**Employment FM**

**EVALUATION HANDBOOK**

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**1. Evaluation overview**

The purpose of Employment FM is to assess the value of community radio training to build:

* speaking and listening skills
* employability skills

We are interested in collecting **both quantitative (numbers) and qualitative (words) data.**

There are two quantitative evaluation tools, and qualitative data will be captured during delivery of the Employment FM course. **The table below summarises what data is to be captured, and the rest of this handbook gives more detailed guidance.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **When** | **Quantitative data** | | **Qualitative data** | |
|  | **Employability skills** | **Speaking and listening skills** | **Employability AND Speaking and listening skills** | |
| Beginning of course | Tutor and learner complete **Work Outcome Star** in one-to-one session  *This activity takes place both at the beginning and end of course. (It can also be done during the course at regular intervals – eg 4 weeks – this is optional.)* | Tutor completes **Communication Grid** on basis of observation  *This activity takes place both at the beginning and end of course. (It can also be done during the course at regular intervals – eg 4 weeks – this is optional.)* | **Audio material** captured to assess employability and communication skills: | Record at least one of the following:   * Learners speaking individually * Learners interviewing each other * Mock job interviews with learners |
| End of course | Record at least one of the following:   * A radio programme in which learners speak individually e.g. about what they have learned, how to get a job * Mock job interviews with learners |

**2. Collecting Quantitative Data**

**Employability skills - Work Star**

The tool we are using to evaluate employability skills is the **Work Star**. The Work Star is one of a range of Outcome Stars developed by Triangle Consulting.

Employment FM trainers should have been trained by Triangle Consulting, but below are some main points to remember:

* A Work Star is to be completed for each young person at (or near) the beginning of the course and again at the end of the course
* The Work Star should be filled out by the young person and the trainer. It should be done as a conversation about the young person’s skills and capacities – and should reflect a negotiated agreement about the young person’s score in each category. If there is a wide variance between the young person’s and trainer’s opinion/score, a Work Star can be completed by both the trainer and the young person individually. It’s important to be accurate – this is meant to be a tool which honestly assesses the young person's capacity at a particular time.
* It could take 40 minutes to complete the Work Star with each young person. This therefore needs to be factored into the time you have for course delivery. (For example, you could complete the Work Star with one young person while the others do group work.)
* In addition to scores, it is useful to make notes about the individual – in the ‘Add a note’ field for each point on the Star.
* The Work Star includes an Action Plan – this is an optional element. If you want to use an action plan, you can use the Work Star version, or an alternative plan you have developed yourself or found elsewhere.

The Work Star is attached separately to this handbook.

**Speaking and Listening skills - Communication Grid**

The **communication skills** tool (see Appendix 1) will be used to assess changes in participants’ communication.

Communication skills have been broken down into four key elements we want to measure:

* Confidence in speaking
* Listening and responding
* Speaking in groups
* Communicating clearly

Assessment of young peoples’ capability in each area will be based on the **trainer’s observations.**

We want to gather a baseline score (at the beginning) and a score towards the end of the programme to demonstrate any improvements in communication skills.

The tool has a simple scale against which to score the young persons’ capability in each of the four elements. The statements are provided as a guide to assessment, but are not definitive.

**How to use the tool**

Trainers/mentors should complete the tool based on observation of young people’s performance across each of the four categories. The guidance on the next pages provides descriptions/statements to guide your scores for each element.

Baseline score: The tool should be completed at the beginning of the programme (in week one or near the start).

Collate the baseline scores for each young person on the attached scoring sheet. There is also space for any notes and comments - use this to make any notes about specific strengths, weaknesses or areas for improvement.

The score should then be discussed with the young person to help the young person identify areas for improvement. (In the discussion with the young person, explain that the purpose of the tool is to help them identify areas for improvement rather than about rating/judging them, so that they do not get too preoccupied with the actual score.)

Trainers should then carry out a scoring process toward the end of the programme (final week if possible).

Collate the scores for each young person on the attached scoring sheet.

Trainers should discuss the results with the young person to highlight where they have made improvements.

**3. Collecting Qualitative Data**

**– BOTH Speaking and Listening AND Employability**

We want to use audio/video as a tool to collect evaluation data from the young people on the programme. We want to know what impact the programme is having on the participants.

As this is a project about making radio, we can easily incorporate audio recording (or video) of the young people into the programme.

**Remember that evaluation is about demonstrating the impact of the project on the young people (or the changes that happen as a result of the project).**

To make best use of the audio/video for evaluation purposes, you should develop the audio/video activities to collect information which will help to tell the story about what young people have learned (or how they have changed) as a result of their participation.

The following are activities that should be completed at the beginning and/or end of the Employment FM course. Preferably, they would be part of what you would be doing anyway, so they are ‘embedded’ into the course. There is some flexibility in how you run these activities – you should consult with Radio Regen if in doubt.

**At or near beginning of course**

We need a ‘baseline’ – some evidence about how the young people ‘perform’ at the beginning of the programme.

We want you to capture an audio (or video) recording of an activity with Learners.

This could be:

* learners interviewing each other on at least 2 of the subjects below
* learners speaking individually on at least 2 of the subjects below
* a mock job interview with learners

Subjects that interviews should cover (at least 2 of the following):

* Introduce myself and what I hope to get out of the programme
* What have I done in the past, in relation to work (i.e. something about whether they have done any previous training, employability programmes or have worked in the past)
* What did I learn from that programme/course/work experience
* My goals – what sort of work I would like to do in the long term

**At or towards end of project**

Towards the end of the programme, we want to use a second audio/video recording to find out about the impact of the programme.

This recording could be a radio programme or a mock job interview.

If doing a mock job interview, this is to be as realistic as possible, preferably with an employer or external personnel as interviewer (i.e. not EFM trainers). This is to be recorded (audio or video).

If you want to make use of a radio programme, young people should create a radio show (or segment of show) in which they either:

* speak directly about what they have learned/gained as a result of participating in the programme
* speak about how the programme might have influenced their confidence, their aspirations, and/or their views of what work they might want to do in future

Alternatively, they could create a programme which demonstrates that they have learned new knowledge about the world of work and how to build their employability skills. Examples such as:

* A young person’s guide to getting a job
  + A programme based on what they have learned about on the programme for example talking about the skills that employers value, how to develop your CV, hints and tips for job search, etc.
* A programme aimed at other young people informing them about the range of organisation/agencies in their local area who can help young people in their journey toward employment.

**4. Additional monitoring data**

See Appendix 2 and Appendix 3 for details of additional monitoring information that is required.

This includes a sheet to track the destination of learners after the end of the project. There is also a sheet to evaluate / take notes on individual sessions – though this is optional.

**Appendix 1 - Communication Grid materials**

**Communication Grid scoring scale:**

**Confidence in speaking**

|  |  |
| --- | --- |
| **1 - 2** | The young person has very little confidence in speaking.   * The young person avoids speaking in unfamiliar contexts and situations (e.g. the young person may appear confident in chatting with peer group but lack confidence in speaking in a one-to-one situation with the trainer/mentor, or other more formal situations) * Behaviours might include: One word answers, lack of eye contact, inappropriate body language. |
| **3 - 4** | Some confidence   * The young person attempts to engage in conversation in familiar contexts and situations but displays little confidence. * The young person avoids speaking (or struggles to speak) when faced with new situations and contexts (for example asking them to take a new role such as interviewer or interviewee) |
| **5 - 6** | Confident in speaking in familiar situations   * The young person can speak reasonably confidently in a familiar contexts and situations. * The young person will attempt to speak in less familiar contexts and situations, but sometimes finds it difficult. |
| **7 - 8** | Confident across a range of situations/contexts   * The young person can usually speak reasonably confidently in a range of different contexts and situations. * This might include the ability to take different roles (interviewer/interviewee) and the ability to speak reasonably confidently in more formal situations |
| **9 - 10** | Very confident speaker   * The young person can speak confidently in a range of roles, contexts and situations (informal and formal) |

**Communication Grid scoring scale:**

**Listening and responding**

This is about the young persons’ capacity to listen to what other people are saying and to respond appropriately.

|  |  |
| --- | --- |
| **1 – 2** | The young person shows little evidence of listening to others (through non-verbal behaviours) and does contribute to the conversation/discussion with appropriate questions or comments. |
| **3 - 4** | The young person appears to be listening (appropriate non-verbal behaviours) but rarely contributes to developing the conversation/discussion with appropriate questions or comments. |
| **5 - 6** | The young person appears to be listening (appropriate non-verbal behaviours) and demonstrates their understanding through questions, comments and responses. |
| **7 - 8** | The young person demonstrates that they are listening through non-verbal behaviours, and through appropriate questions and comments.  The young person can on occasions contribute to the development of the conversation with appropriate questions, comments or reflections. |
| **9 - 10** | The young person is an active listener: s/he demonstrates good listening skills, demonstrates their understanding of the topic and frequently contributes responses which clarify and develop the conversation/discussion. |

**Communication Grid scoring scale:**

**Speaking in groups**

This is about the young persons’ confidence and ability to contribute to discussions

|  |  |
| --- | --- |
| **1 - 2** | The young person demonstrates very little evidence of being engaged in the discussion.   * does not appear to pay attention to the discussion (as evidenced by appropriate behaviours and body language). * does not respond or contribute to the discussion. |
| **3 - 4** | The young person demonstrates evidence of being engaged in the discussion through appropriate body language and behaviours but rarely contributes to the discussion. |
| **5 - 6** | The young person demonstrates evidence of being engaged in the discussion through appropriate body language and behaviours, and demonstrates their understanding of the discussion through questions, comments and responses. |
| **7 - 8** | The young person demonstrates evidence of being engaged in the discussion, demonstrates their understanding of the discussion through questions, comments and responses, and starts to build and develop their own arguments. |
| **9 - 10** | The young person is engaged in the discussion, contributes effectively, evaluates the contributions of others and confidently builds and develops their own arguments. |

**Communication Grid scoring scale:**

**Communicating clearly**

This is about effective spoken communication. It seeks to measure young people’s ability to express their views clearly and confidently and to tailor the content and style to the audience.

|  |  |
| --- | --- |
| **1 - 2** | The young person shows little awareness of the audience and does not tailor the language or style of delivery to different situations (formal/informal)  The young person finds it difficult to express views clearly. |
| **3 - 4** | The young person shows some awareness of the audience/situation and attempts to tailor language, style and content appropriately.  The young person can get ideas across in familiar situations but often struggles to express their ideas clearly in less familiar situations. |
| **5 - 6** | The young person shows some awareness of the audience/situation and can tailor language and style of delivery in some situations.  The young person can usually explain their ideas and express views clearly in a range of situations. |
| **7 - 8** | The young person shows awareness of the audience/situation and can tailor language and style of delivery in most situations.  The young person is confident in expressing their views in a range of situations. |
| **9 - 10** | The young person shows awareness of the audience/situation and confidently tailors language, style and content.  The young person is confident in expressing their views in a range of situations and demonstrates the ability to structure their thoughts and ideas to communicate complex ideas clearly. |

**Communication Grid scoring sheet**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Baseline Score** | **Completion Score** | **Notes and comments** |
| **Confidence in speaking** |  |  |  |
| **Listening and responding** |  |  |  |
| **Speaking in groups** |  |  |  |
| **Communicating clearly** |  |  |  |

**Appendix 2: Learner destination tracking sheet**

Project name: End Date:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Early leaver**  **(which week)** | **Completed programme** | **Achieved qualification** | **Destination at end of programme** | **1st tracking outcome**  **(at e.g. 3 months)** | **2nd tracking outcome**  **(at e.g. 6 months)** |
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**Appendix 3.** **Collecting monitoring data**

**Participant data**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Age** | **Gender** | **Education/ employment status\*** | **Ethnicity\***  *(if available)* | **Barriers \***  *(if available)* |
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\*Refer to categories on the following page**Participant data - categories**

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| --- | --- | --- |
| **Barriers** | **Education/ employment status** | **Ethnicity** |
| Drug/alcohol misuse | Employment - part-time | White British |
| English is not first language | Employment - full-time | White Irish |
| Offender/ex-offender | School | White other |
| Homeless/temporarily housed | FE College | Asian/Asian British |
| Learning disability | NEET (Not in Employment, Education or Training) | Black/Black British |
| Mental health issues |  | Roma |
| Physical disability |  | Chinese |
| Refugee or asylum seeker |  | Other ethnic group |
| Teenage parent |  |  |
| Victim of domestic abuse |  |  |

**Employment FM session attendance**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Session** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** |
| **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Name** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Session evaluation tool**

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| --- | --- |
| **Session date:** | |
| **Name** | **Comments** |
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| General comments on session: | |