BA CRIMINOLOGY AND SOCIOLOGY

Applied Social Research Report

To explore the effectiveness of HYPES services for the quality of life for young people living in the Wirral Region

Katherine Burnett
200807917

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ABSTRACT

The Wirral peninsular is home to around 74,500 children and young people. The outcome of life for the children and young people remains inconsistent and the following report explores how one organisation aims to improve such outcomes. The report examines the ways in which HYPE aims to improve the opportunities for the children and young people living on the Wirral. Some empirical interview material is used to discuss the experiences of both the service-users and the partner organisations connected to HYPE. Similarly, the report draws on some quantitative research drawn from questionnaires completed by service-users to gain a wider understanding of their experience within the organisation. The research suggests that as an organisation, HYPE is maintaining a very positive impact upon the children and young people and claims that they are clearly outcome focused within their activities. Their workshops and youth centers prove to be service-user led and they are able to offer encouragement and support within a safe environment. Future recommendations are offered towards the end of the report developed from the research evidence; the recommendations envisage HYPE to continue to encourage service-users, obtain a bigger workforce, advertise their services more broadly and finally expand their network.

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(**Charity number**: **1038129**)

Interchange is a registered charity with an intention to bridge together Higher Education (HEIs) with local Voluntary and Community Organisations (VCOs) from Greater Merseyside. As a student studying at The University of Liverpool, I was granted the opportunity to engage in an Interchange project as an alternative to a dissertation within my final year of study. The following Applied Social Research report was produced for one of Interchange's work-based learning projects.

Interchange emphasises the collaborative-styled approach between the student researcher and the organisation, ensuring that the project is negotiated in a way so that each partner will learn from the experience. Working co-operatively with local VCOs and University of Liverpool Students, Interchange offers a wide range of projects to include: evaluation reports and studies; documentary and oral histories; feasibility studies; and community activities.

Through Interchange I was placed within a VCO that suited my academic and further career prerequisites. An opportunity was gained through the form of Work-Based Learning, to essentially develop key skills as well as academic competence. Along with the essential skills enhanced throughout the research, the collaborative style approach also ensured that the project was determined by the appropriate needs of the VCO in which I was placed.

As a result of Interchange, applied social research and work-based learning projects have helped VCOs in a number of ways to include: access to additional funding, improvement of services, gathering statistics and to essentially become more sustainable.
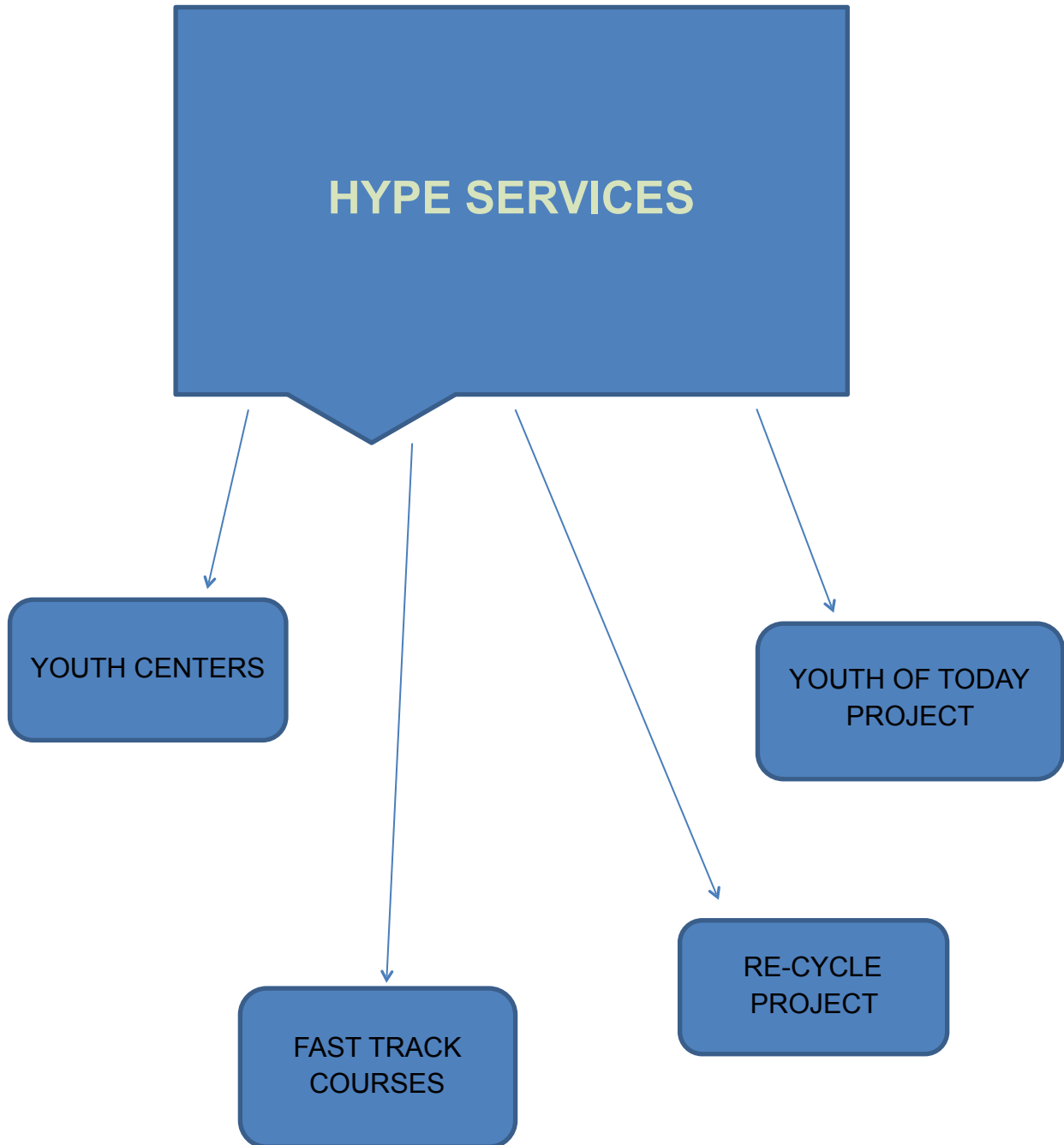
HYPE is a not for profit organisation that focuses on the youth of Merseyside, standing for 'helping young people everywhere'. HYPE targets the most deprived communities across Merseyside focusing on the problems and barriers that have an effect on children and young people. Their ambition is to improve the quality of life and wellbeing for the young people living on the Wirral and believe that by interlinking with Interchange, the project undertaken by myself and the project leader could be a chance to further build their credibility and reputation as an innovative youth service provider.

HYPE is renowned for its aim to provide an opportunity for all youths, irrespective of social background, gender, religion or ethnic origin to achieve their full potential. The organisation aim to achieve this through the various activities that they offer young people, including; mentoring support, workshops focusing on health and mental wellbeing, physical activity, education and employment progression, training and providing volunteer and work experience opportunities. HYPE wants to offer support through their projects for the challenges that young people are often faced with throughout their childhood and the significant transition to adulthood. HYPE is essential to the community as they believe it is vital to increase the participation and engage the youth in a range of activities which will have a positive impact. The impact that HYPE aim to achieve includes; improving the confidence and self-esteem of youths, to decrease the risk of anti-social behaviour and to strengthen local groups within each community by partnering.

The organisations main attributes include;
•   Sports and Arts based events, activities and clubs
•   Pathway, qualification and Learning Courses
•   Youth outreach work

- Youth projects, including projects developed and led by young people

- Pre-Employment courses for young people

HYPE SERVICES

YOUTH CENTERS

FAST TRACK COURSES

RE-CYCLE PROJECT

YOUTH OF TODAY PROJECT

▪PRENTON
▪ROCK FERRY   **▪ BIRKENHEAD**
▪WOODCHURCH

▪ WOODCHURCH

▪PRENTON
▪ROCK FERRY
▪WOODCHURCH

Applied Social Research Project

The organisation and Interchange collaboratively discussed HYPE's intentions and aims for the future. They discussed how they would like to build the research capacity of the organisation which would enable them to demonstrate in detail, both the qualitative and quantitative effects of service provision.

As an organisation HYPE established the need to develop a research project to further demonstrate that their services are developed based on community need and are always outcome focussed and thoroughly evaluated.

Following negotiation, Matthew Houghton the project leader for HYPE, the Interchange team and I decided that a report focused on how HYPE's interventions and services have positively affected the quality of life for young people living on the Wirral region would be significant.

HYPE ensured that I had an enhanced CRB in place for the project. The opportunity was given to attend all workshops that HYPE provides for young people, to gain a thorough understanding of the organisation before actively engaging in qualitative and quantitative research. Following this questionnaires for the young people were produced, from which quantitative statistics of the youth's general perceptions of HYPE could be generated, before interviewing a select amount to gain a more detailed qualitative account of their HYPE experience. Alongside this, it was agreed that face to face interviews with a select few of HYPE's partner organisations would further add depth and a focused understanding of the affect that HYPE maintains on the young people living on the Wirral region.

Policy Context

According to Mike Hudson (2009) not for profit organisations such as HYPE 'exist everywhere because of a human quality that brings people together to provide services for themselves and others' (Hudson 2009 pg. xvi). He claims that third sector organisations have accounted for some of the nation's greatest social changes and are therefore greatly influential in more ways than one.

Organisations like HYPE are underpinned by a cause, for instance recognising that not all young people living on the Wirral are granted similar opportunities, and the people that establish these organisations believe changes are needed and are willing to do something about it. The authors of The Spirit Level (2009) further advance the need for equality within societies arguing that 'societies tend to do better on many measures of social health and wealth the more equal they are' (Wilkinson and Pickett 2009 pg. vi).

However, services offered within organisations such as HYPE are currently faced with massive threat under the Coalition government who appear to be making tremendous cut backs to public sector services. Joe Anderson the current mayor of Liverpool has recently enforced a 50% reduction in the budget to be faced by local youth services, something that could prove detrimental for an organisation such as HYPE situated not too far away. Throughout the subsequent sections within the report it is made apparent that one of HYPE's youth centres was temporarily closed due to a cut in funding, something that is unfortunately common within the third sector. However, contradictory to this perspective, The National Social Report 2012 described a number of the UK priorities within the recent climate, including support for young people coming from disadvantaged backgrounds and also tackling the national problem of unemployment (DWP, 2012).

The following section focuses on the implications of two specific government initiated Acts that have contributed a significant impact upon HYPE these being; The Children Act (2004) and The Social Value Act (2012). Subsequently each Act will be discussed, starting with The Children Act (2004).

Children Act 2004

*''An Act to make provision for the establishment of a Children's Commissioner; to make provision about services provided to and for children and young people by local authorities and other persons''***(HM Government 2004)**

The general function of the Child Commissioner is to promote awareness of views and interests of children living in England. The Children Act as legislation alone is limited and as noted in the 'Every Child Matters: Change for Children' document the legislation must be a part of a wider process of change. Therefore the document was aimed to 'set out the national framework for local change programmes to build services around the needs of children and young people so that we maximise opportunity and minimise risk'. (Department for Education, 2004 pg. 2)

The document recognises the importance of youth services in working towards the five outcomes established in The Children Act 2004; it expands and adds depth to the five initial outcomes, working with voluntary and community sectors to identify 25 specific aims for children and young people. It was established that healthy choices would be promoted, safe homes and stability would be provided, learning would be supported, positive behaviour would be promoted and economic activity would also be supported. All these aims were to be supported by families and services such as HYPE for children and young people.

These include;

1. Be healthy	2. Stay safe	3. Enjoy and achieve	4. Make a positive contribution	5. Achieve economic well-being
Physically	From Maltreatment/ neglect/ exploitation	Ready for school	Decision making/ community & environment	Further education/ employment or training
Mentally	From Accidental injury/ death	Attend and enjoy school	Law- abiding/ positive behaviour	Ready for employment

Emotionally	From Bullying/ Discrimination	National educational standards- primary school	Positive relationships/ don't bully or discriminate	Decent homes and sustainable communities
Sexually	From Crime/ Anti-Social behaviour	Personal and social development/ recreation	Self confidence	Access to transport/ material goods
Healthy Lifestyles	Have security/ stability/ care	National educational standards- secondary school	Enterprising behaviour	Free of low income

Table 1: 25 aims for children and young people

The outcomes emphasise how important it is for educational, achievement and well-being for young people. They acknowledge how young people are more likely to learn when they are healthy, safeguarded from harm and are engaged. 'Educational achievement is the most effective way to improve outcomes for poor children and break cycles of deprivation' (Department for Education, 2004 pg. 8).

Secondly, the Social Value Act (2012) has notably maintained a significant impact upon HYPE as an organisation. During an initial meeting with the project leader, the importance of the Act was extensively discussed.

Social Value Act 2012

"An Act to require public authorities to have regard to economic, social and environmental well-being, in connection with public services contracts; and for connected purposes" (HM Government 2012)

The project leader explained how important it is for HYPE to consider this Act when designing certain projects or workshops and to ultimately recognise how what is proposed, will prove beneficial economically, socially and environmentally for the well-being of the relevant community. John Tizard (2013) an advocate for the Public Services Social Value Act believes that the Act will ensure a positive outcome-based approach for organisations such as HYPE describing it as a 'catalyst for new thinking and new behaviours leading to better outcomes' (Tizard, 2013).

It is important at this stage in the report to critically assess the importance of policies such as The Social Value Act (2012) and who has the authroity at the given time to pass such Acts and essentially, who are they most likely to benefit in the long-term. Since the Act was established under the current Coalition Government it makes sense to perceive it historically following a 'rolling back of the state-like approach' in which a cut to public sector expenditure is vital and consequently is dominated by a business-like perspective. Casey (2004) argues the importance of recognising that "the political and socioeconomic environment in which TSOs operate as the product of the dominant political discourses" (Casey, J 2004 pg. 4). This is a point Tizard (2013) reiterates, claiming that he wishes to change the mind-sets and behaviours of political leaders, adding that only then will real social value be added. Similarly, Hudson (2009) suggests that too often TSO's are expected to behave like businesses and although there are obvious benefits there are also limited values to this viewpoint.

Wirral Context

The North West region as a whole does present many positive opportunities for children and young people; however there are persistent areas of deprivation and widening social and economic inequalities that ultimately have an impact on the health and wellbeing of children and young people living here.

Figure 1 is a map of the Wirral displaying in red the most deprived areas. IMD records rank the Wirral as the 60th most deprived region nationally, however it is important to
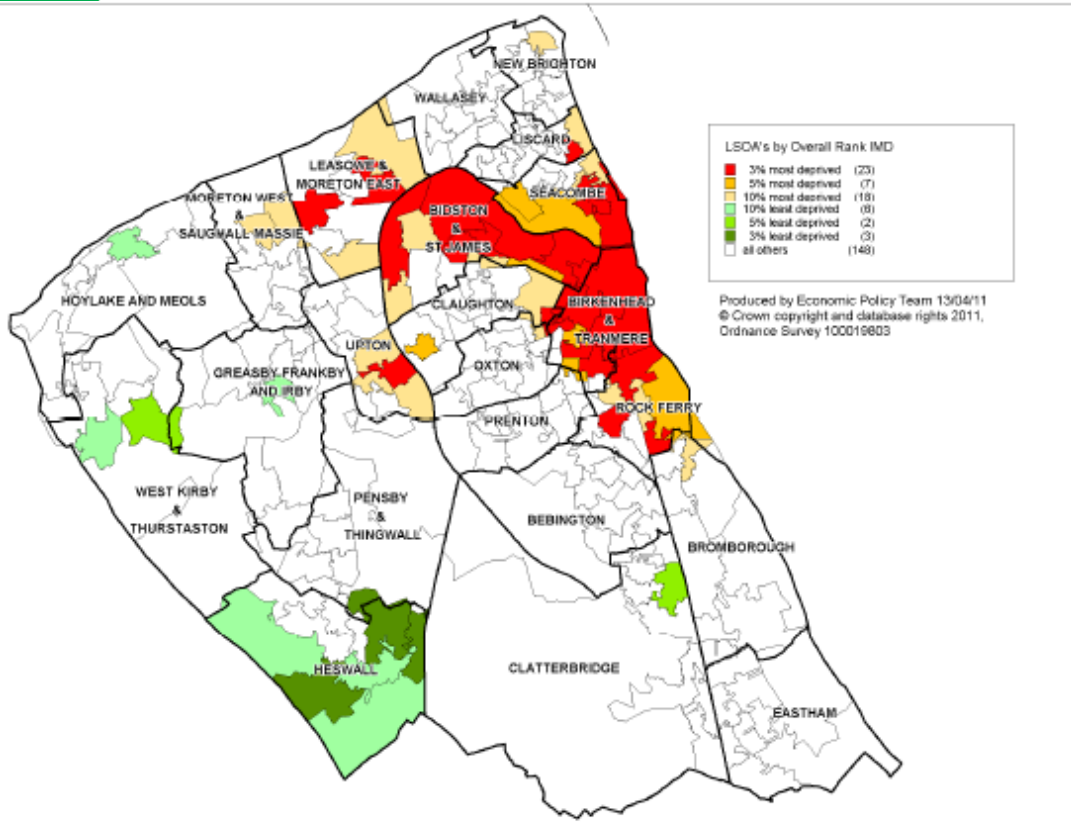
acknowledge that within the borough 11% of all LSOA's (lower super output areas) exist at the top 3% most deprived nationally. Within the 3% most deprived areas are where HYPE centres are suitably situated, with the aim to engage with the young people who live in these communities offering them an opportunity to achieve their full potential.

Within the most deprived areas, Rock Ferry, which is where I spent up to six months of my time engaging in participant observation, has a substantial 44.2 % average of children living in 'poverty'. Child poverty is indicated by measuring the percentage of children living in families receiving out of work benefits or tax credits with a reported income of less than 60% of the median income. Nationally the least deprived areas are recognised as having child poverty rates at around 10% with the most deprived areas, nationally, at around 40%. So it is hereby important to mention how significant the percentage of Rock Ferry's children who are living in poverty actually is.
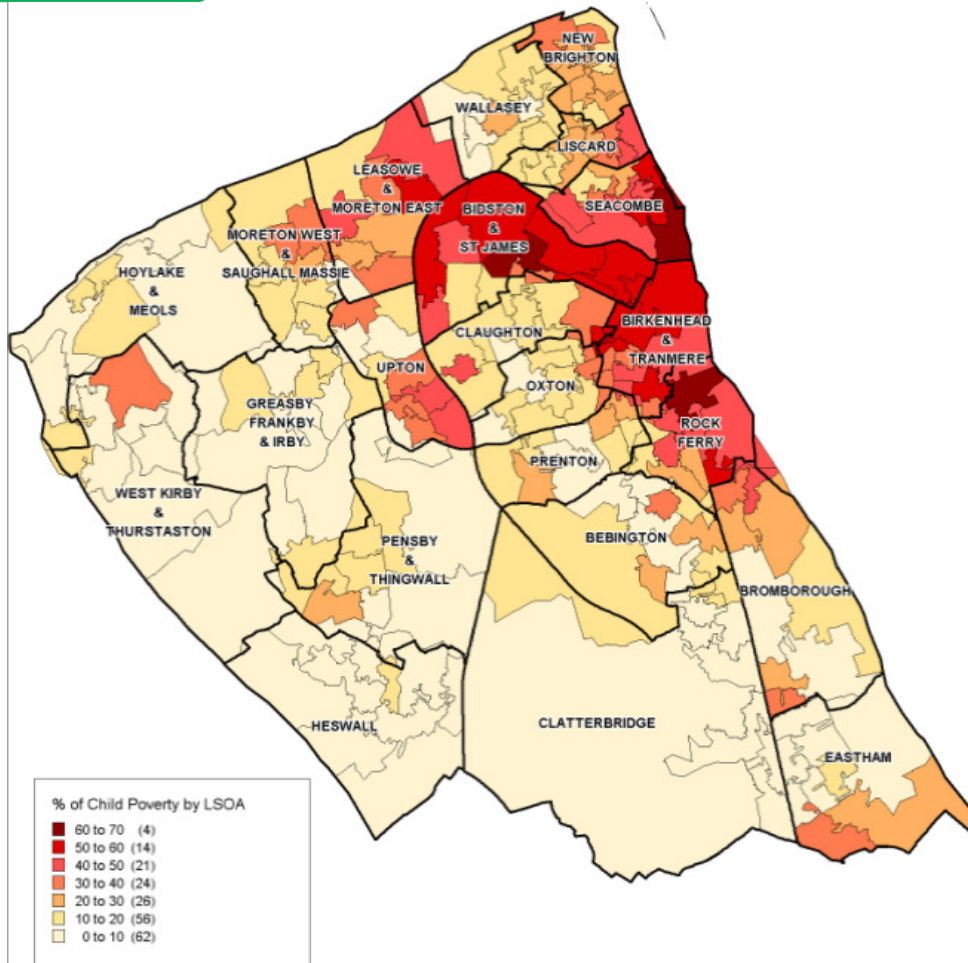
Figure 2 is map of Wirral displaying in red the areas with the highest percentage of children living in poverty. Measurements of Wirral's 16-18year olds NEET (not in education,

employment or training), although as a whole have recently reduced, indicate that Birkenhead still withholds the highest percentage of NEET's at 16.85%. Throughout the Fast Track course HYPE's aim is to reduce the percentage of NEET's in the areas in which they remain significantly high.

Within the Neighbourhood Profile for Birkenhead, Rock Ferry and Tranmere (Wirral Council 2013) is a plan of a vision for the residents of those communities and the results from surveys

are significant. Priorities that were identified within those neighbourhoods outlined the need for;

- Support for vulnerable children and families
- A reduction of crime and anti-social behaviour
- Essentially more services for children and young people.

It appears therefore paramount within these communities that services such as what are offered through HYPE centres exist offering opportunities to advance all priorities.

Methodology
Aims

As mentioned earlier in the report HYPE established a need to build their research capacity that would enable the organisation to demonstrate both qualitatively and quantitatively the effects of their service provision.

A key understanding when developing research tools is that 'all research involves the use of rigorous and systematic methods to explore questions, problems and topics with the aim of gathering data that will inform greater understanding' (Hardwick, L and Worsley, A 2011 pg. 5)

We agreed it was appropriate to interview partner organisations of HYPE and to create questionnaires for service users as well as follow up interviews.

Two separate questionnaires were produced, one for The Fast Track service users and one for Youth Club service users. The questions covered topics from; which areas of the Wirral the service user was currently residing to personal attitudes following their HYPE experience and finally what establishes HYPE as different from other similar organisations. The questionnaires combined both open ended and closed ended questions, comprising of questions regarding personal attributes, facts and opinion. The interview questions were similar questions to those asked in the questionnaires, however they allowed for a more detailed response.

The semi- structured interviews that the partner organisations engaged with included questions concerned with their working relationship with HYPE, how they believe HYPE support young people and again what makes HYPE different from other similar organisations.

Such forms of research, along with ongoing participant observation which continued over a 6 month period, in which things such as attendance, perceived enjoyment and behaviour were observed, should create sufficient evidence, to provide an accurate response to the research proposal which is 'To explore the effectiveness of HYPES services for the quality of life for young people living in the Wirral Region'.

Strengths of Methods

The questionnaires that were produced are a form of quantitative research and therefore the data gathered can be displayed often in a numerical form and presented in graphs and tables which are easier to understand from a third party perspective.

The use of closed-ended questions within the questionnaires, for example *'Would you tell your friends to come to HYPE? Please tick appropriate circle Yes* ◯ *No* ◯*'* allows for the 'time and resources committed to data entry to be reduced' (David and Sutton, 2011 pg. 243) and ultimately allowing for 'easier data input' (David and Sutton, 2011 pg. 243).

A great advantage of interviews allows a rapport to be built between myself as the researcher and the respondent and therefore 'respondent commitment to the research study' (David and Sutton, 2011 pg. 245) can potentially improve. Similarly the use of open questions can be greater in face to face interviews than in questionnaires as the researcher is present to provide answers to any queries with the questions.

It was important from a student researcher's perspective to engage in semi-structured interviews with the service-users as this encourages what's known as a 'bottom-up approach' given that, the research is an empowering activity for the children and young people. 'Children and young people have a right to have their lived experience heard and understood and there should not be an assumption that their 'protection' equates to non-participation' (Hardwick, L and Worsley, A 2011 pg. 32). Similarly, it is a priority internationally through the UN Convention of the Rights of the Child 'promoting the participation of children and young people in decision making and policy development and as active contributors to everyday family and community life' (Percy Smith and Thomas, 2010 pg. i)

Limitations of Methods

Disadvantages of questionnaires in research include 'the inability to control the context within which the questions are completed; respondents may jump between questions and not complete in the intended order' (David and Sutton, 2011 pg. 243) or simply disregard questions that they may or may not understand.

Similarly, 'there is an implicit assumption with self- completion surveys that the targeted respondents literacy level is sufficient to provide written responses' (David and Sutton, 2011 pg. 243) this issue was realised when it came to analysing the data given that there was difficulty understanding certain written responses, this was especially the case with younger participants.

Within primary research, face to face interviews don't come without disadvantages such as the likelihood of researcher-effects which can potentially affect the response given by the interviewee. An interviewer effect is described as 'the potential for the social characteristics and behaviour of the interviewer to distort the responses of the interviewee' (David and Sutton, 2011 pg. 620) Due to the nature and the age of some of the young people chosen for interviewing, there is the possibility that they answered in a way they believe would benefit the research.

A considerable amount of time is involved when arranging interviews, especially as in this case ethical approval took longer than initially anticipated and therefore interviews had to be rearranged and pushed back to later dates.

Ethical considerations

Before engaging within any research ethical approval had to be received, with regards to the British Sociological Association ethical guidelines. Within social research it is important to acknowledge that 'during the process of designing and implementing your piece of research, you need to consider the ethical implications of undertaking the research' (David and Sutton, 2011 pg. 30)

Due to the nature of the organisation and the vulnerability of the participants that were to be engaged with, the application was sent to full committee review which understandably had further implications on the time available to engage in research.

'Informed consent involves ensuring that all potential research participants are fully informed about every aspect of the investigation and any issues that might influence their decision to participate' (Hardwick, L and Worsley, A 2011 pg.33) this was ensured through both verbal and written consent, the latter has been attached within the Appendices of the report.

Similarly, a participant information sheet was produced by the researcher, so that the participants were fully aware of their rights to confidentiality, data protection, voluntary position and choice to abandon the research at any point; these have also been attached within Appendices of the report.

Coding

There is a variety of specialist software applications to support quantitative data analysis, the one chosen for this report to analyse the questionnaires was IBM SPSS Statistics 20 (SPSS standing for statistical products and service solutions). The advantage of such data analysis is that 'social statistics both collects and summarizes data findings in relation to a wider context using probability theory, known as inferential statistics' (David and Sutton, 2011 pg. 471). Due to the size of the project and the time constraints faced throughout, it was decided that univariate analysis was most appropriate allowing data to be presented in simple graphs and tables with little confusion.

Qualitative data analysis involves the process of attaching meaning to content, therefore 'the attempt to identify the presence or absence of meaningful themes, common and/or divergent ideas, beliefs and practises' (David and Sutton, 2011 pg. 324). Through listening to recordings of the interviews in order to transcribe the data, the initial analytic stage of data processing had occurred. David and Sutton (2011) identify coding as the most significant stage of analysing qualitative data, through coding data comparisons and cross-references can be established highlighting both incidences and lack of incidences gathered throughout the interviews.

Open coding was chosen as a method of analysis, which allows codes to be generated once all the data has been collated. Following this the transcripts were analysed using axial coding, 'axial codes are codes that the researcher selects to represent and to highlight what they perceive to be the core issues or themes within the text they are analysing' (David and Sutton, 2011 pg. 345).

Partner Organisations

Table 2 displays the four partner organisations from which suitable persons were chosen to be interviewed during the research process. The partners were chosen as at the time of interview they were currently networking with HYPE and therefore were able to offer relevant insight into their HYPE experiences.

An overview of each partner organisations has been developed on page 24.

Table 2: Partner Organisations

YMCA Wirral's main aim is to help to build positive futures and overcome barriers for people of all ages. They aim to secure the futures of the young people in the local area by providing the best quality services (see website: http://ymcawirral.org.uk/).

Magenta Living describe themselves as a socially responsible not for profit organisation. They are currently responsible for up to 12, 000 properties and their work 'is far more than simply bricks and mortar and their vision is providing homes and building communities' (see website: http://www.magentaliving.org.uk/home.aspx).

The University Academy Birkenhead claim that by believing in all of their students and helping them aspire to be the best that they can be, they are committed to ensuring their academy students achieve (see website: http://www.uabirkenhead.org/Content/Home/Default.aspx).

The Viking youth and community centre provide facilities to the residents of Tranmere and Rock Ferry with the aim to provide the community with educational, social, welfare and guidance activities in a safe environment (see website: http://www.vikingcentre.co.uk/about-us.html).

Findings and Discussion
Partner Organisations

Throughout the semi- structured interviews an accurate understanding of the perceptions held by the partner organisations about HYPE was gained, as was the affect that they believe the organisation has on the quality of life of the young people living on the Wirral region. Although each organisation is partnered to HYPE for different and varied reasons the research discovered some general over-arching messages that all respondents gave when answering the questions. Generally, the questions covered their working relationship with HYPE and their opinions and examples of how they have known HYPE to support young people.

Overall, the partner organisations spoke extremely positively about HYPE as an organisation and each wanted to offer numerous reasons and examples to add depth to their opinion. It appeared the initial over-arching message that each partner organisation wanted to get across was concerned with the sense of community and community value that the organisation achieves through its activities. To protect confidentiality of the interviewee's within the subsequent section, there quotations have been referenced as: Participant 1, Participant 2, Participant 3 and Participant 4.

- ### Community Oriented

The topic of community was repeated throughout the transcripts and the report has included a few examples which accurately evidence the findings:

When discussing their knowledge of the background behind HYPE Participant 1 claimed ***''..the driving force behind HYPE, having been one of those young people in the past he wanted to put something back into the community, communities that he grew up in"***

The following direct quotation came from a discussion about The Vikings Youth Centre in Rock Ferry ***''.. it was, well in some ways is still, a really under-utilised community centre but with HYPE getting involved there it has proved really beneficial for both HYPE and the community, particularly the youth community in which the centre is situated"*** – Participant 1.

Participant 2 stated that *''HYPE have encouraged our client group to be more proactive and not just with themselves personally but proactive within the wider community''* when asked for examples of how HYPE supports young people.

''Two of our clients who came from really bad backgrounds are now giving something back to the community and it is very, very inspirational'' – Participant 2.

The above direct quotations exemplify how HYPE is outcome focussed within the community that the centres are situated; however something that was also felt was a recurring theme within the topic of community was the way in which the partners described belonging to HYPE as something that gives service-users a sense of **belonging to a community.**

When discussing the Youth of Today project, a project that HYPE is currently running which aims to give young people an opportunity to put a voice to their communities, Participant 3 stated that; *''HYPE fulfils their weeks and gives them enjoyment and something that they are part of and that they can look forward to''.*

It is important to consider here that, 'only recently has it been acknowledged in both policy and research that children and young people themselves may have a distinctive view of communities and a specific role to play in improving and developing communities' (Barnes, J *et al* 2006 pg. xxii).

Following this, it was discovered how the partner organisations connected HYPE and their activities to lifestyle choices and consequently the importance of the organisation to promote healthier lifestyles for their service users.

- **Promotes healthy lifestyles**

Participant 1 explained how *''HYPE offers a whole range of health related activities, a particular example being the smoking sensation project and the idea of six steps and smoking six steps away from your backdoor.. particularly looking at families and getting families to stop smoking in the house with kids''* as a clear of example of the way in which healthier lifestyles are encouraged within the organisation.

Similarly, Participant 2 reiterated the notion of promoting healthier lifestyle choices for their service users by claiming *''..as an organisation we try and focus on health and well-being and HYPE very much supports us with that motive, through physical health, nutrition and diet and encouraging our clients to be proactive''*

Participant 3 was discussing their knowledge of the service offered by HYPE and stated that *''it's basically getting kids engaging in activities in the evenings and on the weekends instead of just sitting in the house playing on the Xbox or other computer games and giving them access to a club''* and went on to describe various projects which emphasise how HYPE encourage children to be proactive and engage in healthier choices.

HYPE projects such as the Re-Cycle project, in which they are currently encouraging people to re-cycle their old bikes and accessories to donate to young people who may not have access so that they can engage in various cycling trips HYPE are aiming to go on, are an example of how they aim to promote healthier lifestyle choices.

Within third sector organisations such as HYPE, there is an ever growing emphasis to empower service users and to initially establish services that have been thoroughly evaluated and specific to the service users. Throughout the interviews this was something that was recognised as a recurring approach that HYPE is actively engaging with.

Service- User led

When discussing the Youth centres and particularly The Youth of Today project Participant 3 explained that *''..we have put the onus on them* **(the service users)***, therefore they have their own identity, they run their own activities for example the tuck shop, they are self-sufficient and this has had a knock on effect on the improvement in their behaviour''*

The Fast Track course which was mentioned earlier within the report, is a pre-employment course that HYPE run monthly, Participant 1 emphasised how the course is ultimately service-user led claiming that *''HYPE isn't about getting a job any job, they go right back*

to the beginning and what did <u>you</u> want to be, what have your future aspirations always been"

''they are literally about finding the right track for you and not what everybody else thinks that you should do"- Participant 1

''they have the flexibility to take it at the pace of the service user and it isn't a one size fits all organisation"- Participant 1

Participant 2 reiterates the service-user led approach by summarising *''..I wouldn't big an organisation up in any way shape or form if I didn't think it where worth it but I do believe that HYPE provide an absolutely fantastic service, they put the needs of the service users first and I'm well impressed"*

A final theme that was discovered recognised how; all partner organisations detailed within the interview the way in which HYPE ultimately encourages self-esteem, confidence and support throughout their activities.

- **Encouragement**

A clear and extremely supported example of the way in which HYPE encourages self-esteem was explicitly offered in a discussion with Participant 3, in which an example of a particular case was given. Whilst respecting confidentiality Participant 3 explained that**: *''there is one service user who is extremely over weight and as a result struggles with exceptionally low self-esteem.. we had a Children in Need meeting just last week which involves the Social Services and a number of other professional bodies around the table and they mentioned HYPE and the positive impact it has maintained on the users mood over a 6 week period"*
It is interesting to acknowledge the fact that a number of people recognised the importance that HYPE portrays over this service- users well- being.

Participant 3 went on to explain that *''a lot of the service users suffer low self-esteem and complex relationships at home, and for them to be a part of something is very important and impacts on the way they feel good about themselves''.*

''they have the right staff, in that they have staff who genuinely want to be there with a positive attitude which is vital as the children will mirror them.. all the staff and volunteers are brilliant and each has their own background bringing with them their individual experiences''- Participant 3.

When asked what makes HYPE different, Participant 1 initially replied *''just having the time for the young people and the attention and the feeling that somebody actually believes in them is often all it takes''* before adding depth throughout examples of the Right Track and Fast Track courses that HYPE offer**.**

Participant 2 appraised HYPE for their levels of encouragement, stating that *''HYPE go above and beyond what they claim to deliver and it isn't even all about what they deliver but it's the inspiration that they have given with the delivery which is truly remarkable''*

Participant 2 was able to offer an example of how HYPE supported one of their clients particularly, somebody they claimed had no motivation prior to HYPE and at 25 had no previous employment, however since their engagement with the organisation is now raising funds to coach football in South Africa.

Finally, Participant 4 discussed how *''the youth club is primarily a place of safety but at the same time HYPE is encouraging team work, self-esteem and motivation''* recognising the efforts HYPE aim to achieve through their youth centres.

Fast Track Service- Users

After attending the final day of a Fast Track course being held in the Vikings Community Centre in Rock Ferry, there was an opportunity to engage with the young people through questionnaires and interviews. At the beginning of the week, 5 people attended the course however on the final day there was 3, each interviewee claimed this was because it was the day of mock interviews and the sense of dread was obvious.

Although small and therefore difficult to generalise, the 3 participants came from different areas of the Wirral these being; Tranmere, Rock Ferry and Birkenhead and all gave in-depth responses to the questions allowing for a thorough understanding of their individual HYPE experience.

Within the questionnaire the service-users were asked, '*On a scale of 1-5 (with 5 being the highest) how useful have you found the Fast Track course?*' in which **100%** of the respondents ranked their answer a '5' and when asked to expand on their reasons for such a high value, they each gave qualitative responses including **motivation, engagement** and **experience**. Similarly, **100%** of the respondents agreed that they would recommend the course to others in a similar position to themselves, again justifying their reasons with answers suggesting the improved confidence that the course offers and how there is ultimately no stigma attached to the course, perhaps contrastingly to the likes of the Job Centre.

Overall, three overarching messages were discovered, acknowledging what the service-users were trying to put across throughout the questionnaire responses, along with the responses

gathered from the interview transcripts. Like with the partner organisations, the names of the interviewees have been altered and will be labelled; Service- User 1, Service- User 2 and Service- User 3 to respect confidentiality.

The initial theme that was coded within the transcripts, developed on the interviewee's acknowledgment of the motivation that was encouraged throughout the Fast Track course.

Motivation

Service- User 1 repeatedly discussed the lack of independence that they had prior to the course claiming that *''before I came on the course I had the wrong attitude about*

employment, I couldn't be bothered and it was almost as if I was waiting for someone to knock at my door with a job ready-made.. the course has made me more motivated and more independent''

Again, Service- User 1 reiterated the motivation that they had developed, summarising; *''HYPE gives people a better outlook on life and make you realise that you have to be independent and that it is all about you''*

Although Service- User 3 was a little more reserved in their answers compared to the other interviewee's, something which was attributed to shyness rather than other variables, they offered this explanation for rating the usefulness of the course a 5/5 *''the course is delivered in a way that keeps people engaged all the time''.*

The second theme that was developed whilst coding acknowledged the emphasis on the improved confidence levels throughout the course of the week. All the service- users discussed the ways in which the Fast Track course was useful in developing how they felt when presenting themselves to potential employers.

- ### Confidence

Service- User 1 particularly emphasised how they had no confidence prior to the course which had a massive impact on their likelihood to apply for jobs or attend interviews, following this discussion the Service- User exemplified how their confidence had improved

''The first day of the course we had a few icebreakers which I don't normally have much confidence with, but come Tuesday I could have stood up in front of everyone and told them everything about myself''.

Similarly, Service- User 3 who has never been previously employed simply but effectively stated that *''The course has brought out my confidence that I didn't realise I had before''.*

Service- User 2 although appeared confident when interviewing, spoke on behalf of other people in similar positions *''there are so many people out there applying for jobs and HYPE helps give you the confidence that you need during the process''.* This Service- User summarised their experience by claiming that throughout the different stages of

the course *''you learn more about yourself and it helps improve your confidence when applying for jobs''*

The final theme discovered was the improved techniques that the Service- Users attained throughout the week. All interviewee's acknowledged this point and justified their answers on the questionnaires with recognition of the improved technique they have developed throughout the Fast Track course.

- **Technique**

For a few of the Service- Users that were interviewed and presumably other previous Service- users of the Fast Track Course, they are in a position in which they have never experienced an interview before and the value of the mock interview on the final day of the course is highly significant.

Service- User 1 reiterated the importance of the mock interviews by simply claiming that *''HYPE has changed the way I think you need to present yourself within interviews''.*

Similarly, although Service- User 2 had previously been employed, they had never been in a situation where they had to be interviewed for a job position and so, they appreciated the chance to experience an interview within such a setting *''It's been the first time that I have*

actually experienced an interview and been able to practise in order to show the
interviewer my qualities".

Overall, **100%** of the respondents were in a consensual agreement that the impact of The Fast Track Course had positively changed their attitude towards employment and the process of applying for jobs.

Youth Centre Service- Users

As mentioned, participant observation lasting over a six month period within the organisations youth centres, particularly the Rock Ferry HYPE youth club was obtained, which allowed for a relationship to be built with the young people and to gauge an accurate understanding of their HYPE experience. As stated, the participant observation was particularly looking for; levels of attendance and whether or not it remained consistent; for perceived enjoyment of their time spent at the centre and for any changes in patterns of behaviour. Interestingly, the Woodchurch HYPE Centre was temporarily closed down during the research process due to a preliminary cut in funding, something which is unfortunate yet common for an organisation within the third sector.

During the participant observation it was noted that the children actively participated in many projects weekly to do with issues such as; recycling within the community, how they can be healthy and what they aim to achieve within their futures. Although many examples throughout the research were gathered, a particular activity and example struck out.
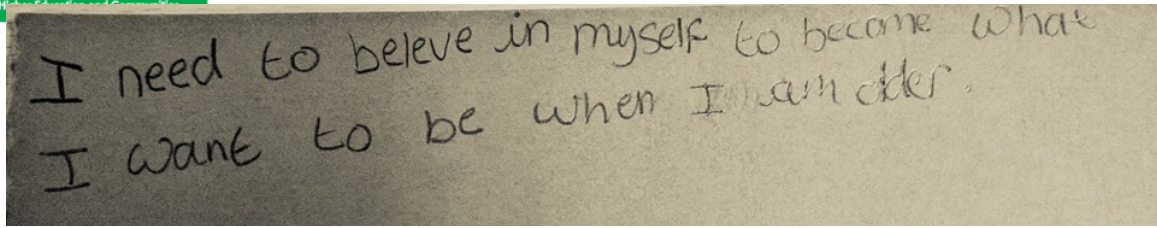
Figure 3 Service- Users Work

Figure 3 is an image which one of the children produced during an activity at HYPE named 'what we want to do in the future.' The young person discussed how they want to be an athlete and are currently part of an athletics team and think HYPE would be ''even better'' if they included more athletic related activities.

Table 3: Frequency table displaying Attendance

	Frequency	**%**
Rock Ferry	21	75
Prenton	6	21.4
Total	27	96.4

Table 3 is a frequency table which was created in SPSS 20 and is used to

represent descriptive statistics. The table shows that, 21 children participated with the questionnaire at the Rock Ferry centre and 6 children participated at the Prenton centre.

Table 4: Frequency table displaying Age of Respondents

	Frequency	%
7	1	3.6
8	3	10.7
9	1	3.6
10	10	35.7
11	4	14.3
12	5	17.9
14	1	3.6
Total	25	89.3

Table 4 was developed to represent the ages of the participants taking part with the questionnaires from both Rock Ferry and Prenton together. It is clear to see that the majority of the children engaging with the questionnaire are aged 10 (35.7%) and that the youngest participant was 7 years old whilst the oldest was 14 years old.

Interestingly, **100%** of the children from both centres agreed that they enjoy their time spent at HYPE, with every child completing that answer as no missing responses were calculated.
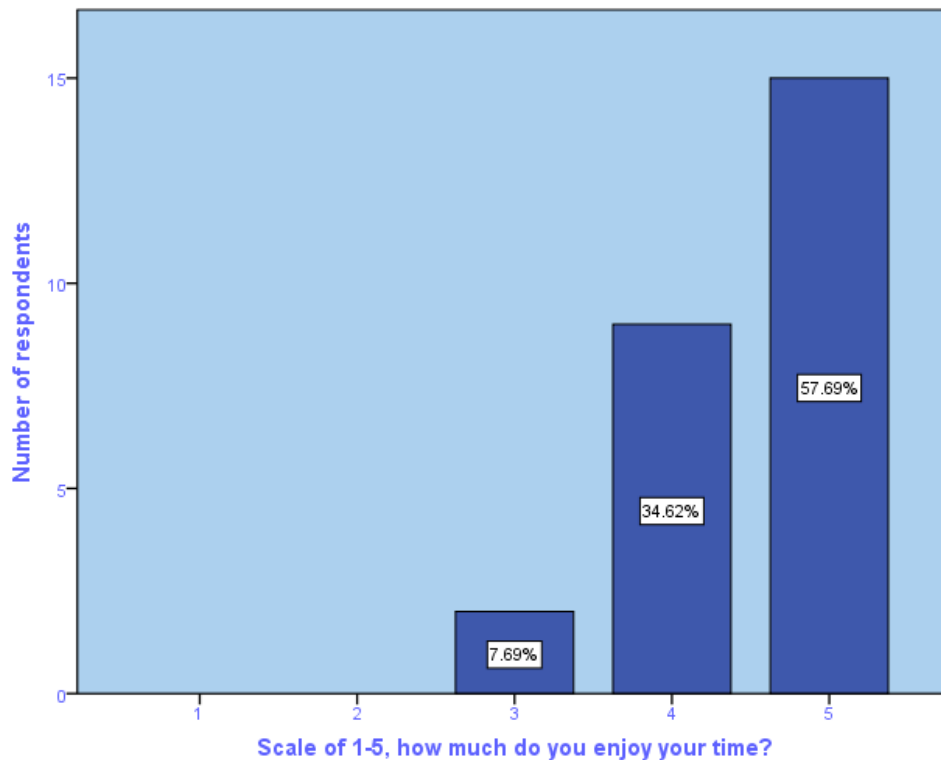
Figure 4 displays a bar chart with the responses answered by the children to the question *'On a scale of 1-5 (5 being the highest) how much do you enjoy your time at HYPE?'* From the bar chart it is clear that the most common response was 5/5 with 57.69% of the children choosing it. The second most common response was 4/5 with 34.62% of the respondents circling this as their answer and finally 7.69% chose 3/5 with no respondents circling 1/5 or 2/5.

Following the service-users were asked whether they would recommend HYPE to their friends.
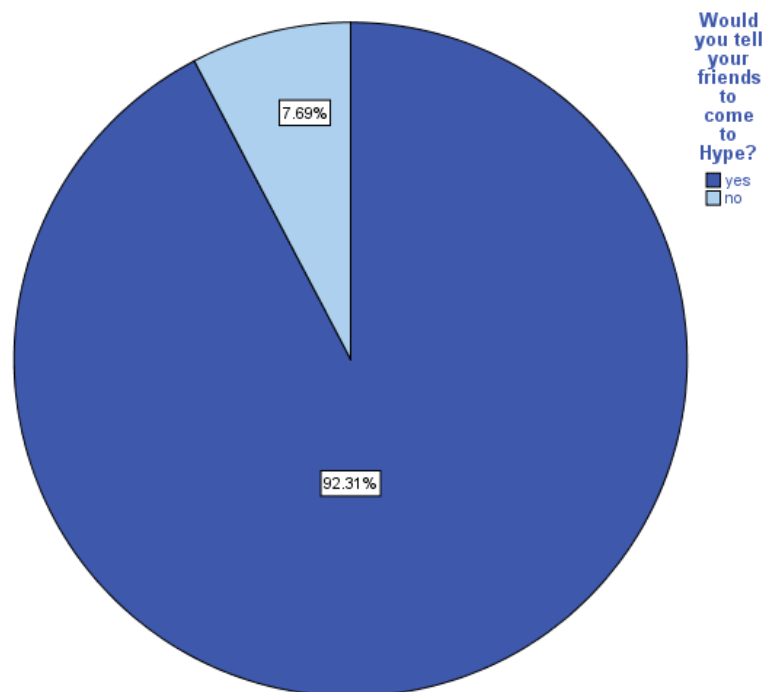
Figure 5 is a pie chart representing that 92.31% of the respondents agreed they would recommend HYPE to their friends, whereas 7.69% of the respondents decided they wouldn't. This was interesting to note as the majority of the 7.69% of children who opted for 'no' in this question, had previously agreed that they do enjoy their time spent at HYPE and even ranked their time spent at HYPE a 5/5. If there was more time available then it would have been interesting to engage in a discussion with the children as to why they wouldn't

recommend HYPE, even with the positive responses to other questions, however; it can only be assumed at this stage that their friends perhaps already attend HYPE.

Service-users were asked to describe in one word how they feel when they are at HYPE and to do so freely and with no prompts. It is important to acknowledge that all the responses were positive and that interestingly, a number of the children actually answered with between 1 and 5 words. However, the following responses that were discovered highlighted in the blue boxes below where used repeatedly throughout many of the questionnaires.

"amazing"	"happy"	"free"

"safe"	"great"

Due to the time constraint following the ethical process and awaiting parental consent, I was consequently only able to interview 2 of the children who attend HYPE at the Rock Ferry Centre. However the interviews and the qualitative responses given to the open-ended questions within the questionnaires allowed some general themes to be recognised throughout the data analysis process.

The aim of the youth clubs according to one of the partner organisations is preliminary to provide a place of safety for the children, to grow and learn and the researcher established

that many of the responses the children gave within the questionnaires and interviews suggest that is exactly what HYPE provides them.

- **Provides safety**

One of the service-users that was interviewed stated that **''before HYPE I would just play in the park or on the streets in my spare time but I feel safer here knowing that nobody can hurt me''.** Further evidence to reiterate the idea that HYPE is providing children and young people a place of safety is demonstrated with a number of children when asked to '*describe in*

one word how they feel when they are at HYPE' answered with 'safe' or 'comfortable' with no prompts offered.

Following the question *'Do you enjoy your time spent at HYPE?'* there was an open-ended question asking *'What do you enjoy most about your time spent at HYPE?'* Answers to this question along with the answers transcribed from the semi-structured interviews, recognised how a common response discussed how friendship was an important factor within their HYPE experience.

- **Build friendships**

The service-users discussed how the thing they enjoyed most about their time spent at HYPE was being able to spend time with their friends outside from school and the opportunity to build new friendships with people the same age as them from different schools. One of the interviewees said that **''I feel happy when I'm at HYPE because I'm with friends and there is always something to do''**

When asked within the questionnaires what makes HYPE different to other similar organisations, a common response concerned the relationships between the service- users and the staff. This was something that was also mentioned within the semi-structured interviews, especially the informality of the relationships which made it a different environment to that of

40

what the children are familiar with in schools. ''Because youth workers' engagement is not bound by a timetable or a formal curriculum, they can support vulnerable young people through points of transition, at critical moments in their lives'' (National Youth Agency, 2010).

- **Staff**

Many of the answers given within the questionnaires stated that staff are always there to talk to and they don't treat you like you a pupil like at school. One of the service-users exclaimed that ***''it's basically all the staff that I like and because they talk to you all the time and they don't leave anybody out, they are not like the ones at the other youth club that I went to''.***

A final theme that was generated following the quantitative and qualitative research with the service-users was the engagement with sports related activities that HYPE offer.

- **Sports**

As well as building friendships a common answer to what the service-users enjoy most about their time spent at HYPE was the use of the sports hall to engage in a range of physical activities. Many respondents discussed how they enjoy football and the competitions that HYPE run at the end of every month.

Reflection

Within the former section of the report, specific policies that have maintained a significant impact upon HYPE as an organisation within the Third Sector were introduced. It is important to hereby acknowledge how HYPE has proven to act in accordance with such Acts, exemplified extensively within the research findings.

The implications of The Children Act (2004) have required HYPE to withhold particular responsibility, linked with their direct role upon children and young people, to establish transformations from dealing with the potential consequences, to preventing wrongdoings in the first place. Similarly, HYPE must ensure to offer the children and young people living on the Wirral the opportunity to access all the outcomes exemplified within Table 1 (pg.11) to provide opportunities for maximum potential for its service-users.

With reference to The Social Value Act (2012), HYPE are ensuring to act in accordance to this initiative through various projects that they have previously and are currently running. For example, the Re-Cycle project that HYPE are currently delivering has a clear regard for the economic, social and environmental well-being of the community. However, the organisations ability to act in accordance with this Act is most obviously exemplified within the Fast Track course, which provides the opportunity for young people to gain practise interview skills and qualifications needed for employment, such as;

- Health and Safety at Work Certificate

- Emergency First Aid Certificate
- IT Level 1 & 2 Certificate

A course like Fast Track is vital since the average % of young people living on the Wirral claiming Job Seekers Allowance (JSA) remains higher than the national and regional average at 9.1% (Wirral Economic Profile 2014). Wirral MP Frank Field commends the course delivered by HYPE stating that ''It is clearly offering a very valuable lifeline to some of these young people and that is to be commended'' (Eeles, P 2013).

The initial aim of the research report was to provide an accurate account of the ways in which HYPE services affect the quality of life of the young people living in the Wirral region. The results that have been presented thus far have provided a response to the research proposal with data gathered from a variety of sources; partner organisations, fast track service-users and youth club service-users. There has been a consensual agreement that HYPE is providing a positive effect on the quality of life of the young people living across The Wirral.

A vast amount of positive responses of how HYPE is outcome focused within their approach were discovered, numerous examples have been given throughout the Findings and Discussions section of the report. These being;

- Community Oriented
- Promotes Healthy Lifestyles
- Service- User led
- Encouragement
- Motivation

- Technique

- Provides a place of safety

- Builds friendships

- The right staff

- Promotes sports activities

Although recognizably the research has been gathered from a rather small-scaled study the general responses and importantly, the significance of participant observation over a stretched time period I believe allow the research that was analysed alongside six months participant observation for an accurate agreement with the consensus between the respondents; claiming that HYPE is an outcome focused organisation with a positive effect for children and young people.

Recommendations

Within the interviews and questionnaires there was a question which ensured to ask *'Do you think there is any way that HYPE could improve?'* as it was believed that this could prove beneficial for HYPE to further build their credibility as a reputable youth organisation.

Interestingly, many of the respondents outwardly said *'no, nothing needs to be changed'* however, some improvements or recommendations were offered and they were repeated within more than one of the interviews.

Continue to encourage

-
- To ensure that as an organistion their values remain and they remain child-centred and continue to encourage their service-users

Advertise Services more broadly

-

Obtain a bigger workforce

-
- A need for HYPE to expand on their number of staff was repeated when discussing

Expand networks with other organisations

-
- To increase their reputability, it was made clear that HYPE should engage with

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APPENDIX A

AGREEMENT FOR RESEARCH

The following is the outcome of a meeting on 4/11/2013 between Louise Hardwick and Katherine Burnett at the School of Sociology, Social Policy & Criminology, University of Liverpool and Matthew Houghton of HYPE, 115a Claughton Road, Birkenhead CH41 6EN, 0151 378 5189.

(All parties may comment on the agreement and if any section needs to be altered, a fresh agreement will be issued. Please contact Louise Hardwick or David Whyte, the Project Supervisors, with any comments at the School of Sociology, Social Policy & Criminology, University of Liverpool, Bedford Street South, Liverpool L69 7ZA: Tel 0151 794 2994 or 9989, Fax 0151 794 2997).

1. **Project agreement** between Katherine Burnett and Louise Hardwick of the School of Sociology, Social Policy & Criminology, University of Liverpool and Matthew Houghton of HYPE

2. **Duration of project**: The project will run from October 2013 to May 2014: fieldwork to be completed by February/March 2014.

3. **About the organisation.** HYPE is a not for profit organisation which stands for 'help young people everywhere'. It was established in 2007 and it aims to provide services for young people, irrespective of social background, gender, religion or ethnic origin, and to give them the opportunity to achieve their full potential.
It is managed by Matthew Houghton with the assistance of 13 either paid workers or volunteers, and is funded by Wirral Council, Magenta Living, Your Wirral and is Lottery funded.

4. **Issues identified**: HYPE has identified a need for research on their services in order to evaluate their effectiveness for the quality of life of young people living in the Wirral Region.

5. **Proposed project**: To explore the effectiveness of HYPES services for the quality of life for young people living in the Wirral Region by means of questionnaires with service users and in-depth interviews with partner organisations- two by the end of this year and then again in February 2014, 16-24 year olds and children of primary and secondary age and to report on findings.

6. **Project outcome**: Katherine Burnett will produce a report to be available in draft form by Easter and in its final form in May. The report will be word-processed. HYPE will receive one copy of the report and have the right to use and copy the report as it wishes, with due acknowledgement being made to the students and to the University of Liverpool.

7. **Permission to reproduce the report**: The students and supervisor will have the right to use the report for academic publication, provided HYPE is first consulted, and has no objections.

8. **Attendance**: Katherine Burnett will commit the equivalent of one day per week to the project for fieldwork/activities, analysis and writing reports.

9. **Expenses**: The payment of travel expenses from the University to HYPE clubs will be provided by HYPE. Katherine Burnett will be responsible for keeping accurate records of all fieldwork journeys.

10. **Supervision**: Louise Hardwick will be available weekly for supervision throughout the course of the project. Matthew Houghton will be available for consultation by appointment during the fieldwork, and will expect to be consulted over activities/methods and to be kept informed of progress.

11. **Confidentiality**: Katherine Burnett will work to the British Sociological Association guidelines on ethics and will respect the confidentiality of all information given and abide by the

confidentiality procedures of HYPE. Due attention will be given to the anonymity of informants, and the students will conduct the research in a sensitive manner.

12. **Health and Safety**: The health and safety of students on placement is of paramount importance. Katherine Burnett will on placement abide by and be covered by the health and safety procedures of HYPE, and the students will complete a safety assessment for fieldwork with the supervisor before engaging on their research.

13. **Assessment**: Katherine Burnett will submit the client report to the Department of Sociology, Social Policy & Criminology as part of the assessment for their degree, along with separate elements of the portfolio: policy analysis & organisational analysis. Matthew Houghton will be invited to comment on the draft report, and to offer an evaluation of the final report (though this will not affect the academic assessment).

14. **Acknowledgements**: At any time when the report or any part of it is used, proper acknowledgement should be made to the students by name, to the School of Sociology, Social Policy & Criminology, University of Liverpool and to Interchange.

SIGNED_____
 (Organisation)

SIGNED _____

_____
 (Students)

SIGNED _____
 (Supervisor)

DATE_____
A copy of this agreement will be sent to Interchange

APPENDIX B

Participant Information Sheet for Young People

A report on the effectiveness of HYPE's youth services for the quality of life of young people living in the Wirral Region

You are being invited to participate in a research study. Before you make a decision it is important that you understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask if you would like more information or if there is

anything that you do not understand. Please also feel free to discuss this with your friends and family. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Who am I and where do I come from:
I am Katherine Burnett, a third year student from the University of Liverpool. This project has been organised though Interchange, a small charity that mediates between organisations and students wishing to undertake collaborative research or work projects. Hype approached Interchange to assist them with this project. My academic supervisor is Louise Hardwick. Please find her contact details at the end of this form.

1. **What is the purpose of the study?**

The study aims to research how effective the services that HYPE provides are and show the benefits that this has for the quality of life of young people living in the Wirral Region.

2. **Why have I been chosen to take part?**

You have been chosen to take part in the research study as you are a HYPE service user.

3. **Do I have to take part?**

Your participation within the research study is voluntary and you are free to withdraw at any time without explanation**.**

4. **What will happen if I take part?**

If you agree to participate, you will be asked to engage in a face to face interview and/or questionnaire which will cover questions regarding your opinion of HYPE as a youth service provider. The interview will last no longer than 20 minutes and the questionnaire will take no longer than 5 minutes to complete.
What did you do in your spare time before coming to Hype?
Key questions you will be asked:
- What did you do in your spare time before coming to Hype?
- What activities do you do with Hype?
- Please give an example of an activity you're really enjoyed
- is there anything you might change about Hype, and if so why?

5. **Are there any benefits in taking part?**

Learning more about what young people think of the services at Hype will help Hype design better activities

6. **What if I am unhappy or if there is a problem?**

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Louise Hardwick- 01517942994 and we will try to help. If you remain unhappy or have a complaint which you feel you cannot

come to us with then you should contact the Research Governance Officer at ethics@liv.ac.uk. When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.''

After the interview and/or completion of the questionnaire Matt Houghton will be available for a quick debrief where you can discuss any concerns/issues that may have arisen. Also, the study will be subject Hype's safeguarding policies which means that should you disclose that you are at risk in any way, or participating in any activity that is deemed criminal, I will inform a member of the Hype staff.

7. **Will my participation be kept confidential?**

Details of your participation will be stored securely and your name and personal details that you give will be stored anonymously. Information that you give will be used for the purpose of this research project and the organisation will receive a copy of the report.

8. What will happen to the results of the study?

The results of the research study will be published in a report and will be accessible via HYPE and University of Liverpool

9. Who can I contact if I have further questions?

Academic supervisor:
Name: Louise Hardwick
Work Telephone: 01517942994
Work Email: louiseha@liverpool.ac.uk

PARTNER ORGANISTION PARTICIPANT INFORMATION SHEET

A report on the effectiveness of HYPE's youth services for the quality of life of young people living in the Wirral Region

You are being invited to participate in a research study. Before you make a decision it is important that you understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask if you would like more information or if there is anything that you do not understand. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Who am I and where do I come from:
I am Katherine Burnett, a third year student from the University of Liverpool. This project has been organised though Interchange, a small charity that mediates between organisations and students wishing to undertake collaborative research or work projects. Hype approached Interchange to assist them with this project. My academic supervisor is Louise Hardwick. Please find her contact details at the end of this form.

1. What is the purpose of the study?

The study aims to research how effective the services that HYPE provides are and show the benefits that this has for the quality of life of young people living in the Wirral Region.

2. Why have I been chosen to take part?

You have been chosen to take part in the research study as you are one of HYPE's partner organisations and are in a position to talk on behalf of your organisation.

3. Do I have to take part?

Your participation within the research study is voluntary and you are free to withdraw at any time without explanation**.**

4. **What will happen if I take part?**

If you agree to participate, you will be asked to engage in a face to face interview which will cover questions regarding your opinion of HYPE as a youth service provider. The interview will take no longer than 20 minutes.

Key questions:
- What is your understanding of the service offered by Hype?
- Do you refer young people to Hype? If so, what kind of criteria is used for this referral, and if not what is your working relation with Hype?
- While respecting confidentiality, can you give any examples of how Hype supports young people?
- Are there any areas of the service offered by Hype you might change, and if so what and why?

5. Are there any benefits in taking part?

Learning more about what partner organisations think of the services offered by Hype will assist them in designing better activities for young people.

6. What if I am unhappy or if there is a problem?

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Louise Hardwick-01517942994 and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Governance Officer at ethics@liv.ac.uk. When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.

7. Will my participation be kept confidential?

Details of your participation will be stored securely and your name and personal details that you give will be stored anonymously. Information that you give will be used for the purpose of this research project and the organisation will receive a copy of the report.

8. What will happen to the results of the study?

The results of the research study will be published in a report and will be accessible via HYPE and University of Liverpool

9. Who can I contact if I have further questions?

Academic supervisor:

Name: Louise Hardwick
Work Telephone: 01517942994
Work Email: louiseha@liverpool.ac.uk

PARENT/GUARDIAN PARTICIPANT INFORMATION SHEET

A report on the effectiveness of HYPE's youth services for the quality of life of young people living in the Wirral Region

Your child is being invited to take part in a research project/assignment. Before you give consent it is important for you to understand why this research is being done and what it will involve. Please take time to read the following information and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information. May I take this opportunity to thank you for taking time to read this?

Who am I and where do I come from:
I am Katherine Burnett, a third year student from the University of Liverpool. This project has been organised though Interchange, a small charity that mediates between organisations and students wishing to undertake collaborative research or work projects. Hype approached Interchange to assist them with this project. My academic supervisor is Louise Hardwick. Please find her contact details at the end of this form.

   1. **What is the purpose of the study?**

The study aims to research how effective the services that HYPE provides are and show the benefits that this has for the quality of life of young people living in the Wirral Region.

   2. **Why have has my child/young person been chosen to take part?**

Your child has been chosen to take part in the research study as they are a young person who attends Hype's groups.

3.   Do I have to give consent?

Your child's participation within the research study is voluntary and you are free to withdraw your child at any time without explanation**.**

4.   What will happen if my child/young person takes part?

If you agree to give consent, your child will be asked to engage in a face to face interview and questionnaire which will cover questions regarding what they think about HYPE as a youth service provider. The interview will take no longer than 20 minutes and the questionnaire no longer than 5 minutes to complete.

Key questions in both the interview and questionnaire are:
•   What did you do in your spare time before coming to Hype?
•   What activities do you do with Hype?
•   Please give an example of an activity you're really enjoyed
•   is there anything you might change about Hype, and if so why?

After the interview and/or completion of the questionnaire Matt Houghton will be available for a quick debrief with the young person where they can discuss any concerns/issues that may have arisen. Also, the study will be subject Hype's safeguarding policies which means that should a young person disclose that they are at risk in any way, or participating in any activity that is deemed criminal, I will inform a member of the Hype staff.

5.   Are there any benefits in taking part?

There are possible benefits concerning the future effectiveness of HYPEs services.

6.   What if I am unhappy or if there is a problem?

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Louise Hardwick-01517942994 and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Governance Officer at ethics@liv.ac.uk. When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make."

7.   Will my child's participation be kept confidential?

Details of their participation will be stored securely and their name and personal details that they give will be stored anonymously. Information will be used for the purpose of this research project and the organisation will receive a copy of the report.

8.   What will happen to the results of the study?

The results of the research study will be published in a report and will be accessible via HYPE and University of Liverpool

9.   Who can I contact if I have further questions?

Academic supervisor:
Name: Louise Hardwick
Work Telephone: 01517942994
Work Email: louiseha@liverpool.ac.uk

APPENDIX C

Committee on Research Ethics

YOUNG PERSON PARTICIPANT CONSENT FORM

Title of Research Project:	A report on the effectiveness of HYPE's youth services for the quality of life of young people living in the Wirral Region	
Researcher(s):	Kate Burnett	**Please initial box**

1. I confirm that I have read and have understood the information sheet dated [DATE] for the above study.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected.

3. In addition, should I not wish to answer any particular question or questions in either an interview and/or in the questionnaire, I am free to decline.

4. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.

5. I agree to take part in the interview and /or questionnaire.

Participant Name	Date	Signature

Name of Person taking consent	Date	Signature

Researcher	Date	Signature

Principal Investigator/academic supervisor:
Name: Louise Hardwick
Work Telephone: 01517942994
Work Email: louiseha@liverpool.ac.uk

Student Researcher:
Name: Kate Burnett

Committee on Research Ethics

PARTNER ORGANSIATION PARTICIPANT CONSENT FORM

Title of Research Project: A report on the effectiveness of HYPE's youth services for the quality of life of young people living in the Wirral Region

Researcher(s):   Kate Burnett

Please initial box

1. I confirm that I have read and have understood the information sheet dated [DATE] for the above study.

2. I understand that my participation in the interview is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected.

3. In addition, should I not wish to answer any particular question or questions, I am free to decline.

4. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.

5. I agree to take part in the Interview.

_____	_____	_____
Participant Name	Date	Signature
_____	_____	_____
Name of Person taking consent	Date	Signature
_____	_____	_____
Researcher	Date	Signature

Principal Investigator / academic supervisor:
Name: Louise Hardwick
Work Telephone: 01517942994
Work Email: louiseha@liverpool.ac.uk

Student Researcher:
Name: Kate Burnett

Committee on Research Ethics

Parent CONSENT FORM

Title of Research Project:	A report on the effectiveness of HYPE's youth services for the quality of life of young people living in the Wirral Region	
Researcher(s):	Kate Burnett	**Please initial box**

1. I confirm that I have read and have understood the information sheet dated [DATE] for the above study.

2. I understand that my child's participation is voluntary and that they are free to withdraw at any time without giving any reason, without their rights being affected.

3. In addition, should my child not wish to answer any particular question or questions, they are free to decline.

4. I understand that, under the Data Protection Act, they can at any time ask for access to the information and they can also request the destruction of that information they wish.

5. I give consent for my child to take part in the interview and/or questionnaire.

Participant Name	Date	Signature

Name of Person taking consent	Date	Signature

Researcher	Date	Signature

Principal Investigator / academic supervisor:
Name: Louise Hardwick
Work Telephone: 01517942994
Work Email: louiseha@liverpool.ac.uk

Student Researcher:
Name: Kate Burnett

APPENDIX D

Questionnaire- Fast Track Service Users

1. Please tick the appropriate circle.

   Male   Female

2. How old are you? …………………….

3. Which area of the Wirral do you live?

…………………………………………………………………………………………………….

4. Have you previously attended any of the HYPE workshops before? Please tick appropriate circle.

Yes   ◯
No   ◯
If yes, where did you attend and which workshop? ………………………………………….
…………………………………………………………………………………………………
…………………….

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…….
…………………….

5. Have you previously been employed? Please tick appropriate circle.

Yes   ◯

No   ◯

6. How did you find out about The Fast Track course?

…….

…….

…….

7. What stage of The Fast Track course are you currently at?

…….

…….

8.   On a scale of 1-5, how useful have you found The Fast Track course? (5= highest). Please circle the appropriate answer.

1   2   3   4   5

9.   Do you believe that the Fast Track Course has improved your confidence in terms of future employment? Please tick the appropriate circle.
Yes   ◯
No   ◯

10. Is there anything in particular that you found the most useful during The Fast Track course?

…….

…….

…….

……

11. Would you recommend The Fast Track course? Please tick the appropriate cirlc.e

Yes   ◯

No   ◯

12 What do you think makes HYPE different to other similar organisations?

……

……

……

……

APPENDIX E

Questionnaire- Youth Club Service- Users

1. Please tick the appropriate circle.

Boy ◯   Girl ◯

2. How old are you? ………………………….

3. What school do you go to? Please tick the appropriate circle.

Rock Ferry Primary	◯	Fender Primary	◯	Ridgeway High	◯
St. Anne's Primary	◯	Woodchurch High School	◯	Hillside Primary	◯
Well Lane Primary	◯	St. Michael's & All Angels	◯	St. Peters Primary	◯

St. Johns ◯   Townfield Primary ◯   Other

)

4. Which HYPE centre do you attend? Please tick the appropriate circle.

Rock Ferry   ◯

Woodchurch   ◯

Prenton   ◯

5. How long have you been coming to HYPE? ………………………….

6. Did/ do your brothers/sisters come to HYPE? Please tick the appropriate circle.

Yes   ◯

No   ◯

7. Did you know many of the other children before coming to HYPE? Please tick the appropriate circle.

Yes   ◯

No   ◯

8. Did you go to another youth centre before HYPE? Please tick the appropriate circle.

Yes   ◯

No   ◯

If yes, where did you go? ………………………….

9. If you ticked 'Yes' in question 8, why did you to change to HYPE?

……………………………………………………………………………………….

……………………………………………………………………………………….

……………………………………………………………………………………….

……………………………………………………………………………………….

10. Do you enjoy your time spent at HYPE? Please tick the appropriate circle.

Yes ◯

No ◯

11. On a scale of 1- 5, how much do you enjoy your time at HYPE? (5 = highest)
Please circle appropriate number.

1   2   3   4   5

12. What do you enjoy most about HYPE?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

13. Can you describe in one word how you feel when you are at HYPE?

……………………………………………………………………………………………………

14. Would you tell your friends to come to HYPE? Please tick appropriate circle.

Yes ◯

No ◯

15. What do you think makes HYPE different from other youth centres?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

16. Is there anything else that you would like to do at HYPE?

……

……

……

……

APPENDIX F

Partner organisation interview questions

- What is your understanding of the service offered by HYPE?

- Do you refer young people to HYPE? If so, what kind of criteria is used for this referral, and if not what is your working relation with Hype?

- While respecting confidentiality, can you give any examples of how HYPE supports young person?

- Are there any areas of the service offered by HYPE you might change, and if so what and why?

- What do you think makes HYPE different?

APPENDIX G

Fast track interview questions

- Age

- Area of Wirral

- How did you find out about Fast Track?

- Have you ever done anything like Fast Track before?

- Do you think Fast Track has had an effect on your attitude towards employment?

- 1-5 how useful has the course been and what has been the most useful part?

- Would you recommend the course to others and what do you think makes HYPE different?

Youth centre interview questions

- How old are you?

- What school do you go to?

- How long have you been coming to HYPE?

- What did you do in your spare time before HYPE?

- What activities do you do with HYPE?

- How do you feel when you are at HYPE?

- What makes HYPE different?

- Would you change anything about HYPE?