



Service User and Carer Involvement Strategy and Implementation Plan

Owner:	Chair of the Service User and Carer Strategy Group
Approver (Date):	Senate: 10th July 2019
Review due date:	10 July 2022
Current Version:	v1.1
Update history:	v1.0 (approved 23 January 2019)
Document Type:	Strategy
Classification:	Public

To discuss receiving the document in an alternative format, please contact the [University Secretariat](#)

Service User and Carer Involvement Strategy and Implementation Plan

1. Introduction

This document outlines the University of Roehampton's strategy and 3-year implementation plan for involving service users and carers in the programmes listed in Appendix 1. The development of Nursing as a new subject discipline at Roehampton has offered an opportunity for joint working with service users and carers already involved in Roehampton's established Therapies programmes and for new service users and carers relevant to the development of Nursing to join a relaunched Service User and Carer Strategy Group.

The strategy sets out a renewed vision and implementation plan, which builds on and strengthens Roehampton's previous approach to service user and carer involvement, by embedding the governance centrally within the University, unifying the approach, increasing the number of people involved, extending the scope of activities and broadening the range and diversity of people and their experiences. Research evidence, best practice elsewhere within the sector and Nursing and Midwifery Council and Health and Care Professions Council requirements have informed service user and carer involvement in Roehampton's Nursing and Allied Health Professions pre and post registration educational programmes.

The University of Roehampton is committed to involving service users and carers across every stage of professional health and social care education programmes and in all aspects of curriculum development and learning and teaching approaches. Involving service users and carers enhances student learning, positively influences their future professional practice (Robinson and Webber 2013, Tanner et al 2017) and impacts on service users' experience and outcomes (Robert et al 2012, Tanner et al 2017).

Sustained interaction with service users and carers helps students become more sensitive to service user and carer perspectives, appreciate their diversity and recognise the need for openness when working with them (Tew et al 2011). Partnership with service users and carers is necessary for true inclusion, where there is openness to the views of people not normally considered as educators (Holtum et al 2011). Dialogue and contact with service users and carers has been shown to develop students' empathy, improve communication and negotiation skills and promote effective shared decision making and partnership working (Tanner et al 2017). Service users and carers report feeling empowered through involvement in education programmes, because of increased confidence and improved feelings of self-worth (Mckeown et al 2012). Involvement of service users is also reported as an effective way for the professions to reflect a commitment towards social justice (Edwards 2016). At Roehampton service users feel they are contributing significantly towards the future development of health professionals.

2. Definitions

There are many definitions of what constitutes a 'service user' or 'carer' and preferred terminology varies between individuals and groups. The University recognises, and will adapt to, these varied preferences as appropriate. However, for

the purposes of this document the terms 'service user' and 'carer' will be used. The University adopts an inclusive approach and regards 'service users' as people who are experts by experience, who currently, previously or may, in the future, access services relevant to our professional practice programmes. We use the term 'carer' to refer to someone who provides, or has provided, support to a family member, partner or friend. Service users and carers may be involved as individuals or as representatives of a group.

3. Regulatory and Policy context

Involving and consulting service users and carers is a policy imperative in contemporary professional health and social care. The Government aims to 'give patients, carers and service users more information about, and control over, services that will work around their needs' (Department of Health and Social Care 2017). The Health and Care Professions Council (HCPC) [Standards of Education and Training](#) set out clearly that service users and carers must be involved in all HCPC approved programmes and service user and carer involvement is embedded as a mandatory requirement across the Nursing and Midwifery Council (NMC) [Standards for Pre-registration Nursing Education](#) within all fields of Nursing.

A key recommendation of the Mid Staffordshire NHS Foundation Trust Public Inquiry was the introduction of a [Professional Duty of Candour](#), which was developed by the NMC and General Medical Council in 2015. It sets out that registered professionals must act in an open and honest way with service users and carers when things go wrong and be transparent with their employing organisation regarding adverse incidents. The concept of duty of candour is equally relevant across other health and social care professions and interacting on equal terms with service users and carers in education programmes helps prepare student practitioners for their future as open and honest registered professionals.

4. Vision

Our vision is to engage a diverse range of service users and carers as collaborators and partners across the entire student journey, including recruitment and selection of students, programme induction, taught modules and during practice-based learning. We will involve service users and carers in every stage of programme design and delivery, from setting learning outcomes and curriculum content through to facilitating student learning (in the classroom and in practice), assessing students' performance, evaluating the success and quality of our courses and, where appropriate, service users and carers will also be involved in research activities. For NMC programmes specifically, service users and carers will be involved as key stakeholders and panel members in curriculum development, approval and the periodic review process.

5. Principles and values underpinning service user and carer involvement

The University is committed to diversity and inclusion in its service user and carer involvement; respecting and valuing all forms of difference in individuals and positively striving to meet the needs of different people. Tokenism will be avoided, and service user and carer involvement will be sustained and meaningful. There are equal opportunities for a diverse range of relevant people and groups to be involved and the University is continuously seeking new service user/carers partners via

promotion of its activities through various media, including local networking, social media and the newly launched website (*in development*)

Service users and carers are welcomed as partners in Roehampton's education programmes and offered induction, training, support and resources relevant to their particular involvement role. They are offered remuneration for their time and expenses. Information is given to service users and carers in advance before events, including arrangements for assistance and access where appropriate. University safeguarding, and risk management procedures extend to service user and carer involvement, to ensure service users' and carers' wellbeing and safety at all times.

6. History of Service User and Carer activities at Roehampton

The University's former successful Service User and Carer Forum (SUCF) was established in 2016 by the Arts and Play Therapies and Counselling Psychology Programmes. It is now fully integrated into and subsumed by the relaunched Service User and Carer Strategy Group, which represents one coherent group for the University. Membership of the Forum was based on recruiting members from local NHS Trusts, voluntary organisations and professional associations and these members have all been transferred into the relaunched group.

Therapies' service users are directly involved in programmes in a range of teaching sessions, using a variety of means to communicate their experience. This may take the form of directly talking to students, watching both in-house and external videos of service users experience of treatment, as well as teaching and communicating their experience to students through performances and visual art exhibitions. Service users are not only invited to provide narratives of their experiences but to also contribute to and co-develop teaching materials. Their expertise and involvement has underpinned the formation and relaunch of the Service User and Carer Strategy Group and they are working collaboratively with new members recruited to support the design and delivery of Nursing programmes.

The input of service users and carers contributes, where appropriate, to the development of student research projects, by providing suggestions and guidance both on the topics of students' research, and the particular research methods that might be chosen. In addition service users and their carers can inform the development of the research agenda for the relevant University of Roehampton research centres, for example CREST (the Centre for Research in Social and Psychological Transformation) and Centre for International Research in the Arts and Play Therapies (CIRAPT)

7. References

Department of Health and Social Care (2017) Personalised Health and Care 2020. National Information Board

Edwards J (2016) Humanities, human rights, and the creative Arts Therapies. *The Arts in Psychotherapy*, 49, A1-A2

Holtum S, Lea L, Morris D, Riley L, Byrne D (2011) Now I have a voice: service user and carer involvement in clinical psychology training. *Mental Health and Social Inclusion*, Vol. 15 Issue: 4, pp.190-197
doi.org/10.1108/20428301111186831

Mckeown M, Malihi-Shoja L, Hogarth R, Jones F, Holt K, Sullivan P, Lunt J, Vella J, Hough G, Rawcliffe L, Mather M and CIT (2012) The value of involvement from the perspective of service users and carers engaged in practitioner education: Not just a cash nexus. *Nurse Education Today* 32, 178–184
doi:10.1016/j.nedt.2011.07.012

Robert G, Waite R, Cornwell J, Morrow E, Maben J (2014) Understanding and improving patient experience: A national survey of training courses provided by higher education providers and healthcare organizations in England. *Nurse Education Today* 34 (2014) 112–120. doi.org/10.1016/j.nedt.2012.10.012

Robinson K and Webber M (2013) Models and Effectiveness of Service User and Carer Involvement in Social Work Education: A Literature Review. *British Journal of Social Work*, 43, 925–944. doi.org/10.1093/bjsw/bcs025

Tanner D, Littlechild R, Duffy J, Hayes D (2017) 'Making It Real': Evaluating the Impact of Service User and Carer Involvement in Social Work Education. *British Journal of Social Work*, 47, 467–486. doi.org/10.1093/bjsw/bcv121

Tew J, Holley T and Caplena P (2011) Dialogue and Challenge: Involving Service Users and Carers in Small Group Learning with Social Work and Nursing Students. *Social Work Education*, iFirst Article, pp. 1–15 DOI: 10.1080/02615479.2011.557429

8. Implementation Plan 2019-22 to embed a university wide integrated Service User and Carer Strategy Group

Objectives	Measures of success	By whom	By when	Updates
Establish SUC Strategy Group to oversee and monitor SUC Involvement Implementation Plan	Appoint Chair of SUC Strategy Group Agree and approve terms of reference, reporting lines, membership and schedule of meetings	Deputy University Secretary	Completed 20/3/19	SUC Strategy Group established, first meeting held 20/3/19 ToR agreed (See Appendix 2 for minutes and ToR)
Disestablish Therapies and Nursing sub-groups and reconstitute SUC Strategy Group as a university wide initiative cutting across individual departments with central governance	New Chair at senior level Consultation with existing service user and carer members	Deputy Provost Head of Partnerships	Completed 10/6/19 Completed 17/6/19	New Chair appointed Individual consultation meetings held with service users and carers
Establish and approve SUC Strategy Group as the single unified University level group	Modify and reapprove terms of reference, reporting lines, membership and schedule of meetings	Deputy Provost (Chair)	Completed 10/7/19	'Relaunch meeting' held 10/7/19 to approve unified approach (See Appendix 3 for revised ToR and minutes)
Develop web pages for promotion of service user and carer involvement at Roehampton	Web pages set up within University website	Head of Nursing Director of Strategy and External Relations SUC reps	Completed 9/7/19 and ongoing 2019-22	Webpages up and running 9/7/19 https://www.roehampton.ac.uk/collaborate/roehampton-service-user-and-carer-partnership/
Implement recruitment and retention plan to attract new and retain existing service users and carers, in order to broaden range and diversity of people involved,	Ongoing matrix of activities to recruit and retain a diverse group of service users/carers via various media and strategies	Placement Officer SUC reps	Ongoing 2019-22	See Appendix 4 for SUC Recruitment and Retention Activity Matrix and Recruitment Log In place June 2019

ensure impact and prevent attrition				
Confirm a 'first point of contact' for SUCs	SUC first point of contact nominated and role brief agreed	Deputy Provost	Completed 10/6/19 on appointment of new Placement Officer	Placement Officer appointed as Executive Officer to SUC Strategy Group and first point of contact for SUC (See Appendix 5 for role brief)
Develop a database of SUC involvement and a system for recording SUC involvement to keep a record of expertise, to monitor diversity of group, attendance at training/induction events, teaching sessions delivered and activities undertaken	<p>Database established, owned by Placement Officer and continually updated via information from SUCs, module leaders and others.</p> <p>Broad diversity and expertise represented within the group</p> <p>Progress on database development and compliance with training and induction to be reported quarterly to Service User and Carer Strategy Group</p>	Placement Officer	Database initially established March 2019 and ongoing 2019-22	See Appendix 6 for up to date anonymised database
Reconfirm agreed values and principles of good practice for involving SUCs, including equality, diversity and inclusion, safeguarding, health and safety and procedure for remuneration.	<p>Principles of good practice reconfirmed and circulated to all service users and carers</p> <p>Remuneration and 'joining' procedure agreed with HR and Finance.</p>	<p>Service User and Carer Strategy Group</p> <p>SUC reps</p>	April 2019 and reconfirmed 10/7/19 at 'relaunch meeting'	<p>See Appendix 7 for HR process for remuneration, induction and confirmation of status as a Roehampton service user/carer</p> <p>See Appendix 3 for Minutes of 'relaunch meeting' showing discussion</p>

				of values and principles of good practice
Develop rolling programme of induction and training for new and existing SUCs, including statutory and mandatory training such as Equality, Diversity and Inclusion	Training programme submitted to SUC Strategy Group	Head of Nursing Head of Partnerships SUC reps	July 2019	See Appendix 8 for training programme
Monitor good practice for involving SUCs is being upheld	Yearly survey of SUCs on their experience Survey results reported to Service User and Carer Strategy Group	Placement Officer	Yearly in September 2019-22	
Embed SUC involvement in curriculum design in Nursing	Evidence of SUC involvement in Nursing Curriculum design reported in NMC Gateway submission Ongoing SUC involvement in evolving design, development, delivery, evaluation and co-production of curriculum	Head of Nursing SUC reps	Feb 2019 for gateway submission Ongoing 2019-22	13/02/19 20/03/19 Additional consultation Feb/Mar 2019 See Appendix 9 for minutes and plans
Embed SUC involvement in curriculum delivery in Nursing	SUC involvement in delivery of new programme from Sept 2019	Head of Nursing SUC reps	April 2019 Ongoing 2019-22	See Appendix 10 for planned schedule of SUC involvement in teaching and delivery of programme
Establish SUC involvement in designing student recruitment and	SUCs involved in mapping recruitment process and co-	Head of Nursing	Ongoing Jan 2019-22	SUC currently co-designing nursing selection activities and tasks.

selection process in Nursing	designing tasks/activities and criteria for judging applications and interview outcomes.	Admissions Policy Officer SUC reps		15/04/19 By email See notes Appendix 11
Include SUCs in the student selection process in Nursing	SUCs involved across interview and selection activities Exceptions and reasons to be noted to SUC Strategy Group	Head of Nursing Admissions Policy Officer SUC reps	Ongoing Jan 2019-22	SUC involvement for Nursing recruitment events in May-Aug 2019 Appendix 12
Develop partnership working to enhance SUC input to student learning and assessment in practice in Nursing	Engage with partners & map opportunities where SUC input to practice learning may occur, e.g. through assessment feedback, dialogue or other means (not simply SUCs as receivers of care/services)	Head of Nursing SUC reps	April 2019 Ongoing 2019-22	Pan London Nursing Practice Assessment Document identifies opportunities for SUC feedback See Appendix 9 for SUC involvement in curriculum delivery showing involvement in assessment
Ensure SUC feedback is used to inform programme enhancement plans.	Design closed loop system where SUCs are routinely asked to give opinions on programmes, their quality and outcomes; these are explicitly fed into module and course evaluations Any proposed programme changes as a result of SUC feedback submitted to Service User and Carer Strategy Grp	Head of Nursing Head of Partnerships SUC reps	Feb 2020 (end of semester one)	Embedded in Pan London Nursing Practice Assessment Documents and University quality assurance processes