Darren Sharpe, Mohsen Rajabi and Gail Findlay
June 2020

Transform and Achieve Programme EVALUATION REPORT

Contents

Executive Summary 03

1. Introduction 09
   - 1.1 About the Transform and Achieve programme 10
   - 1.2 Delivery method 10
   - 1.3 Growing and maintaining positive emotions and positive social performance 10
   - 1.4 Programme outline 11
   - 1.5 Desired learning outcomes 12
   - 1.6 Phases/stages 12

2. Policy context 16
   - 2.1 Local context 17

3. Methods 19
   - 3.1 Analysis 21

4. Findings 23
   - 4.1 Which group of learners is the programme benefiting the most and why? 23
   - 4.2 What mechanism, structures and processes are shown to work well in the programme? 28
   - 4.3 What are the learners' understanding of the meaning of 'transform' and 'achieve'? 33
   - 4.4 What real challenges does the programme help learners to overcome? 34
   - 4.5 Where and why has the programme worked well to empower learners to become work ready? 35
   - 4.6 How learners compare the programme with other self-development or pre-employment courses they have attended 40
   - 4.7 Costs Analysis 44

5. Discussion and conclusion 50
   - 5.1 How has the programme impacted different learner experiences? 50
   - 5.2 How have learners fared in entering meaningful work and/or training? 51
   - 5.3 What are the innovations? 52
   - 5.4 What works well and what works less well for scale-out and scale-up? 53

Information Sources 55

Endnotes 57

Acknowledgements 58

Executive Summary

The Transform and Achieve programme is designed to support and empower participants to make changes in their lives by equipping them with strategies to shift mindset and negative habitual patterns and enhance their ability to shine in a competitive jobs market. The programme consists of classroom training designed to take a holistic approach to help those further away from the job market to secure work and increased health, wealth and mental wellbeing. The goal has been to reach 460 people over the course of two years, and to support at least 50% of learners into employment within 3–6 months of completing the programme. The programme model encourages a higher level of self-development for participants attending, which in turn contributes towards sustainable personal improvement and getting enough individuals into lasting employment. The background to the programme design is the recognition that when someone is out of work, it can be for a myriad of reasons, some of which are complex. Therefore, any development initiative for enabling people to effectively move forward in terms of skills and increased feelings of capability within this context needs to be pragmatic in content and transformative in its methodology. As a result, this programme adopts a novel strengths-based approach to support learners' to overcome their fears. In particular, this report highlights how:

- the collective action behind the programme design has been highly effective in addressing the various social and health determinants forming a barrier to the participants' engagement with employment and training initiatives and agencies;

- the cognitive participation of learners has been highly effective, evidenced by the programme exceeding its targets, with 76% of learners either securing work (51%), into volunteering (10%) or training (15%).

- the reflexive monitoring of learners and delivery team offers rich examples of how the programme is structured and delivered differently from other employment training programmes;

- the emerging findings also suggest how the coherence in the delivery of the programme has improved how participants understand the importance of nutrition and fitness in becoming work ready, as well as their wider impact on health and wellbeing.

Formative and summative evaluation of the programme

A formative and summative process of evaluation was carried out between January 2018 and May 2020 using mixed methods: 1) routinely collected monitoring data; 2) interviews and focus groups with learners and delivery team; 3) pre and post self-assessments tool; 4) feedback form; and 5) document analysis.

Key points

- The programme has been successfully designed and delivered to support residents living in social housing experiencing a variety of life circumstances holding them back from securing work.
- The programme has also been found to be suitable for people living in private rented sector and homeowners experiencing employability challenges.
- The programme has innovatively tried and tested a behavioural science and human capacity building model that takes a holistic approach to addressing unemployment issues.
- The programme has worked effectively with the Department for Work and Pensions (DWP) to accelerate access on to the programme.
- The programme has strongly influenced how learners have broken down internal and external barriers preventing their re-entry into employment.
- The skills, tone and personalities of the delivery team have consistently been highlighted as strengths for the success of the programme.
- The programme design has been highly effective in addressing the various social determinants of health forming a barrier to the participants' engagement with employment and training initiatives and agencies.
- The learners commonly summed up their highly rated training experience around three pillars: people, sessions and support.
- The programme has used a person-centred learning plan, to help track learners' progression on the programme.
- The programme has shown itself to be agile in the era of COVID-19, and has innovatively offered virtual sessions, which has widened access for learners who would otherwise be prevented from participating.

498
Registered Learners

438
Completed Learners

237
Learners into work
(FT 59%/PT 41%)

336
Learners attended from
Social Housing

239
Learners referred by
a DWP Office

245
Learners enrolled in
receipt of Universal Credit

£642.50
Unit cost per learner
(cohort 20)

£9,600
Unit cost of
Universal Credit
savings (12 months
per learner)

Reflections on the programme's strengths and innovations

The programme has filled a gap in the existing market in the East of London that addresses what matters most to learners. Unlike other employment training programmes, this programme has taken the time to get to know its learners and the issues that compound their experiences of unemployment. The programme goes far beyond writing a CV and draws on a strengths-based approach to building self-confidence and setting goals, which is shown to resonate with the learners. The programme also capitalises on the diversity and lived experience of the trainers, who serve not only as instructors but also as inspiring (and relatable) role models. From the perspectives of learners, the transformative nature of the programme is embodied in the instructors, and this has helped them to move from a position of despair – by painstakingly deconstructing their perceived employability challenges – and overcome negative self-perceptions to arrive at a place of confidence and change their behaviour. This has commonly led to a subjective sense of achievement having completed the programme, with personal targets/goals set and feeling work ready.

As part of the evaluation process, learners were asked to complete a feedback form on the entire programme. A total of 498 respondents participated in the programme, 438 attended what would be considered the whole programme, which is over 75% attendance. The programme successfully attracted a mixture of participants, including males (40.9%), females (58.9) and transgender (0.2%), and the highest number of attendees at the training events was in the 24 to 49 age group.

Most of the learners, 92%, rated the programme as very good or excellent. Similarly, 96% of the learners rated their overall training experience as being very good or excellent. The evaluation tells us that most, if not all, of the learners have experienced an improvement in their mental wellbeing and problem-solving skills resulting from the programme's help to re-evaluate how they see themselves and their work prospects. Essentially, learners have shifted from feeling unemployable to employable

The findings demonstrated that 42% of learners rated the nutrition sessions as excellent and 35% rated them as very good. For the fitness sessions, 63% of participants rated them as excellent and 32% rated them as very good. The self-transformation sessions were rated as excellent by 42% and very good by 38% of learners. Finally, 77% of learners felt that the course ran for the right length of time and more than half of participants (54%) rated the interview event day as excellent and 25% rated it as very good.

Worthy of attention are the two arms of the programme that have been improved and innovated. Firstly, the delivery team shifted its full reliance of referrals from housing partners to also working with DWP to

ensure they secured the necessary level of referrals. Eligible social housing residents were successfully identified using this outreach approach. Secondly, being early adopters of virtual learning. This served the programme well during the unexpected COVID-19 outbreak and subsequent lockdown. It showed how access could be widened to potential learners who otherwise would have been unwilling or unable to attend physical events. To summarise, this has been a highly effective and innovative programme focused on unlocking and mobilising the skills and assets of the short and long term unemployed and helping learners to progress into life-sustaining work and training. Using an innovative holistic person-centred approach with social housing tenants - living in some of the most deprived communities in the UK - this programme has achieved its goal to help change mind sets, promote new healthier behaviours, to build or enhance human capital, and most importantly, to connect residents to future employers.

498

Registered Learners

Case study
SANDRA

In my life before the programme, I was a little depressed. I was going through the menopause and in denial about the effects it was having on me and my life. However, I still went about my daily routines because I was determined to get out of the hospitality sector and get another job. I kept leaving hospitality jobs because I was working 80 hours a week and I just could not do that anymore. I was on Universal Credit and I really could not live on the very small amount of money that they were offering, but I 'just had to get on with it'. I am grateful for the support of my family, which not everyone has. I was really trying to get back into office work, but the transition was very difficult.

The programme was just EXCELLENT at the time. I wished it was five days a week haha! The staff were just amazing and very, very supportive. They still support me to this day. The contents of the programme made me look at myself and ask if I'm doing everything right to look for work. I discovered that things like eating well, exercising and getting a good night's sleep all mattered. Other skills that I gained were from one of the Coaches on the programme were Six Steps to a Life with Purpose - Self, Life Areas, Visualisations, Written Vision, Written Purpose and Act & Review. These six steps have stayed with me. All this gave me even more confidence as a young woman. Now, people who meet me for the first time, friends, and family members all say to me how motivated, brave and confident I am.

I am working for the London Ambulance Services now. Finally got out of Hospitality YAAY haha! and I couldn't be happier. I am not stressed anymore, have more money in my pocket to enjoy things.

1. Introduction

Transform and Achieve is a six-week programme, structured on a 12-day behavioural change learning model, which enables and empowers learners to enter meaningful employment, training and voluntary placements. It is targeted at social housing residents in the East of London. The programme is designed to achieve habit change leading to behavioural changes. It was led by Metropolitan Thames Valley Housing, delivered by H&L Resources Ltd and funded by JP Morgan. The University of East London (UEL) was engaged to independently evaluate the programme.

The underpinning theory of change is to create a change in mindset and durable pathways into training and meaningful work. Therefore, health is of paramount importance, and the programme helps participants to find various ways to manage their emotional, physical and professional selves. There have been 25 cohorts, and a total of 498 learners. The team have run 24 cohorts in person and one in blended form (i.e. virtual and physical environments) because of COVID-19.

Cohorts have predominately been run during the daytime, with a trial of running some sessions as evening classes. From the 25 cohorts, 237 learners have entered work, exceeding the target of learners going into employment and training. Within six months of completing the programme, the target is 50% into work. The cohorts were mixed in terms of age, gender, caring responsibilities, qualifications, work experience and professional backgrounds, and social class. Some members of the delivery team have been past learners and therefore know the programme inside out and are ambassadors of the programme's strengths.

The programme has intentionally brought together a cross-section of East End residents living in the areas of: Hackney; Tower Hamlets; Waltham Forest; Newham; Havering; Barking; Enfield; Redbridge; Islington; Lambeth; Thurrock and Greenwich. Of the learners, 336 were social housing tenants; others were living in private rentals, or else staying with friends and relatives. Many of the learners (239) were recruited and first learnt about the programme at their DWP office. Most of the participants had experienced more than one back to work training programme, so they could compare what worked best for them to help us understand the differences this programme has made to them securing work and/or training.

This report first provides a background to this multi-component programme, and then the background to the development of psychosocial employment training programmes. This is followed by a description of the evaluation methodology, outlining the approach taken to collect evidence of the learners' experiences and the performance of the programme. Then the findings section synthesises the different data sets to provide the reader with the emergent key findings. The final section provides a discussion of the key findings, and recommendations for further enhancements to the programme.

1.1 About the Transform and Achieve programme

The programme consists of modules designed to take a holistic approach to help those furthest away from the job market to secure work and increased health, wealth and mental wellbeing. The programme model is intended to enable a higher level of self-development for learners, which in turn contributes towards sustainable personal improvement and employment. The programme has been designed with the recognition that when someone is out of work it can be for a myriad of reasons, some of which are complex. Any development initiative for enabling people to effectively move forward in terms of skills and increased feelings of capability within this context therefore needs to be pragmatic in content and transformative in methodology.

The model was born as a result of the recognition that a fresh approach was needed to address the needs of the unemployed (including the economically inactive) and to improve the earning potential of those regarded as underemployed.

There are many socio-economic factors that contribute to people finding themselves unemployed or being affected by issues such as mental health conditions.

1.2 Delivery method

The programme is run over a six-week period, for two consecutive days per week, for between four and six hours per day (between 10 a.m. and 4 p.m.), with two tea breaks and a lunch break of at least 45 minutes.

Delivery is coach-led, highly interactive and experiential. There are also one-on-one coaching sessions delivered by the lead coach. Personal development coaching is delivered face to face and by telephone to facilitate personal breakthroughs. Personal development coaching explores issues on a one-on-one basis in a confidential setting.

1.3 Growing and maintaining positive emotions and positive social performance

The aim of the psychology module has been to enhance learners' social and emotional language so that they grow their mental toughness and emotional fitness. In doing so, they are better able to turn anxiety into calmness, depression into wellness and post-traumatic stress disorder to post-traumatic growth, and to handle personal and professional relationships more effectively.

438
Completed Learners

Through increasing understanding about the anatomy of neurological, psychological and emotional wellbeing, participants learn how to be proactive in maintaining a constructive mindset, deal with negative emotions and actively employ techniques and habits so that they can flourish within their varying life circumstances.

During the six weeks, using a variety of neurological stimulation and neural pathway structural change activities, the programme team have observed that participants shift in performance in physiological, verbal and social interactions. These demonstrate that the learners have improved their wellbeing and social competence status and capability over this period.

The approach taken in the coaching interrupts fast emotional and cognitive impulses by increasing people's ability to slow their thinking down. Going slow allows executive function to take over. Executive function consists of focusing on positive actions and inhibiting negative fast, impulsive thoughts and actions. This creates the right mental environment for learning and conscious competent performance.

Throughout the programme, a triad model of psychology coaching, exercise and nutrition has been used to effect change by stimulating neurotransmitters and hormones such as endorphins, dopamine and oxytocin. People who attend the programme become aware of being consciously competent as they move away from unconscious incompetence.

1.4 Programme outline

The programme is delivered in a 'modular' format in which groups of 15 to 20 attend workshops where up to five different subjects are delivered in one-hour 'bite size' sessions. The delivery model has proven to be successful in maintaining on average an 85% retention rate within a diverse group of people, whilst also ensuring that each module is experiential and highly interactive. This methodology also ensures that learning takes place for everyone within the programme.

- **Enrolment Event** (two days)
- **Module 1** Psychology of Achievement – Peak Performance
- **Module 2** Interpersonal Skills, Interview Skills and How to Look for Work
- **Module 3** Fitness, Health and Vitality – Beginner/Intermediate
- **Module 4** Nutrition and Wellbeing
- **Module 5** Understanding and Managing Finance/Managing Debt/Practical Support to Aid Independent Living.

1.5 Desired learning outcomes

- **Module 1:** Use techniques to manage self-motivation and confidence; Recognise negative and positive thinking and habit patterns in themselves; Build upon their ability to use self-awareness and self-control to manage emotions; Learn to present themselves to employers in a confident and professional manner; Improvements in communication skills/ social competence; Creating and maintaining healthy relationships; and Understanding their own strengths and weaknesses.

- **Module 2:** Speak in a confident and professional manner; Interact with others in ways that build rapport, and present themselves positively; Use interpersonal skills to engage people in interview situations; Use tools and techniques to improve how to look for work; Improve confidence and performance in interview tests; Experience live practice of interview event to practise skills; and Learn how to make a positive impression to increase employers' interest in their application.

- **Module 3:** Improvement in the circulatory system and delivery of oxygen and nutrients around the body; Stimulate the removal of toxins and waste products from the body; Improvement in the condition of the skin; Alleviate feelings of depression and anxiety; Control weight; and Stimulate the production of endorphins, which make you feel happy and exhilarated.

- **Module 4:** Understand the importance of vitamins and minerals for increasing energy and wellbeing; Identify foods to boost immune system functionality; Establish the link between body type, existing diet and personal performance; and Create new healthy eating diet plans to improve health and vitality.

- **Module 5:** Gaining an understanding of 'money scripts', i.e. what is driving behaviours around 'money issues'; Developing strategies and knowledge to improve money management; Gain more general understanding of this complex area; Setting financial goals – short/ medium/long-term; and Understanding impact on benefits when in work.

1.6 Phases/stages

Recruitment and engagement

The programme team recruit some new learners through the partner Housing Associations, but the main source of referrals is via the DWP – the team have created good working relationships with key Jobcentre Plus (JCP) offices, such as Mare Street in Hackney and Dodd Street in Poplar, as well as in Canning Town.

To give an example, for cohort 8 there were 21 referrals from the DWP, five from IDS, five from Waltham Forest and seven from various sources including word of mouth. The programme started with 25 attendees, and there was regular weekly attendance of approximately 22–23. The retention rate was a strong feature of the programme. It was felt that this was because of the quality of the programme and the trainers, and the relationship and engagement with the programme team and partner agencies such as Clarion. Going forward, it is felt that, on similar contracts, the programme team should continue to attract other relevant organisations to attend the enrolment events to increase the 'attractiveness' of the offer.

Enrolment events

The team continued to invite agencies to take part in Enrolment events as this was felt to make the events more of a 'pull' for prospective delegates. In the future, there may be a move towards delegates being prebooked in for a 'screening assessment' with the relevant agencies that suit their experience and skill set. This makes it more valuable and meaningful for both parties. The outcome from these events is that the delegate attends the programme, and at the same time the agencies with which they have engaged at the enrolment events start to source jobs for them, which their dedicated programme employment coach facilitates.

At Enrolment, the programme team can inform the prospective learners about the programme, and introduce them to partners who can start the process of getting them into work. The programme team also meet learners individually to glean information about their skill set, experience and job aspirations. The Enrolment Event is also an opportunity to check if learners' job aspirations are realistic prospects, or if they need skilful coaching to readjust their expectations. As well as this, the learners receive a one to one with the Lead Coach, who starts the coaching contract with them and assesses whether they are a suitable candidate for the programme.

Interviewing event

Towards the end of the programmes, the team ran interviewing events. Delegates experienced two interviews from the agencies/employers on board. Delegates experienced written feedback from both interviewers, which they showed to the Lead Coach, who further advised them on how to improve their interview performance. One improvement the programme has made to this is to make it more of a screening for specific vacancies; again, this appears to make it more valuable for both parties and should increase job outcomes.

The programme team find that the interview event is extremely valuable for the customers, some of whom have not had an interview for many years. The model works well in building their confidence and allowing them to practise these skills in a 'safe' environment, which is very important for the more nervous delegates.

Evening programmes

The programme team have held three evening programmes, for cohorts 7, 10 and 15. All were smaller cohorts, with about12 learners each. In cohort 7, they had several young people referred by an organisation called Prospects, who had conditions such as anxiety and depression. Cohort 10 had a mix in ages, and most were referrals from the DWP. Overall, 34% of the evening groups progressed into work.

Cohort 10 included an exercise element, which cohort 7 did not, as it was decided to make sessions shorter because of the dark evenings. The programme team believe this element was beneficial to the group (cohort 10), and this underlines the importance of the holistic approach.

Evidence suggests that there are not huge differences between holding an evening programme compared to the normal day programme. Retention was still good, there was the same positive atmosphere, and the job outcomes were still at a good rate of 34%, which may increase. The delivery team's main observation is that, particularly on cohort 10, they felt there were some women from the local South Asian community who found the evening programme more accessible as they had caring responsibilities during the day. About

50% of the group were from that community, and the programme team believe this contributed to the 95% retention rate.

To summarise, the evening programme was kept as part of the menu to ensure that the programme team could include members of the community who may not see attending the programme as an option if it were only held in the daytime.

Programme volunteers

It became apparent to the team that some delegates would benefit from volunteering with the programme after completion of their training. This gives them the opportunity to stay around a positive affirming environment, and helps them to maintain the momentum they started to build whilst on the programme. It helps to maintain their positive mental state by being involved with future programmes, and the fact that they could sit in on training sessions helped to further build their skills and self-efficacy.

They also benefit from being able to give peer-to-peer support to other cohorts, and the new cohorts benefit from their presence. The programme team benefit from the support to help tackle resource issues. Using this model, the programme has recruited 34 volunteers.

The Programme Co-ordinator identifies individuals whilst a programme is ongoing to see if they can be a 'fit' for the volunteering opportunities. They are then recruited for the next programme and allocated tasks. The programme uses a 'volunteer agreement', which sets out expectations of the volunteers, and what the volunteers themselves can expect, including length of placement, duties and arrangements for travel expenses. The volunteering opportunities include:

- Making lunches and supporting at tea breaks
- Setting up and setting down of delivery room
- Door duty, if needed
- Hosting and assisting the Co-ordinator with facilitating at both programme delivery days and Enrolment Events
- Administration
- Coaching

Once potential volunteers are identified, they are approached, and the placement organised. The programme gives the customers vouchers as a 'thank you', their travel expenses are reimbursed, and they are provided with a reference – another important benefit. The placement also enhances their CV.

Importantly, the programme delivery team have followed the steps of 'do, reflect and plan', and have enhanced the programme over its delivery period. From the outset, they have recognised the importance of working in a 'smart' way to help their learners into work by streamlining the use of job brokers to help identify, recruit and match learners to suitable job opportunities during the programme, and have redirected internal resources to better manage learners' pathways 'in' and 'out' of the programme.

Case study
LUCY

The company I was working for had gone into liquidation. I was made unemployed after 18 years. I have always worked since I left school in 1975. I was devastated, lost for words, angry and very anxious.

Transform and Achieve showed me the goals that I can achieve and helped me recognise the talents that I possess. We had coach speakers who helped us in different ways. They invested their time and effort and shared their experience and expertise. The candidates were a fantastic bunch of people and the T&A team are like 'family' guiding you down the right avenues. Personally, I think Transform and Achieve is the best thing since 'sliced bread'. I would highly recommend the programme to anyone who wants to change their career. It was the best thing I could have done.

After the programme, I supported the T&A team as a volunteer. I found the volunteering experience to be a godsend as you have somewhere and something to look forward to when you wake up.

I have secured work as After School Nanny.

2. Policy context

At the start of the programme, the number of people unemployed in the UK was amongst the lowest in decades. The Office for National Statistics labour market overview for the period between October and December 2017 estimated that there were 1.47 million unemployed people (people not in work but seeking and available to work), in contrast to 32.15 million people in work. The proportion of people aged between 16 and 64 who were in work was 75.2%, higher than a year earlier (74.6%).

The UK employment rate in the three months to March 2020 was estimated at a joint record high of 76.6%, 0.6 percentage points higher than a year earlier and 0.2 percentage points up on the previous quarter. There were an estimated 637,000 vacancies in the UK in February to April 2020; this is 170,000 fewer than the previous quarter, and 210,000 fewer than a year earlier. The programme sought to bridge the learners' experience of entering the job market when they feel further away from the job market than they usually experience This is due to a myriad of reasons, some of which are personal, some structural and some a combination of the two.

Work initiatives aimed at getting people into employment to improve both individual health and wellbeing and the economic outlook for nations, have a long and chequered history. Most of these interventions have primarily adopted either 'carrot' or 'stick' approaches, such as paying a small wage to train or reducing social welfare benefits if recipients do not make a positive effort to find paid work. These initiatives have had a limited degree of success, particularly when significant behaviour change on the part of the individual has been required.

As the research evidence base has accumulated, a deeper understanding of the drivers of human motivation has led to the integration of psychological approaches into more recent interventions aimed specifically at targeting behavioural change. More recently still, a paradigm shift towards understanding the context of people's lives above and beyond their employment status has led to the development of more holistic approaches. There is now a growing appreciation that if employment programmes are to be effective in transforming lives, they cannot be targeted at one area of deficit alone; they need also to address the psychosocial influences on individuals within their communities.

2.1 Local context

In 2017, the DWP tasked Serco to manage a three-year employability programme aimed at supporting families facing complex issues and barriers to work in ten boroughs of London, including Hackney, Tower Hamlets, Newham, and Barking and Dagenham. The intervention was devised to consider the needs of individuals, and to offer tailored support to move into employment. This included support with job searches, applications and interviews, as well as personal coaching. Funded by the European Social Fund, the programme was ended in July 2017, and documents relating to the programme have been withdrawn.

Arguably, one of the most successful local employment initiatives is the Workplace scheme launched in the London Borough of Newham in May 2007. It is credited with transforming Newham's status as the second most deprived local authority in the country to the twenty-fifth most deprived, according to the 2015 English Indices of Deprivation. Workplace widened the scope of its existing job programme to include the needs of employers as well as those of unemployed local people, successfully training and matching 4,500 people a year to local employers. This scheme was far more successful than the Government's National Work Programme. Improvement in Newham's fortunes has also been attributed to the sustained pressure to employ local people during the period of the 2012 Olympic regeneration.

Tower Hamlets has a similar training and employment scheme, called Work Path, funded by the European Social Fund. This offers local people an individually tailored approach to access employment opportunities. Support includes training, apprenticeships, work experience, and

help finding childcare and housing advice. On a smaller scale, Hackney Council has a scheme offering the opportunity to one hundred 16–19-year-old residents for work placements with a high-profile Hackney business. To summarise, work programmes to address unemployment in East London have tended to focus solely on widening access to local employers and little attention has been paid to address the root causes preventing residents from moving into work and training or alternatively unlocking and mobilising the assets of local people. By focusing holistically on the individual the Transform and Achieve programme has filled a much-needed gap in work skills training, supporting individuals to become work ready.

237

Learners into work (FT 59%/PT 41%)

Case study
PAIJ

Before I joined T&A, I was unemployed for five months and I was just going through a period where I had self-doubt, zero confidence after being rejected from job applications and interviews. Also, I felt uncertainty in what I wanted in life. Apart from the job centre, I didn't realise there was programmes that helped people and encouraged them to get back into work, and after overcoming a low point in my life, I was informed by the Hackney job centre of an upcoming job fair where I stumbled across the T&A table where I met the friendly, enthusiastic team and felt the sudden encouragement from their positive vibes and attended the first class.

I had no idea what to expect from the programme and thought of it as a good way to meet new people and a reason to get out of bed and ready in the morning. After the first day, I felt a pep in my step and was more hopeful and excited to see what's to come and was impressed by the staff and how helpful and caring they were towards everyone and how organised the programme was.

Throughout the programme, I have learnt so much about myself and am so grateful to everyone in the programme, I met some amazing, inspiring people of all ages and backgrounds and have left the programme with more confidence than I have since I decided to quit my previous job. Since T&A has ended, I was offered the chance to do some volunteer work with Clarion Housing, who actually I did a mock interview with at the end of the programme and have since received a full-time job position within MTVH, without any help or guidance with the job applications because of all the tips I learnt from T&A, but have come to. I did receive amazing support from one of the mentors, Richard, who has helped me, so much by guiding me on interview tips and how to handle my new-found job.

Transform and Achieve has helped me out so much and I have been a much more positive person and take in everything they taught me not just within my new job, but in my personal life. The lessons were an eye opener, the mentors are so supportive, helpful and approachable. I strongly believe that certain things/moments are supposed to happen, and I believe T&A came into my life at the perfect time to start my self-encouragement journey into the next chapter of my life.

3. Methods

The evaluation approach is underpinned by Pawson and Tilley's (2010) realist evaluation framework, which questions what works for whom, in what circumstances, in what respects, and how? This approach stresses the need to evaluate programmes within their context, and to assess which mechanisms and processes are acting to produce which outcomes. The overall goal of the evaluation was to assess the feasibility and acceptability of the programme model, and to identify implementation factors that might affect the roll-out of enhanced services across the country. This process of evaluation answers the following set of questions:

1. How has the programme reached, engaged and retained learners?
2. What mechanism, structures and processes are shown to work well in the programme?
3. Where and why has the programme worked well to empower learners to become work ready?
4. Which group of learners is the programme benefiting the most and why?
5. How has the programme impacted different learner experiences (e.g. over 50s, BAME, young people and those living with a mental health problem)?
6. How have learners fared in entering meaningful work and/or training?
7. What is the learners' understanding of the meaning of 'transform' and 'achieve'?
8. What real challenges does the programme help learners to overcome?
9. What are the key outcomes for each of the modules?
10. What are the innovations? What works well and what works less well for scale-out and scale-up?

Crucially, these questions tell us how the programme's design, delivery and monitoring have co-created pathways into work by building skills in health literacy, promoting behavioural change and building resilience to sustain job searches.

The programme methodology is based on psychologists' models for habit change, beginning with the accepted concept that repeated actions over a sustained period are likely to become habitual patterns of thinking and behaviour. As result, the evaluation methodology uses validated tools to systematically score the learners on their mental wellbeing, work and social adjustment, and housing and other needs, to help determine if, how, when and where the programme has impacted on their ability to become work ready. The phases of the evaluation were:

- Pre and post self-assessment tools were used, drawing on the Work and Social Adjustment Scale, which is a simple measure of impairment in functioning.

- In-depth qualitative interviews (n=28), which have focused on the participants' biographies and pathways in and out of the programme, as well as looking systematically at the design of the training programme with vendors and the core delivery team.

- Routinely collected monitoring data; additional demographic questions were added to the registration form (e.g. caring experience, long-term unemployment, cultural barriers, and isolation and loneliness).

- Focus groups with BAME learners, 50+ learners, learners living with mental ill-health, young learners, and a mixed group of learners also with caring responsibilities. The meetings have focused on gaining consensus from the learners' perspectives on the benefits of participation.

- Training feedback forms were used with the learners (n=170), asking participants to rate their taught experience, the learning environment, and the impact of the exposure to the training programme on becoming work ready.

The tables below show the number of participants who have engaged in qualitative interviews and focus group meetings to date.

Table 1: Focus group meetings

Focus group descriptor	Number of participants
Over 50	6
BAME	3
Mental Health problems	2
Young People	4
Mixed Group	4
Total	**19**

Table 2: Interview participants

Qualitative in-depth Interviews	Number of participants
T&A Learners	22
T&A Delivery partner	6
Total	**28**

Table 3: Learners feedback form Cohort 1 to 25

Learners feedback form	Number of participants
T&A Learners	170
Total	**170**

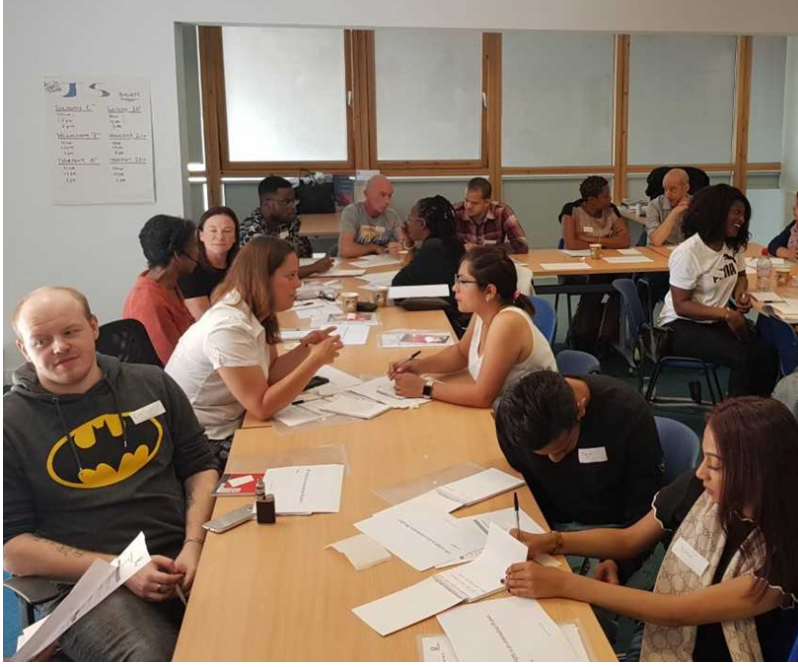
Table 4: Social Adjustment to Employment Pre and Post assessment tool (Cohorts 1 to 4)

Learners feedback form	Number of participants
T&A Learners (Cohorts 2 to 4)	45
Total	**45**

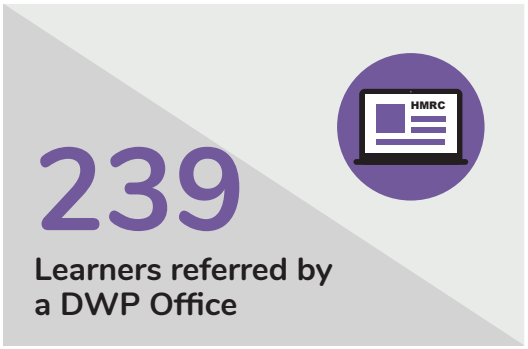
3.1 Analysis

As part of the data synthesis, the different data sets (e.g. thematic and statistical descriptive analyses) have been triangulated and framed around Murray et al.'s (2010) normalisation process theory. This provides a framework for developing, evaluating and implementing complex interventions in view of the programme's Key Performance Indicators (KPIs). The central components of normalisation theory are the coherence, cognitive participation, reflexive monitoring and collective action structuring the programme. These components are not linear but are in dynamic relationships with each other and with the wider context of the intervention, such as organisational context, structures, social norms, group processes and conventions.

University of East London Research Ethics Committee approval was obtained in August 2018 (Reference Number EXP 181905). The Programme Co-ordinator was responsible for gaining informed consent from each of the potential learners taking part in all aspects of the evaluation. Written and oral guidance on each of the evaluation tools was provided by the evaluation team to the Programme Co-ordinator, who delegated responsibility for the consenting of learners to members of the delivery team. During the introduction period, the evaluation activities were all outlined to new learners, as were their GDPR rights in the administration and sharing of personal information. All the potential participants had



a second opportunity to ask questions and clarify any concerns about their participation in the evaluation before signing an informed consent form. Thus, gaining informed consent was not a one-off event. For learners with no or limited written/reading ability the evaluation tools were administered by a member of the programme team.



Case study
CHRIS

I was homeless with no income. I was unemployed for nine years. Due to being homeless, I was not able to get a job or receive benefits. I had no confidence at all. At the age of 55, I assumed that I was too old.

I can't thank Transform and Achieve enough. We had a team of people to help us with employment. The T&A programme has shown that age isn't as big a barrier as we may think. It has instilled confidence in all of us. Everyone who has been long-term unemployed should have the opportunity to do the T&A course.

I have done an IT course and I am now embarking on a training course to work on the Underground, maybe even as a tube driver!

4. Findings

4.1 Which group of learners is the programme benefiting the most and why?

This section outlines the key emergent findings from the study using a synthesis of the full range of data sets, including routinely collected monitoring data.

Table 5: The number of programme registered attendees

Numbers attending T&A	Number attended	Secured work	Percentage into work
Total who attended	498	237	47.5%
Total completing programme	438	237	54%
Total attending	**470**	**237**	**50.4%**

In total, 498 attended; 438 attended what would be considered the whole programme, that is, over 75% attendance. Of the difference (60), a further 32 attended a significant portion, but under 75%, bringing the total to 470, on which we base the job outcome percentage.

Table 6: Number of attendees by gender

Gender	Number attended	Secured work	Percentage into work
Male	204	101	49.5%
Transgender	1	1	100%
Female	293	135	46.07%
Total number attended	**498**	**237**	

The programme attracted 40.9% males (204), 58.9% (293) females and 0.2% (1) transgender. Very nearly half of the men, and a slightly lower percentage of women, entered work during and/or following the programme.

Table 7: Number of attendees by age band

Age	Number attended	Secured work	Percentage into work
16–24	53	28	52.8%
24–49	167	76	45.5%
50 plus	90	39	43.3%
Not recorded	188	94*	50%
Total number attended	**498**	**237**	

*suspect these jobs mainly from 24–49 bracket

The age band with the highest number of learners at the training events was 24 to 49 years of age (167). The age band with the highest percentage to enter employment (52.8%; 28 people) was 16 to 24 years. It is important to note that 188 registered trainees did not give their age.

Table 8: Number of attendees by ethnicity

Ethnic background	Number attended	Secured work	Percentage into work
Black British/African	68	37	54.4%
Black British/Caribbean	101	58	58.58%
Black Other	3	2	66.6%
British – Asian	126	54	42.85%
Asian	13	6	46.15%
White British	93	49	52.68%
White Other, including Eastern European	27	11	40.74%
Chinese	3	1	33.33%
Mixed – White and African	3	0	0%
Mixed – Other unspecified	5	4	80%
Mixed – African/Caribbean	1	0	0%
Mixed – Black/White/Asian	1	0	0%
Mixed – White/Black Caribbean	8	4	50%
Mixed – White/Asian	4	1	25%
Not recorded	42	10	23.80%
Total number attended	**498**	**237**	

The breakdown of the ethnicity of the registered participants shows that the highest number of attendees (126) categorised themselves as British Asian, of which 42.85% secured employment; 101 were Black Caribbean, of which 58.58% secured employment; 93 were White British, of which 52.68% secured employment.

Table 9: Housing status of learners

Housing	Number attended	Secured work	Percentage into work
Social housing – LAs/HAs	336	163	48.5%
Private sector	105	48	45.7%
Living with parents in social housing and private sector	35	16	45.7%
Unknown (not recorded)	22	10	45.45%
Total number attended	**498**	**237**	

The number of registered learners living in social housing on registration on the programme was 336, of which 48.5% secured employment.

Table 10: Percentage of attendees securing part-time and full-time work

Job hours	Percentage
Part time	41%
Full time	59%

Out of 237 learners who had secured work, 59% were in full-time work, and 41% were in part-time work.

Table 11: Percentage of attendees securing temporary and permanent work

Job tenure	Percentage
Temporary	36%
Permanent	64%

Out of 237 learners who had secured work, 64% secured permanent positions, and 36% secured temporary positions.

Table 12: Employment categories by gender

Female learners' employment type	Male learners' employment type
• Marketing Manager • Cleaning • Financial Planner Administrator • Retail work • Teaching ESOL Classes • Florist for corporate events • Project Support Officer • Support Worker • Receptionist • Cabin Crew – Norwegian Airlines • Employment Coach • Fitness First Gym Manager	• Cleaning jobs • Hospitality (bar work) • Construction • Delivery Driver • Patient Access Co-Ordinator • Security • Transport Manager • Finance Officer • Data Analyst • Senior Marking Manager • Kitchen Porter • Care Apprenticeship

The job types illustrated in the table above are not mutual exclusive but presented to show the average distribution by gender.

How has the programme reached, engaged and retained learners?

Table 13: Number of attendees referred by the DWP

DWP referrals	Number attended	Secured work	Percentage into work
Referrals from DWP	239	113	47.2%

From the 498 registered attendees, 47.2 % (239) were referred via local DWP offices. The programme's outreach work in DWP offices has clearly helped to reach and engage learners who otherwise would not have known about the programme. This unique partnership, developed with key DWP offices, saw team members based at DWP offices and/or DWP Job Coaches made aware and able to signpost potential learners on to the course.

Table 14: Attendees' referral pathways

Referral pathway	Number referred
Job Fairs	9
Word of Mouth/Friend/Poster/Leaflet	35
DWP	239
Social Media	10
Housing Associations	97
Newspaper	3
Hackney Prospects	1
Hackney Works	1
Newham Workplace	1
Waltham Forest LA Steps into Work	37
Other	6
Prospects	5
Spear Recruitment	1
Reed in Partnership	1
Sports Inspired	21
Shaw Trust	3
Think Forward	1
Working Well Trust	1
Not recorded	26
Total	**498**

The table above shows how learners made their way on to the programme: 239 learners were signposted from the DWP office, 97 learners were signposted from the Housing Association, 37 learners were signposted from the Waltham Forest LA Steps into work, and 35 learners were signposted via Word of Mouth/Friend/Poster/Leaflet.

Table 15: Attendees' benefit information

Benefit information	Number attended	Secured work	Percentage into work
Universal Credit (UC)	118	42	35.5%
DWP customer on benefit but benefit not declared, likely to be UC	127	71	55.9%
UC and DWP customer combined (first 2 rows above) – total on benefits	**245**	**113**	**46.1%**
Income Support/JSA	43	10	23.2%
ESA	6	1	16%
Housing Benefit	5	2	40%
No Benefits	36	17	47%
Unknown (not recorded)	163*	94	57.6%
Total number attended	**498**	**237**	

*From other data, it can be assumed a good proportion of this number are from the DWP and on benefits

In total, 46.1% of registered learners were in receipt of or awaiting a decision for Universal Credit.

Table 16: Attendees' education levels

Education level	Percentage
Graduate and above (Level 6 and above)	30%
Entry Level to Level 1	26%
Level 2 to Level 3	24%
Level 4 to Level 5	20%

The highest level of qualification is Level 6, which also had the greatest number of attendees (30% of attendees).

Table 17: Attendees' length of unemployment

Length of unemployment	Percentage into work
0–12 months	59%
1–3 years	47%
4 years plus	26%
Not recorded	43%
Total number attended	**498**

The highest number of learners entering work directly from the programme have been unemployed for under one year (59%), followed by learners unemployed between one and three years (47%), in contrast to learners who have been unemployed for four years (26%) or more.

Table 18: Attendees' reported health conditions

Health issues	Number attended	Secured work	Percentage into work
Health issue declared	96	34	35.41%

Only 35.41% (96) reported having a health condition. The programme team are strongly of the view that this was under-reported.

Table 19: The London Boroughs in which attendees lived

Borough breakdown	Number attended	Percentage
Hackney	207	41.5%
Tower Hamlets	186	37.3%
Waltham Forest	56	11.2%
Newham	22	4.4%
Havering	8	1.6%
Barking	7	1.4%
Enfield	3	0.6%
Redbridge	3	0.6%
Islington	2	0.4%
Lambeth	2	0.4%
Thurrock	1	0.2%
Greenwich	1	0.2%
Total	**498**	

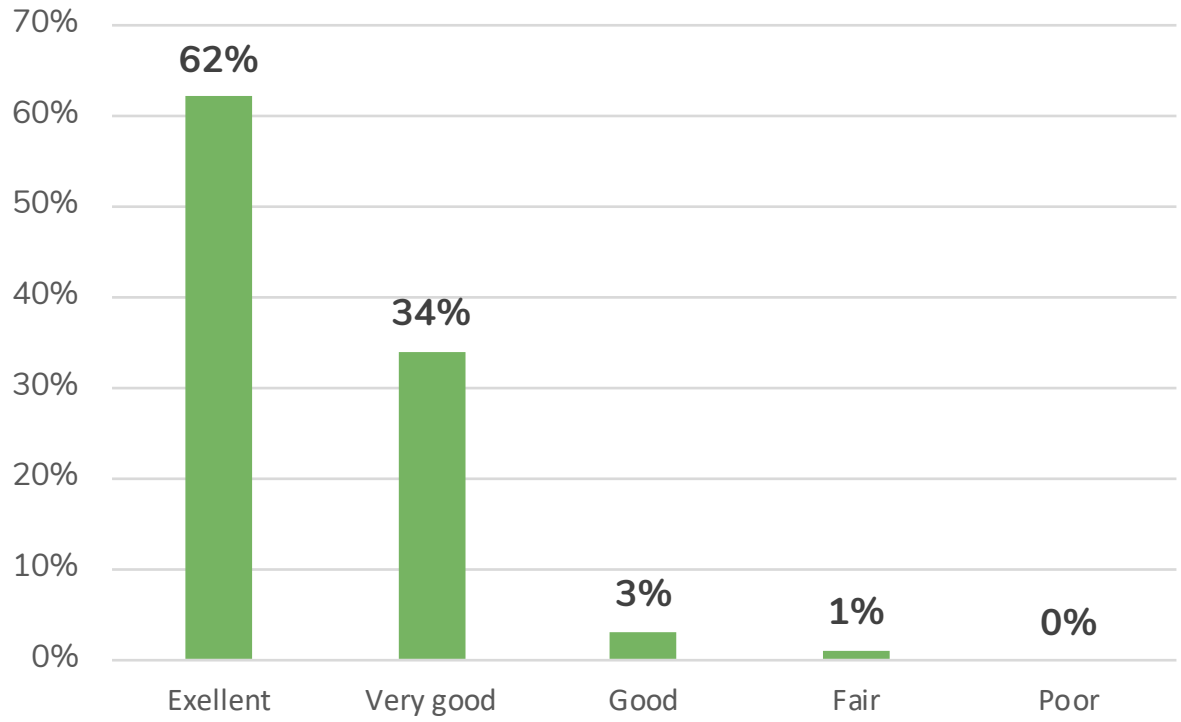
In descending order, 41.5% (207) of learners resided in Hackney, 37.3% (186) in Tower Hamlets and 11.2% (56) in Waltham Forest. The programme was successful in recruiting from the most disadvantaged and high needs communities in London and ONS data also show that Hackney (235) and Newham (285), had significantly high death rates due to COVID-19, with Barking (235) and Tower Hamlet (200) not far behind.

This section illustrated the different sets of circumstances and backgrounds that have compounded the learners' confidence and experiences of securing employment. The programme is designed with the recognition that when someone is out of work, it can be for a myriad of reasons, some of which are complex. There is no one programme that can undo a lifetime of social determinants negatively impacting on physical and emotional health. Any development initiative for enabling people to effectively move forward in terms of building work skills and increased feelings of capability within this context therefore needs to be pragmatic in content, providing solutions and strategies that are transformative in methodology and equip people to secure and sustain employment. We now look more closely at the methodology implemented as part of the programme designed to serve as a catalyst to increase capabilities.

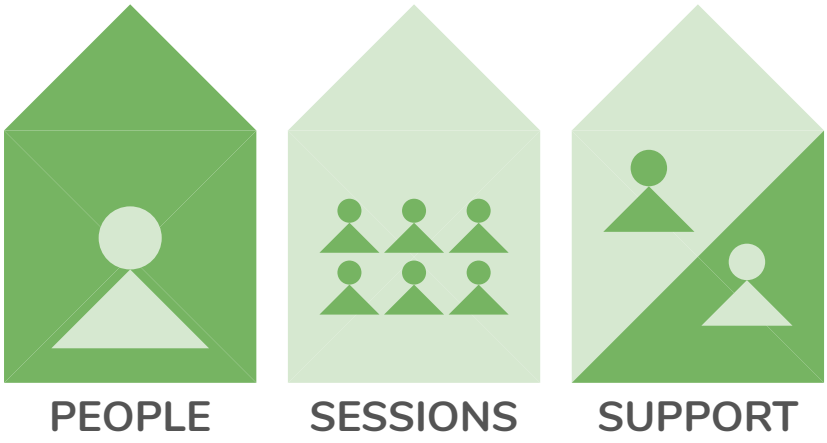
4.2 What mechanism, structures and processes are shown to work well in the programme?

Cognitive participation refers here to the relational work that learners and trainers do together to build and sustain the learning environment. Underpinning this process is the consistency how the learning approach is used to provide a constructive alignment of what is taught in each session ensuring that leaners can follow the learning outcomes and actively take part in shared learning.

Figure 1: Learners' training experience



96% of the learners rated their overall training experience as being very good to excellent.



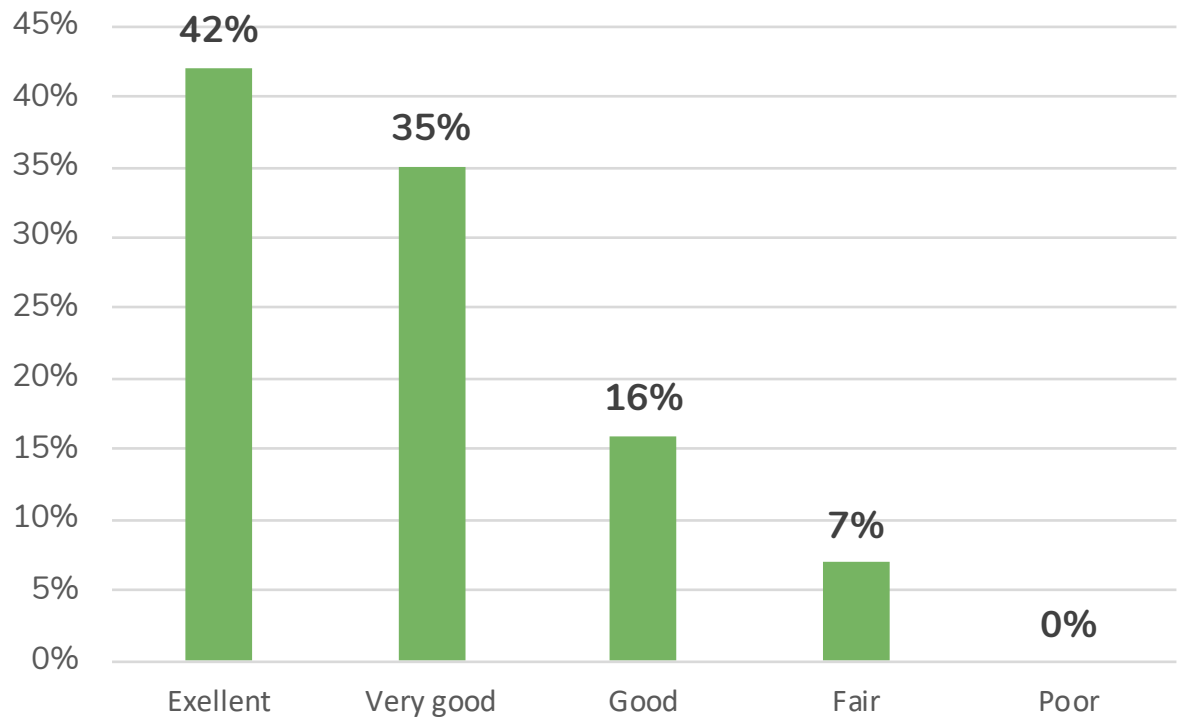
The learners summarised their training experience around three central components of the programme: people, sessions and support. Regardless of the participants' age, gender, qualification, ethnicity and past work experience, these three components were repeated in each of the interviews and focus group meetings. These intersecting components formed the learning environment enabling and empowering the learners to explore their too-often fragile interiors to address personal and structural issues stopping their progress. In doing so, learners have developed greater resilience, practically set goals and co-created pathways into employment. For example, learners report:

- It gave me clarity
- I am still looking at jobs, but looking at jobs that may take me out of my comfort zone
- It helped me to be more organised and how to look for jobs online - my next step is to try and get a job as soon as I can
- The programme helped me to think more strategically
- Taking teaching assistant course
- It helps me to be more organised and clear goal of what I expect
- Helped confirm and narrow my focus
- It made me less anxious about applying for the position at levels I want
- It inspired me to reach higher and ask for more
- I feel more motivated and in control
- It boosted my confidence
- I have produced a personal statement and I now have a positive mind set
- I have broadened my horizon in the job search

In building an effective learning environment, the learners have noted that the approach to teaching led to an informal yet very intellectually stimulating environment being created.

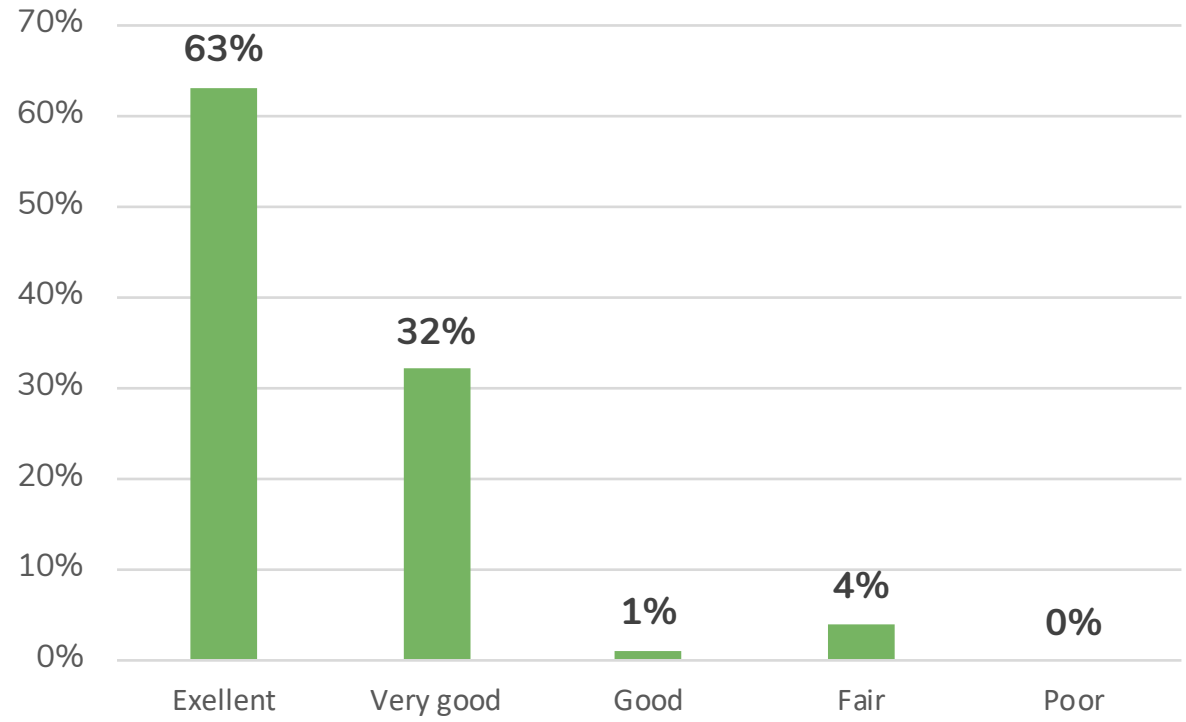
Reflexive monitoring (e.g. formal and informal appraisal of the benefits and costs of the intervention) is the means by which the programme delivery team and learners have fostered a participative process to gain an insight into their progress on the programme, and how learning was translated and fed back into the design of the programme to make enhancements. It is important to note that the assessment with learners occurred within their coaching sessions. However, the sessions are designed in such a way that the delivery team drew on the knowledge and experience of learners, and built on the learners' contributions to coproduce knowledge. Also, views on each of the sessions were formally taken at the end of the programme. As part of the evaluation process, learners are asked to complete a feedback form on the entire programme. For this evaluation, 170 learners' forms have been used, which has enabled their common observations to be anonymised and shared with the delivery team, who have in turn acted upon suggestions to improve the performance and quality of the sessions. Figures 2 to 7 reveal how learners have rated the sessions to which they have been exposed.

Figure 2: Nutrition sessions



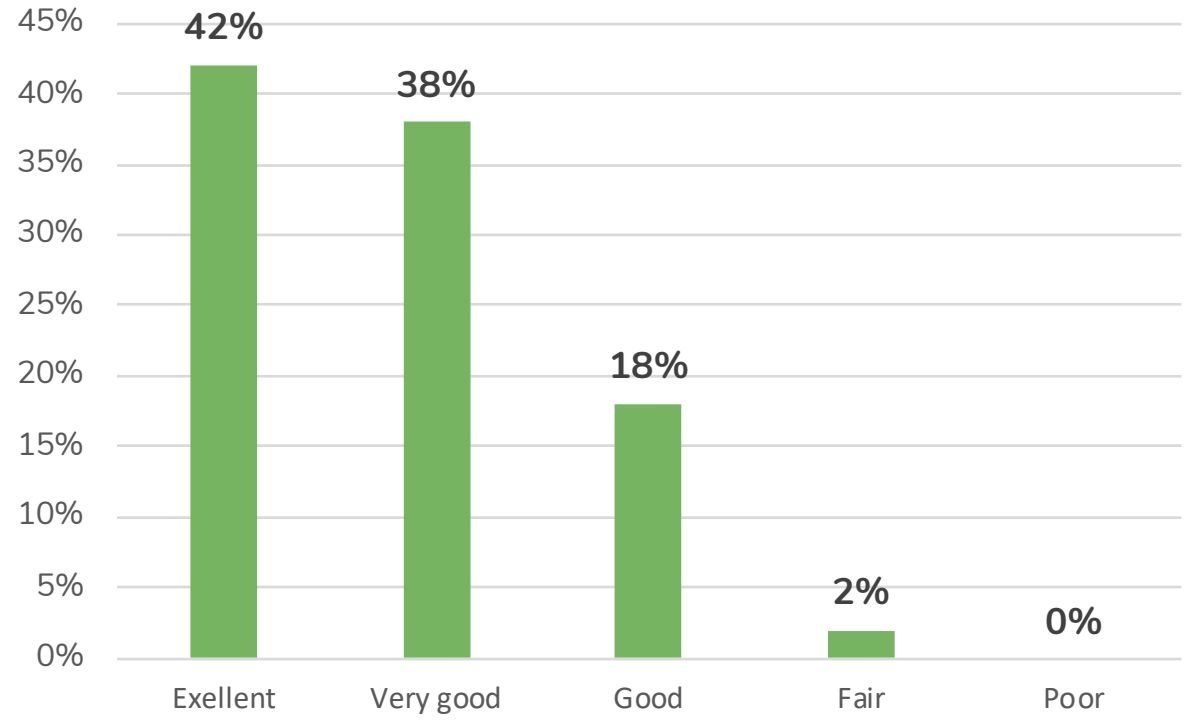
77% of learners rated the nutrition sessions as very good to excellent.

Figure 3: Fitness sessions



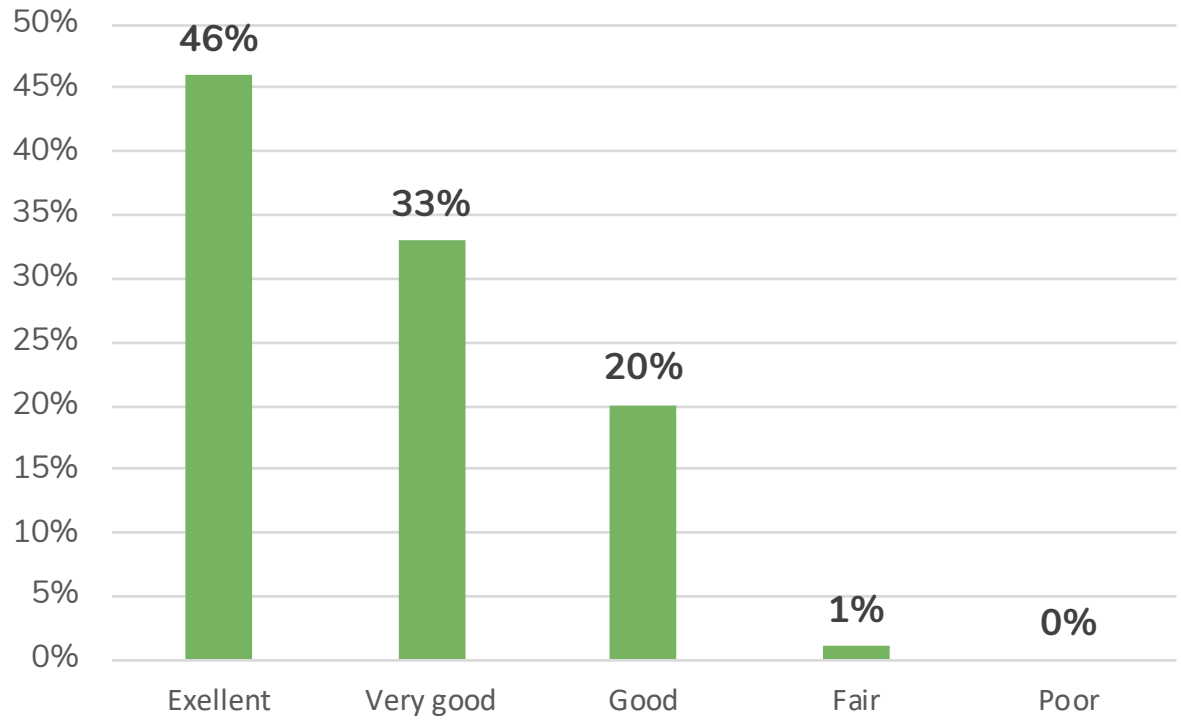
95% of learners rated the fitness sessions as very good to excellent.

Figure 4: Self-transformation sessions



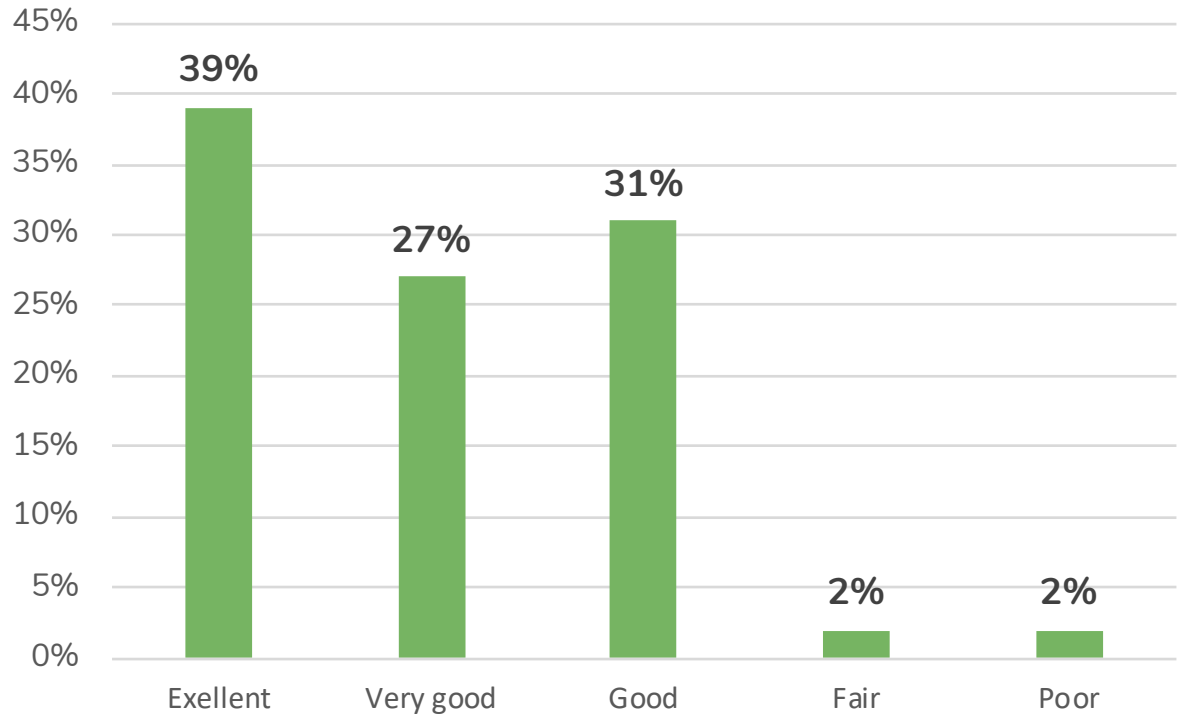
80% of learners rated the self-transformation sessions as very good and excellent.

Figure 5: Interview technique sessions



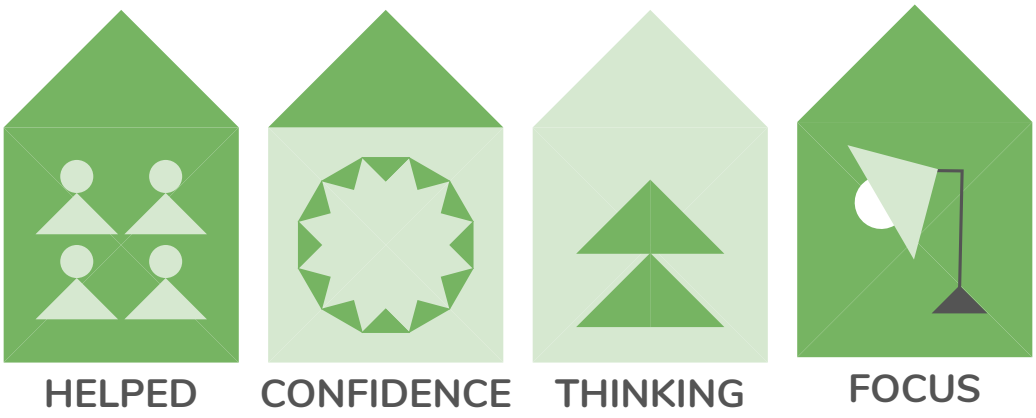
79% of learners rated the interview technique session as very good to excellent.

Figure 6: Money management sessions



66% of learners rated the money management sessions as very good to excellent.

The infographic below shows the dominant four words used by 63 learners to describe how the taught sessions have changed their life circumstances, mindset and/or behaviour since the start of the programme. The three most frequently used words indicate that the sessions have 'helped self-confidence'.



4.3 What are the learners' understanding of the meaning of 'transform' and 'achieve'?

Table 20: The type of issues the programme has helped learners to overcome.

Participant's subjective meaning of 'transform' and 'achieve' (e.g. Work and Training)	Participant's subjective meaning of 'transform' and 'achieve' (e.g. Mental Health and Wellbeing)
Confidence building	Giving me the knowledge of how I can move forward and obtain the skills or job I would like
Helping to build confidence, overcoming several fears	To see everything as a game and to prepare and know how to play the game
Thinking, fitness, attitude, and fashion	Built my confidence; problem solving skills; developed my ability to see positivity instead of negativity; how to exercise daily without fail; holistic approach to dealing with life, especially in getting a job and promotions
Time to reassess; notice thinking patterns and areas where I am stuck; ideas of directions; great to be coached as part of a group	Made me feel more comfortable with interviewing
I feel that my confidence has grown and that my self-talk has become more positive	Learnt a range of new words for my vocab. Able to understand my battle, try to better myself and not be a yes man
Self-confidence, effective interview prep	Overcoming fears of unemployment
My confidence, security within myself	Interview techniques; human psychology; human mindset; thinking traps; thinking styles; preparation for interview; habitual thinking and anger response
With my mindset, eye contact, speech; how to overcome fears of employment	Interviews, why they go wrong and how I can help myself; confidence; the type of individual I am and how I'd like to be; fitness and mental health

It helped me address some of my insecurities. It has improved my self-esteem. It has motivated me to be better	Interview and cover letter writing
Confidence; dealing with emotions; to be more proactive; attitude	
Boost my confidence and check with my self-esteem	
I am feeling more confident and I know what to do next	

The evaluation tells us that most, if not all, of the learners have experienced an improvement in their mental wellbeing and problem-solving skills (detailed later) resulting from the programme's help to re-evaluate how they see themselves and their work prospects. Essentially, learners have shifted from feeling unemployable to employable.

This section has focused on a series of questions exploring the delivery mechanisms underpinning the programme, and identifies early outcomes/impact experienced by the learners.

4.4 What real challenges does the programme help learners to overcome?

The list below illustrates the myriad of circumstances, life events and critical moments experienced by learners leading up to their enrolment on the programme. It provides an insight into what the programme has had to counteract to help reframe mindsets and change behaviours to secure work.

Table 21: Leaners' life challenges

Learner's self-defined challenges (Mental Health)	Learner's self-defined challenges (work)
A carer for two years	Feeling unconfident about becoming a fulltime student.
Long-term unemployed due to ill-health	Made redundant after 18 years of employment.
Parenting/caring responsibility	Recovering from the pressures of being care home manager
Civil servant before drug addict	Resigned from work due to the lack of support and depression
Drink problem and homelessness	Redundancy public and private sectors
Bereavement	Unfair dismissal
Internal barriers	Income too low/high to access appropriate training
Marriage breakdown	Temping
Return to UK from overseas	Gig economy – low pay and poor working conditions
Migrant to UK	Studied at degree level
Dyslexia	Accused of sexual harassment in the workplace
Ageing, single and living with parents	Career change

The first-year evaluation findings indicated a positive change in most of the learners' resilience, empowering participants to make meaningful adjustments to their personal circumstances to re-enter work and/or training. In the WSAS scores for cohort 2 and cohort 4, we saw increases at the start and end of the programme, with the mean average score of two points. We can see a strong correlation in scores explaining positive behavioural changes leading to employment and training.

In their in-depth qualitative interviews and training feedback forms, learners attribute habitual behavioural changes to the modules to which they have been exposed, and indicated those that they found most beneficial. Learners scored all the sessions as good; however, a few sessions stand out due to the high number of learners who scored them as excellent. These sessions included: the psychology and peak performance session (70%); fitness sessions (62%); personal coaching sessions (61%); and the interview day (54%). Drawing on the participants' mental wellbeing and social adjustments scores, we can see that the programme is positively empowering learners to identify deficits and assets in their personal biographies, which have served as either barriers or drivers in pursuing their desired careers to date.

The scores show marked improvements in the learners' overall wellbeing and adjustment to work based on the set of circumstances that precipitated their registration on to the programme and combined with their declared health issues: alcoholism; back problems; anxiety; depression; high blood pressure; personality disorder; carpal and ulnar tunnel; HIV; flat footed; eczema; asthmatic; neck and shoulder pains; bowel and digestion problems; cancer remission; PTS from army career; awaiting surgery; IBS; sarcoidosis; rheumatism; underweight; irregular heart rhythm; visually impaired; arthritis; diabetic; cerebral palsy; speech impediment; polio (uses crutches); autism; sickle cell; cervical disc; sciatica; ADHD; epilepsy; vertigo; obsessive compulsive personality disorder; peanut allergy and migraines.

More importantly, learners report that through the programme they have been supported by the programme team to identify the personal assets and attributes they possess to bridge their current set of circumstances to re-enter work. This has often involved overcoming negative self-image, low self-esteem, and scepticism about themselves and the programme. The participants in-depth qualitative interviews reveal how the programme has made a positive impact on how they see themselves (e.g. higher self-confidence, higher self-esteem, healthier, professional achievements, self-compassionate and higher career expectations) by carefully spending the time to break down each component in their lives that can form a barrier to re-entering work. This way, everyone gets something from the sessions, helping them on their journeys back into work.

4.5 Where and why has the programme worked well to empower learners to become work ready?

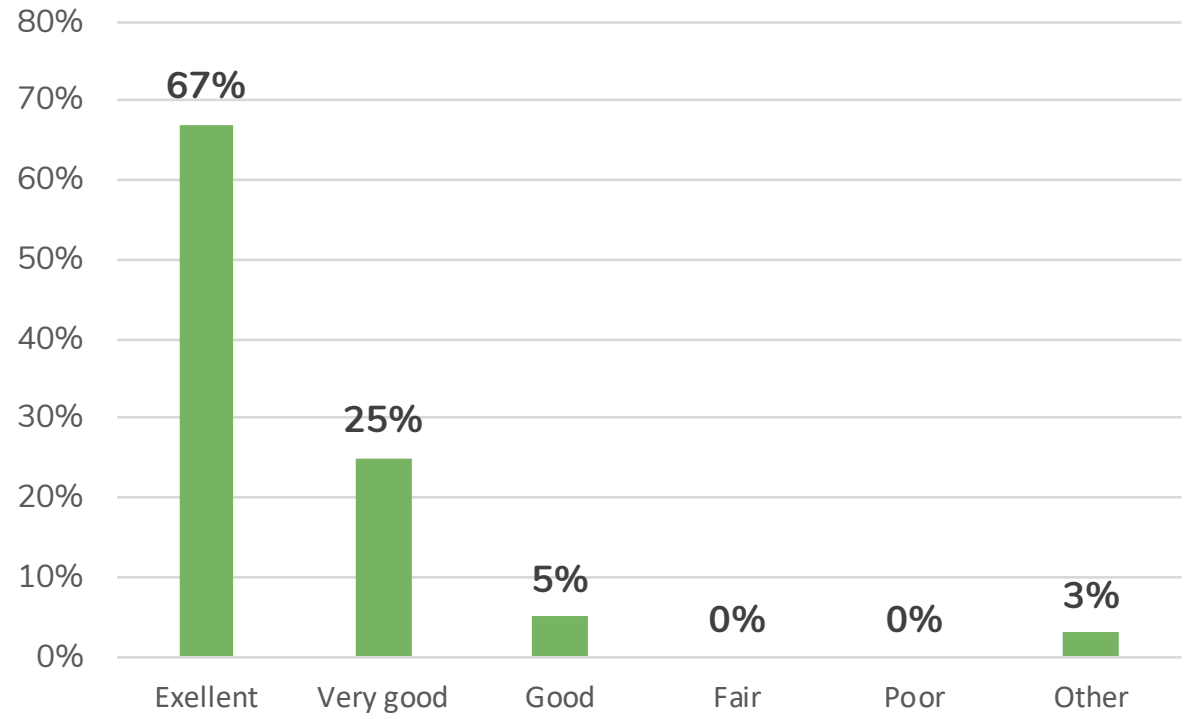
Collective action refers here to the implicit and explicit operational work that the delivery team (and learners) undertake to produce and reinforce a set of practices structuring the learner experience ensuring that learners become job ready. Of the learners, 91% (149) of learners who completed the feedback form said that they recommend the programme to a friend or family member. The table below illustrates how the programme affected the learner's job search efforts, and what next steps they plan after training.

Table 22: Job searches

Learner's sense of becoming job ready	Learner's sense of being job ready
Helped me acknowledge my worth and carry on applying for jobs without putting myself down	Do more job search and skills courses to help me back into work
I'm feeling more positive	Encourage me to be more creative in all my doings and to have a growth mindset
Positive thinking and very encouraged to find what I want to do	Continue to be proactive in terms of job hunting; self-belief; positive affirmation
It has helped me prepare for a job	Approach job search and future employment differently
Believe in myself and anything is possible and to be determined	I will start looking even in areas I have not looked before
Make tasks very clear, positive attitude; practical and always prepare	Focus on specific roles and detailed searches. Target CV and letters more effectively
Helped finding direction, not there yet but on the way. Grateful for having work coaches	Apply for jobs with confidence of my own ability and believe in myself
I have a little bit more confidence in myself	I know the jobs I should apply for and not just any random posts. I will be taking part in IT classes to improve my skills to be more successfully employed
Find work in the field I enjoy, and network provided me with ways of dealing with psychology and humans	I feel that I have become more willing to go for what I originally viewed as long shots when job searching and have been trying to put myself out there more
I hope to continue volunteering and working evenings. I want to stay in contact with the team	To focus and get work as soon as possible
It boosted up the way I write a cover letter and prepare for an interview (recording my voice, preparing study cases)	
It affected me in terms of opening myself up to more possibilities i.e. doing volunteering, how I can get to where I'd like to be; It gave me a push that I needed, in learning other people's stories I felt inspired. I learned a few things and developed understanding	

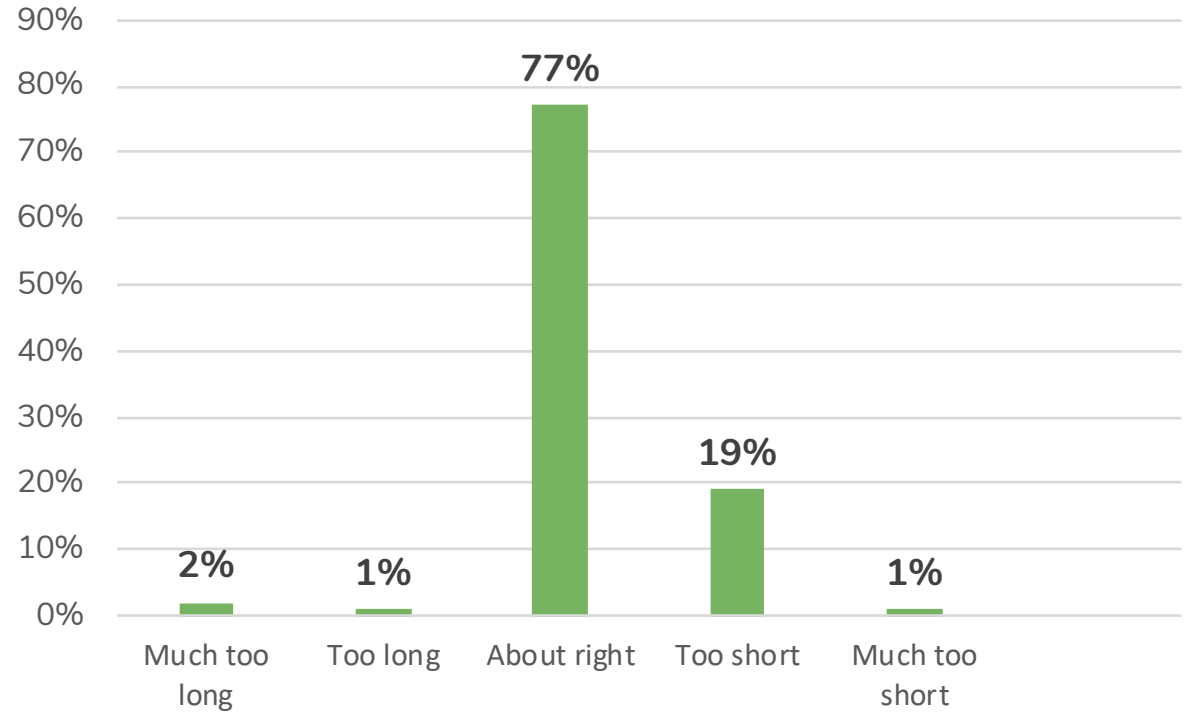
Unlike other employment programmes, this programme has been agile by design in order to be responsive to learner needs, and has used evidence to help inform their decision making in the overall structure and module running order. This has been supported by the personality of the delivery team, helped greatly by using past learners to staff the team. They know what the learners are looking for when they register to join the programme.

Figure 7: Learners' rating of the programme



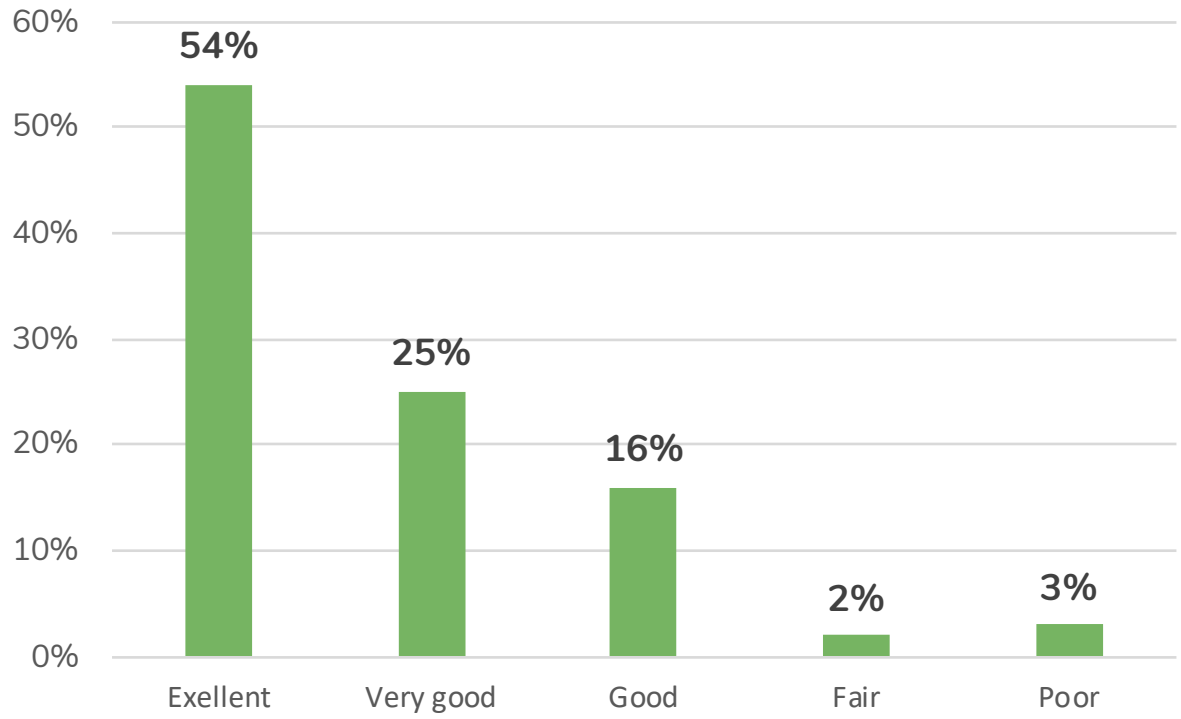
92% of learners rated the programme as very good to excellent.

Figure 8: Length of course



77% of learners felt that the course ran for the right length of time. Proximity to the training venue, sequencing, timing and length of programme, travel reimbursement, lunch and drinks/ snacks provided throughout the day are all key features that allowed ease of access and retention of the learners.

Figure 9: Interview day

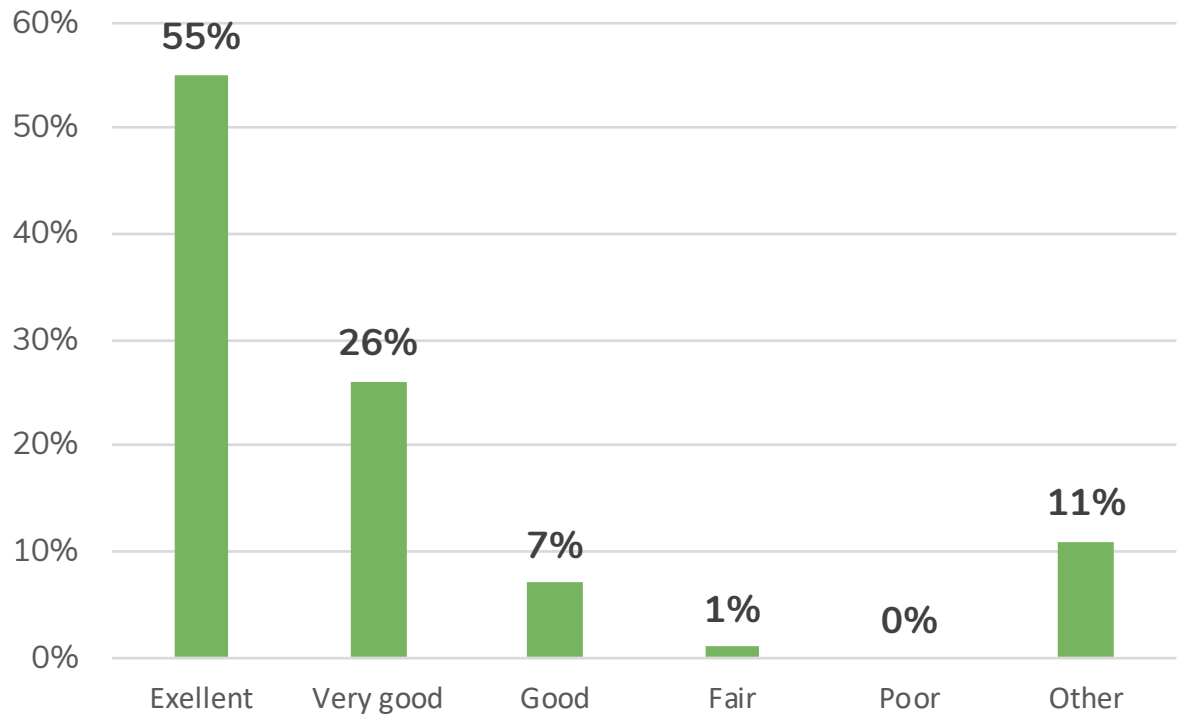


79% of learners rated the interview event day as very good to excellent.

The word cloud below illustrates the words most frequently used by the learners to describes the key characteristics of the programme they liked and would like to see more of in future programmes.

Once on the programme, learners have built a strong sense of community, and have started to build and bond social capital. This has been achieved in a variety of ways. A central lever to the groups connecting within and across cohorts has been the group exercise sessions that allowed learners to form together as a group. The frequency, openness and informality of their interactions have also been important. Together, this has allowed groups to storm, form and norm, and to provide each other with understanding and mutual support inside and outside the training room.

Figure 10: Coaching sessions



81% of learners rated the one-to-one telephone/face-to-face coaching sessions as very good to excellent. Within the coaching space, the scaffolding supporting the programme's teaching method enables learners to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

4.6 How learners compare the programme with other self-development or pre-employment courses they have attended

Learners noted the difference between this programme and to other programmes to which they have been exposed. They noted the:

- Sincerity and quality of the motivational talks
- Exercises
- Access to free lunch and drinks
- Focus on health and wellbeing to change personal psychology
- Programme structure
- Accessibility – close to home or one bus ride away
- Outreach has been pitched at a friendly tone (e.g. advert, initial email, and telephone conversation)
- The staff team shared their stories – formally and informally – and are friendly, humorous and authentic, and make you feel welcomed.

Evident in the learners' accounts is the effectiveness of the programme performance in terms of delivery, employment support, partnership support, acquiring venues and, most importantly, supporting people into work. The programme's focus apart from delivery is job outcomes. To that end, the Career Development Co-ordinator is on site when programmes are being delivered to ensure learners can access them. The delivery team also invited job brokerage organisations (e.g. Get Set, Clarion, Future Training and One Housing employment teams) to attend, and they are improving how they present current vacancies and making sure they make them accessible to the learners on site. In contrast to other employment programmes, the various components of the programme and the collective actions of the team have resulted in the following feedback from learners in learners feeling:

- Very clear, engaging, enjoyable
- Great course, fresh holistic approach, enthusiastic, energised instructor
- Good, well-structured, and useful and relevant
- Very well researched, holistic and inspiring
- They allow you to learn yourself by pointing you in the right direction.
- It was more motivating
- Different people coming in to teach different topics
- The well-being/exercise a good thing to incorporate
- I personally feel it is the best training course as it has opened my mind to growth
- I have learned about other courses that are mostly focused on development. This is much better, bringing techniques usually only available to managerial staff to those seeking a change in employment, fantastic!

- Beats all other courses. Previously I have felt that other courses just wanted to get people in just to “make numbers”, however with this programme I feel different and happy
- Better than other pre-employment courses that I have attended
- The programme is beneficial in many ways - it helps with the mindset as well as the physical aspects of getting back into work and stuff
- Very different and progressive; feeling different and inspired by the fact that it covers many areas i.e. fitness and psychological aspect
- Very informative and well designed
- I would rate this course highly amongst any previous courses regarding self-development or pre-employment training. This is due to the great amount of variety, including the exercise, which I found engaging
- I learned a lot about myself and it has boosted my confidence. It was very inspiring to hear from the different work coaches.

Central to the programme’s success has been its ability to build trusting relationships. Most learners report in their feedback form that they found the delivery team extremely or very helpful. The relationships between the providers and learners, and the relationships formed between each of the learners, has fostered a community of shared learning. Unlike other employment programmes experienced by the learners, they have noted the friendliness and authenticity of the delivery team, who wanted to understand their starting points and biographies. This high level of trust did not diminish during the programme, but only increased. The provider and learner relationships did not develop into dependent relationships, but into ones of mutual respect. In terms of the learners relationships with each other, this has varied over different cohorts, with some relationships criss-crossing cohorts as a result of learners returning to the programme as volunteers. Learners have rarely journeyed through the programme disconnected and alone, but have found comfort and inspiration in other learners’ stories or acts.

336

Learners attended from Social Housing

Tables 23 to 27 illustrate the key messages that came out of the focus group meetings with, participants living with, or at risk of, repeated mental health problems; BAME and facing discrimination; mixed group of learners; young people and mature learners.

Table 23: Key messages from the mental health and wellbeing focus group

What worked well	What worked less well
The programme's psychological and behavioural science approach resonated with participants who have experienced counselling, and reinforced prior knowledge. It was one of the biggest takeaways.	Some participants were not sure what exactly the programme would do for them at the outset.
The techniques and strategies used in the programme prompted participants to remember their personal assets, helping them to grow in self-confidence.	Participants reported that some of the sessions repeated the same themes.
The programme modelled and reinforced good self-care (e.g. sleeping enough, health and fitness and creating a future vision of oneself).	Participants reported that some of the exercises were physically impossible for them to do.
The delivery of the programme was almost experienced as counselling.	Participants reported that a shorter programme would be beneficial, with more coaches.
The delivery of the programme adopted a holistic approach, which did not solely focus on preparing a CV.	Participants reported that missing from the curriculum is a focus on running your own company.

Table 24: Key messages from the BAME group

What worked well	What worked less well
Trainers used stories effectively to produce an impactful response	Too many breaks resulting in longer than needed day
Motivational having BAME trainers with BAME learners	Catering issues
Energising sessions	Nutrition hand-outs
Help you to practise your interview technique	Coaches need to be better aligned to stop repetition
Assessment day 'listening'	T&A programme was poorly sold by DWP and participant said 'no' at first.
Delivery team made the experience fun, motivational and were authentic	Waited three to four weeks for a follow-up call.
The programme really did transform	No Q&A at the end of the programme
Balance between theory and practice	
Trainers shared their own stories	
Learners of different cultures came together, which opened minds	

Table 25: Key messages from the mixed focus group

What worked well	What worked less well
The programme has helped me identify why I was not getting a job.	The informal contract was broken, since I have not received the promised follow-up.
The trainers openly shared their personal experiences, which served to be inspirational.	The promise to help you to find a job was not met. More signposting and introduction to employment brokers is needed.
The exercise class improved my get up and go.	The exercise classes are poorly equipped. It is unhygienic and you are expected to lay on the floor with limited number of mats and no showers.
The programme made you think more holistically about yourself and in building your self-confidence.	Some of the session ran over time and unplanned repetition in the content of sessions.
	The meditation session should have prepared learners more to be of benefit.

Table 26: Key messages in older learners focus group

What worked well	What worked less well
Made new connections	Opted out of exercise since no shower facilities
We stayed until the end due to the way staff worked	Start time could be earlier in order to fit enough into the day
Connections were made by exercising together, changing the group dynamic	CV cover letters not included in writing a CV
Gained more direction	More interviews needed. Perhaps two rounds to reflect real life
The tone of the initial emails, phone call, and induction were all very friendly	Not all the talks and lectures applied to everyone
Ongoing support and contact following the official end of the programme	The course content would need to be redesigned for young people with no or little work experience
Structure of the programme was helpful	Job coach was not helpful
Publicity material attracted participants to programme due to brand recognition.	

Table 27: Key messages from Young People under 25 focus group

What worked well	What worked less well
The blocked days and number of weeks worked well to retain us.	The timing of the exercise session made you sleepy and less able to concentrate on the afternoon sessions.
The speakers were all inspirational and gave life examples which made the session's theme relatable.	More help is needed with helping you cope with the pressures of handling an interview
They want to see your dedication, positivity and enthusiasm. You must engage to get the most out of the course.	Rebalance the sessions to make sessions more practical rather than theoretical.
The range and balance of delegates (e.g. young, old, male, female, and range of ethnic and religious identification) is good. The older learners motivate younger learners.	Less PowerPoint presentations and more learning by doing.
The group work was always enjoyable and of benefit.	More focus on how to behave appropriately in the workplace.

4.7 Costs Analysis

The programme is designed to support and empower participants to make changes in their lives by equipping them with strategies to shift mindset and negative habitual patterns, and to enhance their ability to shine in a competitive jobs market. Those 237 participants who secured work are or have been paying taxes, not claiming benefits or reducing the amount of welfare benefits they claim, and it can be inferred that as a consequence of the proven and well documented advantages of being employed, such as positive impact on mental health and wellbeing, some are now not having to access other public services such as the NHS. All these factors mean that apart from initially providing a proven and beneficial intervention to individuals there is a considerable wider social value impact.

Return on investment

The average Universal Credit claim is £660 per month for a single household. For those with children, it is £940. Taking an average of those two figures (£800), we can calculate that the 113 people who secured work who were on UC would lead to a saving £1,084,800 for the welfare benefits bill after being employed for 12 months. (This is an indicative amount as it does not consider people still partially claiming UC because they are in part-time work or the higher figure of UC that a household might have been claiming because of higher housing costs or a larger family.)

Table 28: Universal Credit

	3 months	6 months	9 months	12 months
Saving for 1 individual no longer claiming UC @ £800 average	£2400.00	£4800.00	£7,200	£9,600
Saving for 113 no longer claiming UC @ £800 average	£271,200	£542,400	£813,600	£1,084,800

Source: UC statistics found in "Universal Credit statistics up to 11 April 2019"

NHS costs

Average cost per capita for accessing NHS services. In 2017, the UK spent £2,989 per person on healthcare (ONS). 38% of learners declared they had a health challenge, including mental health. It is suspected that the figure is higher, as mental health was a recurring theme in one-to-one coaching, but this was not formally declared and therefore it was not recorded. Out of 237 attendees who secured employment, if it is conservatively assumed that a third had improvements in mental health and wellbeing, and therefore accessed NHS services less, this could equate to a saving over a period of a year of £118,063.92 for 79 people (a third of 237) (using an estimated saving per head of just 50% of the above per capita cost equalling £1,494.48 pa).

Table 29: NHS costs

	3 months	6 months	9 months	12 months
Saving for 1 individual accessing NHS services less using 50% of per capita cost of £1,494.50 pa as average	£373.62	£747.24	£1,120.86	£1,494.48
Saving for 79 accessing NHS services less	£29,515.98	£59,031.96	£88,547.94	£118,063.92

Source: per capita figure ONS

Estimated generated revenue from tax and National Insurance

From salaries that have been recorded, the average is £22,500 (taking into account part-time work) for learners – therefore the tax and National Insurance revenue based on 12% Class 1 NI figure (above weekly allowance of £183 NI free earnings) and 20% basic tax rate (above tax-free personal allowance of £12,500) is £1,558.08 (pa per person) NI plus £2,000 (pa per person). This is £3,558.09 revenue per year per person, totalling £843,264.96 per annum for 237 people.

Table 30: Tax and NI Revenue

	3 months	6 months	9 months	12 months
Estimated Tax & Ni Revenue from 1 individual earning average of £22,500	£889.52	£1,779.04	£2,668.56	£3,558.08
Estimated Tax & NI Revenue from 237 earning average of £22,500	£210,816.24	£421,632.48	£632,448.72	£843,264.96

Source: per capita figure ONS

The social value aspects are much wider than outlined above, for example, reduction in anti-social Behaviour, reduction in rent arrears, reduction in crime including domestic incidences, less reliance on other services such as employability support, positive effects on wider family/children and less reliance on support from mental health services such as Mind or Shaw Trust, but the purpose of this summary is to give a conservative estimate of ROI to illustrate the wider impact and value on participants' lives, family and community.

Tables below also outline the cost per unit and cost per job outcome.

Table 31: Cost for Standalone Transform & Achieve Programme

Costs for Transform & Achieve if commissioned as standalone programme	Per Day	Per programme	Based on 20 attendees – cost per head	Unit cost customer progression (into work/training / volunteering) 75% (15 people) (50% into work, 10% into volunteering 15% into training)
6-Week programme (14 days – 2 Day enrolment – 12 days training) – including support with engagement from T&A team	£975.00 ex vat	£13,650 ex vat	£682.50	£910.00

6-Week Programme (14 days;2 Day enrolment – 12 days training) – excluding support with engagement from T&A team	£775.00 ex vat	£10,850 ex vat	£542.50	£723.33
6-week online programme (14 days – 2 Day enrolment; 12 days training)	£495.00 ex vat	£6,930 ex vat	£346.50	£462.00

The estimated cost of between £723.33 and £910.00 per head into work represents a good return on investment. For example, work Programme £2,097.00 or New Deal £7,000.
Source: **https://www.gov.uk/government/news/work-programme-is-getting-people-working**

Table 32: Costs for J.P. Morgan and MTVH Transform and Achieve Programme over two years

Cost Analysis -Transform & Achieve – delivering 25 programmes	Cost per unit	Outputs/Outcomes
498 attendees	£1,610.44	• 12-14 training days • 3 post-programme one-to-one coaching • 1 Enrolment session • Engagement with job brokerage organisation • Ongoing support from Transform & Achieve team support (pre, during & post programme) including employability support • Venue/Lunch/Travel provision for 1214 days training • Ongoing support from T&A partners i.e. Clarion Employment team, One • Housing Employment team
359 into work, into volunteering, into training	£2,233.98	• 237 Into work • 48 into volunteering • 74 into training

623 enrolled (498 attended)	£1,287.32	Outputs
125 who did not attend supported via T&A Networks		• attended enrolments events • received support from T&A team • received support from job brokerage organisations and partner organisations
Costs		**Included**
J.P. Morgan Funding	£530,000	• All training delivery (25 programmes) • Staff (2 years) • Marketing • Administration/Venue • Job Brokerage • Youth engagement • Evaluation
MTVH Funding	£272,000	• Staff • Job brokerage • Administration • Marketing • Venue • Evaluation
Total	**£802,000**	

Case study
SHOFUL

I cannot recommend the Transform and Achieve programme highly enough. I had been on work programmes before that had the run-of-the-mill CV, interview and job search sessions, which were helpful in many ways. But what this programme does is make you think about the transformation you can make in different areas of your life, thereby setting you up for attaining your goals, be they related to your career, studies, health, wellbeing and relationships.

I had two interviews in seven months prior to my enrolment into the programme. I have already had 5 interviews since completing it under a month ago. I have my confidence back and am looking forward to the future, not dwelling on past struggles. I'm transformed!

I hadn't anticipated the discoveries about myself, making genuine connections with others, and how much I'd grow these past few weeks. I enjoyed meeting everyone, and I know I will never forget them and this experience."

Since writing this Shoful is continuing to be a valued volunteer on the T&A programme and has just been offered a work placement with Clarion with a view to securing paid work with them in two or three months.

5. Discussion and conclusion

5.1 How has the programme impacted different learner experiences?

This section looks at how learners have gone about evidencing habit change, building confidence, and becoming job ready. Learners have varied in age from 16 to mid-60s, with an approximate 60:40 split between women and men (women 58%), with 80% of attendees from BAME community. At least 50% of the delegates also have either self-diagnosed or diagnosed mental health issues, such as depression, anxiety and personality disorder, or physical disabilities. As well as these issues, delegates also experience lack of self-belief and motivation and being 'stuck' in a negative habitual cycle. The programme helps to shift this pattern by nudging participants forward and building their self-efficacy.

Once again, while it is impossible to measure the precise shift in how the programme builds learners' ability to overcome social problems in their day to-day lives, we see a significant increase in the identification of personal and social problems. The maximum score of the work and social adjustment scale is 40; lower scores are better. A score above 20 tends to indicate moderately severe or worse psychopathology, whereas a score below 10 appears to be associated with the general population. For a selection of learners from cohort 1, we tested them 'before' and 'after' to see if they had built self-confidence and/or resilience to make changes in their day-to-day life in order to enter work or training. The learners' scores typically ranged from 13 to 17, and 16 to 34. This suggests that learners started slightly above the national average in their perceived inability to make social adjustments, which increased by exposure to the programme. This is perhaps attributable to gaining greater levels of awareness and understanding of their set of circumstances during the programme.

We also examined how the learners' housing problems impacted their ability to work using the Homelessness Outcome Star – designed in part by the London Housing Foundation. We look at a small number of cases from cohorts 1 and 4. The Outcome Star score should tell us whether the learner perceived themselves as being stuck, accepting help, believing, learning or self-reliant in solving their housing problems. From the sample interviewed, they predominantly described themselves as either 'learning' or 'self-reliant' in addressing their housing needs.

The key messages from the focus group meetings are consistent with earlier findings, which have stressed the benefits of exposure to the holistic approach underpinning the training course, the pitch and variety of activities and techniques employed in the sessions, and the strengths and qualities of the delivery team to recruit, engage and retain their involvement. This blended approach has helped participants living with, or at risk of, repeated mental health problems to reassess their set of circumstances, leading to them seeing that they are not solely to blame for being out of work. This realisation for learners with a history of mental health problems also resonated with learners from BAME communities, who have commonly felt enabled and empowered as participants

and have grown in self-confidence through the programme and, most importantly, to see themselves in future work/training.

Specifically, younger learners have shared how they have benefited from being with older learners, and older learners have highlighted problems with unmet expectations following signing a contract at the start of the programme. Issues raised earlier in the evaluation about the location, timing and equipping of the exercise class remain unchanged. Learners all agreed that the programme is vastly different from other back-to-work programmes, marked by the nurturing and development of self-esteem, self-confidence and a career pathway.

We have also monitored the 'learner experience' in terms of the programme facilitation, venue and resourcing. Based on responses, the vast majority of the learners suggest that they would be extremely likely to recommend the training to a friend or family member. All learners identified the training as being either excellent or very good, and that the pretraining and delivery material was adequate and accessible. Learners also overwhelmingly reported that the length of training was about right. The programme partners/providers have highlighted the highs and lows whilst getting ready and getting started on delivering the programme. They share a consistent message about problems with recruitment resulting from misaligned timeframes and marketing materials. These issues were identified and addressed by the programme delivery team, and the process was streamlined by deploying delivery team members in DWP offices.

5.2 How have learners fared in entering meaningful work and/or training?

Since the start of the programme, 237 registered learners have re-entered work. They have gone on to work as an M&S delivery driver, youth worker – behavioural specialist, teaching assistant, labourer, care worker, programme support co-ordinator, lunchtime assistant, officer at the Ministry of Justice, accounts assistant, in various apprenticeships, nursery worker, patient access co-ordinator, hotel work, manager at Fitness First, graphic designer (The Sun), cleaning, retail, assistant manager, customer service and in contact centre roles.

Other learners have gone into training on a variety of courses, such as SIA, CSCS, Care, Level 1 English, Engineering Degree (City, University of London), IT software online course, Level 1 & 2 Childcare, Level 3 Childcare, MSc Finance and Accounting (University of Westminster) ELAT Level 1 Business IT course, training in Financial Services (Trading) Minerva Capital Markets; 48 have gone into volunteering – many volunteering as T&A helpers supporting the programme.

The programmes have been held in the boroughs of Waltham Forest, Hackney and Tower Hamlets. The programme team have partnered with Poplar Harca, Swan Housing, IDS (Industrial Dwellings Society), Southern Housing, One Housing, Clarion and Waltham Forest local authority to deliver. The team have also worked with Reed In Partnership, Shaw Trust, Circle Collective, Get Set (job brokerage), Sports Inspired (youth referrals), Bromley by Bow Money Advice and Waltham Forest Steps into Work Team. This programme has successfully worked with diverse groups of East London social housing residents who have experienced various sets

of circumstances preventing their smooth transition into the workplace and/or training.

The learners' internal and external barriers have been addressed during the course, enabling them to identify, and sometimes to 'name', their concerns, and at other times to act upon the blockage preventing them from moving forward. The barriers identified by each of the focus groups centred around two typical concerns: personal loss of confidence, control and hope; and seeing themselves negatively through others' eyes.

To recap, the model underpinning the programme is based on a behavioural change programme following 12 days' exposure to the programme. The goal of the programme is to activate and mobilise habitual patterns of change in thinking and behaviour, leading to meaningful employment or training. The desired/expected outcome is that 50% of participants enter employment as a result of the programme. 51% of learners progressed into work, 10% into volunteering and 15% into training. This represents 76% of the learners either progressing into employment or making a significant step in their pathway to work. All participants, after they completed the programme, were offered continued support, encouraged to engage with the programme Employment Officer, offered post-programme personal development telephone coaching from the programme Lead Coach and their progress reviewed regularly by the programme team to ensure contact was maintained and connections facilitated with wider partnership.

5.3 What are the innovations?

Transform and Achieve online model

The J.P. Morgan contract supporting the programme ended in March 2020, which coincided with lockdown. The team planned to continue their support of all attendees and those who progressed into work to ascertain their current status, and if needed, connect them again, to the internal employment support at MTVH etc. This activity will continue until the end of September 2020, which is when the programme resource ceases. In the interim period, the programme aims to ensure that all past learners who would like to take-up the offer of further support are connected to wider partnerships who can continue to work with them including the central employment team at MTVH.

In October 2019, Transform and Achieve online.com was launched, and it has been pushed to the forefront since COVID-19 as housing providers and local authorities explore other avenues to reach their participants and continue offering them relevant support.

The same principles and module components of the model apply. The delivery has remained experiential and holistic, focusing on personal development tackling the rebalancing of mind, body and skills.

Retention rates are good at 85% to 90%, and participants access the programme through the Zoom platform. The programme team report that learners are also benefiting from a sense of connectedness and community. Another advantage is widening accessibility for learners. For example, carers are better able to access it, as are learners living with a disability.

Delivery still spans six weeks but tailored to suit the commissioner and learners needs in terms of hours per day. For example, the delivery team have run bite-sized daily sessions. This format is being rolled out to other housing providers so that customers can access these sessions from anywhere in the country with the advantage of sharing the costs.

Online learners remark;

“Discussions motivate me to research new areas of possibilities and theories related to the actual mental wellbeing. Talking to the group and listening to others encourages me to act rather than just think about doing something” – Marianna – attended online trial Apr/May 2020

When asked about learning points, learners said

“Being clear about roles applying for and understanding that need to take time to be calm and reflective”

”To be able to sell myself properly to any potential employer, I need to find out what their needs are first”.

Monica/Alexandra - attended online trial Apr/May 2020

“T&A online programme has had a huge positive impact on my mental health and enabling me to remain calm and mindful about my current state and how I can go about taking steps to start a career, I also have learnt many different ways in which I can sell myself in a way so employers will desire me.” Chadni - attended online trial Apr/May 2020

5.4 What works well and what works less well for scale-out and scale-up?

The following recommendations have been directly informed by the evaluation evidence and are here as guidance only. It is important to note that the programme outcomes have achieved and supported over 50% of learners into meaningful work. This has arisen out of a holistic approach that has required learners to be partners in their own learning and growth. We can conclude that:

Collective action has been achieved (internally and externally) in the programme’s outreach with relevant stakeholders, for example, embedding the involvement of DWP as a referral partner, and more significantly working as partners with the learners to match the delivery of the programme with their personal/professional goals.

Coherence has been accomplished on the programme overtime and evidenced in winning over sceptical learners to invest time and energy into the programme leading to them setting personal and professional goals.

Cognitive participation has been evident throughout the programme in the way learners have reported building new

connections with the delivery team, the high retention rate and the high numbers who have entered work.

Reflexive monitoring has been at the centre of the entire learning process, exemplified in how learners have each deconstructed and reconstructed the challenges preventing them from entering work, and also demonstrated by the team who have fostered the principles of 'do', 'review' and 'plan.'

To optimise the achievements of the programme, enhancements should be made to:

- The programme should establish a core set of fidelity factors (e.g. theory of change) that can then be reviewed and updated regularly against the stated outcomes/impact to help maintain quality and performance when transplanted to different sites across the country.
- The programme should establish a subject benchmarking scheme, and put a formative and summative assessment strategy in place to ensure that 'learning activities', 'intended learning outcomes' and 'assessment feedback' are all aligned.
- Make explicit the learning approach and make sure that the constructive alignment is adhered to using a golden thread that runs throughout each session, making it easier for leaners to follow the programme.
- Learners should have online access to the programme's curriculum and handouts.
- The design and content of the programme should pay attention to the sequencing of sessions that scored less highly and should also avoid unplanned repetition in content.
- All sessions should be resourced sufficiently (e.g. fitness classes should be held in the right size room, with enough floor mats for learners, with access to showers, if possible, and they should be timetabled at the end of the day).
- Ensure learners are encouraged to be more punctual to help with the timetabled running of the programme.
- Increase coaching offer from five to seven sessions per learner. This should be increased from three to five during the life of the programme followed by two sessions, one after three months and one after nine months.
- Establish and agree more comprehensive Service Level Agreements with programme suppliers to ensure high quality and consistency of learner experience.
- Early engagement with local DWP offices is needed to co-create pathways into the programme with DWP Officers, and to also increase the knowledge of the delivery team of local specialist services (e.g. DWP Disability Advisors) to signpost learners.
- Conduct stakeholder mapping and outreach work to establish a local community of interest groups supporting the programme.
- Capacity building to support housing providers to better recruit, engage and support tenants on to the programme.
- Continue to robustly collect data to ensure evidence-based decision making to make improvements and enhancements to the programme to improve upon the impact/ outcome of learners.

Information Sources

1. Aronson, J., 1995. A pragmatic view of thematic analysis. The qualitative report, 2(1), pp.1–3
2. Akkermans, J., Brenninkmeijer, V., Schaufeli, W. B., & Blonk, R. W. (2015). It's all about Career SKILLS: Effectiveness of a career development intervention for young employees. Human Resource Management, 54(4), 533–551.
3. Bessant, J. (2000). Regulating the unemployed: Australia's work-for-the-dole scheme. Journal of Australian Studies, 24(64), 75–84.
4. D. W. (2018). The Education-Jobs Gap: Underemployment or Economic Democracy? Routledge. London.
5. Fishback, P. V. (2016). New Deal. In Banking Crises (pp. 241–250). Palgrave Macmillan, London.
6. https://www.theguardian.com/society/2002/jun/10/socialexclusion.politics
7. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/49884/the-work-programme.pdf
8. http://researchbriefings.files.parliament.uk/documents/CBP-7845/CBP-7845.pdf
9. http://www.keele.ac.uk/depts/so/youthchron/Education/8090educ.htm
10. https://www.nidirect.gov.uk/information-and-services/education-maintenance-allowance/money-learn-education-maintenance-allowance
11. https://www.princes-trust.org.uk/help-for-young-people/get-job/get-experience
12. http://technicaleducationmatters.org/2011/11/12/the-technical-and-vocational-education-initiative-tvei-1983-1997
13. http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdfhttps://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/labourmarketeconomiccommentary/september2017
14. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/232303/Supporting_Working_Carers_Final_Report__accessible_.pdf
15. https://www.scie.org.uk/carers/employment
16. https://carers.org/workingforcarers
17. https://www.carersuk.org/for-professionals/employers-for-carers
18. https://www.carerpassport.uk/about-carer-passport-scheme
19. https://www.serco.com/media/1542/1542.original.pdf
20. https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015
21. https://www.newham.gov.uk/Documents/Misc/Research-WorkplaceII.pdf
22. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/49884/the-work-programme.pdf
23. https://www.theguardian.com/society/2016/jan/12/what-behind-deprivation-east-london-newham-unemployment
24. https://www.towerhamlets.gov.uk/lgnl/jobs_and_careers/employment_and_training_initia/Workpath/WorkPath.aspx
25. http://www.inspire-ebp.org.uk/hackney100.html
26. Mawn, L., Oliver, E. J., Akhter, N., Bambra, C. L., Torgerson, C., Bridle, C., & Stain, H. J. (2017). Are we failing young people not in employment, education or training (NEETs)? A systematic review and meta-analysis of re-engagement interventions. Systematic reviews, 6(1), 16.

27. Murray, E., Treweek, S., Pope, C., MacFarlane, A., Ballini, L., Dowrick, C., Finch, T., Kennedy, A., Mair, F., O'Donnell, C. and Ong, B. N., 2010. Normalisation process theory: a framework for developing, evaluating and implementing complex interventions. BMC Medicine, 8(1), p.63.
28. Pawson, R. and Tilley, N., 2010. Realistic evaluation, Reprinted.

Endnotes

1. The New Deal was a series of programmes developed in conjunction with reform of financial regulations, designed to lift the US out of the Great Depression following the Wall Street Crash of 1929. The New Deal gave support for the unemployed, youth, farmers and elderly people with the aim of economic recovery and the prevention of further depression, and in the process, it transformed the American political system.
2. Critics accused YTS of being a source of cheap labour and lacking in educational substance, and later incarnations included the New Deal for Young People (1998–2002), which also provided work placements and training, and introduced the Educational Maintenance Allowance (EMA) to encourage young people to remain in education for longer.
3. Of the almost 3,000 carers that took part in the programme, around 60% were supported to stay in work, with those receiving more intensive interventions more likely to report benefits. These interventions included emotional and practical support, including advocacy aimed to help at crisis points in carers' lives. A similar scheme is the Lottery and EU social funded Working for Carers, which aims to help carers build their skills and confidence towards achieving their employment goals, while engaging with local businesses to create employment and training.
4. "Expenditure on the NHS has risen substantially since it was established on 5th July 1948. In the first full year of its operation, the Government spent around £11.4 billion in today's prices on health in the UK. In 2018/19, the figure was over ten times that amount at £152.9 billion. Growth in health expenditure has far outpaced the rise in both GDP and total public expenditure". Source: House of Commons Library Jan 2019
5. "The financial costs of the adverse effects of mental illness on people's quality of life are estimated at £41.8 billion per annum in England.
6. NHS AND ASSOCIATED COSTS Mental illness represents the single largest cause of disability. NHS, social and informal care costs £22.5 billion per annum in England (2007 figures). These costs are projected to increase by 45% to £32.6 billion by 2026 (at 2007 prices), mainly due to an increase of £9 billion in treatment and care for people with dementia. The government spends £102 billion in the NHS in England annually (2007)– 7.7% of GDP. 13.8% of England's health budget goes on mental health. Wider costs to the national economy in terms of welfare benefits, lost productivity at work amount to some £77 billion a year.
7. Costs of mental health services can be reduced by half when people with severe mental health problems are supported into mainstream employment. People with severe and long-term mental health problems who are given intensive support to return to the workplace report fewer and shorter subsequent hospital stays than people receiving usual mental health services". Source: National Mental Health Development Unit (Factfile 3) funded by Dept of Health & NHS

Acknowledgements

The Institute for Health and Human Development (IHHD) would like to thank the learners and members of the Transform and Achieve delivery team with H & L Resources Ltd who participated in interviews and focus groups, and who helped with data collection for this evaluation. In particular, Juliet Grant who oversaw the planning and implementation of the evaluation and on the ground.

This programme was funded by JP Morgan and delivered by Metropolitan Thames Valley Housing. The views expressed in this article are those of the author(s) and not necessarily those of Metropolitan Thames Valley Housing.

How to reference this report

Sharpe, D., Rajabi, M., and Findlay, G. (2020) 'Transform and Achieve Programme Evaluation Report'. London. Metropolitan Thames Valley and J.P Morgan.

For more information contact:

E: info@transformandachieveonline.com
E: juliet.grant@mtvh.co.uk
E: robert.bowley@mtvh.co.uk

W: www.transformandachieveonline.com

To learn more about the programme watch:
https://protect-eu.mimecast.com/s/SQtnCoYrriXmGB8IzpqzF?domain=youtu.be