increases the chances of finding a job, whereas other studies find no link and indicate that there may even be a negative relationship.[67] Research does show that an individual's confidence in their ability to perform job search skills and effectively present themselves to employers is linked to improved outcomes.[68]

> **Indicators**
>
> Career direction: a young person's is able to formulate realistic career goals, and plan how to achieve these.
>
> Job search skills: a young person has the skills to search for employment and uses these in practice to look for work.
>
> Presentation to employers: a young person is able to effectively present themself to employers as part of the job search process, including through application forms and interviews.

Employment destination

Entry into employment and **sustaining employment** are often the main measures of success for employability programmes.

However, the **quality of employment** has important implications for individual, social and economic wellbeing.[69] Pay, hours and employment security, plus training opportunities, indicate job quality. A regular salary and job security provide a basis for individuals to invest in their future—for example to save up for a deposit on a house or begin a family.

Job satisfaction is also an indication of the quality of employment, including fit with a young person's skills and aspirations. Multiple research studies have found that job satisfaction is an important factor in influencing a worker's health, particularly their mental health.[70] Job satisfaction also impacts upon overall life satisfaction, family relationships and lifestyle choices.[71]

Indicators

Entry into employment: a young person enters paid employment.

Sustaining employment: a young person remains in paid work for a minimum number of cumulative or continuous weeks.

Quality of employment: a young person enters employment that meets [specified] quality standards.

Young person's satisfaction with employment: a young person's shows a certain level of satisfaction with their job.

Section 2

The Journey to EmploymenT (JET) framework

This section presents our framework for understanding a young person's journey to employment. It is a visual tool to help organisations think through their objectives and decide *what to measure*.

The JET framework

The diagram opposite represents a young person's **J**ourney to **E**mploymen**T**—**the JET framework**. In the centre of the diagram is the job outcome. We recognise that a job outcome is not just about getting and sustaining employment. It is also about the quality of the work, and the satisfaction gained from it.

Surrounding the central job outcome are the factors that contribute to this, as discussed in the previous section. For each of these areas a number of indicators are listed, reflecting what our research shows is most important in the journey to employment. However, this list of indicators is not comprehensive and more could be added if required.

The complexity of job outcomes is reflected in the structure of the framework. The journey is not linear and many of the factors interact with each other to contribute to employability. We know that everyone's journey is different and there is not a single factor that guarantees success in the labour market. Individual young people may need support with all, some, or none of these areas.

The framework also recognises that there are external factors that affect a young person's ability to get and sustain a job. Perhaps the most significant of these is the state of the economy and the labour market.

Additional versions of the diagram are available at inspiringimpact.org.

Journey to EmploymenT framework (JET)

Intrinsic factors

Employability skills

Attitudes

+

+

+

Qualifications education + training

Emotional capabilities

Employment
+ Sustainable
+ Quality

Experience + involvement

+

+

Personal circumstances

Career management

Extrinsic factors

External factor: The labour market
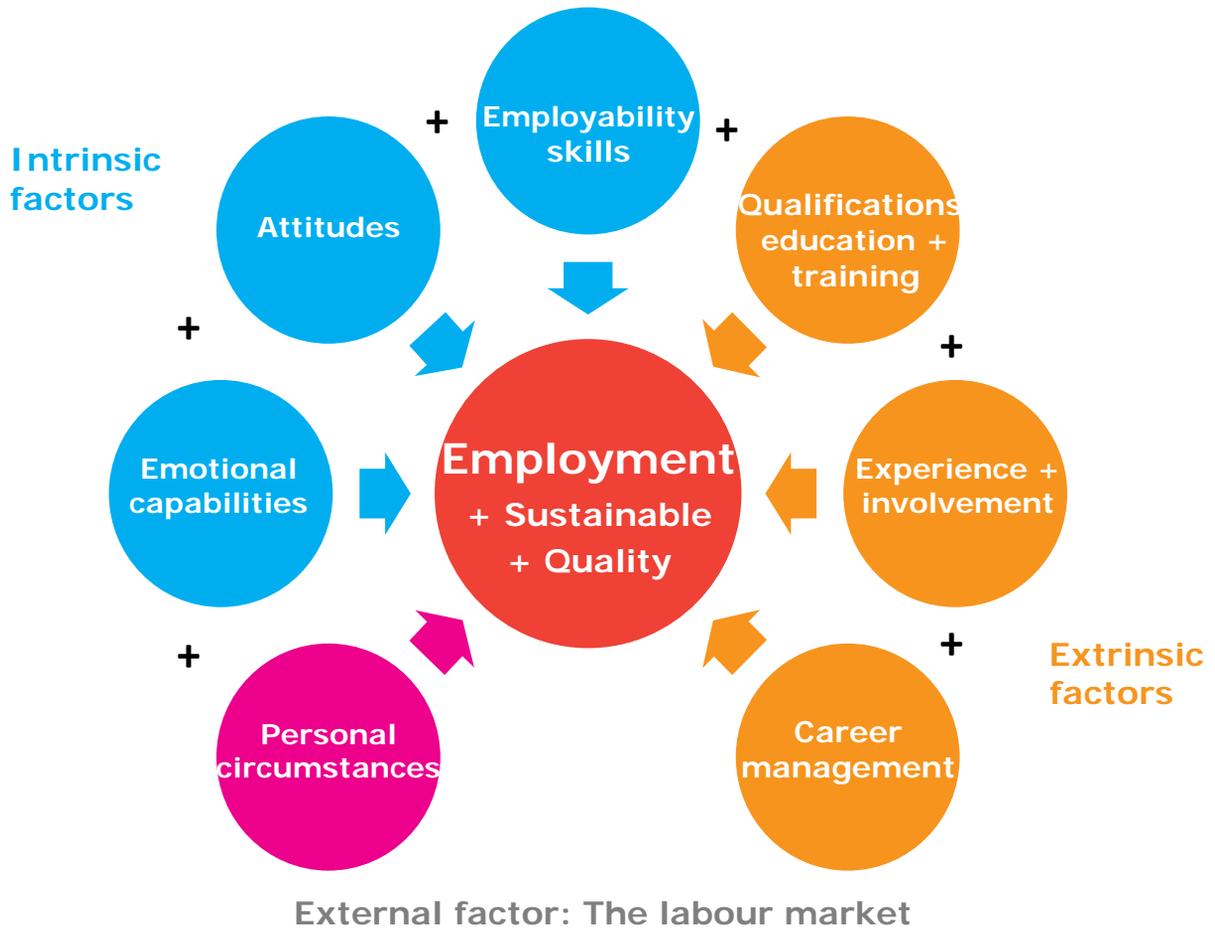
EMOTIONAL CAPABILITIES
- Self-esteem
- Autonomy and control
- Grit and determination
- Empathy

ATTITUDES
- Aspirations
- Attitudes to work

EMPLOYABILITY SKILLS
- Teamwork
- Communication
- Problem solving
- Self-management
- Leadership

QUALIFICATIONS, EDUCATION + TRAINING
- Basic skills
- Achieving qualifications
- Attendance and behaviour

EXPERIENCES + INVOLVEMENT
- Work experience
- Perception of value of work experience
- Networks
- Community involvement

CAREER MANAGEMENT
- Career direction
- Job search skills
- Presentation to employers

PERSONAL CIRCUMSTANCES
- Access to transport
- Access to the internet
- Access to childcare
- Access to support for young carers
- Access to support for disabled people
- Reduced substance abuse
- Reduced offending/anti-social behaviour

EMPLOYMENT
- Entry into employment
- Sustaining employment
- Quality of employment
- Satisfaction with employment

Using the JET framework

The JET framework describes the journey to employment and the key factors that affect it. The framework has a number of possible uses:

Reviewing your aims and strategy

The framework can be used to help develop strategy or review existing plans. By highlighting the key factors that are important in a young person's journey to employment, the framework provides the raw materials to create a 'theory of change' for your work.[72]

A theory of change is a conceptual map that links an organisation's activities to its final outcomes and goals. It is useful to help you clearly understand and articulate your mission and how your work contributes to this.

Using the JET framework allows you to ask yourself *'which factors does my organisation effect and how?'* Your work may focus on one or all of the factors, and may or may not directly result in young people getting a job. The framework offers a way to show how your work contributes to improving young people's employability.

Evaluating your programmes

Evaluation is about being able to describe the impact or change that has happened during a programme or intervention. It typically involves aggregating results at a group level to show the impact of a programme as a whole on outcomes for young people.

But working out what to evaluate can be a challenge. To evaluate effectively, you need to focus on what is important, which differs by organisation, activity and individual. The JET framework can help you decide *what* outcomes are important for you to measure. Once you have identified these, Section 3 of this report will help you think about *how* to measure them.

Supporting individuals

While the framework was developed for the purpose of programme evaluation, it may also have wider uses. Casework tools are often used by practitioners to understand, track and respond to the needs of service users. Examples include the Rickter Scale, Work Star, and numerous in-house systems. These are designed to be used by a practitioner on a one-to-one basis with service users to structure conversations and tailor services to their needs.

The JET framework highlights aspects of young people's lives that are important to achieving a successful job outcome. Individual young people may need support with all, some, or none of these. The framework could be adapted to help you develop a casework tool for your organisation, focusing on the outcomes important to your service users.

Section 3

Measuring the journey

This section provides an overview of some of the key issues in evaluation and introduces a series of tools for measuring impact. It is designed to help organisations think through *how to measure*. Extracts from each of the tools are provided in the appendix.

Key issues in evaluation

When designing an evaluation there are a number of key issues that you need to think about, which we outline below.

Types of outcomes

When thinking about the range of skills, capabilities and experiences young people need on their journey to employment, it is important to capture a range of outcomes. The Young Foundation identifies two types of outcome:[73]

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

The most reliable way to measure intrinsic outcomes is by using psychological scales. These are short questionnaires designed by psychologists and sociologists to measure subjective beliefs and attitudes, such as self-esteem or empathy. Extrinsic outcomes can be measured by observing activity and behaviour, and by looking at the choices that individuals make.

Both intrinsic and extrinsic outcomes are important. Historically, providers and commissioners of services for young people have found it easier to measure extrinsic outcomes. However, it is possible to rigorously evaluate both intrinsic and extrinsic outcomes, and organisations should measure the outcomes that best capture the value of their services.

Measuring outcomes or outputs?

Measuring outcomes—the changes, benefits, or effects that happen as a result of an organisations work—provides the best sense of a programme's impact. However, in some areas outputs—the products or services that result from an organisation's activities—are the most practical and useful measure. For example, for work experience, evidence shows that the length of a placement and whether it is paid or unpaid are outputs that are perceived by employers as powerful signals of employability. This is easier to measure than the outcome: what individuals learnt from their

experience and how it influences their behaviour. In any comprehensive approach to evaluation, measures of both outcomes and outputs are likely to play a part.

Proportionality

Measurement should be proportional. It should provide you and your stakeholders with useful information. To achieve this, prioritisation is important—it is better to measure a few key outcomes well, rather than measuring lots of outcomes in a less robust and meaningful way. The JET framework aims to give a comprehensive overview of the outcomes relating to youth employability so that organisations can choose to measure those which are most relevant to them.

Once you have selected the outcomes you want to measure, you need to consider how to do so in a way that is practical and not overly burdensome on staff and service users. Prioritise the tools that will give you the most relevant and useful data. In some cases you may want to choose certain single questions rather than using a tool in full. However, psychological scales should not be changed as they have been rigorously tested to measure specific characteristics. Further detail on this is provided in the **Types of tool** section below.

Timing your data collection and the importance of good baseline data

When you choose to collect data is critical to ensuring it is good quality and useful. You need to consider when is the best time to take a baseline measure, and when to take a follow-up measure to see how things have changed.

Baseline data is information gathered prior to a programme beginning—to capture the situation before you start to help young people. This provides a point of comparison for assessing your programme's impact. If you do not collect good baseline data then you will not be able to make a reliable comparison, and will risk underplaying your impact. This principle applies to all methods of evaluation.

Where appropriate, a follow-up measure should be taken after the end of the programme to capture the immediate benefits to the people taking part, and at a later point in time (for example, one month later) to capture long-term impact.

Where programmes involve participants joining at different times of the year or in small groups, you will need to gather data over a continued period. In this case, individual surveys can be administered whenever someone starts using a service for the first time, and then followed up after a set time. This is known as a rolling survey.

Attributing results

A common question relating to evaluation is *'how do I know whether the difference I see in young people's lives is due to my programme, or to other causes?'* Measuring and isolating the impact of a particular service on a young person's journey into employment is not straightforward. Part of the

difficulty lies in the huge variety of influences on young people's lives, including school, youth projects, family, friends, professionals and the wider community.

Unfortunately, the simple answer is that you can never be 100% certain when it comes to attribution. When working with young people, it is not possible to completely isolate different factors or conditions in the way that you can in a laboratory or scientific experiment.

The nearest thing in evaluation is to use a control or comparison group, which allows you to state what would have happened in the absence of your work. By comparing the results of your experiment with what happens to the control group over the same period of time you can isolate the impact of the programme or intervention you are testing.

It is always worth thinking about whether you could run a control group. However, it may not be possible or desirable. First, it is expensive, and not worth doing unless you do it properly. And second, you need to be careful when working with a particularly vulnerable group that you do not deliberately exclude some of them from receiving a service that you have good reason to believe will benefit them. Although not ideal, without a control group your results may still be able to give you a sense of the difference you make to young people's lives. When presenting your results it can be useful to talk about *contribution* rather than attribution—recognising that there are many influences on young people's lives and your work is one of them.

Research ethics

Anyone involved in research and evaluation should take time to ensure that their studies are designed and conducted in an ethical manner. As in the wider world, ethics in research relates to questions about what is right and wrong. Conducting an ethical review of your research is like assessing any proposal—it involves working out whether what you are doing is right or wrong, ensuring its integrity, and protecting the people involved.

Some of the main issues you might want to consider relate to how you ask people to participate, and confidentiality. For example, it is good practice to explain to participants why you are asking them to complete a survey and how you will use the answers they give.

For a brief overview of the issues to consider in research ethics, you can read NPC's guide available on our website, www.thinkNPC.org.[74]

Skills and confidence

Evaluation should not be something that anyone is scared of. Although you do need some skills and knowledge to undertake evaluation, many of the most effective evaluations are very simple. Measurement and evaluation is often a source of anxiety for organisations. Choosing the right method, ensuring it is robust and credible, and worrying about what you might find are all common concerns. If you are not confident, a day's training can get you a long way. Or you can always ask for advice from an expert. This guide is written for non-experts and we hope that it provides a useful starting point for your evaluation journey.

Choosing tools for measurement

Once you are clear about the objectives of your work and what outcomes you want to measure, the next step is to work out how to do so.

Types of tool

In **Table 1** below we present a series of tools covering each of the aspects of a young person's journey to employment identified in the JET framework. These measures have been drawn together from existing sources. The types of tools differ depending on what is being measured. The main types of tool included in the framework are listed below.

Psychological scales

Psychological scales are short questionnaires designed by psychologists and sociologists to measure subjective feelings, beliefs and attitudes, such as self-esteem or empathy. They usually include a series of statements, with respondents indicating on a scale the extent to which they agree with each (for example, see the measures for emotional capabilities in the **Appendix**).

Psychological scales are the most robust way of demonstrating change in intrinsic outcomes, such as self-esteem or attitudes. They are designed to be objective and produce unbiased results, and are rigorously tested for validity and reliability. Importantly, they cannot be altered or changed as every statement in the scale is given a value, which is added together to produce a total score.

Behavioural and activity tools

Extrinsic outcomes such as educational attainment and entering work are, compared to intrinsic or soft outcomes, easily observed, and can be measured by asking young people to report on their activities and behaviours or by getting data from other parties, such as schools.

Bespoke tools

Where there is not an established scale for analysing an indicator (for example, career direction), we have compiled relevant questions from existing sources, based on what evidence suggests are the most important elements influencing youth employability. These can include both psychological scales and activity measures, and sometimes a combination of the two. Where possible we have selected questions from government surveys as these have been thoroughly tested for validity and reliability, and large national datasets are available for comparison.

Collecting data

To gather data for programme evaluation the tools listed above can be incorporated into a questionnaire for young people to complete. This can be paper-based or use online survey software. For the purposes of programme evaluation, questionnaires usually only work if they are completed anonymously and without interference from anybody else (including an employment adviser or youth worker). This is because people are likely to respond in a socially desirable way if the questionnaire is not anonymous, and this can compromise the results.

Criteria for selection of tools

The selection of tools for inclusion in this list is based on our assessment of robustness, cost, and ease of use. We have selected tools that are free to access and, where possible, have comparison datasets available. We have also tried to identify tools that are applicable to the widest age group possible so they can be used by organisations working across the field of youth employability. In some cases this has meant selecting less robust tools.

The **Appendix** contains more details of each of the tools, including an excerpt and information about where to find further details. The list of tools is not definitive, but is a good starting point for planning an evaluation. It is designed to be a browsable resource.

Table 1: List of measures corresponding to the JET framework

	Indicator	Tool	Page number
Personal circumstances	**Access to transport**	Transport-related barriers to work module, National Transport Survey	29
	Access to the internet	Innovation Panel Wave 1, Understanding Society	30
	Access to childcare	Job search module, LSYPE Wave 5	32
	Access to support for young carers	Caring module, Understanding Society Wave 1 Young Carers module, Northern Ireland Young Life and Times Survey 2010	34
	Reduced substance abuse	Risk behaviours module, LSYPE Wave 5	36
	Reduced offending/anti-social behaviour	Risk behaviours module, LSYPE Wave 1	38
	Access to support for disabled people	Disability module, LSYPE Wave 4	39
Emotional capabilities	**Self-esteem**	Rosenberg's Self-Esteem Scale	42
	Grit and determination	Duckworth et al's 8-item Grit Scale	43
	Autonomy and control	Pearlin's 7-item Mastery scale	44
	Empathy	California Healthy Kids Survey 3-item empathy scale	45

Attitudes	**Aspirations for education**	Educational Aspirations module, Understanding Society Innovation Panel Wave 3; University and Higher Education module, LSYPE Wave 4;	**46**
	Attitudes and aspirations for work	Attitudes to Work module, LSYPE Wave 7; Young adults module, Understanding Society Wave 2: Main questionnaire	**48**
Employability skills	**Team work**	Personal Development scale, National Citizen Survey Questionnaire	**50**
	Communication		
	Problem solving		
	Self-management		
	Leadership		
Qualifications, education and training	**Basic skills**	Qualifications	**52**
	Achieving qualifications	Qualifications	**52**
	Attendance	School records; ONS data	**53**
	Behaviour	School records; ONS data; Rules and Discipline module in LSYPE, Wave 1	**53**
Experiences and involvement	**Work experience**	Bespoke survey	**54**
	Employer networks		
	Perceived value of work experience	Student perceptions of work experience survey (Department for Education and Institute for Education Business Excellence (IEBE)	**55**
	Community involvement	Volunteering module LSYPE, Wave 7; Do-it Volunteer Satisfaction Survey 2012	**57**
Career management	**Career direction**	Future Plans and Advice module, LSYPE Wave 1 Jobs and Training module, LSYPE Wave 7	**59**
	Job search skills	Non-employment module, Understanding Society, Main survey wave 1	**60**

	Presentation to employers	Job Applications module, Continuous Household Survey	**60**
Employment	**Entry into employment**	DWP Innovation Fund measure of employment	**64**
	Sustaining employment	DWP Innovation Fund measure of sustained employment	**64**
	Quality of employment	Workplace Employee Relations Study: Employee Survey 2011	**65**
	Satisfaction with employment	Job satisfaction module, Understanding Society; Workplace Employee Relations Study: Employee Survey 2011; Jobs and Training (Career) module, LSYPE Wave 6	**67**

What next?

Youth unemployment is one of the greatest challenges facing the UK. This report presents the Journey to EmploymenT (JET) framework for understanding the journey young people make to get into the workplace. It aims to provide organisations working with young people, funders of all kinds, and the sector as a whole, with a clear and logical way of thinking about how and what to measure to understand what works in youth employability.

For organisations working with young people

Understanding and measuring impact can help organisations show what they achieve, identify problems, and learn how to improve. This guide provides practical advice for organisations on what steps to take to achieve these benefits. We hope that it can be a useful starting point to help you think about impact, map the outcomes you aim to achieve, and decide how to structure an evaluation.

For the youth employability sector

As well as helping individual organisations to measure their impact, the JET framework aims to support the youth employability sector as a whole to improve measurement. The report is based on the principle of shared measurement—supporting organisations working in youth employability to develop a common understanding of what and how to measure.

Shared measurement can offer many benefits, including saving organisations the time and resources involved in developing their own tools, supporting organisations to learn from each other, and building the evidence base on what works.

This report is a first step towards establishing a shared measurement approach for youth employability, but there is a long way to go before the full benefits can be realised. Inspiring Impact's *Blueprint for shared measurement* identified several key factors necessary for shared measurement approaches to be successfully implemented and sustained. These include: using a technology platform to make measures easily accessible and support comparison of results; refining tools based on feedback from organisations using an approach; and securing continued funding to support dissemination, implementation and ongoing refinement of an approach.

Funders have an important role to play in taking shared measurement forward— helping organisations to measure their impact and using the data that organisations collect to assess the impact of their funding. Funders are uniquely placed to aggregate data, identify trends in what works, and disseminate this knowledge in order to build the evidence base.

We hope the JET framework and this report provide a useful first step to improve standards of measurement and build our understanding of what works to help young people into employment.

You can find further information on shared measurement and upcoming projects on NPC's website, www.thinkNPC.org.

Acknowledgements

Appendix:

Suggested evaluation tools

Personal circumstances

Access to transport

How to measure:

The *National Transport Survey* asks questions on transport-related barriers to work. These can be asked of young people to help determine whether they face transport barriers to work and if so, what these barriers are.

Source:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/49692/nts2011-technical.pdf

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1. **In the past 12 months have you turned down a job or decided not to apply for a job you were interested in due to problems with transport?**

    a. Yes—turned down a job   ☐
    b. Yes—decided not to apply for a job   ☐
    c. No   ☐

2. **If you turned down job or decided not to apply for a job because of transport problems, what sort of problems with transport were these? SELECT ALL THAT APPLY.**

    a. Too far   ☐
    b. Car not available   ☐
    c. Don't have a current driving licence/can't drive   ☐
    d. Cost of petrol   ☐
    e. Lack of parking facilities   ☐
    f. Cost of parking   ☐
    g. Traffic congestion/roadworks   ☐
    h. Inadequate public transport   ☐
    i. Cost of using public transport   ☐
    j. Personal physical difficulties/disability   ☐
    k. Personal safety concerns   ☐
    l. Other (specify)   ☐

    _____

Access to the internet

How to measure:

The government's *Understanding Society* study, which explores the social and economic circumstances and attitudes of people living in 40,000 UK households every year, asks questions on internet access. These questions can be asked of young people to help determine whether a young person faces barriers to accessing the internet, and if so, what these barriers are.

Source:

Question 1, 3-5: *Understanding Society*, Innovation Panel Wave 1
https://www.understandingsociety.ac.uk/documentation/innovation-panel/questionnaires

Question 2: *Internet Access—Households and Individuals* 2012
http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-270031

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1. **Does your household have access to the internet from home?**

   a. Yes ☐
   b. No ☐

2. **[If no] why does your household not have regular internet access?**

   a. Have access to the internet elsewhere ☐
   b. Don't need internet (not useful, not interesting, etc.) ☐
   c. Equipment costs too high ☐
   d. Access costs too high (telephone, broadband subscription) ☐
   e. Lack of skills ☐
   f. Privacy or security concerns ☐
   g. Broadband internet is not available in our area ☐
   h. Physical or sensorial disability ☐
   i. Lack of knowledge or confidence to use the internet ☐
   j. Concern about harmful material etc. ☐
   k. Other ☐

3. **Do you regularly use the internet?**

   a. Yes ☐
   b. No ☐

4. **Where do you regularly use it?**

   a. Home ☐
   b. Workplace ☐
   c. School, college or university ☐
   d. Other ☐

5. *[If does not have access to the internet at home and has access to the internet at work or school]*

    Are you able to use the internet there for personal purposes?

    a. Yes   ☐
    b. No   ☐

Tip: The above question may not be relevant to all young people (for example, those who have not yet applied for jobs). In this case the question could be tailored to assess attitudes (rather than practical experiences) towards transport issues, or understanding of available support. Possible questions include those used in the Department for Education's *Barriers to participation education and training* research on post-16 education and training.[75]

Access to childcare

How to measure:

The Department for Education's *Longitudinal Study of Young People in England* (LSYPE) asks questions of young people who have their own children, including the impact upon their willingness and ability to work.

Source:

Job search module, LSYPE Wave 5
https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

1. **Which of the following things, if any, would you like to happen to you over the next few years?**

		YES	NO	DON'T KNOW
a.	Stay at home and look after my children	☐	☐	☐
b.	Get married/Settle down with a partner	☐	☐	☐
c.	Get a paid job/ become self-employed	☐	☐	☐
d.	Have another child	☐	☐	☐
e.	Go to college/ study	☐	☐	☐
f.	Do some voluntary work	☐	☐	☐
g.	Move home	☐	☐	☐
h.	Don't want to answer	☐		

2. **And which, if any, of the following things do you think will happen to you over the next few years?**

		YES	NO	DON'T KNOW
a.	Stay at home and look after my children	☐	☐	☐
b.	Get married/Settle down with a partner	☐	☐	☐
c.	Get a paid job/ become self-employed	☐	☐	☐
d.	Have another child	☐	☐	☐
e.	Go to college/ study	☐	☐	☐
f.	Do some voluntary work	☐	☐	☐
g.	Move home	☐	☐	☐
h.	Don't want to answer	☐		

3. **In the last 12 months have you thought about returning to work or going to work at all?**

a.	Yes	☐
b.	No	☐
c.	Don't know	☐
d.	Don't want to answer	☐

4. *If you would like to work OR expect to return to work OR has thought about returning to work in last 12 months,* **have you thought about the kind of work or any particular sort of job that you might do?**

   a. Yes   ☐
   b. No   ☐
   c. Don't know   ☐
   d. Don't want to answer   ☐

5. **For many parents there are things that make it difficult for them to find a paid job or keep one if they have a paid job. Is there anything that would make it difficult for you to find a paid job?**

6. **And if you could find a paid job is there anything that would make it difficult for you to take up this job or keep it?**

Tip: Questions 5 and 6 are open-ended in the LSYPE survey, but as you gather responses on this question over time, you may want to develop some closed-answer categories to make analysis easier.

Access to support for young carers

How to measure:

The government's national *Understanding Society* survey asks questions about caring responsibilities. The *Northern Ireland Young Life and Times Survey 2010* also asks questions which are particularly relevant to young carers of school age.

Source:

Questions 1-6 taken from Caring module, *Understanding Society* Wave 1
https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires

Question 7 taken from Young Carers module, *Northern Ireland Young Life and Times Survey 2010*
http://www.ark.ac.uk/ylt/2010/YOUNG_CARERS/index.html

1. **Is there anyone living with you who is sick, disabled or elderly whom you look after or give special help to (for example, a sick, disabled or elderly relative/friend etc)?**

   a. Yes ☐
   b. No ☐

2. **Who do you look after?**

   a. Parent/parent-in-law ☐
   b. Grandparent ☐
   c. Aunt/uncle ☐
   d. Other relative ☐
   e. Friend or neighbour ☐
   f. Client(s) of voluntary organisation ☐

3. **Do you provide some regular service or help for any sick, disabled or elderly person not living with you?**

   a. Yes ☐
   b. No ☐

4. **How many people do you care for?**

   _____

5. **Now thinking about everyone who you look after or provide help for—both those living with you and not living with you—in total, how many hours do you spend each week looking after or helping them?**

   a. 0 - 4 hours per week ☐
   b. 5 - 9 hours per week ☐
   c. 10 - 19 hours per week ☐

d.	20 - 34 hours per week	☐
e.	35 - 49 hours per week	☐
f.	50 - 99 hours per week	☐
g.	100 or more hours per week/continuous care	☐
h.	Varies under 20 hours	☐
i.	Varies 20 hours or more	☐
j.	Other	☐

6. **Thinking about everyone who lives with you that you look after or provide help for - does this extra work looking after [NAME(S)] prevent you from doing a paid job or as much paid work as you might like to do? Would you say you are...**

a.	Unable to work at all	☐
b.	Unable to do as much paid work as you might	☐
c.	Or this doesn't prevent you from working?	☐

7. **Are you unable to attend out-of-school activities because of caring responsibilities?**

a.	Do you ever miss school because you are a carer?	☐
b.	Do you worry all the time about the person you care for?	☐
c.	Are you often stressed out because of the caring?	☐
d.	Does caring affect your schoolwork?	☐
e.	Do you feel guilty about going out and leaving the person you care for?	☐
f.	Do you know you can get help as a carer from Social Services?	☐
g.	Have you been excluded or bullied because you are a carer?	☐

Reduced substance abuse

How to measure:

The Department for Education's *Longitudinal Study of Young People in England* (LSYPE) asks questions on 'risk behaviours' including drug and alcohol use.

Source:

LSYPE Wave 5 https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

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1. **Have you ever had a proper alcoholic drink? That is a whole drink, not just a sip. Please do not count drinks labelled low alcohol.**

    a. Yes ☐
    b. No ☐
    c. Don't know ☐
    d. Don't want to answer ☐

2. *If have ever had an alcoholic drink,* **thinking about the last 12 months, about how often did you usually have an alcoholic drink? Was it...**

    a. Almost every day ☐
    b. Five or six days a week ☐
    c. Three or four days a week ☐
    d. Once or twice a week ☐
    e. Once or twice a month ☐
    f. Once every couple of months ☐
    g. Once or twice a year ☐
    h. Not all in the last 12 months ☐
    i. Don't know ☐
    j. Don't want to answer ☐

3. *If have had alcohol in last 12 months,* **on those days when you did have an alcoholic drink, how often would you say you got drunk? Would you say it was…**

    a. Every time ☐
    b. Most times ☐
    c. Around half the time ☐
    d. Less than half the time ☐
    e. Rarely ☐
    f. Never ☐
    g. Don't know ☐
    h. Don't want to answer ☐

4. Have any of your close friends ever taken any of the following?

	YES	NO	DON'T KNOW
a. Cannabis	☐	☐	☐
b. Other drugs like cocaine, LSD, ecstasy, heroin, crack, speed etc.	☐	☐	☐

5. Have you ever taken any of the following?

	YES	NO	DON'T KNOW
a. Cannabis	☐	☐	☐
b. Other drugs like cocaine, LSD, ecstasy, heroin, crack, speed etc.	☐	☐	☐

6. In the last 4 weeks how often have you taken…..

	NOT AT ALL	ONCE	TWICE	3 OR MORE TIMES	DON'T KNOW
a. Cannabis	☐	☐	☐	☐	☐
b. Other drugs like cocaine, LSD, ecstasy, heroin, crack, speed etc.	☐	☐	☐	☐	☐

Tip: For more in-depth questions on substance abuse, see The *California Healthy Kids Survey* http://chks.wested.org/resources/chks-hs-core-1213.pdf

The US National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention's *Measuring Violence-Related Attitudes, Behaviours and Influences Among Youths: Compendium of Assessment Tools* is another useful source of questions on risk behaviours http://www.cdc.gov/ncipc/pub-res/pdf/YV/YV_Compendium.pdf

Reduced offending and anti-social behaviour

How to measure:

The Department for Education's *Longitudinal Study of Young People in England* (LSYPE) asks questions of young people on 'risk behaviours' including offending and anti-social behaviour.

Source:

LSYPE Wave 1 https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

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1. **Have you ever written on walls with spray cans?**

   a. Yes   ☐
   b. No   ☐
   c. Don't know   ☐
   d. Don't want to answer   ☐

2. **Have you ever smashed, slashed or damaged public property or something in a public place?**

   a. Yes   ☐
   b. No   ☐
   c. Don't know   ☐
   d. Don't want to answer   ☐

3. **Have you ever taken something from a shop, supermarket, or department store without paying?**

   a. Yes   ☐
   b. No   ☐
   c. Don't know   ☐
   d. Don't want to answer   ☐

4. **Have you ever taken part in fighting or some sort of disturbance in public for example, at a football ground, a railway station, music festival, riot, demonstration or just in the street?**

   a. Yes   ☐
   b. No   ☐
   c. Don't know   ☐
   d. Don't want to answer   ☐

Physical and mental health

How to measure:

The Department for Education's *Longitudinal Study of Young People in England* (LSYPE) asks questions of young people on health and disability, and the impact of this upon various aspects of their life.

Source:

Disability module, LSYPE Wave 4
https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

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1. **Do you have any longstanding illness, disability, or infirmity? By 'longstanding' we mean anything that has troubled you over a period of at least 12 months or that is likely to affect you over a period of at least 12 months.**

   a. Yes ☐
   b. No ☐
   c. Don't know ☐

2. **What sort(s) of illness, disability or infirmity do you have?**

   _____

3. **Does this health problem(s) or disability(ies) mean that you have significant difficulties with any of these areas of your life?**

   a. Mobility (moving about) ☐
   b. Lifting, carrying or moving objects ☐
   c. Manual dexterity (using your hands to carry out everyday tasks) ☐
   d. Continence (bladder control) ☐
   e. Communication (speech, hearing or eyesight) ☐
   f. Memory or ability to concentrate, learn or understand ☐
   g. Recognising when you are in physical danger ☐
   h. Your physical co-ordination (e.g. Balance) ☐
   i. Other health problem or disability ☐
   j. None of these ☐
   k. Don't know ☐

4. **Do you receive medication or treatment without which your health problems (when taken together) would substantially affect your life in the areas listed in question 3?**

   a. Yes ☐
   b. No ☐
   c. Don't know ☐

5. **Does this health problem(s) limit your daily activities in any way compared to people of your age?**

    a. Yes   ☐
    b. No   ☐
    c. Don't know   ☐

6. **Does/Did this problem(s) make it harder for you to go to school or college regularly?**

    a. Yes   ☐
    b. No   ☐
    c. Don't know   ☐

7. **Does this problem(s) make it more difficult for you to do your course work at school/college?**

    a. Yes   ☐
    b. No   ☐
    c. Don't know   ☐

8. **Does this problem(s) affect the amount of work that you can do?**

    a. Yes   ☐
    b. No   ☐
    c. Don't know   ☐

9. **Does this problem(s) affect either the <u>kind</u> of work you can do or <u>where</u> you can do it?**

    a.   Yes   ☐
    b.   No   ☐
    c.   Don't know   ☐

Tip:

Over 18s If you are working with those aged 18 or above, the Work and Education subscale in the *Individual Participation and Autonomy* (IPA) questionnaire may be more relevant. http://www.nivel.nl/sites/default/files/bestanden/INT-IPA-E.pdf

Mental health If you provide support to young people with mental health disorders, available tools include the CORE outcome measure. This is a client self-report questionnaire designed to be used before and after therapy to measure an individual's psychological distress across four dimensions (subjective well-being, problems/symptoms, life functioning, and risk/harm). Use the CORE-OM for those aged 18 and over, and the CORE – YP for those aged 17 and under.

Both are available to download for free from the CORE IMS website: http://www.coreims.co.uk/About_Measurement_Tools.html

Emotional capabilities

Self-esteem

How to measure:

Rosenberg's self-esteem scale (RSES) is a widely-used 10-item scale which measures feelings of self-worth or self-acceptance.

Source:

Rosenberg, M. (1965) *Society and the adolescent self-image.* Princeton, NJ: Princeton University Press.

Copy of scale available at:
http://www.fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
On the whole, I am satisfied with myself.	☐	☐	☐	☐
At times, I think I am no good at all.*	☐	☐	☐	☐
I feel that I have a number of good qualities.	☐	☐	☐	☐
I am able to do things as well as most other people.	☐	☐	☐	☐
I feel I do not have much to be proud of.*	☐	☐	☐	☐
I certainly feel useless at times.*	☐	☐	☐	☐
I feel that I'm a person of worth, at least on an equal plane with others.	☐	☐	☐	☐
I wish I could have more respect for myself.*	☐	☐	☐	☐
All in all, I am inclined to feel that I am a failure.*	☐	☐	☐	☐
I take a positive attitude toward myself.	☐	☐	☐	☐

*Items marked by asterisks are reverse scored.

Grit and determination

How to measure:

Duckworth et al's 8-item Grit Scale measures the grit and determination of young people and adults.

Source:

Duckworth, A. L., and Quinn, P. D. (2009). 'Development and validation of the Short Grit Scale (Grit-S).' *Journal of Personality Assessment*, 91, 166-174.

Copy of scale available at:
http://www.sas.upenn.edu/~duckwort/images/8-item%20Grit%20081011.pdf

	VERY MUCH LIKE ME	MOSTLY LIKE ME	SOME-WHAT LIKE ME	NOT MUCH LIKE ME	NOT ATALL LIKE ME
New ideas and projects sometimes distract me from previous ones.*	☐	☐	☐	☐	☐
Setbacks don't discourage me.	☐	☐	☐	☐	☐
I have been obsessed with a certain idea or project for a short time but later lost interest.*	☐	☐	☐	☐	☐
I am a hard worker .	☐	☐	☐	☐	☐
I often set a goal but later choose to pursue a different one.*	☐	☐	☐	☐	☐
I have difficulty in maintaining my focus on projects that take more than a few months to complete.*	☐	☐	☐	☐	☐
I finish whatever I begin.	☐	☐	☐	☐	☐
I am diligent.	☐	☐	☐	☐	☐

*Items marked by asterisks are reverse scored.

Autonomy and control

How to measure:

The 7-item Pearlin Mastery scale measures an individual's feelings of control.

Source:

Pearlin, L., & Schooler, C. (1978) 'The structure of coping.' *Journal of Health and Social Behavior*, 19, 2-21.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I have little control over the things that happen to me.	☐	☐	☐	☐
There is really no way I can solve some of the problems I have.*	☐	☐	☐	☐
There is little I can do to change many of the important things in my life.	☐	☐	☐	☐
I often feel helpless in dealing with the problems of life.	☐	☐	☐	☐
Sometimes I feel that I'm being pushed around in life.	☐	☐	☐	☐
What happens to me in the future mostly depends on me.*	☐	☐	☐	☐
I can do just about anything I really set my mind to do.*	☐	☐	☐	☐

*Items marked by asterisks are reverse scored

Empathy

How to measure:

The *California Healthy Kids Survey* Resilience and Youth Development module uses a simple 3-item scale to measure empathy.

Source:

http://chks.wested.org/administer/download

	NOT AT ALL TRUE	A LITTLE TRUE	PRETTY MUCH TRUE	VERY MUCH TRUE
I feel bad when someone gets their feelings hurt.	☐	☐	☐	☐
I try to understand what other people go through.	☐	☐	☐	☐
I try to understand how other people feel and think.	☐	☐	☐	☐

Attitudes to learning and work

Aspirations for education

How to measure:

The government's LSYPE survey and Understanding Society survey include questions on aspirations for education.

Source:

LSYPE / Understanding Society

Questions 1-5 taken from Educational Aspirations module, Understanding Society Innovation Panel Wave 3: https://www.understandingsociety.ac.uk/documentation/innovation-panel/dataset-documentation/wave/4/questionnaire-module/educationalaspirations_w3#educationalaspirations_w3.fedlik

Question 6 taken from University and Higher Education module, LSYPE Wave 4: https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

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1. **What are the highest level exams you would like to gain before you leave school?**

    a. GCSE/Standards/GNVQ Foundation/GNVQ Intermediate/
        NVQ1/NVQ2   ☐
    b. AS Levels/AVCE Part   ☐
    c. A Levels/Highers/NVQ3/AVCE Single/AVCE Double   ☐
    d. Other qualifications   ☐

2. **What would you most like to do when you have completed this exam or qualification?**

    a. Get a full-time job   ☐
    b. Stay at school and do A Levels/Highers   ☐
    c. Get a job and study   ☐
    d. Get an apprenticeship   ☐
    e. Do some other type of training   ☐
    f. Do something else   ☐

3. **How important do you think it is for you to do well in these exams or other qualifications?**

    a. Very important   ☐
    b. Important   ☐
    c. Not very important   ☐
    d. Not at all important   ☐

4. How likely is it that you will go to college or university when you finish school, even if you take a gap year between? Is it...

a. Very likely	☐
b. Fairly likely	☐
c. Not very likely	☐
d. Or not at all likely?	☐
e. Depends	☐

5. What is the main reason you might not go on to further full-time education?

a. Having school qualifications is enough	☐
b. Have decided on a specific career	☐
c. Want to work and earn money	☐
d. Cost of education too high	☐
e. Depends on grades	☐
f. Not academic enough	☐
g. Just don't want to go	☐
h. Want to travel	☐
i. Undecided about it	☐
j. Other reason	☐

6. Here are some things that young people have said about university and Higher Education.

Please say how much you agree or disagree with each of these.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	DON'T WANT TO SAY
I don't need to have a university degree to get the kind of job I want to do	☐	☐	☐	☐	☐	☐
The best jobs go to people who have been to university	☐	☐	☐	☐	☐	☐
Most of my friends are planning to go to university	☐	☐	☐	☐	☐	☐
People like me don't go to University	☐	☐	☐	☐	☐	☐

Attitudes and aspirations for work

The government's LSYPE survey includes questions on attitudes and aspirations for work.

Source:

Question 1 taken from the Attitudes to Work module, LSYPE Wave 7: https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

Questions 7 and 8 taken from Young adults module, Understanding Society Wave 2: Main questionnaire: https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires

Attitudes to work

The following statements are about work and pay. For each one please indicate how much you agree or disagree.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Benefits give a more stable income than trying to earn a wage.	☐	☐	☐	☐	☐
Some people earn more on benefits than they would do if they were working.	☐	☐	☐	☐	☐
Having a job is the best way to be an independent person.	☐	☐	☐	☐	☐
Once you have a job it is important to hang on to it even if you don't really like it.	☐	☐	☐	☐	☐
If I didn't like a job I'd pack it in even if I didn't have another one to go into.	☐	☐	☐	☐	☐
Having almost any job is better than being Unemployed.	☐	☐	☐	☐	☐
Women with young children should never work full time.	☐	☐	☐	☐	☐
Having a job that leads somewhere is important.	☐	☐	☐	☐	☐

Aspirations for work

Different things can be important when deciding what type of occupation you want to follow. When thinking about an occupation, how important is....

	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	NOT ATALL
Future job security?	☐	☐	☐	☐
Having a job with a high income?	☐	☐	☐	☐
Finding an occupation that leaves you with a lot of time for leisure?	☐	☐	☐	☐
Finding an occupation which interests you?	☐	☐	☐	☐
Finding an occupation which makes a contribution to society?	☐	☐	☐	☐
Finding an occupation which leaves you with enough time for family life?	☐	☐	☐	☐
Finding an occupation in which you can help others?	☐	☐	☐	☐

On a scale from 0% to 100% how likely it is that the following events will happen in your life in the future? Please indicate with a cross on the scale for each question.

		ALREADY HAPPENED
Gain training or a University place in your preferred field?	0%--100%	☐
Successfully finish your training or University studies?	0%--100%	☐
Find a job in your field?	0%--100%	☐
Be successful and get ahead?	0%--100%	☐
Become long-term unemployed?	0%--100%	☐
Be kept back in your job due to family reasons. e.g. raising children?	0%--100%	☐
Be self-employed?	0%--100%	☐

Tip: Questions on career direction (knowing what you want to do and how to get there) are also linked to aspirations—see this section for relevant tools.

Employability skills

How to measure:

The *Personal Development Scale* was developed to evaluate improvements in communication, teamwork and leadership for the Youth of Today programme. The scale was adapted for the National Citizen Service evaluation with additional items added to measure leadership (statement 5) and communication (statement 6). The scale has been used with 13 to 18 year olds.

Statements from the National Citizenship Survey not directly related to employability (managing money and staying away from home) have been omitted from the scale listed below.

Source:

Jessiman, P. and Drever, E. (2010) *The Youth of Today evaluation—technical report*. Department for Education: https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR074a.pdf

NatCen, Office for Public Management and NPC (2012) E*valuation of National Citizen Service Pilots: Interim Report*: http://www.natcen.ac.uk/media/898405/ncs-evaluation-interim-report.pdf

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How do you feel about the following things even if you have never done them before...

	VERY CONFIDENT	CONFIDENT	NEITHER CONFIDENT NOR UNCONFIDENT	UNCONFIDENT	VERY UNCONFIDENT
Meeting new people	☐	☐	☐	☐	☐
Having a go at things that are new to me	☐	☐	☐	☐	☐
Working with other people in a team	☐	☐	☐	☐	☐
Putting forward my ideas	☐	☐	☐	☐	☐
Being the leader of a team	☐	☐	☐	☐	☐
Explaining my ideas clearly	☐	☐	☐	☐	☐
Getting things done on time	☐	☐	☐	☐	☐

How to score the tool

Scoring guide: Very Confident=5 Confident=4 Neither confident nor unconfident =3 Unconfident =2 Very unconfident =1

Tip:

The Personal Development Scale includes measures of team work, communication, self-management ('getting things done on time') and leadership. Problem solving is not directly included, though *'Having a go at things that are new to me'* does relate to this. For more detailed questions, you may want to use specific scales such as the Personal Problem Solving Inventory, or problem solving scales in the *California Healthy Kids Survey*:

Source:

Heppner, P. P. and Petersen, C. H. (1982). 'The development and implications of a personal problem solving inventory', *Journal of Counselling Psychology*, vol. 29(1), pp. 66–75.

California Healthy Kids Survey—Resilience and Youth Development module: http://chks.wested.org/resources/hs-resilienceyd-1213.pdf

Qualifications

Qualifications

How to measure:

Performance in public examinations, usually undertaken by young people in school or college. Level of performance is determined by grades, or by an award of a pass or fail.

There are four standard tiers of qualifications. These are:

Entry level qualifications (basic skills):	**Level 1 qualification:**
Skills for Life at Entry level;	At least one GCSE pass
Entry level awards, certificates and diplomas;	BTEC Introductory diplomas and certificates
Foundation Learning Tier pathways; and	OCR Nationals Level 1 and 2, Key skill level 1, or Skills for Life at Level 1, or NVQ at level 1
Functional Skills at Entry Level	
Level 2 qualification:	**Level 3 training/vocational qualifications:**
5 full GCSE/iGCSE at grade A* to C	4 AS level (including VCE) at grade A to E
2 AS level (including VCE) at grade A to E	2 A/A2 level (including VCE) at grade A to E
1 A/A2 level (including VCE) at grade A to E	1 NVQ/full VRQ* pass at Level 3 or higher % (* more than 595 guided learning hours)
1 NVQ/full VRQ* pass at Level 2 or higher (* more than 325 guided learning hours)	1 International Baccalaureate pass %
1 International Baccalaureate Pass	2 Pre-U Principal Subject or 4 Pre-U Short Course Subjects

Tip: Data for individuals is available from schools, or by asking the young person. Achievement can be verified with an exam certificate. For analysing the outcomes of a group or cohort, data can be aggregated by assigning points to different grades or by looking at the percentage of the group that has scored above a threshold.

Attendance

How to measure:

Educational institutions take registers of their students' attendance. Schools are required to record attendance every half-day, although many schools also collect data from individual lessons on electronic registers. Persistent truancy is defined as when a student is absence for 15% or more of lessons. The rate of persistent truancy can be used as an outcome measure.

Data for individuals is available from the education or training provider. Data is often stored in databases (such as SIMS). Schools publish their overall attendance rates. National and regional statistics are published by the Office for National Statistics.

Behaviour

How to measure:

Data on exclusions (both permanent exclusions and temporary or fixed term exclusions) can be used as an indicator of bad behaviour. Exclusions can indicate a variety of behaviour problems, including violence or threatening behaviour towards other pupils and persistently disobeying rules. Schools have different policies. Many have a zero tolerance approach to swearing at teachers, which automatically results in a fixed term exclusion. Data for individuals is available from the education or training provider. Schools record their overall rate of exclusions. National and regional statistics are published by the Office for National Statistics.

Alternatively, behaviour can be measured by requesting teacher reports in which teachers simply say whether behaviour has improved or not. Questions on pupils self-reported misbehaviour of self and others can also be used as measures of behaviour. Questions are available in LSYPE.

Source:

Rules and Discipline module in Wave 1, LSYPE.
https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

Experiences and involvement

Work experience

How to measure:

Measuring work experience includes two key components: firstly, participation, and secondly, the outcomes of this.

Participation can be measured through a simple survey of young people's work experience, focusing on factors linked to the best outcomes. These include:

- Participation in a work experience;
- Type of work experience (placement or paid work);
- Whether the experience included training (including whether accredited qualification);
- Duration and number of hours;
- Number of employer contacts made.

Perceived value of work experience

How to measure:

Outcomes of work experience can be measured by surveying young people on the knowledge and skills gained. The Department for Education and Institute for Education Business Excellence (IEBE) commissioned a review of impact measures of students' perceptions of work experience, including a survey of over 15,000 key stage four students in 2007-08. This includes measures of students' motivation and confidence; knowledge and understanding of the world of work; the development of key skills; and career decisions.

Source:

Students perceptions of work experience survey
http://www.educationandemployers.org/research/research-reports/young-people/students-work-experience/

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
I enjoyed my work experience.*	☐	☐	☐	☐	☐
I was satisfied with my work experience.*	☐	☐	☐	☐	☐

As a result of my work experience:

I better understand the skills employers are looking for.	☐	☐	☐	☐	☐
I know which personal qualities employers think are important.	☐	☐	☐	☐	☐
I was able to show my initiative in a workplace.	☐	☐	☐	☐	☐
I have developed some new skills that employers value (eg, customer awareness, and use of IT).	☐	☐	☐	☐	☐
I developed my spoken communication skills, e.g. talking to adults.	☐	☐	☐	☐	☐
I know I can work well with a team of adults.	☐	☐	☐	☐	☐
I was able to show a positive attitude at work.	☐	☐	☐	☐	☐
I feel more confident in handling new situations.	☐	☐	☐	☐	☐

	STRONGLY AGREE AGREE		DISAGREE STRONGLY DISAGREE		
I have a better understanding of my own strengths and weaknesses.	☐	☐	☐	☐	☐
I understand better the importance of problem solving at work.	☐	☐	☐	☐	☐
I understand better why it is important to do well at school.	☐	☐	☐	☐	☐
I am more prepared to work hard in lessons and my coursework.	☐	☐	☐	☐	☐
I understand better how workplaces are organised.	☐	☐	☐	☐	☐
I have experience of working with people who have different roles.	☐	☐	☐	☐	☐
I have a better understanding of people's rights and responsibilities at work, e.g. health and safety & equal opportunities.	☐	☐	☐	☐	☐
I am clearer about what I want to do in my future education and career (post-16).	☐	☐	☐	☐	☐

Questions 1 and 2 have been re-worded so that answer categories match those used for the remainder of the questionnaire.

Tip: Questions can be tailored based on the age group and type of work experience. For programmes that aim to build employability and career management skills in particular, providers may want to use measures suggested in the relevant sections earlier in this document to track specific outcomes in more depth, and to measure attitudes before as well as after gaining work experience.

Community involvement

How to measure:

Outcomes of community involvement can be measured using the Personal Development Scale listed in the employability skills section (eg, leadership, team work, communication). To specifically explore participation, intentions and outcomes of volunteering, the following questions from Do-it's annual volunteering survey can be used.

Source:

Questions 1-4 taken from Volunteering module LSYPE, Wave 7
https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires#2.7

Questions 5-7 taken from Do-it Volunteer Satisfaction Survey 2012 http://www.youthnet.org/wp-content/uploads/2012/11/Volunteer-Satisfaction-Report-20121.pdf

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1. **Have you volunteered during the last 12 months?** *This includes giving any unpaid help to groups, clubs, organisations or individuals which is unpaid, eg, helping out with or raising money for charity, campaigning for a cause you believe in, visiting or looking after people, providing transport or doing household jobs for someone.*

   a. Yes   ☐
   b. No   ☐

2. **Which of the following best describes your volunteering opportunity? If you have started more than one opportunity, please think of your most recent placement.**

   a. An ongoing full-time opportunity   ☐
   b. An ongoing, part-time opportunity   ☐
   c. A one-off opportunity   ☐

3. **How often over the last 12 months have you done any of these activities you have just described?**

   a. Once or twice a week   ☐
   b. Once or twice a month   ☐
   c. Once every couple of months   ☐
   d. Once or twice a year   ☐
   e. It was a one-off   ☐
   f. Don't know   ☐

4. **In total, how many hours of volunteering did/will your volunteering involve?**

   _____ hours

5. **What were your main motivations for your interest in volunteering?** *(Please select all that apply)*

    a.   To help other people   ☐

    b.   To gain work experience   ☐

    c.   To gain or improve skills   ☐

    d.   To meet new people or make new friends   ☐

    e.   To increase my confidence   ☐

    f.   To try and make the world, or my local area, a nicer place to be   ☐

    g.   To become more employable   ☐

    h.   Other – please specify   ☐

    _____

    i.   Don't know   ☐

6. **What do you think you achieved through your volunteering experience?** *(Please select all that apply)*

    a.   I helped other people   ☐

    b.   I gained work experience   ☐

    c.   I gained or improved skills   ☐

    d.   I made new friends   ☐

    e.   I increased my confidence   ☐

    f.   I helped make the world, or my local area, a nicer place to be   ☐

    g.   I became more employable   ☐

    h.   Other – please specify   ☐

    _____

    i.   I didn't achieve anything   ☐

    j.   Don't know   ☐

7. **Are you taking any of the following actions as result of your volunteering experience:** *(Please select all that apply)*

    a.   I am starting another volunteer opportunity   ☐

    b.   I am getting more involved in my local community   ☐

    c.   I am starting a new job, or getting a promotion   ☐

    d.   I am setting up my own charity, social enterprise or business   ☐

    e.   Other   ☐

    f.   Nothing has changed   ☐

    g.   Don't know yet   ☐

Career Management

Career direction

How to measure:

The government's LSYPE survey includes questions on education and employment plans and priorities that can be used to help measure a young person's career direction.

Source:

Question 1-3 taken from Future Plans and Advice module, LSYPE Wave 1
https://www.education.gov.uk/ilsype/docs/questionnaires/Wave1/W1_young_person.pdf

Question 4 taken from Jobs and Training module, LSYPE Wave 7
https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

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1. **Thinking about the future, how much do you agree or disagree that…**

	STRONGLY AGREE A LITTLE	DISAGREE A LITTLE	DISAGREE STRONGLY	DON'T KNOW
I don't really think much about what I might be doing in a few years time.	☐	☐	☐	☐	☐
I'll just wait and see where I end up.	☐	☐	☐	☐	☐

2. **Do you have any ideas about what sort of job you want to do after you've finished full-time education altogether?**

   a. Yes ☐
   b. No ☐
   c. Don't know ☐

3. **Have you a specific job in mind?**

   a. Yes ☐
   b. No ☐
   c. Don't know ☐
   d. Don't want to answer ☐

4. **Do you know how to go about getting the qualifications or training you need to get the job you want?**

   a. Yes ☐
   b. No ☐
   c. Don't know ☐

Job search and presentation to employers

How to measure:

The government's *Understanding Society* survey and *Continuous Household Survey* ask questions on job search and presentation to employers. Two bespoke questions have been added to investigate young people's confidence levels with the job search/presentation skills listed in the surveys.

Source:

Questions 1-7 taken from Non-employment module, *Understanding Society*, Main survey wave 1 https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires

Questions 8 and 9 taken from Job Applications module, *Continuous Household Survey* http://nesstar.esds.ac.uk/webview/index.jsp?v=2&study=http%3A%2F%2Fnesstar.esds.ac.uk%3A80 %2Fobj%2FfStudy%2F6088&mode=documentation&submode=variable&variable=http%3A%2F%2Fn esstar.esds.ac.uk%3A80%2Fobj%2FfVariable%2F6088_V1355&top=yes

Questions 10 and 11 are bespoke questions based on the main job search methods identified in the *Labour Force Survey* http://research.dwp.gov.uk/asd/asd5/rports2011-2012/rrep726.pdf

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1. **Have you looked for any kind of paid work in the last four weeks?**

    Yes   ☐
    No   ☐

2. **[If no] What were the reasons you did not look for work (in the last 4 weeks)?**

    a. Waiting for the results of an application
        for a job/being assessed by a training agent   ☐
    b. Student   ☐
    c. Looking after the family/home   ☐
    d. Temporarily sick or injured   ☐
    e. Long-term sick or disabled   ☐
    f. Believe no jobs available   ☐
    g. Not yet started looking   ☐
    h. Do not need employment   ☐
    i. Retired from paid work   ☐
    j. Any other reason   ☐

3. **In the past four weeks what active steps have you taken to find work? Have you...**

    a. Applied directly to an employer   ☐
    b. Studied or replied to advertisements   ☐

    c.   Searched for jobs/information about jobs on the internet ☐
    d.   Contacted a private employment agency or job centre ☐
    e.   Asked friends or contacts ☐
    f.   Taken steps to start your own business ☐
    g.   None of these steps ☐

4. How long have you been looking for paid work?

    a.   Not yet started ☐
    b.   Less than 1 month ☐
    c.   1 month - 3 months ☐
    d.   3 months - 6 months ☐
    e.   6 months - 12 months ☐
    f.   12 months - 18 months ☐
    g.   18 months - 2 years ☐
    h.   2 years - 3 years ☐
    i.   3 years - 4 years ☐
    j.   4 years - 5 years ☐
    k.   5 years or more ☐

5. Since you began looking for work, how often have you done the following?

	VERY FREQUENTLY	FREQUENTLY	OCCASIONALLY	RARELY	NEVER	DON'T KNOW
a. Applied directly to an employer	☐	☐	☐	☐	☐	☐
b. Studied or replied to Advertisements	☐	☐	☐	☐	☐	☐
c. Searched for jobs/information about jobs on the internet	☐	☐	☐	☐	☐	☐
d. Contacted a private employment agency or job centre	☐	☐	☐	☐	☐	☐
e. Asked friends or contacts	☐	☐	☐	☐	☐	☐
f. Taken steps to start your own business	☐	☐	☐	☐	☐	☐

6. How much time do you spend looking for jobs each week?

_____

7. Were you asked to an interview for any of the jobs that you applied for?

    a.   Yes ☐
    b.   No ☐
    c.   Don't know ☐
    d.   Don't want to answer ☐

8. Were you offered a job as a result of this/these applications?

    a. Yes   ☐

    b. No   ☐

    c. Waiting for result of application   ☐

Please rate your level of confidence in searching for jobs:

9. How confident are you searching for jobs:

	NOT AT ALL	NOT	NEUTRAL	FAIRLY	VERY
In newspapers and magazines	☐	☐	☐	☐	☐
Using the internet	☐	☐	☐	☐	☐
Using your networks (family, friends and other contacts)	☐	☐	☐	☐	☐
Using the Jobcentre	☐	☐	☐	☐	☐
Using private employment agencies	☐	☐	☐	☐	☐

10. How confident are you in:

	NOT AT ALL	NOT	NEUTRAL	FAIRLY	VERY
Writing your CV	☐	☐	☐	☐	☐
Writing a cover letter	☐	☐	☐	☐	☐
Completing a job application form	☐	☐	☐	☐	☐
Job interviews	☐	☐	☐	☐	☐

Employers can also be surveyed on the quality of candidates. Supplement with specific questions on employability skills.

Source:

Pollard, E. et al. (2012) *Jobcentre Plus Employer Satisfaction and Experience Survey 2012*. DWP Research Report No 806. http://research.dwp.gov.uk/asd/asd5/rports2011-2012/rrep806.pdf

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1.   How satisfied were you with the particular quality of candidates…?

	NOT AT ALL	NOT	NEUTRAL	FAIRLY	VERY
Work readiness	☐	☐	☐	☐	☐
Extent to which they had the right skills	☐	☐	☐	☐	☐
Extent to which they turned up for interview when they were supposed to	☐	☐	☐	☐	☐

Employment

Entry into (sustained) employment

How to measure:

DWP's Innovation Fund classifies a job outcome as *'entry into employment of 16 hours or more per week for 13 continuous or cumulative weeks.'*

A sustained job outcome is classified as when a young person has been in employment for 26 weeks where there has been 13 continuous weeks in employment since the job outcome was achieved.

Providers can continue to track the sustainability of employment in 13 week blocks of cumulative or continuous employment beyond the 26 week mark.

Source:

DWP Innovation Fund Programme Specific Provider Guidance Round One (REVISED 30 MAY 2012) http://www.dwp.gov.uk/docs/round-one-provider-guidance.pdf

Quality of employment

How to measure:

The Workplace Employee Relations Study: Employee Survey 2011 asks questions on pay, hours and job security that can be used to assess job quality (these have been amended slightly to take into account where respondents have more than one job).

Source:

Workplace Employee Relations Study: Employee Survey 2011
http://www.bis.gov.uk/assets/biscore/employment-matters/docs/w/11-804-workplace-study-2011-survey-of-employees

1. **What are your basic hours in your current job/s, excluding any paid or unpaid overtime?**
   Basic hours (to nearest hour):

   _____

2. **How many extra hours do you usually work in your job/s each week, including overtime or extra hours?**
   Usual hours per week (to nearest hour):

   _____

3. **Which of the phrases below best describes your job?**

   a. Permanent ☐
   b. Temporary – with no agreed end date ☐
   c. Fixed period – with an agreed end date ☐

4. **How much do you get paid for your job/s, before tax and other deductions are taken out?** *If your pay before tax changes from week to week because of overtime, or because you work different hours each week, think about what you earn on average.*

   a. £60 or less per week (£3,120 or less per year) ☐
   b. £61 - £100 per week (£3,121 - £5,200 per year) ☐
   c. £101 - £130 per week (£5,201 - £6,760 per year) ☐
   d. £131 - £170 per week (£6,761 - £8,840 per year) ☐
   e. £171 - £220 per week (£8,841 - £11,440 per year) ☐
   f. £221 - £260 per week (£11,441 - £13,520 per year) ☐
   g. £261 - £310 per week (£13,521 - £16,120 per year) ☐
   h. £311 - £370 per week (£16,121 - £19,240 per year) ☐
   i. £371 - £430 per week (£19,241 - £22,360 per year) ☐
   j. £431 - £520 per week (£22,361 - £27,040 per year) ☐
   k. £521 - £650 per week (£27,041 - £33,800 per year) ☐
   l. £651 or more per week (£33,801 or more per year) ☐

5. Apart from health and safety training, how much training have you had during the last twelve months, either paid for or organised by your employer?

a. None ☐

b. Less than 1 day ☐

c. 1 - 2 days ☐

d. 2 - 5 days ☐

e. 5 - 10 days ☐

f. 10 days or more ☐

Young person's satisfaction with employment

How to measure:

Overall job satisfaction is measured in the annual government *Understanding Society* survey. To gain a more detailed understanding of a young person's satisfaction with their job, questions can be used from the *Workplace Employee Relations Study* and LSYPE. Satisfaction questions in the *Workplace Employer Relations Survey* (Q3) relating to pay and job security have been removed as these are covered in the LSYPE questions (Q6).

Source:

Question 1 taken from Job satisfaction module, *Understanding Society*
https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires

Questions 2-5 taken from the *Workplace Employee Relations Study: Employee Survey 2011*

Question 6 taken from Jobs and Training (Career) module in LSYPE Wave 6
https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires

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1. **How do you feel about your present job overall?**

   a. Completely satisfied ☐
   b. Mostly satisfied ☐
   c. Somewhat satisfied ☐
   d. Neither satisfied nor dissatisfied ☐
   e. Somewhat dissatisfied ☐
   f. Mostly dissatisfied ☐
   g. Completely dissatisfied ☐

2. **In general, how much influence do you have over the following?**

	A LOT	SOME	A LITTLE	NONE	DON'T KNOW
The tasks you do in your job	☐	☐	☐	☐	☐
The pace at which you work	☐	☐	☐	☐	☐
How you do your work	☐	☐	☐	☐	☐
The order in which you carry out tasks	☐	☐	☐	☐	☐
The time you start or finish your working day	☐	☐	☐	☐	☐

3. How satisfied are you with the following aspects of your job?

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED NOR DIS-SATISFIED	DIS-SATISFIED	VERY DIS-SATISFIED	DON'T KNOW
The sense of achievement you get from your work	☐	☐	☐	☐	☐	☐
The scope for using your own initiative	☐	☐	☐	☐	☐	☐
The amount of influence you have over your job	☐	☐	☐	☐	☐	☐
The training you receive	☐	☐	☐	☐	☐	☐
The opportunity to develop your skills in your job	☐	☐	☐	☐	☐	☐
The work itself	☐	☐	☐	☐	☐	☐

4. Thinking of the last few weeks, how much of the time has your job made you feel each of the following?

	ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	OCCAS-IONALLY	NEVER
Tense	☐	☐	☐	☐	☐
Depressed	☐	☐	☐	☐	☐
Worried	☐	☐	☐	☐	☐
Gloomy	☐	☐	☐	☐	☐
Uneasy	☐	☐	☐	☐	☐
Miserable	☐	☐	☐	☐	☐

5. How well do the work skills you personally have match the skills you need to do your present job?

	MUCH HIGHER	A BIT HIGHER	ABOUT THE SAME	A BIT LOWER	MUCH LOWER
My own skills are	☐	☐	☐	☐	☐

6. **The following statements are about your current job and your future career. For each statement please select to what extent you agree or disagree with them.**

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
I see my present job as part of a career	☐	☐	☐	☐	☐	☐
I see my job as a stepping stone, to provide me with worthwhile experience for my future career	☐	☐	☐	☐	☐	☐
I can't see this job going anywhere, there are no promotion prospects	☐	☐	☐	☐	☐	☐
I am pleased with the promotion prospects available to me in this job	☐	☐	☐	☐	☐	☐
My job is important and it makes me feel worthwhile	☐	☐	☐	☐	☐	☐
My job is interesting	☐	☐	☐	☐	☐	☐
My job makes a contribution to Society	☐	☐	☐	☐	☐	☐
All things considered, I am happy with the level of pay	☐	☐	☐	☐	☐	☐
I get on well with my colleagues	☐	☐	☐	☐	☐	☐
I get on well with my boss	☐	☐	☐	☐	☐	☐
My job is secure	☐	☐	☐	☐	☐	☐

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