University of Brighton

EVALUATION OF THE WEST SUSSEX

EDUCATION, TRAINING, VOLUNTEERING AND

EMPLOYMENT (ETVE) PROJECT:

THIRD INTERIM REPORT (September 2016-September 2017)

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ST. PETERS HOUSE PROJECT

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1.0   INTRODUCTION

1.1   Background

The previous interim report (Sawyer & Sherriff, 2016) reported findings from the second evaluation phase of the Education, Training, Volunteering, and Employment (ETVE) project (September 2015-September 2016) which was based on qualitative interviews with a sample of three service users who had accessed the service, as well as interviews with four key project stakeholders and external volunteers. As with the first phase evaluation, findings from the second report showed that service users and stakeholders/external volunteers were positive about the ETVE project. For example, service users reported feeling more confident and knowledgeable about using computers. Two service users also reported that the ETVE project had helped them feel more confident about dealing with work-related problems. As with the first report, stakeholders and external volunteers discussed the difficulties associated with fully engaging clients in the ETVE project. However, this was recognised as a challenge that other services working with this client group also face. The report concluded with several recommendations which included increasing referrals to the ETVE project (and exploring different referral pathways) and advertising the ETVE project more widely. A limitation of this second phase was that only a small number of service users and stakeholders/external volunteers were interviewed. This was partly a function of the low number of new clients who had accessed the project in 2015-2016 and low response rates to the evaluation study from service users and stakeholders/external volunteers.

1.2   Current report

This report presents the findings from the third evaluation phase of the ETVE project (September 2016-September 2017) drawing on primary data generated from qualitative interviews with a new cohort of service users who have accessed the ETVE project in the previous year (n=6), an interview with a service user who participated in the first evaluation phase (n=1), and data from interviews with external volunteers (n=3). As a reminder, the evaluation of the project will consider the following expected outcomes (specified by the ETVE project):

1. Service users reporting changes in work and life skills including employability as a result of the support received from the ETVE project;
2. Service users' levels of engagement with, and positive contribution to, their respective communities (e.g. peer support and community groups) as a result of the support received from the ETVE project;
3. An increase in the number of service users engaged in training, volunteering roles or paid employment as a result of support received from the ETVE project and from an increased awareness of local organisations.

The evaluation will also assess whether the main ETVE project outcomes and indicators have been achieved; identify unmet service users' needs; identify key strengths and weaknesses of the project; and provide feedback to the project coordinators to help inform planning and implementation. As with the previous report (Sawyer & Sherriff, 2016) a particular emphasis on this report was to explore the challenges and barriers which might prevent people living with HIV engaging in personal development activities.

2.0   METHODS

2.1   Design

During early 2016, the design of the evaluation was adjusted since the first phase so that in addition to being cross-sectional (capturing service users new to the project), it would also try and capture more longitudinal aspects by exploring service users' engagement with the project over time. However, as was originally planned, only *new* stakeholders will participate in each evaluation phase.

2.2   Participants and recruitment

2.2.1   Service users

A purposive sample of service users from the ETVE project were invited to take part in an individual interview (face-to-face or by telephone) during September and October 2017. New service users who had accessed the ETVE project in the previous 12 months across West Sussex in any of the four key locations (Crawley, Worthing, Littlehampton, and Chichester) were eligible for participation. Furthermore, service users interviewed in the first evaluation phase (2015) and who were still accessing the ETVE project were invited to participate as were all the participants interviewed in the second evaluation phase (2016). In addition, participants had to be over 18 years of age; be able to give informed consent; and be able to understand and speak English coherently.

The evaluators worked closely with the ETVE coordinator to invite participants to take part. The project coordinator posted, emailed, or handed a study pack to all new eligible service users. A member of the evaluation team also posted a study pack to service users interviewed in the first and second phases of the evaluation. The study pack comprised: a letter introducing the evaluation (Appendix A), a participant information sheet (Appendix B), and a reply slip (Appendix C) to indicate interest in participating. Following receipt of a completed reply slip, the evaluators contacted any service users who had responded positively, clarifying that they understood the nature of their involvement, and if they agreed, arranged a suitable date and time for interview. A reminder letter/email (Appendix D) was sent to any service users who had not responded approximately two weeks after the first letters of invitation had been sent. If a response was not received after the second follow-up/invite no further action was taken, which is in line with the received ethics approval for the evaluation.

A semi-structured interview schedule was used to generate qualitative data (Appendix E), which allowed participants to have flexibility in their answers and identify or explore further areas as required. Topics included: 1) overall involvement in the ETVE project; 2) basic computer skills; 3) attending groups in personal effectiveness skills; 4) education and training opportunities; 5) community involvement and volunteering; 6) finding paid employment; 7) employment and work skills; 8) dealing with HIV related issues in the work place; 9) personal development; and 10) overall questions. In addition, a simple and short structured questionnaire was administered to gather basic socio-demographic characteristics (e.g. age, ethnicity, education etc.). Interviews lasted approximately 30 minutes and all participants requested that the interviews take place over the telephone (n=7). Service users were also asked if they would be happy to be re-interviewed again about their experiences of the ETVE project the following year. Participants were given a £5 'thank you' voucher for their time.

Participant characteristics

Twenty-four service users were sent a letter of invitation representing *all* those who had accessed the ETVE project in the previous year (September 2015 to September 2016). Eight people returned a reply slip (33% response rate[1]). Five people were also invited who had previously been interviewed to explore longer-term impact of the project. One of these service users returned a reply slip to indicate they were happy to take part in the study. Seven[2] participants were interviewed and they were aged between 30 years and 65 years (*M* = 47.1; *SD* = 10.7) and time since diagnosis of HIV ranged from 2 years to 22 years (*M* = 9.5 years; *SD* = 7.7). Table 1 displays the main characteristics of participants. All participants agreed to be contacted the following year for a second (or third in one case) interview as part of the final phase of the evaluation.

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[1] This is similar to the response rates in the 2014-2015 evaluation and 2015-2016 evaluation, which were 32% and 35%, respectively.
[2] Two participants were unable to be contacted to arrange an interview.

Table 1. Demographic characteristics of participants interviewed

	N
Gender	
Male	3
Female	4
Ethnicity	
White British	2
White European	2
Black African	1
Black Caribbean	1
Asian	1
Religious	3
Sexual preference	
Heterosexual	5
Homosexual	1
Bisexual	1
Relationship status	
Married/Living with partner	4
Separated/divorced	1
Single	1
Widowed	1
Highest educational qualification	
None	1
GCSEs	3
A levels/diploma/city & guilds	3

2.2.2 Stakeholders and external volunteers

A purposive sample of stakeholders from the ETVE project whom the evaluation team had not spoken with in previous evaluations were invited to take part in an individual interview. These included JobCentre Plus, Aspire Sussex, Horsham Voluntary Action Group, Crawley Community & Voluntary Service, and a new team in the NHS specialist HIV service. In addition, external volunteers (volunteers assisting the ETVE project but not using the service) were also invited to participate. To be eligible participants had to be over 18 years of age; be able to give informed consent; and be able to understand and speak English coherently.

The evaluators again worked closely with the ETVE project worker to identify and invite participants to the evaluation. The project worker emailed a study pack to eligible selected stakeholders and volunteers. As with the pack for service users, the stakeholder/volunteer study pack comprised: a letter introducing

the evaluation (Appendix F), a participant information sheet (Appendix G), and a reply slip (Appendix C) to indicate their interest in participating. The evaluators contacted those that responded positively, clarifying that they understood the nature of their involvement, and if they agreed, arranged a suitable date and time for interview. Reminder emails (Appendix D) were sent to stakeholders/external volunteers who had not responded approximately two weeks after the first letters of invitation were sent. Stakeholders/external volunteers were reminded a maximum of two times and were not contacted again after this.

As with service users, a semi-structured interview schedule was used to generate qualitative data (Appendix H). Topics included: 1) background questions such as their role and involvement in the project; 2) detail about the referral process if relevant; 3) overall experiences of the ETVE project and volunteering programme; and 4) how the project could be improved. Interviews lasted approximately 30 minutes and all the interviews were again conducted over the telephone (n=3). Letters of invitation were sent to 11 stakeholders and three external volunteers. Three external volunteers returned reply slips to indicate their interest in taking part in the study evaluation and all three were interviewed (21.4% response rate[3]).

2.3   Data analysis

With participants' permission, all interviews were audio recorded and fully transcribed. Transcripts were read and re-read to become familiar with the data. Thematic analysis was used to analyse the interviews from the service users and stakeholders. It should be noted that due to the small number of stakeholders interviewed the narratives from the service users are more in depth compared to the stakeholder narratives.

2.4   Data storage and confidentiality

All primary digital data generated for the evaluation are stored at the University of Brighton securely against unauthorised access using a password protected network and in compliance with data protection legislation. Only the evaluation team have access to this data. Files were transcribed verbatim by an external University approved supplier (who is experienced in dealing with sensitive and confidential data). To mitigate against the unlikely loss of data, copies of the digital files are backed up daily to University external (secured) servers. All original files (e.g. recordings and field notes) will be destroyed 12 months after the end of the final evaluation phase (by June 2019). This time period is required to allow the re-visitation of data for dissemination purposes.

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[3] This is a lower response rate compared to those in the first phase evaluation and the second phase evaluation, which were 70% and 36%, respectively. This lower response rate could be due to the stakeholders in this third phase being less involved in the ETVE project compared to stakeholders in the previous evaluation phases.

2.5   Ethical and governance approval

Ethical and governance approval for the evaluation was received prior to any field work taking place from the University of Brighton's Faculty of Health and Social Science Research and Ethical Governance Committee (FREGC). As this project was classified as a service evaluation NHS approval (LREC and R&D) did not need to be obtained to interview NHS staff. However, approval for the evaluation was given by Sussex Partnership NHS Trust. Copies of these approvals are available on request.

3.0   FINDINGS

In this section, findings from both service users (n=7) and external volunteers (n=3) are presented. It is recommended that the findings from this report are read in conjunction with the first and second interim reports (Sawyer & Sherriff, 2015; Sawyer & Sherriff, 2016).

3.1   Findings from service users

Overview

The number of times the service users had engaged with the ETVE project and/or met the ETVE project worker varied, ranging from just attending a single workshop to meeting with the ETVE project worker on at least ten different occasions. These meetings either took place at home or at the library. The service users interviewed in this phase reported accessing the project for computer skills (n=4) and/or attending group workshops (n=4), and/or help with an application form for a volunteering role (n=1). These workshops covered topics such as personal management, dealing with the stigma of HIV, issues around HIV disclosure, and managing money. All seven service users said they would continue to access the services provided by the ETVE project. However, one participant indicated that although they would not be able to engage with the project as regularly in the future due to volunteering three days a week, they still planned to attend occasional workshops to *"support these groups" (SU03):*

> *"I feel like I've got a responsibility to go [to workshops] really because I know for a lot of people it's a real lifeline for them" (SU03).*

None of the service users interviewed were currently working in paid employment, however four service users indicated that finding paid work is something they would like to aim for in the future. Two of the service users interviewed were currently working as volunteers with external organisations.

Most of the service users interviewed were positive about the ETVE project and when asked: *"On a scale of 0-10 for personal satisfaction, how would you rate this project"* responses ranged from 6 to 10.

"I am very very happy". (SU01)

"I can only repeat that I am extremely impressed with the service that is on offer. I am greatly appreciative of the service, and I can only give it my full praise and clearly will be using it in the future". (SU02)

Positive outcomes

Many of the service users interviewed gave examples of positive outcomes as a result of participating in the ETVE project. As mentioned four of the service users reported accessing the ETVE project to improve their computer skills. This included help with basic computer skills (such as how to send emails, how to organise emails, how to delete files from the computer) and more intermediate skills (such as how to use Microsoft programmes).

"He [ETVE project worker] helped me about computer lessons, about internet, about my phone and he helped me very good. He told me how to do, how to send some people emails. Or go to Gmail, things like that. He was very very good". (SU01).

Three of the service users who had accessed the project for help with computers highlighted that computer skills were particularly important when it comes to searching for and applying for jobs, which is something they would like to do in the future:

"The main reason is, maybe to look later on some jobs with the computer. Because we live in that century we need to know it very well". (Repeat SU01)

"So now, if I go to college and boost the computer skills and just be well enough to have enough knowledge to do the computers, then I can find a job that will involve the computer work, the office work". (SU06)

Furthermore, one of the service users had recently started volunteering for an external organisation, a role which required a knowledge of computers. She was able to demonstrate this knowledge through the computer sessions provided by the ETVE project. All of the service users were very satisfied with the computer sessions and all reported that they felt more confident using computers as a result of the sessions:

"It has definitely increased my confidence in dealing with computers, because I used to be really, really nervous. I was so nervous. Just sitting in front of a computer, I would sweat and I didn't know which letter to punch, because I was really shaky. But from the day I was taught how to do it and [ETVE project worker] says I can do it, I did straightaway and now I'm not scared to get on the computer. I can remember the password and everything, I just do it, like from just getting me up and saying, 'Come on, wake up, sit on your computer and start writing', I will do that". (SU06)

Also, as was found in the previous two evaluations, participating in the ETVE project helped reduce social isolation for service users. Three of the service users commented that one of the main benefits of the

project is they get to meet people (through attending the group workshops) who they can talk openly with:

> "So some of the training stuff I think is probably quite pertinent to them [yeah]. But also I think the social side being able to speak openly even mutter the words HIV and talk about your own experiences and listen to other people's. I don't think you can underestimate that". (SU03)

> "And I would never have had any contacts with HIV, otherwise because none of my friends or family have the condition. So yeah it's been sort of a lifesaver really, just to know somebody else is in the same boat". (SU04

In terms of impact on other aspects of personal development, two of the service users reported that participating in the project made them feel more confident in general:

> "I had a problem of not going out, staying indoors, living by myself. It's like I was feeling really, really vulnerable. But then I was referred to [ETVE project worker] and I started gaining my confidence, such as going out. Because the reason why [ETVE project worker] came to my place was I was so scared of going outside, just meeting other people. That's why the first time he came to mine and he said, 'We can just take a little step at a time.' And we met at the local library, I drove over there and we sat in the corner where there was no-one and he made sure that I was fine, I was comfortable, I wasn't scared and I was safe. That's how I managed to boost my confidence back and every week I met him, he would just reassure me and everything. That's how I managed to get back to normal and gain my confidence as well, because he said, 'Most of the people got through this, don't be nervous, I will help you as much as I can and we will get through this and forget about all these things and you will be fine' "". (SU06)

Finally, the service user who was interviewed in the first evaluation phase reported that the ETVE project coordinator had first helped her apply for an English language course a couple of years ago and since then she has applied for a more advanced English course herself. She reported that she was able to do this because she felt more confident and knowledgeable about the process. This is a clear example of a positive outcome of participating in the ETVE project:

> "Yes on the first time he helped me apply, yeah. But this time I went by myself, because I need to do something for myself". (Repeat SU01).

It should also be noted that this service user reported that completing the English language course has meant she can communicate better with people and has contributed to a better life in the UK for her.

Barriers to accessing the full extent of the ETVE project

This section highlights some of the barriers which make it difficult for service users to access the ETVE project and the services it provides. It was clear from some of the service users interviewed that their poor physical and/or mental health limited how much they were able to engage in the ETVE project. This

is reflected in the quote below where one service user described that he stopped the computer lessons because he did not feel mentally strong enough to continue:

> "I was really rather struggling to focus on what he was teaching me. So I said to him would you mind terribly if we ceased our time together until I become a little bit emotionally stronger, and I am more focussed on what you are trying to do for me". (SU02)

Another service user described how he cannot attend workshops as much as he would like to because of his overall poor physical health and very limited mobility:

> "It's [illness] wrecked my mobility, and that's why I don't attend the group so often. Because I go down there I have to get a cab there and back, which is quite expensive. And it hurts for me to sit there on chairs and that now. It's just not worth me going down, because I get more pain than I do the pleasure of meeting my friends now". (SU4)

Four of the service users interviewed indicated that their current priority was their own health and this took precedence over finding work.

> "I am not going to worry myself getting fit for work before I have been…when I have got such horrible health problems that aren't sorted out yet". (SU4)

> "I am not ready yet to go for looking for a job, because I just feel sometimes very very ill". (SU01)

> "I have to look a little bit more for myself at the moment". (Repeat SU01)

Indeed one of the service users criticised the over-emphasis on getting back to work, which he felt was entirely unattainable for many people living with HIV:

> "… the kind of support we need is more along the line of, supporting us how to live and eat properly and keep yourself healthy. And personally I think it's a bit annoying because most of the people at these groups are not really fit for work. But it's such a heavy lean on it". (SU4)

However, it should be highlighted that four of the service users interviewed did say that they wanted to find paid employment in the future, even if it was something they could not focus on at the moment:

> "In the future I want to learn computer and read and write, and find some part time job to do that is my aim". (SU01)

> "Because like I say the future would be like I want a job really. Because right now I can't, I am not really looking. But I think that would be the development for me to be able to work". (SU5)

Other barriers included not having the time to commit to the ETVE project, location of workshops, and lack of transport. For example, although one service user would like to have computer lesson she is unable to find the time for this because she is a full-time carer for her mother as well as looking after her own children.

"I was interested in the computer one, but like I said it's because mainly I am a full-time carer for my mum, as well it's kind of hard for me to do too much at the moment". (SU5)

"If I was feeling like I don't really know if it's going to be that useful to me, I would say that I wouldn't make the extra effort to drive sort of like half a dozen miles or something. The fact that it's very local to me does make it a lot easier for me. And I think that probably applies to a lot of people". (SU4)

Finally, one of the service users also highlighted that fear can be a barrier for many people when it comes to attending workshops, especially the first time:

"I think for a lot of people the hardest thing is actually going in there the first time, you know, thinking that the people are going to see them going in and that people will automatically know that they're sitting in a group with HIV. That's the kind of like fears that people have when they're kind of like quite early on in their journey". (SU4)

Suggestions for improvement

Overall, service users struggled to identify areas for improvement for the ETVE project either because they were very satisfied with the service that they received or because they had only accessed the project minimally and therefore felt they were not in a position to suggest improvements. Nonetheless, some suggestions mentioned by the service users will be covered in this section. As discussed in the previous section one of the service users felt that fear could deter people from attending the group workshops. Therefore he suggested that posters could be placed in health clinics, which included positive and encouraging quotes from service users who have accessed the ETVE project:

"Well I think maybe if they had like a flyer or a poster or something that was say for instance up where the sexual health checks are done if they had like a poster or something up there just promoting it and just having some quotes from people – service users – that could ask questions like … if it was asked a question like what did you think when you first went there, and someone would have I was really scared I didn't know if anyone was going to see me, or blah, blah, blah, but when I came in I just felt really welcome, really safe, really secure. Something like that that if somebody saw and looked at it might kind of just immediately answer their question". (SU3)

Two service users commented that the guest speakers at the workshops were one of the best things about the ETVE project. Therefore it was suggested that more of the workshops could be run by external people, where possible:

"I always think it's good when rather than them trying to do it in-house on the cheap they bring somebody in that's actually trained to do it. It gives it kind of like more of a feeling of something a bit more professional". (SU3)

Two service users also commented that workshops should be scheduled at a variety of times to take into account people's different responsibilities:

"Some parents drop their kids to the school, you know I think it would be much better if any of that kind of group would be on the evening time. Because during the day maybe next time I find a job and I want to go for any courses with [ETVE project worker]. But I can't go because I am at work". (Repeat SU01)

Another service user discussed that after his computer session he forgot what he had learned and was unable to read his notes. Therefore he suggested that the ETVE project coordinator could email session summaries to service users after the lessons:

"When I start seeing him again that probably would be helpful if he, either emailed me notes saying, further to our meeting we went through x, y and z and this is a summary for you to refer to of what I showed you. Yes I think that probably would be helpful actually, in the future when I start seeing him again". (SU02)

Finally, it was also suggested that the content of the workshops should be service user led. Therefore it might be helpful to get feedback from the service users themselves regarding what topics they would most like to see covered in workshops.

3.2   Findings from the ETVE external volunteers

As a reminder, three external volunteers were interviewed. One of the external volunteers currently works as a voluntary Community Support Worker with St Peters House. The other two interviewees were no longer volunteering for St Peters House as they had started new employment, although one volunteer said they would still like to help out during holidays. Their volunteering roles consisted of providing administrative support during team meetings and assisting in the delivery of computer workshops. Reasons given by the volunteers for volunteering with St Peters House were to help others and to develop their own skills and experience to help with future job applications. Length of involvement in the volunteering programme at St Peters House ranged from nine months to two years. It should be noted that although none of the three volunteers interviewed were closely involved with the ETVE project (primarily worked with other team members at St Peters House) they were still able to provide valuable insights into the ETVE project and volunteering programme. Topics for exploration with these volunteers included: 1) background questions such as their role and involvement in the project; 2) overall experiences of the ETVE project and volunteering programme; and 3) how the project could be improved.

Overall the three external volunteers were positive about the ETVE project and the service that it provides, particularly the emphasis on finding paid work:

"The actual project itself I think is a great idea. Especially because it's practical skills that people would need in like in all jobs". (SH3)

> *"…it's [ETVE project] really important, I think it is somewhere where people can go, to sort of be able to get information, get some support, as to how they can go about it, it's like writing out CVs, and things like that". (SH1)*

The volunteers were also very positive about the volunteering programme itself and thought it was generally well organised. They were also pleased with the support they received whilst volunteering. For example, one volunteer described that she had been working with a client who presented with a lot of problems but she received *"a lot of support from St Peters House" (SH1).* Another volunteer said that volunteering with St Peters House had impacted positively on their own personal development and helped secure the job they are currently employed in:

> *"Certainly with my confidence. Mainly because, yeah, they were very good in the sense that they valued me as a member, they valued my opinions and I genuinely felt that". (SH2)*

> *"Especially as now I'm in … basically she taught me about payroll, and how, what stages it's run, what stages she runs it and what sort of tasks are along with it and then I went and got a job in the pensions' payroll department, so I can actually apply some of the things that I learned". (SH2)*

One of the volunteers also recognised the important role volunteers play in assisting with the project worker's large caseload:

> *"So I probably think, that increasing staff and things like that would probably be an important thing to do. Which I think they do that with the volunteering". (SH3)*

Finally, all three of the volunteers would recommend volunteering at St Peters House to others. Suggestions for improvement related to the volunteering scheme are discussed in a subsequent section.

Overview of interviews

Positive impacts

As expected all three volunteers thought that improving skills to find work was especially important for service users. However there were several other positive benefits identified such as increasing self-esteem, reducing social isolation, and improving support networks:

> *"I think helping them kind of with their self-esteem when they learn new things. I think when you are not working I think it's quite easy to kind of feel bad, and be out … get out of touch with the programmes that people are using. Then it's harder to get into a job, and you kind of feel not great about yourself. I think on the self-esteem it works quite well as well, because you know build up what they know, and what how they feel about themselves". (SH3)*

"They are getting them kind of meeting other people in almost like a similar situation to them. I think help them kind of like network, if that makes sense and have a bigger support system". (SH3)

Barriers to personal development and engaging in the ETVE project

Like the previous evaluations, all of the volunteers noted that engagement in the ETVE project was a significant challenge for the ETVE project worker:

"In terms like obviously compliance can be a bit of an issue with their clients because, you know, they [St Peters House Workers] do really try hard to move people who don't really … to help people who don't really want to … who struggle to motivate themselves". (SH2)

Two of the volunteers noted that attendance was particularly low at workshops. Different reasons were given for this poor attendance which included fear, feeling self-conscious, low confidence, and a reluctance to leave the house.

"I think one of the workshops I went to, there wasn't like a huge attendance. I think sometimes it's for various reasons the client's kind of … they are self-conscious about coming, or they don't like to leave the house and things like that". (SH3)

"I think the self-confidence and … yeah I think once you kind of keep yourself inside it's almost easier to stay inside, rather than coming out and doing more things. So I think, yeah so maybe they like lack the self-confidence to go out, or they feel embarrassed and like people would judge them". (SH3)

One of the volunteers also mentioned that a practical barrier for some people attending workshops is travel, especially if they do not drive or cannot afford to pay for public transport:

"If they didn't have any transport, or they didn't drive or didn't have the money to pay for the bus or whatever. Then it would be … that's kind of a huge barrier if you can't physically leave, then you know if you don't have enough money you don't want to … you can't really see the advantage of spending money to go somewhere, and to go to these workshops". (SH3)

All three of the volunteers highlighted the importance of the central hub[4], which could overcome some of these barriers:

"So it's kind of like allowing the clients to have a little bubble to go into, to disappear for a while to sort things out. Because going to the library and typing up stuff that might be sensitive in terms of their diagnosis and stuff like that, might even cause some anxiety". (SH2)

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[4] A new monthly hub-based service has been set-up in Worthing

> *"And knowing that they're not the only ones and realising there's other people there that are in the same boat as themselves, you know. And maybe they can sort of do something together, you know, sort of thing, oh yeah, well we'll do the training, or whatever, and help support each other, as well". (SH1)*

One volunteer suggested that for the hub to be successful and attract service users it needs to be multifunctional and provide a range of services:

> *"I suppose the only thing that obviously is that it needs a bit of … they need to make sure that have the right facilities in place. It's not enough to just turn up somewhere, somewhere on a table and hope that somebody comes in; it has to be kind of like a Swiss Army knife, you know, multi-function so that people know that whatever problem they've got there's a way that they can solve it". (SH2)*

Suggestions for improvement of volunteering scheme and engaging service users

Engaging service users

All three of the volunteers noted that attendance at workshops should be higher. Interestingly, two of the three volunteers highlighted the importance of personal contact when advertising workshops:

> *"But maybe there needs to be somebody going out to talk to people, so they really know what it's all about and how important it is, and how it could be useful for them, you know, and it could be positive outcome for them. So maybe some phone calls, on a one to one basis, with people. Sort of encourage them more to sort of come along, I think that's what it needs, something a bit more like that". (SH1)*

> *"…you put the word out there, but then you follow up with people kind of individually, or certain people you think would benefit from it particularly. Probably the content thing then you know contact them, and say you know this would be really good for you and stuff like that. Trying to get them to come along, because I think when you send out a thing is kind of mass, you send it to like all clients. You kind of read it, and people go, yeah I might do that and then they forget about it. Like a lot of follow up, like maybe a week or a few days before so people have it in their minds". (SH3)*

One of the volunteers also suggested that clients could be directed to online courses as this could overcome barriers associated with reluctance to leave the house and transport difficulties:

> *"I think online training would probably like be very important, I think that would help a lot. Because some people like I say they don't … they can't afford to go out, or get transport to [name of library] or whatever. Then they can sit at home and they can do the online courses, and can help themselves in that way". (SH3)*

Volunteer programme

As discussed previously, the volunteers interviewed were not directly involved in the ETVE project. However, they provided a number of useful suggestions with regards to improvement of the external volunteer programme. For example, wider advertising of the volunteering programme, increasing awareness of the charity, and providing volunteer accreditation. The latter was viewed particularly important in attracting younger people to the role.

> *"This is something that I sort of think about you know, because there's only me at the moment. But obviously it's not like I'm overloaded with work…but I sort of thought, well I wonder if they put out some leaflets, you know, sort of really flash leaflets that volunteers needed, and you know, a few little quotes". (SH1)*

All three of the volunteers indicated they wanted to do more hours than they were given. Two volunteers also wanted more involvement with clients.

> *"I would like to have been more involved with the clients". (SH3)*

> *"I mean there was the stage when I wanted more work to do, even if it was outside of office hours". (SH2)*

However, as one of the volunteers noted some clients were not keen to work with new people. This is a challenge that will need to be considered so that the utility of volunteers can be maximised.

4.0   CONCLUSIONS

This section will begin with a summary of the main findings, recommendations from this third evaluation, and a brief consideration of issues for the final phase evaluation.

4.1   Summary of main findings

- Overall, the interviews suggest that service users and external volunteers were positive about the ETVE project. Service users reported that they were very happy with the computer sessions and enjoyed attending the group workshops. Computer skills were viewed as an essential skill for searching and applying for jobs. Positive impacts on more "soft" outcomes were also reported such as reducing social isolation and increasing overall self-confidence. One service user interviewed in the first phase evaluation (2015) was re-interviewed this year and they described a long-term impact of participating in the ETVE project. Specifically, this service user applied for and successfully enrolled on an advanced English language course on her own.

- As with the previous evaluations the external volunteers discussed the difficulties associated with fully engaging clients in the ETVE project. A range of barriers which might make it difficult for people to prioritise their own personal development and engage in the ETVE project were discussed and these included fear, low confidence, no transport, and a reluctance to leave the house. Responses from the service users also indicated a range of barriers which prevented them engaging more fully in the ETVE project of which poor physical and/or mental health were foremost. Other barriers discussed by the service users included limited time due to other commitments, lack of transport, and fear.

- Several suggestions for improvement to the ETVE project were discussed by the service users. These included more guest speakers at workshops, workshops being delivered at flexible times, and consulting service users about the content of workshops.

- The volunteers were very positive about the volunteering programme itself and thought it was well organised. Some suggestions were made regarding how the volunteer programme could be improved such as increased advertising of the programme and offering volunteers more hours.

4.2   Recommendations

- All three external volunteers indicated that they would have liked to volunteer more hours than they were assigned. One volunteer would have also like to have worked with more service users (they reported only working with one service user). Therefore it is important that volunteers are utilised as much as possible on the project. This is especially pertinent considering one of the main purposes of creating an external volunteering role was to provide support resources for staff. However, it is also recognised that some service users may feel unsure about new people coming into their home who they do not have a relationship with. Therefore it is essential that the introduction of new volunteers to service users is managed appropriately. For example, volunteers could accompany the ETVE project worker on the first few visits.

- Retention of volunteers is also important as a high turnover could cause anxiety for the service users (especially volunteers who work with service users). Therefore, if not already being implemented, it is important that external volunteers can commit to volunteering for a minimum period of time. The ETVE project is currently working towards National Council for Voluntary Organisations accreditation, which should certainly help attract and retain volunteers.

- Many of the service users indicated that they were unable to engage in the ETVE project as much as they would like because of poor mental or physical health. Ways to demonstrate to clients the positive links between personal development and health and wellbeing should be considered. For example, anonymised case studies with service users who have accessed the ETVE project and reported positive outcomes could be developed and shared with new and existing service users.

- The majority (90%) of referrals to the ETVE project come from specialist HIV nursing teams and mental health teams. Therefore, as recommended in the previous evaluation, getting the ETVE project more widely known should also be an important focus as this could increase referrals from other sources and the number of self-referrals.

- St Peters House currently have five peer support volunteers to provide support to service users. Considering the growing evidence about the value of peer support in supporting people living with health conditions to find, retain, and progress in work (McEnhill, Steadman, & Bajorek, 2016) this is an important aspect of the project that should continue to be developed.

4.3   Considerations for final evaluation

- In this third evaluation phase none of the invited stakeholders (JobCentre Plus, Aspire Sussex, Horsham Voluntary Action Group, Crawley Community & Voluntary Service) responded positively to the invitation to participate in the evaluation and to date the evaluation team have still not been able to speak with some of the key stakeholders of the ETVE project. The ETVE project team has been developing a partnership with JobCentre Plus. This is an important partnership because of the introduction of Universal Credit and clients being asked to take part in work-related activities following more frequent capability assessments. As such, it would be beneficial to the evaluation that stakeholders from JobCentre Plus are represented in the final evaluation phase. Options to increase engagement and response rates from stakeholders need to be considered before the final evaluation (due to commence in September 2018). For example, the ETVE project worker could discuss the evaluation and the importance of taking part in the final evaluation phase at meetings with relevant stakeholders. Another option is for a member of the evaluation team to attend future partnership meetings to tell the stakeholders more about the evaluation. A range of options will be discussed with the ETVE project worker in early 2018.

- It would also be of interest to speak with peer support volunteers who work with service users (and the service users themselves). This is important to evaluate whether peer support is an effective way of supporting people with regards personal development.

- In the first year of the evaluation two employees from St Peters House who work closely with the ETVE project worker were interviewed about their experiences of the ETVE project. There is value interviewing them both again in the final phase of the evaluation to reflect on their experiences of the ETVE project.

- Finally, the evaluators have not interviewed the ETVE project worker. This should be considered in the final phase of the evaluation as the project worker can provide a unique and valuable insight into the ETVE project.

5.0   REFERENCES

McEnhill, L., Steadman, K., & Bajorek Z. (2016). Peer support for employment: a review of the evidence. London: Work Foundation. [Available from: http://www. theworkfoundation.com/wp-content/uploads/2016/11/404_Peer-Support.pdf

Sawyer, A., & Sherriff, N. (2015). *Evaluation of the West Sussex Education, Training, and Employment (ETE) project: First interim report (September 2014-September 2015)*.

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6.0 APPENDICES

APPENDIX A – LETTER OF INVITATION (SERVICE USERS)

Dear

Re: Evaluation of the Education, Training, Volunteering & Employment Project – St. Peter's House

We are writing to you because you have accessed the Education, Training, Volunteering & Employment (ETVE) Project run by St. Peter's House which aims to offer learning and development opportunities for people living with HIV in West Sussex.

Our names are Dr Alexandra Sawyer and Dr Nigel Sherriff and we are evaluating this ETVE project. The overall aim of the evaluation is to explore which aspects of the project appear to work well, which aspects appear not to work quite so well, and to provide feedback to the project coordinator to support the development of the project.
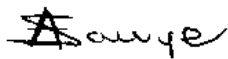
We are writing therefore to ask if you would like to take part in this evaluation. Doing so would involve a face-to-face discussion (interview) about your experiences or a telephone discussion.
We have enclosed a Participant Information Sheet which gives you more information about the study, its purpose and what taking part would involve. It is completely up to you whether you decide to take part in the study or not. If you would like to take part in the evaluation please either email Alex (a.sawyer@brighton.ac.uk) or complete the enclosed reply form and return it to us in the pre-paid envelope. Once we receive this, one of our researchers (Alexandra Sawyer or Nigel Sherriff) will contact you.

If you require any further information regarding the study in the meantime, please do not hesitate to contact us on the numbers below.

We look forward to hearing from you.

Yours sincerely,

Dr Alexandra Sawyer   **Dr Nigel Sherriff**
University of Brighton   University of Brighton
+44 (0) 1273 644169   +44 (0) 1273 644539
Email: A.Sawyer@brighton.ac.uk   Email: N.S.Sherriff@brighton.ac.uk

APPENDIX B – PARTICIPANT INFORMATION SHEET (SERVICE USERS)

University of Brighton

Participant Information Sheet (service users)

Evaluation of the Education, Training, Volunteering & Employment Project

Invitation
We are contacting you because you have accessed the Education, Training, Volunteering & Employment (ETVE) Project run by St. Peter's House which aims to offer learning and development opportunities for people living with HIV in West Sussex. We would like to invite you to take part in an evaluation study about your experiences of this service. Before you decide whether to take part or not it is important for you to understand what we are trying to do and what it will involve. Please take time to read the following information carefully and ask any questions you may have about any part of the study.

Why are we doing this evaluation?
We have been asked by St. Peter's House to evaluate the ETVE Project in order to be able to identify which aspects of the project appear to be doing well and which areas might require improvement and/or development. Once we have gathered our findings we will provide a report on the evaluation to the ETVE project coordinators and St. Peter's House to support the development of the service.

Why have I been chosen?
We have invited you to participate in this study because you have accessed the ETVE Project run by St. Peter's House which aims to offer learning and development opportunities for people living with HIV in West Sussex.

Do I have to take part?
No. It is entirely up to you whether or not to take part. If you are not sure, please feel free to discuss it with someone else. The person who gave you this form **(Project Coordinator)** may be able to answer any 'on the spot' queries you might have but, if you want to find out more they will refer you to a researcher at the University who will be able to answer your questions. Our contact details are at the end of this form. Please remember that even if you say you would like to be involved, you can **opt-out at any time** without stating a reason and your data can be withdrawn from the final report. We will remind you of this at the time of the interview.

What will happen to me if I do decide to take part?
This study involves being interviewed by a researcher for between 30-45 minutes. The interview will be an informal discussion and there are no right or wrong answers – we just want your opinion. With your permission, the interview will be digitally recorded and if you agree, some anonymised quotes from it may be used in the reports we write for St. Peter's House. These quotes will not refer to you by name at any point. The evaluators will contact you to schedule an interview at a time and place that is convenient for you. Any public travel expenses (with receipts) will be reimbursed if desired. If you prefer, it is also possible to conduct the interviews over the telephone. Before the interview you will be asked to complete a

consent form (or if the interview is done over the telephone we will post or email the consent form to you).

What are the benefits of taking part?
Your input will provide us with valuable feedback regarding the ETVE project. What you tell us will help the project coordinators to support the development of the ETVE project.
At the end of the interview, you will be given a £5 voucher to say 'thank you' for your contribution. If you are interviewed by telephone, we can post this voucher to you or arrange for you to collect it from the ETVE project coordinator.

What are the possible disadvantages of taking part?
There are no foreseeable risks of taking part in this study.

What if something goes wrong?
We hope nothing will go wrong. However, if you do not feel happy with the discussion you can leave at any time without giving a reason. If you have any complaint or concern about any part of the study, you can also contact **Kate Galvin (Deputy Head of Research and Enterprise)** who also works at the University but is separate from this study. Their details are at the bottom of this sheet.

Will my taking part in this study be kept confidential?
Yes. Any information you provide will be kept confidential. The only exception to this is if something is disclosed that means that you or a vulnerable adult has been or is at significant risk of harm, then the evaluator is legally bound to report this to an authority. However, the evaluator will privately tell you first if they feel this may be necessary.

Recordings of interviews will not be marked with your name and any potential identifying details will be removed when your interview records are stored on computer and for any reports and/or presentations. Transcription of recordings will be done by a third party transcription service that has no connection to the project and that observes strict confidentiality. An anonymised transcript of your interview will be made and at that point the audio recording will be deleted.
All data information will be stored securely using locked filing cabinets and password and network protected computers.

What will happen to the results?
An evaluation report will be written based on the results of the study and presented to St Peter's House and possibly other partners involved in the project. Results may also be presented at conferences and published in academic journals. Reports may include direct quotes from interviews. However, any names or other identifying information will be removed. A summary of the results can be sent to you if you wish to see them. You will not be personally identified in any reports or publications of the research.

Who has reviewed this evaluation?
The University of Brighton's Faculty of Health and Social Science Research Ethics and Governance Committee (FREGC) have reviewed the project and given it their support.

Who has funded the evaluation?
We have been commissioned by the ETVE project coordinators. The funding comes from the Big Lottery.

Contact for further information

University of Brighton Research Team
Alexandra Sawyer: a.sawyer@brighton.ac.uk (Tel 01273 644 169)
Nigel Sherriff: n.s.sherriff@brighton.ac.uk (Tel 01273 644 539)
If you have any complaints about the conduct of this research you can contact:
Kate Galvin – K.Galvin@brighton.ac.uk (Tel 01273 644028)

Thank you for taking the time to read this.

APPENDIX C – REPLY SLIP

REPLY SLIP

Evaluation of the Education, Training, Volunteering, & Employment Project

I would <u>not</u> like to take part in this study/I am <u>not</u> able to take part in this study ☐

I would like to find out more about the study ☐

Name: _____

The best way to contact me is (please provide details where relevant):

Phone ☐ _____

Email ☐ _____

Post ☐ _____

_____

_____

Is there a particular time of day that is a good time for us to contact you?

_____

Please email/post your completed form to A.Sawyer@brighton.ac.uk

APPENDIX D – REMINDER LETTER

✳

University of Brighton

College of Life, Health, and Physical Sciences
School of Health Sciences
Westlain House, Falmer,
Brighton
BN1 9PH

[Date]

Dear [Name],

Re: Evaluation of the Education, Training, Volunteering & Employment Project – St Peter's House

I am writing to you again because two weeks ago we sent you an invitation to take part in an interview about your experiences of the ETVE project. If you are able to help, your input would be very valuable. I attach an extra copy of the Participant Information Sheet in case you have mislaid it. If you have already responded to this invitation please ignore this letter.

It is completely up to you whether you decide to take part in the study or not. If you would like to take part in the evaluation please either email Alexandra (a.sawyer@brighton.ac.uk) or complete the enclosed reply form and return it to us in the pre-paid envelope. Once we receive this I will then contact you.

If you require any further information regarding the study in the meantime, please do not hesitate to contact me on the number below.

I look forward to hearing from you.

Yours sincerely,

Sawyer

Dr Alexandra Sawyer
University of Brighton
+44 (0) 1273 644169
Email: A.Sawyer@brighton.ac.uk

APPENDIX E – INTERVIEW SCHEDULE (SERVICE USERS)

Interviewer:	
Interviewee:	
Date:	
Location:	

☐ Introductory statement.
☐ Received, read, understood PIS – Questions?
☐ Consent form?
☐ Recorder on?

Introductory Statement (to be read only after recorder started)

We are undertaking our second interview for St Peters House to evaluate the Education, Training, Volunteering, and Employment (ETVE) Project, which was set up by [name of ETVE project worker] in September 2014. The main purpose for the evaluation is to gather feedback from you whether you have benefited from this project and to identify key areas for improvement.

The interview should last a maximum of forty minutes. Everything you say will be confidential (unless you disclose information that could lead to harm for yourself or others) to the research team and will not be directly attributed to you. We will also take reasonable steps to ensure that you cannot be identified from anything written in the report.

SECTION ONE - Your involvement in the ETVE Project

In this section we would like to find out a bit more about your involvement in the Education, Training & Employment project.

1. **Could you tell me a bit about your involvement in this service? When did you first get involved? How did you first hear about the ETVE service?**

2. **Why did you want to use this service?**

3. **What do/did you hope to get out of the ETVE service?**

4. **Please can you tell me which parts of the service you have used so far? (Probe - go through these options if needed).**

   - Attending 1 to 1 lessons in basic computer skills

- Attending group workshops in personal effectiveness skills
- Help with enrolling on a course for studying or training
- Help looking for voluntary work or employment
- Advice with employment issues such as dealing with HIV related issues in the workplace
- Other. Probe - Provide details

5. **How often have you met with the project coordinator since you signed up to the service?**

   Once
   Twice
   Three times
   More than three time (ask how often) _____

6. **Where have the meetings with the project coordinator taken place? (Probe - in-person (at home or a public location)**

SECTION TWO – Attending 1-to-1 lessons in basic computer skills

This section of the interview asks you whether or not this service has helped you learn basic computer skills.

NB. If participants have not not had any 1-to-1 lessons to learn basic computer skills ask them why not.

1. **Do you think this service has increased your confidence in using a computer?** (Note: Explore response in more detail)

2. **Do you think this service has increased your knowledge about what a computer can do for you?** (Note: Explore response in more detail)

3. **Do you think this service has increased your ability to find information on education, training, volunteer work or employment using computers?** (Note: Explore response in more detail)

4. **What computer skills have you gained from this project?** (Note: List these options if needed)
   Use of Internet; Email management; Document management; Use of social media, e.g. Facebook; Other. Please state e.g. completing forms.

SECTION THREE – Attending group workshops in personal effectiveness skills

For this section of the interview, we would like to find out whether or not this service has helped you increase your personal effectiveness skills (e.g. building self-confidence and assertiveness).

NB. If participants have not attended any group workshops in personal effectiveness skills ask them why not.

1. **Do you think this service has helped you increase your personal effectiveness skills?**
   (Note - Explore response in more detail)

SECTION FOUR – Enrolling on courses for education or training qualifications

For this section of the interview, we would like to find out whether or not this service has helped you identify any education or training opportunities.

NB. If participants have not used this service to attend any education or training opportunities ask them why not.

1. **Do you think this service has increased your awareness of education or training courses?**
   (Note: Explore response in more detail)

2. **Do you think this service has increased your ability to find and apply for education or training courses?** (Note: Explore response in more detail)

3. **Do you think this service has increased your confidence in finding and applying for education or training courses?** (Note: Explore response in more detail)

4. **Since you started using this service have you looked for any kind of education or training opportunities?** (Probe: If not, explore why not in more detail e.g. is it because of financial and time commitment, lack of knowledge, qualifications, confidence, competence, social stigma or other factors)

5. **Since you started using this service have you applied for an education/training course** (Note: If yes, explore what type of course; do you think the project was helpful in doing this; why was the project helpful; If not, explore why not in more detail)

6. **Since you started using this service have you started or are you due to start an education or training course** (Note: If yes, explore what type of course; do you think the project was helpful in doing this; why was the project helpful; If not, explore why not in more detail?

7. **Since you started using this service have you completed an education/training course?** (Note: If answer yes: ask if the course was helpful; ask if they received any form of qualification, and the details of the qualification)

SECTION FIVE – Finding voluntary work

For this section of the interview, we would like to find out whether or not this service has helped you to identify volunteer opportunities.

NB. If participants have not used this service to identify volunteer opportunities ask them why not.

Note on volunteering: Make it clear to the participants that volunteering can be voluntary work within SPH or with an external organisation.

1. **Do you think this service has increased your knowledge of volunteering opportunities?** (Note: Explore response in more detail)

2. **Do you think that this service has helped you become more able to identify and apply for volunteer work?** (Note: Explore response in more detail)

3. **Do you think this service has increased your confidence to identify and apply for a volunteer work?** (Note: Explore response in more detail)

4. **Since starting this service have you considered finding volunteering work?** (Note: If answer yes: ask for the details, ask if they think the project helped; If answer no: ask why not, and do they intend to?)

5. **Since starting the service have you searched for any kind of voluntary work** (Note: If not, explore why not in more detail e.g. is this because lack of knowledge, confidence, competence, other factors or barriers)

6. **Since starting the service have you applied for any kind of voluntary work?** (Note: If yes, explore what type of work; do you think the project was helpful in doing this? If not, explore why not in more detail)

7. **Since starting the service have you been successful in gaining voluntary work?** (Note: If yes, explore what type of work; do you think the project was helpful in doing this? If not, explore why not in more detail)

SECTION SIX – Finding paid employment

For this section of the interview, we would like to find out whether or not this service has helped you to identify paid employment opportunities

NB. If participants have not used this service to identify paid employment opportunities ask them why not.

1. **Do you think this service has increased your knowledge of paid employment opportunities?** (Note: Explore response in more detail)

2. **Do you think that this service has helped you become more able to identify and apply for paid employment?** (Note: Explore response in more detail)

3. **Do you think this service has increased your confidence to identify and apply for paid employment?** (Note: Explore response in more detail)

4. **Since starting this service have you considered finding paid employment?** (Note: If answer yes: ask for the details, ask if they think the project helped; If answer no: ask why not, and do they intend to?)

5. **Since starting the service have you searched for any kind of paid employment?** (Note: If not, explore why not in more detail e.g. is this because lack of knowledge, confidence, competence, other factors or barriers)

6. **Since starting the service have you applied for any kind of paid employment?** (Note: If yes, explore what type of work; do you think the project was helpful in doing this? If not, explore why not in more detail)

7. **Since starting the service have you been successful in gaining paid employment?** (Note: If yes, explore what type of work; do you think the project was helpful in doing this? If not, explore why not in more detail)

SECTION SEVEN – Employment and work skills

NB. Only relevant for participants who have accessed the service to find volunteering or paid work

1. **What work skills have you gained from this project?** (Probe: List these options if needed):

Researching job/volunteer vacancies; Understanding job/volunteer descriptions; Completing application forms; Writing or revising CVs; Writing covering letters; Writing supporting statements; Preparing for interview; Job search skills.

2. Refer back to the responses given in Question 1 and explore whether working with the project worker has increased their knowledge, competence, and confidence in each of these areas). **For example: You told me that the project worker has been helping you with completing an application form. Do you think that:**
a) Working on this area has **increased** your knowledge (e.g. knowing what is involved/required) about how to complete an application form? (Note: Explore response in more detail)
b) Working on this areas means that you are **more able** to complete an application form? (Note: Explore response in more detail)
c) Working on this has increased your **confidence** about completing an application form? (Note: Explore response in more detail)

3. **Was there anything that the project did not cover that you think would have been helpful in terms of searching and applying for voluntary work or employment?** (Probe: Certain skills)

SECTION EIGHT – Dealing with HIV related issues at the workplace

For this section of the interview, we would like to find out whether or not this service has helped you deal with HIV related issues at the workplace.

NB. If participants have not used this service to deal with HIV related issues at the workplace ask them why not.

1. **Do you think this service has helped you deal with HIV related issues at the workplace?** (Note. Explore response in more detail)

2. **Do you think that this service has increased your knowledge of employment rights for people with HIV at the workplace?** (Note. Explore response in more detail)

3. **Do you think this service has increased your confidence to discuss HIV related issues with a manager at the workplace?** (Note. Explore response in more detail)

SECTION NINE – Personal development

For this section we would like to ask you what is important for your own personal development and what the challenges are for you in achieving these personal development goals.

1. **What is most important to you in terms of your own personal development?** (probe. distinguish between practical things e.g. got a certificate/training skills/volunteering or paid work; and areas of personal development, increased confidence and sense of self-improvement)

2. **What are the challenges for your personal development? (**Probe. Distinguish between personal barriers (confidence, motivation, HIV related stigma) and practical barriers (financial, health, lack of work experience)

3. **What difference has this service made to you in terms of your personal development? (e.g. more confident, increased motivation, increased aspirations, understand more about available opportunities - distinguish between practical things e.g. got a certificate; and areas of personal development, increased confidence and sense of self-improvement)**

4. **Has the project given you what you had hoped for / expected in terms of personal development? (refer back to Section 1, Question 3) If no, what haven't you got from the project that you hoped for, and why?**

SECTION TEN – Overall

This part of the interview will ask you some overall questions about the Education, Training & Employment project.

1. **What do you think are the advantages of participating in the ETVE service? What do you think has been the best thing about the service? (Probe. List three things)**

2. **What do you think are the disadvantages of participating in the ETVE service? Is there anything about the service that is not so good? (Probe. List three things. Is there anything that the service has not helped with/cannot help with)?**

3. **What do you think the service has helped you with most?**

4. **Do you feel able to continue to access the ETVE project service (if you want to)? Why/why not?**

5. **Are there any barriers for you which make it difficult for you to access the ETVE service?**
   Probe. Confidence, knowledge of sessions. What might help you address these barriers?

6. Do you have any suggestions how the service can be improved? (Probe. Topics/skills covered, new social groups, delivery type and frequency.

7. The ETVE service is exploring the possibility of providing a monthly drop-in service in Crawley and Worthing. Do you think you would use this service? Why/Why not. What would you like to use this service for? (Probe. What would you find most helpful?).

8. Have there been any problems whilst you have been using this service? How have these been approached?

9. Do you intend to access this service in the next month? Why/Why not?

10. Do you intend to use all the 12 sessions available to you as part of this service? Why/Why not?

11. Is there anything else you would like to add that we haven't covered?

12. On a scale of 0-10 for personal satisfaction, how would you rate this service?

13. Next year we would like to speak to some of the people we interviewed this year again. This is to help us explore people's long term experiences with the project.

    Would you be happy if we got in touch with you again next year to speak to us about your experiences of the ETVE project? It is completely up to you to decide and there is no obligation to say yes. If you do say yes, we will get in touch with you again nearer the time to check you are still happy to speak to us.

☐ Re-check consent
☐ Thank you
☐ Hand out vouchers and sources of further support.

APPENDIX F – LETTER OF INVITATION (STAKEHOLDERS)

Date]

Dear [Name],

Re: Evaluation of the Education, Training, Volunteering & Employment Project – St. Peter's House

We are writing to you because you work in partnership with St. Peter's House on a project aimed at improving learning and development opportunities for people living with HIV in West Sussex. We would like to invite you to take part in this study to find out about your experiences and to support the development of the service. If you are able to help, your input would be very valuable.

Our names are Dr Alexandra Sawyer and Dr Nigel Sherriff and we are evaluating this ETVE project. The overall aim of the evaluation is to explore which aspects of the project appear to work well, which aspects appear not to work quite so well, and to provide feedback to the project coordinator to support the development of the project.
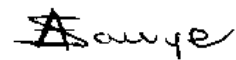
We are writing therefore to ask if you would like to take part in this evaluation. Doing so would involve a face-to-face discussion (interview) about your experiences or a telephone discussion.

We have attached a Participant Information Sheet which gives you more information about the study, its purpose and what taking part would involve. It is completely up to you whether you decide to take part in the study or not. If you would like to take part in the evaluation please complete the attached reply form and email it to Alexandra (a.sawyer@brighton.ac.uk). Once we receive this, one of our researchers (Alexandra Sawyer or Nigel Sherriff) will contact you.
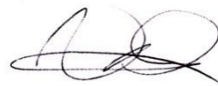
If you require any further information regarding the study in the meantime, please do not hesitate to contact us on the numbers below.

We look forward to hearing from you.

Yours sincerely,

Dr Alexandra Sawyer
University of Brighton
+44 (0) 1273 644169
Email: A.Sawyer@brighton.ac.uk

Dr Nigel Sherriff
University of Brighton
+44 (0) 1273 644539
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University of Brighton

ST. PETERS HOUSE PROJECT

LOTTERY FUNDED

Participant Information Sheet (stakeholders)

Evaluation of the Education, Training, Volunteering & Employment Project

Invitation

We are contacting you because you have been working in partnership with St. Peter's House regarding the Education, Training, Volunteering, & Employment (ETVE) Project which aims to offer learning and development opportunities for people living with HIV in West Sussex. We would like to invite you to take part in an evaluation study about your experiences of this service. Before you decide whether to take part or not it is important for you to understand what we are trying to do and what it will involve. Please take time to read the following information carefully and ask any questions you may have about any part of the study.

Why are we doing this evaluation?

We have been asked by St. Peter's House to evaluate the ETVE Project in order to be able to identify which aspects of the project appear to be doing well and which areas might require improvement and/or development. Once we have gathered our findings we will provide a report on the evaluation to the ETVE project coordinators and St. Peter's House to support the development of the service.

Why have I been chosen?

We have invited you to participate in this study because you are one of the key stakeholders of the ETVE Project.

Do I have to take part?

No. It is entirely up to you whether or not to take part. If you are not sure, please feel free to discuss it with someone else. The person who gave you this form **(Project Coordinator)** may be able to answer any 'on the spot' queries you might have but, if you want to find out more they will refer you to a researcher at the university who will be able to answer your questions. Our contact details are at the end of this form. Please remember that even if you say you would like to be involved, you can **opt-out at any time** without stating a reason and your data can be withdrawn from the final report. We will remind you of this at the time of the interview.

What will happen to me if I do decide to take part?

This study involves being interviewed by a researcher for between 30-45 minutes. The interview will be an informal discussion and there are no right or wrong answers – we just want your opinion. With your permission, the interview will be digitally recorded and if you agree, some anonymised quotes from it may be used in the reports we write for St. Peter's House. These quotes will not refer to you by name at any point. The evaluators will contact you to schedule an interview at a time and place that is convenient for you. If you prefer, it is also possible to conduct the interviews over the telephone. Before the interview you will be asked to complete a consent form (or if the interview is done over the telephone we will post or email the consent form to you).

What are the benefits of taking part?
Your input will provide us with valuable feedback regarding the ETVE project. What you tell us will help the project coordinators to support the development of the ETVE project.

What are the possible disadvantages of taking part?
There are no foreseeable risks of taking part in this study.

What if something goes wrong?
We hope nothing will go wrong. However, if you do not feel happy with the discussion you can leave at any time without giving a reason. If you have any complaint or concern about any part of the study, you can also contact **Kate Galvin (Deputy Head of Research & Enterprise)** who also work at the university but are separate from this study. Their details are at the bottom of this sheet.

Will my taking part in this study be kept confidential?
Yes. Any information you provide will be kept confidential. The only exception to this is if something is disclosed that means that you or a vulnerable adult has been or is at significant risk of harm, then the evaluator is legally bound to report this to an authority. However, the evaluator will privately tell you first if they feel this may be necessary.

Recordings of interviews will not be marked with your name and any potential identifying details will be removed when your interview records are stored on computer and for any reports and/or presentations. Transcription of recordings will be done by a third party transcription service that has no connection to the project and that observes strict confidentiality. An anonymised transcript of your interview will be made and at that point the audio recording will be deleted.

All data information will be stored securely using locked filing cabinets and password and network protected computers.

What will happen to the results?
A report will be written based on the results of the study and presented to St. Peter's House and other partners involved in the project. Results may also be presented at conferences and published in academic journals. Reports may include direct quotes from interviews. However, any names or other identifying information will be removed. A summary of the results can be sent to you if you wish to see them. You will not be personally identified in any reports or publications of the research.

Who has reviewed this research?
The University of Brighton's Faculty of Health and Social Science Research Ethics and Governance Committee (FREGC) have reviewed the project and given it their support.

Who has funded the research?
We have been commissioned by the ETVE project coordinators. The funding comes from the Big Lottery.

Contact for further information

University of Brighton Research Team

Alexandra Sawyer: a.sawyer@brighton.ac.uk (Tel 01273 644 169)
Nigel Sherriff - n.s.sherriff@brighton.ac.uk (Tel 01273 644 539)

If you have any complaints about the conduct of this research you can contact:

Kate Galvin: K.Galvin@brighton.ac.uk (Tel 01273 644028)

Thank you for taking the time to read this.

APPENDIX H – INTERVIEW SCHEDULE (STAKEHOLDERS)

Interviewer:	
Interviewee:	
Date:	
Location:	

☐ Introductory statement.
☐ Received, read, understood PIS – Questions?
☐ Consent form?
☐ Recorder on?

Introductory Statement (to be read only after recorder started)

We are undertaking this study for St Peters House to evaluate the Education, Training and Development project. The main focus for the evaluation will be the effectiveness of the project in achieving their objectives and identifying areas for improvement that could help the future development of the project. The interview should last about forty minutes. Everything you say will be confidential to the evaluation team and will not be directly attributed to you. We will also take reasonable steps to ensure that you cannot be identified from anything written in the report.

BACKGROUND QUESTIONS

1. **Please can you tell me a bit about your job role?**
   a. **Could you tell me a bit more about the clients/service users/people that you work with?** (Probe. Why do they need your service e.g. why is community nursing required)
2. **Could you tell me a bit about your involvement in the ETVE project?**
   a. When did you first hear about the project?
   b. When did you first get involved in the project?
   c. What is your work relationship in the project? e.g. internal staff, external work associates, partnership agency or volunteer support worker
   d. What work sector do you come from?
   e. Can you tell me about your role in this project and what you have done since you were involved in it? (Probe. Referrals, building partnerships, sharing information/resources or supporting front line staff through volunteering).
   f. What do you think of the project so far? (Note. In terms of its purpose and service delivery).

DETAIL ABOUT THE ETVE PROJECT

If involved in referrals ask questions 3a and 3b. If not, go straight to question 4.

> **3a. Please can you tell me how you refer clients to the ETVE project?** (Probe. Do you refer all clients or is it a more targeted process?)**.**

> **3b. Is it possible to give me an idea of how many people you have referred to the project (for example in the last 6 months)?**

4. **Are there any advantages to your service being linked to the ETVE project?**
5. **Are there any disadvantages to your service being linked to the ETVE project?**
6. **How beneficial do you think the ETVE project is for your client's learning and development needs?**
7. **What do you think is the best thing about the project?**
8. **Is there anything about the project that is not so good? (**Probe. Is there anything that the project is unable to help with?)
9. **Do you have any suggestions how the project/service can be improved**? (Probe. Topics/skills covered, delivery type (1 to 1 and group activities), frequency, social group types)
10. **What do you think are the main barriers to personal development for your clients**?
11. **What do you think could be done to help your clients prioritise and take ownership of their personal development**?
12. **Have there been any problems whilst you have been on the project? How have these been approached?**
13. **Would you recommend the ETVE project to a work associate?**
14. **How would you rate the ETVE project for partnership work on a scale of 0 -10?**
15. **How would you rate this project for client service delivery on a scale of 0-10**

☐ Re-check consent
☐ Thank you