CPAR Toolkit

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We work with partners to plan, recruit, educate and train the health workforce.

CPAR Toolkit

This toolkit contains guidance and resources to support organisations who wish to deliver a similar CPAR programme.

The toolkit includes guidance and resources that were used specifically to deliver the HEE South East CPAR programme where the focus was to understand the inequalities experienced by black, Asian and minority ethnic communities as a result of the COVID-19 pandemic.

The guidance and resources can be adapted and used to inform your own CPAR programme.

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Expression of Interest

Community Participatory Action Research: Training and Mentoring

Black, Asian and minority ethnic people have been disproportionately affected by COVID-19. Following PHE's report[1], HEE SE working alongside PHE are implementing a programme of work to support Recommendation 2: Support community participatory research, in which researchers and community stakeholders engage as equal partners of the COVID-19.

The programme will provide comprehensive training on Community Participatory Action Research (CPAR) to engage, develop and support community researchers drawn from black, Asian and minority ethnic groups in the South East (SE). This offer provides opportunity to develop community researchers in building capacity and capability and to fill gaps and strengthen knowledge for certain previously excluded or not fully engaged communities.

Aim of the programme

- Train individuals from organisations drawn from black, Asian and minority ethnic groups communities in CPAR to tackle health issues related to COVID-19

- Equip researchers with the skills to later deliver CPAR by addressing wider inequalities.

- Share learning from CPAR across networks in the South East

HEE South East is looking for a training provider to develop a training package in Community Participatory Action Research

Criteria:

- Experience in working and training local with a wide range of community groups

- Experience and understanding in community action participatory research

- Ability to deliver training and mentoring sessions online

- Flexible approach to meet the needs of different communities

- A proven record in understanding health inequalities and the wider determinants of health

This programme will involve:

- Attending and contributing to regular stakeholder meetings with HEE: monthly meetings with the Steering Group and monthly planning meetings

- Developing a clear plan with timelines of activities, training and mentoring sessions. This timeframe from start of research to completion should last 6-9 months

- Deliver a programme with learning outcomes for up to 40 researchers

- Develop and make available a toolkit for researchers to use during the learning experience

- Contribute and attend the Showcase Event once research is complete

- Arrange payments for voluntary organisations for time spent in training and research activity

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1. Beyond the data: Understanding the impact of COVID-19 on BAME groups

Programme Background

Throughout the COVID-19 pandemic, inequalities in health have become magnified amongst some Black, Asian and minority ethnic groups (BAME) disproportionately affected. Public Health England's report, COVID-19: understanding the impact on BAME communities, demonstrates the widening of existing health inequalities and makes 8 recommendations. HEE South East, working alongside PHE South East are implementing a programme of work to support Recommendation 2: Support community participatory research, in which researchers and community stakeholders engage as equal partners of the COVID-19.

This programme will provide comprehensive training on Community Participatory Action Research (CPAR) to engage, develop and support community researchers drawn from Black, Asian, and Minority Ethnic groups in the South East (SE). This programme provides an opportunity to develop community researchers in building capacity and capability, and to fill gaps and strengthen knowledge for certain previously excluded or not fully engaged communities.

This programme recognises the importance of implementing the recommendations in the PHE report and aligns with the NHS People Plan and the NHS Long Term Plan. It also supports the Turning the Tide South East response to the inequitable impact of the pandemic on health inequalities, which aims to address to health and employment, racial and wider inequalities.

This programme is a partnership of collaboration, mutuality, and active participation

between HEE SE, PHE SE, the sponsor organisations and community organisations carrying out the research.

Programme aims

- Train individuals from organisations drawn from BAME communities in CPAR to tackle health issues related to COVID-19

- Equip the community researchers with the skills to later deliver CPAR to help in addressing wider inequalities.

- Share learning from CPAR across networks in the SE and beyond

What is community participatory action research?

Community participatory action research is an approach to research where all stakeholders are equal partners, working together to make positive change within communities. This type of research is sometimes known as participatory action research (PAR), peer research, or community action research. All are based on similar principles of equal partnership, collaboration and addressing an issue from within the community.

By 'community' this indicates the research is grounded in the issues that affect community members. By 'participatory' this means engaging communities in the research process. By 'action' this indicates that the outcome of the research will lead to change critical to that community. Researchers commonly come from the communities affected and will play a key role in developing the local research agenda, the research questions, and the tools to collect, analyse and disseminate their findings. The research should lead to an action or actions.

How does the research lead to action?

Community participatory action research is often thought of as being a 'cycle' of:

identifying issues - researching – planning – action – reflecting on the action.

It can be started anywhere within the cycle. Importantly during this work, community researchers will complete one cycle and plan for future work. To deliver within the timeframe of this funding opportunity, it may be practical to start with a defined action.

The approach may be:

- Where there is an issue in a community and carrying out research would help to act and make a positive change. For example, to understand an issue in more depth before delivering an intervention.

- Where an action is planned or underway that would benefit from a research component to understand the extent of change.

See Appendices for the Research Cycle

Does this research work require ethical approval?

This work carried out by community researchers does not require formal ethical approval. However, the research should be carried out in accordance with a sound approach to research ethics and in line with the standards of accountability, ethics and reporting of participating organisations. An example of an appropriate ethical framework can be found here[2] and can be expanded in accordance with procedures and policies of the organisation (e.g. protection of children and vulnerable adults) as appropriate to the topic and community.

This research will be to implement actions at a community level, and we do not envisage that this will present a risk or harm to the public. Researchers will be trained on how to deal with issues that arise when working with the public. In addition, participating organisations should be able to draw on their own policies to support researchers and ensure their health, safety, and wellbeing during the project.

To comply with General Data Protection regulation (GDPR) the community researchers will learn and be expected to implement the principles of consent, confidentiality, and safe storage of information. In addressing PHE recommendation 2, this programme aims to implement actions much needed during this pandemic and COVID recovery and it is not intended to be academic research.

2. Action Research by, in and of Communities. A Practical Guide to Community-led Action Research p. 28

HEE Offer

HEE is funding the training and mentorship of up to 40 community researchers across the South East.

To help accelerate this work, HEE will make available funding for up to 34 hours of each researcher's time (based on £11 per hour) and up to 37 hours for attending training and mentoring sessions. Payments will be made at the commencement and final stage of the research project. An induction session will also be delivered to identified leads of projects.

Programme timeline

- Applications must be received by Tuesday 16th February 2021, 12 noon

- Successful applicants will be informed Friday 26th February 2021

- The researchers will start the training programme April 2021 and will complete by February 2022.

- Showcase Event 10 – 12 May where community researchers will present their research work to peers and stakeholders across the SE.

About the training and mentoring programme

Through an expression of interest HEE has commissioned the Scottish Community Development Centre (SCDC) to deliver this programme of training and mentoring. SCDC is a lead body for community development in Scotland and works in the north of England. SCDC has over 20 years' experience in working in this field and has adapted its delivery to online working since the COVID-19 pandemic. Approximately 45 hours' training and mentoring for each community researcher will be delivered for the duration of this programme.

The training and mentoring will focus on developing an understanding of community health; understanding and application of community action research approaches; and building the capacity of participants or researchers (primarily from the BAME community) to undertake community action research.

See appendices for the Training and Mentoring Programme.

The chart below outlines the process

CPAR Organisation application submitted → Shortlisting Panel to review all applications → Shortlisting Panel to identify Sponsor Organisation → Applying Organisation and Sponsor linked up → Confirmation of applying Organisation being successful → CPAR training and education programme to commence

Eligibility: about your organisation

What kind of organisation can apply?

Voluntary community and social enterprises, NHS organisations or local authorities can apply for this funded opportunity. Your organisation must have close links with Black, Asian and Minority Ethnic communities.

What is the role of the organisation applying for this work?

- Identify the researchers and ensure they are available for the duration of the programme.
- Coordination of the researchers' work with the strategic lead organisation to implement the actions/findings from the research.
- Identify training gaps and specific needs of your candidate researchers.
- Have access to Wi-Fi, laptops, or incentives for research participants if the project so requires.

Linking your community research strategically

HEE will work with you to locate a sponsor organisation if you do not already have one. A sponsor organisation is an organisation that has the power and influence to implement the research findings. This can be at the level of an Integrated Care Board (ICB) or local system level like a Local Authority.

What is the role of a sponsor organisation?

The roles are:

- Ensure the research is linked to wider strategic priorities and COVID-19 recovery plans.
- Support and facilitate the actions identified from the research by taking ownership of the insights and translating them into action.
- Assign a professional to have oversight of the applicant organisation(s) under its umbrella (LA/ICB).
- This person will be:
    - a main point of contact

- engage in public health networks across the SE. HEE will help link you to these organisations.
- attend an introduction webinar outlining the project and their role
- join in quarterly calls with the CPAR programme steering group

Who are the researchers?

Researchers will be those who have links with the affected communities. They will ideally come from a Black, Asian or a minority ethnic community, or have direct first-hand experience in the issues affecting BAME people. Applicants will be required to have functional English language skills, similar to Entry 2.[3] Some translation support can be offered in the training and if required should be stated in the application. Candidates are not required to have any community research experience, although it is an advantage to the project if they have some previous involvement.

While we understand that there are other communities experiencing health inequalities, this programme is prioritising the communities most affected by COVID-19 in line with PHE Recommendation 2. We envisage this work will produce learning for other affected groups, where the research or impact can act as exemplars to other work.

Criteria for application

When completing the application form see application guidance at the end of the form.

- All sections of the application form must be completed
- Your project must address Black, Asian or Minority Ethnic communities and the impact of COVID-19
- Your project will ideally start (but not necessarily) at an 'action' in the research cycle
- Your organisation will have at least 2 candidates who will train as researchers

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3.Functional skills Criteria for English https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/371150/11-10-07-functional-skills-criteria-for-english.pdf

Key stakeholders - roles and responsibilities and support

Researcher

The researcher will be someone who has a strong and enduring relationship with the community where the research will take place

The roles and responsibilities are:

- Attend CPAR training and mentoring sessions and other training determined by the host organisation, and any meetings with your research lead.

- Researchers are encouraged to engage in the researchers' network sessions held by HEE

- Determine how you will collect the information, and how you will share your findings

- Devote a minimum of 34 hours to the research and action outcomes

- Seek support from your organisation and research lead

- Work with your communities by being transparent about the purpose of the research

- Continue to involve your communities when you have completed your research by sharing the outcomes and seeking their feedback to inform future actions

Research Lead

The research lead will have experience in community research or working closely with local communities.

The roles and responsibilities will be:

- Develop a project plan with a timeline and budget for your organisation

- Be available for regular meetings with researchers to support them in their projects

- Identify any logistical support researchers may require

- Support researchers to identify research issue, and any resources that will lead to action outcome

- Identify additional training needs outside the CPAR programme. This could reflect any specific learning needs of researchers or organisational requirements

- Attend the CPAR leads monthly HEE CPAR Leads' forums

- Inform HEE of any issues related to the researchers' progress, payments, organisational changes

- Act as a link between strategic stakeholders and communities undergoing research

Host organisation

This can be an organisation from the voluntary, community or social enterprise sector, or an NHS trust or Local Authority

The roles and responsibilities will be:

- identify community researchers through local networks

- Provide local or additional training which mandatory or specific to enable the scope of research (e.g., GDPR, safeguarding, IT skills, manual handling)

- Provide equipment as required

- Agree with stakeholders on payments and invoicing, transparent with researchers about payment impact on benefits etc

- Clarify any administrative costs when payments are made

- Engage with any relevant forums or networks to bring all host organisations together to share learning/practices.

- Identify a point of contact who will be supporting the community researchers.

Training & mentoring provider

The contract with the training provider will be in place following an expression of interest and will go through a tendering process depending on the size of the contract.

The roles and responsibilities will be:

- Produce an outline training and mentoring programme including timescales for delivery.

- Ensure the proposed training programme is reviewed and adapted following a training needs assessment of the cohort of community researchers recruited.

- Ensure there are planned opportunities for community researchers to come together and share their work and experiences with other community researchers, enabling peer-to-peer learning and lines of co-inquiry.

- Provide a platform to share all tools, templates, guidance and examples in an accessible way.

- Produce and support researchers to develop a timeline of milestones with mini goals and milestone goals.

- Be engaged with the project steering group to update and inform on progress.

- Provide support to community researchers prepare their work to present to stakeholders.

Arm's length bodies

These are institutions like Health Education England, NHS England, PHE, Integrated Care Boards or Local Authorities

The roles and responsibilities will be:

HEE

- Work with partner to establish a steering group of experts and stakeholders to lead and shape the CPAR project

- Provide secretariat, commission a training provider, establish governance

- Be flexible and adaptable in their approach to respond to challenges, and opportunities identified during the project

- Act as main contact for stakeholders including training provider, host organisations and researchers for any issues relating to the project to include setting up forums and networks for relevant stakeholders

- Sharing learning from project with regional and national stakeholders

PHE

- Act as expert advisors to the project

- Make use of existing networks, partners and connections to promote the programme and share learning with key stakeholders regionally and nationally

- Promote and champion the work at strategic meetings and board meetings

Integrated Care Board and/or Local Authority

- Link with researchers to understand the research and findings

- Share the findings at strategic meetings to inform improvements to health and care service

- Ensure the voice of researchers and their recommendations are included in workplans and actioned by the relevant boards / systems

- Continue to engage with researchers to develop strong partnerships with communities across the system and at place level

Funding and Payments

Ensuring that community researchers are given the support to do this work and acknowledged as equal partners they should be paid for their time. HEE has made available some funding to pay researchers for some of their time. Payment is organised as outlined below:

The funding offer:

- Payment to be made at a cost of £11/p/h ensuring it is equivalent to the current living wage.

- Funding for payments to be made to the host organisations to pay the community researchers.

- Payment to cover community researcher time of 34 hours research activity and 37 hours for undertaking training and mentoring.

- HEE funding is not for the attendance of mandatory training or host organisational training.

- Additional payment to be made for community researchers to prepare and present for the end of programme CPAR event.

- Payment to include any administrative costs incurred by the host organisations in processing the funding.

- Host organisations to complete a reporting template to calculate the totals proposed cost.

- Host organisations to invoice for 50% of the proposed cost at the start and the final payment prior to completion and be based on actual activity.
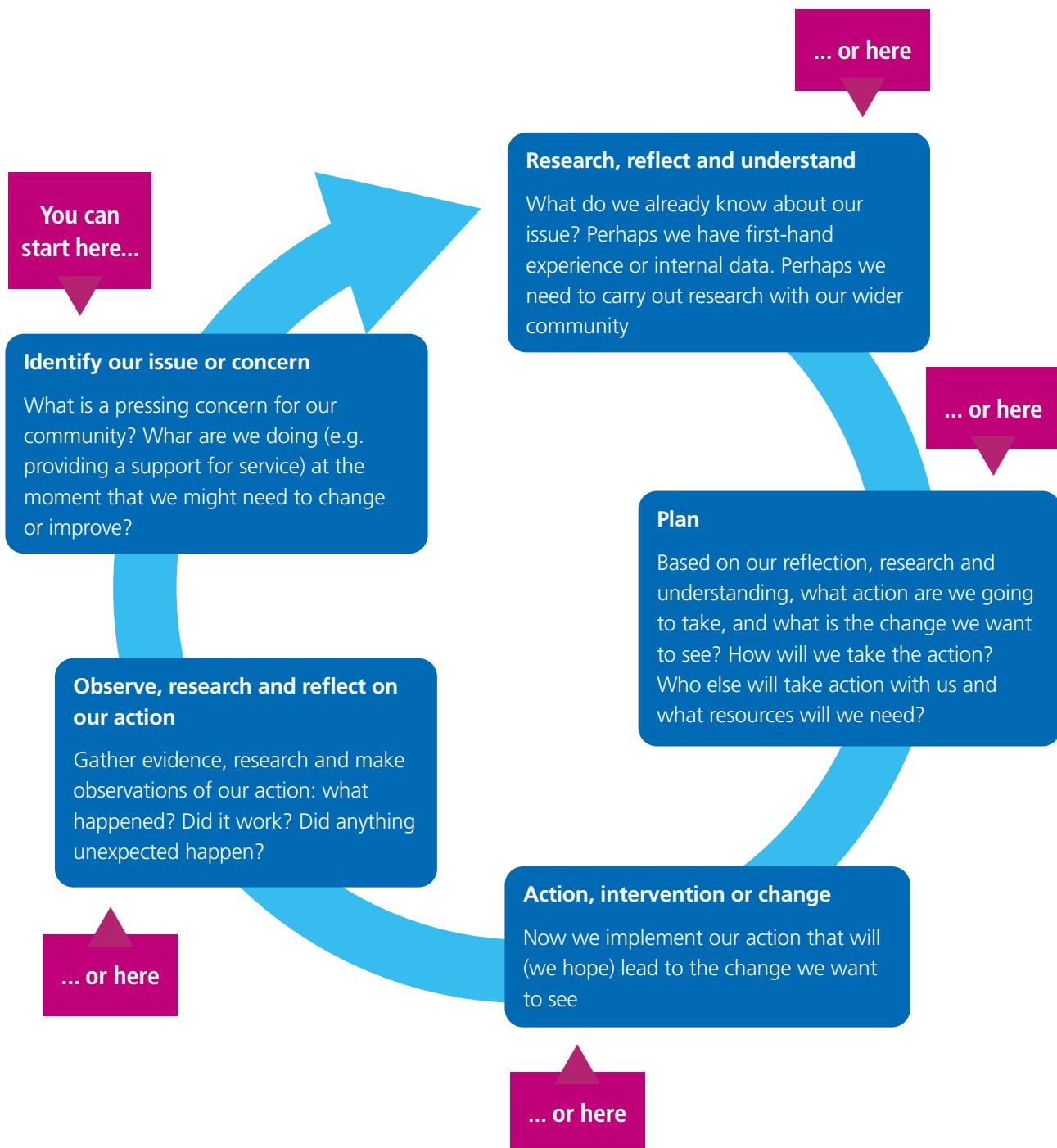
Appendices

Appendix 1:
Research cycle

This is an action-orientated research cycle. Your work can start at any place in this cycle. Produced by SCDC[4]

... or here

You can start here...

Research, reflect and understand

What do we already know about our issue? Perhaps we have first-hand experience or internal data. Perhaps we need to carry out research with our wider community

Identify our issue or concern

What is a pressing concern for our community? Whar are we doing (e.g. providing a support for service) at the moment that we might need to change or improve?

... or here

Plan

Based on our reflection, research and understanding, what action are we going to take, and what is the change we want to see? How will we take the action? Who else will take action with us and what resources will we need?

Observe, research and reflect on our action

Gather evidence, research and make observations of our action: what happened? Did it work? Did anything unexpected happen?

Action, intervention or change

Now we implement our action that will (we hope) lead to the change we want to see

... or here

... or here

4. Knowledge is Power FAQs: Scottish Community Development Centre

Appendix 2:
Training and Mentoring Programme

Stage	Content	Date	Delivery	Training per researcher
Stage 1	Relevant materials, tools and resources will be circulated to participants in advance of the training	Mar 2021	Pre-training reading/ information	1 day
Stage 2	**Building Knowledge** • Understanding community health and health inequalities – exploring a social model of health and community development approaches • What is community research? - key elements of community research approaches – ethics, bias, action focus, methods, processes and analysis.	Mar/Apr 2021	Core structured sessions (2 x 2 hours sessions)	4 hours
Stage 3	**Planning and Supporting the Research** Support to researchers to help plan, deliver and reflect on their research. • 1-2-1 support - 2 structured online sessions for each participant. Allowing for prep and recording and other remote support • Materials and tools development- produce materials/tools and make available as toolkit materials for future community research opportunities. • Group Learning/Co-inquiry sessions – to learn from one another and explore particular topics in more detail.	Apr-Dec 2021	Structured session Structured session Group learning/ co-inquiry sessions/ preparation	1 day 1 day 2 days
Stage 4	**Learning and Evaluation** Use of LEAP framework to plan, evaluate and learn from the process. Recording to LEAP, preparation and delivery of final learning and evaluation session	Jan 2022		1 day

Appendix 3:
Application Form

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Application form

Please read the accompanying guidance document before completing this form.

Please ensure all sections of the application form are completed below.

Please send you applications to xxxxx by xxxxxxx. If you have questions or wish to discuss your application, please contact xxxxx.

1. About your organisation [max 50 words in each question]

a) **Name of organisation**

b) **Contact details: name of main contact**

c) **Contact details: email, phone and website**

d) **Tell us about your organisation or group? How is it organised, what is its mission?**

e) **How does this research and training opportunity fit into your organisation's priorities?**

f) **Tell us about the population or community your organisation serves? (include location, characteristics and any issues)**

2. About this action research project
[max 100 words in each question and bullet points acceptable]

a) What is the issue you wish to address? Is there something you need to research in the community before taking action, or an intervention that might benefit a research project as part of it? If so, tell us about it. (see guidance 2b and appendix 2)

b) What added value will community researchers bring to this project and what will their role be? (For example, your community researchers have lived experience, and already have trust and respect)

c) What does your organisation have in place to implement any findings from your researchers? (e.g., resources/finance/engagement)

d) Briefly tell us what you wish to achieve by being part of this training and mentoring programme.

3. Knowledge and background around this work
   [max 100 words in each question and bullet points acceptable]

a) Has your organisation carried out research on this issue before?

b) Do you know of anyone else in your community who is researching or implementing actions on the same issue? If so, please give details.

c) What work have you done to date in taking action on this issue?

c) Does your organisation have the policies necessary to support this type of research and work programme e.g., GDPR, safeguarding, COVID-19 safety, supervision/mentoring support for researchers etc?

4. Your researchers [max 100 words in each question and bullet points acceptable]

a) Please tell us about your researcher candidates – there should be at least 2 (see guidance 4a)

**5. Strategic and partnership working
     [max 100 words in each question and bullet points acceptable]**

a) How does your organisation connect with your local authority and Integrated Care Boards (ICB)? If it does not, HEE will be able to link you with a strategic organisation.

6. More about your organisation
[max 100 words in each question and bullet points acceptable]

a) What practical measures will your organisation make available for this project? (e.g., Wi-Fi access/IT) (see guidance 6a)

b) Does your organisation have the means to support the necessary costs required to fulfil this project? Please give details. (see guidance 6b)

Application Guidance

2 b).

It is better to have a compact and well-defined project that is manageable. This is not an academic piece of work.

4 a).

Your People

Researchers will be those who have links with the communities which are experiencing needs which impact health. We welcome applications from those who are from ethnic minorities or closely working with marginalised communities.

Please tell us if there are learning or English language requirements so that the training and mentorship programme can accommodate specific needs. Please ensure that this information is anonymised.

It is important that the action-based research work is sustainable therefore we advise that there are a minimum of two (ideally three) researchers per organisation.

6 a).

During the research work in the community, obtaining consent, interviews or focus groups and attending training sessions may be online or in person. In all cases researchers will require access to a laptop and Wi-Fi.

6 b).

Other costs: This may include your admin costs related to invoicing, materials you may produce, or vouchers for community members who participate in the research. This will include the paid time for your researchers . HEE has made available funding for 34 hours of this research work and 37 hours for attending training and mentoring sessions, we expect that the project hours will be over this amount.

Appendix 4:
CPAR Shortlisting Guidance, Criteria and Template

Setting up the panel

HEE has made efforts to ensure that the shortlisting and awarding of applications are diverse and fair.

To ensure fairness and impartiality, the HEE SE staff working on this HEE commissioned piece of work are not on the shortlisting panel.

Scores were added to a spreadsheet per panel member and collated by HEE. Each application was discussed at the panel. HEE staff kept a tally of scores. All applicants were informed of the outcome on the day of the panel.

HEE's regional Equality, Diversity and Inclusion Manager and an independent Inclusion Specialist joined the panel and with their expertise produced a diverse panel which scored as fairly as possible.

Notes for preparation of longlisting and shortlisting

- where possible anonymise applicant details e.g., remove dates, names and universities

- include diverse people in the shortlisting process

- ensure the criteria is scored objectively and transparently and agreed by diverse group of staff/never by a sole person

- give inclusive guidance to shortlisters e.g., unless essential to the role, do not score according to style or standard of English but focus on the content

- give stronger weighting to responses regarding essential criteria e.g., their practical skills not their years of work

- have shortlisters take unconscious bias tests to raise their awareness of their own preconceptions before they read applications & discuss these openly as a panel to be able to help each other identify biases that may creep into conversation

- discuss any unconscious biases e.g., about universities attended etc.

Community Participatory Action Research: shortlisting criteria

Please assess against the application as a whole

Organisation name:

Organisation location:

1. **Black, Asian and Minority Ethnic community**

   Yes   No

2. **Does the proposed project relate to Covid-19 either directly (e.g. impact of homes schooling on a given community) or indirectly (e.g. longer term structural inequality)**

   Yes   No

3. **Links to the community:**

   To what extent does the application demonstrate that the applicant has a strong and enduring relationship to the community in question and the research is important to the community

   1. Little or no connection to the community, organisation seems remote or distant from the community, mission is not focused on specific community, research not linked into priorities

   2.

   3. Uneven or partial expression of characteristics for score 5

   4.

   5. Organisation well established and embedded within the community, mission is community focused, research linked into priorities, can outline the impact and relevance of using community researchers, can identify community researchers

4. **Capacity:**

   Does the application organisation outline the availability of resources and support they can offer

   1 No evidence of support from the applicant's organisation

   2

   3 Uneven or less well-developed offer of support from organisation e.g., can offer digital equipment but not support staff time

   4

   5 Strong evidence of resources available including equipment, materials, costs, support staff/staff time, appropriate policies and procedures etc.

5. Research idea:

Does the proposed research project seem feasible and/or contain the germ of an interesting and worthwhile project

1 Very vague idea which is not clear and does not relate to change in the community.

2

3 A clearly good idea which is not well articulated, but which could be developed e.g. a good idea with unrealistic methodology; a good idea which is too ambitious in scope and scale etc. Or where the research is viable but action linking less clear (or vice versa)

4

5 A worked out research plan which seem viable and doable with a clear research question and process – and which is clearly linked with actions and real change in the community.

Total score

/15

Please write any notes here that you wish to discuss at the panel

Shortlisting Template

Guidance

Dear Panel:

Name of contact persons have been removed to avoid any biases

When you are shortlisting each application, please consider the following:

- focus on essential criteria rather than corporate detail or corporate/academic language.

- read the application as a whole document

- focus on the content rather than the standard of English or style of writing .

- please leave a note of your overall view of the application in the box provided

Shortlisting scoring template (on excel)

		Application 1	Application 2
	ICB Area 26		
	Number of researchers		
	Pre-application discussion with applicant yes/no		
Essential Criteria-yes to proceed	Does the project proposal affect Black, Asian and Minority Ethnic Communities (BAME)?		
Essential Criteria-yes to proceed	Does the proposed project relate to Covid-19 either directly (e.g., impact of homes schooling on a given community) or indirectly (e.g., longer term structural inequality)		
Links to the community (must score 3 or more to proceed)	To what extent does the application demonstrate that the applicant has a strong and enduring relationship to the BAME communities in question and the research is important to those communities? 1 - Little or no connection to the community, organisation seems remote or distant from the BAME communities mission is not focused on specific community, research not linked into priorities 2 - 3 - Uneven or partial expression of characteristics for score 5 4 - 5 - Organisation well established and embedded within the BAME communities mission is community focused, research linked into priorities, can outline the impact and relevance of using community researchers, can identify community researchers		

		Application 1	Application 2
Capacity (1-5)	Does the application organisation outline the availability of resources and support they can offer?		
	1 - No evidence of support from the applicant organisation		
	2 -		
	3 - Uneven or less well-developed offer of support from organisation e.g., can offer digital equipment but not support staff time		
	4 -		
	5 - Strong evidence of resources available including equipment, materials, costs, support staff/ staff time, appropriate policies and procedures etc		
Research idea (1-5)	Does the proposed research project seem feasible and/or contain the germ of an interesting and worthwhile project?		
	1 - Very vague idea which is not clear and does not relate to change in the BAME communities		
	2 -		
	3 - A clearly good idea, which is not well articulated, but which could be developed e.g. a good idea with unrealistic methodology; a good idea which is too ambitious in scope and scale etc. Or where the research is viable but action linking less clear (or vice versa)		
	4 -		
	5 - A worked out research plan which seem viable and doable with a clear research question and process – and which is clearly linked with actions and real change in the BAME communities		
Score	Total score		

	Application 1	Application 2
Notes	Notes to take to panel Please provide any key points you may want to provide as feedback to the applicant		

NHS
Health Education England