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Walking the Way to Health Wales

Doust, J. H.; Tod, David Adrian

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Walking the Way to Health Wales

A report on the evaluation of the Local Project Coordinator and Walk Leader training courses

Professor Jo Doust Dr David Tod

Department of Sport and Exercise Science University of Wales Aberystwyth

A report for the Countryside Council for Wales November 2006

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1.0 Introduction

The Walking the Way to Health Wales (WW2H) Scheme aims to increase health and well-being by promoting regular exercise through the activity of walking. There is one grant-aided project per county (22 in total), as well as a small number of non grant-aided projects. Over the three years that WW2H projects run, 80,000 people are expected to participate and benefit.

The specific targets of the Scheme are:

- 80,000 people walking who are from areas of poor health or who were previously inactive
- improved health and well-being of participants as a result
- small-scale improvements on the ground to make local areas more accessible and safe for walking
- training and support for every professional and volunteer involved
- the implementation of an accreditation scheme to recognise good quality projects
- the espousal of the WW2H model by the health mainstream in Wales, and receiving mainstream funding from 2006 onwards

The accreditation scheme has not been implemented, nor will be.

The national evaluation provides:

- 1. data on the volume of activity in the WW2H Scheme
- 2. data on participants' health and well-being
- 3. information about processes and management

In this report the results from the evaluation of the Local Project Coordinator and the Walk Leader training courses are presented. Evaluation occurred via a mail out survey, and the questionnaires asked participants about various aspects of the training they had received including the achievement of specific learning objectives, the facilities and resources provided in training, and the quality of the training. The questionnaires were developed by the national evaluation project team in consultation with CCW to ensure that they met the needs of CCW. Copies of the questionnaires are provided in section 5 of this report. These results contribute to the achievement of point three (above) by providing information about the processes and management of the WW2H exercise scheme.

CCW provided the national evaluation team with lists of individuals who had completed either the coordinator or walk leader training courses. The project coordinator training list consisted of the 42 individuals who had completed the training course (i.e., the entire population). The walk leader training list consisted of 79 individuals sampled from the 710 people who had completed the walk leader training. The sample was obtained by taking every 5th name from the training course registers. The individuals on these two lists were sent the appropriate questionnaires by mail and they were asked to return them to the national evaluation team in addressed return envelopes. Participants were provided with bilingual copies of all materials.

2.0 Findings from the Project Coordinator training questionnaire

2.1 Sample description

Forty two questionnaires were sent out to the individuals who had completed the coordinator training course, and a total of 20 questionnaires were returned, representing a response rate of 48%. A response rate of 48% is higher than typically achieved in mail-out surveys (which is often about 25%). Regarding gender, 85% were females and 15% were males. The average age of the coordinators was 46 years with a standard deviation of 16 years. As can be seen in

figure 1, however, the majority of individuals were either below 30 or above 50, indicating that the participants' ages were not normally distributed. Ten percent of the sample spoke Welsh and 90% did not speak the language. Of participants, 70% completed the training as local project coordinators. Other reasons for completing the training included to (a) support a local project, but not as the coordinator, (b) learn more information for other jobs, and (c) as part of the process of becoming a coordinator. Forty percent believed that the training had been beneficial for reasons in addition to being a coordinator, and such reasons included receiving health information and learning generic project management skills.

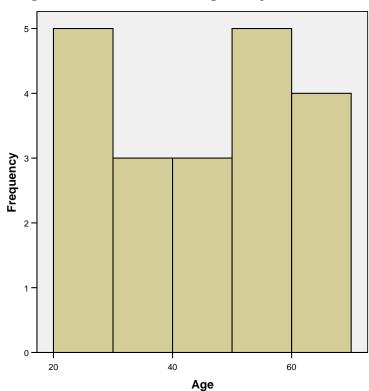


Figure 1: A histogram of coordinators' ages in years.

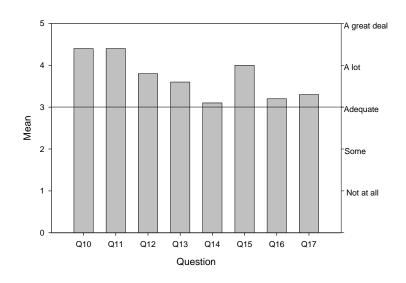
2.2 Coordinators' responses to questions about the achievement of specific learning objectives

Table 1 and Figure 2 present the means for the questions focused on the achievement of specific learning objectives. Participants rated these items according to the following scale: not at all (1), some (2), adequate (3), a lot (4), a great deal (5), or can't remember. Generally, participants believed that they had achieved the learning objectives, at least to an adequate level.

Table 1: Coordinators' responses to questions regarding the achievement of specific learning outcomes.

	Question	Mean
	During your training course, to what extent do you feel you learned about	
Q10	The benefits of physical activity and walking for health	4.4
Q11	The national context for Walking the Way to Health Wales	4.4
Q12	Devising, planning, and researching independent walks	3.8
Q13	Promoting independent walks	3.6
Q14	Marketing	3.1
Q15	Managing a programme of led walks	4.0
Q16	Working with a local community	3.2
Q17	Project management and action planning	3.3

Figure 2: Coordinators' responses to questions regarding the achievement of specific learning outcomes.



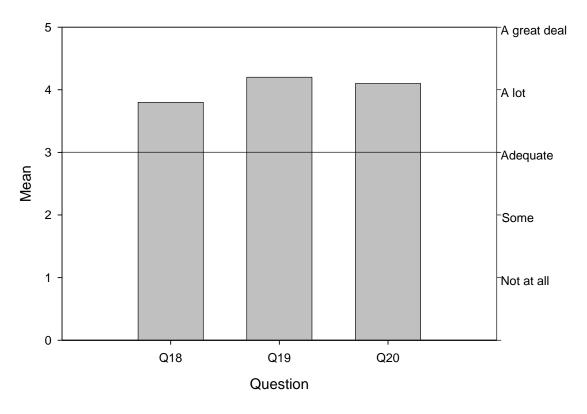
2.3 Coordinators' responses to questions about where the training took place and the resources available

Table 2 and Figure 3 present the means for the questions focused on where the training occurred and the resources provided. Participants rated these items on the following scale: not at all (1), some (2), adequate (3), a lot (4), a great deal (5), or can't remember. As with the questions above, participants believed that the facilities and resources had been suitable.

Table 2: Coordinators' responses to questions about where the training took place and the resources available

	Question	Mean
Q18	How suitable was the training room?	3.8
Q19	To what extent were appropriate facilities available to help the training?	4.2
Q20	How suitable was the training manual?	4.1

Figure 3: Coordinators' responses to questions about where the training took place and the resources available



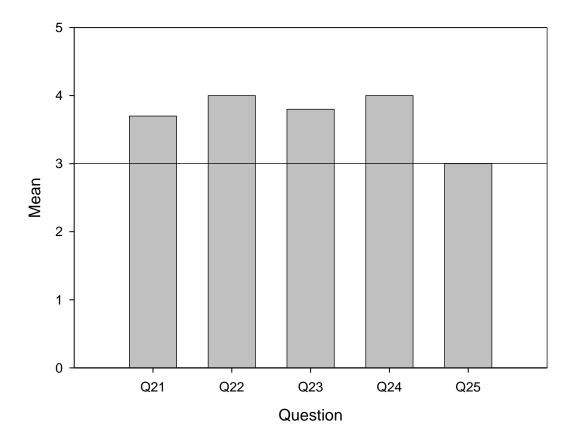
2.4 Coordinators' responses about the quality of the training course.

Table 3 and Figure 4 presents the means for the questions focused on the quality of the training course. Participants responded on a 5-point likert scale that was anchored as illustrated in table 3. A score of 3 would indicate that the course was at least adequately stimulating, useful, etc. Results indicate that participants found the training stimulating, useful, relevant, well-taught, and moderately demanding.

Table 3: Coordinators' responses regarding the quality of the training

Q21	Boring	3.7	Highly stimulating
Q22	Useless	4.0	Highly useful
Q23	Irrelevant	3.8	Highly relevant
Q24	Poorly taught	4.0	Extremely well taught
Q25	Undemanding	3.0	Highly demanding

Figure 4: Coordinators' responses regarding the quality of the training



2.5 Coordinators' responses to the question about the training overall

The mean for the question: "overall, how would you rate the project coordinator training?" was 4.5. Participants rated this item on the following scale: no use (1), some use (2), adequate (3), good (4), very good (5), or can't remember. Results indicate that overall coordinators believed the course was very good.

3.0 Findings from the walk leader training questionnaire

3.1 Sample description

Seventy nine questionnaires were sent out and a total of 31 were returned, representing a response rate of 39%, a rate that is higher than typical in mail-out surveys. Regarding gender, 68% were females and 32% were males. The average age of the participants was 57 years with a standard deviation of 16 years. As can be seen in figure 5, 19% of the participants were below the age of 50 and 81% were aged 50 years or above. Regarding language, 13% of the sample spoke Welsh and 87% did not speak the language. Of the sample, 30 individuals completed the training so they could become walk leaders. The one individual who had completed the training for another reason did so for self-development reasons. Every person in the sample had led walks since completing the training. There were 25 people (81%) who were still leading walks and 6 (19%) who were no longer leading walks. The reasons for no longer leading walks included lack of time, lack of need, becoming too old, other commitments, or not being asked. Just over half of the sample (58%) believed the training had been beneficial for reasons in addition to becoming walk leaders, and these reasons included gaining confidence,

meeting people, obtaining health related information, developing positive health related attitudes, helping others, and assisting with other jobs.

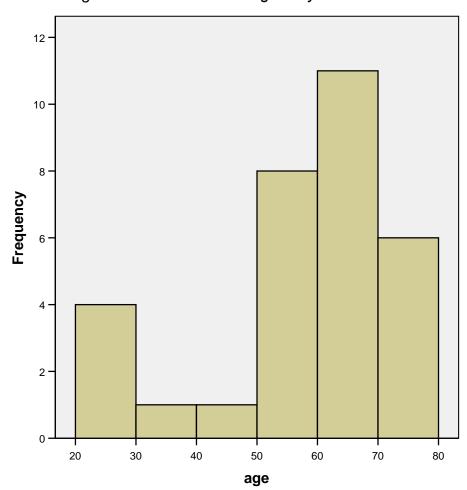


Figure 5: A histogram of walker leaders' ages in years.

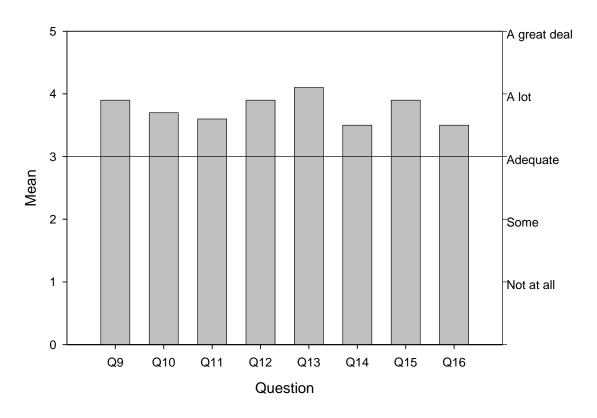
3.2 Walk leaders' responses to questions about the achievement of specific learning objectives

Table 4 and Figure 6 present the means for the questions focused on the achievement of specific learning objectives. Participants rated these items on the following scale: not at all (1), some (2), adequate (3), a lot (4), a great deal (5), or can't remember. Generally, participants believed that they had at least adequately achieved the learning objectives.

Table 4: Walk leaders' responses to questions regarding the achievement of specific learning outcomes.

	Question	Mean
	During your training course, to what extent do you feel you learned about	
Q9	The benefits of physical activity and walking for health	3.9
Q10	Identifying barriers to physical activity	3.7
Q11	Motivating people to walk	3.6
Q12	The components of a health walk	3.9
Q13	Safety	4.1
Q14	Special health issues	3.5
Q15	How to lead a walk	3.9
Q16	Essential paper work (e.g., health walk questionnaires and registers)	3.5

Figure 6: Walk leaders' responses to questions regarding the achievement of specific learning outcomes.



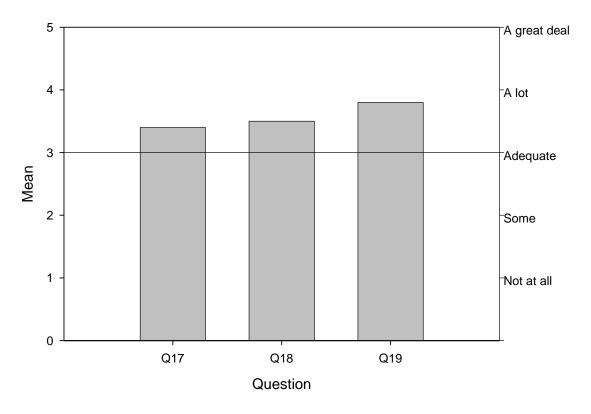
3.3 Walk leaders' responses to questions about where the training took place and the resources available

Table 5 and Figure 7 present the means for the questions focused on the achievement of specific learning objectives. Participants rated these items on the following scale: not at all (1), some (2), adequate (3), a lot (4), a great deal (5), or can't remember. Generally, participants believed that the facilities and resources had been very suitable.

Table 5: Walk leaders' responses to questions about where the training took place and the resources available

	Question	Mean
Q17	How suitable was the training room?	3.4
Q18	To what extent were appropriate facilities available to help the training?	3.5
Q19	How suitable was the training manual?	3.8

Figure 7: Participants' responses to questions about where the training took place and the resources available



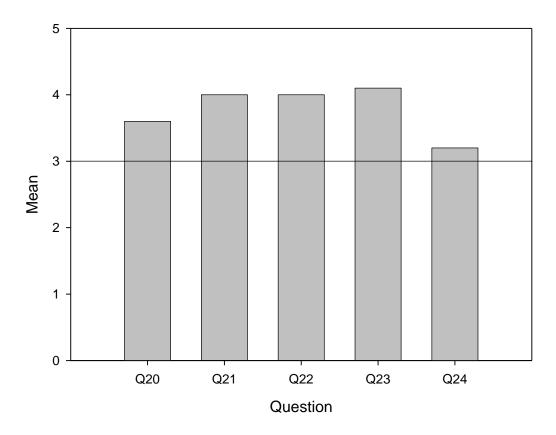
3.4 Walk leaders' responses about the quality of the training course.

Table 6 and figure 8 present the means for the questions focused on the quality of the training course. Participants responded on a 5-point likert scale that was anchored as illustrated in table 6. A score of 3 would indicate that the course was at least adequately stimulating, useful, etc. Responses indicate that participants found the training stimulating, useful, relevant, well-taught, and moderately demanding.

Table 6: Walk leaders' responses regarding the quality of the training

Q20	Boring	3.6	Highly stimulating
Q21	Useless	4.0	Highly useful
Q22	Irrelevant	4.0	Highly relevant
Q23	Poorly taught	4.1	Extremely well taught
Q24	Undemanding	3.2	Highly demanding

Figure 8: Walk leaders' responses regarding the quality of the training



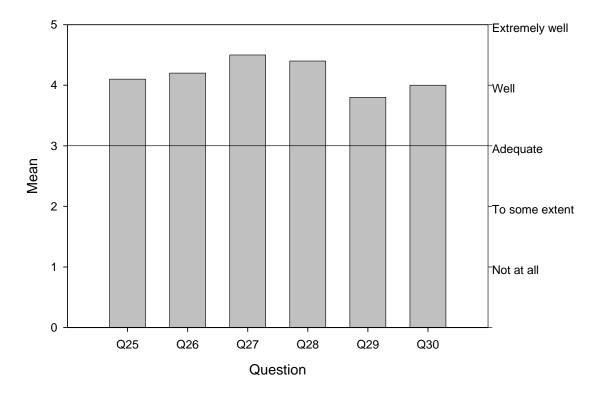
3.5 Walk leaders' responses about the extent to which training helped them develop confidence to complete specific tasks

Table 7 and Figure 9 present the means for the questions focused on the development of participants' confidence to complete specific tasks. Participants responded to the items via the following scale: not at all (1), to some extent (2), adequate (3), well (4), extremely well (5), or can't remember. Overall, participants believed that the training had increased their confidence to complete a number of specific skills.

Table 7: Walk leaders' responses about the extent to which training helped them develop confidence to complete specific tasks

	Question	Mean
	After training I felt able to	
Q25	Outline the major benefits to be gained by regular walking	4.1
Q26	Lead a walk	4.2
Q27	Outline the role of the leader at the start, during, and at the end of a health walk	4.5
Q28	Recognise potential safety hazards	4.4
Q29	Advise on practical issues such as intensity, posture, clothing, etc	3.8
Q30	Outline the essential qualities of a good walk leader	4.0

Figure 9: Walk leaders' responses about the extent to which training helped them develop confidence to complete specific tasks



3.6 Walk leaders' responses to questions about the training overall

The mean for the question: "overall, how would you rate volunteer walk leader training?" was 4.1. Participants rated this item on the following scale: no use (1), some use (2), adequate (3), good (4), very good (5), or can't remember. Results indicate that overall walk leaders believed the course was very good.

4.0 Summary of results

Compared with the information on those participating in led WW2H walks already collected, the walker leaders appear similar to the participants in terms of age range (i.e., typically over 50) and sex (most are female). The coordinators seem to consist of younger females. Both coordinators and walk leaders believe that the training courses helped them achieve the specific learning outcomes and they were satisfied with the facilities and resources provided. The two samples also found the training stimulating, useful, relevant, well-taught, and moderately demanding. The walk leaders also believed the training had increased their competency in a number of specific skills.

The questionnaires also included open-ended questions that asked participants about the best and worst aspects of the courses, and the topics that should be added or dropped. The lack of consistent patterns from the open-ended questions suggests that there were no aspects that upset participants generally. Regarding the quantitative results, there were no meaningful differences when comparing the results for the quality of the courses with the achievement of specific learning objectives, or when comparing the walk leaders' responses with those of the project coordinators. Any differences were small and overall, there were no items on which the courses were rated as less than adequate. Overall, both samples found the training to be very good. It is not possible to compare these results with those of other training evaluations because the questionnaire used with these individuals was designed to meet the needs of

CCW. Based on these results, however, it seems the course participants were satisfied with their experience.

5.0 Questionnaires





Walking the Way to Health Wales Evaluation Project Co-ordinator Training

The following questions ask about how much <u>your</u> ability to lead a local project was improved by the Walking the Way to Health coordinator training course. For each question, tick a box which most closely represents how you feel about the training.

The following questions ask you to describe yourself. These will help us to describe our sample. The information will not be used to identify individuals. We will not pass your information onto any other person.

Pleas	e indicate in the box provided
1)	Age:
2)	Gender: F M Compared to the second of the
3)	Are you a Welsh Speaker?
4)	Did you undertake the training to become a project coordinator?
If No	please indicate the reasons for undertaking the training
5)	Have you been a project coordinator Since completing the training?

6)	If No please	indicate why y	ou haven't been	a coordinat	tor.	
7)	-	u complete you th/Year)	ur training?			
8)		ing helped in o e WW2H proj	•		Y	N
9)	If yes please	tell us how you	u have used the	training		
	~ -				_	hird box is labelled
mini than	mum role of a the minimum	project coord needed, then	inator. If you fo	elt the train riate box.		ow you to fulfil the u with less, or more,
10)	The benefits	of physical act	ivity and walkin	g for health	1?	
	□ Not at all	□ Some		□ A lot	☐ A great deal	☐ Can't remember
11)	The national	context for W	alking the Way t	to Health W	ales?	
	□ Not at all	□ Some	□ Adequate	□ A lot	☐ A great deal	☐ Can't remember
12)	Devising, pla	nning, and res	earching indepe	ndent walks	s?	
	□ Not at all	□ Some	□ Adequate	□ A lot	☐ A great deal	☐ Can't remember

13)	Promoting independent walks?						
	□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	☐ Can't remember	
14)	Marketing?						
	□ Not at all	□ Some	□ Adequate	□ A lot	☐ A great deal	☐ Can't remember	
15)	Managing a p	rogramme of le	d walks?				
	□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	☐ Can't remember	
16)	Working with	the local comm	nunity?				
	□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	☐ Can't remember	
17)	Project manag	gement and acti	on planning?				
	□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	☐ Can't remember	
	~ -			_	ook place and <u>the</u> how you feel abo	<u>resources</u> available. ut the training.	
18)	How suitable	was the training	g room?				
	□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	☐ Can't remember	
19)	To what exter flipcharts etc.		iate facilities av	vailable to h	elp the training (vi	sual aids, projectors,	
	□ Not at all	□ Some	□ Adequate	□ A lot	☐ A great deal	☐ Can't remember	
20)	How suitable	was the training	g manual?				
	□ Not at all	□ Some	□ Adequate	□ A lot	☐ A great deal	☐ Can't remember	

which most closely represents how you feel about the training.									
21)	Boring	1	2	3 □	4	5	Highly stimulating		
22)	Useless						Highly useful		
23)	Irrelevant						Highly relevant		
24)	Poorly taught						Extremely well taught		
25)	Undemanding						Highly demanding		
This 26)	section asks you Overall, how wo						nd whether anything was missed out.		
,		☐ Some use		Adequate		Good	☐ Very good ☐ Can't Remember		
27)	What did you lik	te best about	the t	raining co	ourse'.	?			
28)	28) What did you like least about the training course?								
29)	Is there anything	that should	be dr	opped fro	m the	e training	course?		
30)	Is there anything	that should	be ad	lded to the	e traiı	ning cours	se?		

The next questions ask you about the quality of the training course. For each question, tick a box

31)	To help you in your work as a coordinator, is there any further training you would like?

Thank you for completing this questionnaire. Should you have any questions about this questionnaire or any other aspects of the Walking The Way To Health Wales scheme, then please contact Dr David Tod (dvt@aber.ac.uk, 01970 628567)





Walking the Way to Health Wales Evaluation Walk Leader Training

The following questions ask about how much <u>your</u> ability to lead a health walk was improved by the Walking the Way to Health walk leader training course. For each question, tick a box which most closely represents how you feel about the training.

The following questions ask you to describe yourself. These will help us to describe our sample. The information will not be used to identify individuals. We will not pass your information onto any other person.

Please	e indicate in the box provided
1)	Age:
2)	Gender: F M
3)	Are you a Welsh Speaker N
4)	Did you undertake the training to become a walk leader?
If No	please indicate the reasons for undertaking the training
L	
5)	Have you led walks since completing the training?

If Yes please indicate the number and frequency of led walks
If No please indicate why you haven't led walks since the training.
6) When did you complete your training? (Month/Year)
7) Do you still lead walks? Y N
If No please indicate why you stopped
8) Has the training helped in other ways Y N apart from the WW2H project?
If yes please tell us how you have used the training

The following questions ask about the content of the training course. The third box is labelled "adequate" and this means that the training provided was sufficient to allow you to fulfil the minimum role of a walk leader. If you felt the training provided you with less, or more, than the minimum needed, then tick the appropriate box.

During your training course, to what extent do you feel you learned about.....

9) The benefits of physical activity and walking for health							
□ Not at all	□ Some	□ Adequate	□ A lot	□ A great deal	☐ Can't remember		
10) Identifying barriers to physical activity							
□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	☐ Can't remember		
11) Motivating p	eople to walk						
□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	□ Can't remember		
12) The compone	ents of a health	walk					
□ Not at all	□ Some	□ Adequate	□ A lot	☐ A great deal	□ Can't remember		
13) Safety							
□ Not at all	□ Some	□ Adequate	□ A lot	☐ A great deal	☐ Can't remember		
14) Special health	h issues						
□ Not at all	□ Some	□ Adequate	□ A lot	☐ A great deal	☐ Can't remember		
15) How to lead a	a walk						
□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	☐ Can't remember		
16) Essential pap	er work, (e.g. h	ealth walk ques	stionnaires a	and registers)			
□ Not at all	□ Some	☐ Adequate	□ A lot	☐ A great deal	☐ Can't remember		

The following questions ask you about $\underline{\text{where the}}$ training took place and $\underline{\text{the resources}}$ available. For each question, tick a box which most closely represents how you feel about the training.

17) How suitable was the training room?								
	t at all □ Some	□ A	dequate	\Box A	lot	□ A grea	at deal	☐ Can't remember
18) To what extent were appropriate facilities available to help the training (visual aids, projectors, flipcharts etc.)								
	t at all □ Some	☐ Adequate		□ A lot		☐ A great deal		☐ Can't remember
19) How	suitable was the training	ıg man	ıual					
□ Not at all □ Some		☐ Adequate		□ A lot		☐ A great deal		☐ Can't remember
The next qu	nestions ask you abou which most clo					_		ch question, tick a box ning.
20)	Boring	1	2	3 □	4	5	Highl	y stimulating
21)	Useless							y useful
22)	Irrelevant							y relevant
23)	Poorly taught							mely well taught
24)	Undemanding						Highl	y demanding
	ing was designed to he which the train							
25) Outline the main benefits to be gained by regular walking								
☐ Not at all Remember	ll □ To some extent		Adequate		Well	\Box Ex	tremely	well □ Can't
26) Lead	a walk							

☐ Not at all Remember	☐ To some extent	□ Adequate	□ Well	☐ Extremely well	□ Can't				
27) Outline	e the role of the leader	at the start, dur	ring and at th	ne end of a health wall	k				
☐ Not at all Remember	☐ To some extent	□ Adequate	□ Well	☐ Extremely well	□ Can't				
28) Recognise potential safety hazards									
☐ Not at all Remember	☐ To some extent	□ Adequate	□ Well	☐ Extremely well	□ Can't				
29) Advise	on practical issues su	ich as intensity,	posture, clot	thing etc.					
☐ Not at all Remember	☐ To some extent	□ Adequate	□ Well	☐ Extremely well	□ Can't				
30) Outline	30) Outline the essential qualities of a good walk leader								
☐ Not at all Remember	☐ To some extent	□ Adequate	□ Well	☐ Extremely well	□ Can't				
This section a	asks you questions al	bout the <u>traini</u>	ng overall, a	nd whether anythin	g was missed out.				
31) Overall	l, how would you rate	the volunteer v	valk leader tr	aining?					
□ No use	□ Some use	☐ Adequate	\square Good	\Box Very good \Box	Can't Remember				
32) What did y	ou like best about the	training course	e?						
33) What did y	ou like least about the	e training cours	e?						

34) Is there anything that should be dropped from the training course?
35) Is there anything that should be added to the training course?
36) To help you in your work as a walk leader, is there any further training you would like?

Thank you for completing this questionnaire. Should you have any questions about this questionnaire or any other aspects of the Walking The Way To Health Wales scheme, then please contact Dr David Tod (dvt@aber.ac.uk, 01970 628567)