

Common Health Assets Lived Experience Panel: *Evaluation plan*



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This paper outlines the evaluation plan and approach for the **Lived Experience Panel** component of the Common Health Assets project. Within Common Health Assets (CHA), the Glasgow Centre for Population Health (GCPH) is leading the Patient and Public Involvement and Engagement (PPIE) element, and will work with a panel of individuals with experience of living in the communities where the project partnered community-led organisations (CLOs) are based. The Lived Experience Panel (LEP) will ensure that the project is informed and guided by ongoing community expertise, that the voice of community members is integrated and integral to the research project, and that findings are relevant, meaningful and helpful to community organisations.

Common Health Assets is a research project focused on how, for whom and in what contexts community-led organisations can build and mobilise their 'assets' to impact on health and wellbeing of those living in deprived areas. The aim of the research is to find out how community organisations improve health and wellbeing, and how this might be different in different contexts. CHA is a three-year, multi-site, multi-method project working with 15 CLOs

based in Scotland, England and Northern Ireland funded by the National Institute for Health Research (NIHR).

This plan outlines the evaluation vision, ethos, aims, objectives, methodological principles, and guidance and evidence relevant in shaping the development of the evaluation framework and LEP.

Embedding community engagement methods within research is crucial in moving participants away from being 'subjects' and enabling them to directly influence how the research is carried out and how findings are interpreted. This provides an empowering experience for individuals, and allows them to have a direct say on research that is focused on them and the communities they live in.

Underpinned by an inclusive and reciprocal approach to community engagement, LEP meetings will be co-produced as activities and discussion will be led by participant interests, gaps in knowledge and needs identified by Panel members. The central aim for this engagement is to foster a mutually beneficial learning exchange among Panel members, and between Panel members and the CHA research team.



Evaluation vision

The vision for the evaluation is to capture important learning from the implementation, delivery, and impact of the CHA LEP as a means to further understand the value of patient and public involvement, engagement, participation, and contribution to community-based research projects.

The primary focus of the evaluation is to ascertain the value and benefit of participation and involvement with the LEP towards community engagement, confidence, skills development, connections, and networks made by adults engaged with the Panel from the CLOs the project is working with. Furthermore, the evaluation will also consider the processes undertaken in the development, delivery, and implementation of the Panel.

Evaluation ethos

The evaluation approach will be inclusive, reciprocal, supportive and flexible. The GCPH will take responsibility for leading the LEP evaluation processes, from planning through to reporting. The evaluation will also require input and contributions from CHA research team members and project partners at different stages throughout its process.

The evaluation recognises from the outset the developmental and innovative approach being taken in the establishment and delivery of the CHA LEP. The evaluation must be flexible and adaptable to the context in which it is operating. To this end, the evaluation plan is broad in nature.

Evaluation aims and approach

This evaluation is planned over the duration of the CHA research project. It will utilise two key evaluation approaches to examine the two overarching aims of the evaluation:

- **Aim 1:** Summative evaluation to assess the overall impact of the Panel on those who participate, and the contribution of the Panel to the CHA research project.
- **Aim 2:** Formative (process) evaluation to assess the effectiveness of the methods of implementation and delivery, communication, and facilitation to ensure that ongoing learning and improvement is fostered in the Panel. It will also ensure Panel activity is appropriate and acceptable. This approach will be used to identify and celebrate successes. It will be undertaken throughout the life of the Panel and will also involve receiving feedback and reviewing inputs, activities, and outputs.

Data on the reach of the Panel (in terms of diversity, the level of interest for the Panel, the length of time that people are engaged) will also be collected to inform effectiveness of recruitment and participant satisfaction.

The delivery of the LEP will also be evaluated against the Scottish National Standards for Community Engagement (2016). These standards provide a framework for inclusive and effective community engagement and have been implemented in the development of the Panel. Evaluating the Panel against these standards will allow us to assess how well the Panel has engaged with, and supported, the community of interest.

- ▶ **Inclusion** – assess the diversity of the Panel to ensure a variety of perspectives are being included.
- ▶ **Support** – assess if accessibility needs were appropriately met by asking participants what support they need and recording additional support provided. Also scope out if enough support has been provided in 1-1/catch-up meetings.
- ▶ **Methods** – assess the effectiveness of Panel activities, methods of delivery, time devoted to learning, facilitation, using participant surveys, real-time feedback, meeting observations, outputs, facilitator diary, and 1-1/catch-up meetings.
- ▶ **Communication** – assess the appropriateness of communication methods, in between meetings, prior to meetings; has enough information been provided? Is the information accessible and provided in a timely manner? Ask participants, monitor responses and frequency of contacts between meetings.
- ▶ **Working Together** – outcomes should be co-produced, people should be asked what they want to get out of the Panel, and this should be revisited regularly to assess if these outcomes are being met by Panel activities and to adapt and amend as appropriate.

▶ Evaluation objectives

Table 1 presents the specific objectives underpinning each evaluation aim, the key data and evidence sources, and the core methods adopted within the evaluation for each objective.

A logic model mapping inputs, potential outputs, outcomes and short and long-term impacts is presented in Appendix 1.

Table 1. Evaluation aims and objectives

| Evaluation aim | Evaluation objective | Data and evidence source | Evaluation methods |
|--|--|--|--|
| <p>Aim 1</p> <p>(Summative)</p> <p>To assess the overall impact of the Panel on those who participate, and the contribution of the Panel to the Common Health Assets project.</p> | <p>1. To evaluate the benefits of participation in the LEP</p> | <p>Review and synthesis of the evidence on PPIE and participation in research</p> <p>Self-reported data on confidence, knowledge about research, decision-making skills, feeling connected to others outside their community</p> <p>Collaborative outputs, conversations during sessions etc.</p> | <p>Literature review</p> <p>Debrief conversations at the end of panel sessions</p> <p>Feedback after each panel session</p> <p>Catch-up meetings at intervals</p> <p>Small group discussions</p> |
| | <p>2. To evaluate the success of the LEP as a co-productive method to include community members in research</p> | <p>Review and synthesis of the evidence on existing PPIE approaches and effectiveness in research</p> <p>Panel member and researcher feedback on the relevance of the Panel, and its activities, as a method of engagement</p> <p>Outputs from the Panel and Study Steering Committee (SSC) and Project Management Team (PMT) meetings which demonstrate the influence that panellists have had on the research outputs and activities</p> <p>PPIE Activity and Impact record form</p> | <p>Research and panel outputs</p> <p>Panel member feedback, 1-1 meetings and debrief conversations</p> <p>Researcher team feedback on the usefulness of outputs from the Panel and their experience in engaging with the Panel</p> <p>Cube Evaluation Tool outputs</p> <p>Reflective diaries and facilitator notes</p> |

| Evaluation aim | Evaluation objective | Data and evidence source | Evaluation methods |
|--|---|--|--|
| | <p>3. To contribute to learning on use of co-production approaches and mobilising people as ‘assets’ in community-based research</p> | <p>Existing PPIE literature and good practice examples</p> <p>Review and synthesis of the evidence on existing PPIE approaches and effectiveness in research</p> | <p>Panel meeting outputs</p> <p>Reflective diaries and facilitation notes - what worked, what didn’t, learning snapshots, etc.</p> <p>Panel member feedback and evaluation</p> |
| <p>Aim 2</p> <p>(Formative)</p> <p>To assess the effectiveness of the methods of implementation and delivery, communication, and facilitation to ensure that ongoing learning and improvement is fostered in the Panel.</p> | <p>1. To support learning and continuous improvement in the delivery of the LEP</p> | <p>Review the progress of the Panel and the level of engagement during and outwith meetings</p> <p>Assess Panel member satisfaction and personal development throughout delivery</p> | <p>Facilitator reflective diary</p> <p>Meeting observations, notes of meetings</p> <p>Debrief conversations at the end of meetings</p> <p>Collaborative outputs from Panel activities</p> |
| | <p>2. To assess the impact of the Panel on the Common Health Assets project</p> | <p>Review and monitor the influence that the Panel has on research activities and decisions made by the wider research team from the PPIE Activity and Impact record form</p> | <p>Assessment of PPIE activity and Impact record form and ‘You Said, We did’ log</p> <p>Review SSC minutes, PMT minutes</p> <p>Ongoing conversations with CHA researchers and CHA Principal Investigator</p> |
| | <p>3. To evaluate the benefits of participation in the LEP for Panel members</p> | <p>Assess the gained skills and knowledge by Panel members following Panel activities and learning</p> | <p>Cube Evaluation Tool output</p> <p>Short questionnaires after meetings</p> <p>Informal conversations within meetings, feedback from 1-1 conversations</p> |

Evaluation tools

A mix of qualitative and quantitative methods will be utilised throughout the duration of the LEP evaluation, including:

- panel session notes of meetings
- notes from informal catch-up meetings with Panel members between meetings
- collaborative outputs from Panel activities
- revisiting Panel activities (e.g. Hopes and Concerns)
- field notes from facilitator observations
- notes from meeting debrief conversations at the end of Panel meetings

To assess the effectiveness of methods used within the Panel and the impact of involvement and participation on Panel members, evaluation surveys were completed by Panel members after the first series of meetings in June 2022 and following the first in-person Panel meeting (November 2022). Evaluation feedback will also be sought from Panel members who withdraw from the Panel at their point of exit.

An evaluation survey will also be issued to all Panel members following the final Panel meeting (2024). The Cube Evaluation Framework¹ will also be completed by Panel members at their final Panel meeting to assess the level of engagement we have provided with the LEP.

Developed by the NIHR, the Cube is a digital evaluation framework which enables Panel members to engage in evaluation of the quality of the LEP in a visual and accessible way. Once complete, it provides immediate visual representation of contributors' responses. There is also space for free text comments, for qualitative evaluation.

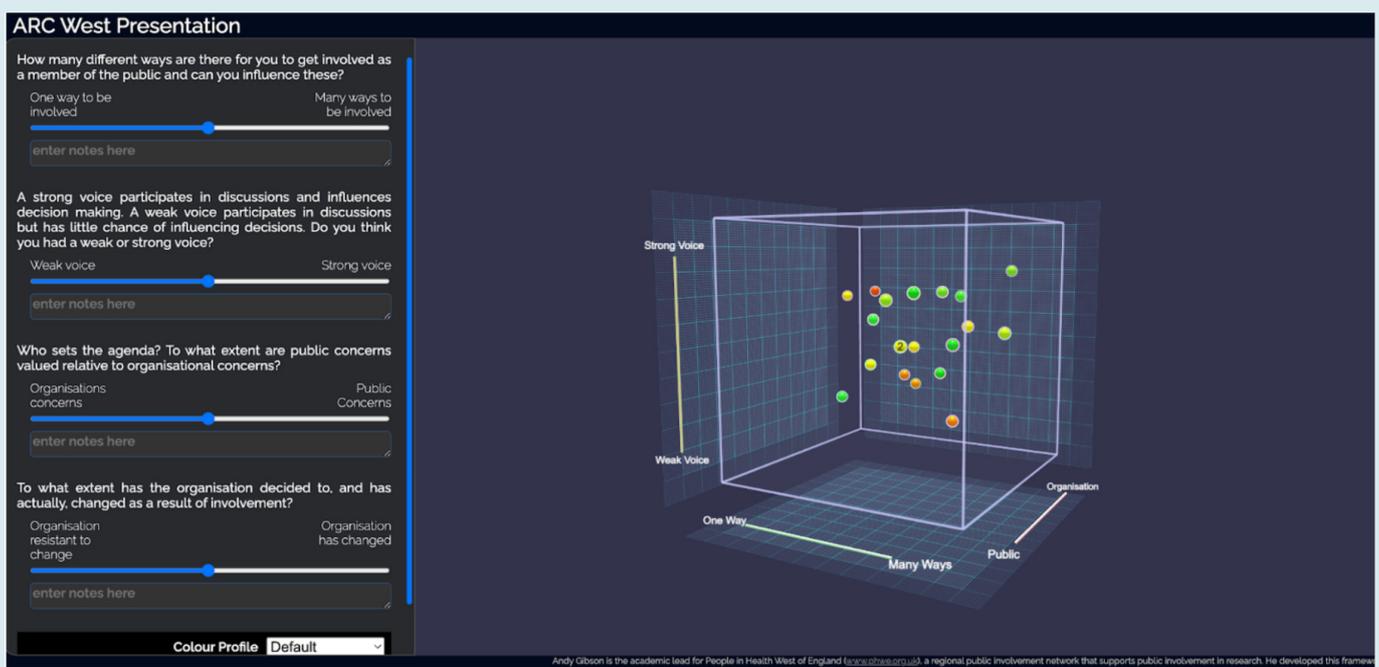


Figure 1: Cube Evaluation Tool site page

All Panel members will be able to see each other's responses once they have completed the Cube themselves, which will be useful to stimulate further discussion for feedback, and to share the responses of Panel members with the research team.

The use of the Cube in the evaluation of the LEP, will allow Panel members to have an honest and open say on how well the Panel has fulfilled the objectives of PPIE specifically, and enable us to have an accessible format to share responses with each Panel member to discuss further.

Considerations

- Allow for anonymous feedback to be collected from Panel members so that they can share honest thoughts e.g., using survey options or paper notes in a box etc.
- Timeframe of pre-and-post-surveys: how to ensure we gather enough data? Should we allocate time at the end of meetings to complete surveys, or should they be done in own time after reflection time? How will the feedback of Panel members who withdraw from the Panel between sessions be considered? Does the number of meetings attended need to be considered?

PPIE impact evaluation

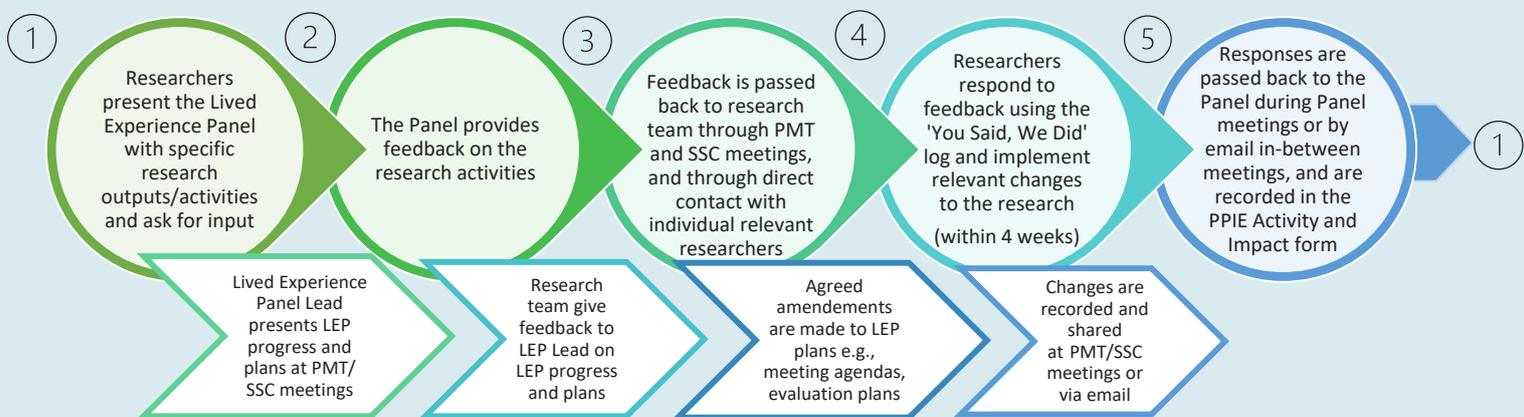


Figure 2: Feedback loop between LEP and CHA research team

Figure 2 displays the process of feedback between the Panel and the wider research team. This will be followed in a cyclical process to ensure continuous effective communication between both groups. Two resources, developed by NIHR Cambridge Biomedical Research Centre PPI Team², are being used to support the second objective of each evaluation aim.

Following Panel meetings, the 'You Said, We Did' log (Appendix 2) is used to demonstrate how the views and feedback of the Panel have informed and influence research activities. This provides a direct channel for communication between the wider research team and Panel, recording suggestions made by Panel members and the corresponding actions taken by the research team as a result.

This log promotes accountability for the research team to consider and respond to all Panel feedback.

The PPIE Activity and Impact record form (Appendix 3) will be used to record specific key learning from Panel recommendations and the actions taken as a result. Recording feedback and actions in this way can help when writing up grant applications, research materials, papers and press releases. It can also be shared with the Panel to demonstrate the impact they have had on the research process.

Evaluation uses

Learning from this evaluation will inform the development and delivery of the methodological approach taken by the CHA research team and will influence, shape, and advise how research findings are interpreted and disseminated to community members, community organisations and local partners who participated in the research, and to policy makers, public sector agencies, funders and research bodies.

Furthermore, learning from this PPIE study will contribute learning to the evidence base on the value, importance and richness gained from involving the public in research in a meaningful and sustained way.



Sources

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