ABC Peer Support

Evaluation Plan:

(add in years)

1/234 Anywhere Rd
Sydney NSW 1234

Phone:

Email:

Developed by: ______________________________

Our Purpose

Our peer support programs are delivered for a specific purpose *(Q3.5 (a), (b), (c))*.

We run peer support programs because we want people with ABC (disability type) to life their best life possible. We enable that because we upskill them, and we want them to be the stars in their own lives. We are very person centred and we offer our members ways to gain roles with our peer organisation as well. Success for our peer program would be having more groups available in more communities so that everyone has the chance to gain from our information, sharing and peer support.

Our Vision, Mission and Strategy

A peer organisation's Vision tells us where that organisation hopes to be in the future. A Vision is usually slightly out of reach, but it clearly tells us what our organisation believes is most important and our desired future location *(SS Q4.1 (a))*.

Our peer organisation wants to live in a world where people who live with disability get a fair go at what life has to offer.

The Mission tells us a little more about the approach the organisation is taking to arrive at the 'Vision' destination. It may define the organisation, its objectives and its approach to reach that hoped for location. The Mission will often broadly reflect the way in which the peer organisation is going to head toward their desired location. Vision gives us the destination while our mission gives us some insight into our type of vehicle *(SS Q4.1 (B))*.

Our mission is to create a world where people who live with disability get a fair go at what life has to offer. We do this work in three key ways: we inform, we connect and we influence.

Strategy is the specific way in which the peer organisation is travelling on the path. It is precisely how the organisation aims to achieve its mission and arrive at its vision. This is usually derived from a process of 'strategic planning' involving key stakeholders who set priorities, focus energy and resources, strengthen processes, ensure that the team and other stakeholders are working toward shared goals, establish agreement around the desired destination, and assess and adjust peer program design according to its operating environment. *(SS Q4.2)*

We have a two pronged approach to creating change. At a societal level: we seek to influence the way systems works so that people who live with disability are better supported and included. This includes disability support funding, and disability support systems, as well as education, employment, transportation and other systems integral to community life. At an individual level: we seek to amplify the voices and build the capacity of people who live with disability so that they can take charge of their own lives, realise their potential and help us to influence systemic change that makes a real difference to their lives.

Background

Our Peer Program(s)

(SS Q1.1)

We operate several peer programs. All our peer programs are delivered by people living with disability and their family members. We focus on the experts in the room whenever we talk about key issues or provide members with information. We also draw our group leaders from our membership and have a user-led Management Committee leading the peer organisation.

Our program(s) embody a strong rights-based foundation and this is seen throughoutour program in various ways *(SS Q3.3)*.

The rights based foundation refers to the underlying philosophy of our peer organisation. We are passionate about the rights of people living with disability and ensuring they have the same life choices and opportunities as everyone else. Our peer organisation has been built based on our belief in doing things differently than they have been done in the disability sector historically, and giving a real voice to people with disability and their families. People know we have this foundation from our website which states it, any materials we put out and if they have any dealings with us.

We also reflect good peer practice principles (as described in the SPRC 2018 report) *(SS Q3.4)*.

The good practice principles relate to the common features of successful peer programs. Our programs are flexible in that we respond to member requests and suggestions. Our organisation is user-led and we delivery our programs within a range of communities which we have developed links with. We are focussed on the building the individual capacity of our members, and in particular their knowledge and availability of information around their life choices. We also have a mixture of sessions held that are informal Q&As and others that cover a specific topic.

Current Evaluation Resources

Undertaking any project will require the use of resources *(SS Q2.1, SS Q5.2)*.

Our organisation has always struggled to have the in-house expertise to work out what information we need to collect and how to then present it in grant submissions and for other uses. We do have the chance to use a Masters placement student to help with the project, and we do have sufficient office and printing resources to do things like print off surveys. We will plan to use some time of an existing team member (office) for collating and entering the data, and will ask group facilitators to be involved in explaining why we are collecting information to their group members.
There is no separate funding available for evidence gathering and evaluation currently. There are currently no other funding sources available for evidence gathering and evaluation. Existing staff are able to commit to doing some evidence collection work to gain the benefits available from this information. Office team members will be involved in developing and typing up surveys, printing them off and another team member is learning excel for data entry and analysis. Our peer organisation has adequate computer and printing facilities to develop and print off surveys and then enter the results into a spreadsheet. We will then also scan all surveys into the system as backup. Existing staff have been involved in other evaluations before. One team member has written some peer group feedback surveys before. Other tools we plan to adapt from the freely available options online. We do not currently have access to expertise, but we will ask questions on the training package website and hope to get some responses from this. We will feedback to the NDIA that we want to have access to more assistance with this area. Existing staff doing evidence collection work can give up to 90 minutes a week. Office team members involved in developing and typing up surveys and then printing them off will fit this work around other tasks, and the team member learning excel for data entry and analysis will spend 10 hours a week for 3 weeks on entry and analysis. Existing staff doing evidence collection work can give up to 90 minutes a week. Office team members involved in developing and typing up surveys and then printing them off will fit this work around other tasks, and the team member learning excel for data entry and analysis will spend 10 hours a week for 3 weeks on entry and analysis.

While it will take an investment of resources, our organisation will benefit from the development of this evaluation plan and its execution. Our current evaluation processes do (or do not) include regular and thorough evidence collection and this is due to many reasons *(SS Q2.2)*.

We do not currently collect evaluations regularly, only when a project is finishing. The main reasons we do not do this regularly has been the staff time and availability, and also not really knowing why we would want to do this more often. The reason we have done evaluations when a project is finishing is to be able to gain an understanding of what we did well and what we could have done better.

Evaluation Planning

Gathering evidence could assist our organisation is a variety of ways *(SS Q3.1)*.

Gathering the right evidence would help our peer organisation illustrate our expertise and experience in delivering peer supports to our target members. We know we have a lot of knowledge in this, but it is sometimes hard to show this without gathering evidence regularly. If we had this data we could use it to gain more funding via ILC grants and other grant opportunities.

There may be some different people involved in the planning of this evidence gathering process *(SS Q3.2)*.

I (Jen Smith) am going to work through this package by myself. I am hoping that a couple of our group facilitators and at least one of our Committee members may also travel with me on this journey.

Our peer organisation could choose to undertake a process of gathering information for a range of different reasons *(SS Q1.2, SSQ7.1).*

We need to secure more long term and ongoing funding under the new ILC grant opportunities, and need to show our experience and expertise to them. We also want to make sure we are meeting the needs of our members, particularly as their focus shifts with the conclusion of full NDIS roll out.
We may undertaken evidence collection to ensure we have sufficient details about how we are performing currently, and our plans for the future, to gain ILC grant funding. We may do this to make sure our programs are working well for our members and meeting their needs. We may collect evidence to help us understanding more about what is working well and what is not working well in our programs. Without knowledge we do not know what needs fixing.

There are additional benefits available from undertaking information gathering when we consider the viewpoint of the various users (internal and external) of this evidence *(SS Q7.4, SSQ7.5, SS Q7.6 and SSQ7.7)*.

Each year we ask each peer group member to give feedback on the information topics they found most helpful and beneficial to them that were discussed and covered in their peer group. We then tally these up by group and overall and work out the most popular topics and this influences the types of topics we then cover the following year in the calendar. We also use these tallies to think about the types of presenters and topics that we will develop as new content each year. We also take comments about each topic to work out ways of improving them - perhaps finding a better leader to present information or answer questions, or update the topic, or alike.
During a recent peer program project I was told by a participant that the assistance provided to her in learning how to use a self management APP 'changed her life'. This was captured in a

survey which we undertook at the end of this project, and will be included in the report we are writing about our learnings. We captured this because we had grant requirements to collect this evidence, though of course we should do this no matter how we have been funded.
Our peer program has been showcased in a film we made and we have shared this film widely via social media and in other locations. Our peer program has featured previously on the Peer Connect 'stories' section of the website but we need another way to do this now.

Balanced Scorecard Perspectives

We will use a Balanced Scorecard (BSC) to structure our evidence gathering *(SSQ3.7)*.

The BSC gives me a clearer way of thinking about what we mean by success. I can see that people will view this differently depending upon their perspective, and while we may be going great financially this could mean we are not meeting member needs. So it will be a bit of a balancing act, and also across time frames when we think about the learning perspective too. If we only focus on how we are doing for our funders and members today, and don't think about the future, we may not adequately prepare and then end up in a challenging situation and fighing to keep running groups.

There are four BSC perspectives to consider and each has relevance within peer organisations *(SSQ3.6, SSQ4.4)*.

The Balanced Scorecard (BSC) is a model we use to make sense of the various aspects of success that a peer organisation is faced with. Unlike a for-profit business, our peer organisation isn't focussed on profit and returns. We focus on so many other things, but we do also need to watch the budget and try to make sure our spending comes within our estimates overall (which is usually difficult). The 4 BSC perspectives are: Funders, Members, Build and Learning. The funder perspective asks what our funders want from us - if we are successful, what is it that they will be able to be shown by the information we collect? The member perspective asks what success looks like from our members point of view - so if we are meeting their needs, what would that look like (such as having great group facilitators in lots of local communities delivering great information that is relevant and accurate). In the build perspective we think about what resources, systems and processes are most important for us to focus on to ensure we meet the needs of our members and funders. The learning perspective gets us thinking about the future, even though it is uncertain. What do we need to learn about and focus on to be as prepared as possible for whatever is thrown our way?
The BSC gives me structure for the evidence gathering. The perspectives help me to see there are different ways of understanding success, and that we will want to have goals (or objectives) within each perspective. Then we need to work out how close we are to each goal - and this will tell us how far away we are from our ultimate vision (or our own view of success). So the BSC becomes our compass, we gain knowledge about where we are, and on

how far away we are from where it is we are heading.

Being aware of these different perspective assists us in understanding the various ways in which peer organisations can measure success and this is a key learning *(SSQ3.7)*.

The BSC gives me a clearer way of thinking about what we mean by success. I can see that people will view this differently depending upon their perspective, and while we may be going great financially this could mean we are not meeting member needs. So it will be a bit of a balancing act, and also across time frames when we think about the learning perspective too. If we only focus on how we are doing for our funders and members today, and don't think about the future, we may not adequately prepare and then end up in a challenging situation and fighing to keep running groups.

These four perspectives play a role in the evidence gathering journey of peer organisations *(SS Q4.4 (a), (b))*.

The BSC gives me structure for the evidence gathering. The perspectives help me to see there are different ways of understanding success, and that we will want to have goals (or objectives) within each perspective. Then we need to work out how close we are to each goal - and this will tell use how far away we are from our ultimate vision (or our own view of success). So the BSC becomes our compass, we gain knowledge about where we are, and on how far away we are from where it is we are heading.

Funders Perspective

In this perspective we ask ‘to achieve our vision, how should we appear to our funders?’. Obviously being a peer organisation, a key stakeholder in this group is likely to be the NDIA. The NDIA offers a range of grant opportunities to peer organisations, including under the ILC (Information, Linkages and Capacity Building) area. But the NDIA isn’t the only possible funder, and it is likely not the only possible source of financial support for a peer program. In our peer organisation, we have an important key funder with specific needs *(SS Q4.5 (a), (b), (c))*.

Our peer organisation has two key funders: the ILC (NDIA) and other 'donors'. The ILC team want us to show outcomes, and to be clear about how we fit within their own objectives (to make sure that our programs are helping them reach their goals too). The ILC want evidence and easy to follow information on our experience, expertise and member needs (to show our programs are required). Donors usually come from our website, and sometimes from philanthropic funds. They want great stories and to see where their funds can be used and what outcomes they will provide. They also both want grant writing expertise, as otherwise we cannot show them what it is we can do within their specific method of decision making.

The ILC is a likely funder for most peer organisations and they have a strong focus on outcomes *(SS Q7.2 (a))*.

We need to have this focus because ILC will not fund programs unless you can show that you are focussed on ensuring people living with disability have positive outcomes from your peer programs. But we also want to have this focus, because it will help us to make sure what we are offering is working well, and for us to further improve our offerings. The most important thing that I want the ILC to know is that we are really good at peer support, and we have learnt a lot by doing this for many years. We don't want someone else funded to learn what we already know - we want the ILC funds to go as far as they can, and we are confident that we are a great investment.

Our peer program ‘punches above its weight’. It is important that we can show this to the ILC in our grant submissions *(SS Q7.3 (a), (b))*.

Our peer organisation is a small, user-led community group that has a larger number of skilled volunteers assisting the small number of paid (part-time) staff. We offer lots of programs because we save on salaries, but we also give our members the chance to give back to their peer group via a volunteering role. Our model of reciprocal support is fundamental and based on our belief that people living with disability have a range of skills and talents on offer and often just need the support to get involved and give things a go.

Members Perspective

This perspective asks: to achieve our vision, how should we appear to our members? For many peer organisations, this will also encompass their volunteers who are frequently also members. The decision about who is a member is the choice of the peer organisation and usually relates to their own organisation's fundamental purpose and vision. Members are drawn from our target audience. For our peer organisation, we have a clear target audience *(SS Q4.8 (a))*.

Our peer programs are aimed at people living with any type of disability across the East Coast of Tasmania OR our peer programs are designed for people who have an acquired brain injury (ABI) and their family members or supporters who live anywhere in South Australia. Our members could be eligible for an individually funded NDIS plan, or not be eligible to gain this personalised support.

We also have some clear membership rules *(SS Q4.8 (b))*.

We require that members are drawn from the three council zones that operate across the East Coast of Tasmania OR our members must identify as having an ABI, or be a supporter of someone who does. Our definition of ABI is broad, could include any type of brain injury such as stroke, traumatic brain injury, brain tumour removal complications, foetal alcohol syndrome, hypoxic injury etc, and we do not require any evidence be provided.

We must ensure that we can cater to the specific needs of our members *(SS Q4.8 (c))*.

Our peer programs are aimed at people living in a geographically dispersed area and hence there is likely to the need for various groups across the different communities along the East Coast. Our members will present with a variety of disabilities, and we will need to be aware of all the different ways we must consider access and accessibility of the our programs. OR our peer programs are designed for people who have an acquired brain injury (ABI) and these members are likely to have challenges around organisation, self management, communication and often memory. They are likely to have ongoing health challenges due to the frequency of traumatic injuries which often result in multiple challenges. Members are likely to also be struggling with their change in sense of self and indentity due to changes in roles and life choices post-injury (both those with ABI and those who are family members and supporters).

Build Perspective

In this perspective we ask ‘to achieve our vision, what do we need to build internally?’ In other words, to meet the requirements and needs of our funders and members, what systems, resources and skills do we need our peer program to be able to access? Any peer organisation would agree that having the right people facilitating peer groups is essential, but other build considerations could include:

- What nature of program ‘content’, including discussion topics are in place?
- How are these developed and kept up to date?
- Do you have a secure database for recording members’ attendances/personal information?
- Does your team have access to the right IT for their roles?
- How do you ensure your team is presented relevant/useful training opportunities?
- Do these benefit members and/or funders?

Learning Perspective

Rather than only looking back, the BSC enables the peer organisation to consider its ability to learn and improve now and into the future. This perspective asks: ‘to achieve our vision now and into the future, what must we learn?’. More specifically, what does the peer support program and its team need to learn and improve for the unknown? What do you think that your own peer organisation needs to be great at to ensure your longevity and success?

Funders Perspective: Table of Objectives, Measures, Tools and Analysis ***'To achieve our vision, how should we appear to our funders?'***							
Objectives	**Possible Measures**	**Ways to Measure & When**	**Indicators** (defined measure)	**Evidence Collection Plans**	**Tools:** Required or Used	**Frequency** & other items	**Data Analysis Plans**
We are a highly efficient charity and we keep administrative costs to 20% of program delivery costs.	Profit and Loss Statement expense categories 'Administration' header and 'Program Delivery' header calculate a percentage.	20% Admin relative to Program Delivery measured annually in Annual Report.	Accounting records are used as we use administration cost %age of program delivery costs as measurement. / We use feedback from donors to gauge funder view of efficiency.	Use Accounting system figures to calculate this figure: 'Program Delivery' costs calculated as a percentage 'Administration' costs (target = < 20%). / Survey sent out with receipt for each tax-deductible donation asking why they chose our program to donate to.	Use Accounting system figures. Ask the Finance team to provide figures when Annual Report is finalised - so this would be annually. / Survey sent out with receipt for each tax-deductible donation asking why they chose our program to donate to. New survey to be developed (simple multi choice, Y/N and rating questions).	Finance team to provide figures when Annual Report is finalised - so this would be annually. / Donor ratings done as donations are received.	Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents. Feedback collated into a report to the CEO and internal team annually.
(add in more as needed)							

Members Perspective: Table of Objectives, Measures, Tools and Analysis ***'To achieve our vision, how should we appear to our members (potential and existing)?'***							
Objectives	**Possible Measures**	**Ways to Measure & When**	**Indicators** (defined measure)	**Evidence Collection Plans**	**Tools:** Required or Used	**Frequency** & other items	**Data Analysis Plans**
We provide high quality, relevant programs that are easily accessible.	Attendance at all sessions and events. Timely provision of session/event information flyers and annual Calendar. Number of new members.	Average attendances of 15 per session, with 50 at special events. Annual attendances of 2000+ and growing. 30 new members per year.	Have the team ensure accurate recording of attendances within a centrally located (protected) file/portal. Number of new members across the various peer groups offered.	Use the attendance file to analyse attendance across groups and topics to ensure each group (ie location) and topic (for relevance) brings expected attendees. Ensure attendance file includes recording of new members.	Make sure attendance sheets are set up for each group, including new member identification, and facilitators are trained to complete.	Use the attendance files to analyse attendance at least annually. Ensure attendance file includes recording of new members, this should be checked every 6 months.	Data to be entered into an Attendance database with NEW member numbers noted, total attendance per event along with event details (group, location, time etc). Analyse across groups and topics to ensure each group brings in new members regularly (and continue to attend). Use internally and externally.
(add in more as needed)							

Build Perspective: Table of Objectives, Measures, Tools and Analysis ***'To achieve our vision, what must we build internally?'***							
Objectives	**Possible Measures**	**Ways to Measure & When**	**Indicators** (defined measure)	**Evidence Collection Plans**	**Tools:** Required or Used	**Frequency** & other items	**Data Analysis Plans**
Our member database and new member management system are professionally managed.	Percentage of new members receiving package in a timely manner. Establish database training and record attendees. New member satisfaction via survey feedback.	100% of new members receiving package. Number of volunteers trained in database. New member satisfaction ratings increase.	Number of new members across the various peer groups offered. Number of new members across the various peer groups offered. Gather opinion information from new peer group members on their joining process.	Ensure attendance file includes recording of new members. Analyse across groups and topics to ensure each group brings in new members regularly. Surveys of new peer group members if they received a new member package and, if so, how soon after joining.	Ensure attendance file includes recording of new members and that evidence is analysed across groups and topics. Develop surveys of peer group members which include questions regarding new members and their joining process (eg did they receive a new member package and, if so, how soon after joining) also why they joined, if needs are being met, etc.	Ensure attendance files are analysed at least annually for this information regarding new member processes. Surveys of new peer group members can form part of the overall annual member survey.	Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages. Feedback collated into a report to the CEO and internal team to enable adjustments and improvements and ILC reporting/submissions to illustrate ILC Outcome evidence.
(add in more as needed)							

Learning Perspective: Table of Objectives, Measures, Tools and Analysis ***'To achieve our vision, now and into the future, what must we learn?'***							
Objectives	**Possible Measures**	**Ways to Measure & When**	**Indicators** (defined measure)	**Evidence Collection Plans**	**Tools:** Required or Used	**Frequency** & other items	**Data Analysis Plans**
National and international conference attendances and presentations are sought, secured and funded by our key team members.	Funding provided for conference attendance. Number of research presentations, attendances and articles published.	Sufficient funding provided for conferences. Numbers of research items growing annually.	Gather information from peer team members on their submissions and presentations.	Surveys of peer team members on program development as well as their expertise, experience, training and qualifications.	Surveys of peer team members to be designed. This should include questions on program development as well as their expertise, experience, training and qualifications as well as their desire to attend conferences and present.	Surveys of peer team members could form part of an annual peer member survey used for performance review purposes also.	Surveys of team members including data collected on conference and other attendances, submissions and presentations on the peer program and related content. Data to be entered into a database with Y/N coded and open-ended comments included. Feedback collated into a report to the CEO and ILC reporting as this illustrates ongoing program development and a research/ evaluation focus.
(add in more as needed)							

Tool Selection & Considerations

We can collect both secondary and primary data and either can be collected during our evidence gathering process *(SS Q5.3)*.

Two sources of secondary data that will be relevant in our gathering evidence project are financial statements, which can provide information such as training funds spent, and group attendance sheets prepared for community hall usage reports. Two primary data sources that could be relevant are surveys of peer group members and journal/reflection sheets kept by peer group facilitators for the purpose of this evaluation process.

While surveys are very popular to use in peer organisations for gathering feedback, in some situations we would use interviews rather than a survey *(SS Q5.4)*.

An interview is particularly useful when trying to delve into the details behind viewpoints and opinions. In a survey we could find out what members like about a group; in an interview we could really explore why this is important and what sorts of various outcomes occur from this.

There are many creative strategies for evidence collection that could be applied within the peer space *(SS Q5.6)*.

One creative strategy to explore the reasons why our members attend their group could be to ask them to create an artwork showing what they get out of their attendance. We may get some pieces evoking friendship, information or even pictures of a cup of coffee.

Surveys are regularly used to gather evidence from our peer group members. If we were to use a survey to explore reasons for our members attending our groups, there are a range of factors we should consider *(SS Q5.5)*.

If the survey is to gain information about why people attend a group, the main consideration should be whether I will get the information I need only from members who are already attending a group. I may want to also survey members who have joined up but who have not yet attended (or regularly attended) a group. I would also consider timing of when to ask the questions (start of group, end of group or other). I would also consider the best way of making sure I can be confident of having informed consent as being clear about this in a group setting can be difficult. I will also want to think about how the survey should be done - individually or by a single scribe for the whole group for example?

If using a survey, we can ask various types of questions and each type of question enables us to collect different information *(SS Q6.1 (b), (c))*.

It includes a survey and we ask closed ended questions, rating questions and also open ended questions. We will collect qualitative information from the open ended questions, and quantitative data from the closed ended and ratings questions. We will calculate averages for the closed and rating questions so we get an overall feel of the responses.

In any surveys we develop, we are able to include a range of different types of questions *(SS Q6.3)*.

In our surveys we ask closed ended questions, rating questions and also open ended questions. We will ensure there is sufficient closed to make analysis fairly simple, but also some open ended to gain insight to the reasons for the overall responses and check for unintended consequences also.

Each question type has its own advantages and disadvantages *(SS Q6.2)*.

Closed ended questions give the respondents a limited number of options to select from (eg Yes / Maybe / No) which can be an advantage and a disadvantage - advantage because it is easy to count and tally responses overall, and disadvantage because you only know if something is a yes or no, not why. Open ended questions are only suitable for people who are literate and able to respond with their own selected words, while this means that responses can be very varied and so they are more difficult to tally and summarise.

Analysing your Collected Evidence

Ideally, data analysis should be something you consider early in your evidence gathering. Considering this prior to collection is important for a number of reasons *(SS Q6.6)*.

It is important to think about what is actually going to be used and in what ways, as then we make sure we are not wasting time and money on collecting evidence that will not be used AND we are not subjecting our respondents to giving us feedback we are not going to value.

Quantitative and qualitative data can both be collected. In your planned evidence gathering, it is likely that you will be collecting both types of data *(SS Q6.4)*.

We will collect qualitative information from the open ended questions, and quantitative data from the closed ended and ratings questions. We will calculate averages for the closed and rating questions so we get an overall feel of the responses.

In order to better understand the evidence we collect, it is likely that we will take a range of broad data analysis steps *(SS Q6.5)*.

To analyse the data collected from the survey we will set up a spreadsheet with each column heading being a question, and each row being the responses of a single respondent. To enter the data, we will work out how each answer will be coded (closed and rating questions). Once all the entries are typed in, we will calculate simple summary and average statistics, and then look at the typed in open ended responses to gain an understanding of the general themes present (if any). Key quotes will also be identified and their use planned.

Additional Evaluation Issues for Reflection:

Ethics when Gathering Evidence from People

We must meet the basic ethical guidelines whenever we are gathering evidence directly from people, and participant when we work with vulnerable people *(SS Q5.1)*.

If we want to ask people questions, we first must consider consent, voluntary participation guidelines, confidentiality as well as whether the people being asked questions be placed at any risk of harm or coerced into participation? In our data collection this will entail making sure we have really clear information sheets and consent sheets to give to those we are asking questions on. We will also need to train the people undertaking the face to face data collection about these factors.

Unintended Consequences

It is important to collect our evidence in a way that enables us to gain clarity on any unintended consequences (positive or negative) of our peer support programs *(SS Q4.13 (a), (b))*.

During any sort of evidence gathering process, we need to be open to unintended results of our peer programs. One example of a negative consequence could be if someone has less life choices due to attending a peer group because another member's views are pushed onto them. One example of an unintended positive consequence of a peer program is that we increase community awareness of ABI by being out and about as a large group during our various social outings, and our community becomes more aware of this type of disability. We need to be open to these consequences and design our evidence collection with an open mind to the outcomes and options possible from our programs.

Good Information

We can ensure we collect only 'good' information on our gathering evidence journey by ensuring we consider the guidelines for collecting information which meets a range of criteria *(SS Q5.7)*.

We want to ensure that the evidence we collect passes the rules of being 'good information'. This has numerous qualities, including it should be: relevant, accurate, complete, reliable and focused on the right issue or topic.