



Beth Johnson

FOUNDATION

looking at ageing in new ways

Centre for Intergenerational Practice

**Approved Provider Standard Guidance Notes
for
Organisations Providing
Intergenerational Projects or Programmes**

Foreword



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

In 2003 the Welsh Assembly published the Strategy for Older People in Wales. One of the priorities in the Strategy was to develop and promote intergenerational practice across Wales and as a consequence the Beth Johnson Foundation was commissioned to develop an Intergenerational Strategy for Wales.

These Approved Provider Standards provide an important milestone in the development of intergenerational programmes. They provide both a framework for the development of projects and a measure of the quality of work that the young and old are engaged in together. It is therefore with pleasure that I give the Assembly's support to the standards and my encouragement to organisations to apply for them to achieve increased recognition for intergenerational programmes and their impact.

John Griffiths
Deputy Minister for Health and Social Services
Welsh Assembly Government

Introduction

Increasingly there is a need, and indeed a requirement, to demonstrate the quality of the work we undertake to the wide range of stakeholders we engage with.

The Approved Provider Standard (APS) is a UK benchmark for organisations providing intergenerational programmes. It has been designed to be used by organisations of any size and to take account of the rich diversity of intergenerational programmes. It provides a realistic and credible basis for assessing core practice.

The assessment framework focuses on the key management and operational areas that underpin the effectiveness of any intergenerational programme: the aims and objectives; participation and engagement with participants; selection, screening and training of volunteers; operation, organisation and support structures; monitoring and evaluation. Organisations achieving the APS will be operating to an agreed UK benchmark of competence and safe practice which has been endorsed by the Welsh Assembly Government for Wales.

This standard has been developed and will be administered and validated by the Centre for Intergenerational Practice (CIP) with the endorsement of the Welsh Assembly. We wish to acknowledge the support of the National Mentoring Network (Now the Mentoring and Befriending Foundation) for allowing us to learn from their experience of developing the National Standard for Mentoring and to the steering group who shaped and advised the process of developing the standard.

In developing these standards we have also had to acknowledge that intergenerational work is a complex field and so have agreed the following accepted working definition and characteristics:

- Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and may contribute to building more cohesive communities. Intergenerational Practice is inclusive, building on the positive resources that different generations have to offer each other and those around them. Intergenerational approaches are an effective way to address a number of issues, many of them key government priorities such as building active communities, promoting citizenship, regenerating neighbourhoods and addressing inequality.
- Intergenerational initiatives have direct impacts on those involved, as well as on their communities. Participants may feel increased self-esteem from being able to share and give to others. They may experience improvements in health and a greater sense of being valued members of their communities. Older people can provide younger people with positive role models both of engaged citizenship and of active ageing. Young people represent a link to the future for older people. All generations benefit from engaging with each other on equal terms, breaking down barriers and challenging negative stereotypes.

Examples of intergenerational work

Intergenerational projects can take many forms. Some examples, but by no means exclusively, are:

- Older and younger people coming together to find ways of reducing fear of crime in their neighbourhood
- Older volunteers mentoring pupils in school
- Young volunteers providing services to older people – helping them go to the shops, reading to them, visiting, running errands
- Older volunteers supporting young parents
- Toddlers visiting people with dementia in residential settings
- Older people working with pupils on a school history project using oral history or the arts
- People from different generations working together to transform a waste area into a neighbourhood park

For further information on intergenerational practice visit the Centre's website: www.centreforip.org.uk where you will find support materials, downloadable documents and links to other relevant sites.

The Approved Provider Standard (APS)

The APS process is a desktop exercise aimed to determine if you have the appropriate systems in place to develop intergenerational programmes. This framework can also be used as a check list by organisations who are developing intergenerational programmes but who do not wish, for the present at least, to apply for APS.

In assessing your application we will look for evidence of:

Objectives
Procedures
Understanding
Systems

By evidence we mean tangible examples of how you do things, what you have done and what difference this makes. Throughout the document we give examples of the types of evidence you can provide but these examples are for illustration only and in no way exclusive. We are happy to receive evidence in a range of forms that can include photographs, DVD, music, poetry and tape recordings. You may also have examples of evidence that are relevant to more than one area of the assessment process. This is perfectly acceptable. Remember the assessment process is about looking for the things that you would expect a properly run project to have as a matter of course.

This quality standard provides a framework that organisations may use to help them develop effective intergenerational programmes. In addition the measure of any standard's effectiveness is its contribution to achieving quality. Consequently written advice and guidance will be available to people once they apply and in addition to achieving the full standard, an interim 'Working toward APS' will be awarded to those organisations who have applied to be registered, have most requirements in place, but need some time, support or advice to achieve the full standard.

Guidance Notes for completing the APS application form:

We have left space in the forms for you to tell us about your organisation. If you have policies, reports, other documentation already you don't need to write these all out again. Remember the process is to audit the **formal** systems you already have in place. If you have good structures already completing the form should not be onerous. If, once you start to complete the form you find significant gaps then please contact us for help and support. In completing the forms make sure you have told us what you want us to know. Do not feel the need to write (or cut and paste) at great length. For most organisations you should need no more than 200 words to complete a section and if you can say what you want clearly in fifty words that is completely acceptable.

We have also structured the guidance documents to enable them to be used as a planning tool to help you prepare a project proposal or review how an existing programme could be strengthened. The stages described have been drawn from the experiences of a wide range of projects and project leaders and by using the accompanying resource materials Through the guidance document you will see sections in blue text these are for planning purposes and to give more detail that may be helpful to you. Remember the Centre is happy to provide advice and guidance by telephone, email and letter and we are always keen to get suggestions as to how we can improve our service. In some cases we may be able to provide direct support in your locality to project planning and bid preparation.

Q1: What is/ are you current intergenerational programmes called?

We recognise that some organisations may run a number of projects or if you are an arts organisation you will be involved in time limited projects that may not easily fit this format. Please give us examples of projects you have recently been involved in. If you are applying for approval for a new project we will assess the information you provide and may award a 'Working towards APS' recognition if you are still putting systems in place.

Names of projects matter, remember you are trying to communicate to a wide audience what your work is about. However, don't spend too much time trying to come up with snappy titles - something simple and descriptive can be just as good.

Q2: What are the aims of your intergenerational programmes?

In this question we want to know more about why you are running your programmes, how you know they are needed and what you intend to be different because of the work you are undertaking. Summarise these points in the space provided. Evidence that will demonstrate your planning, the thought behind your ideas etc can include outline proposals, funding applications, outcomes from earlier projects, surveys, steering group reports etc.

There will be a reason or reasons why you have decided to run your project, and sometimes you may not even have started out to do intergenerational work. One project started out to try and do something about the large number of isolated older people on a local estate. It was only when they began to talk to other people in the area that they discovered both the local school and youth organisation were keen to

develop new volunteering opportunities and were also concerned that many older people seemed to be so negative about young people. Once they began to put this together they came up with the following set of aims:

To reduce the isolation of local older people

To develop volunteering opportunities for young people

To increase the amount of positive contact between local younger and older people

Once they knew what they wanted to achieve planning became much easier. This also a good example of how talking to people and potential partners in the area contributed to shaping the project.

Q3: What organisational and management structures do you have in place to support your programmes?

We want to know more about the management systems you have in place to support the programme. Please tell us how your project is organised and demonstrate there are sufficient resources in place to achieve the aims. Do not send detailed funding information but please tell us how the project is funded, through which funding body and for how long.

One of the essential requirements for any organisation seeking approval is a comprehensive set of Child and Adult Protection Procedures that fully covers the scope of your project and clearly demonstrates your policy and practice on CRB checks. Approval will not be given without these. Examples of evidence include:

- Job Description
- Role Description and Contracts for Freelance Staff
- Organisational Chart
- Copies of any Key Policies Developed for the Project

Contrary to what people sometimes think lack of appropriate structure can be the most detrimental element in the roll out of project. How can you recruit the right people and give them the training they need if you don't know what their job involves. Is it clear who is responsible for what and who people can turn to if they need additional support. Thinking the project through and planning what procedures and policies you need from the beginning can be really freeing. Use local protection procedures wherever possible.

In the example given in Q2 it was important that the different partners, school, youth organisation and older people's organisation new who was taking responsibility for what. From the very beginning they thought about the things people would be concerned about. What rules should they have for young people visiting to make sure everyone felt safe? Would it be best to start with activities where the young volunteers and older people met in a public setting to do activities together until people were confident they had the right systems to manage home visits. Might there be too many risks to this unless some kind of supervision could be in place. In this case after shared activities the next strand developed was help with people's gardens under discreet supervision.

Q4: What support mechanisms are in place to ensure that staff overseeing the programme are operating effectively?

Do you monitor staff and offer regular supervision? How do you enable staff to be as effective as possible? Do those involved in the running of the project have a clear understanding of their roles and responsibilities? This section is concerned solely with the support and development you provide for paid staff. The types of evidence could include:

- Supervision Notes
- Appraisal Policy
- Staff Training attended
- Details of staff qualifications

One of the reasons this is important is you should be building your management and support costs in to your bids. It is important that you try and budget for the real costs of projects and increasingly you need to evidence these costs. Having formal records and systems also demonstrates your commitment to being a good employer. If you are a small organisation or lack these approaches the local voluntary sector infrastructure organisations (eg CVS) should be able to help.

Q5: How do you identify, prepare and involve partner organisations?

Intergenerational work, by its very nature, is about partnership work which can range from working with schools to relationships with large voluntary sector organisations. We would like you to tell us about how you go about establishing those partnerships and making sure that organisations understand the different roles they have to play. Please describe how you undertake this. Evidence could include:

- Minutes of Meetings
- Joint Protocols
- Training Packs to prepare partners
- Profiles of current partners

Almost inevitably intergenerational work involves working with a range of different partners because it cuts across traditional sectorial boundaries. This can make clear partnership roles and agreements particularly important as organisations from different sectors may have different cultures and approaches. One example was of a youth organisation working with an older people's organisation, the youth organisation assumed all of the older people's organisation volunteers would be police checked as this was their practice and so didn't ask this question. As it turned out this assumption was inaccurate and it became a source of considerable embarrassment when this was discovered later.

In our work on mentoring in schools we have always drawn up a partnership agreement being clear about what our expectations of each other can be. This is particularly useful when you have volunteers giving up time to go into school. The school administrative staff have to have a responsibility to contact the volunteer if the pupil is absent or their timetable has been changed. There is nothing more devaluing than coming in to school to discover your mentee isn't there that day. There is an equal responsibility for older people's groups to think about how they behave and

approach schools. Time spent in preparation is rarely wasted and often the secret of success.

Q6: How do you identify the people to participate in your programmes?

This should link back to your overall aims and objectives. For the purpose of the APS process a participant is defined as any young or old person who participates in the process and is not a paid professional. It is recognised that some participants may also be volunteers with a more formal role and this is elaborated later.

Tell us how you recruit participants to the programme and how you decide which groups to target. Evidence could include:

- Equal Opportunities Policy
- Promotional Material
- Funding Bid
- Publicity articles

In your original aims you will have decided on the groups you want to work with. In our example the project wanted to work with isolated older people in the local community. Preliminary work had been undertaken talking to some people to see if they wanted to be involved but the challenge for the project was how to involve people who lacked confidence and were quite disengaged. In this project older people became ambassadors for the programme and when round talking to people in their neighbourhoods and encouraged people to come to the original meetings. In the same way if you decided you were going to work across different cultures you would have to plan carefully to ensure the project was inclusive.

Q7: How do you prepare participants for your programme(s)?

We are looking particularly for evidence that shows an awareness of the issues around intergenerational programmes. How do you address stereotyping? What code of conduct do you have in place? How do you cover issues of protection, personal safety and acceptable behaviour? Evidence might include:

- Briefing Notes
- Induction Programme
- Training/presentation to challenge ageism and stereotypes
- Training/presentation on protection and appropriate behaviour
- Code of Conduct
- Handbook or handouts

If you are going to work with individuals or groups of people you need to think about how you are going to get them ready to take part as effectively and satisfyingly as possible. If you were going to bring a group of young and old people together you would probably want to spend time with them separately first to prepare them for meeting. As well as obvious things such as listening to each other it might be helpful to talk to people about what they expect of the other group and how they think they might behave.

It is also important to get people to think about boundaries and how they need to keep themselves safe and not offend anyone else. It is essential that both groups respects the other's views. For more information on ageism and preparing groups please see the resource library on our website.

Q8: to Q10. These questions refer to projects that recruit formal volunteers and may not be relevant to all organisations. If you are unsure as to whether you need to complete these questions please contact us. For the purpose of the APS process we are defining a volunteer as anyone who gives time voluntarily to undertake a structured activity on behalf of an organisation. We are not defining a volunteer as someone who participates in community group activities and this is dealt with later.

Q8: How do you recruit volunteers?

Please describe the processes you go through to recruit volunteers. How do you ensure that you attract people with appropriate skills and backgrounds? What information do you give to potential volunteers? Do you have any particular strategies to target particular groups or make your volunteering as inclusive as possible?

Evidence should include:

- Volunteer Role Description
- Volunteer Person Specification
- Recruitment Leaflets
- Recruitment Adverts
- CRB Checks

When preparing a bid or reviewing your programme it is helpful to think this through step by step, Writing a role description and person specification will help you be clear what sort of skills and attitudes you are looking for and also gives you something concrete to give the volunteer. The type of skills and background you are seeking should also help you think about how you want to recruit, what kind of language you want to use in any recruitment leaflets and where you are going to distribute these. People should be told in the recruitment adverts that there is an expectation that CRB checks and references will be taken up. With work with young people and/or vulnerable older people this must be a given. Do you have arrangements in place to undertake these checks? If you are a new project you might need to make enquiries.

Q9: For volunteers that match individuals from the different generations what method is used to determine the match?

We want to know that you have thought this issue through and for you to show us evidence for the manner in which you have decided to address this. Tell us what procedures you use and what happens if a match is unsuccessful. Evidence could include:

- Guidelines on establishing relationships
- Agreement forms

You have the idea of bringing young and old people to work together in line with your project aims. You have a set of overall aims but how will you decide who it partner

who? From your experience or from your research you will have ideas about the most appropriate partnerships. If you don't record these you might not be able to repeat them in the future.

Q10: How are volunteers prepared and supported so they can operate effectively?

Tell us how you work with your volunteers. Describe measures in place to provide induction, training and on-going support. Evidence could include:

- Aims & Objectives of programme(s)
- Induction Training
- Volunteer Handbook
- Code of Practice
- Volunteer Supervision Policy
- Update training programme

Again you must think about how you prepare your volunteers. You already have a role description, a set of aims and a clear idea of what you want the volunteers to do. Now you need to think about what specific training they will need to help them better understand the role and be as effective as possible. As part of them feeling valued and their induction into your organisation Handbooks and codes of practice will help them remember the lessons from their induction training and be able to refer back if necessary. If you don't induct your volunteers you need to ask yourself why not?

Q11: What screening and personal protection arrangements do you operate?

This should include arrangements for staff, freelance staff, sessional staff, volunteers and participants. If collaborating with other organisations, how do you check that their staff & volunteers have been screened? Evidence can include:

- Reference request letter
- Health & Safety Guidelines
- Child Protection Guidelines
- Adult Protection guidelines
- Guidelines on Staying Safe
- Induction Training Pack
- Contract letter for freelance/sessional staff
- Risk Assessments

We have covered some of this already. Time spent on developing the right policies at the beginning can be time well spent. Think through the project in your head and try to identify any risks. What can you do to reduce this risk?

Q12: How do you provide ongoing support and monitoring to programmes?

Once a project is initiated we want to see evidence for ongoing management and support to maintain and improve the quality of the work being undertaken. Please describe the nature of ongoing programme support. The types of evidence we are looking for include:

- Records of sessions/meetings
- Monitoring Reports
- Action Plan & Review sheet
- Participants feedback sheet

When you developed your project you will have had an idea about the pathway, or stages, you expected the project to follow. Regular monitoring will enable you to see if the project is on track and if not give you the chance to take any necessary remedial steps.

Q13: How do you measure the effectiveness of your programme(s)?

If we are to demonstrate the quality of our programmes we need to be able to demonstrate what has changed because of our work. Going back to the outcomes proposed in the original plan for this project how do you measure or assess if they have been achieved? How do you go about evaluating or measuring the success of your programmes? How do you disseminate the results from your programmes to participants, funders and other interested parties? Examples of evidence can include:

- Participants feedback sheet
- Recorded evidence & statistics
- Produced materials/objects
- Monitoring Reports
- Questionnaires
- Evaluation Reports
- End of Programme Report
- Data/Evidence Collected
- Case Studies

Q14: How do you ensure the intergenerational nature of your programme(s)?

Much of what we have asked for so far is evidence that you are a well run organisation that has thought through what it is trying to achieve and how it can do this effectively. This question is important because here we ask you to demonstrate the intergenerational nature of your programmes and your awareness of the particular issues of working with young and old people. We want you to tell us about what you see as important in working with young and old people, how they are involved in planning and how you prepare and support them to work together. Evidence could include:

- The project plan
- Policy on Ageism
- Minutes showing involvement Young & Old in planning
- Training for staff & volunteers
- Induction or training handouts
- Your organisation's written examples of papers on what intergenerational means to you

This is the crucial question. You have developed or are developing an intergenerational project. What makes it intergenerational and what does this mean to you. Think about your own personal belief system and what it is that makes IP important to you. Do you involve the young and old in planning? Are they given a

proper voice in shaping the project? Does your project really try to break down the barriers between the two generations? We accept that for some projects they involve and become intergenerational organically because that is the most appropriate way to meet the project's aims. But if this happens you will have undertaken a journey in your own thinking and your reflections on this are part of your own learning. One of the things we are seeking to capture are the diverse reasons people have for intergenerational projects to build our collective learning. Your ideas and thoughts are important.

Q15: Are there any additional points you wish to highlight?

Use this space to tell us anything else you want about your involvement in intergenerational work.

NOTE:

Before submitting your application, please use the APS Supporting Evidence Checklist to ensure that you are providing the correct data that will validate your programme of work: see Appendix A.

Submitting an application for approval:

Once you are ready to submit your application send the completed form with all supporting evidence to us at the address below enclosing a cheque for £60 (£40 for organisations with an annual turnover of under £50,000) made payable to the Beth Johnson Foundation and a copy of your most recent Annual Report. Make sure you have kept a full copy of the papers for yourself. Your application will be assessed within 6 working weeks and a decision given to you in writing. This will be:

1. Granted Approved Provider of Intergenerational Programme Status
2. Granted working towards Approved Provider Status. Most of what you do is of a good standard and you have been asked to address certain specific areas of weakness in your application. On receipt of these your application will be re-assessed at no additional cost.
3. There are significant weaknesses identified in your application as detailed in the enclosed letter. Please re-submit your application when you have addressed these. We will be happy to discuss our concerns with you by telephone. When re-submitted the application will be re-assessed at no additional charge.

Once approval has been given, organisations will need to resubmit every three years for continuing approval and maintenance on the Approved Provider section of the Centre's website: <http://www.centreforip.org.uk/default.aspx?page=9432>
The cost of this will be £40 per resubmission (£30 for organisations with an annual turnover of under £50,000).

Appendix A

APS Supporting Evidence Checklist

Document	Enclosed
Most recent Annual Report	
Completed and Signed APS application form	
Child Protection Procedures	
Vulnerable Adult Protection Procedures	
CRB Policy or Procedure (Information)	
Job Description (All paid staff on project)	
Appraisal Policy/Supervision Policy & copies of notes	
Organisation chart	
Equal Opportunities Policy	
Promotional/Publicity Materials for Project	
Volunteer recruitment procedure (if applicable)	
Volunteer Handbook (Desirable if applicable)	
Volunteer role description (Desirable)	
Volunteer Policy (if applicable)	
Examples of Project Reports	
Records/minutes of sessions/meetings	
Project Plan/Programme Aims	
Monitoring Reports	
Payment and/or request for invoice	

This list is not exclusive. It is **an indication of what** we would expect to receive. In addition you should provide other relevant evidence, as described in the guidance notes to support your application.

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