



# Volunteer It Yourself (VIY): Evaluation

A report for VIY, Nesta and the Cabinet Office

Belmana Ltd

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## Project Team

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## About Belmana

Belmana provides robust research and analysis to help people make better decisions and use resources more productively. We have years of experience managing and delivering analysis in complex organisations and bring a deep understanding of the policy world.

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Responsibility for the contents of this report remains with Belmana.

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## Executive summary

### The VIY programme

VIY is a social action programme that combines volunteering and DIY by identifying local tradespeople to volunteer to mentor young people aged 14-24 in building and construction skills. The programme aims to develop young people's technical and softer employability skills, through carrying out essential repairs on local youth clubs and community centre buildings. Young people who successfully complete the programme are awarded with City & Guilds vocational accreditations in Employability skills, with different specific units in trade skills, including painting and decorating or plumbing. They are also able to access to further training, work placements and apprenticeship opportunities with local employers beyond the project. The programme is run by VIY in collaboration with project partners Wickes, the home improvement retailer (who supply all building materials free of charge) and City & Guilds (who provide the vocational accreditation). The programme also engages local tradespeople who act as mentors for the participants.

VIY began in May 2012. A second phase began in October 2014 and will continue until June 2016. This phase supported by around £400,000 of grant funding from Nesta's and Cabinet Office's Centre for Social Action Innovation Fund (CSAIF), other income generated by VIY and in-kind support from programme partners, particularly Wickes. In this phase, VIY expected to complete 45 projects with 1000 young people taking part and 745 gaining an accreditation. The programme targets young people in disadvantaged communities via youth groups and clubs including, where possible and appropriate, young people not in employment, education or training (NEETs).

### VIY objectives and evaluation

VIY has set out three key ultimate goals:

- Youth clubs improved and strengthened
- Improved employability for all VIY participants
- VIY graduates take up further training, work placement and apprenticeship opportunities.

VIY commissioned Belmana to carry out a mixed methods evaluation to assess the progress towards achieving these goals. The evaluation comprised;

- a rapid review of the literature on interventions designed to improve employability;
- workshop to review the project's theory of change and agree practicalities;
- five case studies including interviews with participants and others engaged with the project; and

- the collection of data from participants including their self-assessment on a range of “employability” factors. Data was collected at the start of the programme, at the end and after a further six weeks to three months.

## Key findings

Based on data from around 270 participants and qualitative work at five case study projects, the evaluation has found:

- VIY participants are a diverse group – they tend to be at the lower end of the target population, are ethnically diverse and many come from backgrounds which have economic deprivation;
- Participants are attracted by gaining skills and the qualification;
- Participants and mentors enjoy their projects and get personal satisfaction from completions;
- Participants report increases in a range of factors linked to employability including the ability to put forward and explain ideas and to lead teams;
- Participants believe that VIY strengthens their CVs and gives them good stories to tell in job interviews;
- Some young people actively consider a career in trade and building skills;
- VIY is not primarily a direct employment programme supporting people into work. Nor are many of its participants at the right age or educational stage to be looking for a job. However, in a small number of cases, VIY has helped participants get jobs – but others remain unemployed.
- The new hub model at the Eric Allin centre has shown a higher level of impact on employment than the historical VIY model.
- Youth and community organisations benefit greatly from VIY getting new and improved facilities. This contribution, and the materials provided by Wickes, are highly valued by the clubs.

## Conclusions

VIY is delivering a programme which is highly valued by its participants and other stakeholders. Youth club facilities have been improved by projects with tangible benefits to both the clubs and local communities.

VIY is impacting on young people. They are gaining trade skills which they want to practice, thinking about new career options and achieving qualifications which they value highly. When looking at employability, the bulk of participants report increases in confidence following their participation in VIY projects. They especially show increased

confidence in putting forward ideas and leading a team. Even for those who are not about to enter the labour market, the experience should have increased their work readiness.

The impact of VIY on employment is limited by the numbers who are actually seeking work and that the programme is not specifically designed to deliver employment. There have, though, been some successes in helping people into work, primarily associated with the new Tottenham hub, but there is scope for further development in this area.

## Chapter 1: Introduction

**This chapter provides a brief introduction to the Volunteer It Yourself programme and its evaluation. The chapter finishes with a description of the contents of the rest of the report.**

### Volunteer it yourself (VIY)

VIY is a social action programme that combines volunteering and DIY by identifying local tradespeople to volunteer to mentor young people aged 14-24 in trade skills. The programme aimed to develop young people's technical and softer employability skills, through carrying out essential repairs on local youth clubs and community centre buildings. Young people who successfully complete the programme are awarded with City & Guilds vocational accreditations in Employability as well as access to further training, work placements and apprenticeship opportunities with local employers beyond the project. The programme is run by VIY in collaboration with project partners Wickes (who supply all building materials free of charge) and City & Guilds (who provide the vocational accreditation). The programme also engages local tradespeople who act as mentors for the participants.

The first phase of roll-out of VIY was completed between May 2012 and April 2014, supported by London Youth, The Big Lottery Fund, Wickes, City & Guilds and VIY. During this period, 1,299 young people and 203 tradespeople refurbished 59 youth club buildings across the United Kingdom. Of these 1,299 participants, 1,047 have achieved a City & Guilds entry-level building and construction skills accreditation. Ninety-six young people moved on to further training, apprenticeships or work placements as a direct result of their participation.

The second phase of national roll-out, after some original delays caused by uncertainties around a funding stream, began in October 2014 and will continue until June 2016. This phase is supported by around £400,000 of grant funding from the Centre for Social Action Innovation Fund (CSAIF), other income generated by VIY and in-kind support from programme partners, particularly Wickes, the home improvement retailer. The CSAIF was a £14 million partnership between Nesta and the Cabinet Office. Launched in April 2013 and operating for 3 years, it supported the growth of innovations that mobilise people's energy and talents to help each other, working alongside public services.

The delivery targets for this period included completing 45 projects, 1,000 young people taking part with 745 gaining an accreditation, and the involvement of 135 volunteer mentors. This phase was expected to involve projects taking place in London and the South East, West Midlands, North West and North East. The programme targeted young people in disadvantaged communities via youth groups and clubs including, where

possible and appropriate, young people not in employment, education or training (NEETs). The target age group was 14-24 years.

This second phase initially offered young people two different types of VIY project to get involved in:

- Level 1: a ‘taster session’ of 12+ ‘guided learning hours’ over one or two days. If successful, young people gain a City & Guilds Introductory Award in Employability Skills.
- Level 2: a more in-depth journey of 30+ ‘guided learning hours’ spread over a few sessions of a couple of hours per week over 6-8 weeks. If successful, young people gain a City & Guilds Entry Level Award in Employability Skills.

Throughout phase two, VIY and partners are aiming to establish partnerships with local contractors, councils, colleges and businesses. Through establishing these partnerships, the aim was to develop the programme into a scalable and sustainable national business model that will enable VIY to continue to take place beyond the lifetime of current grant funding.

The VIY delivery model has evolved during the course of this phase as VIY explore other approaches to delivering their objectives. In one key development, VIY established two hubs (one in Tottenham in London and one in Shard End near Birmingham). These hubs provide a permanent base which can be used for courses. Additionally, the hubs provide a centre to reach other organisations in the local area. VIY believe that the hub model will complement the approach to working with youth clubs and other community organisations. The hubs model has also reduced the distinction between level 1 and level 2 courses allowing participants to attend a number of events focused on different trades and, in future, VIY are dropping the distinction. The hubs, themselves, are also youth centres or community centres which are refurbished before becoming a hub with on-site workshops.

## Evaluation of VIY

VIY commissioned Belmana to evaluate their programme.

The key elements of the evaluation included:

- workshop to review the project’s theory of change and agree practicalities;
- a rapid review of the literature on interventions designed to improve employability;
- five case studies including interviews with participants and others engaged with the project; and

- the collection of data from participants including their self-assessment on a range of “employability” factors. Data was to be collected at the start of the programme, at the end and after a further six weeks to three months.

The theory of change, which is shown on page 13, provides a model for the way in which VIY is expected to deliver impact. It links together the inputs, activities, assumptions, intermediate outcomes and ultimate goals. The model was developed by VIY working with Nesta and reviewed at the workshop at which a small number of annotations were added. At core theory of change identified three ultimate goals for the programme:

- Youth clubs improved and strengthened
- Improved employability for all VIY participants
- VIY graduates take up further training, work placement and apprenticeship opportunities.

Leading to these ultimate goals was a set of intermediate goals which are included in the theory of change. The evaluation was designed to measure, as far as possible progress towards these goals. Measurement was limited to assessing whether there had been any change in participants’ responses although, because no control group was used, it is impossible to attribute with certainty these changes to VIY. The evaluation methodology is described in more detail in Appendix 1 but some outline information is given here. Appendix 1 ends with a discussion on the effectiveness and limitations of the evaluation.

## Quantitative data and analysis

Data was collected from participants at three stages:

- **Stage 1 at the start of the project:** Demographic information, current economic status, career objectives, previous trades experience and baseline information on employability
- **Stage 2 at the end of the project:** New responses on employability and career aspirations
- **Stage 3 around six weeks to three months after the end of the project:** Current economic status, reflections on their VIY experience.

Stages 1 and 2 were carried out as part of the VIY registration and accreditation processes. Stage 3 was carried out by telephone and web survey. In total, the number of usable response by stage was:

Stage 1: 271

Stage 2: 199

Stage 3: 97

Because the data collection was incorporated into the accreditation process, we believe that data has been collected on the vast majority of those who completed their projects. The drop-off between stage 1 and stage 2 therefore results from some young people not supplying information and some data for recent projects not yet having been supplied to the evaluator.

The drop off into the third stage mostly reflects the difficulty in contacting and getting a response from a diverse group of young people. Considerable efforts were made to contact people including making multiple phone calls and providing a web form for those who did want to speak on the phone.

The analysis of this data involved computing descriptive statistics. Comparisons over time have been made looking at “matched pairs”

In addition, some information was collected from mentors and youth club workers using a standard form. Few responses were received from this method.

## **Qualitative phase**

The qualitative phase included five case studies of different projects. Each case study included a period of observation, group interviews with participants and one-to-one interviews with youth club workers, mentors and other adults. The interviews were semi-structured using a topic guide. The group discussions included an element of “photo elicitation” where participants discussed photos that had been taken during the project.

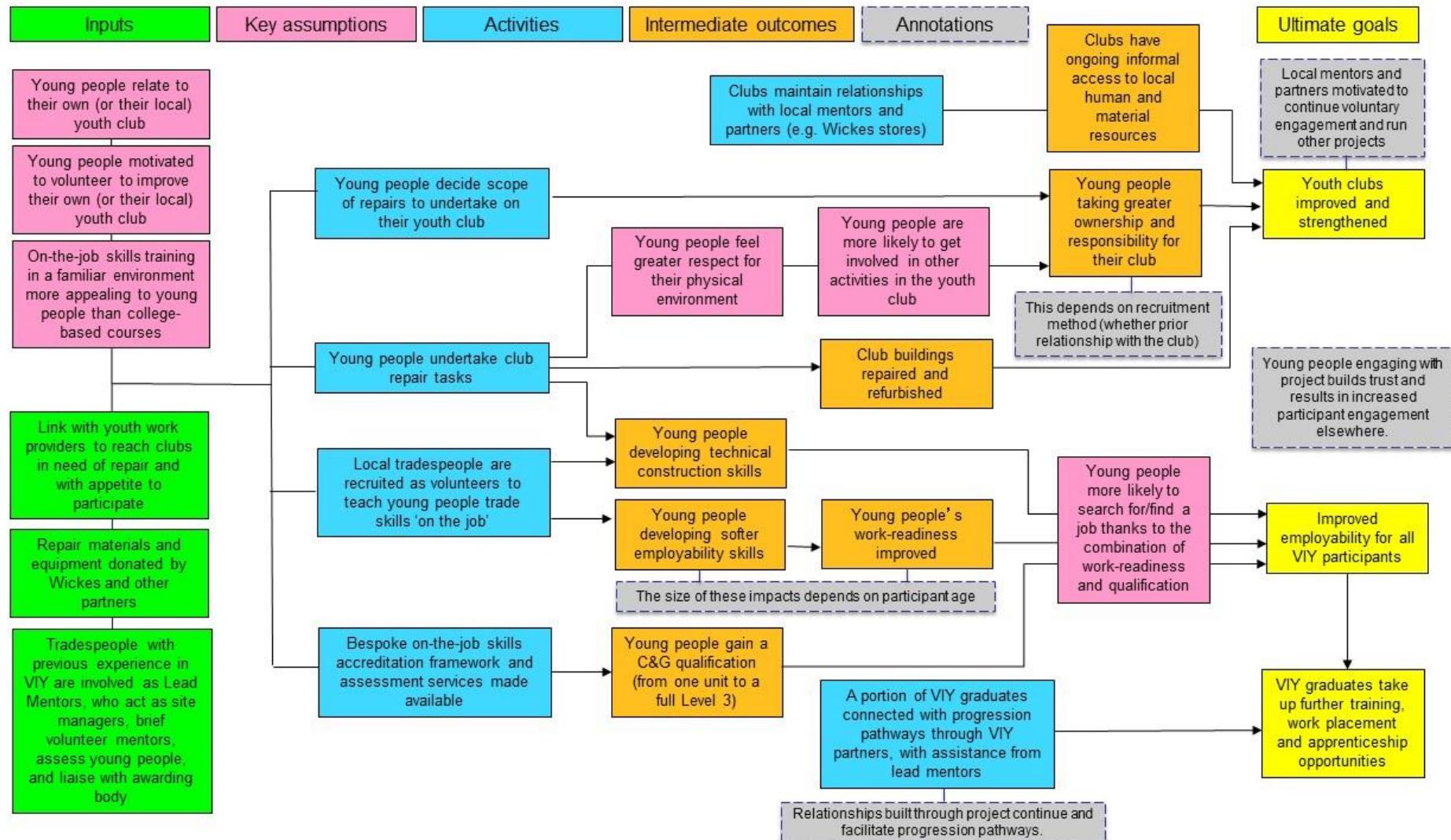
Interviews were noted and then grouped according to a range of themes linked to the ultimate goals of VIY.

## **This report**

Chapter 2 of this report sets out the main quantitative findings with a particular focus on the impact of VIY on perceptions of employability. Chapter 3 presents five case studies describing the impact of VIY on individuals, organisations and communities. Chapter 4 provides a summary of the key findings of the evaluation and draws some conclusions.

Three appendices are also included. Appendix 1 contains a full description of the evaluation methodology as well as a discussion on the limitations of the approach. Appendix 2 gives a short report of the literature review.

## Annotated theory of change



## Chapter 2: Analysing the quantitative data

**This chapter starts off with a brief description of the data which was collected to support the evaluation. It then provides a description of the participants. We then turn to review the evidence for changes in employability. The report then looks at information derived from the follow-up survey of participants.**

### Data collection

Working with VIY and their training partner, Belmana designed a process for collecting data from participants. Data was collected at three steps: immediately before the project, at the end of the project and between six weeks and three months after the end of the project. To minimise the administrative burden, the data for the first two stages was collected, generally by the training provider, as part of the process alongside other information required by City and Guilds. VIY undertook the third stage data collection using telephone interviews and a web survey. This final phase was carried out between six weeks and three months after the project. The two approaches were used to maximise the amount of data collected, recognising that using different methods may cause problems with comparability. In practice the majority of data was collected on the phone.

Information collected at the first stage included demographics, current activity, future objectives and reasons for participating. Participants also completed personal development and skills scans. The personal development scan asked about confidence levels in seven factors which relate to employability and was used as a baseline for assessing change.

At the second data collection phase, participants were again asked for their self-assessment against these factors. They were also asked more general open-ended questions about the project and about their future expectations.

The final data collection was designed primarily to measure whether there had been any change in their employment or education status following their attendance at the VIY programme. The forms used for collecting data are included at the end of this report.

The data collected has also been supplemented with a small amount of management information provided by VIY on the total number of participants.

### Responses

The original proposal was to cover all learners in this quantitative phase. Unfortunately, this proved impossible for two reasons. First, a number of participants moved through the programme before the evaluation had been set up. Second, the design of the data collection gave the responsibility for data collection to VIY's training provider. During the course of the programme, circumstances dictated a change in the training provider. At this stage, it was found that the training provider had not collected and processed data as

required. As a consequence, fewer learners than expected have been included in the quantitative analysis.

When data collection closed in Mid-March 2016, baseline data had been collected at 18 events starting in July 2015 on 271 learners and second stage data for 199 of these. Follow-up data was available for 97 participants.

As a result of these numbers being lower than planned, the quantitative analysis has limitations. In particular, it has not been possible to analyse sub-groups of the participant population with any reliability.

## Results

### Participation

The table below shows the cumulative number of participants going through the VIY programme

**Table 2.1: Cumulative numbers reported for VIY projects**

Milestone date	Number of projects	Young people participated	Young people accredited	Mentors engaged
<b>27 Mar 2015</b>	13	484	240	58
<b>31 May 2015</b>	18	513	357	95
<b>31 July 2015</b>	19	533	375	109
<b>30 Sep 2015</b>	29	691	432	145
<b>31 Dec 2015</b>	37	788	586	169
<b>13 April 2016<sup>1</sup></b>	50	1028	810	190
<b>Goal (June 2015)</b>	45	1000	745	135

The data collected as part of the evaluation gives more information about the characteristics of those attending the projects. Table 2.2 shows the age profile for those participating in the events. Just over half of participants were aged up to 16 and a further quarter aged 17 or 18. There were a very small number of participants outside of the target range including four 13-year-olds. The oldest participant was 47 but people above the target range are not included in the reported numbers.

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<sup>1</sup> Predicted numbers

***Table 2.2: Age of participants***

<b>Age range</b>	<b>Number</b>	<b>Percentage</b>
<b>Up to 16</b>	137	51
<b>17 and 18</b>	61	23
<b>19 to 21</b>	29	11
<b>22 +</b>	44	16
<b>Total</b>	271	100

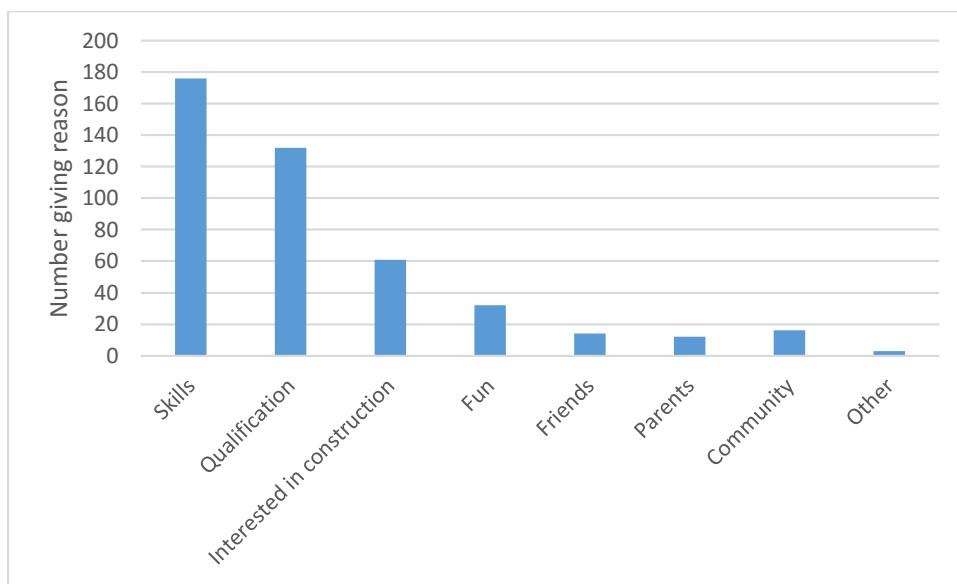
Nearly 80 per cent of participants are male with only around 20 per cent being female. The relatively low number of female participants is perhaps a reflection of a sector where very few tradespeople are women.

Learners do come from a wide range of ethnic backgrounds. Around 43 per cent of participants describe their ethnicity as White British. The next largest ethnic groups are Black Caribbean (9 per cent), Black African (8 per cent) and Other (also 8 per cent). Those of Asian ethnicities appear to be somewhat under-represented in the learner population.

Current or previous qualification for free school meals provides a measure of the socio-economic background of participants. A total of 27 per cent said they had at some time qualified for free school meals. National data show around 30 per cent of children qualify at some point suggesting that participants in line with the general population in terms of disadvantage. Just under one in five participants (19 per cent) reported that they had a learning difficulty, a disability or a long term health problem.

Participants were asked about their motivation for attending the programme and the results are shown in Chart 2.1 below. The single largest factor is to gain skills (65 per cent) with nearly a half (49 per cent) citing the qualification. Twenty-two per cent said they were interested in construction – other reasons were all far less important.

### **Chart 2.1 Motivation for attendance**



Those going through VIY often had previous experience of applying trade skills. The vast majority had, at least, tried painting and used ladders, saws and power tools. They were less likely to have any experience of tiling, piping, brickwork and carpentry.

Participants had a range of current activities. Unsurprisingly given the age profile, the largest single groups were either at school doing GCSEs (32 per cent) or studying in a sixth form (20 per cent). Fifteen per cent of participants describe themselves as being unemployed with a further 9 per cent waiting for exam or application results. Eight per cent said they were currently in training.

Participants were also asked about their future objectives. By far the largest group (58 per cent) said they wanted a full-time job. Over one in five (22 per cent) said they wanted to start an apprenticeship. Others said they wanted to further their education at an appropriate institution.

### **Personal development**

Participants were asked about their level of confidence in seven personal development characteristics known to be linked to employability. The factors were:

- 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

At entry, most participants showed some level of confidence in these characteristics. They were most confident about meeting people, learning new things working in a team and getting things done. They were less confident about explaining and putting forward ideas and least confident in their ability to lead a team. However, even for this last behaviour, 56 per cent of participants were either confident or very confident. In the next section we will look at how these levels of confidence changed after the VIY project.

## Changes over time

The second stage and follow-up survey allow an analysis to identify changes over time. Of the 271 respondents at the first stage, there were 199 responses with sufficient data after the second stage. In this sub-section we review first changes in their future objectives and then look at changes in the employability characteristics.

### Future objectives

Participants were asked about their future objectives at the start and end of their programme. Analysing this dataset has been complicated because the before and after questions were answered in different ways. It has, therefore proved difficult to assess change over time. On exit, there were 199 usable responses to this question. However, the future time frame for responses seems to have varied among responses. For example, 23 per cent say they want to stay on at school. Other may have looked longer term. In total, 28 per cent said that they wanted a job or apprenticeship in construction. In the majority of cases, these participants already had an interest in trade skills and so the VIY experience had either confirmed this ambition or, occasionally, identified a particular trade that interested them. However, for around 30 per cent of those who specified they were interested in a career in the trade, this had not previously been specified suggesting VIY had given them new ideas for their careers.

For the future, it would be helpful if the way questions are framed includes the time period for consideration – when you leave school/college for those in education for example. By doing this, the information between the two data tranches will be more comparable.

### Personal development

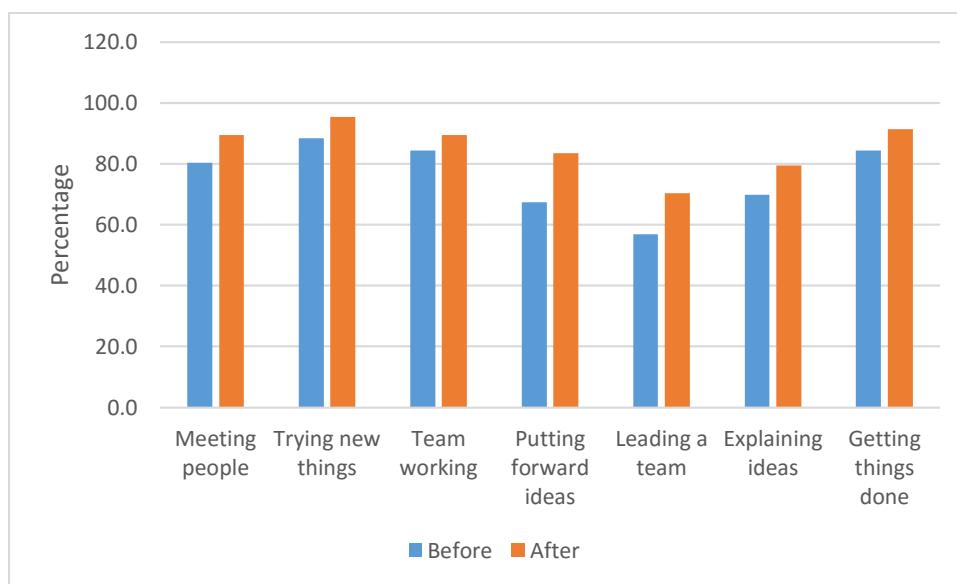
Chart 2.2 below shows the percentage of participants who were confident or very confident in each of the personal development factors before and immediately after the project. The chart is based on the 199 people for whom data was available at both stages.

At baseline, there are a number of very high ratings. It is hard to know how justified this self-evaluation was, but it provides a limit on the scope for demonstrating change over time. Overstating competencies is generally common and could, perhaps, have been reduced by asking more detailed, possibly situational questions. However, this approach would not have been in keeping with the proportional ethos of the evaluation.

The chart clearly shows a positive trend with greater numbers of participants feeling confident after the event than before on all of the characteristics. The biggest increases are in the two weakest factors: putting forward ideas and leading a team. But even for those behaviours with initially high levels of confidence, we see increases.

Although not visible in the chart, there are particularly strong changes in the numbers who feel very confident in some areas. For example, the numbers feeling very confident in putting forward ideas more than doubled and there was an only slightly smaller increase in those very confident about explaining ideas.

***Chart 2.2: Percentage of participants saying they were confident or very confident in each employability factor***



This dataset has also been analysed by age but there does not appear to be any significant differences in changes over time for those aged under or older than 18. An analysis by gender also suggests that there is little difference between males and females in terms of changes in confidence with both groups showing similar patterns.

A second analysis has been carried out comparing the before and after responses at the individual level. To do this analysis, we have calculated an employability score for each individual based on their responses assigning a score of 5 to someone who said they were very confident to 1 if very unconfident. Adding together the scores for the 7 characteristics gives a score for each participant ranging from 7 to 35.

Chart 2.3 shows the changes over time in this employability measure. Nearly two-thirds (64 per cent) of respondents showed an increase in their employability score. For 46 per cent of participants there was an increase of 1 to 5 points generally reflecting a small move in their confidence. But for 18 per cent the changes were larger at greater than 5 points. A small number of participants showed a reduction in confidence levels – typically showing a decline of 1 or 2 points. For the very small number who showed a reduction of more than 5 points, this appears to reflect a decline from possibly unrealistically high self-assessments at the start of the process.

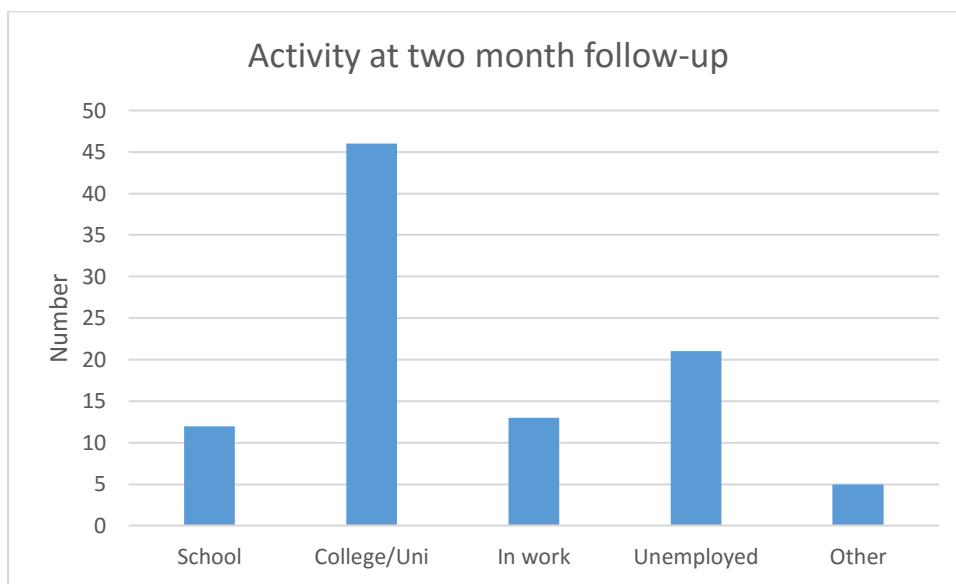
**Chart 2.3: Change in employability score before and after event**



### Economic activity status

The final comparison we can make is to see if there is any change in the economic activity status of those who have gone through a VIY event. This analysis is based on 97 usable responses to the follow-up survey. For many participants, it is unlikely there will be a rapid impact on economic activity as a result of participation in VIY. Many are still in full-time education and will complete their courses. For others, VIY provides a stepping stone when they are not yet ready to enter the labour market.

### **Chart 2.4: Activity reported at follow-up interview**



This dataset is small and not necessarily representative of all those who have gone through VIY. As with the baseline data, the most frequent activity is age appropriate study, accounting for sixty per cent of the group. Around one-in-five of respondents described themselves as unemployed. Thirteen per cent of respondents said they were in paid work.

We have looked at changes over time for individuals. Most have remained in the same state but there are some examples of change. For example, four people have moved from unemployment into work, two are now studying construction at college and one is volunteering. VIY's data for the Eric Allin hub show that 59 participants entered the programme as not in education, employment or training. Of these, 18 moved into a positive activity.

### **Other comments on VIY**

At both the second and third stages of data collection, participants were asked for their views on the benefits of working on a project. The vast majority of responses were positive. Many appreciated the skills they had learnt. Others talked about gaining confidence or of thinking about career options. Some people suggested that VIY could develop longer and deeper activities building on their projects.

Quotes from the survey included

- *"opened horizons on new job opportunities"*
- *"easier to have interviews to get into college"*
- *"helped me with confidence, be less shy"*

Eleven surveys completed by adults working with VIY have been completed. These paint an overwhelmingly positive view of VIY stressing the benefits to both clubs and young people involved in the projects.

## Conclusions

The VIY programme has attracted a wide range of people in its target age group. The majority of participants are at the lower end of the range and still in full-time education. Ethnically, the participants are diverse. There is, however, a gender imbalance with far more males than females engaged albeit much less imbalanced than the existing population of tradespeople which is dominated by men. Participants are primarily attracted to VIY by the desire to gain new skills and the qualification.

VIY has a positive impact on many of the young people who work on projects. They become more confident in a range of factors linked to employability, especially putting forward and explaining ideas and leading a team. Some young people say they are considering different careers following VIY.

The majority (64 per cent) of young people report increases in employability following their participation in a project. And for 18 per cent there is a large change. Only a relatively small number of participants report declines in confidence – often reflecting high, and possibly unrealistic, baseline scores.

The direct impact on employment is less clear. Partly this reflects the age range of participants, many of whom will not yet be seeking work. But only a small number of those who describe themselves as unemployed had moved into work three months later.

## Chapter 3: Case studies

**This chapter describes five examples of VIY projects. The chapter begins with a brief description of the research approach for the case study projects. Each of the projects is then described. Finally, we draw some common themes and differences from the five projects.**

### Case study approach

This section gives a brief overview of the case study methodology. Full details are given in Appendix 2. The original methodology was to purposively select the case studies based on a number of factors including type of course, location and age of participants. In practice, practicalities determined which projects could be used as case studies. The final group did include a range of projects but the selection mechanism had changed from the original methods.

For each case study, the project was observed, group, and occasionally individual, interviews were carried out with participants towards the end of the event and one-to-one interviews were conducted with mentors, youth club staff and other relevant people. The group interviews partly used an approach known as “photo elicitation” where participants were shown photographs taken during the project and asked to describe and reflect on the pictures.

### Case study one: Portico Vine Amateur Rugby League Football Club, St Helens, Lancashire

#### Background and the project

Portico Vine is a volunteer run, amateur rugby league club based in St Helens in Lancashire which provides coaching for young people under the age of 18. The club won a talkSPORT radio competition to find a sports club most deserving of a VIY/Wickes makeover. The project was designed to improve the club’s facilities by adding a disabled access ramp to the building, refurbishing and modernising the toilet and washing facilities, including creating disabled toilet facilities. These facilities would enable the club to welcome a wider, more diverse membership group into the club. The club also wanted to provide a range of other opportunities to their younger members and to engage with local tradespeople.

The project was a level 2 project and ran throughout the summer of 2015.

#### Participation

Six out of over 20 participants were interviewed. Three of these were male and long-term members of the club who had been involved with the project since its inception. They also had some previous experience of trade skills. The other three were young women participating in the National Citizen’s Service (NCS) programme and whose previous

experience was limited. Between 15 and 20 participants were expected to receive an accreditation following their contribution.

The male participants were motivated primarily by the desire to support and improve the club. For the female participant, their engagement was driven by their participation in the NCS but they had become sufficiently committed to volunteer beyond their core requirement.

Recruitment into the scheme had been made harder as, in an earlier project and following a change in training provider, participants had not received their expected accreditations. This demonstrates the significant recruitment incentive of providing a qualification.

Attendance at the project had been mixed with expected volunteers sometimes not turning up when expected. However, one of the mentors noted the enthusiasm of those who had participated.

## Activity

The club was able to widen the scope of the project as funding exceeded expectations. This meant that as well improving facilities for disabled people, the project included a redesign of the club to add a family room for social activities or as a place for family and friends to wait during training sessions. The work included demolition, building stud walls, fitting electrics, plumbing, plastering, and painting and decorating.

## Impact



*"The lads as you can see are having a good time. The way they have come on and worked here has been brilliant. The impact they've made in the club has been absolutely fantastic."*

*Mentor*

## ***Skills***

Participants reported a range of impacts as a result of their participation. All participants reported that they had developed their technical skills. In some cases, they viewed this as helpful in improving their employability within the trade sector. Others thought they were learning practical life skills. Mentors noted that the project provided an introduction rather than advanced training.

## ***Employability and Career aspirations***

Developing softer employability skills was also identified by participants as an impact. Working as part of a team was identified as a specific area where they had developed skills. Others reported an increase in their confidence and developed skills in forming relationships outside of their own age group. Communication skills were also felt to have developed. Mentors also saw participants as having increased their sense of ownership of the club.

Participants did not report any change to their career aspirations as a result of their participation. A participant who was interested in a career in plumbing had discussed apprenticeship opportunities with one of the mentors. Others felt their experience had given them life skills. Whilst a mentor noted that volunteering looked positive on a CV.

## ***Benefits to mentors***

Mentors and volunteers described positive benefits from the experience. These included learning new skills, such as woodworking, themselves. Some who had not previously been involved with Portico Vine felt they would continue their involvement beyond the lifetime of the current project, encouraging their children to join as playing members.

## ***Strengthening and improving the club***

Interviewees described benefits to the club from the project highlighting the improved access for people with disabilities. Following the addition of the disabled toilet and the sitting room, a volunteer talked about visitors not being able to “believe the difference”.

Publicity around the project, including being highlighted on the Wickes website, had benefitted the club. More people had come forward to volunteer and local businesses and residents had made significant donations to the club.

As well as planning further improvements, the club now hopes to extend the building and widen the use of the site for the local community.

## Case Study Two: Sea Cadets, Haringey, North London

### Background and the project

Sea Cadets Haringey is one of 400 community-based and volunteer run Sea Cadet units across the UK. The organisation, which is part funded by the Ministry of Defence and the Royal Navy, provides activities for young people with an interest in maritime activities. The Haringey Unit recruits young people from all backgrounds and aims to offer the opportunity to develop life skills and unique life experiences.

The case study project was a VIY Level 2 project which ran for two weeks in August 2015. The objective of the project was to convert a disused container on the clubhouse site into a new changing room equipped with a shower and toilet. The club hoped that participants would gain life skills, knowledge of trade skills and a qualification. Club leaders also hoped to foster a sense of ownership of the club and encourage participants to look after the clubhouse in the future.

### Participation

All ten participants were interviewed from this project. Six were males and four females. The age range was from 15 to 22. This wide age range was reflected in the current activity of the participants, some of whom were about to enter year 11, others were attending or completing college and one was working in retail. There was also a wide range of previous involvement in trade skills including some with no experience and others who had already accrued construction qualifications.

Participants were recruited from two sea cadet units and one participant was engaged with the local air cadets. Some participants were strongly encouraged by their commanding officer to volunteer but did add that taking part was an antidote to summer holiday boredom. Others had some previous experience of VIY and were attracted by the prospect of gaining a qualification. Some participants reported a desire to "give something back" to the club.

Some participants reported that work had not been shared evenly. The work had also been carried out in a confined space which meant that not everyone was always engaged. It was also an ambitious project and some of the working days were very long. This was given as a reason for some people dropping out of the project – although very few people actually dropped out.

## Activity



The project involved clearing out a disused container on the clubhouse site and converting it into a shower and toilet. The participants then constructed partition walls, fixed plaster board, plastered and fitted toilets, basins and showers. Participants also tiled the interior walls. This was an ambitious project which included running new plumbing into the container.

## Impact

### *Skills*

Participants recognised that they had gained technical skills including using a range of skills, learning how to plaster, tile and do plumbing. The benefits of working with professional mentors was recognised by volunteers who said participants had been well taught. Participants recognised the value of the life skills gained and felt they would now be able to carry out some tasks at home.

### *Employability and career aspirations*

The project had been structured to provide opportunities for personal development. For each task, roles were assigned and each participant had a go at each skill. Those who showed particular prowess were encouraged to train and lead others. In line with the Cadet's ranking structure, older participants guided younger ones through tasks. Mentors also set tasks to develop leadership skills in less confident participants. Participants were also felt to have gained the confidence to try new things, to learn from mistakes and to persevere until the task was completed.

Participants had a very wide range of career aspirations, including one or two who wanted to join the Royal Navy. One participant was already preparing for a construction career. As a result of their participation, one young person was exploring with a mentor how she could

train for a career in the trade. Some younger participants were also now considering joining college courses in the sector.

### ***Benefits to mentors***

For both the mentors and volunteers, this had been an enjoyable experience and were interested in volunteering again. One mentor was a young plumber released by his company to mentor the activity. He reflected that the experience had helped him develop confidence and he enjoyed sharing his knowledge. A volunteer who was about to start teacher training recognised the value of the experience of working with different age groups. Mentors said they planned to work with the club again and volunteers intended to continue at the club.

### ***Strengthening and improving the club***

All involved in the project recognised the improvement to the club's facilities. The replacement of portable toilets with a fixture would lead to a cost saving. Showers meant that overnight stays were now a possibility and would provide an opportunity for the club to widen its activities. Mentors had also gone beyond their remit to unblock a drain and increase the water pressure. The new facilities and improved look of the clubhouse were expected to make the cadets more attractive to new recruits. Plans were being made for further improvements to the site.

*"it will help us tremendously. We've had people above our heads barking down at us. Because we don't have suitable toilet facilities for the cadets. We are paying 267 pounds a month for the portaloos. It will be a nicer facility, it means cadets can stay overnight because we have showers and separate men and women, it's opened up a lot in terms of what we can do for the kids"*

*Volunteer*

## **Case study three: City Gateway London**

### **Background and the project**

City Gateway is located in Limehouse in East London – an area of wide variation in economic circumstances. It provides alternative educational provision for 14 to 19-year-old learners who are not thriving in mainstream education. The Gateway aims to offer high quality vocational training and personal development and support students into employment or further training. City Gateway has its own apprenticeship programme.

Following an approach from VIY, City Gateway has engaged with VIY to run a number of programmes. One programme involved the construction of a playhouse which could be

used by the on-site nursery. Participants were expected to develop a range of skills in carpentry for which they would receive accreditation.

This was a level 1 project and took place over two days in November 2015.

## Participation

The participants were a group of six boys and two girls, all of whom regularly attend the Gateway and for whom the event was part of their normal school day. All participants were in years 10 and 11 with most of them aged 15. Participants all had some previous experience of construction. The VIY lead mentor ran the programme with support from a City Gateway tutor who knew the participants well. The project was carried out as part of the normal school day.

## Activity

The playhouse was made mostly of wood and built using raw materials provided by Wickes. Participants were involved in a range of activities designed to develop their skills. Techniques covered included measuring, cutting using a tenon saw, drilling, hammering nails, and fixing/assembling. The playhouse was covered with roofing felt. A sub-group of participants were given the opportunity to develop more skills in independent working by designing and assembling a shelf for the inside of the playhouse.

The activity was successfully completed although it was unlikely that the playhouse could be used by the nursery as it had not been safety tested. However, an alternative use had been identified.

## Impact

### *Skills and employability*

Participants reported that they had enjoyed the activity saying there had been a "good vibe". One participant commented on the satisfaction of doing something "to help the little kids". In terms of activity, participants identified different skills they had enjoyed the most including drilling, cutting and hammering which they found satisfying. Teambuilding - learning to work together and help each other out – was a feature of the activity. Building the shelf was also identified as a really good thing.

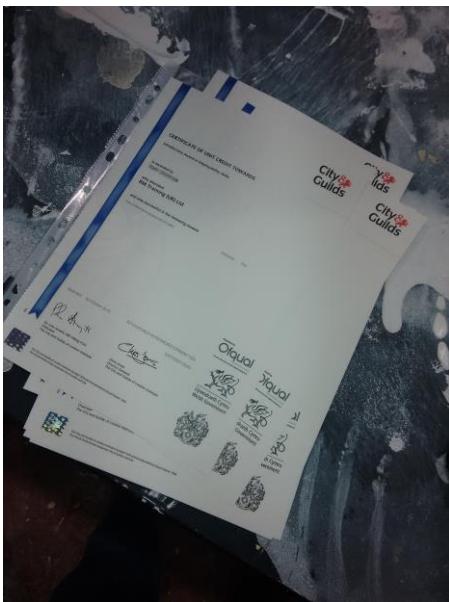
There were a few negatives – putting it all together was considered boring as was cleaning up. And one participant would have liked to have played his music.

However, overall there was a positive sense of achievement and some people wanted to share their experience with other people. One young person felt proud of what they had achieved.

Participants struggled to identify any particular impact on their futures with no one identifying the trade sector as a future career. However, they highly valued the idea of

gaining a certificate. One participant thought this was “amazing” and another said it would be “good for my future”.

City Gateway staff were extremely positive about the experience and were full of praise for VIY, Wickes and especially the lead mentor. They felt that the activity would have a massive impact on their students – it changed their level of confidence and the certification would help them when they considered their training and learning options after reaching



16.

They highly valued the idea of gaining a certificate. One participant thought this was “amazing” and another said it would be “good for my future”

## Case study 4: Ilford Sports Club/Mayfield School

### Background and the project

Ilford Sports Club is located in the North East London Borough of Redbridge. It is situated on the boundary of two of the more deprived wards in the country and aims to “provide affordable sporting and recreational facilities for the local area”.

This VIY project was to repaint the walls, doors and doorframes in the club’s function hall. A previous VIY project had already improved the appearance of the entrance and downstairs hallways and the latest project was designed to make the hall more welcoming.

This was a level 1 project which took place over two days in December 2015.

### Participation

The 10, all male, participants were recruited from the nearby Mayfield School where they were doing a construction skills course as part of their year 10 (aged 14 to 15) curriculum. Mayfield School, also in Redbridge, has around 30 per cent of its pupils eligible for free school meals. Just under 80 per cent of pupils have a first language other than English and most pupils are from a range of minority ethnic groups. Although all studying construction, participants had a range of prior experience in painting and decorating.

The pupils were required to attend the event but were positive about the opportunity because it would enable them to have a “real” rather than “classroom” experience of the subject.

The pupils’ construction teacher was present for the whole activity and provided support to the VIY mentor. One member of staff from the sports club was also present for the whole event.

### Activity

During the two days, the participants painted the walls, doorframes and doors of the function hall. They learnt how to choose between using a brush and a roller, to “cut-in” with masking tape, to use safety equipment and to minimise mess and clean-up. The project was successfully completed.

## Impact

### Skills



The project was positively received by the participants, their teacher and the club staff. Participants had enjoyed painting and felt that they took more pride in their work as, unlike at school, their work would not be painted over. They appreciated learning a range of technical skills. One participant commented that their fear of heights was challenged as he needed to climb up a ladder to paint.

### ***Employability and career aspirations***

Participants recognised that they had developed skills in team work: they had had to work together and work out how to share the equipment. Their teacher backed up this view saying that the project mixed-up students so they had to work outside of their normal friendship group. This was of particular benefit as the high levels of ethnic and social diversity within the school meant that such friendships were rare.

The teacher also noted that the experience helped improve the confidence of participants, develop their self-discipline and give some pupils the opportunity to advance their English and communication skills.

Although the participants were some way off having to apply for college course or jobs, they noted that they probably didn't want to follow careers in painting and decorating. However, they felt that their experience meant that they had more confidence in their existing choices – often to be a mechanic or electrician.

Participants felt that the experience would be helpful in getting work in the future. They would be able to put the experience on their CV as a way of demonstrating "real-world" experience. They particularly valued the award of the qualification saying that this made them feel "proud and accomplished" about their work.

## ***Strengthening and improving the club***

Club staff saw a tremendous benefit from the project. They felt the improvement in the facilities would result in a more welcoming environment and would make a difference to the community. They expected greater use to be made of the facilities as a result of the face-lift.

Participants had generally been unaware of the existence of the club. Some said they would seek to get involved – perhaps playing football or learning karate. The learners had responded well to a mini-exercise class during a break and the club would follow up with the school to try and engage with the young people.

The club hoped that they would be involved in future VIY activities.

## **Case study 5: Eric Allin Community Centre**

### **Background and the project**

The Eric Allin Centre provides a hub for VIY activities. The Centre is on the Northumberland Park Estate in Tottenham, close to the football ground, an area in the 4 per cent most deprived areas of England. The Centre was previously a show flat used for displaying the changes residents could expect when their homes were upgraded to the decent homes standard. VIY then refurbished the centre and started using it as a hub for its own projects, running a range of courses covering plumbing, tiling, painting and carpentry. This activity was partly funded by a grant from the Mayor of London.

This project was a carpentry course building garden furniture which would later be used to benefit the local community. The project took place over two days in March 2016. All participants had previous experience of VIY courses.

### **Participation**

A group discussion involved all five participants who had attended the programme over two days – several others had attended for one day only. The participants were in their early 20s and not currently working. The group had different levels of attachment to the labour market, with some having previously held jobs, but all were currently unemployed. Three were men and two women.

Participants had primarily been recruited through word of mouth with the VIY project officer taking a leading role. All of the young people knew each other before this project.

The participants reported that their motivation to attend the course was to increase their employability and hoped it would help them find work. They wanted to develop their skills and gain some experience. Participants were also very positive about the prospect of gaining a qualification which they hoped would impress potential employers.

The programme was run by three mentors who all worked for the same maintenance and improvement company and were paid for their attendance. One of the mentors had previously attended VIY courses at the Eric Allin Centre and then been recruited by the company as a full-time employee.

## Activities

The project was to build a garden bench and a table starting from raw materials. On the first day, they had measured and cut the wood. On the second day they assembled the furniture. The project gave the participants experience of using a range of tools including saws, work benches, G-clamps and power drills. Participants had clearly enjoyed using the range of equipment and had internalised the mantra of “measuring twice and cutting once”.



## Impacts

### Skills

The project was well received by all involved – one participant summed it up as “funtastic”. All participants agreed that the project aims were met and they would recommend the activity to others.

Participants believed their carpentry skills had improved significantly and had a good understanding of using the range of tools. They were able to describe clearly what they had done and explain how they tackled the challenges. Using a handsaw was identified as the hardest task, especially for cutting the curves. Some participants would have liked more challenging activities.

### Employability and career aspirations

In terms of personal development, participants identified increased confidence in the use of their skills as a key benefit of attending VIY courses. One young woman described how she had used the skills acquired on the painting course to decorate her bedroom. Another participant had used their plumbing skills to fix the toilet at home. There was a general sense of trying to find activities to practice and develop their skills.

Participants noted how the course gave them an opportunity to do something useful – rather than sitting at home during the day and playing computer games. They hoped that this could be the start of them learning a trade. Building the furniture gave them a sense of achievement which was followed by a sense of pride which they said they would share with their friends and families. One man described their sense of satisfaction when looking at a finished bench saying “I never expected that I could do that”.

Working together as a team was cited as a benefit. The VIY environment was also seen as a more positive learning environment than college with more supportive, patient and understanding mentors. In a mentor interview, the increased level of confidence was identified as a key benefit.

Participants hoped that their experience would improve their employability. They valued the qualification as evidence that they had achieved something and saw the whole programme as strengthening their CVs. One participant noted that, if asked at an interview about previous achievements, they would be able to “point out of the window at my bench in the park”. Participants were at different levels interested in a career in the trade. One woman said she had “learnt it was for me”.

VIY noted that there had been some success in helping participants into work. One previous participant was now working for the maintenance company who provided the mentors. Three others were now working for the Wickes branch in Tottenham. Participants suggested that it would be helpful if VIY built links with potential employers to increase their chances in gaining employment. Of 59 people who had entered the projects as NEET, 18 had moved into education, employment or training following their engagement with VIY.

### ***Strengthening and improving the club***

VIY work at Eric Allin has refurbished a space which is now used as a VIY hub with potential for other uses. Because this project involved the construction of outside furniture, there was no direct benefit to the centre. However, participants highlighted areas for the local community. Physically, the community would benefit from, say, a new bench in the local adventure playground. More generally, there was a sense that VIY’s presence in the community would boost skills – others would “see what is going on and join in”. “Having no education or employment would become more of a choice” as alternatives were more visible. Participants also noted that they would now be more likely to volunteer for the benefit of their community using their new skills.

VIY are now looking forward to developing the hub model and are seeking new sources of funding. Their second hub, in Birmingham is also moving forward.

## Common themes

### Types of project

The case studies cover a variety of projects involving different groups of young people. City Gateway and Ilford Sports Club worked with all school age children recruited through their educational institutions. Haringey Sea Cadets worked with the uniform youth group but covered a wide range of ages from compulsory school age to early 20s. Portico Vine involved young people engaged with the club as well as some volunteers with the National Citizen Service. The Eric Allin Centre project involved people in their early 20s who appeared to have limited work or educational experience and were currently not in formal education, employment or training.

Recruitment for the projects varied widely – from those who were already involved in the club as, say rugby players, to school groups and referrals from Job Centre Plus.

### Strengthening and improving youth clubs

One goal of VIY is to strengthen and improve youth clubs with intermediate outcomes of repairing and refurbishing club buildings, young people taking ownership and responsibility for their clubs and clubs having access to local human and material resources.

For the clubs involved with VIY, the impact has been clear and highly beneficial with all organisations befitting from improved facilities. For Portico Vine in particular, the project has been game changing, allowing a wider range of activities to take place at the club including wheelchair rugby. Similarly, the Sea Cadets are able to widen their activities as well. Ilford Sports Club now has a more welcoming environment. Even for those activities outside of clubs, community benefits have been identified.

### Improved employability for all VIY participants

Under this ultimate goal, sit a number of intermediate outcomes including young people gaining construction skills and qualifications and developing their softer employability skills and work readiness.

These diverse groups all present a very encouraging view of the VIY project with all involved reporting positively on their experiences. Participants value the hard skills they acquire with many reporting that they had taken other opportunities to put their skills to use. Many reported developments in softer skills such as team working and general confidence driven by the satisfaction of achieving something.

The qualifications with VIY were highly valued. In two of the case studies, we noticed how staff were being badgered by young people asking when they would receive their certificates.

Many young people saw VIY as a step on the employment ladder. For some, it sparked an interest in pursuing a career in a construction trade. For others, the projects enhanced their

CVs even if they were not interested in the trade they had tasted. Participants felt that VIY would give them something positive to talk about in job interviews.

Mentors generally also reported positive experiences. They enjoyed working with the young people, passing on their experiences and many said they would volunteer again.

## Criticisms

Few criticisms have been made of the programme. In some early events, there were reported problems with the supply of materials but these appear to have eased.

Sometimes, young people reported having to wait around as there was little for them to do – but some turned this into a positive about working as a team. Others wanted longer or repeated activities.

## Chapter 4: Summary and conclusions

**This chapter summarises the findings of the evaluation grouped under activity and the three key objectives for VIY. This is followed by a conclusion and then some potential ideas for developing the programme.**

### Overall activity

VIY is close to meeting its delivery targets and expects to do so by the end of the June. The delivery model has evolved over time and now includes prolonged engagement, centred on delivery hubs in youth and community centres in London and Birmingham as well as the previous model of delivering in youth and community centres.

Participants in VIY are diverse, almost all in the target age group and from a wide variety of backgrounds, although with a bias towards male involvement – albeit with a much higher representation of women and girls than currently in the trade. Participants are attracted by gaining skills and the basic qualifications.

### Youth clubs improved and strengthened

The case studies and the limited quantitative information from adults show a very positive impact on the clubs that are engaged. Results differ according to the project and the needs of the club – from producing a more welcoming environment at Ilford Sports Club to massive changes at Portico Vine Rugby League Club which has enabled the club to offer a wider set of activities, including for people with disabilities.

On limited evidence, the young people who go through VIY have also strengthened their attachment to their clubs. This was demonstrated by Haringey Sea Cadets and young rugby league players. For Ilford Sports Club, where participants were not already engaged with the club, there was interest in taking part in activities. It may be difficult to generalise from these examples.

### Improve employability for all VIY participants

VIY participants are a diverse group with many still in full-time education and some who are unemployed and probably quite distant from the labour market. Employability has been measured using self-assessment of confidence on a range of factors. In this framework, employability has been increased as all measures show a positive change before and after the event. This improvement is particularly true for factors such as explaining ideas and leading a team where baseline measures are relatively weak.

An analysis, at the individual level, shows that nearly two-thirds of participants report an improvement in their employability scores and for 18 per cent there is a strong reported improvement. Only in a small number of cases is there a decline in reported employability

scores and these cases probably reflect participants changing their unrealistically high perceptions of their abilities.

Participants talk very positively about the impact of VIY on themselves. Many talk about increased levels of confidence as well gaining skills in construction trades which they want to use and develop. Participants are particularly appreciative of gaining a qualification and see the whole experience as resulting in improved CVs and great stories they can tell at interview.

## **VIY graduates take up further training, work placement and apprenticeship opportunities.**

There is limited evidence, yet, of VIY graduates successfully moving forward. In the quantitative survey, we have identified a small number of people move into employment. The Eric Allin Hub in Tottenham has helped three participants get jobs at a local Wickes and another get a job with a property maintenance company. In addition, 18 out of 59 people who started projects at Eric Allin as NEETs moved into education, employment or training.

However, this small number probably underestimates the success of the programme as only 40 per cent of participants have responded to the follow-up survey. Further, VIY is not, primarily, an employment programme where the only objective is to help people into work quickly. For younger participants, the benefits may be seen later, possibly in career choices, more focused college applications or general confidence. For older participants, it may take time to get into a state of work-readiness.

## **Conclusions**

VIY is delivering a programme which is highly valued by its participants and other stakeholders. Youth club facilities have been improved by projects and there is some evidence of strengthening local communities. The young people who go through VIY report that they increase their levels of confidence and greatly value the qualifications they obtain. At this stage, VIY is having a limited impact of helping people into work – it has delivered for a relatively small number but there is probably potential to improve the record in this area.

## **Recommendations**

This section includes some outline recommendations. They should be read in the context of a project which is clearly meeting its objectives of improving youth and community facilities and improving the employability of those who participate in their events. However, some developments may improve the effectiveness of VIY without compromising its distinctiveness.

## Participation

- VIY works with a very diverse group of young people. It should review its objectives and decide whether any groups should have priority.
- In particular, although female participation is higher than in trades, VIY should consider targeting women and girls for some events.
- Recruitment is by varied routes – some of which are very informal. VIY should develop a recruitment strategy setting out how young people will be recruited.

## Project contents and delivery

- VIY has focused on one-off events although the new hub model has moved away from that. As is already happening in the hubs, VIY should consider how to adapt the model to serve the best interests of the target population, perhaps by having longer events or ones involving a wider variety of trades,
- The evaluation design suggested a period of reflection at the end of each event. VIY should consider including such a session in all events to garner feedback and to reinforce and reflect on the learning during the event.

## Enhancing employability

- VIY has successfully helped participants into work, particularly where there are existing relationships between VIY and the prospective employer. VIY should build on exiting work to establish links with potential employers to provide a route for participants who are ready to move into work or apprenticeships.
- VIY could also work with other organisations who are engaged in helping young people into work to try and increase the likelihood of participants moving into employment or training.

## Evaluation

- VIY should, with the evaluator, review and revise the evaluation material so that it provides more useful information on the progress of young people. Specifically, this should cover ensuring the collection of consistent information on aspirations. Additionally, further follow-up surveys may be useful to track the outcomes for learners.

## Appendix 1: Methodology

This appendix provides further details on the methodology which underpins this report. It starts with a description of the three keys aspects of the evaluation – finalising the theory of change, the quantitative element and the qualitative element. The final section gives a discussion on the limitations and how this might be developed further.

### Initial workshop and the theory of change

VIY had developed a theory of change ahead of procuring an evaluator. However, an early evaluation task was to hold a workshop to review the theory of change and to discuss the evaluation more generally. The workshop was held on 12 March 2015 at Studio 3 Arts which had hosted a number of VIY events. The discussion involved the core VIY team, the lead mentor, the then training provider, a representative of the funder and the evaluation team.

The discussion covered

- The structure of the evaluation
- Key research questions
- The theory of change
- Evaluation practicalities.

The key outcomes for the theory of change remained unchanged. However, it was noted that the outcomes for individuals would be heavily dependent on the stage they were at with their life – for a school pupil, success might be having their interest in a career in construction kindled whilst for an older person not in education, employment or training success might be more about getting closer to the labour market.

The final annotated theory of change is shown on page 13 of the main report.

### Quantitative evaluation

#### Components

The quantitative evaluation formed a key part of the evaluation. Data was to be collected at three stages:

- Immediately before starting the programme
- At the end of the programme
- Six weeks to three months after the end of the programme.

A key objective was to embed data collection within the VIY process whilst not adding to the administrative burden on those involved in the process. VIY were already collecting a significant amount of data as part of the student registration process and the forms used at this stage were augmented to collect additional information. For the second stage, a form was designed which could be completed at the same time as information was collected for validating the qualification. The third stage was to be carried out by VIY staff by telephone or online. The forms used for collecting information are shown at the end of this report.

The first stage of data collection provided key demographic information about the participants. Additionally, questions were asked to provide a baseline of the participants own assessment of their confidence across a range of employability factors. The employability factors were:

- 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

This approach was derived from New Philanthropy Capital's Journey to Employment Framework<sup>2</sup> which sets out recommended tried and tested outcomes and tools for measuring what happens on young people's journey to employment. The approach used a set of employability questions that had been used in various national evaluations and with those aged 13 to 18. Using this fairly simple approach to measurement was expected to generate useful information in a proportionate way.

The instrument was chosen because it provided a validated measure of employability. The questions were relatively straightforward and appropriate for the majority of the VIY target population. As the questions were to be included in the registration and completion forms, they needed to be relatively brief – using a longer, more detailed instrument would have been disproportionate and probably yielded little information.

At the first stage, participants were also asked to provide information about their construction skills.

The second stage was carried out at the end of the intervention – generally on the final afternoon. This involved asking again the same questions about personal development. This

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<sup>2</sup> <http://www.thinknpsc.org/publications/the-journey-to-employment/jet-framework-final-jan-2015/?post-parent=7805>

second set of answers could then be compared to the first to see what movement there had been over the course of the event. Learners were also asked again about their future ambitions. They were also asked some more general open questions about what they had and hadn't enjoyed about the project and how participation had helped them.

The final stage of participant data collection was carried out six weeks to three months after the end of their project. At this stage, questions were kept very simple to try and maximise the response rate. The primary question was about their current economic status with additional questions about what has changed as a result of their participation in VIY and what they would change about VIY. The objective of this phase was to identify concrete changes which had occurred as a result of the VIY project.

The data collection instruments for the first two phases were designed to be suitable for self-administration with the young people completing the forms themselves. However, in practice, the forms were completed in a conversation between the young person and the training provider. These conversations formed part of the accreditation process.

In addition, some forms for collecting information from mentors and volunteers were also designed. These instruments were primarily designed to capture qualitative information about the experience.

## Response numbers

The data collection instruments were designed so they would be embedded in the VIY process and would be completed by all participants. There were, however, two delays to collecting the data. First, the evaluation was not initiated until March 2015. By the end of that month, 484 young people had already gone through projects and were not included in the evaluation. Further, although the data collection started in the spring of 2015, it was administered by the former training provider who held the data. Unfortunately, when this training provider ceased to be involved it proved impossible to transfer the data to VIY or the evaluator. However, since early summer of 2015, nearly all participants have completed the initial phase and many the second.

A small number of cases have been excluded from the analysis because, for example, the participant was over 35 (well above the target age group) or because of concerns over data quality. For the analysis presented here, the number of responses is

Stage 1 – 271

Stage 2 – 199 (although 1 case was excluded from the matched pair analysis)

Stage 3 – 93.

These numbers are somewhat smaller than originally envisaged. As a result, sub population analyses have not been carried out to explore different changes over time for different groups.

## Analysing the quantitative information

The approach to analysing the data has been to use a fairly simple approach. All of the available data was loaded into the Stata programme. Baseline information has been analysed using a descriptive approach.

To understand the immediate impact of the programme, we have compared the results at stage 2 with those of stage 1. Two approaches have been used for comparing the data over time. We have looked at averages and proportions across the group as a whole. This approach has been supplemented with the use of “matched-pairs” which give an understanding of the change for the individuals rather than the group as a whole.

A similar approach has been used for using the stage 3 data to identify whether there have been any changes in status following the project.

## Qualitative evaluation

### Case study selection

The qualitative evaluation was designed around five case studies. The original proposal was to “purposively” select the case studies based on a range of factors including geography, client group and level. However, practically this proved only partially possible. Planned visits to the projects were, for example, cancelled at short notice and had to be replaced. The replacement projects were those which were available rather than those which met any set criteria. The final case studies were

- Haringey Sea Cadets
- Portico Vine Amateur Rugby League Club
- City Gateway
- Ilford Sports Club
- Eric Allin Community Centre.

This group provided a good mix of different level of projects and included a project in VIY’s emerging hub model. Geographically, the selection was biased towards London<sup>3</sup>. The full age range of participants was covered. Because these case studies were suggested by VIY rather than selected by the evaluators there is a possibility that the case studies could appear “cherry picked” by VIY, it is hard to conclude that the case studies were anything other than reasonably representative of projects.

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<sup>3</sup> Twice visits to Birmingham were cancelled at short notice

## Interview approach

Activities at each case study project were informally observed. Interviews were then carried out with participants, club volunteers/other responsible adults and VIY mentors. The interviews followed a semi-structured approach using a topic guide. The same topic guides were used in all of the case studies and are included at the end of this report.

Participants were mostly interviewed in groups. An approach known as phot-elicitation was used. This method involved using photographs taken during the course of the event (either by the young people themselves or by mentors and the training provider). The young people were then shown a selection of the photographs and invited to discuss them. This approach was chosen as it was felt it would engage the young people better than an approach without visuals. The approach generally worked well – although there were some equipment failures – and encouraged the participants to participate and give their views.

Brief interviews, also based on topic guides were carried out with other adults, generally as one-to-one meetings.

The interviews were all recorded and the recordings used to produce notes which were incorporated in the write-ups included in this report.

In addition, to the case studies, an interview was carried out with the VIY directors to clarify changes to the project over time and to get their perspective on how the project had gone. We had hoped to interview a representative of Wickes but that proved impossible to arrange.

## Reflections on the evaluation approach and limitations

All evaluators will say that it is never too early to engage with the project. For VIY, there was a delay between the selection of the evaluator and the initiation of the evaluation. It appears that several hundred young people went through VIY during this period and no data was collected from them. This delay was compounded by the loss of data collected by the former training provider. As a result of these factors, the volume of data was lower than planned. Consequently, analysis by sub-group has not been possible.

However, once established, the evaluation has proceeded well. Embedding the data collection into the process has guaranteed that most of the required data are available. The process is not unduly onerous and has generated useful and usable data. There appears to be some attrition between the first and two phases with 27 per cent of first phase responses not having a matched response in the second phase. The drop off in responses between the two causes. First, some young people do not complete their programmes. Second, when the analysis was completed, not all responses had been provided to VIY and the evaluator by the training provider. This means that had more time been available, the response rate would have risen to around 85 per cent. Additionally, some issues with the

coding have been identified with the completion of the second phase survey which will be highlighted to VIY.

The third stage data collection was expected to be difficult as it is a stand-alone process and not embedded. The current response rate (probably around 40 per cent) is higher than expected. However, for many, particularly younger, participants the time lag is too short for there to be much change in their activities.

The questions used for assessing employability were necessarily brief and relatively simple and it might have been desirable to use a more detailed instrument which would have provided more robust information. However, we needed to strike a balance between the time taken to complete all of the forms and the depth of information collected. Using a previously validated instrument provides some assurance about the validity of the data collected. These responses remain a self-assessment which is an intrinsic weakness with this approach. As one mentor suggested – sometimes people, particularly the younger participants “think they know it all”.

Apart from the difficulty in selection, the case study approach has worked well. The cases all generated useful information about the project. All those involved were willing to give their time and their views. The photo-elicitation technique proved to be a very effective method for engaging young people, building rapport and creating the environment for reflection.

For the future, the data collection is embedded and should continue. The dataset will build over time and become more useful as a basis for analysis. Some consideration could be given to adopting slightly different approaches for different client groups – for example distinguishing between those of compulsory school age who are not immediately looking for work and older NEETs where change may happen more quickly. For some groups, deeper and later follow-ups may generate useful information.

The case study approach has worked well. The evaluators hoped that the idea of including a reflective period at the end of each project, including the use of photographs taken by the participants, would be included in the VIY process. This hope remains.

## **Limitations**

This evaluation is an observational study. It looks at changes over time but does not make any comparison with a control or other comparable group. This means that changes over time cannot be attributed with any certainty to VIY. However, participants will primarily have been engaged with VIY and so changes between the first and second stage are probably mostly due to VIY.

VIY targets a diverse group of young people at different life stages and with different prior experience. Data was collected using a single instrument which was primarily suitable for

those aged 13 to 18. It may have been better to collect different information from older people.

Participants were asked what they hoped to do in the future. This question appears to have been answered in different ways. Rephrasing the question – and giving a timeframe particularly for those in education – would have resulted in a much better set of responses.

## Appendix 2: Literature review

**This appendix reports on a rapid evidence review to look at existing evidence about the effectiveness of vocational youth training interventions and any factors associated with success. Our search criteria included evaluations of on the job training/mentorship programmes targeting young people from disadvantaged communities, including NEETs where possible. Given that phase two of VIY comprises of two levels of differing durations, we were particularly interested in exploring whether there was any evidence of the impact of different 'dosages' of intervention. Our review focused upon outcomes and impacts including any change in harder and softer employability skills, numbers of young people gaining qualifications, subsequent take-up rates of further training, work placements, apprenticeship opportunities and employment.**

We found that the most robust evaluation methodologies have been applied to mainly large (often national) scale labour market training programmes. In contrast, the evidence on the effectiveness of local voluntary and community based interventions (more akin to the VIY model) has been weaker, often focusing on programme completion rates and participant feedback (Briton et al 2011). Whilst numerous reviews and meta-analyses have been undertaken comparing the effects across different interventions, the usefulness of these meta-comparisons is limited by the need to take into account the structural contexts and participant characteristics particular to each one.

Evaluations of labour market training programmes in the US and Europe have found mixed but generally modest results (BIS 2013; What Works Centre for Local Economic Growth 2014). In contrast, larger positive effects of training interventions have been found in developing countries (Betcherman et al 2007), with the suggestion that returns of training programmes may be higher in places where the population's initial skill level is lower.

Key factors in determining success include:

- The effectiveness of training varied by participant characteristics. Women appear to benefit more from training than men (Couch 1992, Friedlander et al 1997, Attanasio et al 2008).
- Programmes targeting younger age groups tend to be less successful than those targeting older age groups (Kluve et al 2006), although a recent review found that participants in their twenties with low qualifications, lacking work experience and who have spent some time out of work seem to benefit more than those in their teens (BIS 2013). Evidence that the Youth Contracts<sup>4</sup> generate larger social benefits per participant and deliver better value for money when focused on engaging young

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<sup>4</sup> These were introduced in the UK in 2012 to support 16-24 year olds to participate in education, training and work including the provision of apprenticeship incentives, subsidised jobs and work experience places.

people with initially lower education outcomes, although involving a trade-off with reducing the benefits available to younger age NEETs and those with better initial qualifications (Nafilyan and Speckesser 2014), similarly suggest a need to carefully balance age and qualification eligibility criteria in order to maximise impact.

- On-the-job training is generally more effective than classroom training (Heckman et al 2000; Attanasio et al 2008). This finding was reiterated in a recent international systematic review, which found that employer co-design and activities that closely mirror actual jobs appear to be key design elements (What Works Centre for Local Economic Growth 2014). Related design features that have been found to increase programme success include aligning training to the needs of the local labour market, and building in support for transition to work including job search support elements (Dench et al 2006).
- Smaller scale programmes have been found to be more effective than larger scale programmes (BIS 2013).
- Voluntary programmes are generally more effective than mandatory programmes (Kluve et al 2006).
- Private sector work experience programmes are more effective than public sector programmes (Kluve et al 2006). A more recent international systematic review however found that there was a lack of evidence to support any strong conclusions on the relative efficacy of private versus public-led delivery of training schemes (What Works Centre for Local Economic Growth 2014).
- There is a lack of evidence to support any strong conclusions about the efficacy of local versus national provision (What Works Centre for Local Economic Growth 2014).
- We found very limited evidence comparing different ‘dosages’ of the same intervention, beyond the caution for programme length to be limited to mitigate the risk of ‘lock in’ (where participant involvement detracts them from more direct job-seeking activities). However any arising short term negative impacts can be countered by continuing follow up monitoring for a longer period (BIS 2013).
- Studies have also promoted the need for joined up holistic support that goes beyond a focus on solely training and takes steps to address wider barriers to employment which could include disability, caring responsibilities, belonging to an ethnic minority group, motivation and attitude (BIS 2013).

Given the weaknesses and criticisms levelled at the existing evidence pool, we were also keen to incorporate best practice for evaluating training interventions into our own evaluation design. Following from Tripney et al (2013), we built in mechanisms to collect data on participant characteristics, intervention characteristics (including the type of

training, intervention duration and frequency), and the broader context in which the intervention is taking place (including community characteristics and local labour market). Bradley (1995) also formulated some useful guidance for designing evaluations of training interventions which we have similarly sought to incorporate. These include taking into account structural factors such as the state of the labour market, which may determine the nature of a participant's school-leaving decision and alternative options open to them. Participant characteristics may differ based on how young people enter into a programme, including whether they made the free choice, and whether entry was determined or sorted by a gate-keeper. Bradley also recommends taking into account a wider range of outcomes beyond simplistic measures of the participant employment rate. These include paying attention to job quality, the number of hours worked, qualifications gained, individuals entering employment in the external labour market rather than with sponsors, and the impact on the psychological and social welfare of the individual.

## Data collection instruments

# Introductory Award in Employability Skills



## Volunteer It Yourself Student Application Form

Name:

Date:



Nesta...





# Declaration of Authenticity



This form **must** be completed and signed and submitted with this workbook.

Please complete the information below

**Student Name:**

**Assessor:**

**Course Name:** City and Guilds Entry Level 3 Introductory Award In Employability Skills/NCFE Level 1 Award in Occupational Studies (601/1086/7)

**Workbook:**

**I confirm that this assignment is my own work and that I have:**

Read and understood the guidance on plagiarism in the Student Handbook, including RM Training's Plagiarism policy.

Not sought or used the services of any professional agencies to produce this work

In addition, I understand that any false claim in respect of this work will result in non-accreditation of my qualification.

**DECLARATION:**

I am aware of and understand RM Training's policy on plagiarism and I certify that this assignment is my own work, except where indicated by referencing, and that I have followed the good practices noted above

Signed \_\_\_\_\_

Date \_\_\_\_\_

**This workbook Covers:**

City & Guild - Entry Level 3 Introductory Award In Employability Skills (5546)

Ncfe Level 1 Award in Occupational Studies (601/1086/7)

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# VIY Student Registration



Programme Applied For		Volunteer It Yourself – Employability Skills						
Title	Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/>	Surname						
First Name(s)				AGE		Date of birth	dd/mm/yyyy	
Age Group	Under 16 <input type="checkbox"/> 16-18 <input type="checkbox"/> 19-23 <input type="checkbox"/> 24+ <input type="checkbox"/>	Club Name						
Address	Postcode:							
Mobile Number		Email Address						
Landline phone Number		What is your preferred method of contact? Home <input type="checkbox"/> Mobile <input type="checkbox"/> Email <input type="checkbox"/> Text <input type="checkbox"/> Post <input type="checkbox"/> Twitter <input type="checkbox"/> Facebook <input type="checkbox"/>					How often do you access your emails/FB/Twitter?	
Ethnicity or national origin  Please tick the box that describes your ethnicity or national origin	31 White British 32 White Irish 33 Gypsy or Irish Traveler 34 White Other 35 White and Caribbean 36 White and African 37 White and Asian	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	38 Other Mixed 39 Indian 40 Pakistani 41 Bangladeshi 42 Chinese 43 Other Asian	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	44 Black African 45 Black Caribbean 46 Black Other 47 Arab 98 Other 99 Not Known	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Do you or have you ever received free school meals?		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>				
<b>Emergency contact details/Next of kin</b>								
First Name				Last Name				
Address				Post Code				
Relationship to you				Email address				
Telephone Number				Mobile Number				
<b>What would you like to do in the future? (tick all that apply)</b>								
<input type="checkbox"/> Get a full-time job in ..... (please write your preferred industry e.g. business, catering, construction, engineering, manufacturing, healthcare, hospitality, IT, sport and tourism, marketing, media, retail, teaching, etc.) <input type="checkbox"/> Stay at school and finish GCSEs (or equivalent) <input type="checkbox"/> Complete sixth form/college <input type="checkbox"/> Get an apprenticeship in ..... <input type="checkbox"/> Get a traineeship in .....				<input type="checkbox"/> Go to university to study ..... <input type="checkbox"/> Do some other type of training in ..... <input type="checkbox"/> Leave school and apply for state benefit support <input type="checkbox"/> Look after the family and home <input type="checkbox"/> Do something else. Please provide details: ..... .....				
<b>Do you have or consider yourself to have any learning difficulty, disability or health problem?</b>								
Yes <input type="checkbox"/> If Yes, please detail below: No <input type="checkbox"/>								

How did you hear about VIY?	Website	<input type="checkbox"/>	Flyer/leaflet	<input type="checkbox"/>
	School/College	<input type="checkbox"/>	Friend/Family Member	<input type="checkbox"/>
	Employer	<input type="checkbox"/>	Training Provider	<input type="checkbox"/>
	Twitter	<input type="checkbox"/>	Facebook	<input type="checkbox"/>
	Club	<input type="checkbox"/>	Other:	<input type="checkbox"/>
What is your main reason for taking part? (please tick one box)	<input type="checkbox"/> To gain skills <input type="checkbox"/> To gain a qualification <input type="checkbox"/> Interested in working in construction <input type="checkbox"/> To have fun <input type="checkbox"/> My friends encouraged me to take part		<input type="checkbox"/> Parents/caregivers encouraged me to take part <input type="checkbox"/> To give back to my community <input type="checkbox"/> Other: please describe ..... .....	
<b>Employment/Education Status</b>				
<b>What is your main activity at the moment? (please tick ONE box)</b>				
<input type="checkbox"/> Studying for GCSEs (or equivalent) <input type="checkbox"/> Attending sixth form/college <input type="checkbox"/> Doing a course at a university <input type="checkbox"/> In paid work <input type="checkbox"/> On a training course/scheme	<input type="checkbox"/> Doing an apprenticeship <input type="checkbox"/> Waiting for a course or job to start <input type="checkbox"/> Looking after the family and home <input type="checkbox"/> Unemployed and looking for work <input type="checkbox"/> Waiting for exam results	<input type="checkbox"/> Waiting for the result of a job application <input type="checkbox"/> Divide my week between employment and college <input type="checkbox"/> Doing voluntary work <input type="checkbox"/> Other – please describe..... .....		
Still in education	<input type="checkbox"/> Please provide School Name			
Please tick this box if you do not wish to be contacted by VIY in the future: <input type="checkbox"/>				
I agree to VIY using photographs and digital media and information for internal newsletter and marketing purposes Yes <input type="checkbox"/> No <input type="checkbox"/>				
What is your highest level of GCSE gained?	Maths:	English:	ICT:	



# VIY Individual Learning Plan



## About You

Do you have a Unique Learner Number:  Yes  No ULN Number: \_\_\_\_\_

Title:  Mr  Miss  Mrs  Ms Are You:  Male  Female Date Of Birth: \_\_\_\_\_

Learner Name  
(as required on  
certificate):

Project Details		Company URN No:	
Project Name:	Project Contact: Joe	Phone No:	
Town\City:		Post Code:	
Hours Of Work:	Start Date:	End Date:	

Training Provider Information		UKPRN No:	10040011
Provider Name: <b>RM Training (UK) Limited</b>	Company Contact: <b>Sue Brady - Operations Manager</b>	Company Phone No: <b>(01322) 217072</b>	
Company Address: <b>The Base Victoria Road</b>			
Town\City: <b>Dartford</b>	Post Code: <b>DA1 5FS</b>	Company Email: <b>viy@rmtraining.co.uk</b>	
Assessor:			
IQA:	Nicola Hawkins		

## Qualification/Framework Details

This section provides details of the qualification(s) you will be undertaking as part of your programme.

Your Programme Type: <input checked="" type="checkbox"/> VIY			
Start Date:		Expected End Date:	
Funder:	VIY	Funding Stream:	<input type="checkbox"/> SFA <input type="checkbox"/> EFS <input checked="" type="checkbox"/> Private
Framework:	<b>Entry Level 3 - Introductory Award In Employability Skills/ Ncfe Level 1 Award in Occupational Studies</b>		
Framework Reg No:	<b>5546-01/(601/1086/7)</b>	Framework Claim Date:	
Awarding Body: <b>City &amp; Guild/NCFE</b>	Registration No:	Registration Date:	


**Main Aim / Competency:**

Qualification No:	Qualification Title: Introductory Award In Employability Skills			Level: Entry 3/Level 1	Start Date:	End Date:
Unit Name	Enroll Unit:	Start Date:	End Date:	Achieved (✓)	Credit Value	GLH
<b>Optional Units:</b>						
341 - Health and safety in places of work	<input type="checkbox"/> Yes <input type="checkbox"/> No				2	20
321 - Community project	<input type="checkbox"/> Yes <input type="checkbox"/> No				3	30
342 - Introducing finishing skills/ Introduction to plastering techniques	<input type="checkbox"/> Yes <input type="checkbox"/> No				2/3	20/27
343 - Introducing pipework skills/ Plumbing skills	<input type="checkbox"/> Yes <input type="checkbox"/> No				2/4	20/40
343 - Introducing tiling skills/ Floor and wall tiling techniques	<input type="checkbox"/> Yes <input type="checkbox"/> No				3/3	24/27
345 - Introducing paint finishing skills/ Using painting skills for interior ceilings and walls	<input type="checkbox"/> Yes <input type="checkbox"/> No				2/3	20/27
346 - Recognise and use hand tools and materials used in construction	<input type="checkbox"/> Yes <input type="checkbox"/> No				2	20
347 - Introducing brickwork Skills/ Developing bricklaying skills	<input type="checkbox"/> Yes <input type="checkbox"/> No				2/3	20/40
348 - Introducing site carpentry skills/ Carpentry hand skills	<input type="checkbox"/> Yes <input type="checkbox"/> No				2/3	20/27
Delivery Postcode	Delivery Method	On the job training	Actual Achieved Date		Total Credits	

**Declaration and Signatures**

**Student Commitment** (You) I confirm that I fully understand and agree with the content of my Individual Learning Plan and will report any changes to my provider at the earliest opportunity. I am fully committed to achieving my programme within the timescales listed and am aware that My Club and provider will support me in doing so.

Your Signature:	Date
-----------------	------

**Club Commitment** - I confirm that I fully understand and agree with the content of my learners' Individual Learning Plan and I am fully committed to supporting him/her and working with the provider to enable my employee to achieve the programme within the timescales listed.

Club Signature	Date
----------------	------

**Provider Commitment** – I confirm that I have fully explained the purpose and content of this ILP with the learner, employer and any other relevant parties. I confirm that VIY will provide the training and support detailed in this plan and report any changes to the learner's details at the earliest opportunity.

Provider signature	Date
--------------------	------



## End of Programme Declarations and Signatures

Please tick to confirm your home address and email address on page 3 is correct, so we can contact you about certificates or other information relating to your programme

Home address

Email address

---

I confirm that the programme of learning in this ILP has been completed and I the learner agree to certificates being requested on my behalf.

Student Signature:		Date:
Club Signature:		Date:
Provider Signature:		Date:



# Personal Development Scan



Please complete BEFORE beginning the project:

	Very confident	Confident	Neither	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					



# Skills Scan



	Yes	Some	No
I have painted before			
I have used paint brushes			
I have used paint rollers			
I have cleaned and stored equipment			
I know about health and safety			
I have used a ladder before			
I have worked with piping			
I have done Tiling before			
I know how to use the Following hand tools			
Hand saws			
Cutting tools e.g Stanley Knife and Tile Cutters			
I know how to use the following power tools			
Power Drill/Screwdriver/Jigsaw			
I know about building materials			
I have done brickwork before			
I have done carpentry before			



## Appeals Procedure for Learners



If a learner is dissatisfied with an assessment/examination outcome, they have the right to appeal.

The appeals procedure for candidates will be based on the procedure detailed in the Awarding Body Documentation for the particular qualification. This is normally part of the learner pack issued to all new Learners when they start on a new qualification.

There are generally several stages in the appeals procedure and each stage must be exhausted before proceeding to the next one.

The main reasons for an appeal are likely to be: -

For QCF and Basic Skills Qualifications (competence based)-

- the learner does not understand why they are not yet regarded as competent, due to unsatisfactory feedback from the Assessor
- the learner believes they are competent and that the Assessor has misjudged them, or has failed to utilise some vital evidence

For exam based qualifications, ESOL, CLAIT, ECDL etc-

- the Learner believes they have been successful and that the marking is incorrect

For precise details on the various steps of the procedure, refer to the Awarding Body documentation for the specific qualification concerned. Further details and guidance can also be obtained from your Assessor or the Quality Assurance Manager.

I have been informed of and understand the Appeal Procedure.

Learner Signature \_\_\_\_\_  
Date \_\_\_\_\_

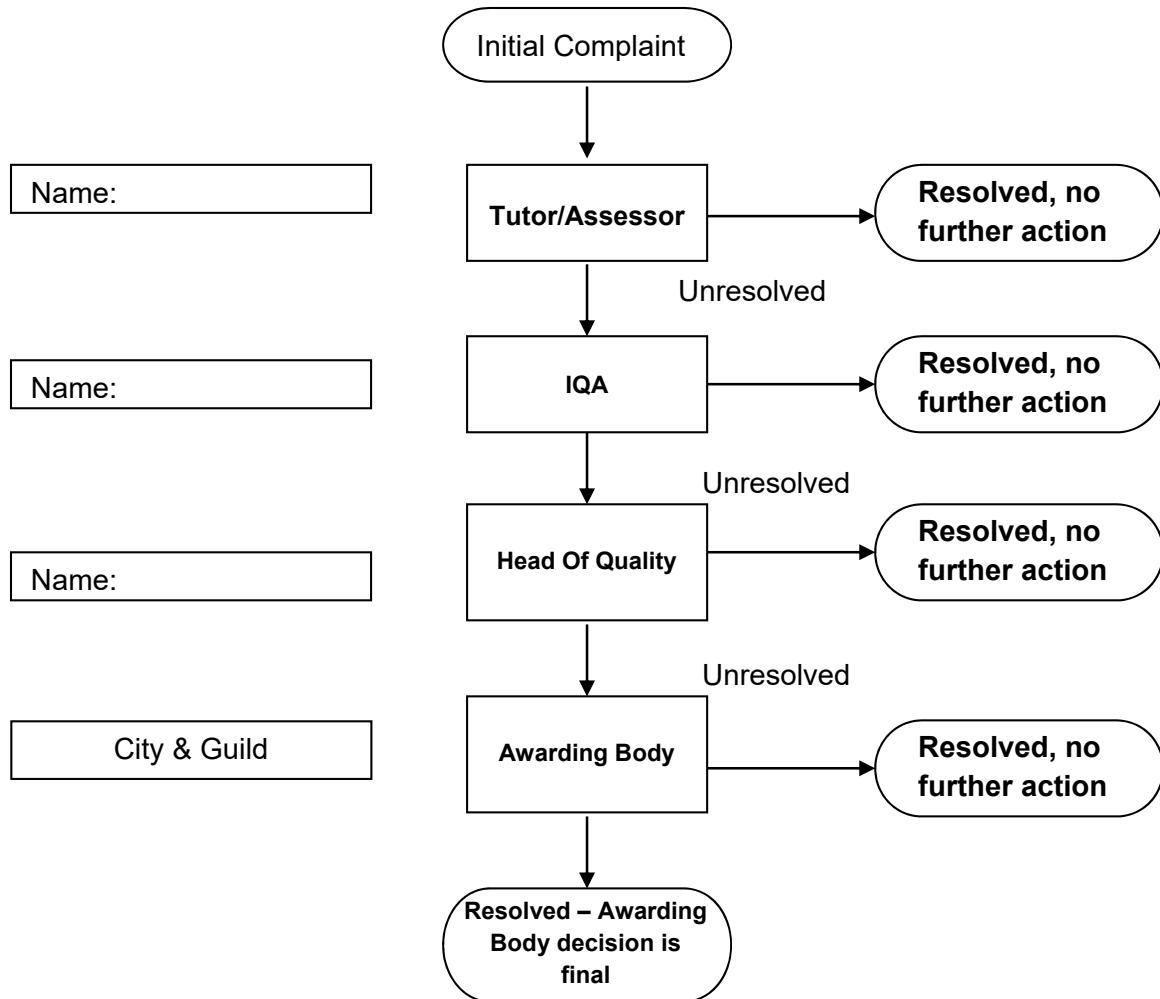
Assessor Signature \_\_\_\_\_  
Date \_\_\_\_\_



# Appeals Procedure



In exceptional circumstances, if you find yourself in disagreement with your Tutor/ Assessor concerning your assessment you should follow the appeals procedure outlined below.



## Notes regarding Appeals:

1. The Tutor Assessor discusses appeal with learner, if not resolved complete appeals record form and notify verifier within 2 working days.
2. The IQA must agree a date to meet and discuss at Stage 2 as soon as the request is received from the Assessor. To take place within 5 working days.
3. The IQA must refer the appeal to the Head Of Quality within 2 working days if the appeal is not resolved at Stage 2. Stage 3 meeting to take place within 5 working days.
4. The Head Of Quality must notify the Assessor and IQA of the outcome in writing within 5 working days of the Stage 3 meeting.
5. The Head Of Quality must also be notified within 5 working days if the Stage 3 decision does not resolve the issue, and they must convene an appeals panel within 10 working days of this notification.
6. The panels' decision must be sent to all parties and the External Quality Assurer/Moderator within 10 working days of the panel meeting.
7. Each stage of the appeal must be fully documented on the qualifications appeals record



Student Name:


Location:

Date:

Assessor:

Qualification:

IQA Name:

C&G 5546 - Employability Skills

Type Of Contact:  Face to Face  Remote Contact

**Personal development scan – please complete at the END of the project**

	Very confident	Confident	Neither	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					

**Have all elements of qualification been achieved?**

Yes  No

**As a Student what did you enjoy about the project?**

**As a Student what didn't you enjoy about the project?**

**Do you feel that participating in the project has helped you?**

If so, how? If not, why not?

**What would you like to do in the future? (tick all that apply)**

- Get a full-time job in ..... (please write your preferred industry e.g. business, catering, construction, engineering, manufacturing, healthcare, hospitality, IT, sport and tourism, marketing, media, retail, teaching, etc.)
- Stay at school and finish GCSEs (or equivalent)
- Complete sixth form/college
- Get an apprenticeship in .....
- Get a traineeship in .....

- Go to university to study .....
- Do some other type of training in .....
- Leave school and apply for state benefit support
- Look after the family and home
- Do something else. Please provide details:  
.....  
.....

**Other Comments**

**Signatures**

Student Signature: _____	Date: _____
Assessor Signature: _____	Date: _____



# VIY EXIT REVIEW - MENTORS



RM Training (UK) Ltd

Staff Name:


Project Dates:

Yes      No

Location:

Have you previously  
mentored for VIY?

**Why did you decide to take part in VIY?**

(Large text area for answer)

**How has the club benefited from the VIY project?**

(Large text area for answer)

**How have you personally gained from involvement in the project?**

(Large text area for answer)

**Have there been any other impacts?**

(Large text area for answer)

**How could the project have been improved?**

(Large text area for answer)

**Would you be interested in participating in future VIY projects?**

(Large text area for answer)

**Other Comments**

(Large text area for answer)

**Signatures**

Mentor Signature: _____	Date: _____
-------------------------	-------------



# VIY EXIT REVIEW - VOLUNTEERS



RM Training (UK) Ltd

Staff Name:


Project Dates:

Have you previously  
volunteered for VIY?

Yes      No

**Why did you decide to take part in VIY?**

**How did you/others recruit participants? Were you targeting particular kinds of participants, and if so, who?**

**How has the club benefited from the VIY project?**

**Beyond the club, have there been any other impacts?**

**How could the project have been improved?**

**Do you have any plans for future projects? Please describe.**

**Other Comments**

**Signatures**

Volunteer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## VIY Evaluation

### **Instructions for Photo Elicitation Exercise**

At the start of each project, project leads to brief youth participants to capture the different stages of project delivery using digital cameras (provided in delivery team's kit box). These could for example be before, during and after stills, action shots of participants carrying out the various activities, close-ups of the work being carried out, aerial shots, etc... Creativity in how they take these photographs should be encouraged!

At the end of each project, invite participants to attend an interactive session facilitated by youth club staff/mentors. At these sessions, participants can present their project's journey using the photographs as prompts or presentation devices and reflect upon what they have learnt during the course of the project. The focus group topic guide for participants (see below) can be used to structure this session.

## VIY Evaluation

# Interview Topic Guide for Youth Club Staff/Volunteers

### Introduction

My name is \_\_\_\_\_ and I am a \_\_\_[job title]\_\_\_ working with \_\_\_[name of company/organization]\_\_\_.

Belmana have been commissioned by the Cabinet Office, Nesta and Cospa to conduct an evaluation of the VIY programme. The aim of this evaluation is to look at how the VIY programme is working and its impacts on participants, the youth clubs and the wider community.

As part of this evaluation, we are interviewing a range of stakeholders involved in VIY project delivery. The purpose of this interview is to hear your perceptions of how the project has been delivered, the activities you have been involved in, what has gone well, what could be improved upon, and any impacts that you have identified. The findings from this interview (and others) will feed into a report which will be used to inform and improve delivery of future VIY projects as well as to demonstrate what impact the programme is having to funders, partners and supporters. So this interview is an opportunity for you to make your (anonymized) views known directly to the VIY management team, funders and partners.

I will be recording the interview and may take some notes as we go along do make sure that I do not miss anything that you have to say. Anything discussed will be treated as confidential, which means that no one will know who said what in our reporting. We store notes and recordings on a secure encrypted server, and after we have finished the evaluation, all notes and recordings will be deleted.

Obtain permission to record.

The interview should take about 30 minutes.

VIY project name:

Project location:

Name of interviewer:

Name of interviewee:

Date of interview:

Position and role:

Mode of interview (telephone or face-to-face):

Project size and dates:

Notes:

How long have they been involved for:

## **Aims and motivations**

1. What was your motivation for getting involved in a VIY project? How were you recruited? What did you hope that the project would achieve?

## **Delivery**

2. How were you involved in this project?

PROMPT: Details on all activities involving the interviewee e.g. supplies, recruitment (if so, how was this carried out and who was targeted), mentoring, other delivery support

3. How well do you think that the VIY project has been delivered?

PROMPT FOR VIEWS ON: Support provided by the delivery team  
Partnership working  
Communication among partners and with beneficiaries  
Adaptability of the project model to the specific needs of the youth club  
Any areas for improvement

## **Impacts**

4. What do you perceive to be the main impacts of the VIY project?

PROMPTS: Impacts on the youth club infrastructure, capacity, links with local young people/businesses/councils/colleges. If the latter, are these likely to be maintained?  
Impacts on the participants – technical and personal development, employability and work-readiness, job prospects, ownership and responsibility for youth club  
Impacts on the mentors  
Impacts on the wider community  
Any negative impacts?

5. How well do you think that the VIY project has met your expectations for what you hoped that it would achieve? Would you say that the project was:

- 1 Very successful – exceeding aims and expectations
- 2 Successful – on course to achieve original aims and targets
- 3 Successful to a degree – did not (or unlikely to) fully achieve aims
- 4 Unsuccessful
- 5 Other?

6. Do you have any plans for future projects? Do you think that you will continue to be involved in the club?

PROMPT: Details of any future project ideas

## **Closing**

7. Do you have any other comments on your experience of VIY that you would like to add?

That brings us to the end of our interview. Thank you very much for taking part. Your time has been very much appreciated and all of your comments have been very helpful.

# VIY Evaluation

## Interview Topic Guide for Mentors

### Introduction

My name is \_\_\_\_\_ and I am a \_\_\_[job title]\_\_\_ working with \_\_\_[name of company/organization]\_\_\_.

Belmana have been commissioned by the Cabinet Office, Nesta and Cospa to conduct an evaluation of the VIY programme. The aim of this evaluation is to look at how the VIY programme is working and its impacts on participants, the youth clubs and the wider community.

As part of this evaluation, we are interviewing a range of stakeholders involved in VIY project delivery. The purpose of this interview is to hear your perceptions of how the project has been delivered, the activities you have been involved in, what has gone well, what could be improved upon, and any impacts that you have identified. The findings from this interview (and others) will feed into a report which will be used to inform and improve delivery of future VIY projects as well as to demonstrate what impact the programme is having to funders, partners and supporters. So this interview is an opportunity for you to make your (anonymized) views known directly to the VIY management team, funders and partners.

I will be recording the interview and may take some notes as we go along do make sure that I do not miss anything that you have to say. Anything discussed will be treated as confidential, which means that no one will know who said what in our reporting. We store notes and recordings on a secure encrypted server, and after we have finished the evaluation, all notes and recordings will be deleted.

Obtain permission to record.

The interview should take about 30 minutes.

VIY project name:

Total number of VIY projects in which the mentor has participated:

Project location:

Name of interviewer:

Project size and dates:

Date of interview:

Name of interviewee:

Mode of interview (telephone or face-to-face):

Position and role:

Notes:

Number of mentoring hours delivered on this project:

## **Aims and motivations**

1. What was your motivation for getting involved in a VIY project? How were you recruited? What did you hope that the project would achieve?

## **Delivery**

2. How were you involved in this project?

PROMPT: Details on all activities involving the interviewee e.g. supplies, recruitment (if so, how was this carried out and who was targeted), mentoring, other delivery support

3. How well do you think that the VIY project has been delivered?

PROMPT FOR VIEWS ON:

- Support provided by the delivery team
- Partnership working
- Communication among partners and with beneficiaries
- Adaptability of the project model to the specific needs of the youth club
- Any areas for improvement

## **Impacts**

4. What do you perceive to be the main impacts of the VIY project?

PROMPTS:

- Impacts on the youth club infrastructure, capacity, links with local young people/businesses/councils/colleges. If the latter, are these likely to be maintained?
- Impacts on the participants – technical and personal development, employability and work-readiness, job prospects, ownership and responsibility for youth club
- Impacts on the mentors
- Impacts on the wider community
- Any negative impacts?

5. How well do you think that the VIY project has met your expectations for what you hoped that it would achieve? Would you say that the project was:

- 1 Very successful – exceeding aims and expectations
- 2 Successful – on course to achieve original aims and targets
- 3 Successful to a degree – did not (or unlikely to) fully achieve aims
- 4 Unsuccessful
- 5 Other?

6. Do you have any plans for involvement in future projects?

PROMPT: Details of any future project ideas

7. Do you have any interest in providing ongoing mentoring, offering work placements or hiring apprentices through the project?

## **Closing**

8. Do you have any other comments on your experience of VIY that you would like to add?

That brings us to the end of our interview. Thank you very much for taking part. Your time has been very much appreciated and all of your comments have been very helpful.

# VIY Evaluation

## Interview Topic Guide for Wicks

### **Introduction**

My name is \_\_\_\_\_ and I am a \_\_\_[job title]\_\_\_ working with \_\_\_[name of company/organization]\_\_\_.

Belmana have been commissioned by the Cabinet Office, Nesta and Cospa to conduct an evaluation of the VIY programme. The aim of this evaluation is to look at how the VIY programme is working and its impacts on participants, the youth clubs and the wider community.

As part of this evaluation, we are interviewing a range of stakeholders involved in VIY project delivery. The purpose of this interview is to hear your perceptions of how the project has been delivered, the activities you have been involved in, what has gone well, what could be improved upon, and any impacts that you have identified. The findings from this interview (and others) will feed into a report which will be used to inform and improve delivery of future VIY projects as well as to demonstrate what impact the programme is having to funders, partners and supporters. So this interview is an opportunity for you to make your (anonymized) views known directly to the VIY management team, funders and partners.

I will be recording the interview and may take some notes as we go along do make sure that I do not miss anything that you have to say. Anything discussed will be treated as confidential, which means that no one will know who said what in our reporting. We store notes and recordings on a secure encrypted server, and after we have finished the evaluation, all notes and recordings will be deleted.

Obtain permission to record.

The interview should take about 30 minutes.

VIY project name:

Project location:

Name of interviewee:

Position and role:

Project size and dates:

Name of interviewer:

Date of interview:

Mode of interview (telephone or face-to-face):

Notes:

## **Aims and motivations**

1. What was your motivation for getting involved in a VIY project? What did you hope that the project would achieve?

## **Delivery**

2. How were you involved in this project?

PROMPT: Details on all activities involving the interviewee e.g. supplies, recruitment, mentoring, other delivery support

3. How well do you think that the VIY project has been delivered?

PROMPT FOR VIEWS ON: Support provided by the delivery team  
Partnership working  
Communication among partners and with beneficiaries  
Adaptability of the project model to the needs of the youth club  
Any areas for improvement

## **Impacts**

4. What do you perceive to be the main impacts of the VIY project?

PROMPTS: Impacts on the youth club infrastructure, capacity, links with local young people/businesses/councils/colleges.  
Impacts on the participants – technical and personal development, employability and work-readiness, job prospects, ownership and responsibility for youth club  
Impacts on the mentors  
Impacts on the wider community  
Impact on Wicks  
Any negative impacts?

5. How well do you think that the VIY project has met your expectations for what you hoped that it would achieve? Would you say that the project was:

- 1 Very successful – exceeding aims and expectations
- 2 Successful – on course to achieve original aims and targets
- 3 Successful to a degree – did not (or unlikely to) fully achieve aims
- 4 Unsuccessful
- 5 Other?

6. Do you have any plans for involvement in future projects?

PROMPT: Details of any future project ideas, future involvement with the club/ participants

7. Do you have any interest in providing ongoing mentoring, offering work placements or hiring apprentices through the project?

## **Closing**

8. Do you have any other comments on your experience of VIY to add?

That brings us to the end of our interview. Thank you very much for taking part. Your time has been very much appreciated and all of your comments have been very helpful.

# VIY Evaluation

## Focus Group Topic Guide for Participants

### **Introduction**

My name is \_\_\_\_\_ and I am a \_\_\_[job title]\_\_\_ working with \_\_\_[name of company/organization]\_\_\_.

Belmana have been commissioned by the Cabinet Office, Nesta and Cospa to conduct an evaluation of the VIY programme. The aim of this evaluation is to look at how the VIY programme is working and what impact it is having upon participants.

We are here today to talk about your experiences of the VIY programme using the photographs you have taken as the basis for the focus group discussion. The purpose of this focus group is to hear your perceptions of how the programme is working, the activities you have been involved in, what has gone well, what could be improved upon, and any benefits that you have gained through participating in the programme. The findings from this discussion (and others) will feed into a report which will be used to inform and improve delivery of future VIY projects as well as to demonstrate what impact the programme is having to funders, partners and supporters. So this discussion is an opportunity for you to reflect upon your own involvement in VIY and also to make your views known directly to the VIY management team, funders and partners.

The format of today will be a relaxed informal group discussion based around the photographs that you have taken. There are no right or wrong answers, you can disagree with each other and you can change your mind. The only rule is that we all respect and listen to what each person has to say, and try not to interrupt or talk at the same time.

I will be recording the discussion and may take some notes as we go along do make sure that I do not miss anything that you have to say. Anything discussed will be treated as confidential, which means that no one will know who said what in our reporting. We store notes and recordings on a secure encrypted server, and after we have finished the evaluation, all notes and recordings will be deleted.

Obtain permission to record.

The focus group discussion should take about one hour.

VIY project name:

Project location:

Names, ages, educational level of FGD participants:

Project size and dates:

Name of interviewer:

Date of interview:

Mode of interview (telephone or face-to-face):

Notes:

## **Introductions and motivations**

1. Let's start with introductions. If each person could introduce themselves by their name and age, and tell us about what motivated them to get involved in the VIY programme. (*try and get a sense of whether they had any kind of pre-existing relationship with the club, how they were recruited into the project, what did they hope to achieve?*)

## **Implementation**

2. At the start of the project, you were invited to take photographs capturing the different stages of the project implementation. Now is an opportunity to present the photographs that you have taken. This could include explaining the content of the photographs, why you decided to take that particular photograph, what you may have learnt, and any other thoughts that the photographs may prompt. (*explore whether any of them have previous experience in the trades or friends/relatives working in industry*)
3. What have been your favourite aspects of the VIY project?

PROMPTS: Skills development – technical and personal  
Relationships with other participants/delivery team/youth club  
Working with the community/volunteering  
Gaining a qualification (*explore how important the qualification is as an incentive*)

4. What have been your least favourite parts of the VIY project?
5. How do you think VIY/the project could have been improved?

PROMPTS: Delivery team  
Communication between delivery team/partners/beneficiaries

## **Impacts**

6. Do you think this programme has had an impact on you?

If so, what kinds of impacts?

PROMPTS: Technical skills  
Softer employability skills      Interpersonal skills      Motivation/Ambition  
Teamwork      Leadership  
Time-keeping      Pride in achievements  
Communication and presentation  
Relationship with club - Took ownership/responsibility for their club?  
Relationship with wider community  
Links to employers  
Any negative impacts?

7. Do each of you think that you will stay involved with the youth club or is this likely to be a one-time off occasion?

## **Closing**

8. We have almost reached the end of our allotted time for the discussion. Just to close, could we go round and each participant share what their plans are for the future in terms of any further studying/training you would like to do and what employment sector you would like to work in?

That brings us to the end of our discussion. Thank you very much for coming this afternoon. Your time has been very much appreciated and all of your comments have been very helpful. If you would like to be kept informed about the outcomes of this evaluation, please feel free to write your name and contact details on this sheet that I am passing round now.