

fit as a fiddle

monitoring and evaluation toolkit

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1. Introduction

Monitoring and evaluation is a key cornerstone of the **fit as a fiddle** programme, as it is with other grant-aided or funded programmes. We are required to undertake detailed monitoring and evaluation for the Big Lottery Fund as a condition of the grant. More importantly we need to assess the value of our different programmes and the impact they are having on improving the lifestyles of older people, in relation to their health and general well being.

This manual is designed with three broad aims in mind:

- Understanding of the Big Lottery Fund requirements for monitoring and evaluation
- Understanding the different aspects of monitoring and evaluation
- A practical guide to help you undertake monitoring and evaluation for your project.

The toolkit is designed in a question and answer format. We have tried to think of all of the questions that you might ask when setting up the monitoring and evaluation process for your projects. If there are any questions that you think we have missed, please let us know so that we can include them for the future.

The toolkit is very much a working document, and along with other documents that will be developed will form the monitoring and evaluation toolkit for **fit as a fiddle**. Although these documents are developing, we need to ensure both consistency and flexibility in what is required and what you have to deliver as part of your commitment to **fit as a fiddle**. It is worth noting at the outset that there are specific requirements that the Big Lottery Fund have built in as part of the overall Well-Being portfolio through NEF¹, and we will need to test and adapt them where we can.

We recognise that a range of approaches may be needed in different areas, with a variety of client groups. Over the next year we will be piloting a number of approaches to identify how we should collect the evaluation data. Throughout the pilots we will be consulting with regional and national partners to determine the best ways of working for the future.

As the projects develop, we will continue to update our thinking and keep you informed. Equally you need to be telling us what is working and where we can improve.

A PDF version of the toolkit can be accessed on Acknowledge (add link once confirmed). Once we have completed the piloting of the evaluation questionnaire, we will put all the relevant documents that form the monitoring and evaluation toolkit, including appendices and forms, on a CD rom. This can be distributed to your partners, who will be delivering projects as part of the **fit as a fiddle** programme.

¹ New Economics Foundation, contracted by the Big Lottery to develop the overall Well Being Evaluation framework

2. The Big Lottery Fund requirements

The Big Lottery Well-Being portfolio has been established with the 3 following outcomes:

- people and communities having improved mental well-being
- people being more physically active
- children, parents and the wider community eating more healthily.

The **fit as a fiddle** programme has been developed to focus on increasing the opportunities for older people to undertake physical activity and improve their eating habits, which will then contribute to their improved well being.

2.1 Evaluating the success of the Well-Being portfolios

The Big Lottery Fund will need to ensure that their funding is making a difference. In order to demonstrate this they will need to evaluate the overall Well-Being portfolio which in total will cost £165 million. The individual portfolios (such as **fit as a fiddle**) and the individual projects within these portfolios will take part in this overall evaluation, using a variety of methods. As well as reviewing the effectiveness of the programmes/projects, they will look at the funding and efficient use of the budgets.

There are various ways that this will be done. We will ask you on an agreed periodic basis about your project's progress and at the end of the project, we will ask you how far you have achieved your aims. We are required to self evaluate in the following areas:

- identify what is working well and what is not working so well for your projects and the reasons why. (You can then make changes to the way that your projects are run so that the programme and the overall portfolio can progress and achieve more self-improvement)
- identify good practice and help other projects to improve the way that they work (sharing best practice)
- provide convincing evidence to the Big Lottery Fund and wider stakeholders about the success of your projects, and how you have adapted them to changing circumstances (sustainability).

The Big Lottery Fund provides flexibility for us to undertake the monitoring and evaluation or get support and advice from other agencies. ACRS (Age Concern Research Services) are providing the monitoring and evaluation services for the **fit as a fiddle** portfolio and will be working with programmes and projects to ensure that the methodologies used and the instruments used are fit for purpose. ACRS will also be providing data collection, collation, analysis and reporting services on the programmes and projects, to provide the overall portfolio monitoring and evaluation report.

An independent portfolio evaluator will be appointed to examine the efficacy of the portfolio as a whole, and reporting back to the Big Lottery Fund.

2.2 Overall evaluation framework

The Big Lottery Fund, with the New Economics Foundation (NEF) is currently undertaking a pilot evaluation programme with a number of organizations and projects, which have been funded through the overall Well Being programme. This will inform the development of the evaluation questionnaires they will require all Well Being programmes to use, as part of their monitoring and evaluation process.

The questions that have been built into the questionnaires being tested have been drawn from academically validated research. This is important in considering the efficacy of the monitoring and evaluating work that we undertake with you, as it provides a consistent and reliable measurement across all the projects in both the **fit as a fiddle** portfolio and also the whole Well-Being programme.

NEF have developed a 'core' questionnaire which will be used by most projects. However those projects which target specific groups such as children and older people will use a 'mirrored' questionnaire. A 'mirrored' questionnaire includes elements of the 'core' questionnaire and then asks specifically tailored questions that are relevant to the specific target groups. NEF have developed a 'mirrored' questionnaire for individuals who are 65+.

This work will form the basis of the **fit as a fiddle** evaluation questionnaire that we are currently developing for the **fit as a fiddle** programme. Once feedback from the pilots has been received from the Big Lottery Fund and NEF, we will be able to complete the 'mirrored' evaluation questionnaire for the **fit as a fiddle** programme.

3. Monitoring progress

The Big Lottery Fund will ask us for information at agreed periodic points (to be advised), to ensure that the programme is on track – using the monitoring form, the evaluation questionnaire and other methods of feedback. They will ask us to tell them about the types of people that are benefiting from the **fit as a fiddle** programme. They will also use this information to see whether their grant programmes are promoting equal access and as a result they require us to undertake diversity monitoring.

The Big Lottery Fund requires our plans for monitoring and evaluation to include:

- the main issues our evaluation will focus on
- how we will involve all stakeholders in the evaluation
- our plans for sharing findings and lessons.

This manual and the eventual toolkit will inform the Big Lottery Fund of our plans for monitoring and evaluation.

4. Understanding monitoring and evaluation

4.1 What is monitoring?

- Monitoring is about collecting information that will help you answer questions about your project in a consistent, planned, organised, routine way
- Monitoring pulls together key management and customer information to enable a cohesive view of the project, the programmes and the portfolio
- You can use the information for reporting and for evaluation purposes
- It will tell you whether your project is hitting its targets ie number of people from BME groups taking part in an activity.

4.2 Why monitor?

- To ensure that data is gathered together in time and at the right time
- To track project and programme progress against targets
- To enable remedial action to be taken
- Required to report back to The Big Lottery Fund.

4.3 What is evaluation?

- Evaluation is about using monitoring and other information to make valued judgments about your project
- It should measure the outcomes and impact of your project on those participating in your programmes
- It is about the worth or value of what you do and help you to make changes or improvements
- It helps you to understand the impact of your project both at a local level and how it fits into the bigger picture.

4.4 Why evaluate?

- For learning and development. To find out:
 - What has happened and why?
 - What is or is not working?
 - The outcome (impact and value) of the project for the individual
 - Learning about the organisation and using what is learnt
- It will tell you whether your clients are happy with the service and show where you need to change to improve the service
- It will tell you what's working and the difference to your project
- It will help justify the 'return on the grant investment'
- It will help you make decisions about resource allocation, and support your case for additional resources to continue or help you develop your project
- It will help you campaign for improved services for older people to both local and national government agencies.

4.5 Outputs and outcomes

4.5.1 What are outputs?

Outputs are the **activities** and **participants** we can count. They are a quantitative measurement of what you deliver and to whom.

- Activities include numbers of workshops, events, training courses, products developed and delivered such as DVDs, information and advice sessions etc
- Participants can include clients, customers, volunteers, partners, other agencies and organisations taking part in an activity.

4.5.2 Why do outputs matter?

They provide a programme with hard evidence about its engagement and effectiveness and will tell you whether you are achieving your targets. It will help you think about what is working and not working and help you review and prioritise future objectives.

4.5.3 What are outcomes?

An outcome is the impact that a project makes on a group of people and or individuals lives:

- **Hard outcomes** are often known as quantitative measurements eg the management data being collected for each project. (see Appendix 1)
- **Soft outcomes** are as the perceived result of different interventions that improve the quality of life for those taking part in the programme e.g. self perception of improved health as a result of eating five fruit and vegetables per day. These outcomes are often more qualitative in nature rather than hard facts but they can be gathered together to form core outcomes (eg how many say that the programme has made a great/small or no difference to their life; how it has, and why it has. (see Appendix 2).

Both of these sets of outcomes when collated then become reporting outputs from the project and the programme.

Outcomes can also be categorised as follows:

- **'Maintenance' outcomes** – having sufficient contact/company to avoid isolation; keeping active/alert
- **'Change' outcomes** – reduced risks; increased confidence; feeling less depressed or anxious; more able to move about.

Change outcomes result from attempts to tackle problems or remove barriers which stand in the way of achieving desired levels of quality of life. **fit as a fiddle** has been developed to improve the health and well being of older people and is a clear example of a programme designed with 'change' outcomes at its heart.

4.5.4 Why do outcomes matter?

Over recent years there has been a major step change in how we measure the impact policies are having. The majority of policy focuses on the impact on the individual user of services it provides. There has been a definite shift towards outcomes, as a way of demonstrating effectiveness and achieving the best possible service for users. Underlying many of the recent policy initiatives are three broad objectives which may be summed up as follows:

- 1) Best possible outcomes for users
- 2) Best possible practice/services
- 3) Evidence to inform service improvements.

As a consequence, large funding regimes such as the European Social Fund and Lottery funded programmes are required to use an outcomes model to evaluate the impact of their programmes rather than just count numbers of individuals benefiting from the different programmes.

The Big Lottery Well Being programme has been established with the three following outcomes:

- people and communities having improved mental well-being
- people being more physically active
- children, parents and the wider community eating more healthily.

The **fit as a fiddle** programme has been developed to focus increasing the opportunities for older people to undertake physical activity and improve their eating habits, which will then contribute to their improved well being.

The Big Lottery Fund is currently undertaking a pilot with eight organisations, which have been funded through the Well-Being programme. This will inform the evaluation questionnaire they will require all Well-Being portfolios to use as a part of their monitoring and evaluation process (see Appendix 2).

4.5.5 How do we measure outcomes?

Different types of outcomes require different approaches to 'measurement'.

Change outcomes require 'before and after' measurement. This is not relevant to maintenance outcomes. It is important to consider what works for different individuals taking part in the monitoring and evaluation process.

Outcomes are measured using different survey methods and processes. Participants are identified to participate in surveys, through a process known as sampling. Sampling removes the uncertainties of 'chance' by creating a managed and systematic approach to engaging with people.

4.6 What is sampling?

Sampling is when you select different programmes and/or populations to undertake more detailed evaluation. There are two main ways of sampling in relation to evaluation studies:

- Selecting specific **activities** (or projects) and inviting all or a selection of participants in those activities to provide feedback
- Selecting **individuals** who join in the programme to participate to provide feedback irrespective of the activities they are involved in
- Or a combination of both.

4.6.1 What is the key to sampling?

The key issue in sampling is to ensure that the evaluation is representative of the activity and/or populations being measured. This is where monitoring is very important, as this builds a picture of the project users, which can then be used to determine the specific nature of the selection process required to replicate the population in the evaluation.

Ideally we would want to ensure that every project and every participant are included in the evaluation process. They must be included for monitoring purposes, but the decision as to whether all projects and all participants will be included in the programme evaluation has to be taken by addressing a number of key questions:

- How many projects are there?
- Are the projects all of the same type, and serving the same population?
- How many people are you targeting to participate in each project?
- What type of people are being targeted?
- Is it realistic to expect all, many, some or any of the project participants to be able to participate in the evaluation?
- What level of burden are we placing on participants?
- What resources do you have to manage different forms of sampling?

The exact numbers of people or activities used as the basis for sample selection should be very carefully considered, and will be influenced by the type of evaluation being conducted. For example, a detailed discussion (focus) group will only require a small number of participants to be identified and recruited to join in. Numbers matter less than the detailed response elicited from them. Surveys of participants require numbers to be successful, and it is not unusual, given that not everyone will be able or want to complete forms, to select everyone attending a sample of different activities.

Another consideration with sampling is that of **timeliness**: when to introduce evaluation. Ideally when looking at outcome (impact) measurement we want to measure the relative change in behaviour and attitudes at the beginning and the end of the project. This pre- and post- measurement or diagnosis is more effective than a retrospective recall mechanism (how was it for you?) as this is more subjective. As we need to collect monitoring information about participants at the beginning of the programme, you will need to carefully consider when to introduce the evaluation. In this toolkit we strongly recommend that pre and post measurements are used.

Careful consideration needs to be given to how we select the different groups and types of activities as part of the evaluation process for the **fit as a fiddle** programme. Before we make any decisions we will be running a number of pilots throughout the country to find out what works best.

4.6.2 How do we sample people?

At its simplest, we can take a random sample of participants in a project, say every tenth or fifth person on a register. How many we should aim for can only be determined by knowing how many people there are in total to choose from. Sampling is usually involved where the numbers of subjects are large, and too many for all of them to be included.

There are no hard and fast scientific rules that govern sampling in these sorts of programmes other than trying to ensure that you have enough people participating to ensure that information is likely to be useful.

Having decided how to sample, and how many to sample, the key issue then is to ensure that sufficient data is collected and that participant non-response is minimized. You will need to develop strategies to enable this, and some further thoughts are given later on in this toolkit.

The monitoring information is required from everyone. We have also highlighted that the evaluation tool should also be used as a pre- and post-evaluative tool. We need to decide whether to sample all, many, or some of the projects and project participants for this purpose. What we also need to consider is the measurement of the efficacy of the project itself. Given the number of forms that we are using, this might be better done by using a combination of depth interviews or small focus groups. This needs to be considered against the independent evaluation and how this will address this issue.

4.7 Methods of evaluation

4.7.1 What methods are there?

There are a variety of ways in which monitoring and evaluation data can be collected. Tried and tested methods include:

- Self completion questionnaire surveys
- Telephone interview
- Face-to-face interview surveys
- Online (web) questionnaire
- Focus group discussions or other group consultations.

4.7.2 How do I choose which method to use?

It is important to choose methods of evaluation, which meet the needs of the particular participants you are working with. Research suggests older people may prefer face to face interviews, as they are more personal and engaging. This is also a useful way of helping people think about their lifestyle re healthy eating and physical activity and how they can make small improvements which will help them in their everyday lives. Older people are also generally happy to fill in a self-completion form or more detailed survey, providing assistance is available if required. Telephone research may be less acceptable, unless people agree to it in advance. Online surveys may be a possibility but you would need feedback as to whether the groups of older people you are working with have access to and use home computers. The level of access to IT at home, and older people's familiarity in use of computers by older people is changing all the time, but this method may not be appropriate for many projects.

Focus group discussions can be an effective way of evaluating groups, as they enable participants to share views and ideas. However the information collected has to be analysed and reported on, and this can be time consuming as well as requiring specialist skills. An alternative might be to conduct some detailed depth (one-to-one) interviews with selected participants on the basis of their response to the evaluation questionnaire. These interviews can then form the basis of individual and project case studies (see next chapter).

4.7.3 Can I use more than one method?

It is important that one method be deployed in any given set of circumstances rather than a number of methods to provide consistency and reliability. The style and nature of words used will vary depending on whether they are read or read out. The way in which people respond can vary by the method used.

4.7.4 Is it useful to provide assistance, if needed?

Yes, but only if it is needed, and only if the person providing the assistance is made aware of the nature of their role, and how to engage with the evaluation process and questions. A short briefing may be necessary. Face to face interviews for the evaluation questionnaire/interview can be carried out by the project worker or a volunteer. As part of the programme, we will be looking to develop a mentoring/buddy role for volunteers. These volunteers will be able to support other older people participating in the programme in a variety of way, including support in the completion of the evaluation questionnaire. Wherever possible the monitoring form should be completed by participants as it is information about them. If an individual has either language, literacy, sensory or physical impairments that may make it difficult for them to complete the form, then they should be supported by either the project worker or a volunteer. Carers can also be encouraged to help participants answer questions, although care should be taken to ensure that the questions are asked as designed, and that proxy respondents or helpers accurately reflect their views (and do not put their own views forward).

4.7.5 How are the tools already developed likely to be used?

We have designed the monitoring form (see Appendix 1) to be self-completed. Some key information has to be provided on each form by the project team to ensure that the data can be collated and reported effectively.

The evaluation form will be designed for self-completion but is longer and may be more daunting for some participants. Assisted completion may be required, and could be managed as an interview. The NEF evaluation explores the individual and their situation. It does not evaluate the efficacy of the project itself. This needs to be addressed in consultation.

4.7.6 We have already collected information about our clients... do we have to do it again?

It may be that the local Age Concern responsible for delivering an activity has already collected customer data as part of their own monitoring and evaluation process on the other generic/core services they deliver. You need to check what data fields you already hold against what is required for **fit as a fiddle** monitoring and determine whether you can have all of the same data or only some. If the former is the case they should ask the individual for their permission for this data to be used for the **fit as a fiddle** programme, by signing a consent form (See Appendix 3). However it is more likely that you do not hold what we need and you are dealing with a wider population base in this programme than your core services. In which case we need you to collect the information required.

5. Use of case studies

Another way to measure the success and promoting the programme is by creating a bank of individual and project case studies.

5.1 What are case studies?

Case studies are a good way of highlighting the success of the project and the benefits to individual participants. (See Appendix 4). Project case studies should include the following:

- The aims and objectives of the project
- Identified good practice
- How you addressed different challenges and turned them into a positive outcome
- Effective partnership work, if appropriate
- Monitoring outputs and evaluation outcomes
- Individual case studies
- Photographic images from the project.

A lot of the information you will need to create a case study can be obtained from your progress reports.

Individual case studies should be in the form of a personal interview, normally face to face. The questions suggested for the group feedback will assist you in developing an individual case study. It is important to gain the individual's consent for any case study to be used in any report or placed on the website (See Appendix 5).

Individual case studies need to protect personal privacy and care should be taken to ensure that people understand what their information is going to be used for. It is not unusual or unreasonable for personal identification to be withheld, and just outline information being accepted to be provided (eg 'Mrs A, 76, Wakefield')

If photographic images are to be taken and used, then consent is required for that purpose.

Why is data protection important?

Personal information is a sensitive issue for most people, particularly following some well noted mishaps with data in the last year. It is important to explain what you would like to use and why, how information will be stored and used, who will have access to it and to ask for informed consent. People like to help, but they do not like to be exposed to risk or uncertainty.

When collecting data on individuals, It is important to be familiar with the Data Protection Act, which sets out principles and rules that must be applied by anyone who stores and processes personal information. The act has eight principles, highlighting that personal information should be;

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate and up to date
- Not kept longer than necessary
- Processed in line with individual's rights
- Secure
- Not transferred to other countries without adequate protection.

The act also relates to individuals rights to find out and have access to personal information which is help ion computer or rights to address, if they feel their information has not be stored and processed according to the eight principles. For more information about the act see: www.ico.gov.uk/what_we_cover/data_protection.aspx

As ACRS are individually and corporately members of the MRS (Market Research Society) there is a code of practice and standards that have to be complied with that govern how we engage with participants using the survey tools, and how we manage their data and our relationship with them. Data Protection is a key issue within the MRS Code and Standards, as are ethical management and individual rights.

See <http://www.mrs.org.uk/code.htm>

6. Pilot testing the **fit as a fiddle** evaluation questionnaire

6.1 How will the pilots ensure we use the most effective approach(es) during the lifetime of the project/programme?

We want to involve as many projects and participants as possible in the setting up of the pilots to test the evaluation questionnaire. This will help identify different approaches to work with different groups of people in different project circumstances.

We will be discussing our proposals for piloting with all Regional Coordinators, to ensure that we are on the right track. At the same time Regional Coordinators need to be discussing the proposals with project coordinators and workers. Wherever possible, volunteers should be included in these discussions. Together we will then be able to identify and address issues; test out a range of options, and share learning.

We will aim to use a number of approaches in delivering the pilots including self completion and assisted completion; face to face interviews and focus groups.

We propose to run five pilots across the country. Each pilot will focus on a different group of individuals. At the moment we are proposing the following focus groups be held, each with eight to ten participants:

- Generic group of older people (control group) from a range of situations
- Older men
- Black and ethnic minority group
- Older gay men and lesbians
- Frail and vulnerable older adults.

Individual's contribution in taking time out to help evaluate questionnaire, will be highlighted, at the pilots. Half of the group will be asked to fill out the evaluation questionnaire with very little assistance. The second half of the group will be given face to face support in the form of an interview to help them complete the questionnaire. Each group will be asked the following questions:

- Was the language used in the questionnaire easy to understand?
- Were there any questions that you did not understand? What were they?
- Were there any questions that you felt were intrusive and didn't want to answer? What were they?
- Did the order of the questionnaire make sense? How can we improve it?
- How long did it take you to feel out the questionnaire? How do you think that we can improve this?
- Is the size of the text easy to read?

We will then bring both groups together to discuss how we can improve the questionnaire and our approach to encouraging individuals to complete it. Issues around sampling will need to be carefully considered, and the groups may have views as to how we might approach this issue.

6.2 What happens after the pilots have been carried out?

A report will be written up making recommendations on changes to practice and the way forward with the approaches (methods and sampling; population and social groups, and instruments). We will send this out to Regional Coordinators and Project Coordinators/Workers in their region to comment on. Feedback will be provided on consideration of the comments made.

A training programme will then be delivered to all Regional Coordinators and Project Coordinators/Workers, so that they have a good understanding of the different approaches that will enable them to deliver the evaluation programme and questionnaire work effectively.

7. Completing questionnaires

7.1 Understanding what works for individuals

When developing an outcome based evaluation programme it is vital to consider what works for the individual taking part in a programme and the project worker/volunteer supporting the programme.

Participants

It would be very easy to make assumptions about how older people participating in the Fit as a Fiddle programme will respond to completing a questionnaire. Key to the success of any questionnaire is whether individuals understand the benefits for them. We need to take in to account a variety of factors that may impact on their response:

- Differing levels of confidence
- Mental well-being
- State of health
- Literacy and numeracy skills
- Language
- Cultural issues
- Faith
- Ethnicity
- Locality of the individuals
- Age
- Gender
- Relationship in the group and/or local community
- Privacy.

7.2 How can we ensure that we get it right?

It will be important to adopt a person-centred approach, to the evaluation process. Every individual taking part needs to feel that their contribution is of value, and their opinion counts. Participants should be given the right amount of time to contribute and to be listened to carefully, so we can learn from their experiences. Different approaches will be needed to gain an individual's confidence before they will complete a questionnaire, including an explanatory leaflet for participants, using simple, clear and non-technical language, to encourage participation; explain the benefits, and provide re-assurances.

When interviewing people individually or in a group setting, it is important to ensure the following is taken into account:

- The environment should be safe and welcoming
- The environment should be conducive to group discussions and to enabling everyone making a contribution
- Remove any distractions.
- Techniques should be used to encourage contributions and enable participants to feel at ease
- Additional support and guidance should be given to a new participant so they feel included in the group
- Confidentiality should be discussed within groups

- Treat them as equals by recognising and respecting their experience and different contributions
- Give the individual space to talk
- Listen carefully to what they are saying
- Listen for ideas and not just words
- Listen to their tone – a change of tone can indicate a reaction to what you are saying or anxiety about what they are being asked
- Watch for non-verbal communications – gestures and facial expressions can also give a clue to how an individual is feeling
- Empathise with their view point, this will build their confidence and encourage them
- Be patient
- If English is not their first language seek help from another member of the group or a volunteer who speaks the same language to support as interpreters and help with translation.

If an individual feels they are a valued member of the group then they are more likely to complete an evaluation questionnaire.

7.3 Is each individual required to complete a monitoring form and evaluation questionnaire?

7.3.1 Monitoring form

Each individual taking part in the programme will be required to complete a monitoring questionnaire, as evidence for the Big Lottery Fund that we are meeting our targets. Questions in the form have been kept to a minimum, to encourage participation and completion of forms. The monitoring form comprises of eight questions, using a tick box format and should take less than five minutes to complete. Guidance notes are available for both participants and project workers. (See Appendices 6 and 7)

7.3.2 Evaluation questionnaire

Depending on the projects and your approach to sampling, it may be that the evaluation questionnaire does not need to be completed by every participant. The evaluation questionnaire is quite detailed and will need to be completed towards the beginning and at the end of each programme, to assess the impact of the programme. Information on when to collect information is covered on the following page.

The evaluation questionnaire could take up to 15 minutes to complete, depending on individual circumstances. Expecting everyone to complete the questionnaire is unrealistic. Samples of participants from the whole project will be used, drawing on different sampling techniques and across different projects in each programme.

The key issue to be considered and managed around sampling is ensuring representativeness of sample selection, and therefore reliability of collected data.

7.4 What kinds of questions will be used in the questionnaire?

To enable participants to complete forms effectively, we will use closed multiple or single choice questions (choosing between a fixed but appropriate number of answers) or rating scales (e.g. 'very satisfied' to 'very dissatisfied') and open ended questions.

The monitoring questionnaire contains questions which will be familiar to all people, as the required data defines the individual as to where they live and who they are, rather than what they think of a service or programme.

7.5 When to collect data?

Some information has to be collected at the very start of any project, for example simple counts of numbers of people attending and data for evaluation surveys.

There are a number of different approaches and times that you can collect the evaluation form to supply the data required:

- Ask individuals who already attend the centre where the activity is held and have expressed an interest in taking part in the activity to complete the questionnaire in their own time
- Ask individuals to complete the questionnaire in break times. Talk it over with them over a cup of tea
- Ask them to complete it at the end of the activity if they do not need to rush off
- Ask them to come early to the next session, if they are able to complete the questionnaire before hand (or allow some time at the beginning of a session)
- Invite individuals to leave their activity at different times to complete the questionnaire. They can still stay in the room so that they don't miss out on what is going on.

7.6 If an individual leaves during the course of the project should we submit their monitoring questionnaires?

All completed monitoring questionnaires should be submitted on line. Each of the projects should keep a register, which records the attendance of participants at each session. Depending on the type of activity being delivered you will need to determine a % number of sessions attended, which acts as the completion rate for your project. We are suggesting for generic activities that an attendance rate of 75% be used. At the end of the project you will need to let us know how many participants have achieved this completion rate so that we can inform the BLF.

7.7 What is more important the questionnaire or the individual who no longer attends?

An individual may leave the course for a variety of reasons. These may be personal but they could also be related to the quality of the activity on offer and whether it is relevant to them. It is important to find out why an individual has left a course, so that services can be improved, if necessary.

Personal reasons for leaving the course may include:

- Problems with transport to the centre/location
- Ill health
- Family responsibilities
- The weather making it difficult to get out.

Often many individuals would like to continue with the course but feel they may have missed too many sessions and will not be able to catch up with other individuals participating in the programme. A volunteer programme can support individuals to return and take up the activity of their choice again.

Individuals can also stop attending because the activity was not what they expected. If the programme is to be a success, it is important to find out the reasons for leaving and learn from them. These can include:

- The level of activity was too hard or too easy depending on their skill level
- Limited information prior to the start on what the course will include
- The style of teaching
- The environment
- Personality clash – with another participant or the tutor.

At the end of each course, the project worker will be asked to complete a questionnaire on the strengths and weaknesses of the programme delivered and how they can improve future delivery. (See Appendix 8).

7.8 What do we do with the monitoring forms and evaluation questionnaires once they have been completed?

We will be using a research and analysis tool known as SNAP to collect the information from both the monitoring and evaluation questionnaires. SNAP has a variety of functions, which will enable us to collect a variety of data, analyse the findings and prepare reports for dissemination. It allows us to:

- Design the monitoring and evaluation questionnaires in an easy to use format
- Provide paper based and online options for data collection, either directly by the participants (online or paper) or by project staff (online submission of paper forms)
- Analyse data in a variety of formats including text, graphs etc
- Produce a report (using data output from SNAP).

The national team will be looking to create web pages, so that projects and potentially participants, can input data online. This process will be carefully monitored and supported, to ensure forms are not duplicated or there are contradictory entries about the same clients. Systems will be developed to code data and answers.

All monitoring and evaluation data will be included in the quarterly returns to the Big Lottery Fund.

8. **fit as a fiddle** programme evaluation

8.1 Will the evaluation only focus on the individuals taking part in the programme?

No. As part of our application to the Big Lottery Fund, it was stated that each project would self evaluate in the form of 'progress reports'. Some of this reporting will draw on the monitoring and management information collected during the projects and the programmes. In addition we will require the programmes to provide informal and formal feedback/information, about your views on the projects and the programme, including our service to you.

Each project will be asked to assess how they have done. We want to hear about the successes you have achieved but we also need to learn from you what didn't work so that the appropriate changes can be made.

We will also be bringing Regional Coordinators together so that we can learn from each other and consider the feedback and findings of the monitoring and evaluation work undertaken to date.

By collecting this information we are able to:

- Identify key achievements of the projects and programmes
- Inform some of the decisions we need to make about the service we provide
- Improve our service delivery
- Identify whether you feel that you have achieved the changes we planned for by providing feedback about project and programme efficacy
- Improve partnership working where appropriate
- Share effective practice with other projects.

We will be developing a section on the **fit as a fiddle** website so that we can all build on and develop from the successes of the programme.

8.2 Is it only the regions who will be involved in the monitoring and evaluation process?

No. Both of the national programmes on training and educational resources will go through an evaluation process and be part of the piloting.

Each of the national partners responsible for developing training courses for workers and volunteers will be required to evaluate the following:

- The content of the training package and its relevance to the groups it is aimed at eg working with frail older people in a residential setting
- Work based assessment to evaluate the delivery of the training packages by workers and volunteers.

The evaluation for the educational resources will look at:

- The different types of resource used and their effectiveness in reaching the target audiences eg DVDs, guides, leaflets etc
- Who are the main users of the resources produced
- The longevity of the resources developed
- The use of language and images
- Inclusivity-proofing – ensuring that diversity is represented in the materials produced.

As both the training packages and educational resources are developed we will be carrying out pilots throughout the country in a variety of settings to assess their value.

We will also be employing the services of an Independent Evaluator to assess their value and how they are being used in the regions.

Will the pilots for the national programme be run in centres already delivering the fit as a fiddle programme?

We will be running the pilots in a variety of settings, which could include local Age Concerns taking part in the programme. As we are targeting the national programme at specific target groups, we will also need to consider the most appropriate setting to undertake the evaluation. The five strands of the national programme are:

- Community groups including faith groups
- Older men
- Day care
- Sheltered housing
- Residential care homes.

We will ensure that the questionnaires developed for the national programme reflect those developed for the regions.

From time to time we may ask different regions whether they would like to be involved in the evaluation of the national programme.

9. Independent evaluation

9.1 What is the role of the Independent Evaluator?

The overall aim of the independent evaluation is to assess how effective the portfolio and individual projects are in delivering tangible positive health improvements for all older people.

The Independent Evaluator will look at the responses to the individual evaluation questionnaires and the progress reports from each of the projects to determine how effective the portfolio has been by asking a series of questions such as:

- What do these results mean?
- Why might we have got these results?
- Is there anything we can do to change this?
- Are there any unexpected factors which may have affected the results? If so, what?
- How do we address them?
- Do we need more information before we can act?
- If yes, what and how can we collect it?
- How high a priority is change in this area?
- What factors might make it difficult to bring about change?

The Independent Evaluator will also be looking at the partnership arrangements that are in place both nationally, regionally and locally and their impact on the sustainability of the programme.

They will be undertaking a range of additional activities, including interviews with:

- national and regional partners
- project/programme staff and volunteers
- older people who have participated in the **fit as a fiddle** projects (if they give us permission to do so).

A full report will then be submitted by the **fit as a fiddle** Independent Evaluator. Sustainability of programmes and initiatives is a key issue and we would anticipate promoting the outcomes as widely as possible. The report can be used at national, region and local level to influence key decision makers in PCT's, local and national Government and other stakeholder or corporate groups.

9.2 Will we be asking participants their opinions on the programme?

Yes. It is important to find out what the individual participants think about the activities. We need to ensure that we listen to the individual participant's views and take them on board when we review the progress the project has made.

The majority of the data to be collected at the project level is in the form of a questionnaire, either the monitoring form or the evaluation questionnaires, which will need to be completed at the beginning and the end of their participation in the project.

We would welcome projects finding innovative ways of engaging participants in a constructive dialogue about the project and programme to gather and capture additional insights that fall outside the constraints of fixed content surveys.

For example, through bringing groups together at the end of programmes, to share their views on the activities they have been undertaking and taping or videoing their responses.

A variety of different approaches could be used to stimulate thinking and reflect on the programme and what it has meant to them:

- Using Post It notes, where individuals write down a couple of words on a post it note to express their views on a specific issue (e.g. 'what have you gained most from this project?') and then stick them onto a flip chart.
- Story telling. Ask them to talk about what they have learnt from the programme and how it has changed their lives. Use the questions provided to prompt and guide them.
- Photo diary or scrap book. Some of the activities, in particular, the healthy eating programme may lend themselves to the creation of a picture diary or scrap book which will record the progress an individual has made.
- Activity diary, which logs the different types and levels of activity that each participant is undertaking during the lifetime of the project
- Use of volunteers as a buddy to get feedback. This is particularly useful if someone drops out of the programme.

It is important to register dissatisfaction from participants as well as all of the positives so that we can understand how we can improve future delivery.

A list of questions are available to guide you in getting feedback from participants. (See Appendix 9)

Data requirements and handling

Use of SNAP as research tool for **fit as a fiddle**

SNAP is a proprietary survey questionnaire design, data entry, analysis, charting and graphing software that is used extensively by the public and not for profit sectors, and in some commercial organisations. It is also used by market researchers in agencies and businesses.

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A powerful, intuitive Windows-based program for questionnaire design, publishing, data collection and analysis.
Snap supports all survey modes (Web, E-mail, Paper, Kiosk, Phone, PDA, Scanning, Tablet PC). Snap has robust analysis capability (Tables, Charts, and Descriptive & Multivariate Statistics) and is very extensible - MS Access or SQL database connectivity and seamless integration with SPSS and Microsoft® Office (Word, Excel, PowerPoint, Access). [Read more](#)

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The professional IT and research service for survey management and processing.
We are here to assist you with all aspects of survey work from advice on everything from research techniques, to questionnaire design, web surveys, data processing, report writing and consultancy. Our service is totally flexible, we can give you as much help as you need, undertaking specific aspects of your survey for you or managing the whole project. [Read more](#)

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May 2008

Events
Exhibitions and Events within the UK and US showcasing our

Like most software it is sold under licence, and ACRS have a single-user license to enable us to use it. The version that ACRS have purchased is a full product that enables us to design forms; enter data; produce analysis and charts, and use the outputs to create reports. In addition and more apposite for local partner needs, we have a separate snap pre-paid online survey account, which enables us to create surveys (or forms) online that can be accessed by individuals from their own computer, and we have also purchased two stand alone key station modules that can be used for data entry.

The monitoring form has been designed for use as a paper form. This is likely to be more acceptable to many project participants, especially if they are not used to working on computers. There are also logistical issues of people having to

complete forms on an internet-enabled computer at a project meeting or location; whether the Age Concern can provide a computer etc.

The paper forms should be entered by staff or volunteers at the project organisation into the online version of the form from an internet enabled computer. The data fields are relatively straightforward and it will not take long to enter the data.

Two screen shots from the current online snap monitoring form (which has been designed for the respondent to complete themselves – this will change for the final version if staff are completing) are shown overleaf:

The screenshot shows a Microsoft Internet Explorer browser window with the address bar displaying "C:\Program Files\Snap 9\previewer.htm". The page content includes the AGE Concern logo, the title "Monitoring Form", and introductory text. At the bottom, there are "Close" and "Next" buttons.

AGE Concern
Monitoring Form

Please answer the following questions when you join the programme

We need to know a little about you to monitor our service users, and to provide reports to our funders about the user profile. We will not use this information for any other purpose, and will hold this data securely on our systems. Please note that this form does not contain any personal identification information (such as name and address)

The next page is for Age Concern staff to complete before you enter your details

Page 1/6

[Close](#) [Next](#)

The screenshot shows the second page of the form, which contains three questions with input fields. At the bottom, there are "Back", "Close", and "Next" buttons.

AGE Concern
Monitoring Form

What gender are you? Please tick one box Male Female

What is your date of birth? Write in as DD/MM/YYYY (day/month/year)

What is the postcode of your home address? Please enter fully, e.g. SE9 6AL. (This helps us know where our users come from)

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[Back](#) [Close](#) [Next](#)

Monitoring form

There are four fields that have to be completed before handing the form to someone to complete:

- Region: coded 1-9 (code frame to be provided)
- Programme P = Physical Activity, N(Nutrition) = Healthy Eating and M = Mental Well Being.
- Delivery Organisation e.g. AC Northants
- Unique Reference Number (URN) (see following page)

There are 9 data fields that are collected.

We, through your work, need to ensure that as many forms are captured from as many individuals as possible.

Registration information

It is important that you keep a register to monitor attendance at each session of the activity you are responsible for delivering. You will also need to have each individuals contact details so that you can get in contact with them if a session is cancelled or they have not attended for a few weeks. We recognise that each delivery organisation will keep this information in a variety of formats. As long as the information can be audited by ACE and the BLF you can continue to use whatever system you have in place. If you are not sure about the systems you are using please contact the national team for advice.

Data protection considerations

You need to give thought as to what else you might possibly want to use the registration information for, and create a data protection statement that you can use on any registration form that you create that enables people to opt in or opt out of any likely activity that will follow. For example, you might want them to indicate whether they would like to be sent information about the programme and other projects, and how they would wish to receive it; whether they would like to receive information about other Age Concern services, and how etc

Unique Reference Numbers (URN)

Number	Project Name
235	Fit as a Fiddle Educational Resources for Well-being
123	Good For Your Health!
131	Active Bedfordshire
135	Well-being Mind and Body
137	Dancing for Fun and Better Health
184	Town and Bridge Active Age Centres
187	Carry on Cooking
191	Staying Nifty Over Fifty
210	Healthwise in Hertfordshire
212	Active Health
218	Fifty Ways to Health in the North East
219	Fit as a Fiddle Cascade Training Programme
241	The Urban Good Life
251	The Rural Good Life
256	Greenagers
262	Prescription for Health
280	Tackling Obesity Through Health Promotion
283	Community Health Engagement
291	Healthy Eating
331	Active Networks in the South East
336	ARCH - Activities in Rural Cheshire
344	Men 2 Mentor
351	Home Not Away
382	Onwards and Upwards
386	Eastern Lives
388	Get Up, Get Out, Get Active



65+ Questionnaire *(Pilot)*

Big Lottery Fund Evaluation

We would like to invite you to participate in an evaluation project. You are not required to participate if you do not wish to, choosing not to take part will not disadvantage you in any way, and you will continue to be able to be involved in this service / project.

Your answers will help to measure the impact of Big Lottery Fund grants which aim to support healthier lifestyles and improve well-being. Your feedback will also be used to inform the type of services and activities funded by the Big Lottery Fund to bring benefits to individuals and communities in the future.

Please answer the questionnaire as fully as you can. If you are unable to answer a question, please leave it blank and move onto the next question.

We would like to reassure you that your responses will remain confidential. If you have any questions about this questionnaire, please do not hesitate to ask a project worker or anyone else.

As this is a pilot, there is an opportunity for you to provide any thoughts and feedback on this questionnaire on the last page.

Before we begin, a few administrative questions:

Is this questionnaire being completed:

- At the start of the project/service?
- During the project/service?
- On completion of the project/service?
- Some time after being involved in the project/service?

If so, please indicate when involvement ended: / /

When did you first become involved in this activity/start using the service?

/ / (please provide a rough date if you are not certain)

Today's date: / /

Please tick one of the below:

- I am the service user filling in the questionnaire myself
- I am a project worker reading out the questions to the service user and filling in their responses.
- I am a carer/guardian completing the questionnaire on behalf of the service user
(some questions in Section B may be difficult to answer; please just complete as many as you can)

SECTION A

Firstly, we would like to ask some questions on your eating habits:

1) On average how many portions of FRUIT do you eat a day?

(examples include a handful of grapes, an orange, apple or banana, a glass of fruit juice, or a handful of dried fruits)

per day on average

2) And how many portions of VEGETABLES do you eat a day?

(one portion is a side salad, or 3 heaped tablespoons of vegetables, beans or pulses either raw, cooked, frozen or tinned)

per day on average

3) In a normal week, how often do you eat a meal that has been prepared and cooked from basic ingredients, either by yourself or someone else? For example Shepherd's Pie made starting with raw mince and potatoes? *(please circle one answer only)*

Never	Less than once a week	Once a week	2-3 times a week	4-6 times a week	Daily
-------	-----------------------	-------------	------------------	------------------	-------

4) Please indicate how much you agree with the following statements

(please tick one box for each statement)

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
a)	I enjoy putting effort and care into the food I eat.	1	2	3	4	5
b)	I enjoy eating healthy food.	1	2	3	4	5

Next we are interested in physical activity:

5) Please tell us the type and amount of physical activity involved in your work. (please tick one box only)

I am not in employment (e.g. retired, retired for health reasons, unemployed, fulltime carer etc.)	1
I spend most of my time at work sitting (such as in an office)	2
I spend most of my time at work standing or walking. However, my work does not require much intense physical effort (e.g. shop assistant, hairdresser, security guard, childminder, etc.)	3
My work involves definite physical effort including handling of heavy objects and use of tools (e.g. plumber, electrician, carpenter, cleaner, hospital nurse, gardener, postal delivery workers etc.)	4

6) During the last week, how many hours did you spend on each of the following activities? (please tick one box in each row)

		None	Some but less than 1 hour	More than 1 hour, but less than 3 hours	3 hours or more
a)	Physical exercise including swimming, jogging, aerobics, golf, social dancing, etc.	1	2	3	4
b)	Cycling, including cycling to work and during leisure time	1	2	3	4
c)	Walking, including walking to work, shopping, for pleasure, etc.	1	2	3	4
d)	Housework / Childcare	1	2	3	4
e)	Gardening / DIY	1	2	3	4

7) And in the past four weeks, on how many days have you done 30 minutes of physical activity such as brisk walking, cycling, sport, exercise, active recreation, sufficient to cause you to breathe more deeply? Please do not indicate physical activity as part of your job. (please circle one answer only):

0 days	1-3 days	4-6 days	7-12 days	13-19 days	20+ days
--------	----------	----------	-----------	------------	----------

- 8) Now read the following statements and indicate on the sliding scale the point that best describes your feelings around physical activity (please circle one number only)

I wish I didn't have to do physical activity, but I know it's important for my health						As well as being important for my health, physical activity is something I enjoy
	1	2	3	4	5	

- 9) The following questions ask you to indicate how confident you are at doing a number of activities. On a scale of 1 to 7, with 1 having no confidence at all, and 7 being extremely confident, how confident are you at...

		Please circle one number						
		No confidence ← → Extremely confident						
a)	Walking around the house	1	2	3	4	5	6	7
b)	Doing light housekeeping	1	2	3	4	5	6	7
c)	Doing simple shopping	1	2	3	4	5	6	7
d)	Preparing a meal (not requiring heavy or hot objects)	1	2	3	4	5	6	7

SECTION B

We would now like to ask some questions about your recent thoughts and feelings:

10) All things considered, how satisfied are you with your life as a whole nowadays? (please circle one number only)

Extremely Dissatisfied	0	1	2	3	4	5	6	7	8	9	10	Extremely Satisfied
------------------------	---	---	---	---	---	---	---	---	---	---	----	---------------------

11) Below are a number of things people might say that they feel. Please tick the box that best describes how often during the past week each description would have applied to you?

		Never	At least once	On a few days	Most days	Every day
a)	You felt happy or contented	1	2	3	4	5
b)	You felt depressed	1	2	3	4	5
c)	You felt engaged or focused in what you were doing	1	2	3	4	5
d)	You felt energised or lively	1	2	3	4	5
e)	You felt lonely	1	2	3	4	5
f)	You felt everything you did was an effort	1	2	3	4	5
g)	Your sleep was restless	1	2	3	4	5

12) Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the past four weeks.

	None of the time	Rarely	Some of the time	Often	All of the time
a) I've been feeling optimistic about the future	1	2	3	4	5
b) I've been feeling useful	1	2	3	4	5
c) I've been feeling relaxed	1	2	3	4	5
d) I've been dealing with problems well	1	2	3	4	5
e) I've been thinking clearly	1	2	3	4	5
f) I've been feeling close to other people	1	2	3	4	5
g) I've been able to make up my own mind about things	1	2	3	4	5
h) I've been feeling like a failure	1	2	3	4	5
i) I've felt like I belong to something I would call a community	1	2	3	4	5
j) I've been feeling good about myself	1	2	3	4	5

13) The next question is about your contact with your family and friends.

(please tick one box in each row)

Family. Consider the people to whom you are related either by birth or marriage.

How many relatives do you...		None	One	Two or more
a)	...see or hear from at least once a month?			
b)	...feel at ease with that you can talk about private matters?			
c)	...feel close to such that you could call on them for help?			

Friendships. Consider all of your friends, including those who live in your neighbourhood.

How many of your friends do you...		None	One	Two or more
a)	...see or hear from at least once a month?			
b)	...feel at ease with that you can talk about private matters?			
c)	...feel close to such that you could call on them for help?			

Lastly, we would like to ask you some questions about yourself:

14) **Are you** Male Female

15) **What is your date of birth?** / /

16) **What is your ethnic group?**

A White

British Irish Other White:
(please write in)

B Mixed

White and Black Caribbean White and Black African
 White and Asian Any other Mixed background:
 (please write in)

C Asian or Asian British

Indian Pakistani Bangladeshi
 Any other Asian background: (please write in)

D Black or Black British

Caribbean African Other Black:
(please write in)

E Chinese or Other Ethnic group

Chinese Any Other: (please write in)

17) **Do you have any long-term illness, health problem or disability which limits your daily activities or the work you do?** (include problems due to old age)

No Yes

18) **What is your postcode?**

That's all! Thank you very much for taking the time to fill in this form. Please use the space below to write down any comments about this form, or write on another sheet of paper if necessary.

*This survey has been designed by **nef** (the new economics foundation) on behalf of BIG. **nef** is an independent charitable organisation that is working to develop an economy where people and planet matter.*

Date

Dear Participant

The physical activity, healthy eating or well being programme you are attending is part of the national **fit as a fiddle** programme, which is funded by the BIG Lottery's Well Being Fund.

The **fit as a fiddle** programme aims to help all groups of older people to participate in physical activity and well being programmes. This includes people who may not have been involved in such programmes before, those with different levels of health and fitness, those living in different parts of the country, and individuals from different communities

What do we want to know?

We want to know:

- Your gender and date of birth
- Your postcode
- How you view your own health
- Your ethnic origin.

Why do we need to know this?

This information will help us find out which groups of our older people we are reaching and to inform the Big Lottery Fund on the numbers of people taking part in the fit as a fiddle programme. This will help us access additional funding and support for more programmes like the one you are taking part in.

We already have this information on file from when you attended *insert name of project*. Could you please complete the form below giving us permission to use this information again.

Many thanks for supporting the programme

The **fit as a fiddle** team

I give my consent for the Age Concern England to use my previous monitoring information for the **fit as a fiddle** programme.

Name

Signature

Date

ACTIVE ANGELS

Active Angels is an innovative Active England Project funded by the Big Lottery Fund. With the purpose of demonstrating how increasing and sustaining participation in sport and physical activity can have a beneficial impact upon health, the project is aimed at 14 to 16 year old girls who are currently active but at risk of sedentary lifestyles upon leaving school.



The project, which is based at the Peter May Sports Centre in Walthamstow, provides an innovative multi activity programme targeted at inactive girls from neighbouring secondary schools. **The overarching aim is to help to the girls develop more healthy lifestyles.** In order to achieve these ambitious objectives the Foundation is working in partnership with the School Sport Co-ordinator Programme, Rushcroft Specialist Sports College, 4 secondary schools within walking distance of the centre, The Health Club, Waltham Forest Primary Care Trust, LB Waltham Forest Leisure Services, North & East London Sports Network and Leyton Orient Community Sports Programme. All activities are provided in a non-threatening atmosphere where personal empowerment and raising self-esteem are be paramount.



The programme, which is co-ordinated by Tina Dudley, includes: netball, volleyball, badminton, football, aerobics, spinning, boxercise, street jam and junior gym.

CASE STUDY - Laura's Story

Laura was the kind of girl who didn't enjoy doing PE in school, in fact she hated it, it

wasn't a subject that she looked forward to, and she would dread it. Getting changed in front of other girls and then having to run about meant that she spent the entire lesson embarrassed. She wasn't one of the popular girls at school; she was a little bit chubby, and girls would sometimes tease her about it. Laura wasn't happy with the way she looked but she didn't know how to change it.

One day Laura's friend Chloe invited her to a local project called Active Angels, it was held at a Health Club not far from school. So on a Monday after school she went along with Chloe, just to see what it was like as she didn't have anything better to do. When she arrived she saw that there were girls from other schools, and they were all shapes and sizes. Instantly she felt more comfortable and wished that she had brought her PE kit with her.

The Activity Coordinator Tina came over and spoke to her and explained all the activities that were on offer: Badminton, Netball, Football, Spinning, Street Dance and Junior Gym. She even encouraged her to join in, which she did. She tried Badminton and Netball and loved it. The teachers were really good and so friendly.

After the activities everyone went upstairs and had refreshments in the bar. Here she got to talk to other girls, and she even found out that she could come on a Thursday too.

Laura came to every session, the activities were great, the teachers really friendly and she was making new friends and sometimes she learnt new things too. One week there was a healthy eating workshop. It made Laura think about the food she eats as well as the benefits of participating in sport.

After four or five weeks Laura started noticing things, her clothes became baggier, her skin became clearer and she started to feel better about herself. She liked the changes that were happening, and other people started to notice too. In particular a boy in her class whom she fancied for ages started to notice and asked her out, now she has a boyfriend.

Laura still comes to Active Angels and she rarely misses a session. She still sees the difference it's making to her life, she's even got her mum and dad eating more healthy foods. It has given Laura a new found confidence and she's enjoying her life right now.

Date

Dear

Following your recent agreement to be interviewed as part of the **fit as a fiddle** programme, we would like to ask your permission to use your experience in our future case studies.

We are always on the lookout for the real life stories to highlight the value of physical activity and healthy eating on older people. Your personal account will help us to promote ageing issues and really bring the work of **fit as a fiddle** programme to life.

Without the personal stories of older people, it is extremely difficult to show how the **fit as a fiddle** programme is making a difference. Case studies are used in some of the following ways and benefit all areas of Age Concern's work.

- To reinforce the core messages of the programme
- To illustrate how the Big Lottery funding can make a difference to the lives of older people.
- To help Age Concern to further develop its work and improve its services for older people.
- To promote Age Concern's projects, campaigns and services and raise awareness of ageing issues in the media.

We are always grateful for those people who take the time to talk about their experience. If you **agree** to us using your experience in each situation, please **tick** the boxes below.

For use by the fit as a fiddle national team and programme. We regularly feature individuals who either work or volunteer on the **fit as a fiddle** programme to illustrate the importance of those involved. We may use your story in articles and publications and when making presentations to promote our work both internally within Age Concern and to outside bodies.

On our website. Our website can be accessed throughout the world as well as the UK. It is another way that we have of promoting the work that we do.

In our promotional material. We often use real experiences in our fundraising and marketing work to let people see how their contributions can make a difference and to gain support for our work. They also help people become aware of the advice and services that are available to them.

For media contacts. Occasionally we are approached by journalists who are researching the issues that we are concerned about. Tick this box if you are happy for the Fit as a Fiddle team to contact you and put you in touch with a journalist working on a specific story or issue.

Using of photograph/photography

In some of our case studies we change the names of the people involved. This helps to protect your privacy. Please tick here if you will **only** let us use your details if we change your name

We keep a record of the consent that you give to make sure we use your experience in the most appropriate ways. Case studies can be used in many types of promotion and we will only keep your personal details for **five** years.

Thank you for supporting the work of the Fit as a Fiddle Team and Age Concern.

(Signed by Jackie)

I give my consent for the Age Concern England to use my case study to promote the **fit as a fiddle** programme as above.

Name

Signature

Date

Guidance for participants

fit as a fiddle programme monitoring form

Dear Participant

Thank you for agreeing to complete this monitoring for the **fit as a fiddle** programme.

The physical activity, healthy eating or well being programme you are attending is part of the national Fit as a Fiddle programme, which is funded by the BIG Lottery's Well Being Fund.

The Fit as a Fiddle programme aims to help all groups of older people to participate in physical activity and well being programmes. This includes people who may not have been involved in such programmes before, those with different levels of health and fitness, those living in different parts of the country, and individuals from different communities

What do we want to know?

We want to know:

- Your gender and date of birth
- Your postcode
- How you view your own health
- Your ethnic origin.

Why do we need to know this?

This information will help us find out which groups of our older people we are reaching and to inform the Big Lottery Fund on the numbers of people taking part in the **fit as a fiddle** programme. This will help us access additional funding and support for more programmes like the one you are taking part in.

How will this data be used?

The information you give us will be added to that of the other participants and reported back to the Big Lottery Fund as project statistics. The information you provide will not identify you by name. It will never be given to any other third party to use, and you will not be receiving any call from us as a result of filling this form.

Who will have access to the information?

The local project team will be responsible for ensuring that the Monitoring Forms are held securely. They will submit the forms on line to the national **fit as a fiddle** Team as soon as possible after the forms have been completed. The **fit as a fiddle** team will collate all the statistics from the different programmes across the country and report back to the Big Lottery Fund.

Please complete as much of the Monitoring Form as accurately as you can. If you want to know more or need help please ask your **fit as a fiddle** project coordinator.

Many thanks for taking the time to complete this form.

Dear Project Co-ordinator

Participant monitoring forms - guidance note

Please encourage all participants to fill in **fit as a fiddle** monitoring forms, when they start **fit as a fiddle** funded courses or programmes. The information asked for on the forms is very important for two reasons;

Firstly, it will give us data on which groups of older people are participating in **fit as a fiddle** programmes and precise numbers of people involved, which we can pass on to the Big Lottery Fund. As funders of this programme, they need to know on a regular basis, how many people the programme is reaching and details of their age, health status, ethnicity and the parts of the country they live in.

Secondly, the monitoring information will give us important information, relating to the groups of older people the **fit as a fiddle** programme, may not be reaching. In this way, we can develop new programmes, to meet these needs.

We feel it is important to give participants guidance relating to what will happen to the information we are collecting and why we need to collect it. For this reason we have developed the *Guidance for programme participants* handout. This document gives participants on your programmes, information about why we want them to complete monitoring forms and what we will do with the information they give us.

Please stress to them that the data collecting via the forms and sent to the Big Lottery Fund, will be a compilation of all the data submitted on line and will not include individual records, individual date of births or individual postcodes.

Individuals do not need to fill out the form at the beginning of the first session. There are a variety of options that you can use:

- Ask individuals who already attend the centre where the activity is held and have expressed an interest in taking part in the activity to complete the questionnaire in their own time.
- Ask individuals to complete the questionnaire in break times. Talk it over with them over a cup of tea.
- Ask them to complete it at the end of the activity if they do not need to rush off
- Ask them to come early to the next session, if they are able to complete the questionnaire.

- Invite individuals to leave their activity at different times to complete the questionnaire. They can still stay in the room so that they don't miss out on what is going on.

It is important that you keep a register for all activity, indicating attendance of participants. The register should also be used in case you need to evacuate the building so that you can check that every one is safely out. The register should include the following:

- The dates the activity take place
- The names of individuals attending the project
- A tick against their name against each session they attend
- A section for notes, which you may need if a participant has a particular health issue you may need to be aware of. It will also alert temporary staff who maybe covering a session for some reason.

Once you have collected the questionnaire they should then be submitted on line by the project worker using the SNAP on line tool.

If you have any further enquires about the monitoring form, submitting it online or comments you would like to feed back to us, please contact the national team via our administrator: Emma.foster@ace.org.uk

Thank you for your support

fit as a fiddle

Project evaluation

Planning

- Was there sufficient time to plan for the start of the project?
- What engagement was there with other local community groups? Did help in reaching new people?
- How useful was any marketing and promotion at attracting new people to the programme?
- Was transport a consideration in the planning and how did it impact on attendance?
- Was there sufficient information and advice to ensure that potential participants knew of the choices available to them?

Location

- Was the venue easy to reach by public transport?
- Was the project at a time which fitted in with transport times? If no – how would you change this?
- Was the venue suitable for the type of activity you were delivering e.g. plenty of space for physical activity?
- How were participants welcomed? Could this be improved?
- Did the facilities on offer encourage individuals to take part in the project?
- Would you use this venue again? If not, why?

Staffing

- How easy was it to find staff with the right skills and experience to lead the session?
- Was their teaching style appropriate for the group they were leading?
- How did they interact with the group and different individuals?
- Would you use them again to lead the same or similar session?

Volunteers

- Were any volunteers involved in supporting their project? If yes, what was their role?
- How did their involvement benefit the project?
- Would you use volunteers again to support the project?

Content

- Was the content of the course at the right level for the different participants?
- How varied was the content? Did it keep participants interested?
- Was the pace of individual sessions right?
- Was their clear progression in each session over the lifetime of the programme?
- Did the participants actively take part in the different sessions? How can this be improved?

Attendance

- Did the project attract the individuals it was designed for?
- How many completed the project?
- How many dropped out and what were there reasons for no longer attending the project?
- What support strategies did you have in place to support individuals who missed a session? Was it effective?

Partnership working

- Did you find working with partners beneficial to the project?
- What added value did they bring to the project?

Examples of good practice

- List three things that were a success, which you would like to share with colleagues.

Lessons learnt

- List those areas that need improvement for the future and how you will achieve it
- Is there anything you would definitely not repeat again? Please give your reasons.

Thank you for taking time out to complete this evaluation. We hope it will help you with your future project planning.

fit as a fiddle

Participants feedback

The following questions can either be carried out in small groups or one to one interview depending on the project. These can also be used as a case study if written consent is given by the individual taking part. Please refer to the monitoring and evaluation toolkit for further information.

Attendance

- How did you find out about the project?
- Why did you come to the project

Location

- Was the centre easy for you to get to?
- Are you reliant on family, friends or local authority transport to get you to the centre?
- Is it accessible?
- Were the staff welcoming when you arrived?
- Do you have any recommendations you have about the location?

Project

- What was your favourite thing about the project?
- What other things did you like about the project?
- Was there anything you didn't like about the project? If so, please give some details
- Was their enough information available about the content of the course? If not how can we improve it?
- What did you think of the teaching? Do you have any suggestions for improving the teaching of the course/support you got/way it was organised? Yes, No, Why?
- Did you find the staff on the project approachable? Why?
- What were your expectations of the project? Were they fulfilled?
- Would you keep up with the activities you have learnt in the project? Yes, No Why?
- What words describe your experience in the project?
- Would you recommend the project to a friend? If not why not? If so, why?
- What are the 3 main things you gained from attending the project?
- Is there any thing you might change about the project? Yes, No, What?
- As a result of attending the course/project, any thing you may change in your life or lifestyle/anything you might want to do? Yes, No – If Yes – please give some details

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Region _____ Delivery organisation _____
 Programme P N M URN

Please answer the following questions by ✓ the boxes or writing in the spaces provided.

1 What gender are you?

Male
 Female

2 What is your date of birth?

3 What is the postcode of your home address?

Please enter fully, eg SE9 6AL.
 (This helps us know where our users come from)

4 Over the last 12 months, how would you say your health has been on the whole?

Very good Good Not good

5 Do you have any long-standing illness, disability or infirmity?

(By long-standing we mean anything that has troubled you over a period of time, or that is likely to affect you over a period of time).
 Yes No

6 Does this illness or disability limit your daily activities in anyway?

Yes – a lot Yes – a little No

7 How would you describe your ethnic origin? Tick one box.

A White British
 White Irish
 Other White
 B Mixed: White and Black Caribbean
 Mixed: White and Black African
 Mixed: White and Asian
 Any other mixed background
 C Asian or Asian British: Indian
 Asian or Asian British: Pakistani
 Asian or Asian British: Bangladeshi
 Any other Asian background
 D Black or Black British Caribbean
 Black or Black British African
 Other Black background
 E Chinese
 F Other ethnic group

8 If you filled in this form for someone else, please state your relationship to them?

Family Friend Carer
 Volunteer Organisation staff

9 Date form completed

Thank you, please hand this form back to the staff

OFFICE USE ONLY Date form submitted



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Mary Thomas	Development Officer	ActivAge Unit
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