British Heart Foundation

ACTIVE FOR LATER LIFE

Promoting physical activity with older people

BEATING HEART DISEASE TOGETHER

SECTION 3 – A GUIDE TO PROGRAMME PLANNING

This section aims to provide a comprehensive guide to evidence-based programme planning for physical activity and older people and will take participants through a practical step by step process to their programme planning.

In the following sections we develop these key activities into a step by step practical tool for planning evidence-based programmes and interventions designed to promote physical activity with older people.

The step by step guide divides evidence-based programme planning into three separate stages:

PLANNING IMPLEMENTATION CONTINUATION

Each stage is divided into **key elements** which contain a number of **questions** which you will need to consider.

To enable you to document your responses to detailed elements of your planning, we have provided planning tools which contain all the elements and questions identified in each stage.

STAGE 1. PROGRAMME PLANNING

ELEMENT – DEFINE THE NEED FOR YOUR PROGRAMME

PHYSICAL ACTIVITY PREVALENCE AMONG OLDER PEOPLE

Question – why is this programme required?

Examining information on the prevalence of physical activity behaviour among older people – including their involvement in exercise and recreational activities and participation in sports – will help to build up an accurate picture of older people's needs. This should also include any information on the prevalence of health conditions (eg, arthritis) as well as the recognition of both inactivity-related and age-related functional decline and their impact on mobility, independence and quality of life.

National data – Active people survey

LOCAL HEALTH NEEDS

Question – which local priorities are we addressing?

This requires an assessment of local health need including national and local priorities. These may already be identified within the Health Improvement and Modernisation Programme or the Local Community Strategy. Additional local priorities may have been identified by a local physical activity strategy or culture strategy.

WORKING TO NATIONAL PRIORITIES

Question – which national priorities are being addressed?

Local priorities will also be influenced by national policy eg, the National Service Framework for Older People, or agreed national priorities included within the local community plan.

A range of other policy documents and frameworks eg, the Continuing Care Conference report (1998) and the Debate of the Age (Age Concern England, 1999) have also highlighted important issues to be addressed by local strategic activity.

To access key national policy documents go to:

CMO report at least five a day

http://www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyAndGuidance/PublicationsPolicyAndGuidanceArticle/fs/en?CONTENT_ID=4080994&chk=1Ft1Of

Choosing physical activity – an action plan

http://www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyAndGuidance/PublicationsPolicyAndGuidanceArticle/fs/en?CONTENT_ID=4105354&chk=ixYz2B

World class services for older people

http://www.dh.gov.uk/PublicationsAndStatistics/PressReleases/PressReleasesNotices/fs/en?CONTENT_ID=4093058&chk=BKOV3t

About dignity in care

http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/SocialCare/DignityInCare/DignityInCareArticle/fs/en?CONTENT_ID=4134922&chk=zkuAla

National Service Framework for Older people

http://www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyAndGuidance/PublicationsPolicyAndGuidanceArticle/fs/en?CONTENT_ID=4003066&chk=wg3bg0

Next phase for older people's services

http://www.dh.gov.uk/NewsHome/NewsArticle/fs/en?CONTENT_ID=4133969&chk=RvPs3m

Opportunity Age

http://www.dwp.gov.uk/opportunity_age/

INVOLVING OLDER PEOPLE

Question – What do older people think is required?

Local priorities should be informed by the engagement and involvement of older people. This enables older people and those within communities to make their own decisions about the planning of services and programmes, rather than imposing activities and ideas on them. Consulting and involving communities is a key part of government policy which service providers are required to implement and is a key component of many local initiatives.

For more information – refer to Section 4 Working paper 1 – Involving older people

ELEMENT – REVIEW THE AVAILABLE EVIDENCE

Question – what evidence do you require to support your programme?

An evidence-based approach to improving the physical activity patterns of older people will need to draw on evidence that should inform practice. Scientific literature and reviews which examine both qualitative and quantitative data provide details of the range of benefits of physical activity for older people, effective programmes and interventions, and make recommendations for future action.

Evidence should be used relating to:

- the health and other benefits of physical activity
- evidence-based recommendations
- evidence of effective interventions and projects
- overcoming barriers older people face.

Section 4 Working papers 2, 3, 4, and 5

Working paper 2 – Overcoming the barriers to physical activity for older people

Working paper 3 – Population wide interventions – recommendations for practice

Working paper 4 – Community and locality based programmes – recommendations for practice

Working paper 5 – One-to-one interventions – recommendations for practice

ELEMENT – IDENTIFY YOUR PROGRAMME TARGET POPULATIONS

Question – what is the purpose of the programme and what are you planning to do?

You will need to clearly define your programme and its' purpose for the benefit of programme funders, partners and participants. This will enable you to work towards identifying programme outcomes that will be included in the evaluation which should be agreed by all concerned.

ELEMENT – IDENTIFY THE PURPOSE, AIMS AND OBJECTIVES OF YOUR PROGRAMME

Question – what people, groups and settings do you wish to target?

You will need to identify the intended targets of your programme. You may decide to target all older people in an area with a wide ranging programme or a promotional campaign or to target older people in specific settings eg, through pre-retirement programmes, day care or nursing homes. You may want to target other groups, eg, ethnic minority elders, an older men's health programme or people with dementia.

ELEMENT – IDENTIFY POTENTIAL PARTNERS FOR YOUR PROGRAMME

Question – who are they and why should they be involved?

Current practice suggests that a wide range of local partners have the potential to be involved in local programmes. Common to most programmes are the health services (in the form of the PCT and health improvement), the Local Authority (including leisure and recreation and social services) and the independent sector (in the form of age related non-Governmental organisations, the voluntary and private sector). You may want to distinguish between strategic partners (who may be in a position to influence the purpose and direction of the programme and release resources and information) and operational partners (who can become in the specifics of programme operation eg, promotion and marketing, training and evaluation). There may be some overlap between the two, but you and your partners need to be clear about their roles.

Question – what can they offer the programme?

Programme partners will bring a range of skills, experiences and dimensions to your programme. These may include community services that may assist you in reaching particular hard to reach groups of older people, local media that can assist in promoting your programme or a university department with the capability to contribute towards programme evaluation.

Click here for the audit tool for identifying local partners.

Question – are they ready to be involved in the programme?

We may too easily assume that all partners identified are willing and ready to be involved in the programme.
You may need to assess their readiness to change at all levels or the organisation because being involved may require changes to their working practices.

ELEMENT – PLANNING FOR EVALUATION

This is a key area of programme planning which is often under resourced and challenging, and requires detailed planning and thought at the planning stage. Having clear aims and objectives will assist this process and simplify your plans. Avoid being over-ambitious and ensure that you match your evaluation to your objectives and resources.

For more information see Working paper 7 – Programme evaluation

Question – why are you carrying out your evaluation?

You need to be clear as to the purpose of your evaluation. Is it to prove customer satisfaction with the quality of your activities, or is it to show improvements in health or quality of life amongst participants?

Some reasons for evaluating include:

- to find out whether your project's aims and objectives have been achieved
- to find out what went well and what could be improved about the project
- to inform the development of the project from the results
- to give feedback to everyone involved in the project.

Question – who will be responsible for the programme evaluation?

Your programme evaluation may have many different elements and strands, taking place at different times and places. You will need to identify a person who is responsible for coordinating all aspects of your programme evaluation.

Question – who will undertake your evaluation?

Sometimes it may be possible to involve an external organisation in the evaluation of your programme eg, a University department. Doing this has both advantages and disadvantages, as does internal evaluation.

Question – are there evaluation priorities?

Deciding on evaluation questions is an important task. Sometimes, scarce resources mean that not every part of a programme can be evaluated and you will need to target a particular area of the programme for evaluation. So decisions will need to be made about which part of the programme should be evaluated. Discussions with other partners and participants will reveal their expectations and priorities.

Question – what methods will you use to capture the information required?

There is a wide range of methods of collecting information which will contribute towards evaluation, including questionnaires (written or oral), interviews, group discussions/focus groups, and diaries as well as more formal assessments of fitness and functional capacity, or other methods of recording such as casework. Each of these methods has advantages and limitations. It is important to choose methods which are suitable for collecting information, and appropriate for older people

Click here for examples of evaluation outcomes.

Question – What resources will be required to undertake the evaluation?

Carrying out your evaluation will require resources – money, time and skills – and people to do it. Nearly all projects have a budget. Part of that budget should be ear-marked for evaluation, for example to use for evaluation training, or to pay someone to collect information, or to store and analyse this information. Evaluation does not need to be expensive but the World Health Organization recommends that evaluation should take up at least 10 per cent of the budget for any new health promotion project (World Health Organization, 1998). The costs and time of programme evaluation are nearly always under-estimated.

Question – what time scales are attached to the evaluation and are there critical moments, times and events?

You will need to consider how the evaluation strategy matches the programme implementation and action plan. This should include key events eg, promotional activities, training opportunities and specific information collection.

ELEMENT – UNDERTAKING AN AUDIT OF CURRENT ACTIVITY

Question – What resources do you already have in your locality that can support the programme?

A more complete analysis of local needs can be achieved be examining current local activity, provision and programmes for older people. This information can be used to determine:

- people who are already engaged in this work
- other related policies and organisations, identifying who else could be involved
- supportive information, places and activities.

Question – what people, skills and experience do you need?

A local skills audit is an important aspect of local needs assessment and can be used to identify appropriate professional education for a wide range of people. This will include not just health professionals, but other groups involved in working with older people such as social workers, voluntary sector staff, and primary health care and leisure centre staff.

Such an audit would include identifying those with specific qualifications and experience of working with older people in the exercise setting. This is necessary for the appropriate referral of older people to qualified professionals.

Other skills and experience that may be required include training delivery, marketing and promotion and evaluation.

Question – what resources will your programme require?

This should include facilities and spaces, equipment, promotional budget, time to develop new materials (eg, training manuals, promotional materials), human resources (eg, staffing and supervision and evaluation, programme support) and finance (eg, to cover volunteer expenses).

Question – what physical activity opportunities are required to support the programme?

Are there existing physical activity programmes already in place for participants or will these need to be developed? Are they appropriate (eg, convenient, accessible and of sufficient quality) and do they provide a range and choice for potential participants? If not, what are the steps required to develop new activities and who would undertake these tasks?

Click here for the tool for local audits.

ELEMENT – IDENTIFY YOUR PROGRAMME DESIGN

Question – have you a clear idea of the design of the programme?

Your programme will require a number of related activities and timescales which will be inter-dependent, eg, the different activities of training, marketing, partnership, development of materials and related timescales. Design will also relate to any initial piloting of new work, needs analysis, implementation and sustainability.

ELEMENT – ACTION PLAN

Question – what action planning is required?

An action plan will be the key mechanism through which the local programme is implemented. It will include the agreed aims and objectives of the programme, identify specific interventions and outline a range of activities eg, capacity building among local communities, professional education and training, and promotional activities. An action plan will also include time-scales and identify the people and organisations responsible for the completion of actions.

STAGE 2. PROGRAMME IMPLEMENTATION

ELEMENT – DEVELOP A MARKETING AND PROMOTION STRATEGY

Question – which groups are you targeting?

The initial programme design will have identified the groups that you wish to reach and you will need to consider both the promotional messages that you wish to use as well as how you intend to reach your intended audience.

For more information see Section 4 Working paper 8 – Marketing and promoting physical activity with older people

ELEMENT – DECIDE HOW THE PROGRESS OF THE PROGRAMME WILL BE MONITORED

Question – how will you provide checks and balances to the progress of your programme?

Throughout the programme, different mechanisms may be required to assess progress. Whilst steering and planning groups involving partner agencies will assist in the overall monitoring of the programme, individual parts of the programme will require more individual attention.

ELEMENT – IDENTIFY SUPPORT STRATEGIES THAT WILL BE REQUIRED

Question – what is required to support individual participants in the programme?

Support is known to be a key component of effectiveness in helping people become physically active. This may take the form of mentors or activity buddies, professional support (eg, by the use of telephone follow up) or by regular review of progress undertaken by an physical activity instructor or programme organiser.

Question – what is required to support new groups in the programme?

If your programme is to initiate new physical activity groups and opportunities, they also will require support. This could include administrative support, further funding or additional advice. Successful programmes may require additional leaders or teachers or additional transport. If progress is not as fast as anticipated, new ideas and encouragement may be required.

Question – what is required to support staff involved in the programme?

Any new programme will take time to settle and staff, especially those newly trained or involved in prompting physical activity with older people for the first time, may encounter difficulties. Such support has a resource implication and can be provided formally and informally.

Question – what is required to support settings and partners to the programme?

Similarly, both new settings e.g. a care home or new partner organisation e.g. Social Services department may experience difficulties in implementing the programme and will require ongoing support from programme partners. This support will also have resource implications for programme planners.

Question – how will you monitor success and achievement?

It is important to ensure that as well as providing checks and balances, support systems should also monitor successes and progress. This will permit recognition of achievement, which should be captured, recorded and used to enhance the evaluation process.

ELEMENT – UNDERTAKING THE EVALUATION

Question – what methods are you using to store evaluation data?

It is important to have a system of storing the various components of your evaluation and the information that is collected, especially if this is being collected at different times and by different people.

STAGE 3. PROGRAMME CONTINUATION

ELEMENT – DISSEMINATION OF EVALUATION FINDINGS

Question – what is the structure and style of your evaluation report?

In addition to the main evaluation document an executive summary will also be useful for those with less time to read longer reports. Most people will want to see the main successes and lessons of the programme highlighted and recommendations for the future.

DVDs and other visual records will help to bring the programme to life as will testaments from programme participants.

Question – who needs to know about the findings of the programme evaluation?

Everyone involved in the programme including stakeholders, funders, partners and participants will be interested in the findings of the evaluation, but for different reasons. Evaluation findings should address the needs of all those involved. Programme partners will have been involved in the evaluation process and may provide assistance in interpreting results and drawing conclusions.

Question – how will you disseminate information to those involved in the programme?

There are a number of ways in which you can disseminate the findings, successes and difficulties identified by your programme evaluation. Conferences and seminars will reach larger audiences and provide the opportunity to explore findings in depth. You also need to set up key meetings and involve the media.

ELEMENT – PROGRAMME SUSTAINABILITY

Question – what steps are in place to ensure programmme sustainability?

It's difficult for a programme to continue without investing significant time and resources. Programmes may be modified in the light of evaluation and programme partner experiences, and also transferred to other agencies for future implementation.

ELEMENT – PROGRAMME CLOSURE

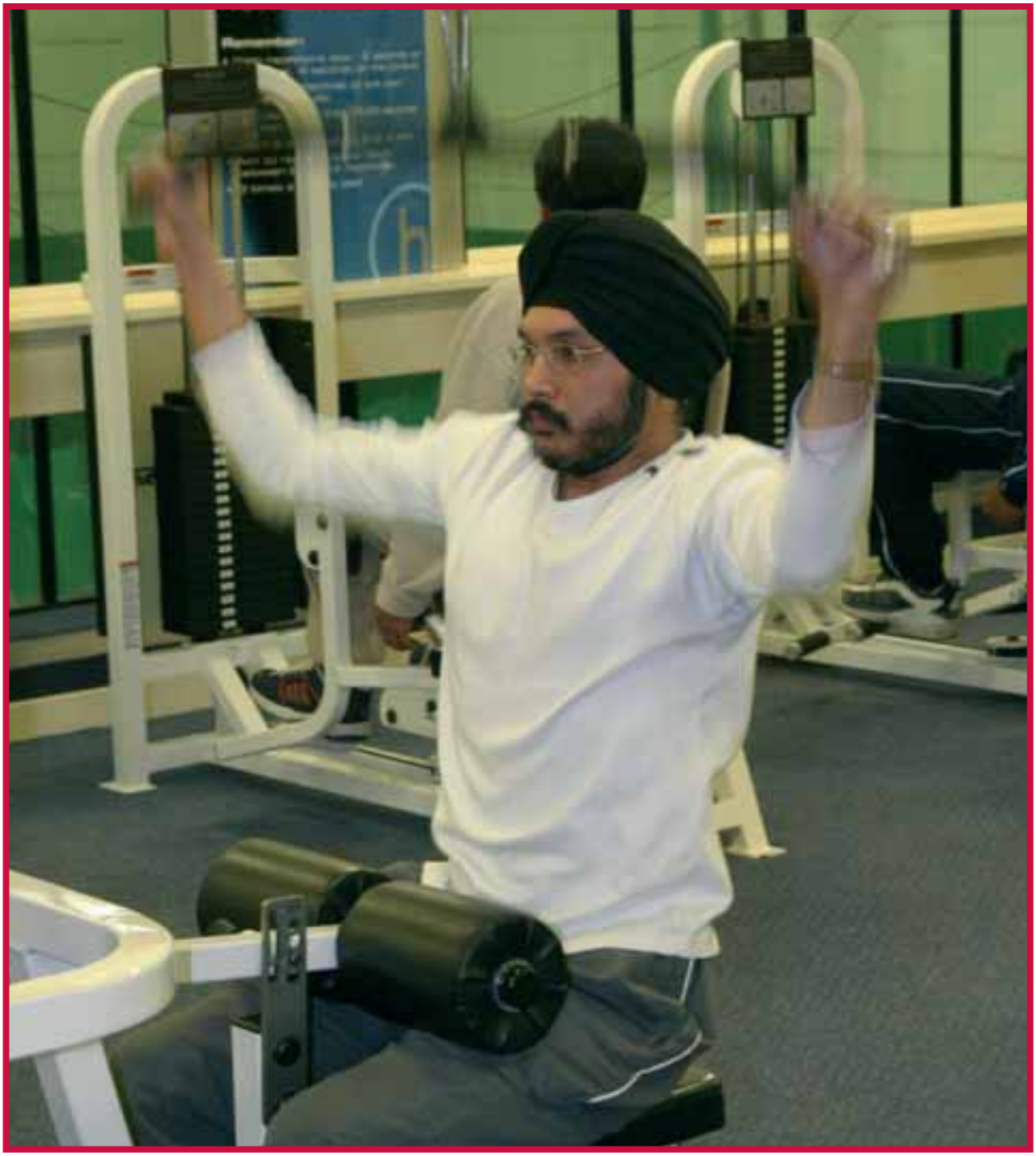
Question – what steps are required if your programme is not being continued?

For a variety of reasons, not all programmes are continued. If a programme comes to an end, there may be a number of actions required eg, communication with programme partners, formal recognition of programme closure, or the celebration of work by programme and partners.

KEY LEARNING

Ensure that all partners and stakeholders agree on the purpose of your programme, its priorities and your planned actions.

Click here for a programme planning check list.



Additional tools and materials for Section 3

1. A tool for local audits

Undertaking an audit of local provision might include an examination of what is available in terms of:

- facilities
- conducive environments
- accessible programmes and opportunities
- active local groups
- expertise and skills
- outlets for promotion and publicity.

The results of this exercise, together with a knowledge of the physical activity needs of older people, can be used to identify gaps in provision, inform the strategic development and initiate new programmes. You will also be able to measure future progress against the results of this audit.

2. Identifying potential partners check list

3. Examples of evaluation aims and outcomes

4. Active for later life – programme check list

1. A tool for local audits

Group/locality	How many?	Where?	How accessible?
Facilities			
Leisure facilities			
Swimming pools			
Health and fitness centres			
Schools			
Colleges			
Community facilities			
Day centres			
Mobile facilities			
Other facilities:			
Conducive environments			
Cycle routes			
Marked walks			
Parks and open spaces			
Other conducive environments:			
Accessible programmes and opportunities			
Workplaces and pre-retirement			
NHS			
Local authority			
Local business			
Other programmes or opportunities:			
Older people settings			
Day centres			
Sheltered housing			
Nursing homes			
Churches and religious groups			
Community centres			
Other older people settings:			

Continued

1. A TOOL FOR LOCAL AUDITS (CONTINUED)

Group/locality	How many?	Where?	How accessible?
Active local groups			
Age Concern			
Help the Aged			
University of the Third Age			
Walking groups			
Exercise classes			
Dance groups			
Other local groups:			
Expertise and skills			
Qualified exercise teachers			
Community sports leaders			
Community physiotherapists			
Other expertise/skills:			
Outlets for promotion and publicity			
Libraries			
Newspapers			
Cable TV			
Mobile displays			
Primary health care			
Other outlets:			

2. IDENTIFYING POTENTIAL PARTNERS CHECKLIST

The Health Service

Who are they?	Where will I find them?	How could they contribute?	What can I offer them?
Director of Public Health	Strategic health authority	Management and development of public health function and services	
Director of Public Health Specialists eg, health Improvement	Primary care trust	Analysis and dissemination of research and evidence	
Primary care trusts	Within the strategic health authority	Co-ordination of public health improvement and services Commissioning of programmes and services Inclusion of older people within the local Health Improvement and Modernisation Programme	
GPs and practice teams	Primary care	Referring older patients to exercise programmes Motivating older patients to take up physical activity	
Older people service health leads	Health improvement falls prevention	Strategic lead for older people's health	
Health visitors, and district and community nurses	Primary care teams	Referring older patients to exercise programmes Motivating older patients to take up physical activity	
Accident prevention co-ordinators	Health authority	Developing falls and accident prevention strategies	
Hospital trusts including geriatricians, rheumatologists, orthopaedic surgeons, and old age psychiatrists	Rehabilitation and care programmes	Referring older people to rehabilitation programmes	

Continued

2. IDENTIFYING POTENTIAL PARTNERS (HECKLIST CONTINUED

Who are they?	Where will I find them?	How could they contribute?	What can I offer them?
Physiotherapists (and assistants) and occupational therapists (and assistants)	Rehabilitation and care	Specialist skills in exercise programming	
Adapted physical activity practitioner eg, clinical exercise therapist	Hospital Trusts and care settings	Specific targeted exercise programmes to meet specific needs, eg, rehabilitation, increased functional capacity and falls prevention	
Community and psychiatric nurses	Within both hospital and care settings	Motivating patients to take up physical activity	
Ambulance services	Separate trusts	Contact with older people who have fallen	

2. IDENTIFYING POTENTIAL PARTNERS (HECKLIST CONTINUED

Physical activity related organisations

Who are they?	Where will I find them?	How could they contribute?	What can I offer them?
Physical activity and exercise co-ordinator	Local authority, health promotion, higher education, primary care	Leading strategy and policy	
Sports development officer	Community sports partnership Local sports network Local authority	Development of sport and recreation strategies for older people	
Exercise and dance teachers, sports leaders, sports coaches, fitness instructors	Community settings, groups and clubs	Providing programmes for older people	
Health and fitness club managers	Within local authority owned centres, and the private sector	Providing and marketing appropriate programmes for older people	
Physical activity specialists within national bodies	Independent and medical charities with national development programmes	Specific advice on physical activity and specific needs eg, coronary heart disease, diabetes or stroke Guidance on setting up local schemes	
Physical activity peer mentors	Within the independent and voluntary sector	Motivation and advice to peers on initiating physical activity	

2. IDENTIFYING POTENTIAL PARTNERS (CHECKLIST CONTINUED

Social and care services

Who are they?	Where will I find them?	How could they contribute?	What can I offer them?
Care managers	Social services and the independent sector	Investment in physical activity programmes. Investment in staff training and education	
Activity co-ordinators	Residential and nursing settings	Organising programmes, and training of staff	
Health and other care workers	Social services, residential settings, day centres and nursing homes	Motivating patients to take up physical activity Leading exercise groups if appropriately trained	
Residential managers and wardens	Residential settings in local authority and care services, and the independent sector	Motivating patients to take up physical activity. Leading exercise groups if appropriately trained	
Family and voluntary carers	Residential settings in local authority and care services, and the independent sector	Motivating older people to take up and sustain physical activity	
Physiotherapists	Residential and nursing settings	Advice to activity co-ordinators on care programmes	

2. IDENTIFYING POTENTIAL PARTNERS (CHECKLIST CONTINUED

Local government services

Who are they?	Where will I find them?	How could they contribute?	What can I offer them?
Managers, chief officers	Local authority departments	Strategic planning with other departments. Strategic planning with external partners and agencies	
Transport officers	Transport departments	Better public transport services for older people. Providing safe walking and cycling routes	
Town and countryside planners	Planning departments	Development of safe neighbourhoods, spaces and environments	
Adult and community education	Local education authority	Providing activity opportunities for older people Providing appropriate training for teachers and leaders	
Schools	Local education authority	Inter-generational activities Local community facilities and spaces	
Community development services	Community services	Reaching excluded and isolated people Supporting community groups	
Library and information services	Leisure and cultural departments	Providing information services to older people, including directories of local age-related organisations and physical activity opportunities	
Housing services managers	Housing department	Reaching older people	
Occupational health and pre-retirement service managers	Occupational health	Advice and guidance within pre-retirement programmes	
Accidental injury teams	Environmental health	Co-ordination of falls prevention programmes	

2. IDENTIFYING POTENTIAL PARTNERS (HECKLIST CONTINUED

The independent and voluntary sector

Who are they?	Where will I find them?	How could they contribute?	What can I offer them?
Older people's forums and groups	Volunteer-led and community-led groups	Consultation on services and opportunities. Promotion of programmes	
Age-related voluntary sector, eg, Age Concern, Help the Aged, University of the Third Age	Local Strategic Partnerships and in the community	Development and support of physical activity opportunities and services for older people	
Carers and family	Community	Motivating older people to take up and sustain physical activity	
Voluntary workers	National agencies, residential and nursing settings, and hospitals	Encouraging older people through befriending, and through peer mentor and buddy schemes	
Religious and church organisations	Community	Providing information and physical activity opportunities	
Local radio, TV and newspapers	Local media	Appropriate inclusion of positive images of older people Promotion of programmes	
Further education	Further education colleges	Providing physical activity opportunities Developing training for workers and exercise teachers	
Researchers	University departments	Support for evaluation of local schemes	
Health and fitness clubs	Private sector	Exercise programmes for older people	
Residential managers and wardens	Residential settings (housing associations, charitable trusts and private sector)	Motivating patients to take up physical activity Leading exercise groups if appropriately trained	

3. EXAMPLES OF EVALUATION AIMS AND OUTCOMES

The following list provides some examples of aims, their corresponding outcomes, and possible methods of collecting information, for physical activity programmes for older people.

Aims	Potential outcomes	Methods of outcome measurement	Notes on method of outcome measurement
To increase participation in physical activity	Increase in the number of a targeted group (eg, frail, dependent older people) regularly participating in physical activity Increase in the number of a wide range of older people occasionally participating in physical activity Increase in the number of older people participating in structured exercise in a leisure centre Increase in the number of older people participating in unstructured daily physical activity	Physical activity participation questionnaire, with self-report or interviewer-led questions Physical activity diary to help people identify times during the day when they have done some form of physical activity	Include information defining moderate intensity physical activity with examples (eg, brisk walking), and feelings such as 'feeling warm and breathing harder than normal'. Record time spent doing bouts of 15 minutes or 30 minutes in line with current recommendations of half an hour a day, with 2 x 15 minutes being a good compromise
To improve the mental health of older people	Increase in socialisation Increase in confidence/ self-esteem Increase in motivation. Increase in ability to plan routine	General health and well-being questionnaires or one-to-one interviews.	Need to decide which questionnaires are appropriate For example, a clinical depression questionnaire would not be appropriate for a general population of older people. Information sources could be local community psychiatric nurses or local university psychology departments
To increase consultation with older people about physical activity	Increase in involvement of older people in planning and delivery of physical activity services	Audit of the number of older people on project steering groups Feedback from older people about service satisfaction via questionnaires and focus groups	Are older people on the project steering groups expected to express their individual opinions or represent the viewpoints of a group of older people for whom the project is designed? Are older people volunteering their time, or are they being paid?

Continued

3. EXAMPLES OF EVALUATION AIMS AND OUTCOMES (CONTINUED)

Aims	Potential outcomes	Methods of outcome measurement	Notes on method of outcome measurement
To increase physical function/ fitness	Improvement in stamina, strength and flexibility of older people Improvement in balance and co-ordination of older people	Self-assessment questions, eg, 'What can you now do that you found harder when you were less active?' Structured fitness assessment with appropriate protocol	Older people's perceptions of improvement in physical function should be incorporated into the measurement method. Fitness test protocols should take account of the functional needs and wishes of the specific group of older people and be able to demonstrate an improvement in these specific areas. Sources of information could be local universities or hospital physiotherapists or occupational therapists
To improve partnership working for physical activity promotion with older people	Increase in the number of projects with multiple partner organisations Increase in the number of agencies promoting physical activity with older people	Numbers of new organisations involved Attendance at meetings, and seniority of those who attended Extent to which workload is shared between partners	It is important to assess the extent to which project partners perceive physical activity is relevant to them and to the objectives of their organisation
To reduce social isolation of older people	Increase in the number of group participation physical activity projects targeted at socially isolated older people Increase in the uptake of group participation physical activity projects by socially isolated individuals	Audit of service uptake of socially isolated individuals (possibly defined by Social Services as a partner organisation) Audit of the amount of additional social contact time during physical activity compared with baseline prior to project	Having a working definition of social exclusion (such as that provided by the Social Exclusion Unit) will help identify the potential benefits of physical activity, and how they can be quantified and measured

Continued

3. EXAMPLES OF EVALUATION AIMS AND OUTCOMES (CONTINUED)

Aims	Potential outcomes	Methods of outcome measurement	Notes on method of outcome measurement
To reduce the severity of injurious falls	Decrease in the number of fractures Decrease in the number of falls	Monitoring of first consultant episodes (the first time a patient sees a consultant in hospital) for fallers, through health authority IT departments. Monitoring of falls in sheltered housing through an accident book.	When creating a tailored exercise programme that aims to decrease the incidence of falls or the severity of fall-related injuries, it is important to remember that a person may have many risk factors for falls, some of which, such as polypharmacy (taking multiple medicines), cannot be alleviated by exercise alone. Evaluation should include falls diaries during the intervention as well as questions after the intervention has finished, as memories, pride and embarrassment may lead to inaccurate recall
To reduce health inequalities among older people	Increase in service uptake by excluded groups Increase in the number of services proactively targeting disadvantaged groups. Increase in uptake of services by lower socioeconomic or other disadvantaged groups	Assessment of attitudes, barriers and motivators for physical activity through questionnaires, focus groups or one-to-one interviews. Audit of baseline service uptake by excluded groups, compared with service uptake after targeted intervention.	It will be necessary to define groups with specific disadvantages before the audit process can begin. Auditing the extent to which disadvantaged groups are using services is important, eg, recording postcode to identify usage from deprived areas, or asking about receipt of benefits
To improve/ increase physical activity services for older people	Increase in walking opportunities for older people Increase in physical activity sessions at venues frequented by older people Increase in time and staff dedicated to older people at leisure facilities	Audit of the number and quality of walk routes available at baseline and during or at end of intervention Audit of the amount of leisure programme time dedicated to physical activity for older people at baseline and during or at end of intervention Questionnaire/focus group feedback from older people asking for knowledge and perceptions of physical activity services	This evaluation should ask older people about their awareness and use of services provided, rather than merely listing any additional service provision against baseline. Consultation with older people should have informed service development

Continued

3. EXAMPLES OF EVALUATION AIMS AND OUTCOMES (CONTINUED)

Aims	Potential outcomes	Methods of outcome measurement	Notes on method of outcome measurement
To train relevant professionals in delivering physical activity to older people	Increase in the number of exercise practitioners with older adult specific qualifications Increase in the number of health/care professionals aware of the physical activity messages for older people. Increase in the number of qualified exercise and health/care professionals delivering physical activity services to older people	Audit of leisure providers' qualifications and experience. Audit of training offered on older people and physical activity. Audit of training content and quality. Independent audit of quality of service delivery	Professional development for exercise and related professionals should be informed by exercise national governing body recommendations. Audit of training content and quality should be informed by National Quality Assurance Framework for exercise training
To promote lifelong learning through physical activity	Increase in the number of older people trained as peer educators about physical activity	Test recall of physical activity messages through questionnaire or interview. Facilitated peer educator self-assessment of their impact/ usefulness in promoting the health of peers	Outcome measures relevant to a number of organisations will promote partnership working. Using physical activity as a contribution to lifelong learning also meets a stated aim of the University of the Third Age
To produce physical activity resources for older people (eg, leaflets, teaching packs, videos)	Increase in the uptake and use of physical activity resources for older people by professionals working with older people. Increase in dissemination of physical activity resources to older people through appropriate venues	Audit of professionals using resources with older people. Questionnaire/focus group for older people to test recall of physical activity messages disseminated	Audit of professionals' use of resources could record the specific older adult client group, setting and context in which the resource was used, how the information was received and frequency of use

4. ACTIVE FOR LATER LIFE – PROGRAMME CHECK LIST

Stage 1 Programme planning

Programme element	Key question to ask	Ways to address question
Define the need for your programme	Why is this programme required?	
	Which local priorities are we addressing?	
	Which national priorities are being addressed?	
	What do older people think is required?	
Review the available evidence	What evidence do you require to support your programme?	
Identify the purpose, aims and objectives of your programme	What is the purpose of the programme and what are you planning to do?	
Identify your programme target populations	What people, groups do you wish to target?	
	What settings will help you reach them	
	Which partners will help you reach them?	
Identify the potential partners to your programme	Who are they and why should they be involved?	
	What can they offer the programme?	
	Are they ready to be involved in the programme?	

Continued

4. ACTIVE FOR LATER LIFE – PROGRAMME CHECK LIST (CONTINUED)

Element – Planning for evaluation	Why are you carrying out your evaluation?	
	Who will be responsible for the programme evaluation?	
	Who will undertake your evaluation?	
	Are there evaluation priorities?	
	What methods will you use to capture the information required?	
	What resources will be required to undertake the evaluation?	
	What timescales are attached to the evaluation and are there critical moments, times and events?	
Element – Undertaking an audit of current activity	What resources do you already have in your locality that can support the programme?	
	What people, skills and experience do you need?	
	What resources will your programme require?	
	What physical activity opportunities are required to support the programme?	
	Which local settings is the programme designed to reach?	
	What actions do you need to take as a result of your audit?	
Identify your programme design	Do you have a clear idea of your programme's design?	
Action plan	What action planning is required?	

4. ACTIVE FOR LATER LIFE – PROGRAMME CHECK LIST (CONTINUED)

Stage 2 – Programme implementation

Programme element	Key question to ask	Ways to address question
Develop a marketing and promotion strategy	Which groups are you targeting?	
Decide how the progress of the programme will be monitored	How will you provide checks and balances to the progress of your programme?	
Identify support strategies that will be required	What is required to support individual participants in the programme?	
	What is required to support new groups in the programme?	
	What is required to support staff involved in the programme?	
	What is required to support settings and partners to the programme?	
	How will you be monitoring success and achievement?	
Undertaking the evaluation	What methods are you using to store evaluation data?	

4. ACTIVE FOR LATER LIFE – PROGRAMME CHECK LIST (CONTINUED)

Stage 3 – Programme continuation

Programme element	Key question to ask	Ways to address question
Dissemination of evaluation findings	What is the structure and style of your evaluation report?	
	Who needs to know about the findings of the programme evaluation?	
	How will you disseminate information to those involved in the programme?	
Programme sustainability	What steps are in place to ensure programmme sustainability?	
Programme closure	What actions are required if your programme is not being continued	