



Report 9 TIME TO SHINE LOCAL EVALUATION

LEGACY, SYSTEMS CHANGE AND SUSTAINABILITY

Produced for Leeds Older People's Forum

Leeds
Older
People's
Forum

 The
University
Of
Sheffield.

Time to
Shine

 **COMMUNITY**
FUND

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A quick guide to the language used at Time to Shine

Ageing Better (AB)

The National Lottery Community Fund's national grant programme which funds Time to Shine until 2022. The full title of the programme is 'Fulfilling Lives: Ageing Better'. 14 'Ageing Better' programmes were funded in England, including TTS in Leeds.

Beneficiary

An overarching term for individuals who engaged with a Time to Shine project on at least one occasion.

Delivery partner

An organisation commissioned to deliver activities or services as part of TTS. Delivery partners were commissioned by Leeds Older People's Forum (LOPF).

Participant

A beneficiary aged 50+ who has engaged on three or more occasions with a TTS delivery partner project (for example joining in activities or receiving services).

Quarterly monitoring

A quarterly cycle used to collect qualitative and quantitative data from Delivery Partners to chart progress towards the Time to Shine targets and so that learning and case studies were captured regularly throughout the programme. Partner payments were only released when satisfactory monitoring returns were received.

Test and Learn questions

A set of questions created by members of the TTS team and Core Partnership to articulate what they would like to learn through the programme.

TTS outcomes

A list of 4 strategic outcomes that TTS worked towards. These are:

- 1 - Beneficiaries report that they are less isolated as a result of a programme intervention.
- 2 - Programme beneficiaries feel confident and able to participate in their communities
- 3 - Older people have been actively involved in managing, designing, delivering and evaluating the programme
- 4 - Our wider partnership will expand each year and will work better together to coordinate services and support for isolated older people.

Common Measurement Framework (CMF) evaluation questionnaire

The way in which the AB programme overall and TTS gathered information from older people involved in Delivery Partner projects.

Volunteer

A person who engaged on three or more occasions with a TTS project to give up their time to support any type of TTS activity. For monitoring purposes volunteers were categorised as either aged 50+ or younger.

The Time to Shine (TTS) programme, led by Leeds Older People's Forum (LOPF), aimed to reduce isolation and loneliness for older people (50+) living in Leeds between 2015-2021¹. TTS was funded by the National Lottery Community Fund as part of the Fulfilling Lives: Ageing Better programme (AB)², which invested £80 million across 14 local authorities in England to reduce loneliness for older people and share good practice. The TTS programme worked in partnership with local organisations to commission, design, deliver and evaluate a range of activities, including campaigns and specific interventions³. As part of the TTS programme a suite of ten evaluation reports have been published by the evaluation team at the Centre for Loneliness Studies based in the University of Sheffield⁴. An overview of the ten reports is presented in **Report 1 TTS Evaluation Executive Summary**. This report is **Report 9** in this suite of reports.

The four main objectives of the Time to Shine programme were used to design the evaluation:

1. Each year beneficiaries report that they are less isolated as a result of a project intervention
2. Project beneficiaries feel confident and able to participate in their communities by 2021
3. Older people have been actively involved in managing, designing, delivering and evaluating the project
4. The wider partnership will expand each year and will work better together to coordinate services and support for isolated older people

There is very little evidence of what works when tackling loneliness and social isolation⁵. Consequently, one of the objectives of TTS was to generate new knowledge about what works so that evidence-informed approaches can be applied by TTS and others in the future.

¹ As a result of the COVID-19 pandemic the TTS programme continued to operate beyond the original funded period; however, the evaluation reports were prepared at the end of the initial funded period in 2021.

² For more details see <https://www.ageing-better.org.uk/blogs/ageing-better-big-lottery-fund-story-so-far>

³ Details of all TTS projects can be found at www.opforum.org.uk/projects-and-campaigns/time-to-shine/time-to-shine-projects

⁴ For more details see <https://www.sheffield.ac.uk/socstudies/research/centres-and-networks/centre-loneliness-studies>

⁵ Courtin, E., & Knapp, M. (2017). Social isolation, loneliness and health in old age: a scoping review. *Health & social care in the community*, 25(3), 799-812.

1.1. Scope of this report

This report seeks to contribute to the generation of new knowledge and to assess whether TTS was successful in meeting its programme objectives. This report describes the ways in which TTS led to systems changes, the extent to which these changes were sustainable beyond the funded period, and how this has left a legacy of TTS in and beyond Leeds. Specifically this report answers the following questions:

1. What was the programme legacy of TTS, what system changes did TTS affect and how did the programme work to support sustainability of TTS projects?
2. Did the TTS partnership expand each year and did partners work together to coordinate services and support isolated older people?

1.2. Evaluation methods

A comprehensive account of the research methods used across the ten evaluation reports can be found in **Report 2 TTS Evaluation Methods**. For this report, evidence and quotes have been taken from 56 in-depth interviews with stakeholders which were carried out by members of the local evaluation team annually between 2015-2020. Stakeholder interviewees were either Delivery Partners representing a TTS project; a member of the TTS core staff team; or a member of the Core Partnership (see **Report 3 Process Evaluation, Section 3 Governance and Structure** for further details and definitions of what we mean by these stakeholder types).

The topics explored in the stakeholder interviews included: legacy, examples of systems change, and putting learning from TTS into effect. We then explored emerging themes in follow-up interviews which we conducted over a period of five years. The total number of stakeholders interviewed throughout the study is presented in **Table 1**.

Table 1. Stakeholder interviews

Round	Stakeholder Type	Total of 56
1	Core Partnership member/TTS core Team TTS Delivery Partner	3 7
2	Core Partnership member/TTS core Team TTS Delivery Partner	3 11
3	Core Partnership member/TTS core Team TTS Delivery Partner	2 9
4	Core Partnership member/TTS core Team TTS Delivery Partner	6 4
5	Core Partnership member/TTS core Team TTS Delivery Partner	6 5

It should be noted that the findings of the stakeholder interviews might not fully represent all TTS stakeholders or all TTS funded projects. Furthermore, those involved in the interviews were interviewed at different timepoints during the study and some took part more than once. The topic of ‘legacy and sustainability’ was added to the topic guide in Round 2.

Case studies were also carried out to explore how the individual projects commissioned by TTS were working and what impacts they had. Five case studies carried out from 2018 onwards explored the legacy and sustainability of the programme through focus groups and interviews with participants, project workers and volunteers. These are available as full reports online for **Bee Together, In Mature Company, Leeds Community Connect, Shared Tables,** and **Small Funds.**

The content of this report draws on evidence from several of the other evaluation reports, in particular **Report 3 The Process Evaluation, Report 7 The Impact of Time to Shine on project beneficiaries, and Report 10 Test and Learn.** In 2020, the National Lottery Community Fund extended the TTS funding until March 2022 but the project evaluation was not extended and ended in line with the original funded period. As such this report represents the potential legacy and system changes that had been achieved by this time point.

The COVID-19 pandemic which commenced in the UK in 2020 occurred as the TTS programme was moving from service delivery and planning to focus on programme legacy and evidencing the processes and outcomes of the programme. The pandemic impacted on the priorities of programme delivery, as projects adapted to react to unfolding difficulties associated with the virus. In particular, the social distancing policies that were implemented as a result of the COVID-19 pandemic created a range of challenges for TTS projects, particularly those which were delivered face-to-face. The COVID-19 pandemic will inevitably have had an impact on TTS programme legacy, systems change and project sustainability; however, it is difficult to fully document or determine the extent of this. The impact of the COVID-19 pandemic on the TTS programme and project delivery is explored in [Report 8 COVID-19 impact on TTS programme](#).

1.3. Summary of findings

The evaluation of TTS was fundamental to the programme and was embedded into organisational practices from the offset. The evaluation approach sought to measure and appraise the process and outcomes of the programme continuously, using a test and learn approach that allowed evidence from the evaluation to inform ongoing programme and project activity. This allowed the programme to evidence change, document sustainability and legacy, and inform future loneliness service delivery beyond the TTS programme.

The TTS programme staff began thinking about sustainability, legacy and systems change early in the lifespan of the programme, working with their delivery partners to identify how projects could be sustainable and leave a legacy. The key methods for facilitating sustainability were moving to volunteer-led service delivery and upscaling or adapting practices to be led by community members or existing services.

The TTS programme and the delivery partners left a legacy of new knowledge of what works for older people who are socially isolated or lonely, new ways of working including co-production and the test and learn approach, and greater awareness and positive perceptions of older people, loneliness and social isolation.

TTS sought to affect systems change by championing the benefits of applying co-production and a test and learn approach, new knowledge of working with older people who are socially isolated or lonely, and promoting positive perceptions of older people.

02

What is Legacy, systems change and sustainability?

Programme Legacy

A key objective of the TTS programme was to **leave a legacy of positive changes** that continued beyond the time period of the TTS programme and extended further than those services and individuals who were directly involved with TTS.

Systems Change

Identifying and describing the 'systems' that exist around a social problem is complex. Although all social problems can be understood and addressed on an individual level, there is also a role of the wider systems around an individual to be deleterious or protective of individual experiences. The systems that surround every individual can have a role in individual experience through the conduct of institutions and services, policy decisions, the financial markets, and also public attitudes and cultural norms. Where there is high incidence in particular groups, such as social isolation and loneliness in older people, then it is possible to **intervene at an individual level** (e.g. targeting an intervention to decrease social anxiety) or at a **systems level by influencing systems change** (e.g. targeting an intervention to change public attitudes and reduce stigma).⁶ One TTS programme objective was to build community partnerships and influence system change. Of the projects commissioned by TTS, 16% aimed to impact public policy and 50% aimed to make organisational changes (See [Report 4](#) for more details). The next section will highlight some of the system changes that have either been influenced or triggered by the TTS programme.

Project Sustainability

The TTS programme commissioned over 100 projects to tackle social isolation and loneliness amongst older people. The funded terms for these projects were time limited and as such the TTS programme planned, from the offset, to support projects to achieve sustainability by the time funding ended, if this was their goal. Sustainability would be said to be achieved where a project, which had been commissioned by the TTS programme, had ensured ongoing funding or where the project could operate without the need for additional funding.

⁶ Abercrombie, R; Harries, E; Wharton, E. (2015) *Systems Change: A Guide to what it is and how to do it*. London: New Philanthropy Capital

A foundation of TTS was the decision to use an iterative learning approach to inform the management and delivery of the programme and to evidence programme legacy, systems change and project sustainability. This approach was grounded in a model of Test and Learn and periodic and final independent evaluation. These two approaches allowed the programme learning to be captured and appropriate changes to both current and future service provision be made.

Test and Learn Approach

A Test and Learn approach, where learning from service design and delivery would inform future provision, was actively encouraged by Ageing Better to ensure that funded programmes were flexible and responsive to commissioning a range of different projects and activities, and to garner practical learning through ongoing evaluation. TTS operationalised this approach through **21 Test and Learn questions** (see **Appendix 2 of Report 3**), which linked to the four overarching programme objectives (see page 4 of this report). Delivery partners fed into the Test and Learn approach by engaging in a reflective process and sharing regular written case studies as part of the programme's monitoring and evaluation (for full details see **Report 10**).

Independent Evaluation

A national evaluation of all Ageing Better funded programmes was conducted by Ecorys, with 1,893 TTS beneficiaries completing the Common Measurement Framework (CMF) evaluation questionnaire used by these evaluators. An independent local evaluation was also conducted by the Centre for Loneliness Studies at the University of Sheffield. During the programme the local evaluators produced interim reports, including case studies, and 10 final reports at the end of the funded period (for an overview of the final evaluation reports see **Report 1**). The findings of a full interim evaluation report was used to inform the second round of project commissioning. Evaluation was built into the TTS programme from its inception with the TTS programme team also producing 56 learning reports and briefings.

Difficulties in measuring and evidencing programme systems change

Systems change is a complex principle and capturing the impact of the TTS programme on systems change presented a challenge to researchers. In some cases changes to practices at a management and practitioner level can be identified and evidenced. In other instances systems change at the level of societal attitudes or policy changes can be more difficult to assess, may require extensive resources to evaluate, or may occur in the longer term rather than during the evaluation period. It can also be difficult to directly attribute systems change to a particular root cause, especially in a complex and changing environment where there may be many influences on systems change.

03

How has TTS achieved its aims for programme legacy, systems change and project sustainability?

TTS aimed to leave a legacy that affected positive changes in service delivery and practices beyond the end of the funded period, and system changes that extended to reach the practices of other organisations and areas of society. The evaluation identified a number of criteria that could evidence how TTS achieved the aims of leaving a programme legacy, affecting systems change and ensuring project sustainability. These include:

- New ways of working: the test and learn approach and co-production
- New knowledge: what works for older people who are socially isolated and lonely or at risk of being so
- Partnership working
- Effective programme planning and project preparedness
- Challenging stigma and stereotypes
- Dissemination of new knowledge and building awareness through documentation, publication and online forums

These criteria are best understood as interrelated outcomes of the TTS programme. For example, co-production as a new way of working contributed to the programme's success at challenging stigma and stereotypes of older people. Also the partnership working achieved through the TTS programme impacted on the effectiveness of programme planning for the end of the TTS funded period and supported some projects to become sustainable. There is also overlap between these criteria as to whether they are examples of programme legacy, systems change or sustainability. For example, co-production impacted on systems changes (new way of working for delivery partners; other organisations implement co-production approach using the co-production toolkit), programme legacy (co-production toolkit) and project sustainability (volunteers supported to take on the delivery of projects after the funding ended).

Several of these criteria for programme legacy, systems change and project sustainability have been identified through the project case studies collected from 2018-2021, which are summarised in **Table 2**. The evidence from case studies identified a **range of ways through which projects enabled sustainability, including through community partnerships and upscaling, or adapting practices and service delivery**. Projects sought to achieve legacy by sharing knowledge and expertise through the publication of training materials to enhance service provision for underserved communities of older people, including those with learning disabilities and dementia. Projects also affected changes in broader systems by impacting on community venues, and services being more age friendly and open to those older people with additional needs. Systems changes were also identified as services adapted to new ways of working, including incorporating the test and learn approach into organisational practice. These and other criteria for programme legacy, systems change and sustainability will now be further explored.

Table 2. Summary of sustainability and legacy as identified by case study reports of six services (full case studies can be accessed by clicking on the project names).

Name of Project (operated from-to)	Brief description of project	Examples of legacy & sustainability
<p>Bee Together (2017-2020)</p>	<p>Aimed at older people who had learning disabilities to support them to connect with their local community.</p>	<p>Pollination: connection of project beneficiaries with existing organisations and educating existing organisations about being open and accessible to those with learning disabilities.</p> <p>EasyRead documents and guidance booklets for service providers and practitioners to guide production of accessible written materials and making services accessible to those older people with learning disabilities.</p>
<p>More than a mealtime: Shared Tables (2017-, TTS funding ended in 2019)</p>	<p>Aims to increase connections between older adults through eating together in the community or hosted at a volunteer's house.</p>	<p>Upscaling and mentoring implementation of the shared tables delivery model in other areas.</p> <p>Community venues become more age friendly by understanding the needs of older people to have sufficient time for their meal and low levels of background noise.</p>
<p>Small Funds Various Projects (2016 -2021)</p>	<p>Nine projects funded under the Small Funds commissioning round with an aim to generate new knowledge about what works to reduce social isolation and loneliness in high risk groups e.g., men, those with dementia.</p>	<p>Adaptations to existing projects or service delivery based on new knowledge gained by testing out new ideas and learning from outcomes and evaluations.</p> <p>Partnership working and sharing of resources one project developed a training package that was subsequently shared with eight other similar schemes and is being made available online.</p>

Name of Project (operated from-to)	Brief description of project	Examples of legacy & sustainability
<p>In Mature Company (2018-2021)¹</p>	<p>Delivering creative dance sessions in care homes to older people living with dementia.</p>	<p>Recognising the benefits of a test and learn approach and adopting it into other areas of the organisation</p> <p>Animated film series about the project and a series of podcasts has been separately commissioned and will be made available online.</p> <p>Overcoming barriers to sustainability through obtaining sufficient and ongoing funding and/or adapting specialist service delivery so it can be delivered by care home staff members.</p>
<p>Leeds Community Connect (2015-, TTS funding ended in 2019)</p>	<p>Aims to support rural communities by establishing or sustaining volunteer-led rural hubs using an Asset Based Community Development (ABCD) approach.</p>	<p>Partnership working to identify underused community resources</p> <p>Volunteer-led delivery improves sustainability as costs are lower, and success is enhanced where volunteers are supported by an external organisation, and are skilled, active and create an atmosphere that engages others.</p>

¹ The end dates for project delivery and funding may have been affected by the COVID-19 pandemic

3.1. Partnership working

One TTS objective was that the **partners involved in the programme would expand and work together to better coordinate services and support for older people**. The TTS programme aimed to meet this objective by expanding year on year by forming new partnerships with community organisations across Leeds. These partnerships made use of expertise in community organisations (e.g. the arts, computing) or connections within high risk communities (e.g. refugees or asylum seekers) to enhance provision for older people. From its inception the TTS programme formed partnerships with 271 new organisations (a total of 316). The TTS programme and delivery partners identified the **potential benefits to partnership working to share resources, improve referral pathways and the coordination of services**. TTS supported the processes of partnership working between delivery partners

by facilitating or encouraging the use of collaboration, peer support, group training and action learning sets. In addition, TTS encouraged partnerships between public and voluntary sectors across health and social care and between services for older people and generic services. The local evaluation of TTS identified that in many cases, projects were successful at making use of partnerships to enhance their service delivery (for more details see **Report 10**). The evaluation also recognised difficulties shared across delivery partners in building and maintaining effective community partnerships, particularly the time needed to network and form connections, to navigate changing organisations, or to successfully engage with closed environments (such as care homes).

To ensure that evidence and learning from the programme would be heard at the highest decision-making points, TTS sought to develop partnerships with providers, commissioners and organisations which were known to have citywide reach and the ability to influence system change. One example is the **strategic partnership** with the Leeds City Council Public Health team; members of whom are part of the TTS core partnership and TTS evaluation subgroup. This partnership led to the development of Age Friendly Communities and the Supporting Wellbeing project (which later became the SWIFt project), which is further explored in **Mini Case Study 1**.

Mini Case Study 1

Supporting Wellbeing (SWIFt)

The typology of the Supporting Wellbeing (SWIFt) project was:

Target Group	Health Focus
Type of intervention	Social prescribing
Aim of intervention	Empowering people to become more involved/ Improving mental health/Improving physical health
Level of impact	Individuals/Interpersonal/Community/Public Policy
Method of delivery	Face-to-Face/Telephone
Type of delivery	One-to-one
Location of provision	Community and business venue/Provider's venue/ Participant's home

The Supporting Wellbeing (SWIFt) project was initially developed through joint funding from TTS and Leeds Clinical Commissioning Groups, and supported by five partners (Age UK; Cross Gates and District Good Neighbours' Scheme; Health For All; OPAL; Bramley Elderly Action). Each project linked with stakeholders across Leeds including integrated teams, GPs, memory support teams, community matrons and welfare specialists to create referral pathways from health and social care providers.

The process begins with a home visit by a project worker to establish personalised support with individuals based on their goals. This support involves long-term engagement, in recognition that confidence to engage in social activities may take time.

In terms of legacy, it was hoped that the referral pathways supported by SWIFt would not just be a temporary effort whilst supported by funding, but that the partnerships developed as a result would be enduring when TTS ends. The case study highlights the importance of organisations working together to secure additional funding to add legacy to the programme, particularly if more joined-up thinking can lead to long-term partnerships being sustained.

TTS funding ended in 2018 with Leeds City Council continuing to fund and expand the service to include 11 SWIFt localities in Leeds, supported by six new delivery partner organisations. The project was ongoing in 2021. More details of the SWIFt project can be found in the [full case study](#).

3.2. Effective programme planning and project preparedness

In the final two years of the TTS programme the team began preparing and planning for the end of the funded period. As part of this process **TTS changed the roles of the two programme managers to focus on capturing learning and legacy**. The role of the programme manager for learning was to understand how the learning outcomes from TTS could be spread across the city to commissioners and third sector organisations, and how to influence them to take forward and embed learning in their future practice. The role of the programme manager for legacy involved developing a legacy plan and a legacy sub-group to oversee the implementation of the plan. In preparation for the end of TTS, this also involved considering what the long-term impact of the programme would be, and ensuring that learning would continue to be shared widely through key tools and online resources (such as the Leeds Older People's Forum website).

One of the key outcomes of the programme was to consider the extent to which individual projects can be sustained after TTS funding comes to an end. Part of the TTS evaluation requirements were for organisations to gather evidence on their projects' learning outcomes and impact. This included Test and Learn case studies, which are described and explored further in **Report 10**. Some delivery partners had started to use this documented evidence in their application for funding to support project continuation. Delivery partners reported two ways in which the TTS programme could enhance their potential for sustainability, this was **preparing for when funding ends and building knowledge and skills**. **Box 1** outlines more fully these two ways in which projects felt they may be better placed for sustainability and a further descriptive example of sustainability is given in **Mini Case Study 2: Leeds Community Connect**.



Box 1. Description of two ways in which projects identified they may be better prepared for sustainability

<p>Preparing the group for when funding ends</p>	<p>Introducing the concept of sustainability from the onset helps the projects/activity providers to prepare in advance for how they will self-manage, coordinate and organise their activities when funding for paid workers ends. This can involve developing partnerships with local stakeholders who may be able to help support the activity when funding ends.</p>
<p>Building knowledge and skills in voluntary workforce</p>	<p>Another way in which TTS has supported sustainability is through the transfer of skills between paid project workers and volunteers, and this has been aided by the way in which the programme has been coproduced. One example of this involves helping the group to access further funding independently such as grant-writing skills, so that they can sustain their groups when funding ends.</p> <p><i>“Once the group becomes a standalone body, that body can then apply for funds because they are an organisation with a constitution and a bank account.”</i></p> <p style="text-align: right;">TTS programme team stakeholder</p> <p>TTS published written guidance for projects seeking to become sustainable and self-led. This guidance includes instruction on the knowledge and skills that project employees may need to share with volunteers before responsibility for project delivery is transferred.</p>

Potential barriers to project sustainability

Transferring project delivery to be volunteer led can increase the potential for services to be sustainable. There were successful examples of this identified through the evaluation, such as in **Mini Case Study 2: Leeds Community Connect**. Transferring operational control of projects to volunteers can also be challenging particularly where service delivery relies on the commitment of older people who may have competing priorities or be experiencing disability or illness. Volunteers also require the correct knowledge and skills to successfully take on the responsibility for delivering services, and ensuring projects are sustained by applying for and receiving additional funding. The evaluation findings show that volunteers may be more successful at sustaining projects where the project was attached to **“an established organisation, which had funded workers who could give some administrative/governance support if volunteers ran the group itself”** (see **Report 10** for more details).

Another potential barrier to sustainability was for TTS projects that were delivered by very small teams or individuals. For example, the operations of the Bee Together project relied on one skilled employee, which had an impact on the project’s ability to be sustainable.

Mini Case Study 2

Leeds Community Connect

The typology of the Leeds Community Connect project was:

Target Group	Distinct groups
Type of intervention	Asset-based
Aim of intervention	Empowering people to become more involved/ Improving physical health/Learning or improving skills/ Promoting a positive image of ageing
Level of impact	Individuals/Interpersonal/Community
Method of delivery	Face-to-Face
Type of delivery	Group support
Location of provision	Community venue / business venue

Leeds Community Connect (LCC) is involved in setting up community hubs for older people who live in rural areas. The project is volunteer-led, and uses an Asset Based Community Development (ABCD) approach. Each hub is initially set-up and supported by a paid project worker, who identifies an area of need through asset mapping and making contact with key local organisations. The success of the project is then dependent on the proactiveness of volunteers and core members within each hub to take on the organisation of group activities themselves over time. Once each hub is established, the project worker moves on, with a shift in role towards light-touch support.

Sustainability and legacy of LCC

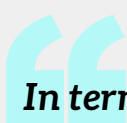
The success of the project has been dependent on finding volunteers who can commit to making the project work. Each community hub in Kippax, Micklefield and Rothwell is now up and running with minimal support. Financially, each hub is sustainable and has access to further funding should they need it.

In the Kippax hub, the core group had early discussions about how the group would be sustained beyond TTS. This involved the project worker implementing a continuation action plan to prepare the group for when they would move on from the role, and encouraged them to think about sustainability from the onset. The group put forward ideas of collecting voluntary donations and holding fundraising events (coffee mornings, afternoon tea, bake sales). The group were also linked into other organisations such as Voluntary Action Leeds, to assist with future funding applications. More details of the LCC project can be found in the **full case study**.

3.3. Challenging stigma and stereotypes

As part of the TTS programme there has been an initiative to **increase the accessibility of community based venues and organisations to older people and to tackle ageism and discrimination**⁷. Through the **Friendly Community** programme 210 Leeds organisations agreed to join the **Come In and Rest** scheme⁸, organisations became **Dementia Friendly** and **Age Friendly**, 210 individuals became Dementia Friends and 178 individuals became **Age Friendly Ambassadors**. In a larger scale community event **Age Proud Leeds** are planning a **Age Proud Festival** for Leeds in 2021 where events will be delivered across the city of Leeds to promote healthy ageing and challenge negative stereotypes and stigma of older people. In addition the process of **co-production can challenge stigma, stereotypes and ageism**. The older people who engaged with TTS felt valued and capable (see **Report 7** for more details) and the contribution of older adults as volunteers was invaluable and integral to the success of TTS and the delivery partner projects (see **Report 3** for more details).

One of the broader objectives of TTS was to change societal attitudes to loneliness and social isolation by making it “**everybody’s business**”. Activities of the TTS programme and funded TTS projects acted to **raise awareness across Leeds of loneliness and social isolation in older people**. This growth in awareness was facilitated by citywide community partnerships with over 300 organisations. Networking with community partners, representatives of the public sector, businesses and policy makers aids to tackle stigma by increasing the openness with which loneliness and social isolation are discussed. Stakeholders felt that TTS had contributed towards raising the profile and issue of loneliness and social isolation, and that delivery partners were more conscious, and aware of these issues.



In terms of political system change, it’s that awareness that social isolation is an issue and the focus that’s then given to local councillors and communities

TTS Core Partnership stakeholder

This increased awareness of loneliness and social isolation in older people stimulated by the activities of the TTS programme resulted in systems change across the city of Leeds. In particular, commissioning practices and project evaluation placed greater emphasis on outcomes related to loneliness and social isolation. One stakeholder highlighted the ambition to embed the learning from TTS into future funding contracts with third sector organisations, “**so that it’s a must-do, rather than a nice-to-do.**” Stakeholder interviews identified that commissioners had started to think differently about how to use social isolation measures.

⁷ Full details of the Age Proud Campaign can be found online at www.opforum.org.uk/projects-and-campaigns/age-proud/

⁸ More details of the Come in and rest scheme can be found on the LOPF website <https://www.opforum.org.uk/activities-and-services/come-in-and-rest/>

“We are looking at having a social isolation [evaluation] measure that’s agreed across the city, and that will be something else I would be looking at embedding into contracts - so again, organisations will have to still think about social isolation and loneliness. If they are asked to report on it on a regular basis, it keeps it higher up the agenda.

Core Partnership stakeholder

“We’re thinking differently in Public Health about how we might be able to embed the learning at a more strategic level and how we make sure the learning isn’t lost.. It would be a real shame that if we’ve had all this investment, time and capacity, that we don’t really make use of it.

Core Partnership stakeholder

Stakeholders also identified that there was now a requirement for Neighbourhood Network schemes to address social isolation when applying for core funding from Leeds City Council; and that commissioners of Neighbourhood Networks were also looking at how they might be able to use social isolation measures.

“I think TTS coincided with the right climate, and has brought a shift in how the City Council articulates its vision, so that social isolation, loneliness and older people now feature.

TTS Programme Team Stakeholder

“Commissioners are thinking differently, for example, the commissioners of neighbourhood networks are now looking at how they might use social isolation measures. We’re thinking differently in Public Health about how we might be able to embed learning at a more strategic level and how we make sure the learning isn’t lost.

Core Partnership Stakeholder

3.4. New Ways of Working: Test and Learn

The TTS programme sought to test new ways of working and to incorporate and feedback the learning from these tests into their programme and project level practices. The local independent evaluation demonstrated the success of this approach in various examples, including commissioning (**Box 2** of this report and **Report 3**) and partnership working (**Report 10**). This **'test and learn' approach presented as a new way of working** for delivery partners and other stakeholders who may not have previously been encouraged to openly report and work to address shortcomings in service delivery or unmet targets (For more details see **Report 3: Section 2.4**)

Box 2. Example of the impact of applying the test and Learn approach

Commissioning

The TTS commissioning process was carried out in successive rounds from 2015-2019 as an iterative process, so that each subsequent round was informed by the evaluations of the previous rounds (for more details see **Report 3**).

The impact of this iterative commissioning process meant that later commissioning rounds were more successful at engaging the target population of older people at risk of or currently experiencing loneliness and social isolation and those from other high risk demographic groups (see **Report 3 for more details**).

This evidence supports that view that **evaluating practices efficiently can be informative and effective at refining commissioning practices** to positively impact at a service and beneficiary level.

Implementation of the Test and Learn approach

Stakeholders identified three components their organisations would need to put into practice the learning identified by the TTS evaluation: **training and toolkits, evidence based knowledge of what works and operational skills** (see **Table 3**). Training and toolkits would be needed for delivery partners to train up new members of staff and volunteers to continue delivering their activities and projects after TTS funding ended. Evidence-based knowledge was also important for delivery partners to cascade down what has and has not worked. For example, knowledge of what worked well to identify older people who were lonely and/or socially isolated and which interventions were successful at reducing social isolation and loneliness in older people. This knowledge would also lay the ground-work for others to continue tackling social isolation and loneliness in older people after the TTS programme ended. These resources and toolkits would enable others to put into practice the key learning gathered from the programme. A recurring comment was that training, knowledge and resources would not only be important for putting learning into practice, but to keep up the momentum for addressing loneliness and social isolation in older people in the city of Leeds.

Table 3. Stakeholder views on what projects and organisations need to put learning into practice

Training and toolkits	Training and toolkits for others to continue delivering activities themselves and replicate activities in new locations and areas of Leeds. Peer to peer learning and training sessions
Knowledge	A built up knowledge base of what works for reaching particular groups, and how to identify and find people. Evidence gathered through evaluation and Test and Learn. Case studies and practice examples of learning captured and used.
Operational skills	Skills in how to apply for further funding, recruit volunteers and set-up a new project or activity.

3.5. New Ways of Working: Co-production

At the point of conception, the TTS programme was designed to incorporate **co-production** as a new way of working with older people. A co-production approach was applied to every level of the TTS programme including: management, design, delivery and evaluation. This extensive participation of older people across the programme was mutually beneficial to the TTS programme and projects and for older people (for more details see [Report 7](#)).

Co-production was for many a new or adapted way of working that resulted in some risk-taking and experimentation. In this way the co-production approach was part of the broader test and learn approach adopted by TTS (for more details see [Report 10](#)). The evidence from stakeholders and beneficiaries was that the activities of the co-production approach offered far reaching benefits as well as some challenges to successful implementation. The evaluation captured many of the lessons learned for successful application of a co-production approach in a **co-production toolkit**. The use of a co-production approach is of growing interest to researchers, practitioners, and policy makers but many individuals and organisations are yet to make use of this way of working in their own practices and services. As such, the co-production toolkit and the accompanying training webinar has great potential to inform the implementation of a co-production approach in other settings. A brief summary of the co-production toolkit's advice for organisation and practitioners can be found in [Box 3](#).

Box 3. Co-production toolkit guidance for successful and comprehensive implementation of co-production for organisations and practitioners

Successful and comprehensive co-production

Include the right stakeholders with the skills, experiences, knowledge and resources the organisation needs.

Offer stakeholders sufficient resources to support active participation and match roles and responsibilities to stakeholder interests.

Implement a co-production approach at multiple stages and processes of the organisation including co-evaluation and co-governance, co-commissioning, co-design and co-delivery.

3.6. New knowledge: What works for older people experiencing loneliness and/or social isolation

There is **growing awareness of the individual and social implications of loneliness and social isolation**, supported by a UK government strategy for tackling loneliness⁹ that aims to tackle stigma, increase evidence of what works to reduce loneliness and to put greater focus on community relationships. At the inception of the TTS programme in 2015 there was little evidence for what works to reduce loneliness and isolation in older people. The **independent national and local evaluation has gathered extensive new evidence of what works in addressing or preventing loneliness and social isolation in older people**. The TTS programme of funded projects has been successful at reducing loneliness and social isolation in older people and engaging with those most at risk of experiencing loneliness and social isolation (see **Report 4** and **Report 6** for more details). In addition, the evaluation identified that programme practices including the commissioning approach ensured a diverse range of community projects operated in Leeds and this facilitated the engagement of target high risk groups (see **Report 3** and **Report 4**).

3.7. Dissemination of new knowledge and building awareness through documentation, publication and online forums

The activities of the TTS programme produced a number of **physical and online written documents, publications and communications through online forums**, a selection of which are summarised in **Table 4**. There are many more examples of outputs from the TTS programme on the **LOPF website**. These include the evaluation reports and delivery partner case studies that have been published and made accessible through the website. The TTS website also published 440 blog posts, had around 200k views and the TTS twitter account had over 3k followers. These documents, publications and communications on online forums leave a legacy of the TTS programme and act as a resource for all of the new knowledge and evidence based practices that were identified across the lifecourse of the programme.

Another physical publication was 12 editions of Shine magazine¹⁰ (editions are also available online) which was distributed from 33 ward hubs in Leeds. Shine magazine was produced in response to the COVID-19 pandemic as a way of staying connected with older people during the social distancing restrictions in 2020-2021. Shine magazine was received positively by older people and the magazine was unexpectedly successful as a tool for TTS project advertising and recruitment, particularly in reaching the most vulnerable and at risk older people (see **Report 8** for more details). Funding to continue monthly Shine magazines until December 2021 was agreed as part of the Ageing Better Extension fund. Towards the end of the programme a sales executive will be appointed to ensure there are sufficient funds to sustain the publication and distribution of Shine magazine.

⁹ Department for Digital Culture Media and Sport (2018) A connected society: Tackling Loneliness - laying the foundations for change.

¹⁰ Shine Magazine: Lifestyle, learning and laughter during lockdown in Leeds, Time to Shine Nov 2020. <https://www.opforum.org.uk/resources/shine-magazine-lifestyle-learning-and-laughter-during-lockdown-in-leeds/>

Table 4. Examples of documents, publications and online forums that support TTS programme legacy and systems change*

Document, publication, or online forum	Description
Leeds Older People's Forum Website	The website is home to all the evaluation and learning documents and other resources that share new knowledge and good practices. The website describes the activity of the TTS programme and projects including details of the campaigns associated with TTS.
ABCD Toolkit	Toolkit to inform the application of an asset-based community development (ABCD) approach to sustain community projects.
Age Friendly Charter	A briefing document for all community stakeholders in Leeds for how to best support the active participation of older people in the community.
Age Proud Leeds	An online collection of activities, resources, training courses and the Age Proud Leeds blog.
Co-production toolkit	Toolkit to inform organisations or individuals of how to successfully implement a co-production approach.
Evaluation reports	Suite of reports that evidence the findings of the independent evaluation conducted by the Centre for Loneliness Studies at the University of Sheffield. Contributes to evidence base of knowledge of what works to reduce loneliness and isolation in older people.
Shine Magazine	Online and offline publication sharing the experiences of older people living in Leeds in a magazine format.
Time to Shine Blog	Regular communications and updates of the TTS programme and projects were publicised through the TTS blog on the TTS website.
Time to Shine Delivery Partner Case Studies	In depth accounts of the activity of several of the TTS projects. This includes descriptions of the project/activity and an evaluation of the impact of projects on individuals and systems.
Time to Shine Twitter Account @TTSleeds	Timely communications of the activity of the TTS programme and projects shared through a social media online forum.
Time to Shine Volunteer Listeners Report	Leeds Beckett University and the TTS volunteer listeners produced this written comprehensive account of older people's experiences of social isolation.

*Further examples can be found on the [Leeds Older People's Forum Website](#)

The evaluation of TTS was fundamental to the programme and was embedded into organisational practices from the offset. As well as a final evaluation, TTS engaged with ongoing evaluative processes including applying a test and learn approach that allowed projects to adapt practices in response to evidence of what was or was not working. The use of the test and learn approach enhanced programme practices, for example the evaluation of the first round of commissioning meant that subsequent commissioning rounds were more successful at funding projects that engaged older people from high risk groups. The priority given to ongoing and comprehensive evaluation aided the TTS programme in achieving its aim to leave a legacy, inform systems change and enhance project sustainability.

TTS began thinking about sustainability, legacy and systems change early in the lifespan of the project, working with their delivery partners to identify how projects could be sustainable and leave a legacy. The key methods for facilitating sustainability were moving to volunteer-led service delivery and upscaling or adapting practices to be led by community members or existing services. Projects were more likely to be sustainable when volunteers had sufficient knowledge and skills to take over project delivery, and where there was some degree of ongoing support from paid staff or an established organisation. The COVID-19 pandemic which temporarily ended or changed service delivery meant that organisational efforts were directed away from sustainability planning to emergency response.

The TTS programme and the delivery partners left a legacy of **new knowledge of what works for older people who are socially isolated or lonely, new ways of working including co-production and the test and learn approach, and greater awareness and positive perceptions of older people, loneliness and social isolation.**

This legacy has been supported by a number of written or visual outputs. Some outputs were aimed at service providers, policy makers and practitioners including the co-production toolkit and guidance for working with older people with learning disabilities. Other outputs were aimed at the public including Shine magazine and communications through the TTS social media accounts and website. The TTS programme included activities commissioned to tackle stigma and ageism by promoting a positive perception of older people. This has been achieved through the Age Proud Leeds campaign, the inclusion of older people through programme co-production, and extensive community partnerships.

TTS sought to affect systems change by championing the benefits of innovative ways of working, including co-production, collaboration and a test and learn approach. The knowledge obtained through the evaluation of new ways of working with older people who are socially isolated or lonely, or at risk of being so, can impact systems change by improving service provision and outcomes for older people. TTS also aimed to change systems by commissioning projects that sought to promote positive perceptions of older people. Quantifying the impact of social and political campaigns through evaluations is challenging and this work continues to operate through the action of the Leeds-based Age Friendly ambassadors and the Age Friendly Charter.

The TTS programme was successful at sustaining some projects beyond their initial funding, affecting systems changes and leaving a legacy that transcended the time period of the TTS programme. As well as these successes, there were also challenges to sustainability, systems change and legacy. In particular, sustainability and systems change require ongoing top-down support from commissioners and policy makers that reflect political and social priorities and objectives in a changing landscape. In addition sustainability, systems change and legacy requires ongoing bottom-up support from paid and voluntary practitioners and social conditions that are conducive to implementation of good practices in service delivery.

06

Related Reports

The final evaluation for the Time to Shine programme has been presented as a series of final reports.

Report 1: Executive Summary of Time to Shine

Report 2: Time to Shine Evaluation Methods

Report 3: Process Evaluation

Report 4: Intervention typologies

Report 5: Motivations and Barriers for beneficiary engagement

Report 6: Participation, engagement and outcomes for older people

Report 7: The impact of Time to Shine on project beneficiaries

Report 8: COVID-19 impact on the TTS programme

Report 9: Legacy, systems change and sustainability

Report 10: Test and Learn: Understanding the experiences and challenges of frontline organisations



Leeds
Older
People's
Forum



The
University
Of
Sheffield.

Time to
Shine



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