

“MONEY IS HEALTH IN A WAY, YOU NEED MONEY TO HAVE HEALTH”

YOUNG PEOPLE'S VIEWS ON UNIVERSAL CREDIT IN NORTH EAST ENGLAND

HOW MIGHT THESE INFLUENCE POLICY?

APPENDICES

APRIL 2023

Appendices

| *Topic guide for interviews and focus groups*

Introduction

- Check participant(s) know what their rights are regarding informed assent/consent.
- Check signed assent/consent form and obtain verbal audio recorded consent.
- Remind them about the information sheet and ask whether they would like to ask any questions at this stage.
- Preamble on format of interview and approx. length of time (45 mins max).
- Emphasise confidentiality.
- Emphasise there are no right or wrong answers, and they don't have to know a lot about Universal Credit to take part.
- Emphasise they can draw pictures or write words about what they think as we talk.
- Reminder that they do not have to answer any question if they don't want to and they can stop the interview at any point without a reason.
- Inform the participant(s) that there are resources to support them in case they feel upset due to the discussion. Let them know you will have to stop the interview/activities and discuss their information with members of the CNE, Investing in Children or Community Youth Club staff in the case of them disclosing any information which makes us concerned about their safety or the safety of others around them. State this is so we can support them as best as possible to ensure they are safe.
- Emphasise (here and again throughout interview/activities) that if they choose to answer any of the interview questions/probes, they do not need to go into great depth if they feel it could be a distressing experience for them in any way.
- Take notes and return to relevant points at the end of interview/activities if there is time.

Appendices

Appendix 1 | *Topic guide*

Opening [Graffiti Wall Activity]

1. What do you think when you hear the word 'benefits'?
2. What do you think when you hear the word 'social welfare'?
3. What do you think when you hear the word 'Universal Credit'?

Then present some visual information to the participant(s) about Universal Credit. Explain that another rule you need to follow to claim Universal Credit is the 'Claimant Commitment' rule. You need to follow these "rules" which consist of:

- Looking for any type of work
- Be available for work and attend interviews right away
- Work any hours (i.e. evenings, nights, weekends)
- Turn up for Job Centre appointments
- Accept job offers from the Jobcentre

1. What do you think of these rules?
2. When you claim Universal Credit you have to claim for living and housing costs separately. What do you think of this?

Parents or caregivers receive money per child a month, but if they have more than two children they don't get any extra money. For example, a family with five children would receive the same amount of Universal Credit as a family with two children.

3. What do you think of the two-child limit?

Appendices

Appendix 1 | *Topic guide*

ACTIVITIES:

- 1. What three things do you think are important for a young person to live a normal life?**

Then ask them to prioritise the three things in order of need/necessity.

- 2. Can you think of three things that a young person needs to live a healthy life?**

Then ask them to prioritise the three things in order of need/necessity.

- 3. What do you think might happen to a young person if they do not have these three things?**

[Universal Credit is one way that families can receive money they need]

- Do you think you need money to enjoy life? Can you say why?**

Appendices

Appendix 1 | *Topic guide*

IMPROVEMENTS

- Where do you think we should be learning about what benefits, social welfare and universal credit are?

Prompts

- Who do you think should be teaching us about Universal Credit? (e.g. home, schools, community settings)
- Where do you think is the best place for children and young people to get information on Universal Credit? (e.g. TV, website, school, Instagram)
- Which format do you think young people would like to learn about Universal Credit? (e.g. video, text, class, a range of choices)
- How old do you think people should be when they start learning what Universal Credit is?
- Finally, what would you like to see happen as a result of this research on Universal Credit?

Appendices

Appendix 2 | *Graffiti Wall*

Young People's Views of Universal Credit

Write down in the boxes what you think of when you hear the words ...

UNIVERSAL CREDIT	SOCIAL WELFARE	SOCIAL BENEFITS
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Appendices

Appendix 3 | *Activity 1*

Activity 1 - A Normal Life

Can you think of three things a young person (aged between 12-16) needs to live a *normal* life?



1.

2.

3.

Appendices

Appendix 3 | *Activity 1*

Activity 1 - A Normal Life

Now can you put these three things in order of importance?

1.

2.

3.

ANYTHING
ELSE?
.....

COULD YOU WRITE DOWN WHAT
YOU THINK COULD HAPPEN TO A
YOUNG PERSON IF THEY DON'T
HAVE ACCESS TO THESE THINGS?

Appendices

Appendix 3 | *Activity 2*

Activity 2 - A Healthy Life

Can you think of three things a young person (aged between 12-16) needs to live a *healthy* life?



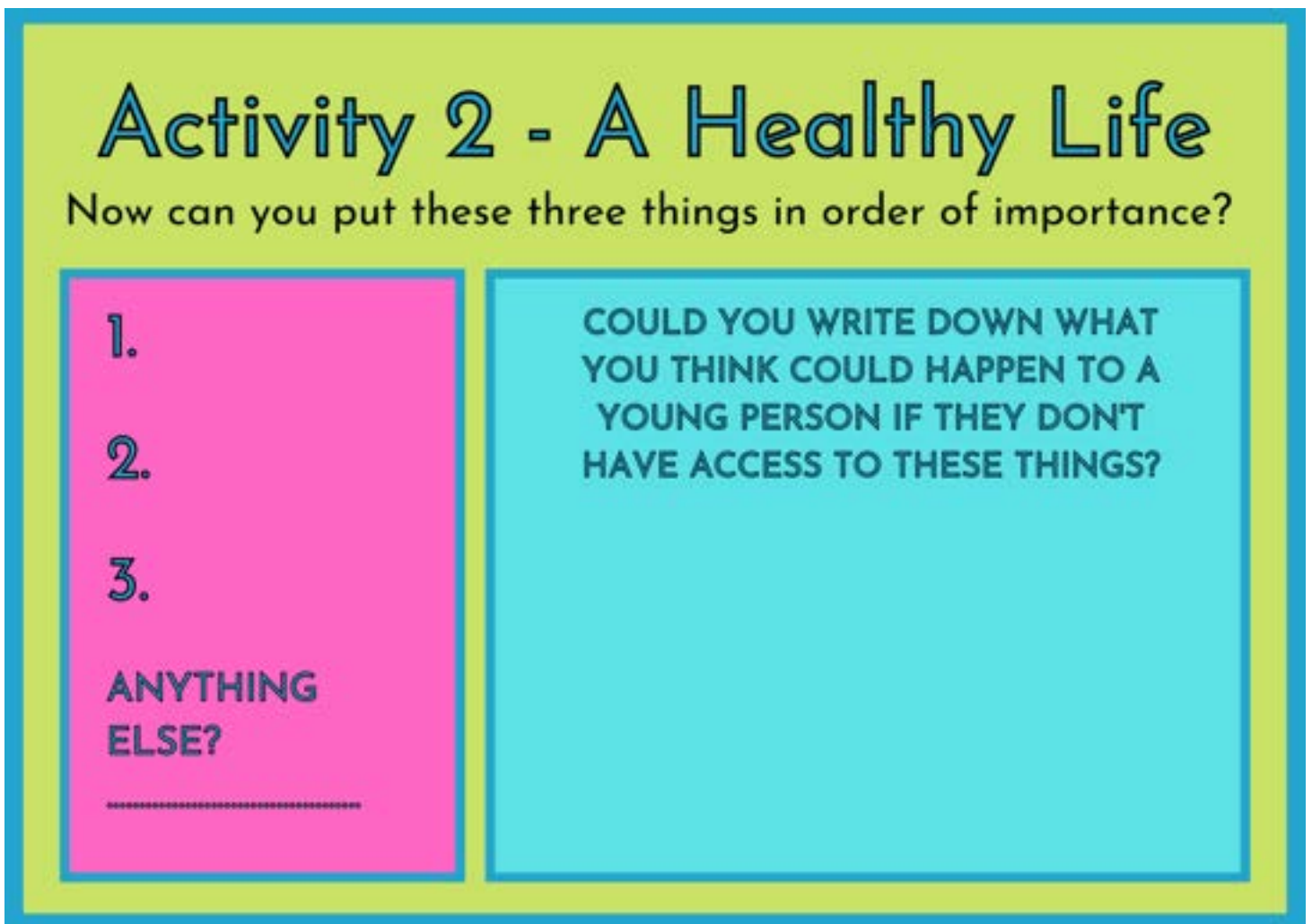
1.

2.

3.

Appendices

Appendix 3 | *Activity 2*



Activity 2 - A Healthy Life

Now can you put these three things in order of importance?

<p>1.</p> <p>2.</p> <p>3.</p> <p>ANYTHING ELSE?</p> <p>.....</p>	<p>COULD YOU WRITE DOWN WHAT YOU THINK COULD HAPPEN TO A YOUNG PERSON IF THEY DON'T HAVE ACCESS TO THESE THINGS?</p>
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Appendices

Appendix 4 | *Visual Prompts*



Appendices

Appendix 4 | *Visual Prompts*

SINCE THE £20 UPLIFT WAS REMOVED UNIVERSAL CREDIT STANDARD ALLOWANCE IS CURRENTLY SET AT:

SINGLE PERSON UNDER 25 - £257.33*

SINGLE PERSON OVER 25 - £324.84*

COUPLE UNDER 25 - £403.93*

COUPLE OVER 25 - £509.91*

*PER MONTH

Appendices

Appendix 4 | *Visual Prompts*



Appendices

Appendix 5 | *Group Agreement*

NIHR | Applied Research Collaboration
North East and North Cumbria

Group agreement

- No one's required or expected to disclose personal information or experiences to the group.
- We respect one another.
- We create a non-judgmental space.
- Everyone has their own/different experiences – all are valid and important.
- No question or response is silly – we want to make sure everyone understands.
- If any of us would prefer to communicate in a different way, please let us know.
- We can take as many breaks as we want, but let the researchers know if anyone is leaving the meeting for good so that the researchers know you're ok.
- We aren't covering any sensitive topics.
- Anything else?



Appendices

Appendix 7 | *Additional data from activities*


1. Examples of Activity 1 Worksheets

Can you think of three things that a young person needs to live a normal life?

You can think of more than three!

- home safe living environment family
- food money
- clothes good physical / mental health

Then can you put these things in order of importance?




1. family / partner, money
2. food, friends
3. holiday, ~~party~~ phone

Is there anything else young people need to live a normal life?
Losing people who you love

What do you think might happen to a young person if they do not have these three things?
feel alone not wanted

Then can you put these things in order of importance?



1. They should all get treated the same
2. education
3. learn better things

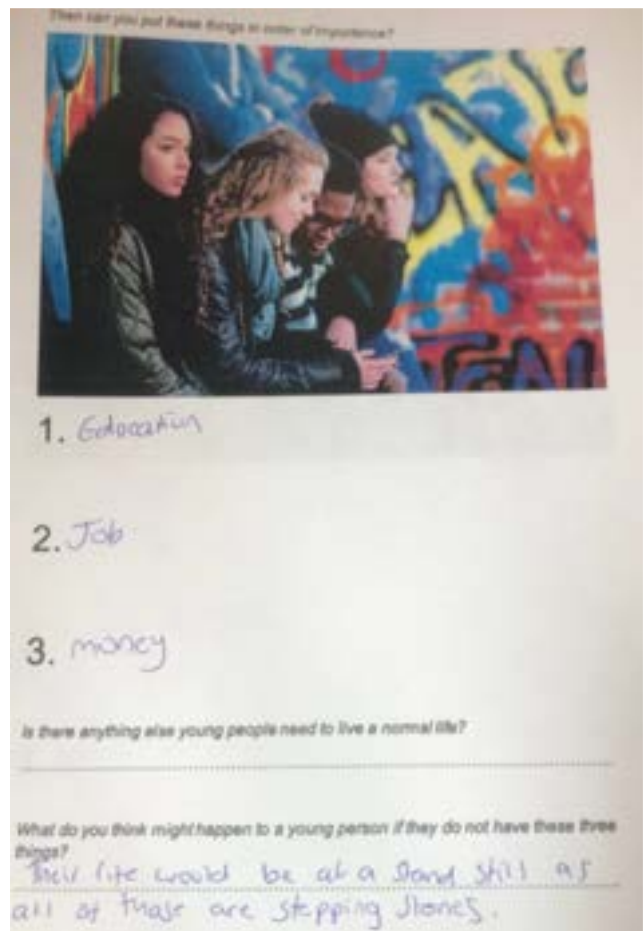
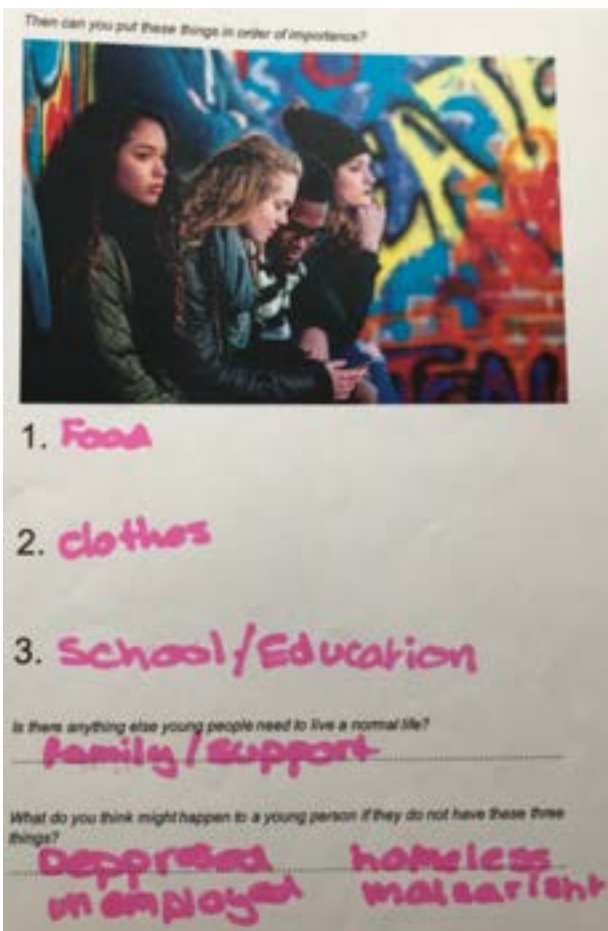
Is there anything else young people need to live a normal life?

What do you think might happen to a young person if they do not have these three things?
Homeless, depressed, lonely

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Appendix 7 | *Additional data from activities*

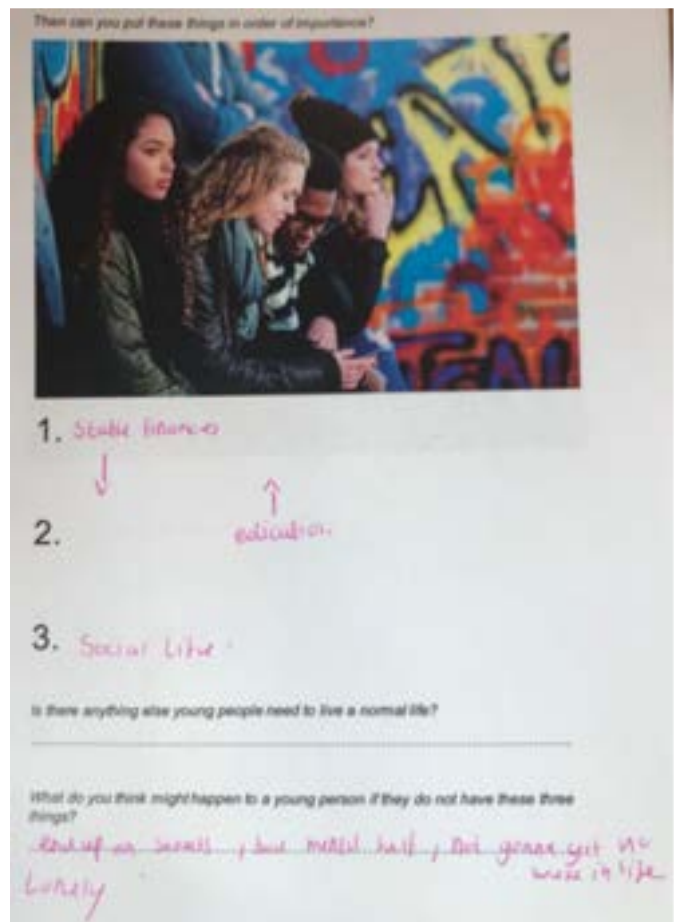
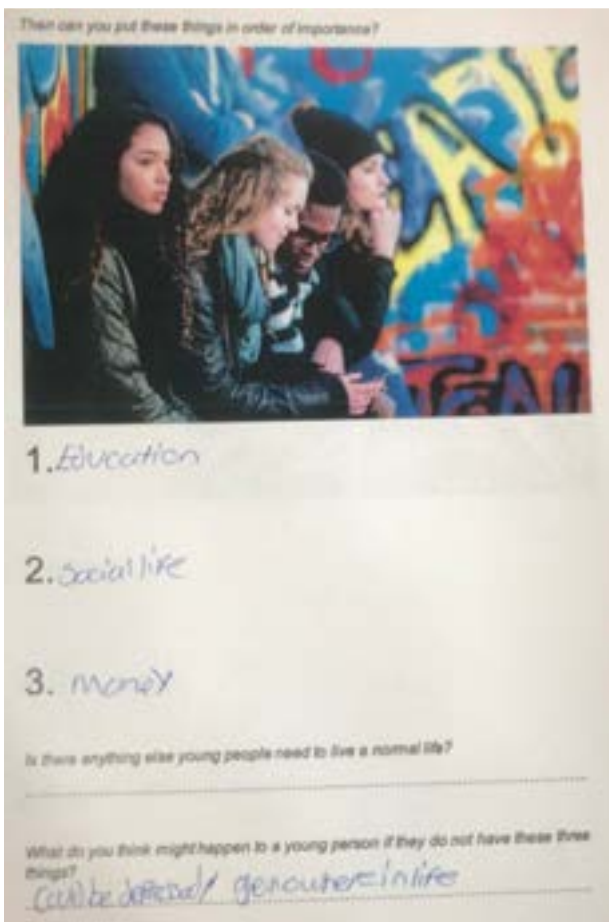
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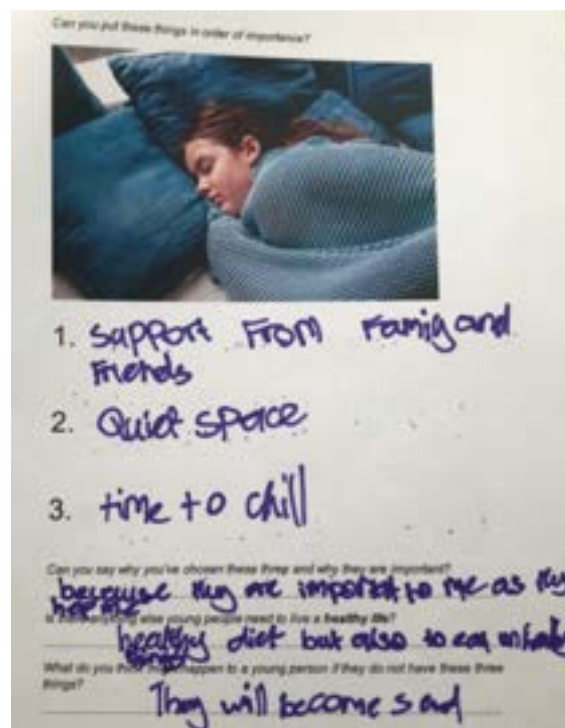
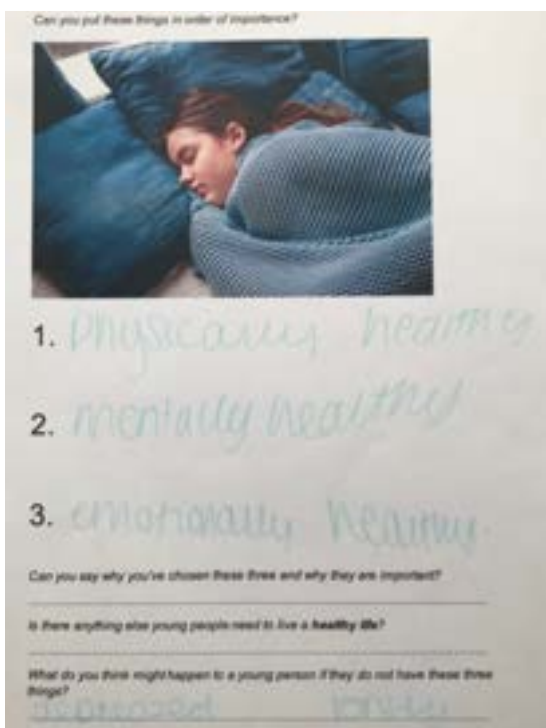
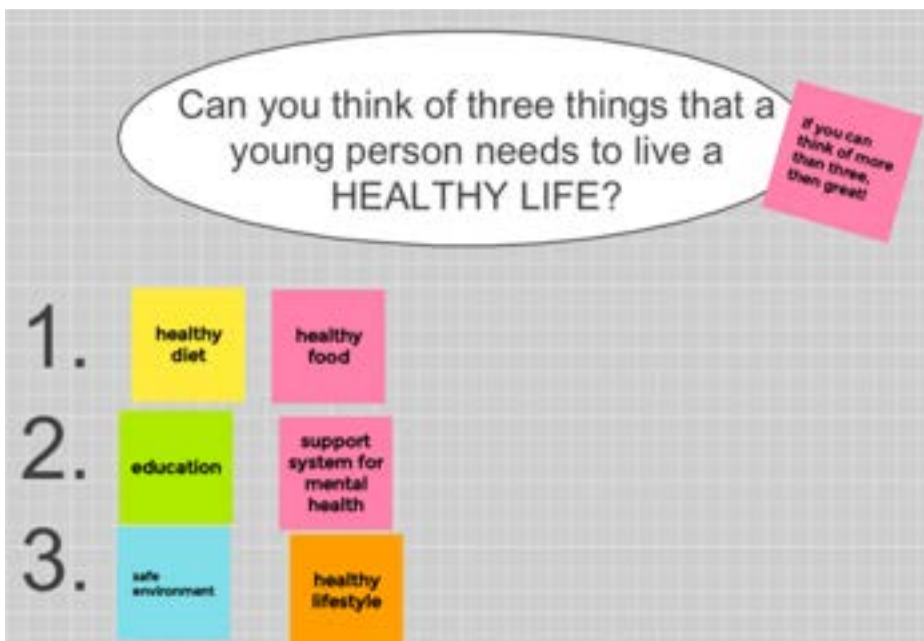
1. Examples of Activity 1 Worksheets



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1. Examples of Activity 2 Worksheets




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Appendix 7 | *Additional data from activities*

1. Examples of Activity 2 Worksheets

Can you put these things in order of importance?




1. Income
2. Healthy eating
3. Positive mindset

Can you say why you've chosen these three and why they are important?
an of these allow you to get on with your day without stress

Is there anything else young people need to live a healthy life?
Family

What do you think might happen to a young person if they do not have these three things?
Feeling bad mental health

Can you put these things in order of importance?



1. Good health
2. People around you
3. Good job

Can you say why you've chosen these three and why they are important?
because they are quite really important in life

Is there anything else young people need to live a healthy life?
I know there's more but can't think


What do you think might happen to a young person if they do not have these three things?
they will be homeless, depressed and lonely

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Appendix 7 | *Additional data from activities*

1. Examples of 'Change in Circumstances' work sheets

Change in circumstances!
 Something has changed for all the families. This time it's:
 A big local employer closes.
 People will lose jobs they have,
 others will find it harder to find work.

What difference does this make to your family? Please score below (from 0 - 10).

Happiness [10 smiley faces] Why this score: [blank]

Physical Health [10 smiley faces] Why this score: because they won't have enough money for what they want. As you may not get as much or get none.

Mental Health [10 smiley faces] Why this score: because you would get stressed out and can't be able to do things - disorganised really.

Hardship [10 smiley faces] Why this score: you would be sad but have to compromise beyond each family.

What will be the impacts on the children in the family?
 They won't be able to do everything they want, won't have a lot of choices and will see their parents upset so they will get upset too.

What reflections do you have on Universal Credit after this activity?
 That universal credit could be really helpful to many families like this one.

Change in circumstances!
 Something has changed for all the families. This time it's:
 Mum finds out she is pregnant,
 so you are expecting an extra child to join your family.
 This will mean that overall you have less money per person in your family.

What difference does this make to your family? Please score below (from 0 - 10).

Happiness [10 smiley faces] Why this score: [blank]

Physical Health [10 smiley faces] Why this score: [blank]

Mental Health [10 smiley faces] Why this score: [blank]

Hardship [10 smiley faces] Why this score: [blank]

What will be the impacts on the children in the family?
 The family will no longer receive credit, so the children will be a bit poorer.

What reflections do you have on Universal Credit after this activity?
 That it is unfair that universal credit only helps a family of 4!

Appendices

Appendix 7 | *Additional data from activities*

1. Examples of 'Change in Circumstances' work sheets

Change in circumstances!
 Something has changed for all the families. This time it's:
 Your energy bills are going to double.

What difference does this make to your family? Please score below (from 0 - 10).

Happiness Why this score: _____

Physical Health Why this score: _____

Mental Health Why this score: You won't have money to do the things you like and you will be very stressed about electricity.

Hopefulness Why this score: Because if the price of everything is going up then you won't have the money to buy things you need.

What will be the impacts on the children in the family?
 They won't be able to get the things they want and not all the things they need.

What reflections do you have on Universal Credit after this activity?
 That people probably need to get more money from Universal Credit or because the price of everything is expensive and going up a lot.

Change in circumstances!
 Something has changed for all the families. This time it's:
 Transportation engineering works are taking place and you're struggling to get to work.

What difference does this make to your family? Please score below (from 0 - 10).

Happiness Why this score: _____

Physical Health Why this score: _____

Mental Health Why this score: _____

Hopefulness Why this score: _____

What will be the impacts on the children in the family?
 The children will struggle to see to school and address lines have that will have to pay on for.

What reflections do you have on Universal Credit after this activity?
 That it's good for everyone and is helping the environment.

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1. Examples of 'Change in Circumstances' work sheets

Change in circumstances!

Something has changed for all the families. This time it's:

A big local employer closes.
People will lose jobs they have,
others will find it harder to find work.

What difference does this make to your family? Please score below (from 0 - 10).

Happiness [10 smiley faces, 10 marked] Why this score: we still have some work of money / income in the family

Physical Health [10 people icons, 10 marked] Why this score: we don't lose any actual health from it.

Mental Health [10 brain icons, 10 marked] Why this score: the family is stressed about the future

Hopefulness [10 sun icons, 10 marked] Why this score: Again we are worried about the future

What will be the impacts on the children in the family?
Toys will be unavailable to buy, life will be much harder for them and the parents won't have time for them.

Change in circumstances!

Something has changed for all the families. This time it's:

A big local employer closes.
People will lose jobs they have,
others will find it harder to find work.

What difference does this make to your family? Please score below (from 0 - 10).

Happiness [10 smiley faces, 10 marked] Why this score:

Physical Health [10 people icons, 10 marked] Why this score: Stress on the heart, the body, to get blood from it. low to the health.

Mental Health [10 brain icons, 10 marked] Why this score: (10)

Hopefulness [10 sun icons, 10 marked] Why this score:

What will be the impacts on the children in the family?
The children might be unhappy. Children might find it hard to cope if you don't have good friends.

What reflections do you have on Universal Credit after this activity?
Good
It would probably help them.
Fair.