

Service User and Carer Engagement Strategy

Faculty of Health, Education and Society

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1. Introduction

Explanation of terms used within this document

Where we refer to Service User and Carer or Patient and Public involvement (PPI), we mean working with individuals who self-identify as patients, service users, carers or any related term, including members of the public, to improve our work through involving, engagement and embedding their insights. This may relate to teaching, research, enterprise or any other such activity that the Faculty might require engagement in.

Patient and Public Involvement is a process of engaging service users, members of the public, patients etc. It is a term most commonly used in health and social care related research contexts.

The importance of Service User and Carer Involvement in the Faculty

The Faculty of Health, Society and Education's Service User and Carer Group exists to promote the sharing of best practice, and connect academics and practitioners in the Faculty with health and social care service users and members of the public who are willing to share their lived experiences, so that Faculty staff and students can enhance the healthcare education and services they provide and grow practitioners who are able to demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues.

Students are encouraged to develop their intellectual knowledge, skills and abilities during their time at university and to understand the impact of illness, disease, social and emotional deprivation on individuals, family and friends and in so doing develop their skills of empathy caring, communication and compassion.

We also hope that our students will become the leaders of the future, able to implement effective change management strategies to improve the patient and client experience of health services. Involving our service users and carers in the planning and delivery of our curricula promotes public confidence in the education of future health care professionals, and the experience and perception of all our members is very much valued.

The involvement of Service Users and Carer in the development and delivery is not only good practice but is also an approval requirement of most health and social care programmes.

Therefore, all programmes covered by the NMC, HCPC or other professional, statutory and regulatory bodies must apply this strategy in conjunction with an individual programme strategy/action plan.

2. Purpose

- 1 Teaching and learning within the Faculty of Health, Education and Society (FHES) promotes and develops the involvement of Service Users and Carers in planning, providing and developing educational programmes.
- 2 The Faculty recognises the important contribution that Service User and Carers make to the delivery of health and social care education. By sharing their experience with students, academics and practitioners they are able to influence both the content of the curriculum, its delivery and the recruitment and assessment of students.
- 3 Health Education England's Patient and public involvement in nurse education (HEE 2018) provides the necessary background to this strategy and can be accessed at: <https://www.hee.nhs.uk/our-work/patient-public-involvement-nurse-education>
- 4 The professional, statutory and regulatory bodies attached to FHES programmes, require Service User and Carer involvement in all aspects of the curriculum. For example, the Nursing and Midwifery Council (NMC 2018) *Realising professionalism: Standards for education and training Part 1: Standards framework for nursing and midwifery education* states: 'approved education institutions, together with practice learning partners, must ... ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders'. They advise that Service Users and Carer members contribute to student recruitment, selection and assessment. The Health Care and Professions Council (HCPC) expect Service Users and carers to be involved in admissions and selection procedures, including shortlisting, interviewing, monitoring and evaluation of courses, activities to support learning and quality assurance processes.
- 5 There are various terms used to underpin the concept of Service User and Carer member involvement in healthcare and for the purposes of healthcare education it includes members of the public, patients and carers. This includes past, present and potential users of the healthcare service in which students are participating.
- 6 It is acknowledged that Service Users and Carers have a range of experience and expertise that they can offer students through their knowledge of a specific community, their personal experience, or a specific health or social care need.

3. Scope

- 1 The Faculty of Health, Education and Society is committed to the involvement and contribution of Service Users and Carers in a meaningful way across a breadth of courses . Service Users and Carers who have direct first-hand experience of healthcare provision make an important contribution to health and social care education.
- 2 There are a variety of activities being undertaken across the Faculty where Service Users and Carers members are being actively involved. These include:

a. Service Users and Carers members contributing at recruitment and selection activities.

Service Users and Carer members are recruited as members on interview panels for both academic staff members and students, playing an active role in the selection process. They may also invited to attend recruitment events and open days.

b. Teaching input from Service Users and Carer members

Service Users and Carers share their experience of healthcare services to enrich student's understanding within their area of study. For example, Service Users and Carers, that may have a chronic condition, will share their experiences with students , what its like to live with such a condition, and talk about the care they receive(d) and whether it needs improving etc.

Service Users and Carers provide specialist sessions within the curriculum, for example, 'Living with a child with a learning disability'.

c. Strategic review and development of curriculum

Service Users and Carer members are involved in the design, development, delivery, evaluation and co- production of the curriculum for nurses, midwives , allied health professions and other social care courses, where required.

Service User and Carer members are part of revalidation/approval events.

Service User and Carer involvement is essential and helps ensure that students have the knowledge, skills and confidence to improve the quality of care for patients, service users and carers.

d. Assessments of students

Service users may be invited to attend and participate in student assessments, such as Objective Structured Clinical Examinations (OSCEs), where they act both as patients/models and as assessors. They may also contribute to student

assessments in practice by completing elements of the learner's practice assessment document and ongoing achievement record.

e. Research involvement

We actively encourage service users and carers to be involved in our research. This can happen in a range of ways, through suggesting ideas for new projects and bids, to supporting the design of projects in a participant-friendly way, to acting as a researcher alongside our teams, or participating in the research that we do.

4. Service Users and Carer Engagement

- 1 Involvement of Service Users and Carers should be based on the principles of partnership between academic, practice learning partners and students;
- 2 All encounters with Service Users and Carers should be underpinned by professional values and beliefs of the field of practice with whom they are engaging;
- 3 Service Users and Carers should be involved in all aspects of healthcare courses, to include practice learning and theoretical learning;
- 4 In the way of promoting diversity and recognising that not all Service Users and Carers feel confident in teaching/presenting, The Faculty embraces different teaching styles such as, discussions, debates, storytelling and personal accounts, all of which are suitable for student encounters and a member of staff will be allocated as support during their interaction with students;
- 5 Confidentiality of Service Users and Carers should be reiterated in every session and respected;
- 6 No names or photographs of Service Users and Carers will appear in publicity material without prior consent;
- 7 Service Users and Carers involved in teaching or other university activities are required to maintain the confidentiality of other Service Users and Carers, students and staff;
- 8 Meetings should be arranged at venues accessible for Service Users and Carers and conducted without jargon or abbreviations.
- 9 There is a commitment to developing, building capacity and monitoring Service Users and Carers involvement to ensure it reflects the diversity of service users, patients, carers and the community;
- 10 It is acknowledged that Service Users and Carers can leave their role at any time by informing the Service User and Carer lead and administrator.

5. Service Users and Carer - Recruitment and Engagement Processes

- 1 Staff are welcome to nominate people who have expressed an interest to join the Service Users and Carers group. Alternatively, prospective Service Users and Carers are welcome to contact the Service Users and Carer administrator or Lead directly and the role will be discussed with them.
- 2 All new members will be asked to complete a profile pro-forma giving a short history, contact details and an indication of their involvement interest(s). Part of the permission (in relation to the General Data Protection Regulations (GDPR)) will be to share an anonymised profile (excluding personal details) with academic staff members. The Service Users and Carer member's profile will be the initial basis for all staff when they wish a Service Users and Carer member to engage in a course activity.
- 3 Having reviewed the anonymous profiles, staff can then request to send an invitation to an individual to participate in an event via the group administrator, who will have full access to the members database, complete profiles and additional needs information.
- 4 Members are asked to complete a passport authorisation check and undertake/update relevant training such as University's Equality and Diversity; unconscious bias training. Depending upon the area in which the Service Users and Carer member participates, they may also be required to complete a Disclosure and Barring (DBS) application and additional training, such as unconscious bias training. Service Users and Carer members will be advised of these at point of registration.
- 5 Many members of the group may be considered vulnerable, and may have a range of physical disabilities and mental health concerns. All members are invited to complete an additional needs form which documents their individual needs in terms of comfort and safety both physical and emotional, these are stored on the group database and are only shared with permission of the member when an engagement has been arranged.
- 6 A record of all (anonymised) activity is recorded and used for revalidation/approval events as required by professional, statutory and regulatory requirements.
- 7 The level of engagement will depend upon the choice of each member. All

Service Users and Carer members interacting with students are supported by a member of staff from the academic team.

- 8 New Service Users and Carer members undertake an induction with the Faculty's Service User Lead or a member of the Faculty team.
- 9 Service Users and Carer members should be fully informed by the administrator what to expect from their involvement while interacting with students and academics.
- 10 The purpose of any engagement must be made clear to the user so that they are aware of their boundaries;
- 11 Any involvement should be planned, structured and supported in partnership between the Service Users and Carer member and the academic team;
- 12 Any encounter should be meaningful to the users and should determine the pace and scope of their involvement;
- 13 Service users should be offered local support and training to enhance their involvement with curriculum requirements;
- 14 Service Users and Carer members should receive feedback from students via the academic organiser, upon completion of the session(s) to obtain honest and valuable feedback about their session.
- 15 Service Users and Carer members also have the opportunity to complete a feedback form, this is to ensure that members feel valued and supported during their experience with the University,
- 16 Where applicable, users will be offered payment for their involvement. This will be discussed with the Service Users and Carer member prior to the session.

6. Associated links

This policy should be read, and its use considered with reference to:

- <https://www.hee.nhs.uk/our-work/patient-public-involvement-nurse-education>
- <https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/>
- <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training//>