

Skills for Londoners Innovation Fund: Guidance on measuring and evidencing outcomes

This guidance has been designed to support providers with answering Question 5 of the Innovation Fund application form, which requires applicants to identify the learning, employment and/or social outcomes their proposed activities will deliver.

It is based on recent work commissioned by the GLA to support the development of outcome measures for the AEB. The guidance is not intended to be prescriptive, but to support providers to think about how they will measure the impact of projects supported by the Innovation Fund. We are open to providers using measures other than the scales detailed below, if a clear justification is given.

The GLA is committed to robustly evaluating the projects supported through the Fund. Successful providers will be expected to agree with the GLA (and its appointed evaluation partner) an agreed set of outcome metrics and an evaluation plan for their provision. This may require refinement of the proposed outcome measurement arrangements. If necessary, this will be discussed with successful providers at the grant start-up / negotiation phase, prior to finalisation of the grant agreement.

To support evaluation arrangements, we expect that projects will need to submit an interim and final report which describes progress to date against the targets committed to in the application for funding, and their assessment of the effectiveness of the provision. This information will help inform future approaches to supporting innovation and may be shared publicly.

General guidance

“Measuring outcomes essentially means capturing the changes experienced by individuals in a reliable and consistent way, and then collating evidence to produce quantifiable results.”¹

As outlined in the Application Form, it is important that any application outlines a clear and reasonable rationale for the appropriate Mayoral priority/priorities and outcomes. The number of priorities impacted is less important than the overall rationale. A focussed application which provides a clear account of how it will impact one priority will score more highly than an application which provides only a vague account of how it will impact multiple priorities.

We recommend that providers:

- think through the planning, timing and resourcing of how outcomes will be measured,
- demonstrate that they have taken into account learnings from [previous pilots](#)

Planning: Capturing outcomes should be an intrinsic part of the entire planning of the innovation fund activity and not just be an add-on at the end of the course.

Measure identification: Choose your proposed measurement tool carefully, and consider whether it is suitable for your purposes.

Timing: Consider when you will collect information from learners. We expect for most measures a baseline at the start of the course, and an endline at the end of a course or post-course, will be required. You may also wish to consider a midline to inform submission of your interim report,

¹ [Learning and Work Institute \(2016\) Defining and measuring the outcomes of non-regulated learning](#)

and to identify potential programme design/implementation modifications. Some outcomes may take longer to be realised than others and this will need to be considered when deciding when to collect your endline data.

Capacity and Resourcing: You need to consider resources required to deliver surveys effectively to learners. For example, consider the staff and learner time required, and whether a license needs to be purchased to use the tool. Consider both the relevance and inherent suitability of the content of the tools selected, balanced against capacity to implement the tool effectively and the kinds of support that will be required to do so.

Implementation: You will need to ensure the appropriate training and briefing of tutors and other staff involved is in place before implementation of any data collection starts. Consider where data can be collected through use of online tools, which have the potential to make both data collection and analysis processes more efficient. Knowing the learner characteristics of your cohort will also be important in deciding how the surveys will be administered.

Guidance on specific outcomes areas

Learner Destination Measures (Progression into employment / In-work progression / Progression into further education and training)

Projects aiming to support learners to progress into work, progress into further education and training, or progress in-work will be required to contact learners to determine their current educational and employment status 6 months following the end of a course. Providers **must** ensure they have up-to-date contact details (including personal email address and telephone number) for all learners participating in Innovation Fund provision.

Progression into employment

Providers should collect information on the employment destination of learners, including job title and occupational group, employer name and sector, contract type, average number of hours worked per week, and salary.

In work progression

Providers should survey learners to determine whether they have experienced any of the following as a result of undertaking their course:

- an increase in earnings
- progression at work via promotion and/or increased responsibilities; or progressing onto a role at another organisation
- a change contract type (e.g. zero hour, fixed-term, permanent; part-time to full-time)

Providers should collect information on the employment destination of learners, including job title and occupational group, employer name and sector, contract type, average number of hours worked per week, and salary.

Providers may also wish to consider measuring learners' satisfaction with their employment, or job quality. A [set of job quality measures](#) have been developed by the Carnegie UK Trust and RSA.

Progression into further education

For learners that have moved onto provision at another provider, providers should aim to identify details of the course, including at the very least, the Level and type of course.

Work readiness

Providers need to demonstrate that participation in a course has improved an individual's capacity to find and secure employment. A number of frameworks have been developed to support the measurement of work readiness – notably the [Work Outcomes Star](#) (please note this has licensing costs associated with it) and the measures identified in the [Journey into Employment Framework](#). Improved work-readiness could also be demonstrated by a learner moving from economically inactive benefits to Jobseekers Allowance.

Health and Wellbeing

Generally, we recommend that providers use either the [ONS Wellbeing Questions](#) or the [Warwick Edinburgh Health and Wellbeing Scale \(WEMWBS\)](#).

Providers offering programmes that support improved mental health and wellbeing for learners with social and emotional needs, under the widening participation for disabled Londoners Mayoral priority, may wish to consider one of the more specific outcome measures which have been used to demonstrate significant improvements in symptoms of depression ([PHQ-9](#)) or anxiety ([GAD-7](#)).

Social Integration

Improvements to social integration could be demonstrated through providing evidence that, as a result of their participation, learners are:

- (i) reporting an increase in the number of people they can call upon for support;
- (ii) reporting that they are playing a more active part in their community (through volunteering or participation in community events); or
- (iii) reporting that they are associating with a higher number of Londoners from different socioeconomic, ethnic, gender or age groups;

Self-efficacy

We recommend that providers use the [General Self-Efficacy Scale](#). The scale is a ten-item measure designed to assess learner's self-belief in their ability to cope with a variety of difficult situations.

Poverty Reduction

Poverty reduction requires providers to demonstrate that an intervention has resulted in an improvement to the extent to which the material resources available to a household is enough to meet its material needs.² For learners who are employed following completion of a course, this will likely best be demonstrated through evidence that a learner's take-home income has increased following participation in learning.

Financial capability

We recommend that providers use the [Learning and Work Financial Capability Metric](#). It is important to note that this has been developed to be used at the start and the end of specialised financial inclusion courses, and is less appropriate for general AEB provision. Some of the questions might appear sensitive or intrusive for learners.

² <https://socialmetricscommission.org.uk/>

Digital Inclusion

We would expect to see evidence that learners have improved their capability to engage with digital technologies. Providers may wish to consider using of the questionnaire developed during the [DiSTO project](#), which measures learner's self-assessment of their digital skills, use of the internet, and outcomes of Internet use.

Family Learning

We recommend that providers select appropriate measures from the [Common Outcomes Framework for Family Learning](#).

Violence Reduction

We recommend that providers select appropriate measures to use from the [MOPAC Youth Outcomes Framework](#).

Participation in culture

A key goal of the Mayor's Culture Strategy is to increase participation in cultural activities. Groups with low rates of participation in culture across London include people with disabilities, people from lower socio-economic backgrounds and older people. The outcome area recognises that participation in culture is often linked to wider aims, such as increasing diversity in the creative workforce, providing positive pathways for young Londoners, or improving health and wellbeing and community cohesion. We would therefore expect to see evidence that as a result of taking part in an adult education programme, learners' participation in cultural activities has increased and is likely to be sustained beyond the end of the course. Clear links should be identified to the wider outcomes participation in cultural activity is intended to unlock.