Focus Group Young People Associated with Care System 08.07.2020

**So the first thing we're going to go through is the recruitment messages, and by that I mean the message that's going to display on the website at the end of the self-sampling website, to let people know about the study. So we want people to see that message and feel like, ooh, I want to join that study! So we want it to be grabbing their attention, and we also want it to attract people who'd be willing to commit for 12 months, and not just for five minutes. So these messages, again, were created by our user group. So we've got the first one, which is: You can make a difference to improve sexual health services - find out more about joining our research. What do people think about that?**

3: It's all right. That one is okay.

**Yeah. I'll let you vote at the end, and I won't make you vote right now. Is there anything you would change about that? Do you think it grabs you? Do you think it is like…?**

5: I think there should be more capital letters, and more bolder.

**Yeah. How would you make it…**

5: So then that would bring it out to you.

**How would you make it bolder?**

5: And different styles.

**Okay.**

5: Different styles, so then it makes it pop out to your eyes.

**Yeah. So something that you think would be eye-grabbing in terms of the way it looks?**

5: Yeah.

**All right.**

5: Even add a bit of colour. Even add a bit of colour as well, because, for me, if I read something in black and white, I think I read a few lines and then go [?up top 03:27] and just ignore it, to be fair. So even add a bit more colour.

**So you think text in bold, in a colour would be useful?**

5: Yes.

**Yes. Is there anything else that would be useful in terms of just the way it looks?**

3: It's a difficult one. I mean, relying on people's altruism ~~will not work~~ and all that.

**Yes.**

3: Because they'll want to care about stuff like that is a bit gamble-y [?ambly 03:57].

**So what do you think would work?**

3: I think, well, a lot of people like to feel like - for stuff like this, they'd like to feel more special, like they're almost lucky to be doing it. So if you could emphasise the fact that you're in a cutting-edge study or something; or something that makes it sound like it's more of a privilege to be part of, rather than the other way around, then it's more likely to, I think, yeah, work.

**Yeah, yeah. That sounds really good. Shall we keep going through some of the message and see if you guys want to change things, or things like that? So the next message is: Looks like you're doing your bit to keep yourself and others safe. Would you like to help us improve access to information about sexual health?**

5: You see, that one is quite good and snappy, to be fair. It's very snappy and down to the point.

**Yeah. Is there anything you think might backfire about that? Anything that you think would be better? What's that?**

5: I don't know.

**Yeah, I know, sorry. These are weird questions, aren't they? So the next one…**

5: So, yeah, they are.

**Yeah. The rest of them get, I think, a bit less abstract. So the next message is: We want to subscribe to frequent testing kits, if so, get rewarded for participation and feedback. What are your thoughts on something like being rewarded?**

5: I ~~think, no~~ don’t know, because if you want to reward someone, wouldn't you[?03:44] go out and do like unprotected sex more?

**Tell me more about that?**

5: And then attempted [unclear 03:51].

**Say that again?**

5: Like if you reward someone for like, obviously, getting a testing kit, wouldn't they want to do it more, and obviously go out and have unprotected sex more?

**Yeah, possibly.**

5: But, obviously, like not to myself, because I've been in a long-term relationship for over three years, so, obviously, this doesn't really go on me, because, yeah, I'm not sexually active unless I'm with my partner. But I would say, from someone's age, if you say, oh yeah, you can get rewarded, wouldn't they then go out and do it more to get more rewards?

**Yeah, could be.**

5: I don't know, like…

**Yeah.**

5: …that's my opinion. Obviously, everyone's got a different opinion, but I'd say that's my opinion on that one, to be honest.

**Yeah. So the term 'rewarded' you think is…?**

5: Yeah, because, obviously, that's just said to them [unclear 04:43], oh yeah, you can go out [unclear 04:46] get something or want a check [unclear 04:47] and you get a reward. I don't know, that's my opinion, and I don't know what anyone else's is.

**Yeah.**

5: But I just think that if - I wouldn't say about a reward until the end, because, otherwise… I don't know.

**Yeah.**

5: I don't know.

**Yeah.**

5: So that's my opinion on that one, but I don't know what someone else's is.

**Yeah. All opinions are good.**

5: [Over speaking 05:05] it could be different with different lifestyles to say you are a sexually active person. Because it could be like two situations, but say you are a sexually active person, that you don't want to go on that website, you don't want to do it, you don't want to order the testing packs, that could give them a bit of a boost to do it; but then, say, if you do it all the time. Do you get what I mean?

**Mm.**

5: It's a hard one, that one. I'd say there's two different situations.

**So for the study that we'll be doing, if people sign up to do it, we will be sending them test kits to do throughout the 12 months. Yeah, so is that - does that clarify anything about what the study is?**

3: Well, to me, it sounds like, more like those frequent testing kits and all that, you'll do them regardless if you're sexually active or not. It's just, it's been advertised on that particular website, so it's like you won't get any more or less rewards whether you don't sleep with anyone, or if you sleep with loads of people. So if that's made, obviously, very clear then it shouldn't be an issue.

**Yeah.**

3: Obviously, you're not going to get rewards just for sleeping with people, but, you know?

**Right. We'll move to the next one, it says: If you're getting tested four times a year already, how would you like to turn that into making a positive change for everyone's sexual health? Click here to find out more.**

3: I mean, it's got the heart of it [unclear 06:48], hasn't it? It's got the ~~pulse to~~ positive sort of spin on it towards the other people, but it doesn't have a reward section in it, and it's whether you want to put that in or not.

**Yeah.**

3: Because it's like it sounds more like charity.

**Okay. And do you think that's a positive thing, a negative thing, a neutral thing?**

3: Well, it entirely depends on the type of person that you're trying to attract, isn't it? So if you have people who are more inclined to help other people just because they feel like it, then that's the type you're going to be attracting in that sort of ad. But people who are less likely to do those sorts of things, aren't obviously going to follow that link.

**Yeah. Do you think the majority of people would be in that altruistic mindset, or do you think the majority would not?**

3: No.

**Hey, that's what we're looking for - honest opinion. Say that again?**

3: Did you - was that from my microphone, or is it [over speaking 07:48]?

**Oh, no, I thought I heard [Participant 5] say something, so I just wanted to make sure.**

5: No, [?I didn't say anything 07:53].

**Okay, sorry about that. All right we'll move to the next one. Join our research team and get paid to improve sexual health services.**

3: That sounds more interesting, I think, for a lot of people.

5: Yeah, that sounds interesting.

**Okay.**

3: Because it makes them sound like they're someone important, you know what I mean?

**Yeah.**

3: People like to have the importance like on them, and it makes them sound like they're part of like a research team, which they kind of are, but they're obviously the participant.

**Yeah. Well, they're contributing, and you're contributing to science, regardless.**

3: Yeah, exactly.

**So the next one is: Join a study to help improve sexual health services, and get paid for your time.**

3: That's fine, but not the best.

**Not the best. So you think the other one is the better one?**

3: Yeah, the research team, and that's the best one so far, in my opinion.

**Great. Okay. So is there anything that you think we're missing on types of messaging, that you think we could add on here to make these things better or something completely different?**

3: I think that one - the research team one is fine, and that's basically what I was thinking of, putting them both the reward and the emphasis on it being an interesting thing, in the same sentence.

**Yeah. Is there other ways that we could convey that each participant is important, and specially selected?**

5: I don't know.

3: Yeah, but being part of the team makes it sound like you're part of a select group anyway, and I think that's good enough.

5: Yeah, it makes you feel - yeah.

**I'm going to give you guys a minute then to go through and vote on what you think are the best ones. If you think something is a real stinker, then please do a thumbs down. You don't need to vote on - positively on every single one, just the ones that you think are the real winners. But definitely put a thumbs down for the ones you think are stinkers, and just let me know when you're both finished and we'll move to the next column. Okay?**

3: Yeah, that's fine.

**Wonderful! All right, are you ready as well, [Participant 5]?**

5: Yeah.

**Fantastic! So now we're going to think about retention strategies. So this is thinking about what can we do as a research team to support and engage people to keep completing the surveys, and make the test kits throughout the entire 12 months. So we'll just go through and thinking about - and this is something you've already touched on, [Participant 3] - is how can we make each individual in the study feel like an important part of the study? What do you think? What are the ways that you would feel valued, or do you think other people might feel valued?**

3: It's a difficult one. It's difficult during the actual study itself, because, obviously, it would be like if you could give them like some results or something, or like say that you give them some results of the research, then, obviously, that would keep them more interested, because then they can see the direct impact they've had. But it's hard to show how important they are. Oh sorry, I'm getting double feedback and it's hard to speak. It's hard to show how important they are to the study, if the study hasn't actually happened yet, so they can't see the impact they're having until the end. So I don't know, it'll be hard.

**If we could give like progress updates throughout, what would you be interested in…**

3: Yeah, something like that.

**…seeing, and how frequently would you want to see them?**

3: Like what they assess you're part of. So, for instance, if you have a certain amount of people who have chlamydia or test positive for chlamydia in a certain period of time, you could say the exact number. And they would already know from their test whether they're [unclear 15:18], oh, I'm in that group, or I'm not in that group, something like that.

**Is there anything else that you'd want to know about throughout the study? It's quite abstract since you don't know, and you're not in the study, so you don't know what's being asked.**

3: Yeah.

**How frequently would you want these kinds of updates: monthly, quarterly, every six months, at the end?**

5: I'd say…

3: Whenever you have the data processed [over speaking 15:46].

5: Yes, like after each test.

**Okay.**

3: I mean, it's just like a biology slash like medical study, so you're going to be pumping lots of statistics, and they're not everything, obviously.

**Yes.**

3: But every time you finish something off or you get a decent, a bit of concise data you can give them, I think that would be good.

**So thinking about personalised communication with each participant, so if I were to be sending you a survey, how would you feel about it saying something like: 'Hi [Participant 3], I've got your survey,' or just, 'Hello person'? I know it's a bit more bland.**

3: It's fair to speak to them by person, you know what I mean? It just shows more effort, doesn't it?

**How much do you think that would affect people in there [over speaking 13:43]?**

3: So, yeah, it incites more effort on their behalf too, because someone's making an effort towards you, and you feel more inclined to make effort towards them.

5: Yeah, definitely.

**Thinking about the materials that we'll be using, so we're going to be sending out emails, we're going to be sending out texts, surveys, these test kits. Thinking about the continuity of the way it looks with logos, colours, fonts, templates, formatting, tell me about if you have any thoughts on that?**

5: Make it stand out.

**What would stand out for you?**

5: Obviously, the testing kits make it anonymous.

**Yes, they will be anonymous, and they will just have numbers on them when they come back.**

5: Yeah.

**What would make something stand out for you? Catch your attention?**

5: Oh!

3: I mean it's a difficult one, isn't it?

**Yeah, I've put you on the spot.**

3: I mean, like pretty much every ad you ever see, like a question like that has the stock photos of people smiling on it, or something.

**Yeah.**

3: And like I don't know what would actually stand out, in that sense, I'm not exactly like a graphic designer, but…

**Yes.**

3: And I'm not very good at marketing, so I wouldn't know for that one.

**Okay. So we've already touched on the next one which is the newsletters, which we've been thinking about and there's progress updates on the research. What about things like direct contact by the research team? So in previous studies like you might get a text or a phone call just to say, hey, can I just confirm your details are correct, or are you still happy to be in the study and things like that. How would that feel?**

5: I think that's quite good, because, obviously, they're making an effort and that's like what we said about feeling important in a study. I think that actually would make you feel more important and develop in the study, if that happened.

**And what kind of format do you think that should take, should it be a text message, should it be a phone call, should it be an email?**

5: [Unclear 16:09]. I don't know, I think it should be up to the individual, so when they sign up to the study, add it to a letter and get them to ~~text~~ tick either which one they'd prefer.

**Yeah.**

3: Yeah, that makes sense. I mean, I know… You can go.

5: Oh no, it's fine, you can.

3: A lot of people I know, for instance, are uncomfortable with the idea of phone calls. So if you were to force them to do phone calls they'd be like, no chance! They wouldn't want to do it. And it's more effort, and it isn't on their behalf and they actually have to… It's not passive; it's active then, and they actually have to talk. Whereas if you just send them a message, it's a lot more passive on their behalf, so more like stick to it. But then some people might actually prefer a phone call, so…

**Yeah.**

5: Yeah, so ~~that's~~ then ask each individual cause then [?and they don't 16:58]… Some people might not even want it on their phone, so they couldn't [unclear 17:04] communicate through email.

**Yeah.**

5: And so, obviously, I think, yeah, ask the individual and see what they suggest for themselves.

**Great. What do you think…**

5: Because different people are different.

**Go on. Sorry, have I interrupted you?**

5: No.

**That's fine. What do you think the role of clear, simple, brief instructions are in all of our communications?**

3: I mean, obviously, it's pretty important. I mean, because people don't want to spend ages on reading. Well, and a lot of people don't want spend ages reading. Some people are less literate than others, and, obviously, you don't want to smash them a jargon and then them just be reading a lot of what is going on. ~~Short of a bet~~ shorter the better, I think, in general, as long as you're getting that whole thing across, just keep it short because they are… And they are effectively taking time out of their day to read it in the first place, so the more time you're taking, the less likely they'll stick to it.

**What about things like what we would refer to somebody as a social desirability statement, so things like you're contributing to research, it's really great! This how many people in study are completing the surveys. Would something like that, do you think, be motivating or demotivating for completing the surveys and the test kits?**

3: I think you’ve got the right idea [?another 18:59] idea just, obviously, in a different way. It's like, oh, I think 16 to 24-year-olds, which is, I think that's the group of this study. They care far too much about their public image and how everyone perceives them, and they should, nowadays, especially because of social media. So I think the validation that you can give them through such things like that, yeah, it might be decent and it's just you should go a bit careful about the way you go about it. Because you've got to be able to put positive connotations on what they're doing, without making them feel bad if you don't.

**Any further thoughts on that, either of you? We're nearly done with this section, and the rest of them will go quicker, I promise. So if someone doesn't complete the survey, despite several attempts on our part to get them to complete them, what do you think about contacting them and just asking them three questions, and saying, look, we just really want this information from you guys? Is that acceptable, or unacceptable?**

5: I think if you're obviously trying to get hold of them before, and ~~the~~ they’ve not answered you back [?advantage 20:16] ~~of that~~, I think I would just leave that person.

**Yeah.**

5: Because if someone tries to call me and I don't answer them back, if I'm not going to answer them, I'm not going to answer any of the three questions.

3: I was thinking you're likely to get blown off [?blown off 20:33] if you do try and ring them. But if you are trying to determine the reason of why your retention rates aren't as high as you want them to be, then you can ask the questions. You're just at risk of getting foul language, or just hung up on.

5: Yeah.

**So do you think…**

5: I think if someone text me loads [unclear 20:51] and then bang me [?bang me 20:53] about three questions, I think I wouldn't be the most polite [unclear 20:56], to be fair.

**What about if it was a text or an email, would it be the same response, do you think?**

5: So you can just blank them.

**Yeah.**

3: Yeah.

5: Well, you could do. You could just send it, but just don't get your hopes up, and no reply.

3: You could carrot and stick them with that. You could be like, oh, you can still get this money for doing this, and… Or you could be like, oh, your research is almost done, or you've already done this and you're almost done and you can get your money if you finish it.

**Yeah.**

3: And you could do that, but I think a lot of people… I don't know, people are fickle, aren't they? So they might just change their mind entirely.

**Yeah. What about calling someone up and asking if they need some help over the phone to complete the survey?**

3: It's a bit [unclear 23:53] it's fine. I would say it's all right, because some people genuinely might be having issues.

**Yeah.**

5: Then would you really want to talk over the phone about what's in the survey? Some people might feel uncomfortable with that.

**Yeah.**

3: Yeah.

5: I think it's an individual thing on that one.

**Do you think…**

3: It depends if they…

5: It depends on the [?person 25:15], yeah.

3: Yeah.

**If we were to…**

5: It depends on the person.

**If we were to think about this as like a current call thing, so we wouldn't have… We won't know what this person's situation is until we pick the phone up. Do you think we would encourage more people in this group to complete, or discourage them?**

3: You wouldn't discourage them any more than they're already discouraged, if they're already. So it's worth a shot, and I'm sure you'd manage to retain at least a few more people, by doing so. A lot of people are non-confrontational too, so if you ring them they might just cave [?cave 25:49] anyway and complete it.

**What about the idea of sending a digital birthday card to participants?**

5: I think that's weird!

**Yeah, okay. [Participant3]?**

3: It is a bit unorthodox; a bit unusual. I mean, it would be kind of weird I'd imagine, and it's like happy birthday from your sexual health clinic, or whatever it is.

5: I just - to be honest, yeah, right?

**Mm.**

5: Even - I don't know, sending a birthday… I don't even send half of my friends one, so why would I get one off of them? I don't know, I think that's really weird, getting a card off someone you don't know.

**Yeah. Obviously, it wouldn't be a physical card through the post, it would be like in your email saying just, hey, happy birthday!**

5: Yeah, I get that. I get that, but, basically, I've spoken to [Participant 3] once the other day, and this is the second time. And that's basically me sending him a digital birthday card, and that's weird.

**Yeah.**

5: So, yeah, look out for - like it's weird getting a card off someone you don't know. I don't know, but yeah.

**Yeah. No, I can see that. Similar to that, what about Christmas or holiday greetings?**

5: No.

**This is our attempt at thinking about how can we make people feel important in the study, and it's a really hard question. Could you think of any other ways that we can help make each individual feel recognised, and important?**

5: Not by sending them a birthday card, or a Christmas card.

**What ideas do you have - any?**

5: It's not that I don't - I don't know, like people between 16 and 24 all look for blogging and stuff like that. So [unclear 24:55] up-to-date stuff, like we said - up-to-date - and just don't put figures about the research, put a video up as well. So, obviously, you've got this information going into a video, in case people don't want to read it as well. And then that would - and, obviously, do stuff like that, because that would make them feel important that they're watching it and reading. Do you get what I mean?

**Yeah, yeah. Yeah, that's a fantastic idea, thank you.**

5: That's okay.

**So we've got…**

5: But, yeah, I would say do a video, because it's quick and snappy as well. Obviously, do the information to - do a 30-second video to catch people's eyes. Because if I see a video than writing, I would look at the video, and if it's important, if it seems interesting and obviously important, I'd go straight onto and carry on reading it.

**Yeah. That's great. Thank you. What about using like a secure, anonymous group chat function, so that everyone gets the updates at the same time, and everyone might feel like they're part of a group, but it was still anonymous?**

3: Like a group chat would be wild. Can you imagine a group chat for people, for sexual health, like testing kits! Jesus! A group chat with - you would need severe censorship, and even then I think it would be, yeah, it's a question…

5: And do you know what? I would love to be able to do that group chat, just for the laugh of it, yeah. To be fair, that's…

**Right. I'll let you just take a minute to go through and vote on the ideas that you think are great, and the ones that you think are real stinkers; and when you're through with that we'll go onto the next columns. They will be quicker, and just a bit more about the methodology and things like that. All right, so shall we move on? So we're thinking about prompts, so things like before the survey, the test kit comes out and we're thinking about giving a message to people beforehand to let them know, hey, it's coming, a little heads up. How do you think the best way of sending those prompts would be, a text, email or post? Feel free to just vote.**

3: Text first.

**Yeah.**

3: I think is the best one. Post, the least, because there's a delay and people throw stuff in their bin a lot [unclear 27:26] and you don't throw emails in the bin.

5: Emails [unclear 27:28] junk and spam.

3: Pardon? I didn't hear that.

5: I said if you use the emails, sometimes they just go straight to junk or spam.

3: Yeah, I'm with you.

**How far in advance do you think would be useful, because we want it to be fresh in someone's memory, but not like, hang on a minute, what's going on? So what do you think is [?27:49]?**

3: 5 days.

5: You've always got a text there.

**Yeah.**

5: Unless you're someone ~~that's~~ that deletes [unclear 27:56] them all, but…

**Yeah. So what do you think in terms of days? We've got three, five or seven and you can just vote on what you think the best way is. So thinking about these surveys that we're going to be sending out, we want people to see them and action them right away, and not just let them linger. So what's the best way to get someone's attention so that they'll action it right away, is that text, email or a combination?**

3: I think people don't even check their emails right away, let alone like… I mean, unless it's part of their work, like us, I check my emails constantly [over speaking 28:36], but…

5: [Over speaking 28:36] Unless they’re expected an email as well. I only check my emails if I'm expecting one I know about.

3: Yeah, you see, there's a huge difference between like what one person… And I check my emails like seven/eight times a day, because I get a lot of emails. But other people might not use their email like even for a couple days or so, so it's not a good idea, I don't think.

5: I literally don't - I think I've got over a thousand, and I literally don't go on my emails at all.

**So we're thinking now about reminders, so someone's received their survey or their test kit and they've not completed it for whatever reason. So how should we contact them to tell them, hey, can you please do it? Text, email, phone call, post or combination of something? So it looks…**

3: I think it's worth sending the email, and it's not going to hurt you, you know what I mean? You may as well, just in case someone checks it, but not to obviously rely on it, but yeah.

**Yeah, so it's still the text messages is what you guys are both flagging up. You've both flagged up phone calls as well - talk to me about that?**

5: I'd say if they've got a test, they would want to know what they've got wrong. So, yeah, ~~very~~ fair enough [unclear 29:53].

**Okay.**

3: It's quick too, and you can resolve things on the spot. If you're saying they're taking too long, or it hasn't really done anything, it's kind of more active to ring them, rather than to just… I don't know, they could be walking down the street and they open their phone, and then they've got a text and look at it and they put it away, and they're not going to do the survey on the spot. But if you ring them, they can do it on the spot whilst they're on the phone too potentially.

**So thinking about - and this is jumping ahead a little bit - so we're thinking about doing multiple reminders, so do you think that the phone call should be the first point of call, or should it be a second or a third, or fourth or a last point of call?**

3: Not first, for sure.

**Okay.**

3: That seems a bit eager. A bit too eager. I would imagine if you'd just joined, and you were already getting rung up, [?but in that time 30:49] you haven't done it.

**That's fine. Thinking about how long should we wait before we start sending a reminder, do you think five days, seven days, ten, 14?**

5: Five.

**Yeah.**

3: Yeah. Just send it early.

5: I think the rest of them [unclear 33:07] is a bit - I'd even say if there was a three or four, I'd say three or four days, to be fair.

**Okay. So you would say even less time?**

3: These test kits don't [over speaking 33:18]…

5: Yeah.

3: …answer [?these though 33:19].

**Yeah. So with the test kits, do you think we should have approached the reminders differently, or the same for the time periods? Do you think we should give people more time, or less time for the test kits for the same amount of time, for a reminder?**

3: Well, I'd say it depends on the relative like [unclear 33:40] time for both the survey and ~~and the place, so~~ [unclear 33:41] the test kit. So if the test kit is more time-consuming and requires more physical activity, then maybe give them a couple of more days, but it's still… If we're doing both of them, it shouldn't take long at all.

**Yeah. That's fine. How many total reminders should we send someone before we think, all right, you're clearly not going to do this? Are we thinking two, three…**

3: Three.

**…four? So feel free, and just vote.**

3: I mean, four is like, oh my God!

**So you think just a few reminders, and after which you'd think this is a…**

3: Strikeout, you know?

**That's fine. Thinking about the time of day, because, obviously, again, we want people to see that message and complete it right away. Is there a time of day, do you think, that's best for catching someone's attention to immediately do the survey right then?**

5: No.

**No.**

3: I mean, if you're getting uni students or whatever, you're not going to get them in the morning. You've got no chance.

5: So you're not going to get them until about [?up about 35:58] four o'clock, especially at college.

3: Yeah.

**Is there a sweet spot?**

3: It's going to have to be like afternoon/evening time.

**Okay. What do you define as afternoon and evening?**

5: I'd say about four.

**Four o'clock.**

5: Five.

**[Participant 3]?**

3: Yes, five sounds about right. Normally, people [unclear 33:18], but they're off, whatever work they're doing.

5: [?Maybe 33:25] Or you’re on the bus on the way back, do you get what I mean?

**Mm.**

5: When you're on your way back. So I don't know, if I got a text I'd end up looking at it sat on a bus or something.

**Yeah. No, I like that idea of thinking about you're sat there doing nothing on public transport, you might as well. Let's see. Do you think we should treat the reminders for this time of day, any differently from the test kits to the surveys, because the test kits are going to be postal? Do you think that plays a difference in when we might want to remind people about them?**

3: No. In my opinion, no. Remind them in the same time ‘cause you’ve got both to do [unclear 34:11].

**Is there a day of the week, do you think, we'll catch people better or worse?**

5: Not really. If they do it in the week, but maybe in the week and not the weekend.

**Okay.**

3: Yeah, I'm just thinking mid-week, don't go for Monday and nobody likes Mondays. And, obviously, don't do the weekend, because [unclear 34:36] the weekend.

**Right. So Saturday, Sunday, Monday - no.**

3: Yeah.

5: [Unclear 34:43] and Friday.

3: Yeah, and Friday.

**And Friday. So, basically, Tuesday, Wednesday or Thursday you think are the best days?**

3: Yeah, [unclear 34:52] I’m for Wednesdays.

**Okay. So we're going to be giving out vouchers to people who take part in the research, so we've been looking at other studies to find out… Sorry, I'm getting feedback, so it's a bit difficult to… And those studies have used different methods of giving out vouchers, and I want to get your ideas on them. So there's an idea about increasing amounts, as thinking about if, when you join the study, you get a small value voucher and as you continue the amounts increase. What do you think about this in terms of maintaining people in the study?**

3: Increasing amounts. Not with something for nothing. You're going to get people with no commitments.

**Yeah. So for…**

5: Yeah.

**Yeah, so you both - so you've looked at the something for nothing as well, and you're not buying it?**

3: Oh, well, plenty people will do it, just not all of it, no, how is it.

**Do you think either of those ideas are winners or losers, or maybe neutral?**

3: I would increase the amount, because you get more bored as things go on, so you're going to have to have proportional, like broad.

**Yeah. Any thoughts [Participant 5]?**

5: Increase the amount, yeah, because, obviously… Because you're doing something for longer, and you would want to get more rewarded, if you get what I’m saying [unclear 36:29].

**Yeah. That's fine. So we've got a budget of what we can give out for each person, for each activity. So if you can just go through them, and have a look at what you think is the best one. So they all have a little bit of increasing amounts, so the first one you just get £5 for the first three activities; £10 for the next two, and £25 at the end; and then, yeah, it's just different breakdowns. The final one though does have a little bit of that something for nothing, so it's thinking about with the test kits we would include a £5 voucher inside the test kits, so regardless if you send it back or not, you've still got the fiver; but if you send it back, we'll give you more. So if you could go ahead and have a look at those and vote on what you think is the best at encouraging people to keep taking part, and remain in the study.**

3: The survey and test kit for the 12 months, do they arrive on the same day?

**The test kits will actually arrive two weeks previous. Good question.**

3: But that's quite a bit, because if you're getting the survey like prior to the test kit, yeah. So if you look at the distribution, it's not like personally linear, is it, the increase in the amount you get paid for doing things. So if you were to get like a six-month gap between the survey and a survey, and you'd get the exact same amount, it just seems a bit…

**Okay.**

3: But you get the test kits first, so it's fine.

**Okay. So it's interesting that you guys were less keen on the something for nothing idea, but there is a vote on the idea of getting £5 upfront with the test kits. Could you tell me more about that?**

5: I don't know, because I agree, but disagreed, but, obviously, I think if you got one, then it might give you the boost more to help you.

**Okay. Do you think there's the potential that - like I say, I'm hearing…**

5: Yeah.

**Yeah. Is there a potential for it to backfire at all?**

5: A potential for both, to be fair.

**Yeah. That's why we're asking people. Any other thoughts on those vouchers before we move on?**

3: How many people are you actually using for this study?

**We're hoping to recruit 230 people, and we want at 12 months for 80 per cent to be remaining in the study, which from previous research is a really challenging thing to do. Which is why we're being so methodical about all of these strategies, because we want to make sure we're deploying everything that's useful to keep people in.**

3: That would mean - so you've got 230 people. So you're doing £1,150 upfront for those £5 kits. I mean, it depends how much that is compared to your budget or not, doesn't it? I mean…

**This is the actual budget, this is the real budget that we've got set aside for it.**

3: Would you be like hitting exactly your budget then? So this is like everything you can spend, or… Because I was just thinking, because you might be given the £5 and say you get like 40 per cent of people don't return it, that's what, 550-odd pound that you're not going to see ever again, and not get anything for. You're just spending money for nothing, really.

**Yes, it's a risk.**

3: [?But that's the worry 40:10].

**Yeah, but it's basically, from our perspective, this is the budget and it's going to get spent. It's more about will it increase our rate, because that's the most important part, is increasing that rate.**

3: Yeah. I think there's no empirical data to look at, it's kind of hard to judge whether it would work or not.

**Yes, is the short answer.**

3: It's literally - it's experimental, isn't it?

**Yes, it is, entirely. Yeah. Is that all that you guys want to feedback on with the vouchers, and we'll head to the last column?**

5: Yeah.

**That's fine. So we're thinking about how that six-month gap of period where there's nothing happening in the study, from month six to month 12 we want people to know that we're still here worrying way in the background, so when that 12-month test kit arrives people are like, oh, what are you, who is this, what's going on? Is there anything further you might want to add about keeping people in the loop about the study in a useful, but not annoying way?**

5: Just keep on doing updates, I would say, like we said on the first one. You see updates, and you know you're still doing it.

**Yeah.**

3: Because it's not like you're idle for six months of the year - you are doing something. So I guess you'll probably have something to show, but I would worry a bit, because 16 to 24-year-olds, in that six months, the amount of people who would change their phone number is quite a bit. Like it won't be anywhere near all of them, but I'd say at least like 8 to 10 per cent of people will change their phone number in that time. So you've got [over speaking 45:02].

5: [Over speaking 45:03] My friends do it all ~~at~~ a time.

3: Exactly.

**Do you think we should contact people on a semi-regular basis to check their contact details [unclear 45:10]?**

3: Yeah.

**How frequently?**

5: Yeah, probably after three months.

**Okay.**

5: Or do it after like - do it after six weeks, then three months.

**Yeah.**

5: If you get what I mean?

**Mm. Just say, hey, it's us, the [?RAP 45:24] study. Just checking this is still you.**

3: Yeah, [over speaking 45:29] it's good.

5: [Over speaking 45:29]. Yeah, just say how are you doing, hope you're well and things like that.

**Yeah.**

5: But not a birthday card!

**Yeah, so just a nice, friendly personal message that's not a birthday card: Hey, how are you doing? Is it…**

5: Yeah.

**Okay, yeah. Any other things, any other ideas?**

5: I'd say that - yeah, I'd say that, to be fair, just like what we've said, keep up to date, because otherwise they will change their numbers, but just don't harass them.

**This is it…**

5: Because if you harass them, they won't [over speaking 43:00].

**…it's, for us, it's finding that line between being useful and harassing, because it's a very fine line.**

5: Because, obviously, some like - some could find it if they get phone calls all the time, they'd be like I'm not doing this, forget that, and just block your number.

**Yeah.**

5: And that is like what you said then, the fine line and doing it.

**Yeah, but, for you, you're saying three months to have a check in?**

5: Yeah.

**Okay.**

5: That's why I would say, obviously, always like get their email as well, because if you change your number, you can still have an email.

**If, for some reason, we couldn't contact someone at the three months, would it be acceptable to send a letter in the post?**

5: Yeah, that's what I was about to say, send a letter and just… Do you know like that one [unclear 43:52] them little things with the free post envelopes, so they can send it back. Do one of them, and they can just, it can be their choice if they want to tick [unclear 43:57] ~~today when they take~~ it or not, and send it back to you.

**Yeah. Fantastic! Any other thoughts, guys, about anything we've discussed?**

5: No.

3: It seems [unclear 44:11].

**Okay.**

**End of Transcription**