

**IMPACT 40+ Project
LDA Skills and Employment Programme (Co-
financed with the ESF Objective 3) 2006-08**

Reference Number - PLEASE ADD

Interim Evaluation

Commissioned by

THIRD AGE FOUNDATION



from

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TABLE OF CONTENTS:

1.	Introduction	Page
		3
2.	Evaluation Methodologies	
		4
3.	Need for Projects & Gaps in Older People's Training Services	
		4
4.	Overview of Project Actions	
		5
5.	Publicity/Marketing/Recruitment	
		8
6.	Induction/Retention/Support	
		10
7.	Monitoring/Financial Monitoring Systems	
		11
8.	Quality Assurance	
		11
9.	Successes/Failures/Areas for Improvement/Lessons Learnt	
		13
10.	Exit Strategy/Sustainability	
		14

	APPENDICES	Page
1.	Delivery Staff Questionnaire	15
2.	Management Staff Questionnaire	21
3.	Beneficiary Questionnaire	28
4.	Financial Staff Questionnaire	35
5.	Administration Staff Questionnaire	37
6.	All Persons Spoken to During the Evaluation	39

1. Introduction

- 1.1 Third Age Foundation (TAF), based in Hammersmith West London, is a specialist training organisation that has been instrumental since 1993, in delivering holistic personal development to 5,000+ disadvantaged clients 40+ and 50+ and upskilling them in information technology skills (ICT), in order to facilitate their progression back into work and second level lifelong training.
- 1.2 TAF's clients are mature and bring with them experience of prior working (including from self employment) but increasingly, they are people who often have been out of work for 2 years or more; have been made redundant; or forced into early retirement sometimes due to domestic responsibilities or as a result of illness. Fundamentally, these clients lack confidence and can suffer isolation and discrimination.
- 1.3 TAF values and supports its learners sensitively and non-judgementally through a programme of inclusive, holistic, personal development designed to find a new focus and direction into sustainable ICT related employment across London's priority sectors, e.g. Health & Social Care. Importantly, TAF seeks to change mindsets and to transform lives.
- 1.4 TAF's OCR/RSA Pre-Entry ICT Skills for Life; New CLAiT Office (Level 1); and CLAiT Plus (Level 2) accredited training (Office and Media) seeks to be bespoke to individual needs. It focuses intensively on 40+ clients' complex needs and is tailored to fit in with training needs and personal availability. The training runs for between 6-12 weeks, offering up to 15 hours weekly, on 2-2½ days per week over 12 weeks.
- 1.5 The ICT training, (in addition to learning basic mouse and keyboard skills), offers Introduction to Computers & Computing and a choice of 8 ICT modules from Word Processing, DataBase, DeskTop Publishing, Powerpoint, Website Design, Spreadsheets, Graphs and Charts, PhotoShop, E-Mail for Business and Internet for On-Line Research.
- 1.6 Personal skills development comprises Life Mapping & Networks, Neuro-Linguistic Programming(NLP) for Confidence, Motivation and Orientation, Developing Strengths, Skills Assessment, Curriculum Vitæ and Action Plans, Team Building and Assertiveness Training; also Financial Stocktaking and Budgeting plus the TAF self-devised Enterprise Induction to prepare for Self-Employment (taken by at least 25% of beneficiaries).
- 1.7 There are different levels of open door training that deliver beneficiary progression routes up to NVQ Equivalent Level 2. Additionally, all clients undertake a flexibly delivered support package of intensive matrix/Customer First accredited information advice & guidance(IAG) and also accreditation of prior learning, followed by personal needs one-to-one assessment and negotiation of individual learning plans with monthly targets.
- 1.8 The Individual Learning Action Plans are reviewed monthly, using staged targets. NLP is delivered weekly and underpinning SfL and work advice and guidance are embedded into second stage curriculum vitæ preparation, job search skills, interview techniques and a pre-employability preparation skills package, leading into the TAF Self Enterprise Induction.
- 1.9 One-to-one exit interviews are given to all clients and on-going TAF support and tracking is available for a minimum 6 months, with underpinning job search assistance and higher level training and work signposting.
- 1.10 The IMPACT 40+ is LDA Regional Skills & Competitiveness funded until 31 July 2008. Interim evaluation was undertaken during August and September 2007.

2. Evaluation Methodologies

2.1 Evaluation methodologies used have sought to measure projects’ actual actions and targets against those approved, in order to capture progress made; interventions needed; lessons learnt; added value; and to make recommendations towards the project’s exit strategy and sustainability.

2.2 Research methodology used to analyse key primary and secondary project data has been to review:

- The approved project , in particular all funded outputs, outcomes and milestones

- TAF quantitative and qualitative actual project data

2.3 Quarterly beneficiary monitoring data capture has included:

<ul style="list-style-type: none"> ⇒ Gender ⇒ Age ⇒ Borough of residence ⇒ ESF beneficiary groups ⇒ Prior employment/Length of unemployment ⇒ Types of beneficiary benefit ⇒ Ethnicity ⇒ Learning difficulties and/or disabilities ⇒ Equal opportunities targets 	<ul style="list-style-type: none"> ⇒ Modules studied ⇒ Further learning opportunities ⇒ Beneficiary areas of support ⇒ Completers/early leavers ⇒ Qualifications at start of and at end of project ⇒ Onward destinations ⇒ Sustainable development project actions ⇒ ICT in-house applications/usage
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Also, project spend and areas of current underspend and virement have been reviewed.

2.4 Strategic pan-London documentation and the fit with the LDA Co-Financing Organisation’s Plan and the ESF Objective 3 London Regional Development Plan 2000-6; also the London Framework for Regional Employment and Skills Action (FRESA), the London Skills & Employment Board’s activities and London Skills Commission labour market information have been evaluated.

2.5 Completed questionnaire and follow-up interviews with all TAF staff: the Director of Projects(1), project managers(2) delivery tutors(5) administration(1) and financial staff(1).

2.6 In total, 6 project beneficiaries were interviewed including those currently on programmes (3) and completers (3) - a 4% sampling overall.

3. Need for Projects & Gaps in Older People’s Training Services

3.1 ICT remains a principal skills gap faced by people 40+ and almost 50% of people 50+ have no ICT skills (*LDA Economic Development Strategy*). Yet, 90% of new jobs require IT user skills (*2005/8 IT Sector Skills Agreement*).

3.2 *The London Skills Commission(LSC) Regional Skills Prospectus 2005/6 and Action Plan, DFES ‘Skills for 21st Century’ and London Development Agency(LDA) Economic Development Strategy* all identify the 40+ as an under-utilised target group for jobs at a loss of £31 billion annually to the UK’s economy; also the under-investment in the 50+ (19

million in the UK today and 16% of the workforce, increasing to 20%+ by 2016). In West London alone, 27% of the population is 40+ (*LSC London West 2007/8 Annual Plan*).

- 3.3 TAF is a respected research ‘think-tank’ for older people, initiating research and raising awareness of age-related issues and leading good practice for strategic level decision makers including at regional, national and European levels. The organisation’s own research since 2002 (“*Past it at 40, A Grassroots View Of Ageism & Discrimination In Employment*”) documented barriers faced; also the lack of up-to-date ICT skills and programmes to provide progression routes into work.
- 3.4 TAF’s current project-wide training menu is providing targeted, innovative and age-specific progression opportunities for clients that includes OOPS (50+ pan-London outreach); WC05 (40+ West London); and WRENS (40+ West London, women only with management training).

4. Overview of Project Actions

- 4.1 TAF is delivering the IMPACT Project to a client base that is all 40+. Beneficiaries are predominately female at 80%, well over the bid target of 60%. Recruitment in the 40+ age-group has been successful yet challenging. In this context, it is suggested that specific marketing and support strategies might be strengthened, possibly by increased joint working with age-specific support organisations, (e.g. *Wise Owls*) located in East London.
- 4.2 Equally, there might be positive targeting of 60-65 year old learners, (c.f. strategies used by age-specific commercial organisations e.g. *Saga*), both in view of new 2006 Employment Equality (Age) Regulations and proposed Single Equalities Act and less favourable pension arrangements today. Currently, only 16% of learners are from this age group.
- 4.3 The ethnicity of beneficiaries interviewed was:

ETHNICITY	%
White-British	27%
White-Irish	27%
Asian or Asian British-Pakistani/Bangladeshi	8%
Black or Black British-African/Caribbean	22%
Prefer Not To Say	12%
Not Known	4%

However, up to the 16 August 2007, the IMPACT 40+ Project had recorded average BAME levels at 34%, a result that exceeds the re-negotiated bid targets at 20-30%. If participation levels are to be increased further, it is recommended that BAME community groups might be involved in the marketing & publicity of future courses: also to sample materials to ensure that they are not Anglo or Euro-Centric. Active use could be made, too of Boroughs’ baseline monitoring data (e.g. at individual ward level) and 2001 Census information, to inform marketing strategies additionally.

4.4 It is of note that 16% LLDD levels were recorded amongst interviewed beneficiaries, with high satisfaction levels expressed over individual support received. LLDD learners had disabilities ranging from dyslexia, to eye and hand problems, to chronic back pain but these were often under-represented by interviewees. Here it is to be recorded that targets are approaching the 20% project target, representing an area of good practice that TAF can evidence.

- 4.4 Of beneficiaries interviewed, 34% had been unemployed for 2 years or more. It is to be recorded, too that 16% of interviewees had been made redundant. This success rate with the long-term unemployed and redundant represents an area of TAF good practice and evidences measurable impact pan-London.
- 4.5 Interviewed clients were found to be suffering from a mix of problems and barriers that had affected their learning and training to date. 16% had found it difficult finding out about relevant training; 16% had found the focus on younger learners in Further Education (FE) Colleges not helpful and so had delayed training; 32% identified a basic lack of confidence and self esteem; and 32% cited age discrimination. However, 48% self-stated illness as a major issue and significantly, 80% identified out-dated skills and a lack of ICT qualifications as the primary barrier to confront. Additional difficulties recorded were depression and mental health issues.
- 4.6 Qualification levels of users interviewed were recorded at 48% for GCE Ordinary Level/CSE and 16% for GCE Advanced Level, with 16% holding degrees and 4% part vocational awards. Only 16% had no formal qualifications. Skills levels of learners when last in work were assessed, too. 16% described themselves as unskilled; 16% as craft or related; 16% as professional; 32% as semi-skilled; and 20% as skilled. It was apparent throughout that learners from all educational and skills backgrounds valued the opportunity to upskill and retrain in ICT, so as to progress back into a changed workplace where they could compete on an equal footing with younger, more ICT aware colleagues.
- 4.7 Of learners interviewed, they were found to originate from 6 of the 13 London boroughs targeted by the project, with 2 additional boroughs represented: Harrow (3%) and Camden (2%):

BOROUGH	%
Brent	7%
Ealing	10%
Hackney	0%
Hammersmith & Fulham	37%
Haringey	0%
Hillingdon	10%
Hounslow	10%
Kensington & Chelsea	10%
Kingston	0%
Newham	0%
Richmond	7%
Tower Hamlets	0%
Westminster	3%

These results are to be compared with the full project actual breakdown up to 16 August 2007. The targeted bid figures are given in (), showing increased recruitment in 7 boroughs.

BOROUGH	%
Brent	3% (2%)
Ealing	2% (5%)
Hackney	2% (9%)
Hammersmith & Fulham*	19% (50%)

Haringey	0% (3%)
Harrow	2% (0%)
Hillingdon	10% (5%)
Hounslow	4% (5%)
Kensington & Chelsea	32% (5%)
Kingston	0% (3%)
Newham	0% (3%)
Richmond	8% (2%)
Tower Hamlets	0% (3%)
Westminster	20% (5%)

- 4.8 Outreach has been delivered in Haringey, Hackney and Tower Hamlets in community venues to maximise accessibility; with additional provision in Brent (Duddenhill Centre); in Ealing (Ealing Community Resource Centre); in Hillingdon (Barra Hall); in Kingston (RaKAT Centre); and in Westminster (Abbey Centre). Recruitment has varied from good recruitment levels in Kingston (JCP referrals) and Brent (Asian elders), down to poor learner numbers in Tower Hamlets, Newham and Haringey.
- 4.9 Clearly, the role of intermediary referral staff is key and active community co-ordinators and pro-active Job Centre Plus(JCP) advisers working with TAF staff have realised the most success and working with age-specific organisations (e.g. *Wise Owls* in Hackney). Another factor has been the level of ICT resourcing in the venues used, although TAP laptop provision is available and has been used widely. It is suggested, too that interested clients need to be signed up whenever possible, to maximise staff resources and avoid poor attendance and no-show figures.
- 4.10 Interviewed beneficiaries were spread across common training activities and ICT modules. This served to build confidence in learners and to strengthen group working and inter-peer support. They attended for 8-15 hours per week over 12 weeks and undertook the following pick and mix menu, according to individual needs and interests:

TRAINING MODULE		ICT MODULE	
Personal development	100%	Word processing	100%
Motivation/orientation training	100%	Spreadsheets	90%
Individual action plans	100%	Database	97%
Key skills assessment	100%	Graphs & charts	86%
Work advice/guidance	100%	Powerpoint	72%
Curriculum vitae development	100%	Desk top publishing	59%
Work advice/guidance	100%	Website design	76%
Interview techniques	100%	Photoshop	66%
Job search skills & assistance	100%	E mail for business	100%
Enterprise induction	25%	Internet for online research	100%

- 4.11 Project success rates for ICT modules from 2005 to 16 August 2007 were:

SKILLS FOR LIFE	LEVEL 1	LEVEL 2
47% (1-3 modules)	53% (0-5 modules)*	* <i>Results awaited</i>
64% (full qualification)	48% (full qualification)*	* <i>Results awaited</i>

It is to be noted that success in 3 modules brings a Certificate qualification and in 5 or more, a Diploma.

- 4.12 Of clients interviewed, 34% wished to progress into full-time and 68% into part-time work. (Here, the difficulty of undertaking part-time work whilst on benefits is to be noted after detailed client feedback on this issue). Just 16% were interested in voluntary activities, or self-employment, or re-employment as their own boss. Interestingly though, only 34% stated that they were ready to start work now, with some keen to take a second ICT training course and to receive more learning support including an end-of-course refresher on modules studied.
- 4.13 68% of those interviewed now felt more confident than at the start of the course; 68% more positive; 48% more responsible for their own learning; and 48% better equipped to continue their own learning. 68% believed that their project had improved employability and prospects substantially and 100% stated that they would be happy to recommend this training to others. Indeed, learners had done so already.
- 4.14 This evaluation found that an increase in opportunities for students to practise their acquired ICT skills was needed both during and after courses. Currently, teaching rooms and space are at a premium, as is access to the 3 ICT and 2 Personal Development specialist staff. It is recommended that additional funding might be sought to provide 2-3 hour, drop-in ICT sessions (e.g. to complete a curriculum vitæ), particularly as a number of students do not have access to a computer at home or easy availability through libraries.
- 4.15 Past students interviewed from 2005 and 2006, reported a mixed pathway into work. 50% identified a lack of recent work experience and references as a major barrier, (although TAF gives references on request). Some had secured temporary or seasonal work but 50% interviewed had not secured full-time employment and were cautious about undertaking part-time work whilst on benefits, (*c.f. Section 4.12*).
- 4.16 This user feedback was borne out by the following all-project statistics for 2007. The targeted bid figures are shown in ().

WORK PROGRESSION	FE/HIGHER LEVEL TRAINING
2% full-time (15%) 0% part-time (20%) 0% self-employment (10%) 0% volunteering (5%)	4% (30%)

Overall, actual outputs appear to be falling short in all categories. However, it is to be noted that these rates are expected to increase once examination successes are notified and when progression into work can be fully recorded (*see 4.17 below*). It is to be noted, too that upskilled JCP referred clients are supported back into work by their referring Job Centres.

- 4.17 The difficulty of ensuring that ex-students already in work or further training report this to TAF is being reviewed currently, as is the funders' ruling whereby clients progressing from Level 1 to Level 2 training cannot be counted twice. Both factors have applied to the above statistics (*see 7.6*).
- 4.18 Recommendations of this evaluation are to strengthen client progression routes into work by resourcing a dedicated job brokerage post and in-job support package, subject to the securing of additional funding: also to run regular employer-focussed events, possibly sector-specific, for example as breakfast meetings, or linked to the three times yearly external functions that regularly include renowned speakers such as Members of Parliament.

- 4.19 Additionally, short work experience integrated into training packages or longer periods on project completion need to be scoped, in order to fully prepare project beneficiaries for the world of work and anticipated sector-specific working.

5. Publicity/Marketing/Recruitment

- 5.1 TAF has developed active organisational networks and robust agency links Pan-London across 17+ key deprived IMD ward boroughs and has sought to be pro-active in its targeted publicity and marketing strategies. They adopt a range of methodologies including press coverage (budgetary limitations), networking events, open days, shopping centre events, website promotion, direct leafleting e.g. to libraries and input at exhibitions, displays and job fairs (e.g. Adult Learners' Week and Notting Hill Housing Trust Community Events).
- 5.2 Increased targeting might include leisure centres, doctors' surgeries/health centres, working mens' clubs, nurseries and include even supermarkets (e.g. advertising on the back of till receipts). Local radio could be considered too, also those delivering in community languages.
- 5.3 Word-of-mouth remains important and as already noted, students actively refer peers into TAF's ICT specialist training. To maximise this, a client focus group could be formed to strengthen this promotion route and case studies with photographs could be featured, further.
- 5.4 Internet marketing could be increased, possibly with intermediary organisations also. Employers and Local Authority work placement officers could be encouraged to place their vacancies with TAF, too and JCP might display TAF course information and other practical information regarding enrolment.
- 5.5 Currently, the most popular referral route remains that of a JCP adviser. Indeed, 68% of learners interviewed came via this route. For this reason, resource should be invested to ensure that these staff in each local office in boroughs to be targeted, are kept fully up-to-date and involved, perhaps through formalised links with named officers. (This might be incorporated into the current intermediary contract with JCP, too). Other access routes identified included 16% by word-of-mouth; 0% through exhibitions; 16% through leaflet drops; and 0% via IAG advice received, including from nextstep and CIPD-TASIG.
- 5.6 Course promotion materials (e.g. leaflets/flyers) and project level materials and information were accessible on request and carried required equal opportunity and Disability Discrimination Act (DDA) statements and the LDA logo. However, the layout used and heavy text concentration does require some updating and/or re-design with possible re-branding to be appraised. A suggested addition is the use of the plain English *Crystal Mark*, also.
- 5.7 It is suggested further that a comprehensive and updated marketing folder of all TAF training provision should be centralised for ease of access by clients, also staff when advising on progression routes. Additionally, a copy could be displayed in all teaching rooms as part of a TAF information board that could be a place to visit, for example by making it the location of free TAF logoed pens/pencils perhaps.
- 5.8 TAF has offered a specialist design tutor led DDA compliant website since 1999 that carries details of courses and current job vacancies, taken from a West London site (www.jobswestlondon.com). This is updated 1-3 times per week. The website does not include internet job search facilities but does offer facilities such as a forum and a chat room that are monitored carefully. TAF processes website data, for example recording the

number of website hits, e.g. levels of users on a daily basis: a 24 hour sampling indicated 69% first-time users and 31% repeat users.

- 5.9 To increase the age-specific branding of TAF's website, some suggested areas to consider are the inclusion of project-specific pages fully updated with relevant information e.g. course content/times, together with case studies featuring a range of successful clients, linked to the main page. Also, an employer-specific webpage would be advantageous and could be tailored by sub-region and sector.
- 5.10 Another idea to raise awareness with older learners not always ready to go online for information, is to ensure that all TAF computers have the website as a screensaver and that it is promoted at external events. Additionally, it is suggested that that the three times a year TAF newsletter could include project-specific update pages and beneficiary case studies.
- 5.11 Here it is to be noted, too that TAF could advertise employee-specific short ICT courses, for example on Saturdays or in the evening. Additionally, employers could buy advertising space in the newsletter and even advertise jobs, work experience or voluntary activities.
- 5.12 With regard to recruitment, underpinning matrix specific IAG with skills coaching and mentoring are delivered at the central Hammersmith premises and in all outreach centres by staff qualified to a minimum of NVQ IAG Level 4. The recent pressure on the Director of Projects to lead on this work has been alleviated by the appointment of a well-experienced post 16 manager experienced in this work, (with additional OFSTED & ALI Inspection expertise too).
- 5.13 However, there still remains some shortfall and delay at busy times and for clients with specific needs, e.g. ESOL. Some sub-contracting to another age-specific agency with a similar mission (e.g. *Wise Owls* with whom TAF already works), is to be considered. Alternatively, TAF tutors might be offered an upskilling/training opportunity, subject to their current teaching and tutoring commitments.

6. Induction/Retention/Support

- 6.1 All interviewed clients were given a full project induction and satisfaction levels were high. Learners felt informed and were comfortable with the code of conduct and signing student contract. A review of equal opportunities, health & safety, quality assurance, client care, complaints procedure, harassment and data protection policies had been included. To be noted is that these policies are displayed on the walls of training rooms, also. Perhaps further awareness raising could be delivered by a mid-training review point.
- 6.2 Course retention levels are high at 80% for first courses and 86% for second courses. Undoubtedly, Personal Development workshops incorporating NLP delivered one-to-one are instrumental. However, some staff felt that insufficient hours were available for this and funded sufficiently to ensure sustained client interaction. Also timetable clashes were reducing the amount of NLP input for some clients.
- 6.3 16% of interviewed clients referred to care responsibilities. Currently, TAF is supporting 16% of beneficiaries with travel and/or child/dependent care and so this provision is clearly meeting demand at current levels; also meeting the funded bid levels at a totalled 16%.
- 6.4 Additional learning support is provided for learners on request, for example for visually impaired learners with printed hard copy resources and on-line learning available in larger format. Specialised needs are met wherever possible.

7. Management/Financial Monitoring Systems

- 7.1 Since 1997, TAF has been in receipt of ESF and a range of other borough, sub-regional and pan-London funding and so offer fully audited, robust, fit-for-purpose systems to meet the requirements of the capital's major funders (e.g. the LSC and LDA). However internal systems have to be tailored to each funder's differing and varying requirements which increases the administrative workload significantly.
- 7.2 A Director of Projects provides leadership and strategic development. She leads operational management too: marketing, recruitment, induction, service delivery, monitoring, evaluation, quality assurance, health & safety and the ESF cross-cutting themes. To provide further management support, a new post-16 sector and adult learning inspector appointment has been made. Still to be resourced though are project co-ordinators, to free up the Director of Projects to focus predominately on strategic priorities.
- 7.3 To meet an increasing workload, the Office Manager/Administrator now works 4 days per week, supplemented by volunteers. It is the recommendation of this evaluation that a full-time administrator is required; also a projects-specific administrator to free up teaching staff from routine duties such as photocopying.
- 7.4 All data is entered electronically on a weekly basis and refined monthly (e.g. with pivot tables), onto a centralised Excel database (Access being explored currently), by the experienced Office Manager/Administrator. Every class has a colour coded file and each beneficiary, a separate plastic file building into which all collected paperwork/monitoring documentation is entered and refined monthly in hard copy, too. The database is sampled monthly by the Director of Projects, to identify and action under-performance/slippage e.g. in outreach delivery; also to ensure client satisfaction.
- 7.5 TAF uses an EXCEL database and a 'Quickbooks' system, supported by a retained FCA qualified accountant 2 days a month. Project re-profiling is managed by the Director of Projects with this accountant support. Currently, a requirement to implement formula funding and to complete advance reporting and claims quarterly, have proved challenging and expensive on administration/specialist financial input, as it would to any small organisation placed in this position. It is suggested that an increase in administrative resources should be requested of funders.
- 7.6 Client follow-up is activated routinely through questionnaires and telephone contact to record those entering work including volunteering and self-employment; also entering further education or progressing into other ICT training providers including with TAF. Quarterly follow-up is effected for 6 months, too. However, response rates remain problematic, although the return rate for TAF clients is in the region of 30% and as such, is considerably higher than for other training providers. Perhaps other reporting facilities could be considered, e.g. a standard letter issued during the exit interview; a feedback section on the website; or a small incentive payment, e.g. a voucher or training manual.
- 7.7 The Director of Projects reports to a Management Committee quarterly and she can draw on the complementary skills of TAF's trustees from the business and public sectors, to action project interventions and remedial actions.

8. Quality Assurance

- 8.1 TAF obtained *Investors in People* (IiP) in 2000 and underwent successful reviews in 2001, 2003 and June 2006. *Matrix* was obtained in September 2002 and re-accredited successfully in September 2005. *Customer First* was awarded in May 2004 and re-accredited in August

2007, with TAF being one of the first London voluntary sector organisations to achieve this, as was the case for *matrix*, too. Additionally, TAF had achieved *PQASSO* at Levels 1, 2 and 3 by November 2004. To be noted further is that TAF has taken part in ALI inspections of IAG services and *LearnDirect*, as a service provider

- 8.2 TAF's ICT Tutors all hold City & Guilds 7307/7407 Stage 1 and/or Stage II. The Personal Development Tutor is Advanced NLP qualified and the Business Advisor has specialist qualifications and has run her own business successfully over a number of years. All staff hold NVQ Level 4/5 equivalent qualifications and have 5-8 year service records at TAF.
- 8.3 Quality assurance targets are applied to marketing and publicity; IAG; recruitment; induction; service delivery; support measures; retention; client progression, achievement and completion; also health & safety, equal opportunities, sustainability and health; and to external evaluation and forward exit strategy and sustainability.
- 8.4 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 course. Learner representatives provide further targeted assessment to both the Director of Projects and to Management Committee members quarterly in their meetings.
- 8.5 It is to be noted that recently, TAF agreed a new quality assurance timetable. The assessment work is managed through TAF-wide and project-specific monitoring and evaluation policies. Monthly targets using quantitative and qualitative performance indicators are set to measure project funded outputs, outcomes and milestones and to assess and resource key delivery areas (e.g. IAG and Accreditation of Prior Learning-APL); induction; service provision efficiency; qualifications delivered; also use of resources and value for money achieved.
- 8.6 Currently, TAF is finishing Self Assessment Reporting to complete in October 2007, supported by London West LSC and their specialist deployed resources. Provision grades are: overall effectiveness (2); leadership and management (2); equality of opportunity (2); ICT (2); and quality improvement (2/3). It is to be noted, too that TAF's new management appointment with adult learning inspectorate skills and experience is leading this process.
- 8.7 To be recorded here additionally, is TAF's commitment to the delivery of the ESF cross-cutting themes and to the monthly monitoring and evaluation of strategies used. Project-specific policies and performance indicators in place deliver Equal Opportunities, Sustainable Development and ICT, as required in all London ESF Co-Financing Plans.
- 8.8 Equal Opportunities are to be evidenced in increased support for LLDD clients; in-project support measures; and in the use of positive case studies featuring non-traditional learners. Sustainable Development is evidenced through awareness raising with learners to contribute to in-house targets, e.g. by recycling ink/toner cartridges and paper; by turning computers/lights off; and by using public/group transport. TAF makes further commitment by recycling old computers and with the social and economic impacts achieved through its older persons' training that contribute to a higher and more stable level of growth and employment. ICT underpins all TAF service delivery, being used 100% for marketing and management and 75%+ for project delivery.
- 8.9 It is to be recorded, too that TAF is cited on GOL, DCSF, DIUS and DWP websites, as a best practice and 40+ age-specific research organization. To be mentioned further is that the Director of Projects has been a regular invitee at European level to promote good practice in older persons' upskilling and training; also the success and advantages of using ESF funding to achieve this.

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

9.1 Successes recorded by this evaluation are:

- Additional in-house learning support
- Beneficiary satisfaction rates
- Borough recruitment levels
- Progression rates: ICT SfL → New CLAiT Level 1 → CLAiT Plus Level 2 (Office & Media)
- Effective support for the long-term unemployed, especially 2 years+
- Good retention - 80% for first courses and 86% for second courses
- High levels of support for LLDD clients
- Innovative learning modules, e.g. a self-enterprise module
- In-project travel and child/elder care support
- Learner-centred, holistic personal development and NLP
- Outreach delivered in new deprived targeted boroughs
- Self-employment preparation
- Skilled and experienced teaching staff with strong tutoring skills
- Strong links with sub-regional stakeholders and funders
- Transformation of students into self-reliant, responsible future employees
- Value for money and low unit cost

9.2 Interviewed beneficiaries recorded satisfaction levels of 100%, with extensive praise given:

- 'A nice experience of getting help into the mainstream'
- 'Different learning styles catered for-it was enjoyable and fun!'
- 'Fantastic opportunity to learn with like-minded people'
- 'Great to train with others of common age and commitment'
- 'It's a really good course – I'm happy it's available!'
- 'This training is an excellent idea'
- 'Understandable, superb course.'
- 'Wonderful course - good, thorough teachers, very patient and they give lots of help!'

9.3 Failures and/or areas for improvement identified by this evaluation are:

- Administration shortfall, also at course level to support delivery staff
- Employer engagement
- Employment rates lower than targeted
- Initial assessment, diagnosis of need and target setting showed some small gaps
- Marketing materials to be re-designed and/or re-branded, also no Crystal Mark usage
- Personal development sessions shortfall for some learners
- Progression routes into work not sufficiently robust
- Sector-specific ICT upskilling courses missing
- Staff development time shortfall
- Staff roles and responsibilities updating needed
- Strategic positioning of TAF
- Tasters to engage more learners into new modules, (self-enterprise)
- Website functions and features to be expanded

9.4 Lessons learnt have included:

- Age-specific consultancy could be offered, also a retirement advice scheme
- Drop-in ICT facilities to be offered at TAF, subject to available accommodation
- Employer link functions to be agreed

- ESOL specialist provision for clients to be introduced
- Flexible teaching and tutoring required throughout
- Job brokerage service to be established
- Links with JCP advisers to be formalised by local office
- Market fuller menu of ICT upskilling training
- Market courses also to employers & employees, with details of available completers
- Publicity routes and methodologies to be further developed
- Short work experience to be integrated into training or longer post project completion
- Targeting the 60-65 age group through older persons' upskilling funding e.g. ESF
- Targeting the under-skilled in work, vulnerably employed and self-employed

10. Exit Strategy/Sustainability

10.1 TAF is well advanced in the process of reviewing possible commercialisation of their innovative older persons' ICT training. Strategies being considered and further recommended include:

- Promoting employee short courses to employers
- Providing consultancy services on older persons' issues
- Piloting a retirement advice scheme
- Maximising usage of premises during evening and weekend hours.
- Marketing training to Borough Regeneration Heads where recruitment has been good
- Targeting specific sectors (e.g. retail/housing) to provide preparatory ICT upskilling
- Selling ICT training modules commercially
- Becoming a social enterprise

10.2 TAF strives to adopt a pro-active approach towards securing onward ICT training sustainability. They network and interface consistently with major London sub-regional funders, for example the LSCs, the LDA and Local Authorities, as well as charitable trusts in order to be at the forefront of new funding opportunities and joint working activities.

10.3 The new ESF Programme 2007-2013 will offer TAF opportunities to tender for funding to support its edge-cutting work with older people. Indeed, older workers without Level 2 qualifications and Sfl, unemployed and employed, will be targeted through Priority 1 (extending employment opportunities for the workless) and through Priority 2 (developing a skilled and adaptable workforce). The 4 London Co-Financing Organisations (the LSC, DWP, LDA and London Councils (LC) are just beginning their expression of interest stage, in advance of later invitations to tender this Autumn.

10.4 It is to be reorded here, too that TAF is an organisation active at European level. To date, it has secured EU SOCRATES GRUNDTVIG 2 Programme funding, co-ordinating and leading a 7 country partnership to produce a practitioners' guide to empowering older people. TAF would be advised to look at other EU Programmes such as LEONARDO DA VINCI focussing on vocational training, with employer partnership.

**APPENDIX 1
DELIVERY STAFF QUESTIONNAIRE**



IMPACT 40+ Project Interim Evaluation

Introduction

This interim external evaluation has been commissioned by Third Age Foundation from Global Gateways Limited to identify and assess project achievements and areas of good practice realised; also to identify areas for further improvement. The results and recommendations are to be made available internally and to wider external audiences, including the London Development Agency and other key stakeholders.

May we ask you to contribute to this process by completing this questionnaire and being available to take part in a later follow-up interview, as part of the evaluation.

QUESTIONNAIRE 1: DELIVERY STAFF

Name : _____ Job
Title _____

- 1. Why did Third Age Foundation (TAF) become involved in the project?**

- 2. How has the project met any existing gaps/shortfalls in TAF's mainstream provision?**

- 3. How is the project contributing to the personal development needs of the 40+ ?**

4. How is the project contributing to the training development needs of the 40+?

5. How effective has the publicity and marketing been for the project?

6. Were you involved in the recruitment & induction processes of project beneficiaries – how?

7. Which priority groups have been recruited to the projects to date? - Please give % if possible

ESF Beneficiary Groups	2005	2006	2007	2008 ((Projection)
People over 40				
People over 50				
People with disabilities				
Refugees and/or asylum seekers				
People from black and ethnic minorities				
People with basic skills needs				
People made redundant				
Returners to the labour market				
Economically inactive				
Long term unemployed people (2 years+)				
Ex-offenders				
Homeless				
Drug and alcohol misusers				
Women from ethnic minorities				
Women with no or low qualifications				

8. Which boroughs have been successfully targeted for project beneficiaries including outreach? – please give % if possible

Boroughs	2005	2006	2007	2008 (Projection)
Kensington & Chelsea				
Westminster				
Haringey				
Hackney				
Newham				
Tower Hamlets.				
Kingston				
Richmond				
Brent				
Ealing				
Hammersmith and Fulham				
Hillingdon				
Hounslow				
Harrow				
Other				

9 Which of the following barriers have affected project clients?

- Difficulty finding out about study/training?
- Not understanding training courses on offer?
- Negative past experience of education/training?
- Age Discrimination?
- Focus on younger learners at 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 Problems/Obstacles: _____

10. What project outcomes & outputs (hard and soft) have been realised to date?
- Please quantify as a %, if possible

Project Outcomes	% of Beneficiaries
Personal development	
Motivation and orientation training	
Needs assessment	
Personal action plans	
Key skills assessment	
Work advice and guidance	
CV development	
Job search skills & assistance	
Interview techniques	
OCR ICT Skills for Life	
OCR New CLAiT Level 1	
OCR CLAiT Plus Level 2	
TAF Enterprise Induction (for self-employment)	
TAF Management module	
Work experience & volunteering	
Other (e.g. partnership working with employers & the statutory sector)	

11. What strategies have been/are being used to assure quality & retain beneficiaries on the projects?

Actions	% of People Benefiting
Travel support	
Subsistence (food/refreshments)	
Child/Dependent Care	
Counselling/Guidance/Advice – JCP/nextstep/CIPD-TASIG/ Lifelong Learning Partnership? <i>-Please state which</i>	
Literacy/numeracy/basic skills support	
Disabled access to TAF premises, specialist provision facilities? <i>Please state which</i>	
Other (e.g. signposting to educational/training opportunities)	

12. What Project milestones have been realised to date?

Milestones	% Beneficiaries
Full-Time Employment	
Part-Time Employment	
Self Employment	
Voluntary Work	
Work Shadowing	
Further Education, including at TAF (higher training provision)	
Training On Other Government Programmes, e.g. 50+ New Deal	
Unemployment	
Other (<i>Please specify</i>)	

13. How have completing beneficiaries and early leavers been supported?

14. How can Equal Opportunities be evidenced in project activities, both for beneficiaries and staff?

Marketing/Publicity	
Recruitment	
Interviewing/Selection	
Induction	
Service Delivery Training	
Quality Assurance	
Progression/Empowerment e.g. for BME learners (<i>e.g. case studies</i>)	
Risk Assessment Activities	
Health & safety	
Follow-Up on Completion/At the Point of Early Leaving & Exit Interviews	
Staff Development	
Employment/Redundancy/Retirement	

15. Is ICT being used on the project? – Please specify the %

Publicity/Marketing

Delivery

Management

Training

Quality Assurance

Other – Please specify

16. How is the project delivering Sustainability?

i. Social Impacts – social progress that recognises the needs of everyone

ii. Environmental project impacts - energy/waste/transport considerations

iii. Economic impacts – maintenance of high/stable levels of growth/employment

17. What dissemination and/or mainstreaming of project results (*end products*) have taken place?

18. In your opinion, what are the successes of the project/examples of good practice, to date?

19. Also any failures and/or areas for improvement?

20. What lessons have been learnt to date, to add value to projects?

Any other information, which you would like to add? (*e.g. value for money achieved?*)

<p>THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.</p>	<p>E-mail: gina.glicenstein@globalgateways.co.uk Telephone: 020 8993 7865 Mobile: 07786545300</p> 
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**APPENDIX 2
MANAGEMENT STAFF QUESTIONNAIRE**



IMPACT 40+ Project Interim Evaluation

Introduction

This interim external evaluation has been commissioned by Third Age Foundation (TAF) from Global Gateways Limited to identify and assess project achievements and areas of good practice realised; also to identify areas for further improvement. The results and recommendations are to be made available internally and to wider external audiences, including the London Development Agency and other key stakeholders. May we ask you to contribute to this process by completing this questionnaire and being available to take part in a later follow-up interview, as part of the evaluation.

QUESTIONNAIRE 2: MANAGEMENT STAFF

Name : _____

JobTitle _____

Strategic Relevance of the Projects

1. How does the project take forward TAF's mission statement and core work?

2. How have the project's new delivery areas added value in ICT training for the 40+

3. Are there remaining gaps/shortfalls in training for the 40+ that could be met by TAF?

Project Publicity/Marketing and Recruitment

4. Which publicity/marketing strategies and routes have been deployed and with what success?

5. How effective has the publicity/marketing and recruitment been in the 13 targeted boroughs?

6. What has been your involvement/role in marketing activities; also in recruitment & induction?

7. Which of the following priority groups have been targeted and how?

ESF Beneficiary Groups	2005	2006	2007	2008 ((Projection)
People over 40				
People over 50				
People with disabilities				
Refugees and/or asylum seekers				
People from black and ethnic minorities				
People with basic skills needs				
People made redundant				
Returners to the labour market				
Economically inactive				
Long term unemployed people (2 years+)				
Ex-offenders				
Homeless				
Drug and alcohol misusers				
Women from ethnic minorities				
Women with no or low qualifications				
Women returners to the labour market				

8. What % recruitment has been secured in the target boroughs? Where has outreach been realised-How?

Boroughs	2005	2006	2007	2008 (Projection)
Kensington & Chelsea				
Westminster				
Haringey				
Hackney				
Newham				
Tower Hamlets.				
Kingston				
Richmond				
Brent				
Ealing				
Hammersmith and Fulham				
Hillingdon				
Hounslow				
Harrow				
Other				

Staff Induction/Training/Management

9. How is the project managed day-to-day, i.e. arrangements for delegated management?

10. How is the project continuing to manage the following? Have any operational difficulties arisen?

Beneficiary Records	
Financial Monitoring	

11. How are project staff (including financial) inducted and trained?

--

Project Delivery

12. Which project outcomes and outputs (hard+soft) have been realised to date? - Please use a %

Project Outcomes and Outputs	2005	2006	2007	2008 (Projection)
Personal development				
Motivation and orientation training				
Needs assessment				
Personal action plans				
Key skills assessment				
Work advice and guidance				
C/V development				
Job search skills & assistance				
Interview techniques				
OCR ICT Skills for Life				
OCR New CLAiT Level 1				
OCR CLAiT Plus Level 2				
TAF Enterprise Induction (for self-employment)				
TAF Management Module				
Work experience & volunteering				
Other (e.g. partnership working with employer/the statutory sector)				

13. Which project milestones have been realised to date? - Please use a %

Project Milestones	2005	2006	2007	2008 (Projection)
Full-Time Employment				
Part-Time Employment				
Self Employment				
Voluntary Work				
Work Shadowing				
Further/Higher Education (<i>to include TAF</i>)				
Training On Other Government Programmes, <i>e.g. 50+ New Deal</i>				
Unemployment				
Other (<i>Please specify</i>)				

14. What intervention/remedial actions have been used to address project shortfall/under-performance?

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

16. How does TAF evidence employer interest/engagement/ownership and specific sector targeting?

17. How are TAF's internal monitoring/evaluation procedures aligned to its external quality marks?

Quality Mark	
PQASSO Levels 1/2/3	
Investors in People	
Matrix	

Customer First	
Other	

18. How can Equal Opportunities be evidenced in project activities, both for beneficiaries and staff?

Marketing/Publicity	
Recruitment	
Interviewing/Selection	
Induction	
Service Delivery Training	
Quality Assurance	
Progression/Empowerment e.g. for BME learners (<i>e.g. case studies</i>)	
Risk Assessment Activities	
Health & Safety	
Follow-Up on Completion/At the Point of Early Leaving & Exit Interviews	
Staff Development	
Employment/Redundancy/Retirement	

19. To what extent has ICT been used on the project? – Please specify the %

Publicity/Marketing

Delivery

Management

Training

Quality Assurance

Other – Please specify

20. How has the project succeeded in delivering Sustainable Development?

i. Social impacts – social progress that recognises the needs of everyone

ii. Environmental project impacts - energy/waste/transport considerations

iii. Economic impacts – maintenance of high/stable levels of growth/employment

Project Assessments

21. What are the key project's results/methodologies and sustainability that have been realised to date?

22. What have been the main project successes and exemplars of good practice and innovation?

23. What have been the weaknesses, failures and areas for future improvement?

24. What lessons have been learnt that can add value to later projects? How do you recommend that these are disseminated/mainstreamed/multiplied most effectively to stakeholders and funders?

25. Any other information, which you would like to add? (e.g. end products realised, value for money achieved or sustainability of this older persons' training?)

THANK YOU FOR YOUR
TIME IN COMPLETING
THIS QUESTIONNAIRE.

E-mail: gina.glicenstein@globalgateways.co.uk

Telephone: 020 8993 7865

Mobile: 07786 545300



**APPENDIX 3
PROJECT BENEFICIARY QUESTIONNAIRE**



IMPACT 40+ Project Interim Evaluation

Introduction

This external interim evaluation has been commissioned by Third Age Foundation from Global Gateways Limited to assess project achievements and areas of good practice; also to identify any areas for improvement.

The results and recommendations will be made available to Third Age Foundation delivery and management staff; also to external organisations including the London Development Agency and other London groups.

May we ask you to contribute to this evaluation by completing this questionnaire and being available to take part in a later follow-up interview.

QUESTIONNAIRE 3: PROJECT BENEFICIARIES

Part 1 : About You

1. Are you Male? Female ?

2. To which of the following age groups do you belong?

40-50?
50-60?
60+?

3. Which of the following ethnic groups do you consider to be your background of origin?

White – British	<input type="checkbox"/>	White - Irish	<input type="checkbox"/>	White – Any Other White Background	<input type="checkbox"/>
Mixed – White and Black African	<input type="checkbox"/>	Mixed – White and Black Caribbean	<input type="checkbox"/>	Mixed – White and Asian	<input type="checkbox"/>
Mixed – Any other mixed background	<input type="checkbox"/>	Asian or Asian British - Indian	<input type="checkbox"/>	Asian or Asian British - Pakistani	<input type="checkbox"/>
Asian or Asian British – Bangladeshi	<input type="checkbox"/>	Asian or Asian British – Any Other Asian Background	<input type="checkbox"/>	Black or Black British - Caribbean	<input type="checkbox"/>
Black or Black British – African	<input type="checkbox"/>	Black or Black British – Any Other Black Background	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Any Mixed Background or Other	<input type="checkbox"/>	Not Known/Not Provided	<input type="checkbox"/>	Prefer Not To Say	<input type="checkbox"/>

4. Which London Borough do you live in?

Kensington & Chelsea	
Westminster	
Haringey	
Hackney	
Newham	
Tower Hamlets.	
Kingston	
Richmond	
Brent	
Ealing	
Hammersmith and Fulham	
Hillingdon	
Hounslow	
Harrow	
Other	

5. Which of the following priority groups do you consider yourself to be part of ?

Over 40	
Over 50	
From a black and ethnic minority community	
With a disability	
Refugee	
Unemployed/Economically inactive	
Long term unemployed (2 years+)	
Made redundant	
Ex-offender	
Drug/alcohol user	
Homeless	
Woman from an ethnic minority	
Woman with no or low qualifications	
Woman returner to the labour market	
Woman having worked in sectors/jobs where you were under-represented	

7. If you have worked previously, how would you describe your previous job(s)?

- Unskilled?
- Semi-Skilled?
- Skilled?
- Craft or Related?
- Professional?
- Other? _____
- IT related?
- IT deficient?

8. Which of the following problems have affected, or are affecting your learning, training and work to date? - Please rank in order of importance.

- Difficulty finding out about study/training?
- Not understanding training courses on offer?
- Negative past experience of education/training?
- Age Discrimination?
- Focus on younger learners at traditional learning establishments, e.g. FE Colleges?
- Lack of Skills for Life, 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?

Any Other Obstacles? _____

9. Which qualifications did you hold before starting the Project?

GCE Ordinary Level or CSE ?

GCE Advanced Level?

Degree?

Post-Graduate Level?

Vocational Qualifications e.g. NVQ?

No formal qualifications?

Other e.g. qualifications from your country of origin?

Please state which

Part 2: About the Project

10. How did you find out about the IMPACT 40+ Project?

Through information received from JobCentre Plus?

Through TAF information, advice and guidance advisors?

Through a display/exhibition/fair? _____

Please state which

Through TAF open days and/or their 3 x yearly external functions?

Through a TAF course leaflet door drop?

Through the TAF website?

Other (e.g. word-of-mouth)?

Please state _____

11. Why did you decide to do this Project?

To develop self-confidence?

To take more control of 40+ life and work options?

To benefit from motivational/orientation training?

- To improve key skills, (e.g. literacy, numeracy)?
- To acquire ICT basic skills?
- To access further education/training e.g. at TAF/a further education college?
- To benefit from work advice/guidance?
- To use job search assistance?
- To progress towards more sustainable employment ?
- To receive help towards self employment and enterprise?
- To progress into management?

Other? *Please state* _____

12. Which beneficiary project support measures have you been able to use?

- Travel Support
- Child/Dependent Care
- Other, (e.g. disability adapted equipment); also any you would like to have received? –
Please specify _____

13. In which year are you studying or have you studied at TAF?

- 2007?
- 2006?
- 2005?

In which month did you start?

Did you receive a project induction?

**14. How many hours a week are you studying or have you studied and for how many weeks?
How much one-to-one individual tutor support have you received?**

- Hours per week:

- Number of days per week:

- Hours of tutor contact per week:

15. Which of the following training modules have you undertaken?

- Personal development?

- Motivation and orientation training?
- Personal action plans?
- Key Skills assessment?

- Work advice and guidance?
- Curriculum vitae development?
- Interview techniques?
- Job search skills & assistance?
- OCR ICT Skills for Life?
- OCR New CLAiT Level 1?
- OCR CLAiT Plus Level 2?
- TAF Enterprise Induction (for Self Employment)?
- Work Experience & Volunteering?
- Other? - *Please specify* _____

16. Which of the following ICT modules have you studied/are you studying?

- Work Processing
- Spreadsheets
- Database
- Graphs & Charts
- PowerPoint
- DeskTop Publishing
- Website Design
- Photoshop
- E mail for Business
- Internet for On-Line Research
- Other - *Please specify* _____

17 Based on your learning to date at TAF, how do you think your approach to learning, training and work has changed?

- More confident approach?
- More positive attitude?
- More responsible for your own learning?
- Better equipped to continue your own learning?
- Ready to begin work?
- Other? (e.g. still needing support)–*Please specify* _____

18 How successful has your training been at TAF? Did you achieve

- OCR ICT Skills for Life?
- OCR New CLAiT Level 1?
- OCR CLAiT Plus Level 2?
- TAF Enterprise Induction (for self-employment)?
- TAF Management Module?
- Other?—Please specify _____

19. Do you think this Project has improved your employability and prospects for work? Yes No

Are you hoping to start or have started:

- | | | | | |
|------------------|-----|--------------------------|----|--------------------------|
| Full-time work? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Part-time work? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Voluntary work? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Self-employment? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Management work | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

Other? (e.g. work shadowing) - Please specify _____

20. Would you recommend this Project to others? Yes No

Please state why/why not?

21. Would you be willing to act as an individual case study? Yes No

22. Any other information that you would like to add (e.g. recommendations?):

THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.	<p>Gina Glicenstein, Global Gateways Limited </p> <p>e-mail : gina.glicenstein@globalgateways.co.uk</p> <p>Telephone : 020 8993 7865</p> <p>(Mobile: 07786 545300)</p>
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**APPENDIX 4
FINANCIAL STAFF QUESTIONNAIRE**



IMPACT 40+ Project Interim Evaluation

Introduction

This interim external evaluation has been commissioned by Third Age Foundation (TAF) from Global Gateways Limited to identify and assess project achievements and areas of good practice realised; also to identify areas for further improvement. The results and recommendations are to be made available internally and to wider external audiences, including the London Development Agency and other key stakeholders. May we ask you to contribute to this process by completing this questionnaire and being available to take part in a later follow-up interview, as part of the evaluation.

QUESTIONNAIRE 4: FINANCIAL STAFF

- 1. How is the IMPACT 40+ Project continuing to manage the following?
Have any operational difficulties arisen?**

Beneficiary Records	
Financial Monitoring	

- 2. How are project staff (including financial) inducted and trained?**

- 3. In your opinion, what are the successes of the project to date?**

4. Also any failures and/or areas for improvement?

5. What lessons have been learnt to date?

6. Any other information, which you would like to add? (e.g. value for money achieved?)

<p>THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.</p>	<p>Gina Glicenstein, Global Gateways Limited </p> <p>e-mail : gina.glicenstein@globalgateways.co.uk</p> <p>Telephone : 020 8993 7865</p> <p>(Mobile: 07786 545300)</p>
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**APPENDIX 5
ADMINISTRATION STAFF QUESTIONNAIRE**



IMPACT 40+ Project Interim Evaluation

Introduction

This interim external evaluation has been commissioned by Third Age Foundation (TAF) from Global Gateways Limited to identify and assess project achievements and areas of good practice realised; also to identify areas for further improvement. The results and recommendations are to be made available internally and to wider external audiences, including the London Development Agency and other key stakeholders. May we ask you to contribute to this process by completing this questionnaire and being available to take part in a later follow-up interview, as part of the evaluation.

QUESTIONNAIRE 5: ADMINISTRATION STAFF

1. How is the IMPACT 40+ Project continuing to manage the following?

Have any operational difficulties arisen?

Beneficiary Records	
Financial Monitoring	

2. How can Equal Opportunities be evidenced, both for beneficiaries and staff?

Marketing/Publicity	
Recruitment	
Interviewing/Selection	
Induction	
Service Delivery Training	
Quality Assurance	
Progression/Empowerment e.g. for BME learners (<i>e.g. case studies</i>)	

Risk Assessment Activities	
Health & Safety	
Follow-Up on Completion/At the Point of Early Leaving & Exit Interviews	
Staff Development	
Employment/Redundancy/Retirement	

3. What have been the main project successes?

4. What have been the weaknesses, failures and areas for improvement?

5. What lessons have been learnt?

6. Any other information, which you would like to add?

<p>THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.</p>	<p>Gina Glicenstein, Global Gateways Limited </p> <p>e-mail : gina.glicenstein@globalgateways.co.uk</p> <p>Telephone : 020 8993 7865</p> <p>(Mobile: 07786 545300)</p>
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APPENDIX 6
ALL PERSONS SPOKEN TO DURING THE EVALUATION

NAME	TITLE	DATE
Management		
Sylvia Francis	Director of Projects	20 August 2007
Arvind Sharma	Project Manager	20 August 2007
Davida Levine	Project Manager	20 August 2007
Delivery Staff		
Lorraine Mayhew	Project Manager including responsibility for the WRENS Project	03 August 2007
Mark Price	ICT SfL Tutor/Web Manager/ Outreach Manager	19 September 2007
Veronika Weisweiller	Personal Development Tutor/Business Adviser	19 September 2007
Stephen Alway	ICT SfL/New CLAiT (Media) Tutor	19/20 September 2007
Sally Marshall	New CLAiT (Level 1) /CLAiT Plus (Level 2) (Office) Tutor	20 September 2007
Finance Staff		
Anthony Shaw	Accountant	18 September 2007
Administration Staff		
Sally Abingdon	Office Administrator/Manager	20 September 2007
Beneficiaries		
Beneficiaries From Previous Courses/Projects (5)		18 September 2007
Beneficiaries From ICT SfL (2)		20 September 2007
Beneficiaries From New CLAiT Office Level 1 (2)		19 September 2007
Beneficiaries From New CLAiT Media Level 1 (1)		19 September 2007
Beneficiaries From CLAiT Plus Level 2 Tutor Class (1)		20 September 2007