

LONDON BOROUGH OF HAMMERSMITH & FULHAM

THIRD SECTOR INVESTMENT FUND

**'OPPORTUNITIES FOR OLDER PEOPLE SKILLS' (OOPS) PROJECT**

**Contract Delivery Period: October 2010 - September 2012**

*(Actual Delivery Period: 01 October 2010 – 31 March 2011)*

**FINAL EVALUATION**

Commissioned by

**THIRD AGE FOUNDATION**



From

**GLOBAL GATEWAYS LIMITED**



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<b>TABLE OF CONTENTS:</b>		
<b>1.</b>	<b>Introduction</b>	<b>Page 3</b>
<b>2.</b>	<b>Evaluation Methodologies</b>	<b>Page 4</b>
<b>3.</b>	<b>Need for Project</b>	<b>Page 5</b>
<b>4.</b>	<b>Overview of Project Actions</b>	<b>Page 5</b>
<b>5.</b>	<b>Publicity/Marketing/Recruitment</b>	<b>Page 8</b>
<b>6.</b>	<b>Induction/Retention/Support</b>	<b>Page 8</b>
<b>7.</b>	<b>Monitoring/Financial Monitoring Systems</b>	<b>Page 9</b>
<b>8.</b>	<b>Quality Assurance</b>	<b>Page 10</b>
<b>9.</b>	<b>Successes/Failures/ Areas For Improvement /Lessons Learnt</b>	<b>Page 11</b>
<b>10.</b>	<b>Exit Strategy/Sustainability</b>	<b>Page 12</b>

<b>APPENDICES</b>		
<b>A.</b>	<b>Delivery Staff Questionnaire</b>	<b>Page 13</b>
<b>B.</b>	<b>Management Staff Questionnaire</b>	<b>Page 16</b>
<b>C.</b>	<b>Participant Questionnaire</b>	<b>Page 19</b>
<b>D.</b>	<b>Persons Spoken to For the Final Evaluation</b>	<b>Page 22</b>



## 1. Introduction

- 1.1 The Third Age Foundation (TAF) 'OPPORTUNITIES FOR OLDER PEOPLE SKILLS' (OOPS) Project, has been funded by the London Borough of Hammersmith & Fulham under the THIRD SECTOR INVESTMENT FUND (*Employment & Advice Service Specification*). The total bid made was £240,000, over 4 years.
- 1.2 However subsequently, the project was funded under the *Economic Wellbeing Specification* and the award was reduced to £60,000, also the duration to 2 years, to run from the 1st October 2010 to the 30<sup>th</sup> September 2012. Additionally, the number of participants to be supported was lowered from 160 to 40, for those learners aged from 40 to over 65 years old.
- 1.3 80% of project participants were to be unemployed and 20% in 'vulnerable work.' 60% would be women; 30% would originate from minority ethnic backgrounds; 15% would be disabled; 10% single parents and 5% carers.
- 1.4 A particular focus was to be on those at risk of long-term exclusion from the labour market in greatest need, also those who were unlikely to be seeking work due to enduring sickness, illness, disability, injury and limiting health conditions, to include mental health issues and/or depression.
- 1.5 Participants were expected to have multiple and interlinked needs, also progression barriers such as single parenthood, extended inactivity (for example carers removed from the workplace), low family/peer support, poor self-confidence/motivation, ethnic and/or cultural issues, under developed Skills for Life(SfL) and no, low or outdated ICT competences.
- 1.6 These barriers were likely to be compounded by low awareness of modern work practices and requirements; the impact of sustained periods of unemployment and redundancy; rusty work skills and for some, failure in self-employment.
- 1.7 The project delivery organisation, *Third Age Foundation* (TAF) based in Hammersmith West London since 1993, is a specialist training organisation for older learners aged 40+. TAF offers a wealth of experience in delivering age-specific, cutting edge, innovative, modular training using inclusive, bespoke, holistic, individually tailored and empowering Information, Advice and Guidance (IAG), Personal Development and Neuro-Linguistic Programming (NLP) and Information, Communication and Technology (ICT) upskilling packages delivered in conducive, small group settings. These serve to be instrumental in valuing and supporting learners sensitively and non-judgementally and encouraging them to reach their full potential.
- 1.8 The profile of many TAF clients, is that they are unlikely to access traditional Further Education and/or private provider training provision for reasons of confidence, cost, teaching and learning styles; also insufficient levels of one to one support to address their often complex needs. Increasingly too, training participants have been out of work for 2 years or more or have been made redundant, or forced into early retirement, perhaps due to domestic responsibilities, or as a result of illness. So clients lack confidence and suffer the effects of isolation and regularly, age discrimination. Moreover, they are frequently welfare dependent leading in some cases, to social exclusion.
- 1.9 TAF always starts from where the client self-presents on entry and seeks to equip its older clients with the skills and strategies that can prolong working lives and lead previously



economically inactive and unemployed residents, also those in vulnerable jobs, towards sustainable employment and economic well-being. In addition, TAF's training is designed to address age discrimination, prejudice and misconception, providing strategies for managing negative associations of unmotivated older people

**1.10** The Personal Development delivered comprises Neuro-Linguistic Programming for Confidence, Life Mapping and Networks, Motivation and Orientation, Developing Strengths, Skills Assessment, Curriculum Vitæ/Jobsearch/Application Forms/Interview Techniques and Action Planning, Team Building and Assertiveness Training; also Financial Planning/Budgeting with Enterprise Induction for those interested, delivered by an experienced Business Advisor running her own company.

**1.11** The ICT training offered (in addition to learning basic mouse and keyboard skills), comprises Introduction to Computers and Computing and a choice of 8 ICT modules: Word Processing, DataBase, DeskTop Publishing, Powerpoint, Website Design, Spreadsheets, Graphs and Charts, PhotoShop, as well as E-Mail for Business and Internet for On-Line Research. These led into 3 *Oxford Cambridge and RSA Examinations* (OCR) accredited progression levels framed within holistic, bespoke, client-centred packages: pre-entry OCR ICT Skills for Life, OCR ITQ Level 1 and OCR ITQ Level 2 training in either OFFICE (File Management, Word Processing, Spreadsheets/Charts, Database, e-mail), or in MEDIA (Desktop Publishing, Powerpoint, Website Design, Photoshop).

**1.12** All training packages are delivered to maximize access and to fit in with clients' personal, family and health needs, also Income Benefit/Income Support requirements by being run for up to 12 weeks, for 12 to 15 hours weekly, on 2 to 2½ days per week. Moreover, flexible daytime sessions are provided for those out of work and additionally, for those in 'vulnerable work,' self-employment or part-time jobs.

**1.13** Individual Learning Plans are negotiated, agreed and reviewed using staged, 'bite size' training targets. NLP is delivered weekly and underpinning SfL. Work advice and guidance are embedded into second stage Curriculum Vitæ preparation, jobsearch skills, interview techniques and a pre-employability preparation skills package. To further reinforce this, one-to-one sessions and final exit interviews are given to all clients, with on-going support and tracking available to secure jobsearch and work signposting.

## 2. Evaluation Methodologies

**2.1** Evaluation methodologies used in this final evaluation have sought to measure projects' *actual* actions and targets against those *funded*, to inform (i) progress made; (ii) project successes; (iii) areas for improvement; (iv) lessons learnt; (v) value added and (vi) actions to ensure the 'OOPS' project exit strategy and sustainability.

**2.2** Research methodology used has been to analyse primary and secondary project data relating to the approved project's funded outputs, outcomes and milestones, also TAF quantitative and qualitative, quarterly project monitoring data. Project spend and any areas of potential underspend and virement have been reviewed, too.

**2.3** Quarterly beneficiary monitoring data capture has included:

⇒ Gender	⇒ Modules studied
⇒ Age	⇒ Further learning opportunities
⇒ Borough and ward of residence	⇒ Participant areas of support



⇒ Priority groups	⇒ Completers/early leavers
⇒ Prior and current employment	⇒ Qualifications at start of project
⇒ Length of unemployment	⇒ Qualifications at end of project
⇒ Types of participant benefit	⇒ Onward destinations
⇒ Ethnicity	⇒ In-house usage of services
⇒ Learning difficulties and/or disabilities	⇒ Equal Opportunity actions
⇒ Learning barriers	⇒ Environmental practices

**2.4** Using the 3 attached questionnaires (*please see Appendices A to D from page 13 to 22*), interviews with TAF staff have encompassed the Director of Projects (1) and Delivery Staff (6), also TAF's part-time Administrator/Office Manager/Project Co-ordinator and retained Accountant.

**2.5** A 10% sampling has been carried out across project participants. This has included learners from across the 3 OCR course levels and has encompassed a range of ages and backgrounds represented across the duration of the project, that is 2 intakes from October 2010 and January to March 2011)

### 3. Need for Project

**3.1** ICT remained a principal skills gap faced by people aged 40+ and almost 50% of people aged 50+ had no ICT skills (*LDA Economic Development Strategy 2008*). Yet, 90% of new jobs required ICT user skills- *The e Skills UK 2008 Sector Skills Agreement*. Moreover, this had stated that 90% of new jobs required ICT user skills, reinforced by 1 in 4 employers reporting inadequate ICT user skills amongst employees.

**3.2** The *ICT Employer Skills 2008 Survey* also, had evidenced businesses requiring trained staff with ICT and commercial knowledge; team working and customer skills; ability to work flexibly in a changing environment; also to be proficient in problem solving, numeracy and oral communication skills.

**3.3.** Furthermore, *The London Skills Commission Regional Skills, DFES Skills for the 21st Century Action Plan* had identified the 40+ as an under-utilised pool for work, at a loss of £31 billion annually to the UK economy; equally under-investment in the 40+ (19 million equating to 16% of the UK population, increasing to 20%+ by 2016).

**3.4** *TAF's own Impact Report 2008*, too had evidenced a sustained need for holistic, bespoke confidence building and self-motivation; upskilling in transferable ICT packages and understanding of and preparation for the modern world of work delivered in a supportive, age-specific, non-threatening, non-judgemental and motivating environment.

**3.5** Today, the proportion of older jobless people who remain without work for more than a year, has risen from 33.2% to 44.5%, in contrast to comparable economies which saw stronger growth in older employment rates over the same period such as Canada, Germany and Australia.

### 4. Overview of Project Actions

**4.1** The final number of supported project participants undertaking courses, was 63. However, it is to be noted that over and above the 40 learners funded, 23 of these (37%)



elected to undertake second courses with TAF. This was in order to extend their ICT skills levels and future work competences, with a training provider in whom they clearly, had confidence.

**4.2** The 10 originally funded project outcomes were delivered, as follows:

<b>Outcome 1:</b>	Information Advice & Guidance ( <i>matrix</i> ) ⇒ 63 participants = 100% actual (100% funded)
<b>Outcome 2:</b>	Diagnostic needs assessments and individual action plans ⇒ 63 participants = 100% actual (100% funded)
<b>Outcome 3:</b>	NLP Personal development/confidence/assertiveness training ⇒ 63 participants = 100% actual (100% funded)
<b>Outcome 4:</b>	⇒ OCR ICT Skills for Life 12 participants = 20% actual (24% funded) ⇒ OCR ITQ Level 1 21 participants = 34% actual (40% funded) ⇒ OCR ITQ Level 2 2 participants = 4% actual (16% funded)*  <i>*To be recorded, here is that in line with QCF, OCR changed its New CLAiT ICT Level 1 and CLAiT Plus ICT Level 2 qualifications confirmed in the approved bid, to the higher ITQ standards. This contributed to the lower than anticipated pass level at Level 2.</i>
<b>Outcome 5:</b>	Pre-employment support advice & training: CV-writing/applications/interviews ⇒ 63 participants = 100% actual (100% funded)
<b>Outcome 6:</b>	Enterprise training for self-employment ⇒ 16 participants = 25% actual (25% funded)
<b>Outcome 7:</b>	Participants into jobsearch practice/coaching support – ⇒ 32 participants = 80% actual (80% funded) Continuation on project end using weekly 'drop-in' jobsearch, ICT facilitated sessions and career guidance services ⇒ 10 participants = 16% actual (25% funded)
<b>Outcome 8:</b>	Participants supported into part and full-time employment, also self employment and volunteering ⇒ 14 participants = 23% actual (10% funded)
<b>Outcome 9:</b>	Participants referred into next stage training at other agencies or referred into next stage training in house at TAF ⇒ 23 participants = 37% actual (25% funded)
<b>Outcome 10:</b>	12 month project completing client sustainment/aftercare/support for those in-work and in further learning ⇒ 10 participants = 16% actual (40% funded)

**4.3** Recruited project beneficiaries were predominately female at 70% over the project target of 60%, with 30% male. The age profile of beneficiaries by gender, was:

<b>GENDER</b>	<b>40-49</b>	<b>50-59</b>	<b>60-65+</b>
Female	19%	48%	3%
Male	9%	18%	3%
<b>TOTAL</b>	<b>28%</b>	<b>66%</b>	<b>6%</b>
<b>Project Funded</b>	<b>35%</b>	<b>60%</b>	<b>5%</b>



4.4 Recruited project beneficiaries were 97% unemployed and 3% in 'vulnerable work', against a predicted 80% and 20% respectively. This fall in temporary, short term employment reflected the tough economic times prevailing in late 2010 and continuing in 2011.

4.5 100% of project participants were residents of the London Borough of Hammersmith & Fulham. The pattern of recruitment was higher than estimated in the North of the Borough where the more deprived wards and locations are located, for example the White City Estate with its 37% out of work Benefits rate.

BOROUGH AREA	ACTUAL PERCENTAGE	ESTIMATED PERCENTAGE
North	37%	30%
Centre	39%	40%
South	24%	30%

4.6 The ethnicity of recruited project beneficiaries was:

ETHNICITY	NUMBERS	PERCENTAGES	PROJECT FUNDED
White	47	74%	70%
Black	14	22%	19%
Asian	1	2%	6%
Other	1	2%	5%
<b>TOTAL</b>	<b>63</b>	<b>100%</b>	<b>100%</b>

4.7 Numbers of recruited project beneficiaries by self stated disadvantage were:

DISADVANTAGE	NUMBERS	PERCENTAGES	PROJECT FUNDED
Disability	8	13%	15%
Single Households	25	40%	10%
Carers	1	2%	5%

4.8 57% of project participants gained external, transferable qualifications and a high 24% found onward employment despite the poor economic conditions prevailing, as follows:

EMPLOYMENT	NUMBERS	PERCENTAGE	PROJECT FUNDED
Jobs	4	7%	<i>Not quantified</i>
Self Employment	2	4%	<i>Not quantified</i>
Voluntary Work Placement	8	13%	<i>Not quantified</i>
<b>TOTAL</b>	<b>14</b>	<b>24%</b>	<b>10%</b>

4.9 Of note, is that project participants benefited from classes delivered by *Citizens Advice Bureaux* staff. These classes promoted financial management and focused on how to manage personal finances. Generally, they were well received by participants.

4.10 The 10% interviewed project participants were found to be suffering from a mix of learning barriers and shortfall in skills. 100% identified a lack of ICT qualifications, with 50% citing out of date work skills too. 17% had found it difficult finding out about relevant training; 17% referred to age discrimination; 17% identified an over-focus on younger learners and

17% referred to caring responsibilities that had restricted involvement in training. Additional difficulties recorded were depression and mental health.

- 4.11** Prior qualification levels of interviewees ranged from no formal qualifications, to a Level 5 degree. 50% held GCSEs or GCE 'O' Levels and 33% had achieved GCE 'A' Level. This range of educational background across project participants, evidences the wide application and value of the ICT training offered.
- 4.12** Previous work undertaken by these interviewees was recorded, also. 84% of respondents described themselves as only semi-skilled, perceiving that they needed ICT upskilling in particular, so as to progress into more sustainable, worthwhile and valued employment.
- 4.13** By project end, 84% of interviewees felt more confident and positive than at the start of the course. 17% thought they were more responsible for their own learning and 17% stated that they were better equipped to continue their own learning. 84% believed that their project had improved their employability and work prospects and 100% said they would be happy to recommend this training as *'it was so needed for older people.'*
- 4.14** Amongst the interviewed project participants, 84% had progressed into either full-time and part-time employment. Significantly 67% were engaged in voluntary work, valuing this as a springboard into subsequent paid jobs. Additionally, 17% had developed self-employment skills. Only 1 person had not taken up any kind of employment as she had on-going family caring responsibilities which limited her participation in the labour market.

## 5. Publicity/Marketing/Recruitment

- 5.1** TAF used a range of recruitment methodologies from October 2010 to January 2011 including networking activities, shopping centre events, website promotion, direct leafleting such as to libraries, also input into exhibitions, displays and job fairs arranged by the London Borough of Hammersmith & Fulham. In particular, though word-of-mouth has been important and it is to be noted that students have referred peers actively into TAF's ICT specialist training, throughout the project delivery period.
- 5.2** In addition, a major referral route has been through Jobcentre Plus Advisors. 60% of learners interviewed came via this route (against a bid estimate of 35%). Other access routes identified included open days and by specialist referral, for example *nextstep* and electronically, too.
- 5.3** Such was the level of demand that TAF succeeded quickly in recruiting and training its contract funded 40 participants, 23 of whom were supported additionally to take second, higher courses. All this was achieved in just 6 months, using two 12 week course intakes from (i) October to December, 2010 and (ii) January to March, 2011.

## 6. Induction/Retention/Support

- 6.1** All interviewed clients were given a needs assessment and subsequent, full project induction by specialist delivery staff. Satisfaction levels recorded have been high. 84% of learners felt informed and were quite comfortable with the code of conduct used and signing of the student contract.



- 6.2 TAF in-house policies- equal opportunities, health and safety, quality assurance, client care, complaints procedure, harassment and data protection policies- and project materials were reviewed and noted to be stating *Funded by Hammersmith & Fulham Council*, shown together with the latest Council logo. Equal Opportunity and Disability Discrimination Act (DDA) statements were included, too as were other past TAF funders. All documentation was copied to all learners and also retained in classroom located files.
- 6.3 Course retention levels were recorded as high at 84%, against an estimated 80%. Clearly, Personal Development workshops incorporating NLP delivered one-to-one, have been instrumental. However, it was noted by a few interviewees that more hours would have been desirable, also for Curriculum Vitæ preparation.
- 6.4 Here particular mention should be made of new group coaching and peer mentoring techniques developed by teaching staff which have contributed, significantly to overall participant retention and project completion.
- 6.5 Extra learning support has been provided for specifically disadvantaged learners, too and in cases of assessed need, for example visually impaired learners, hard copy materials and on-line learning available in larger format have been used.
- 6.6 However, it is to be recorded that TAF has been unable to supply financial support for either participant travel and/or childcare or dependent care, due to prevailing budgetary constraints which continue. This has impacted most on those below 60 years of age.
- 6.7 Notwithstanding, at a West London level, TAF is active in a number of employer facing networks and activities such as Chambers of Commerce, *West London Business* and with companies directly. Indeed, job vacancies are sent through by e mail and displayed on a centrally located Jobs Board, as are vacancies advertised online.

## 7. Monitoring/Financial Monitoring Systems

- 7.1 Since 1997, TAF successfully has managed ESF and a range of other Borough, sub-regional and pan-London funding such as for the former Learning & Skills Council, London Councils and the London Development Agency. So fully audited, robust and fit-for-purpose systems are in place, already to meet funders' requirements such as the London Borough of Hammersmith & Fulham. Moreover, internal systems are tailored to meet individual funders' requirements.
- 7.2 A Director of Projects (who founded TAF) provides leadership and strategic development. She leads operational management, additionally marketing, recruitment, induction, service delivery, monitoring, evaluation, quality assurance, health & safety and Equal Opportunities.
- 7.3 All data is entered electronically (in line with the *2000 Data Protection Act*) on a weekly basis and refined monthly (for example pivot tables) onto a centralised Excel database by an experienced Administrator/Office Manager/Project Co-ordinator. Every class has a colour coded file and each participant, a separate plastic file into which all collected paperwork and monitoring documentation are entered. All data is retained in hard copy, too. The database is then sampled monthly by the Director of Projects, to identify and action any under-performance or slippage.
- 7.4 TAF uses a fit for purpose and effective EXCEL database and a 'Quickbooks' system that is supported by a retained FCA qualified accountant, over 2 days a month. All actual



expenditure is recorded against the project contract profile budget, to allow for any overspend or underspend and any resulting variations are identified and addressed without delay. Detailed breakdowns of all expenditure have been drawn together every 3 months and reported to the London Borough of Hammersmith & Fulham quarterly, as per contract.

- 7.5 To date, project spend has totalled £96,699.60 against the contract budget of £60,000. So an overspend of 38% has had to be met by TAF from its own reserves. However it is to be recorded that the TAF training still remains good value for money in the marketplace, with a unit cost of £1,534.91. This is well below that charged by other comparable training providers.
- 7.6 Any project re-profiling is managed by the Director of Projects who has delegated financial reporting responsibility, supported by the accountant. Together, they manage project spend using the '3E Approach' (Efficiency/Effectiveness/Economy), ensuring that all used systems fully meet the funder's monitoring and reporting requirements.
- 7.7 The Director of Projects reports to the TAF Management Committee, quarterly where she can draw on the additional skills of TAF's trustees from the business and public sectors, to action project interventions and remedial actions.
- 7.8 Key areas of attention are client retention, progression, achievement and completion through each delivery stage: recruitment, induction, needs assessment, action planning, support measures, SfL, ICT training, pre-employment delivery/jobsearch, 'distance travelled'/soft outcomes, job and further learning progression, tracking and aftercare.
- 7.9 To be recorded, too is that client follow-up is activated through monthly, quarterly and yearly questionnaires, also telephone contact to record those entering work, including volunteering and self-employment. Additionally, numbers of participants entering Further Education or progressing into other ICT training including at TAF, are logged. Of note, is that although response rates remain problematic for many training providers, the return rate by TAF clients is in the region of a high 30%.

## 8. Quality Assurance

- 8.1 TAF obtained *matrix* in 2002 -TAF was one of the first London based voluntary organisations to be recognised - and re-accredited in 2005, 2008 and 2012. *Customer First* was awarded in 2004 and reviewed successfully in 2007, 2009 and 2011. *Investors in People* was awarded in 2000 and successfully reviewed in 2003, 2006 and 2009 – a 2012 review is due to take place before the end of the year.
- 8.2 In addition, TAF has been featured on *Government Office for London, Department for Education & Skills, Department for Work & Pensions* and *London Development Agency* websites as a good practice provider of older persons' upskilling and training, also at European level following TAF's involvement in the *EU Grundtvig* Adult Education Programme.
- 8.3 TAF's ICT Tutors all are qualified to City & Guilds 7307 or 7407 at Stage 1 and/or Stage II. The Personal Development Tutors are Advanced NLP qualified and the Business Advisor holds specialist qualifications and has run her own business successfully over a number of years. All staff offer NVQ Level 4/5 equivalent qualifications and have 10 year+ teaching service records with TAF.



- 8.4** TAF uses monthly staged, integrated quality assurance processes which are sampled formatively, monthly and summatively, quarterly by the Director of Projects. Phased quality assurance quantitative and qualitative performance targets are applied to marketing/publicity, IAG, recruitment, induction, service delivery, retention, progression, achievement, completion, qualifications: also health and safety, equal opportunities, good environmental practice, use of resources, value for money achieved, social inclusion, widened participation, exit strategy and project sustainability.
- 8.5** TAF prioritises continuous improvement and consults learners through questionnaires and user groups, also on an individual basis at the start, interim and final stages of their training. Learner representatives provide further targeted assessment to both the Director of Projects and to Management Committee members, in their quarterly meetings.
- 8.6** It is to be recorded, here that TAF uses independent evaluation services to assess the success of client retention, achievement, completion and progression, also good practice and innovation realised, in order to improve its older person training delivery for future intakes. Moreover, these evaluations are published on the TAF website and shared with relevant mainstream, strategic level organisations.

## 9. Successes/Failures/Areas for Improvement/Lessons Learnt

**9.1** Particular successes recorded by this final evaluation have been:

- 100% recruitment of participants from the London Borough of Hammersmith & Fulham
- 100% participant project recommendation
- 84% retention record
- 37% progression rates into second courses at TAF
- 24% supported into part & full-time employment, also self employment and volunteering
- 25% undertaking a self-enterprise module, with 50% receiving one to one support
- 16% of participants received aftercare
- £1,534.91 value for money unit cost achieved
- Skilled and experienced teaching staff with strong tutoring skills
- Group coaching and peer mentoring techniques developed to secure client progression

**9.2** Interviewed participants have recorded satisfaction levels of 100%, with much praise given:

- *'What a good course – Do they realise?!'*
- *'Very competent and supportive teachers'*
- *'It has really helped me to focus on getting a job'*
- *'The best training course I have been on'*
- *'I would recommend it to anyone – It was really good'*
- *'I am so grateful for the help'*
- *'The training was better than a private web design course which I did after the project'*
- *'The life coaching was really good'*
- *'It gave me confidence to learn new computer skills'*
- *'The course was varied and interesting'*
- *'I had an absolutely excellent teacher'*

**9.3** Failures and/or areas for improvement identified have been:

- Lower than expected success for OCR ITQ Level 2 (part due to raised qualification level)
- Lower than anticipated participant numbers from Asian backgrounds



- Employer engagement in potential work experience schemes and volunteering
- Personal development and Curriculum Vitæ shortfall perceived by a few learners
- Increased need for counselling and referral, for example for mental health well-being
- Funding constraints directly affecting participant support areas
- Pressure that participants can face from JCP to evidence weekly job applications

#### 9.4 Lessons learnt have included:

- The need to target those in ‘*vulnerable work*,’ as well as the unemployed
- Tailoring provision for those with illness, disability and health conditions, e.g. depression
- Supporting those with emotional issues relating for example, to a fall in work status
- Delivering specialist support for mental health and/or depression
- ESOL needs amongst increased numbers of JCP referrals
- Targeting the 65+ age group in the now promoted climate of extended working lives
- Strengthening employer links to include scoping for sector specific training
- Developing online job application skills in project participants

### 10. Exit Strategy/Sustainability

- 10.1** TAF strives to adopt a pro-active approach towards securing sustainability for future ICT training. It networks and interface with the major London based funders, for example Local Authorities and charitable trusts, to remain at the forefront of new funding opportunities and joint working activities.
- 10.2** Additionally, TAF has completed a fundraising strategy (supported through the *Third Sector Modernisation Fund Second Tranche* approved in November 2009) which secured the development of a business plan, now in place.
- 10.3** This London Borough of Hammersmith & Fulham award from *The Third Sector Investment Fund* has been scoped as leverage to match fund further training services for older residents aged 40+. Unfortunately the reduced award resulting, has had limiting leverage impact in the securing of new awards.
- 10.4** However, TAF has remained active in assessing potential income generating activities relating to its market place original, older persons’ ICT and personal development training. Strategies being considered include:
- Targeting specific sectors (e.g. Retail) to provide preparatory ICT upskilling
  - Promoting employee specific short courses to employers
  - Rolling out training to other Boroughs across London
  - Providing consultancy services on older persons’ issues
  - Piloting a retirement advice scheme
  - Becoming a social enterprise



**APPENDIX A  
DELIVERY STAFF QUESTIONNAIRE**

**OOPS Project Final Evaluation**

**Introduction**

This independent final evaluation has been carried out to identify and assess project achievements and areas of good practice realised, also to identify areas for further improvement. The results and recommendations will be made available internally to TAF and to the London Borough of Hammersmith & Fulham, also to other key stakeholders.

**QUESTIONNAIRE 1: DELIVERY STAFF**

**Name :** \_\_\_\_\_ **Job Title** \_\_\_\_\_

- 1. How have you been involved in recruitment and induction activities for project learners?**

- 2. How has the project contributed to personal development and training needs of older learners?**

- 3. What have been the main areas of success in the ICT training?**



**4 Which of the following barriers have affected project clients, in your opinion?**

- Difficulty finding out about study/training?
- Not understanding training courses on offer?
- Negative past experience of education/training?
- Age Discrimination?
- Focus on younger learners in traditional learning establishments, e.g. FE Colleges?
- Lack of Key Skills, e.g. Literacy/Numeracy?
- Skills that are out of date?
- Lack of qualifications, in particular ICT skills?
- Financial pressure of needing to return to work?
- Having been made redundant?
- Few opportunities to retrain/undertake lifelong learning?
- Lack of confidence/self esteem?
- Care Responsibilities?
- Little family support?
- Cultural barriers?
- Illness?

Other: \_\_\_\_\_

**5. What strategies have you used to retain project participants, also to assure quality?**

**6. How have you been able to support early project leavers?**

**7. What do you think have been the main project successes/examples of good practice?**

8. Equally, what have been the areas for improvement and failures?

9. What lessons have you learnt which might add value for future projects?

10. Any other information which you would like to add?

***Thank you for taking part in this questionnaire***



**APPENDIX B  
MANAGEMENT STAFF QUESTIONNAIRE**

**OOPS Project Final Evaluation**

**Introduction**

This independent final evaluation has been carried out to identify and assess project achievements and areas of good practice realised, also to identify areas for further improvement. The results will be made available internally to TAF and to the London Borough of Hammersmith & Fulham, also to other key stakeholders.

**QUESTIONNAIRE 2: MANAGEMENT STAFF**

Name : \_\_\_\_\_ Job Title \_\_\_\_\_

**Strategic Relevance of the Project**

1. **How has project delivery added value in ICT training for older people in the London Borough of Hammersmith & Fulham?**

2. **How has the project contributed to residents' employment and advice services?**

3. **How has the project taken forward TAF's mission statement and core work?**



**Project Publicity/Marketing and Recruitment**

4. What publicity/marketing/recruitment strategies were used and with what success?

**Staff Induction/Training/Management**

5. How is the project managed day-to-day?

6. How does the project manage the following?

Participant Records	
Financial Monitoring	

Have any operational difficulties arisen? \_\_\_\_\_

**Project Delivery**

7. What intervention and/or remedial actions have been needed to address any project shortfall and/or under-performance?

8. How has post-project support been delivered to completing participants, also to early leavers?



**9. How does TAF evidence employer interest and engagement?**

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**10. How can Equal Opportunities be evidenced in delivery for participants *and* staff?**

Marketing/Publicity	
Recruitment	
Interviewing/Selection	
Induction	
Service Delivery Training	
Quality Assurance	
Progression/Empowerment for Learners	
Risk Assessment Activities	
Health & Safety	
Follow-Up on Completion/At Early Leaving	
Staff Development	
Employment/Redundancy/Retirement	

**Project Assessment**

**11. What have been the project successes and examples of good practice?**

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**12. Equally, what have been the weaknesses, failures and areas for future improvement?**

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**13. What lessons have been learnt that can add value to future projects?**

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**14. Any other information that you would like to add?  
(For example *end products realised, value for money achieved, project sustainability*)?**

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**Thank you for taking part in this questionnaire**

**APPENDIX C  
PROJECT PARTICIPANT QUESTIONNAIRE**

**OOPS Project Final Evaluation**

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**Part 1: About You**

**1. Are you male or female?** \_\_\_\_\_

**2. To which age group do you belong?**

40-50?

50-60?

65+?

**3. Do you consider yourself to have a disability or limiting health problem?**

\_\_\_\_\_

**4. What qualifications did you hold before starting the project?**

\_\_\_\_\_

**5. Have you worked previously? Would you describe your previous job(s) as**

Unskilled?

Semi-Skilled?

Skilled?



Craft or Related?

Professional?

Other? \_\_\_\_\_

**6. Would you describe yourself as long-term unemployed or redundant?**

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**7. Have any of the following affected your training and learning?**

Difficulty finding out about study/training?

Not understanding training courses on offer?

Negative past experience of education/training?

Age Discrimination?

Focus on younger learners in traditional Further Education Colleges?

Lack of Skills for Life (e.g. Literacy/Numeracy)?

Work skills that are out of date?

Lack of qualifications, in particular ICT skills?

Financial pressure of needing to return to work?

Fewer opportunities to retrain?

Lack of confidence/self esteem?

Care responsibilities?

Family support?

Illness?

Other ? \_\_\_\_\_

**Part 2: About the Project**

**8. Why did you decide to do this Project?**

To develop self-confidence?

To take more control of life and work options?

To improve key skills, (e.g. literacy, numeracy)?

To acquire ICT skills?

To access further training after the project?

To benefit from work advice/guidance?



To use job search assistance?

To progress towards more worthwhile employment ?

To receive help towards self employment and enterprise?

Other? \_\_\_\_\_

**Part 3: After the Project**

**9. Following the project, has your approach to learning, training and work changed? Are you now**

More confident?

More positive?

More responsible for your own learning?

Better skilled to continue your own learning?

Ready to begin work?

Other? \_\_\_\_\_

**10. Do you think the project has improved your employability and work prospects? Yes  No**

Are you hoping to start or have started:

Full-time work?	Yes	<input type="checkbox"/>
Part-time work?	Yes	<input type="checkbox"/>
Voluntary work?	Yes	<input type="checkbox"/>
Self enterprise?	Yes	<input type="checkbox"/>

No	<input type="checkbox"/>

**11. Would you recommend this project to others? Yes  No**

\_\_\_\_\_

**12. Anything else which you would like to add (e.g. recommendations?):**

\_\_\_\_\_

**Thank you for taking part in this questionnaire**



## APPENDIX D

### OOPS Project Final Evaluation

#### PERSONS SPOKEN FOR DURING THE FINAL EVALUATION

NAME	TITLE	DATE
<b>Management</b>		
Sylvia Francis	Director of Projects	17 September 2012
<b>Delivery Staff</b>		
Mark Price	Pre-entry OCR ICT Skills for Life Tutor	17 September 2012
Stephen Alway	OCR ITQ Level 1 and OCR ITQ Level 2 'Media' Tutor	17 September 2012
Sally Marshall	OCR ITQ Level 1 and OCR ITQ Level 2 'Office' Tutor	17 September 2012
Mary Casson	Personal Development Tutor	17 September 2012
Jackie Davis	Personal Development Tutor	17 September 2012
Veronika Weisweiller	Business & Self Enterprise Advisor	17 September 2012
<b>Administration Staff</b>		
Sally Abingdon	Administrator/Office Manager/ Project Co-ordinator	17 September 2012
<b>Finance Staff</b>		
Tony Shaw	Retained Accountant	17 September 2012
<b>Participants</b>		
Project Attendees October to December 2010 (50%)		18 September 2012
Project Attendees January to March 2011 (50%)		

