



community chesterfield
"putting the uni in community"



COMMUNITY CHESTERFIELD

Final Evaluation

Lauren Lupton - June 2022



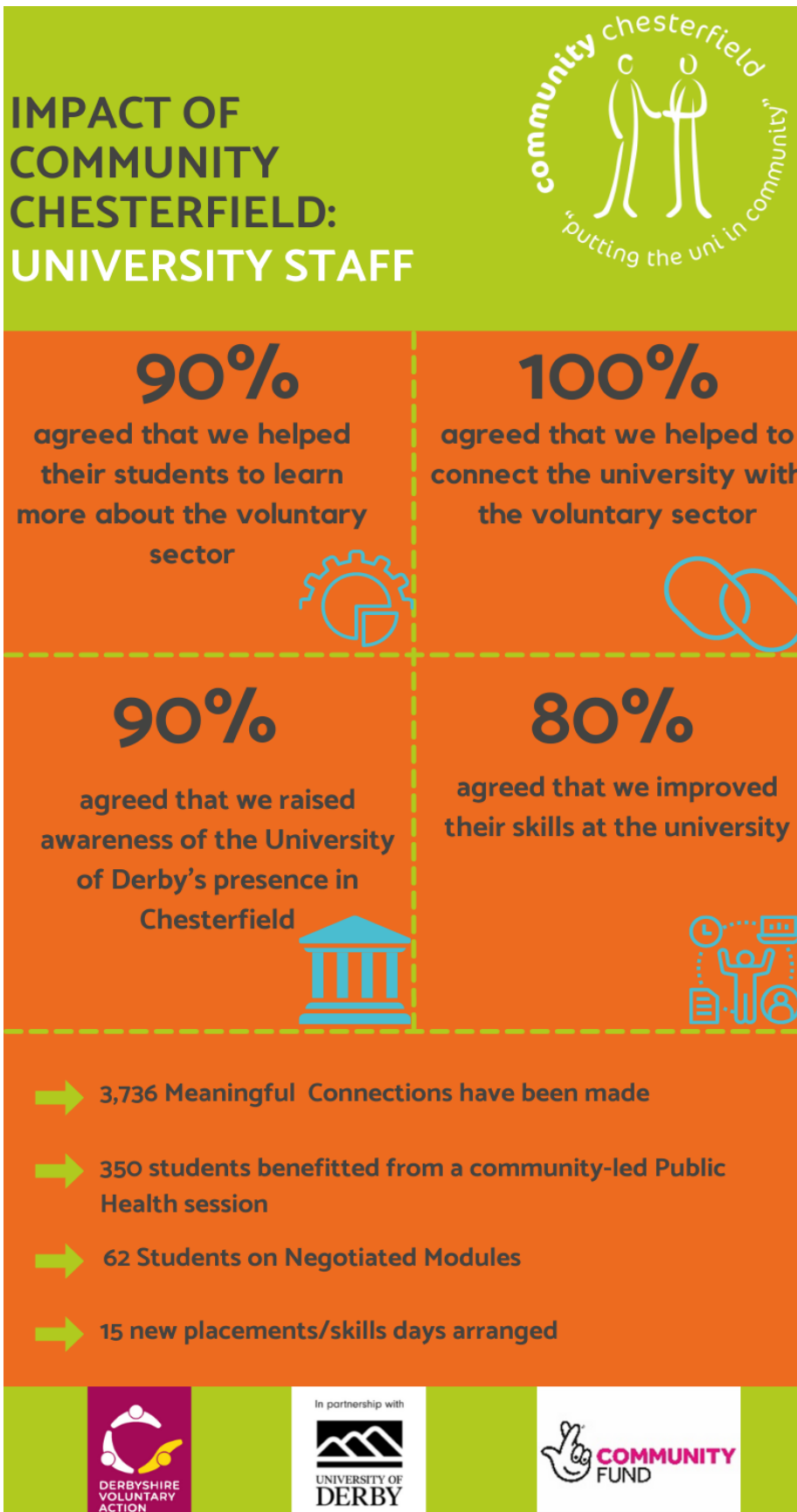


Table of Contents

Infographics	3
Chapter One	
Introduction	6
Project Aims.....	6
Evaluation Report Objectives.....	6
Methods.....	7
Chapter Two	
Results: Themes	9
Case Studies.....	21
Testimonials	24
Interviews with COMMUNITY CHESTERFIELD Staff.....	26
Chapter Three	
Secondary Data Analysis.....	27
Chapter Four	
Comparison of Primary and Secondary Data	33
Chapter Five	
Conclusion	35
Evaluation Framework.....	37
Post Note.....	38
Appendices	39
Interview Questions	39



Infographics





IMPACT OF COMMUNITY CHESTERFIELD: UNIVERSITY STUDENTS



100%

agreed that we helped them to learn more about the voluntary sector



90%

agreed that we helped the university to connect with the voluntary sector



71%

believed that their communication skills improved, as a result of working with us



100%

agreed that we improved their skills at the university



- ➔ 2,250 students have met a wide range of impactful Experts by Experience
- ➔ 63 students directly supporting VCS groups
- ➔ 5 Internships
- ➔ 15 Live Briefs or work experience opportunities





IMPACT OF COMMUNITY CHESTERFIELD: COMMUNITY GROUPS



100%

agreed that we helped them to feel more connected to their peers



89%

agreed that we improved their organisation's skill base



70%

agreed that we helped their organisation to grow



100%

agreed that we raised awareness of the University of Derby's presence in Chesterfield



- ➔ With our support, local community groups secured over £200,000 of funding
- ➔ 96% of those that attended various Training and Tea sessions felt that it was relevant for their needs
- ➔ 57 different Experts by Experience
- ➔ 86% agreed that we helped them to connect with the University of Derby





Chapter One

Introduction

COMMuniTY CHESTERFIELD is a three-year partnership project between the University of Derby (St Helena Campus) and Derbyshire Voluntary Action. The aim of the project is to connect local voluntary organisations in Chesterfield and the University of Derby, to strengthen the local Health and Social Care sector and to enrich the wellbeing and learning of students and staff at the university. As we are approaching the end of the pilot project, there is a requirement to gather feedback to understand the impact that COMMuniTY CHESTERFIELD has had over the last 3 years. Therefore, this report aims to measure the impact of COMMuniTY CHESTERFIELD over the last 3 years on the local voluntary sector and members of the university, by gathering primary data and analysing the secondary data collected over the duration of the project. Consequently, the findings will contribute to the recommendations at the end of this report for the next phase of the COMMuniTY CHESTERFIELD project, as they have succeeded in obtaining further funding from the National Lottery.

Project Aims

- University of Derby Health and Social Care students better understand voluntary sector healthcare provision in Chesterfield
- University of Derby Health and Social Care students recognise the voluntary sector as a career option
- Chesterfield's voluntary sector organisations are upskilled and more resilient
- University of Derby has a positive impact on Chesterfield's voluntary sector organisations.
- University of Derby's staff & students gain personally and professionally from work in the community

Evaluation Report Objectives

- To produce an evaluation report detailing the outcomes delivered by COMMuniTY CHESTERFIELD in its 3-year pilot phase, specifically its effect on the local voluntary sector, and on University of Derby Staff and Students
- To provide recommendations for an evaluation framework going forward into the next phase of the project



Methods

The evaluative research was conducted using triangulation. Triangulation refers to the practice of using multiple sources of data, in this case primary and secondary, in the hope of providing multiple perspectives to gain a more comprehensive understanding of the phenomenon of interest and understanding of the research question.

Prior to exploring the secondary data, primary research was carried out. Online 1:1 semi-structured interviews were conducted to produce in-depth, qualitative data. These interviews were primarily carried out via Zoom and lasted between 10-30 minutes. The participant sample comprised of individuals that have utilised the services provided by COMMuniTY CHESTERFIELD including events, strategic board or reference group, shared learning, student lectures, student placements/negotiated module, training, and volunteering. Most of the potential participants were listed on Lamplight, an online database, however some were also obtained from separate lists provided by those working at COMMuniTY CHESTERFIELD whom they felt it would also be relevant to contact. The sample consisted of COMMuniTY group workers, including those in higher positions such as CEOs and Managers, as well as staff and students from the University of Derby. 201 individuals were contacted via email or telephone to invite them to take part in the evaluative research, of which 33 agreed (16% response rate). This included 9 community group workers, 7 CEOs/Managers of community groups, 10 university staff members and 7 university students. Prior to the interview, each participant was sent an information sheet which explained the aims of the evaluative research. They were also sent a consent form which explained how their data will be used, confidentiality and their right to withdrawal. There were 4 different sets of questions that the participants could be asked, dependent on which participant group they belonged to (see appendix 1). After the interview was conducted, each participant was thanked for their involvement and reminded of their right to withdraw their data at any time. The interview recording was then formulated into a written transcript. It was then thematically analysed, by coding into key themes and then further developed by identifying the major themes across all interviews using an inductive approach. The transcripts were then copied across to survey monkey, as the software collated all quantitative data into percentages and charts, so it was easier to comprehend. In addition, those working for the COMMuniTY CHESTERFIELD project were also invited to take part in an interview, via Microsoft Teams, lasting between 20-45 minutes. They were asked a set of questions relating to the impact of the project on their personal and professional development, the experiences they've had and suggestions for the second phase (see appendix 1). A



total of 6 participants agreed to take part. Once the interviews were conducted, like the interviews with university members and community groups, the recordings were then formulated into a written transcript.

Once the primary research had been conducted and analysed, secondary data that has been collated over the last 3 years was then explored, in order to gain a deeper understanding of the journey of the project. The variety of responses stored on Survey Monkey made up a large part of the secondary data analysis, as they are primarily comprised of feedback on a variety of services ran by COMMuniTY CHESTERFIELD. This was useful as this data was easily comparable with the nature of the primary research and offered an insight into the impact these services have had over the duration of the project. In order to analyse the quantitative data, the responses were inputted into Microsoft Excel, which calculated percentages for a variety of topics for each service, including: the usefulness of the service, how organised the session was, whether the session met expectations etc. Additionally, further secondary data stored on the Derbyshire Voluntary Action (DVA) shared drive was explored, including testimonials, attendance figures, feedback responses etc. The research conducted by University of Derby's Health and Social Care Research Centre and Rija Mir, a previous evaluation intern at COMMuniTY CHESTERFIELD, have also been utilised to support this study and will be referred to throughout. Moreover, the access to this secondary data has provided a deeper understanding of the project's journey and given some valuable context that can be applied to the semi-structured interviews.



Chapter Two

Results: Themes

The findings from the interviews have been displayed in the form of coding tables demonstrating the major themes with corresponding quotes taken from the interviews. The transcripts were coded differently depending on which participant group they belonged to, however the code ‘Networking and Connections’ was relevant across all transcripts. This theme will be explored in detail in each section, along with the other major themes for each sample group.

University Staff

For the university staff, regarding ‘Networking and Connections’, most participants stated that COMMuniTY CHESTERFIELD acts as a pathway for them to easily connect with voluntary organisations, which has been particularly beneficial as they have increased the capacity and variety of placements. The two other sub themes that emerged included improving the awareness of local community groups and having access to a wide range of experts (Experts by Experience). The two other meta themes include ‘*Impact on Job Role*’ and ‘*Impact on Students*’. Regarding ‘*Impact on Job Role*’, most participants reported the fact that COMMuniTY CHESTERFIELD acted as a support system, which allowed them to improve in their job role. Other popular sub themes included ‘*Understands Needs*’ and ‘*Relevance to University Work*’, including modules and assignments. With regards to ‘*Impact on Students*’, the two key subthemes were the improvement in their academic performance and professional development, as well as a few participants discussing students’ involvement in volunteering.

Coding Table: University Staff

<u>Meta Code</u>	<u>Sub Code</u>	<u>Quotes</u>
<i>Networking and Connections</i>	Improve ease of connections with community groups (8)	<p><i>‘I think they’ve got more potential volunteering and kind of sector opportunities...COMMuniTY CHESTERFIELD were very much able to think about the organisations that they work with and where OT students could potentially be placed because of that because of the knowledge that they’ve got about those organisations within the area’ (Teresa Rushton, Lecturer in Occupational Therapy)</i></p> <p><i>‘It does help in terms of it makes life easier because I just have the one contact, which is Alison, and then she sends out to the other organisations... in terms of advertising, it makes my life easier and also you know we know then it’s sort of a trusted organisation or charity which is also quite useful’ (Tracy Powell, Senior Lecturer in Digital Marketing)</i></p>



<p>Networking and Connections</p>	<p>Improved awareness of community groups (7)</p>	<p><i>'DVA has provided a way of connecting us up, that link us with organisations that we wouldn't have known about otherwise. So, we're learning as a group what's available out in the community' (Katherine Oliver, Lecturer in Adult Nursing)</i></p> <p><i>'I live in Chesterfield, I hadn't realised quite how many organisations there were and how many groups there were up here...having it sort of under one roof I suppose with COMMUNITY CHESTERFIELD I think it's just that raising awareness at this point you know, there's more to be done there but we know there is that resource out there now' (Victoria Sweetmore, Discipline Lead for Mental Health and Learning Disabilities)</i></p>
<p>Networking and connections</p>	<p>Access to a range of experts (Experts by Experience) (3)</p>	<p><i>'We've had quite a broad range of different people' (Katherine Oliver, Lecturer in Adult Nursing)</i></p> <p><i>'I think for us it's been access to kind of a range of experts by experience it's been really helpful' (Victoria Sweetmore, Discipline Lead for Mental Health and Learning Disabilities)</i></p>
<p>Impact on job role</p>	<p>Supports job role (8)</p>	<p><i>'I would just say working in partnership with another organisation for the benefit of an improving future nurses understanding and skills' (Jane Hager, Senior Lecturer in Adult Nursing)</i></p> <p><i>'I think it's helped me to be more holistic lecturer...trying to get that patient perspective across is very much where I'm coming from so I guess it enables me to do that in a much better way so it's kind of allowing me to do what I came into lecturing to do' (Katherine Oliver, Lecturer in Adult Nursing)</i></p>
<p>Impact on job role</p>	<p>Understand needs (8)</p>	<p><i>'My impact officers who did attend that session (training) also found it I think a useful event in the sense that not only did they learn from Alex's expertise but they also got to see that within the context of concerns and issues faced by people working in the voluntary sector more broadly and therefore in terms of cultivating those skills around understanding the needs and challenges of evaluation but also how that lands both in universities and for community based organisations is a really useful set of learnings to have' (Larissa Allwork, Associate Professor in History and Impact)</i></p> <p><i>'Following the meeting about what occupational therapy could offer I think that COMMUNITY CHESTERFIELD were very much able to think about the organisations that they work with and where OT students could</i></p>



		<i>potentially be placed because of that because of the knowledge that they've got about those organisations within the area' (Teresa Rushton, Lecturer in Occupational Therapy)</i>
Impact on job role	Relevance to university work e.g. modules/assignments (7)	<p><i>(Shared Learning) 'so those are the ones where I have seen first-hand the most engagement and it has sort of impacted on the curricular and the work that I am doing in the module' (Faith Vargas, Lecturer in Adult Nursing)</i></p> <p><i>'It sort of benefits the students in terms of understanding what's required, what organizations need...and gives them the experience of actually doing something that they enjoy and is relevant to their course' (Tracy Powell, Senior Lecturer in Digital Marketing)</i></p>
Impact on students	Improved students' academic performance (4)	<p><i>'You can see the difference in your students that in terms of their knowledge, say in their assignments, that they've been able to use the knowledge that they've gained from COMMuniTY CHESTERFIELD services' (Jane Hager, Senior Lecturer in Adult Nursing)</i></p> <p><i>'I see that where students have truly engaged with COMMuniTY CHESTERFIELD, you can really see it in their work and as a module lead, that's fabulous it's good to be able to see that' (Pip Bradstock, Senior Lecturer in Adult Nursing)</i></p>
Impact on students	Professional development (4)	<p><i>'The reason we want them to gain this work experience is...about enhancing their employability prospects for the future, so it felt like this would really do that for them' (Caroline Harvey, Senior Lecturer in Psychology)</i></p> <p><i>'So, what I would say there is that it's offered the opportunity for our students to...understand more about the voluntary sector but also to have exposure to different kinds of areas of potential Occupational Therapy practise' (Teresa Rushton, Lecturer in Occupational Therapy)</i></p>
Impact on students	Volunteering uptake (2)	<i>'I believe we get the most take up and the most engagement if we let them choose' (Tracy Powell, Senior Lecturer in Digital Marketing)</i>



'You're obviously going to an effort to contact us and to try to recruit students and I find it a bit frustrating sometimes if our students aren't so proactive on the take up, but I think they're definitely getting better'
(Caroline Harvey, Senior Lecturer in Psychology)

University Students

For university students, the first two major themes included '*Transferable Skills*', '*Relevance to Future Career*'. With regards to the '*Transferable Skills*', the students were able to list what skills they feel they have developed which formed the sub-themes: '*communication skills*', '*teamwork*', and '*time-management*'. Related to this, the students were able to explain how these established transferable skills, along with other experiences they've had with COMMUNITY CHESTERFIELD, are related to their future career ('*Relevance to Future Career*'). The third and final major theme was '*Networking and Connections*', where participants discussed the meaningful connections that they have made, facilitated by COMMUNITY CHESTERFIELD.

Coding Table: University Students

<u>Meta Code</u>	<u>Sub Code</u>	<u>Quotes</u>
Transferable skills	Communication skills (5)	<i>'I feel like it improved my communication skills and I feel more confident with contacting people'</i> (Sheryar Ali, Psychology student and previous volunteer at COMMUNITY CHESTERFIELD) <i>'I think the main thing is my communication skills, I never would have thought I would have gone into an interview and actually interviewed people, so I feel like that's made me a bit more confident in terms of talking to strangers and just starting up conversations'</i> (Nisha Butt, Psychology student and previous volunteer at COMMUNITY CHESTERFIELD)
Transferable skills	Teamwork (3)	<i>'I also developed lots of different skills such as teamwork'</i> (Naphyssa Saleem, Psychology student and previous volunteer at COMMUNITY CHESTERFIELD)



		<i>'I would say that it really has helped me communicate more as a team'(Natasha Gyeke, Psychology student and previous volunteer at COMMuniTY CHESTERFIELD)</i>
Transferable skills	Time-management (3)	<p><i>'I think for me, it's impacted my professional development...skills I've had in the past, like working in a team and time management, they've been used in this work experience, so I feel like I've developed those' (Nisha Butt, Psychology student and previous volunteer at COMMuniTY CHESTERFIELD)</i></p> <p><i>'I think it would be my transferable skills generally, obviously speaking to different kinds of people but then also time management and that kind of thing' (Hayley Beaumont, Media Production graduate and former Intern at COMMuniTY CHESTERFIELD)</i></p>
Relevance to future career	Prepared student for work (5)	<p><i>'It really has helped me communicate more as a team and it's helped me to just hand over information that I know to provide...I want to be a Clinical Psychologist and obviously that requires me listening and knowing how to communicate stuff and knowing how to hand over information' (Natasha Gyeke, Psychology student and previous volunteer at COMMuniTY CHESTERFIELD)</i></p> <p><i>'I want to become a psychologist or a Clinical Psychologist, so working with people is like the number one thing obviously, so to get that kind of experience of going out and talking to people, and being comfortable with it is a big thing' (Nisha Butt, Psychology student and previous volunteer at COMMuniTY CHESTERFIELD)</i></p>
Networking and connections	Encouraging meaningful connections (2)	<p><i>'Communicating with just a range of people, because they were all from different groups and such different backgrounds' (Hayley Beaumont, Media Production graduate and former Intern at COMMuniTY CHESTERFIELD)</i></p> <p><i>'It was nice to have an opportunity to interact with and communicate with people in similar fields and have those conversations...I think it's in the title with the 'connect', so I think as a networking tool they're absolutely amazing' (Carl Bridges, Health and Social Care student)</i></p>



Community Group Workers

With regards to Community Group Workers when discussing ‘*Networking and Connections*’, many referred to their relationship with the University of Derby. In particular, they explained that the Experts by Experience program allowed them to raise awareness of their organisation and share their experiences. Similarly, the sub theme ‘*Ongoing relationships and connections with COMMuniTY CHESTERFIELD/Community Groups*’ emerged, referring to the continued support and networking from these groups. Other major themes included ‘*Impact of COMMuniTY CHESTERFIELD’s services*’ and ‘*Impact of the Coronavirus Pandemic*’. Regarding ‘*Impact of COMMuniTY CHESTERFIELD’s services*’, all participants referred to the positive impact of the training sessions on personal and professional development. When a few participants discussed the ‘*Impact of the Coronavirus Pandemic*’, they explained how COMMuniTY CHESTERFIELD have, and continue to, help their organisation and its staff rebuild after the negative impact of the pandemic.

Coding Table: Community Group Workers

<u>Meta Code</u>	<u>Sub Code</u>	<u>Quotes</u>
Networking and connections	Relationship with the University of Derby (5)	<p><i>‘The Public Health Module gave us the opportunity to compartmentalise what we do into the theme that we had we had quite a huge audience for that which we didn’t expect and was pleased about we got quite a few you know enquiries after that so that one probably helped us as well as the organisation’ (Sharanya Nair, Shruti Vispute, Sushri Wells, Asian Association)</i></p> <p><i>‘This helped me a lot. It brought back my confidence and I was able to share my own personal experiences with students. I’m very grateful I was able to share my nursing experiences with the up and coming, new nurses. The experience was lovely and brought tears to my eyes’ (Rita King, African Caribbean Community Association)</i></p>



Networking and connections	Ongoing relationships and connections with COMMuniTY CHESTERFIELD/Community Groups (4)	<p><i>I do think that one of COMMuniTY CHESTERFIELD's strengths is that they are continuing to work collaboratively' (Ross Burnage, Derbyshire Alcohol Advice Service)</i></p> <p><i>'Yeah, I suppose because we're very small team based in the community it's just been nice really to connect with all the other community kind of based organisations' (Michelle Drain, EMH Care and Support)</i></p>
Impact of COMMuniTY CHESTERFIELD's services	Training (9)	<p><i>'The marketing training...has given me the tools to develop my marketing methods and to sell my organisation' (Alistair Garrett, Bipolar UK Chesterfield Support Group)</i></p> <p><i>'I attended a training session on funding, a couple actually I think, and I found them incredibly useful they were delivered really really well. The very knowledgeable person who took the course and I've used some of the ideas, I looked at some of the research she suggested, some of the tools...' (Tracy Marsh, Relate Chesterfield)</i></p>
Impact of COMMuniTY CHESTERFIELD's services	Increased awareness of organisation and services (5)	<p><i>'I'd probably say from the service side of it is awareness, it's using COMMuniTY CHESTERFIELD as a way of getting information about our service out to the wider sort of voluntary and third sector groups' (Ross Burnage, Derbyshire Alcohol Advice Service)</i></p> <p><i>'People tend to think we sell equipment, and we don't, we hire them. So, when we come to events it gives us that chance to actually explain what we do' (Christine Mitchell, Chesterfield & District Shop mobility)</i></p>
Impact of COMMuniTY CHESTERFIELD's services	Professional development (3)	<p><i>'I put a factor down to COMMuniTY CHESTERFIELD getting my job so for progressing me as a person' (Jono Davies, Chesterfield Care Group)</i></p> <p><i>'They have held my hand through the online Zoom sessions and have given me tips, boosted my confidence' (Rita King, African Caribbean Community Association)</i></p>
Impact of COMMuniTY	Increased user numbers (2)	<p><i>'Yes, probably has increased the number of people who have attended some of our training events' (Ross Burnage, Derbyshire Alcohol Advice Service)</i></p>

CHESTERFIELD's services		<i>'...before it just used to be social workers and we'd get spikes...but now we're getting our own, you know from our Facebook and from our posters, we're getting a lot more now through those avenues' (Jono Davies, Chesterfield Care Group)</i>
Impact of Coronavirus pandemic	Rebuilding organisation with COMMuniTY CHESTERFIELD's support after pandemic (2)	<p><i>'We are at a slight standstill due to the COVID-19 pandemic, but we are looking to expand and do more work. The link we have with COMMuniTY CHESTERFIELD will help I'm sure' (Alistair Garrett, Bipolar UK Chesterfield Support Group)</i></p> <p><i>'...we dwindled so much in the pandemic, we needed friends then, we needed people to help and yourselves, DVA and Tesco were brilliant to us as well, there's a few different organisations that I hold higher regard because they just helped us survive almost' (Jono Davies, Chesterfield Care Group)</i></p>

Strategic

When speaking with CEO's and Managers of Community Groups around the '*Networking and Connections*' theme, like the Community Group Workers, discussed their positive relationship with the University of Derby and other local voluntary groups, as a second sub theme: '*Relationships/awareness of other voluntary organisations*'. Also, many participants discussed how COMMuniTY CHESTERFIELD have improved the awareness of their organisation, outlining the third sub theme: '*Heightened awareness of their organisation*'. The other major themes included '*Impact of COMMuniTY CHESTERFIELD's services*', '*Resilience and strength of organisation*', '*Funding*' and '*Training*'.

Coding Table: Strategic

<u>Meta Code</u>	<u>Sub Code</u>	<u>Quotes</u>
Networking and connections	Relationship with the University of Derby (7)	<i>'It's allowed us to have access to a wider range of people inside insofar as Derby university students which we might not have had before' (Dave Radford, Volunteer centre in Chesterfield and Northeast Derbyshire)</i>

		<i>'...we set out looking for somewhere in Chesterfield to operate...now every patient I speak to say oh we run from the University of Derby St Helena campus so yeah in terms of promoting awareness of their existence we're doing quite well' (Matt Hadley, Weston Park Cancer Charity)</i>
Networking and connections	Relationships/awareness of other voluntary organisations (6)	<p><i>'...we're aware of so many more organisations that are out there because of COMMuniTY CHESTERFIELD' (Jane Parsons, Chesterfield Care Group)</i></p> <p><i>'it's brought us into contact with groups that probably didn't know we were there, so it's probably some of the smaller grassroot organisations and vice versa so hopefully they know we're there now and they can come to us an equally we know they are there...so without a doubt it's had a bonus on that, a benefit for both sides' (Dave Radford, Volunteer centre in Chesterfield and Northeast Derbyshire)</i></p>
Networking and connections	Heightened awareness of their organisation (4)	<p><i>'People are more aware of us now definitely people in Northeast Derbyshire are and in Chesterfield so yes, I think it has had a very positive effect for us' (Ann Monk, Brightlife)</i></p> <p><i>'COMMuniTY CHESTERFIELD have been brilliant at pushing the service through all of its comms' (Emma Clarke, Weston Park Cancer Charity)</i></p>
Impact of COMMuniTY CHESTERFIELD's services	Usefulness of training (6)	<p><i>'I've done lots of courses, at some point I was doing one every week or every two weeks, through the pandemic it was giving me things to focus on...and for it to be free training as well for groups like ours and for me personally been amazing, massive, massive help. It's given me loads more confidence' (Julie Drury, Chesterfield Fibromyalgia Support Group)</i></p> <p><i>'We've used the training and you know and the training's always be really good. I don't think there's never been a time anybody who's done any training has ever said "oh that's an hour I'm not gonna get back", so it's always been really really helpful, and it has created conversations within our organisation which I think is really positive' (Julie Dixon, BANA)</i></p>
Impact of COMMuniTY	Increased capacity (3)	<i>'...it means that we can extend our capacity of volunteer drivers because we've got service that they are coming to support and the continuity and stability of that partnership' (Emma Clarke, Weston Park Cancer Charity)</i>

CHESTERFIELD's services		<i>'...they (COMMuniTY CHESTERFIELD) might let some other organisations know that we're there and then they can refer to us, so then capacity wise that only increase our capacity because prior to Covid we'd got 140 people on the books after covid we've got 37, now we're back to 90 so we are increasing again' (Jane Parsons, Chesterfield Care Group)</i>
Resilience and strength of organisation	Improved resilience/strength of organisation (6)	<i>'we've been able to sort of bring ourselves really forward to a much stronger position and our infrastructure stronger to move forward' (Julie Drury, Chesterfield Fibromyalgia Support Group)</i> <i>'...the facilitation that COMMuniTY CHESTERFIELD provided that we've now got a successful service so we're a stronger charity as a result and we've grown' (Matt Hadley, Weston Park Cancer Charity)</i>
Funding	COMMuniTY CHESTERFIELD being a support system (5)	<i>'When I'm starting to rewrite bids again, then some of that information that we checked in about (training) I think I will be able to put it into it into the bid writing' (Julie Dixon, BANA)</i> <i>'it is definitely something I'm going to come and knock on COMMuniTY CHESTERFIELD's door because I know that is there then I can use it otherwise I know I'd flounder a little bit because as a service manager I'm not really familiar with doing funding bids and all those kind of things so any support like that I put my name down' (Jane Parsons, Chesterfield Care Group)</i>
Training	Feedback- Training and Tea (4)	<i>'they're only 45 minute sessions or half an hour session...they're short and sweet sessions, they're manageable and if you're really busy as a service manager and you see something you go oh it's a full days training I can't commit to that but if you see it that it's 45 minutes with a cup of tea it's such a good idea...the idea of doing the bite size sessions for me as a busy service manager is fantastic' (Jane Parsons, Chesterfield Care Group)</i> <i>'...particularly that tea and training, those quick snappy little bits of information that you say yeah actually I can pull that out and I can do that, you know, I can do that in a different way and that will really help us' (Julie Dixon, BANA)</i>



Case Studies

After only speaking with a small number of individuals in comparison to the vast number of organisations and people that COMMuniTY CHESTERFIELD have connected with over 3 years, it was moving to hear their stories. Therefore, it felt important to focus on a few to demonstrate the impact that this project and its inspirational staff members have had.

The transport service that changed lives

After spending many hours conducting interviews with various connections of COMMuniTY CHESTERFIELD, the interviews with two staff members from this organisation were particularly memorable. Weston Park Cancer Charity is an organisation that supports people of all ages with Cancer, through numerous services, advice, and therapy sessions. When speaking with Emma Clarke, the CEO of this organisation, she explained that they've talked about offering a free transport service to take Cancer patients to and from their appointments at the hospital for years. After one of the volunteer drivers met with Alison, she was able to facilitate a connection between the transport service and the University of Derby, who allowed them to run the service from the St Helena campus free of charge, including access to their security and facilities. Emma explained that this has allowed them to run the transport service twice daily, and they've '*now supported 100 people to their appointments in the last year, and those numbers will only continue to grow, so they've been absolutely pivotal to this transport service being a success*'. Furthermore, when speaking to Matt Hadley, the Transport Manager, he explained that because of the new transport service, they have secured extra funding, both internal and external, including a donation from the cancer alliance for the transport service.



Image 2: Weston Park Transport Service launch day

The more you put in, the more you get out

One of the major themes discussed in the interviews with university staff and students were the meaningful connections that students were able to make. When speaking with Carl, he had been involved with many of COMMuniTY CHESTERFIELD's services, including events, shared learning, and volunteering. When talking about Connect and Reflect in further detail, Carl explained that the '*topics fell very well around what I was writing. Myself and my colleague took inspiration from a couple of them, we spoke about them with our tutors and wrote about them in our assignments*', supporting the responses from the university staff explaining how



Image 3: Connect and Reflect logo

COMMUNITY CHESTERFIELD have had a positive impact on students' academic work. Carl went on to explain how important this service has been as an opportunity to interact with potential future colleagues, explaining '*I think as a networking tool they're absolutely amazing*', and how this service '*has been massive*' for him and his future career.

Making a difference to future nurses

Likewise, the opportunities that COMMUNITY CHESTERFIELD have provided for the University of Derby proved to be invaluable for several university staff members and their students. When speaking with Pip Bradstock, a Senior Lecturer in Adult Nursing, about the impact of COMMUNITY CHESTERFIELD on her students, she explained that they have '*the ability to broaden their horizons*'. Likewise, she explained that her '*suspicion is, looking at the students that have engaged with COMMUNITY CHESTERFIELD actively, that their assignments and their learning is all the better for it*'. Pip also added that once the students have graduated and are qualified, their connection with COMMUNITY CHESTERFIELD will improve future services, because students will now know that these services exist and will be able to have a '*simple phone call, to help that person be put in touch with somebody that may be helpful to them*'. For these reasons, COMMUNITY CHESTERFIELD is now '*completely imbedded now in the curriculum*'.



Image 4: University of Derby logo

Resilience, determination, and strength of the voluntary sector

For some participants, COMMUNITY CHESTERFIELD have played a significant role in improving the resilience and strength of their organisations and staff. When speaking with Julie Drury, the Daytime Group Leader of Chesterfield Fibromyalgia Support Group, she explained how COMMUNITY CHESTERFIELD have been invaluable in helping the organisation survive through a difficult period. After receiving 1:1 advice, attending numerous training sessions and being part of the Peer Engagement Group, to name a few, she felt much more in control and competent. More specifically, Julie mentioned the usefulness of the support around policies and the sharing of resources; as they '*now had policies to cover everything, and all eventualities*'. She said that she '*was very grateful of the support and guidance offered*' and how this has been '*so important to me as a volunteer, helping to deal with issues out of my comfort zone*'. Julie explained that their organisation now '*feels really positive*', as they look forward to holding their AGM (Annual General Meeting) in June, where



Image 5: Chesterfield Fibromyalgia Support Group logo





they will set new targets for the next 12 months- demonstrating how they are going from strength to strength!

A new and exciting career path

For some participants, COMMuniTY CHESTERFIELD has had a significant impact on their personal and professional development. When speaking with Jono Davies, he explained how a question about career progression at a Careers that Care event made him consider his future career at Chesterfield Care Group. Upon realising that there was limited room for progression in his current role as a Community Support Worker, he decided to explore Marketing. This eventually led to Jono being employed in a new position, as a Marketing and Promotions Coordinator.

When speaking to Jane Parsons, the Service Manager, she explained that Jono has picked up links and networked with COMMuniTY CHESTERFIELD to develop, which she described as '*amazing*'. Jono explained that this switch in positions has progressed him as a person, and the organisation as well, as he explains that their '*marketing, promotions and branding is so much stronger than it's ever been*'. Also, that although his old job was fantastic, he enjoys his new job much more, saying he has '*the best of both worlds*' and that '*..COMMuniTY CHESTERFIELD have been a massive help, probably the biggest of all the organisations I've worked with*'.



Image 6: Careers that Care logo



Testimonials

“

It has been lovely for me. Everyone has been so helpful and kind. They have held my hand through the online Zoom sessions and have given me tips, boosted my confidence and I think they are marvellous people.

Rita King, African Caribbean Community Association

”

“

The students that have been and spent time with the charity bases or the experts by experience have certainly got a lot from it and that's reflected in their presentations or their essays and from the perspective of not just clinical environments

Pip Bradstock, Senior Lecturer in Adult Nursing

”

“

It was useful because academics and others professionals were there so it was nice to have an opportunity to interact with and communicate with people in a similar fields and have those conversations...I think it's in the title with the 'connect', so I think as a networking tool they're absolutely amazing

Carl Bridges, Health and Social Care student

”

“

I think it's improved my skill base as the day-to-day manager of the charity, it's made me a lot more aware of some lot of governance issues that are around

Ann Monk, BrightLife

”

“

Community Chesterfield is really important to the University of Derby because it's absolutely square on our opening doors commitment, levelling-up through the through alleviating health and social care in equality's and it's also a really innovative and nationally recognised model for great engagement between universities, the voluntary sector, and the health and social care workforce

Larissa Allwork, Associate Professor in History and Impact

”

“

You've got really good links with such a broad number of organisations, it just gives us a much wider pool of people, so a much better experience for everybody

Victoria Sweetmore, Discipline Lead for Mental Health and Learning Disabilities

”





I think it's always about trying to sort of alleviate those negative stereotypes about what boys can do and I think careers that care in-particular has a lot to do with that, I think it can really help

Nathan Robertson, Senior Widening Access Officer

So what I would say there is that it's offered the opportunity for our students to engage in non-traditional settings and to understand more about the voluntary sector but also to have exposure to different kinds of areas of potential occupational therapy practice

Teresa Rushton, Occupational Therapy Lecturer

It's impacted my professional development because I think it had a lot to do with, skill-wise, communicating with other people, working collaboratively, gaining confidence in talking to strangers as well as working virtually

Nisha Butt, Psychology student

I do think that one of Community Chesterfield's strengths is that they are continuing to work collaboratively

Ross Burnage, Derbyshire Alcohol Advice Service

I can't obviously give that perspective so to get that different viewpoint is invaluable to the students learning experience so yeah without it would be 2D rather than 3D (Experts By Experience)

Katherine Oliver, Lecturer in adult nursing

It gave me an insight into other career fields that I could get into, so it was quite eye opening. I also developed lots of different skills, such as team work

Naphyssa Saleem, Psychology student





Interviews with COMMuniTY CHESTERFIELD Staff

As a key objective of this report is to understand the impact that the COMMuniTY CHESTERFIELD has had, it felt important to speak with those that have worked for the project. Jacqui Willis, Chief Executive of Derbyshire Voluntary Action, explained that at the beginning, COMMuniTY CHESTERFIELD could have been described as a *'test and see project'* as they *'had a vision for it, but like any project you don't know'*. She went on to explain how seeing how the project has *'come to life...and the way it has morphed and formed'* has been her biggest enjoyment when working closely alongside the project.

When speaking with the team, it became clear that they are a very tight knit, collaborative group that have different skills that complement each other. When speaking with Viv Lisewski-Hobson, the Project Support Officer, she said *'I feel that the team value me, and that's all I care about really...it's definitely the best team I've ever worked in'*. Likewise, Julia Cook, the Business and Operations Manager, praised the team for being *'really committed, really hardworking, really imaginative'* and that she *'couldn't wish for a better team'*. Furthermore, the outcomes that this group have produced over the 3 years is exemplary, and many of these experiences have stayed with, and personally affected, the staff. Alison Gibson, the Community Development Worker, recalled the time when she met a couple that ran a shop mobility charity. She explained that she found them inspirational, as although they are both disabled, *'they're always smiling, positive and hardworking'* and that whenever she *'has a bit of a challenge I just think of them, what they've got going on'*. This demonstrates how aspects of the project have had a positive impact on the personal lives of the staff members at COMMuniTY CHESTERFIELD.

Moreover, the project also appears to have developed the staff professionally, as well as personally. Jenny Raschbauer, the Project Manager, explained that *'every day is a school day'* when working for COMMuniTY CHESTERFIELD. When speaking with Kate Burns, the Skills Coordinator, she stated that a *'benefit of having my role is that you get to do a lot of the training... I knew nothing about marketing and social media, and I learnt a lot from Hannah. That says a lot about the work here, letting people try stuff is a big thing for professional development'*. In addition, both Kate and Jenny discussed the possibility of further education in the future, as Kate discussed how *'being in the uni environment again has pushed me to want to do a Doctorate...I've always wanted to do one and this role has made me look at opportunities that wouldn't have considered'*, suggesting further professional development of the staff as COMMuniTY CHESTERFIELD moves into its second phase.



Chapter Three

Secondary Data Analysis

As previously stated, it felt important to investigate the variety of secondary data collated over the duration of the project, to achieve a fully holistic view of the impact. Each section will focus on a specific aspect of the project, exploring the data alongside.

Events

A variety of events are run by COMMuniTY CHESTERFIELD throughout the year, from personalised peer-to-peer shared learning sessions to more broad information sessions aimed at a wide, generalised audience. Most events have been running online, mostly due to the Coronavirus Pandemic, however more face-to-face sessions are now being organised, particularly for the next phase of the project. Most recently, the Showcase Event ran in May 2022 was designed to celebrate everything that has been achieved in the duration of the project, and the impact it has had on voluntary groups in Chesterfield. The event also provided an opportunity for these groups, as well as staff from the University of Derby, to make connections and to contribute to further delivery planning. After the event, the attendees were offered the opportunity to provide feedback via a survey monkey questionnaire (see graph 1). Evidently, the event was highly successful, as 100% of the attendees agreed that they would attend another event like this in the future.



Post Showcase Event Feedback

ALL RESPONSES



	I was given sufficient information/instructions prior to the event	The event was well organised	The event met my expectations	I learnt something new at the event	The catering was up to a high standard (timing, quality, options etc.)	I found the event useful	I formed new connections at the event	The format of the event worked for me	If given the opportunity, I would attend another event like this
Strongly agree	16	18	14	9	13	16	15	14	19
Agree	4	4	7	11	7	5	6	7	3
Neither agree nor disagree	2	0	0	1	1	1	0	1	0
Disagree	0	0	0	0	0	0	1	0	0
Strongly Disagree	0	0	0	0	0	0	0	0	0
Total	22	22	22	22	22	22	22	22	22



Another event ran by COMMuniTY CHESTERFIELD is the Careers that Care event; an annual event showcasing careers in Health and Social Care. The event allows attendees to listen to stories told by individuals in crucial careers in the public and voluntary sector, enabling them to access information about taking first steps into their future career. In the run up to, and during the week of, the most recent Careers that Care event than ran in June 2021, there were 2.1K views of the featured career videos on YouTube, with an estimate of 1.2K unique viewers- with a combined watch time of 93.5 hours. The highest viewed YouTube video was the Disability Support Worker, with 855 views, followed by the Social Worker with 217 views. The week after the event, the live streams were uploaded to YouTube and watched 129 times, and the write up of Inspiring Healthy Futures event was published in the Derbyshire times. Also, a teacher at David Nieper School who participated with a group of students said *"These events were well timed in the school year and pitched at a level that my students enjoyed. They were engaging and the students enjoyed the interactive nature of it."*

Training

COMMuniTY CHESTERFIELD offer a range of free training services, including Training and Tea, Workshops and E-Learning, that cover a wide variety of topics. In total, these sessions have provided 2,271 hours of training with 141 VCS groups attending. The Training and Tea sessions in particular were particularly favoured by the users. When exploring the survey monkey questionnaire named *'Training and Tea-Evaluation'* with an impressive 233 responses, the feedback was highly positive (see graph below). The fact that 100% of the respondents agreed that the content of the training was well organised, the trainer was engaging and knowledgeable and 99% agreed that they would recommend these sessions to a friend or colleague; it isn't surprising that many of these respondents returned for more sessions. In addition, the findings from Rija Mir's Feedback Report (2021) indicated that attendees from the training sessions on offer found them to be very positive and useful. The major themes that emerged included: an opportunity to network with peers, ability to put the knowledge into their practice and to successfully apply for funding. Moreover, many participants appreciated the fact that the speakers were helpful and knowledgeable, and that the sessions were easily accessible, had a good format and were free of cost.

Summary Statistics



TRAINING FEEDBACK



When looking at the data in more detail, the session ran by AWD Development Solutions Ltd was particularly favoured by the participants. 97% agreed that the training was useful, implying that their newfound skills and knowledge will be utilised to benefit the organisation that they work for.

Connect and Reflect

Connect and Reflect sessions are interactive online shared learning sessions. They aim to connect the community, Health and Social Care, and the University to discuss, learn from and reflect on the common experiences they have. These sessions are available for community group workers, staff and students at the University of Derby and individuals working in Health and Social Care roles. To begin with, the survey monkey questionnaire 'Connect & Reflect – Evaluation' from June 2021 was explored. This survey was an opportunity for users to provide feedback on the session that they attended, including social media, intersectionality, and end of life, to name a few. The responses revealed that the sessions were well received. The questions asked focused on how organised the sessions were, how useful they were and whether or not the respondent felt able to contribute. For 9 out of 10 (90%) of the quantitative questions asked, all participants agreed or strongly agreed, demonstrating the successfulness of the sessions. More specifically, 82% strongly agreed that the session met their expectations, that the session was useful and that they were able to learn from others. Furthermore, when given the opportunity to provide more in-depth, qualitative feedback, one participant wrote 'It was very good to meet other attendees and learn about their organisations', demonstrating that these sessions not only develop the skills and knowledge of the users but also acted as a networking tool.

Student Lectures- Experts by Experience

As previously discussed, one of COMMuniTY CHESTERFIELD's key aims is to link up members from the University of Derby with those of the voluntary and community sector. One way they do that is through Experts by Experience, which involves members from community groups, the experts, coming into the university to speak to students about their experiences in Health and Social Care. This is beneficial for the experts as they are able to connect with and enlighten students in these sectors, and for lecturers and students as it enriches their learning experiences- so is valuable for all parties. Over the last 3 years, COMMuniTY CHESTERFIELD has enabled 2250 students to meet 57 varied and impactful experts. The experts have talked to students about a range of topics, including therapeutic relationships, Medication Management, informal care, and fibromyalgia to mention a few. Many participants



have provided positive feedback on these sessions, including a university student who stated *"the real experiences that have been shared allow me to better understand content. I have found that this has made me more engaged in the module because hearing the experiences of healthcare from those on the receiving end shows a different perspective on what is going well and what could be improve"*. Additionally, a lecturer from the university also commented *"I would like to personally add how much we value the support your service provides to the quality of teaching we are able to give our third-year student nurses... The sessions the guests you source for us enables the students to hear from people themselves and ask questions that they would not be able to gain when working with patients. Many students have said that they will never forget the speakers and what they have said and that it will impact on the way they care for people in the future"*.

Student Participation

Another way in which COMMuniTY CHESTERFIELD have connected with the university is by providing students with opportunities to work in relevant fields. They have offered 15 new placements/skills days, 5 internships and 15 live briefs or work experience opportunities. In addition, 550 students have benefitted from a community led Public Health Session, one of which was online due to the Coronavirus outbreak, and the other was conducted in-person after the pandemic. The public health module sessions were designed to showcase the work of the voluntary sector and how they contribute to health and well-being. Both sessions revolved around the '5 ways to wellbeing' and how our voluntary sector organisations implement the principles of this scientifically backed approach. 5 contrasting voluntary sector organisations led interactive talks on how they worked with members of the public, some of whom belonged to vulnerable groups, to change their lives for the better. Similar to this, 62 nursing students have been given the opportunity to be enrolled on Negotiated Modules, which is an 8-week taught module where the students research an area of interest. Student participation with local voluntary groups has been highly valued by those that work in this sector. The Feedback Report written by Rija Mir (2021) saw the emergence of the positive influence of connecting with students as a prominent theme in the research. Most participants, all of which were members of different voluntary organisations, explained how the students added a fresh perspective and enthusiasm to their work, demonstrating the benefits of student participation for both the students and community groups.



Chapter Four

Comparison of Primary and Secondary Data

This chapter will compare the primary data explored in chapter two, with the secondary data examined in chapter three.

Networking and Opportunities

When examining both datasets, it was clear that COMMuniTY CHESTERFIELD has been a valuable networking tool for both members of the University of Derby and for those working in the voluntary sector. In particular, 'Networking and Connections' was a major theme in the interviews with all four participant groups. Most respondents discussed the benefits of connecting the university with community groups and appreciate how COMMuniTY CHESTERFIELD have facilitated this connection. Focusing on Experts by Experience, the primary data demonstrates that COMMuniTY CHESTERFIELD have achieved its objective to make it both beneficial for the experts, as they can connect and enlighten students, and for students and lecturers, as it enriches their learning experiences, as discussed Chapter Three. In addition, community groups, as well as university members valued the connection with COMMuniTY CHESTERFIELD and other local voluntary organisations. For community group workers, these relationships provided a support system, and for university members, had a positive impact on the awareness of these groups, placement opportunities and provided beneficial experiences. This supports the finding from the University of Derby's Health and Social Care Research Centre, as this study outlined that most participants felt that COMMuniTY CHESTERFIELD helped them to be better connected/networked to others.

Positive Outcomes

Related to the networking opportunities facilitated by COMMuniTY CHESTERFIELD, many positive outcomes have developed as a result. As outlined in Chapter Three, COMMuniTY CHESTERFIELD have provided opportunities for both members of the university and community group workers to learn about a variety of different topics. In the interviews, some participants discussed the valuable impact this has had, including personal development and professional development of the organisation. Again, this finding is supportive of the research conducted by the University of Derby, as this study examined the impact of COMMuniTY CHESTERFIELD on the organisation's staff/volunteers. The majority of community group workers agreed that the project had left them better informed, with new or developed skills and



improved confidence. In addition, they discussed how the project has positively impacted on their organisation, with 58% in agreement that COMMuniTY CHESTERFIELD had the most prominent impact on the marketing and promotions of their organisation. For university students, many mentioned the development of their transferable skills and relevance to their future career, as a result of the opportunities provided by COMMuniTY CHESTERFIELD outlined in the secondary data.

Training and Tea

In the primary dataset, like 'Networking and Connections', 'Training' was a common theme that was discussed in the interviews with community group workers. As previously mentioned, 2,271 hours of training were offered, with 141 VCS groups attending. Moreover, relevant to both datasets, Training and Tea appeared to be the most popular and valuable form of training. The survey monkey responses noted in the secondary data demonstrate that not only was a high percentage of attendees willing to provide feedback, but also that most responses were highly positive. This is reflective of the responses collected in the primary data, particularly for the strategic groups, as most respondents expressed their appreciation for them being short, free and easy to access. In addition, some community group workers discussed the impact that the training has had, such as Alistair Garrett (Bipolar UK Chesterfield Support Group) as he explained *'The marketing training...has given me the tools to develop my marketing methods and to sell my organisation'*. This demonstrates how the training session that he attended has allowed him to professionally develop, which in-turn has had a positive effect on the organisation he works for.



Chapter Five

Conclusion

This section of the report will refer to the original project aims, developed prior to 2019, to understand the impact the project has had over its 3-year duration. The overall findings suggest that all objectives have been met, with opportunities to improve for some. The project has had a significant effect on both the local voluntary sector and on the University of Derby staff and students. The relationships facilitated by COMMuniTY CHESTERFIELD have been particularly beneficial. In the primary data, both community group workers and members of the university discussed the meaningful connections that they have made, and the benefits these connections have had and continue to have. Both community group workers and members of the university discussed the positive connection they have with each other, as well as with COMMuniTY CHESTERFIELD. Also, those working at community groups also added the benefits of their relationship with other local voluntary organisations. The overall findings from this study support many aspects of the research conducted by the Health and Social Care Research Centre at the University of Derby, which will be discussed in further detail below. Any recommendations for improvement in the second phase will be included in the Evaluation Framework below.

When exploring the impact under the first project aim, 'University of Derby Health and Social Care students better understand voluntary sector healthcare provision in Chesterfield', it appears to have been met. When the student surveys were examined by the university in 2020, the results showed that most students reported having some, but not full understanding of the voluntary sector healthcare provision in Chesterfield. It could now be assumed that as a result of students' engagement with this project, that more students are now aware of this. The variety and capacity of student placements, Experts by Experience, and volunteering opportunities that COMMuniTY CHESTERFIELD have provided have clearly had a positive impact on the awareness and involvement with students in the voluntary sector. This is evident in the primary data, as all the student respondents agreed that the project helped them to learn more about the voluntary sector. Most lecturers also agreed with this statement.

Like the above objective, the second refers to whether the University of Derby Health and Social Care students recognise the voluntary sector as a career option. This was a



difficult objective to measure, as most students that took part in the interviews were not studying Health and Social Care. However, most respondents referred to the transferable skills that they had developed during their time volunteering, which was also a factor discussed in the university's research study as to why students started to engage in volunteering. Also, as previously mentioned, their proven increased awareness of the voluntary sector may have widened their horizons of the type of work available; but again, this was difficult to measure and is theoretical.

The third objective of the project that will be explored is 'Chesterfield's voluntary sector organisations are upskilled and more resilient'. In terms of upskilling members of the organisation, the data clearly confirms this. Training was a common theme across most interviews with community group members, and many respondents spoke about their professional development and how this has positively impacted on their organisation. This finding supports, and demonstrates improvement, of the findings from the university's research report (2021). In the university's study, 65% of participants felt that they had acquired/developed skills, whereas this study found that 89% of participants agreed with this idea. Furthermore, it would be expected that this would make the organisation more resilient, as was supported by most of the strategic level respondents, especially when referring to maintaining resilience during/after a difficult period, such as the Coronavirus Pandemic.

When considering whether the 'University of Derby has a positive impact on Chesterfield's voluntary sector organisations' is variable. The data suggests that more can be done with the involvement and support of the University of Derby with voluntary sector organisations, but there does appear to be some progress. For example, although the Experts by Experience is primarily to benefit the university, the primary data indicates that it is mutually beneficial. However, community groups appear to be having more of a positive impact on the university, rather than the other way round.

The final objective that will be explored is 'University of Derby's staff & students gain personally and professionally from work in the community'. Focusing on the students, the data supports this as most students discussed their developed transferable skills as a result of doing work in the voluntary sector. Also, when speaking with lecturers from the university, many felt that the students' academic work had improved, as a result of working with COMMuniTY CHESTERFIELD. In addition, most university staff members also agreed that their skills at the university had improved as a result of being part of the project. These topics were also relevant



in the University of Derby's research study, whereby many student participants discussed improving skills, personal development, to become a better nurse and improving employment prospects/qualifications as reasons behind why they started to volunteer.

Evaluation Framework

As COMMuniTY CHESTERFIELD have successfully secured their second round of funding, it is important to provide some evaluative suggestions that can be applied to improve their services in the future. These suggestions have been provided by the participants in the semi-structured interviews. The most prominent request was for COMMuniTY CHESTERFIELD to have an increased presence at the university, especially at the Kedleston Road campus. Also, it became clear that many of the recommendations being made were based around the limitations that COMMuniTY CHESTERFIELD experienced during the Coronavirus pandemic, which could not be avoided, but are still useful be aware of during the second phase of the project. Namely, more face-to-face networking. These suggestions, alongside others, will be explored in two groups: University Members and Community Groups.

University Members

When speaking with university students about this topic, it became apparent that the majority did not feel that any of COMMuniTY CHESTERFIELDs services could be improved. However, from the few suggestions that were made, they did somewhat overlap with the suggestions made by university staff. Firstly, they would like COMMuniTY CHESTERFIELD to have an increased presence at the University of Derby, particularly at the Kedleston Road campus. Some staff members suggested holding talks concerning the benefits of volunteering, what services are being offered, case studies etc., with the aim to encourage more students to participate in volunteering. Another suggestion made by both groups was offering more face-to-face activities. Although it was understood that this was largely an outcome of the pandemic, they would this to be considered in the second phase of the project. Finally, like the first proposal, university staff suggested that the relationship between COMMuniTY CHESTERFIELD and the University of Derby could be improved. This is primarily because some staff, and also students, were unaware of many of the services offered by COMMuniTY CHESTERFIELD, arguably due to a lack of promotion at the university.

Community Groups

Community Groups have asked that COMMuniTY CHESTERFIELD have more regular networking events and opportunities, particularly with other voluntary groups. Also,



like the university participants, many suggested that they would like COMMuniTY CHESTERFIELD to improve the relationship with their organisations and the University of Derby. In particular, having more involvement with student volunteers, such as following up once they have shown interest and training them. One participant also suggested that COMMuniTY CHESTERFIELD manage a 'pool' of volunteers that can be 'dipped' into by many different organisations, saving them time and effort on recruiting and managing them themselves. The final proposal was that COMMuniTY CHESTERFIELD connect with members of the community that they haven't had much involvement with, such as providing them with placement/volunteering opportunities. Participants suggested networking with older people in the community and those with learning disabilities.

Post Note

It has been a pleasure writing this report for COMMuniTY CHESTERFIELD, I have enjoyed meeting the different groups of people and listening to their inspirational stories. The decision to carry out semi-structured, qualitative interviews was particularly useful as the participants had the freedom to discuss any relevant information, rather than be restricted to the process of a structured interview. I would like to thank each participant for taking the time to speak with me, and the student volunteers for helping me conduct the interviews. I would also like to thank the staff at COMMuniTY CHESTERFIELD for supporting me in writing this report, especially Viv and Jenny. If given the opportunity to conduct this report again, I think it would be beneficial to interview similar groups of people in each participant group. This is because I found it challenging to compare the responses from a University Lecturer, for example, with a Senior Widening Access Officer- as both had very different involvement with COMMuniTY CHESTERFIELD. Nevertheless, I hope this report is useful to refer to for the next phase of the project.



Appendices

Appendix 1: Interview Questions

Survey Questions: Community Groups

Name:

Name of Organisation:

Role:

In one sentence please describe what your organisation does:

Which of these Community Chesterfield services have you been engaged with?
Please tick all that apply.

Events (e.g. Careers that Care)

Strategic board or Reference Group

Shared learning (e.g. Connect & Reflect or Peer Engagement Group)

Student Lectures (e.g. Experts by Experience/Live briefs)

Student Placements or Negotiated Module

Training

Volunteering

Other (Please specify)

Which of these services had the biggest impact on your organisation?

Please explain why you say that?

Please tell us the extent to which you agree with the following statements (this will be radio buttons along a scale: strongly agree; agree; not sure; disagree; strongly disagree).



Community Chesterfield has helped:

My organisation to grow

My organisation to increase its funding

Me to feel more connected to my peers within the voluntary sector

To improve my organisation's skill base

My organisation to develop its policies

To raise awareness of the University of Derby's presence in Chesterfield

My organisation to connect to the University of Derby

If your organisation has established a relationship with the University of Derby through Community Chesterfield please explain how this has benefitted you:

Please describe the single biggest impact that Community Chesterfield has had on your own services:

Is there a part of the service you thought we could have expanded? Please explain.

If Community Chesterfield continues into the future, is there anything new you'd like to see delivered? Please explain.

Were you aware that Community Chesterfield had a newsletter?

[If not] Would you like to receive it?



Survey Questions: University Staff

Name:

University Job title:

Which of these Community Chesterfield services have you been engaged with?
Please tick all that apply.

Events (e.g. Careers that Care)

Strategic board or Reference Group

Shared learning (e.g. Connect & Reflect or Peer Engagement Group)

Experts by Experience/ Live Briefs

Student Placements or Negotiated Module

Training

Volunteering

Other (Please specify)

Which of these services had the biggest impact on your ability to fulfil your job role?

Please explain why you say that?

Please tell us the extent to which you agree with the following statements (this will be radio buttons along a scale: strongly agree; agree; not sure; disagree; strongly disagree).

Community Chesterfield has helped:

The University to Connect with the Voluntary Sector

My Students to learn about the voluntary sector

Me to connect with the voluntary sector

To influence the University's policy or strategic direction



To improve my skills at the University

To raise awareness of the University of Derby's presence in Chesterfield

If your department has established a relationship with a local voluntary sector organisation through Community Chesterfield please explain how this has benefitted you:

Please describe the single biggest impact that Community Chesterfield has had on your own job role:

Is there a part of the service you thought we could have expanded? Please explain.

Were you aware that Community Chesterfield had a newsletter?

[If not] Would you like to receive it?

Survey Questions: University Students

Name:

Which course are you studying on?

Which of these Community Chesterfield services have you been engaged with?
Please tick all that apply.

Events (e.g. Careers that Care)

Strategic board or Reference Group

Shared learning (e.g. Connect & Reflect or Peer Engagement Group)

Experts by Experience/ Live Briefs

Student Placements or Negotiated Module

Internships





Training

Volunteering

Other (Please specify)

Which of these services had the biggest impact on your personal and professional development?

Please explain why you say that?

Please tell us the extent to which you agree with the following statements (this will be radio buttons along a scale: strongly agree; agree; not sure; disagree; strongly disagree).

Community Chesterfield has helped:

The University to Connect with the Voluntary Sector

Me to learn about the voluntary sector

To improve my skills at the University

To raise awareness of the University of Derby's presence in Chesterfield

Please describe the single biggest impact that Community Chesterfield has had on your development:

Is there a part of the service you thought we could have expanded? Please explain.

Were you aware that Community Chesterfield had a newsletter?

[If not] Would you like to receive it?



Survey Questions: Strategic Level

Name of organisation:

Job title/role:

To what extent would you say Community Chesterfield has helped your organisation to grow? Please explain.

To what extent would you say Community Chesterfield has helped your organisation to increase its funding? Please explain.

To what extent would you say Community Chesterfield has helped those working in organisation to become more connected to their peers within the voluntary sector? Please explain.

To what extent would you say Community Chesterfield has helped to improve your organisation's skill base? Please explain.

To what extent would you say Community Chesterfield has helped your organisation to develop its policies? Please explain.

To what extent would you say Community Chesterfield has helped to raise awareness of the University of Derby's presence in Chesterfield? Please explain.

To what extent would you say Community Chesterfield has helped your organisation to connect to the University of Derby? Please explain.

Would you say that Community Chesterfield helped to improve the knowledge and skills of those within your organisation? How?



Would you say that Community Chesterfield has helped to improve cross sector collaboration and networking for your organisation? Please explain.

Do you think that Community Chesterfield has helped to raise the profile of your organisation? How?

To what extent has Community Chesterfield helped your organisation to be stronger and more resilient? Please explain.

Would you say that Community Chesterfield has improved the capacity within your organisation? Please explain.

Survey Questions: COMMuniTY CHESTERFIELD Staff

Name:

Job title:

What have you enjoyed the most about working for Community Chesterfield?

If offered the chance to work for a similar project/organisation, would you take it? Why/why not?

Now that we have our second round of funding confirmed, what would you propose that we did differently? (Expansion of current service or something new)

How would you describe the people that you've worked with during your time at Community Chesterfield? (CC staff, lecturers, community groups, students etc)

How would you sum up the overall impact of working for Community Chesterfield on your personal life? (e.g. personality, family life, career/educational ambitions, skills gained etc.)

Can you tell me about an experience that you've had during your time at Community Chesterfield that you feel will stay with you for a long time?

What would you say is your biggest achievement whilst working at Community Chesterfield?



Is there anything else you would like to add?