



**Getting involved in
Education & Research
within The Faculty of
Health & Social Sciences**

**Service User & Carer Information
2014**

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Welcome!

Thank you for signing up to the Bournemouth University Carer & Service User Partnership (CSUP). We hope there will be many opportunities for you to use your experience to benefit our students and influence the future Health and Social Care workforce

The team

Angela Warren

I like working with people and I love education – that's why this job is perfect for me! I first came to BU to talk to students about my own experiences of health and social care services and now I'm enabling others to do the same. In the past I've been involved in the training of staff, spoken at conferences and been on the Politics Show; all to raise awareness of issues pertaining to health and wellbeing. Outside of work I make cupcakes and do pilates (but not at the same time!).



Peter Atkins



My name is Peter and I have been working at BU as Carer and Service User Coordinator since 2004. For 14 years, I have been a carer of my wife who has a personality disorder, we have four children. In 2000, I co-founded a Mental Health Carers' charity which I ran until 2013. I am also a volunteer Carers UK Ambassador which involves linking up with Carer Leads at local GP Surgeries. I am passionate about meaningful carer and service user involvement in Higher Education Institutes and believe that our group is a good example of this. My other interests are coarse and fly fishing and running half marathons for charities.

Mel Hughes

I am the academic lead for the Carer and Service User Partnership and a Senior Lecturer in social work. I love working in education where I see my role as supporting students to become the very best practitioners they can be. For me, this involves students, practitioners, lecturers and researchers listening to and learning from the knowledge, insight and expertise of people with first hand experiences. I am proud to be involved with CSUP which is leading the way nationally in developing innovative and meaningful ways of involving people and communities in the education of our future workforce.



My other interests include spending time with my family, walking the dog and eating Angela's cupcakes.

Who is involved?

- It could be anyone – nearly all of us use health or social care services.
- It includes people who have learning or physical disabilities; people who have used mental health, physiotherapy or occupational therapy services; people who are carers, parents, young people and children.
- People from different communities and backgrounds.
- Usually, people with extensive experience of using health or social care services.
- It depends on the topic – sometimes members of community groups or the general public might be involved.
- When we are thinking about involvement with education, they are people who are willing to share their experiences to help students learn.

Why get involved?

- So students learn directly from people who have been patients or used health and social care services and from those (family members or friends) who care for them.
- To help students see the whole person (not just the illness/diagnosis) and respect people as individuals.
- Our students spend about half of their course in practice in real work settings, where they spend time with service users/patients, families and carers. It is important to learn from people who are not 'their' patients and who have the chance to talk about and reflect on their experiences.
- So students learn directly from people who have been/are service users and carers as well as learning from books and lecturers. Members of CSUP very much see their role as linking theory to practice.

THEORY



PRACTICE

Service users/Carers

What can I get involved with?

- **Speak to groups of student nurses, social workers, midwives, physiotherapists etc. about your experiences.** This may be both small and larger groups. You are not expected to stand in front of a full lecture theatre of students.
- **Plan and deliver sessions for students.** This can be done with an academic (lecturer). This may be you giving a talk and students asking questions or it could be talking to small groups of students around tables, or it could be role play exercises where students get to practise their communication skills.
- **Take part in meetings about what students should learn, help academics plan courses and develop resources.** Our courses are regularly reviewed and you may be asked about what you think is important for students to learn.
- **Take part in events that approve new courses and check the quality of courses.** When courses are approved or 'validated', we are required to provide evidence of service user and carer involvement.
- **Take part in interviewing and selecting students.** You will receive training and support to do this.
- **Help assess students' presentations.** Training and preparation is given for this.
- **Participate in research projects, conferences and publications.** There may be research projects that are relevant to your experience or you may have an interest in shaping a research project. From time to time we may speak at conferences; sharing the work that we do and you may wish to get involved.
- **Come to meetings about service users and carers in education.** There may be a variety of opportunities to talk about/review what we do and to plan future involvement opportunities.

Are there any personal benefits?

This is what some of our current service users and carers have said:

Being able to use my experiences to "make sense of their lectures in Parkinson's" I feel has been a privilege.

A golden opportunity to influence the health and social care workforce of the future

Being heard and understood

Being invited to speak in front of 26 trainees physiotherapists was the best thing I've done in ages. It forced me out of my comfort zone, but in a good way.

Talking to students has given us more confidence and purpose in life; so does knowing we are helping people become more aware of how to support people with disabilities live to the full.

I appreciate the hourly payment rate as it enables me to pay someone to look after my son, while I'm at the University.

I find fulfilment in doing something proactive which I thoroughly enjoy, allows me to give something back to society

How do I hear about opportunities to get involved?

Usually, the co-ordinators will receive a request from an academic via a **Booking Form** (Appendix 1). They will then match the request with a person who has the relevant experience.

It is important that what you are being asked to do fits in with the students' learning.

We also let you know what the Intended Learning Outcomes (ILOs) are for the session so you know what we hope the students will have achieved from the session.

The flow chart sets out the process of how we plan activities (Appendix 7)
Below are some of the opportunities for involvement in more detail:

Sharing experiences with students

You may have experiences of living with a health condition or disability, having been in hospital etc. and using a variety of services (or caring for someone who has) and want to share those experiences.

Very rarely will we ask you to simply come and '*tell your story*'. It is more likely that you will be asked to:

- Talk about what it is like to live with a disability or illness
- Help students understand the impact that a disability/illness has on your life
- Comment on the specific services that you have received (both positive and negative)
- Be part of a question and answer session with students
- Use your knowledge and experience of services in role play/simulation activities.

Preparation

- Receive the Booking Form
- Co-ordinators to have an initial conversation with you
- Communicate with the lecturer face to face, via e-mail or phone to plan the session
- Co-ordinators to help with IT requirements, hand-outs, equipment etc.

Interviewing prospective students

There is now a requirement for service users and carers to be part of the admissions process for students applying for undergraduate courses in health and social care.

Preparation

- Attend a training session
- Observe another service user or carer

Assessment of students' work

There are currently the following opportunities in this area:

- Assessment of end of practice presentations for BA/MA Social Work. You would be a part of a panel of three (service user/carers, Academic and Agency rep) marking presentations against set criteria.
- Reading (Social Work) students' practice portfolios and providing written feedback on the service user/carers section.
- Providing feedback to students after role plays (BA/MA Social Work and BSc (Hons) Nursing).

Preparation

- Attend a briefing session
- Observe another service user/carers

Curriculum development and course validation

Periodically, courses need to be re-written to ensure that they meet the Standards for Education and Training, as set by the regulatory bodies (The Nursing and Midwifery Council (NMC) and the Health Care Professions Council (HCPC)). The University is required to demonstrate the involvement of service users and carers in this process.

If you have been involved in a course that is being reviewed/validated, we may ask you to attend meetings to talk about your involvement.

Attending meetings

For any meeting you are asked to attend, you should expect the following:

- To be given adequate notice of when and where the meeting will take place
- To receive any relevant paperwork e.g. Agenda, minutes etc. a week before the meeting (where possible) in a format that you have requested
- To fully understand the purpose of the meeting and your role within it
- On arrival, you will be paid your travel expenses in cash
- Any needs you have previously discussed with the co-ordinators, should be met
- A member of BU staff will be present at all times
- At the end, Co-ordinators will be available if you have any concerns you wish to discuss.

We gather students' feedback after every session, using the **Student Feedback Form** (Appendix 2). The feedback is collated and copies are given to you and the academic. It helps us to ascertain the benefit to student learning and to plan future sessions.

We are also very interested to hear how you found the session and ask that you complete a **Service User/Carer Feedback Form** (Appendix 3).

What you can expect from Co-ordinators

- Meet new members in person to go through the Registration Form.
- Provide induction and training to new members.
- Provide booking forms with at least two weeks' notice, giving all the necessary details and requirements.
- Arrange a planning meeting or conversation with academic if needed.
- Book parking and notify as soon as possible, providing maps/instructions where needed.
- Communicate with group members using their preferred method of communication, as stated on the Registration Form.
- Meet people coming in to do an activity, take them to the room etc. In some cases co-ordinators will remain with service users/carers for the duration of the session.
- Provide the opportunity for a de-brief after the session.
- Collect feedback from service users/carers and pass to academics to aid future planning.
- Write up student feedback and aim to send to service user/carer within a week of the activity.
- Organise meetings of the whole group to:
 - Keep members informed of developments
 - Gather group feedback
 - Enable mutual support and contact
 - Sharing ideas
 - Hear from academics.
- Provide mentors/buddies for new members.
- Produce a newsletter three times per year to highlight good practice and share news.

Expectations of Lecturers

- To invite Co-ordinators to at least one programme team meeting a year to review service user/carers input and aid future planning.
- To alert Co-ordinators to their requirements at the planning stage in order to identify and recruit people.
- For specific activities; give Co-ordinators **at least** three weeks' notice.
- Fill in the participation Booking Form, clearly stating the requirement, context and Intended Learning Outcomes (ILOs) for the particular unit of learning.
- To be willing to meet with the service user/carers in advance of the session, should this be needed for preparation purposes.
- To consider planning sessions with service users/carers.
- Lecturers must be present for the **duration** of the session for the following reasons:
 - To make links with the lived experience and theoretical aspects
 - To ensure the well-being of the person
 - Health and safety.
- Lecturers must hand out Student Feedback Forms at the end of sessions and return them to co-ordinators.
- To be knowledgeable of BU policies/procedures regarding the welfare of students and visitors.

What we expect from you

- Complete a registration form:
 - Stating areas of your experience that you are willing to share with students
 - Giving us the information needed to ensure your safety whilst undertaking activities at BU
 - Providing an ICE (In Case of Emergency) number.
- Look at the participation Booking Form and decide what you need to do in order to prepare.
- Ask the Co-ordinators for any help or further information you may need.
- Check beforehand that you know where you are expected to be and that parking is booked as required.
- Keep a note of mileage and any receipts relevant to travel expenses claims.
- We understand that living with an illness/condition or having caring responsibilities may mean that you are not able to attend a pre-booked session. We ask that you give us as most notice as possible if this arises.

Payments

The current payment rate for all activities is £10 p/hour. This is usually paid by cheque within three weeks. Travel expenses are reimbursed in cash on the day on production of tickets/receipts. Mileage is paid at a rate of 45p/mile.

If you do not wish to receive payment for your time, you can request that the money be donated to a (registered) charity of your choice.

N.B. If you are in receipt of benefits, please contact the Department for Work and Pensions (DWP) to check on the recent changes of the notional earnings rule and how it applies to you.

Please note

You will not be considered to be an employee of Bournemouth University, but any payments for time that you received, if they are paid to you personally, will be seen as income by Her Majesty's Revenue and Customs (HMRC) and DWP. Therefore, there could be tax/benefit implications, which are your responsibility.

Your safety on campus

Most of the activities with students will take place at the Lansdowne Campus (for map, see Appendix 8). To ensure your safety and well-being at all times whilst on University premises, please be aware of the following:

Smoking

Smoking is prohibited in all Bournemouth university buildings.

Smoking is also prohibited at entrances to university buildings and within 5m of University buildings. This is to prevent smoke from entering buildings via doorways or windows and to ensure it is not a hazard to those entering buildings.

Smoking is not permitted within any vehicles owned or operated by the University.

Smoking is also not permitted in any public area which is substantially enclosed (an example being a bus shelter).

This also applies to the use of **electronic cigarettes**. The use of electronic cigarettes is prohibited wherever smoking is prohibited.

Fire

At the beginning of a session, you will be informed of where the nearest fire exit is. Each building on campus conducts a scheduled fire alarm test once a week. You will be told if this will happen on the day you are on campus.

In the event of fire, you are required to do the following:

- When the fire alarm sounds, leave the building by the nearest exit
- **Do not use any lift**
- Go quickly to your nearest assembly point. These are noted on the Fire Routine Notices displayed around the campus and are a safe distance from buildings.
Do not remain near the building or block entrances or approaches to buildings: this may delay fire brigade access
- Obey instructions issued by both the Fire Wardens and Fire Marshal
- Do not re-enter the building until told to do so by the Fire Marshal.

Disabled evacuation

The university has now installed REFUGES in strategic positions throughout each multi-storey building. If you have a disability and are not able to exit the building via the stairs, you will be shown the REFUGE nearest to the room you will be in.

These refuges are designed to be a temporary place of safety for a person with a disability to wait until assistance arrives.

Two way communications are provided in the refuges which allow anyone in the refuge direct voice contact with the local reception or the Fire Marshal.

Each refuge has also been given a position code, enabling the Fire Marshal to identify the refuge in use.

The university have installed Evacuation Chairs, again in strategic positions, (not necessarily in refuges). When a refuge is in use, a trained operator will be sent to the refuge with an evacuation chair, and will wait with the occupant until the emergency is over.

If it becomes necessary to evacuate the refuge, the Evacuation Chair can be easily and safely utilised.

This procedure applies only to those individuals located on upper floors when an evacuation warning sounds. Those on the ground floor should leave the building using a safe exit.

N.B. If you have a disability and are concerned about what will happen to you, in terms of evacuating the building in the event of a fire, please arrange to speak to one of the Co-ordinators.

Medical emergency

If you have an accident or are taken ill whilst on Bournemouth University premises, the member of staff with you will call for the assistance of a First Aider. If the injury is serious, they will call our (internal) emergency number **222**, (or 01202 962222 if calling from a mobile) which will go through to central reception, who are best placed to co-ordinate a response.

If you have to be taken to **hospital**, we will call the person whom you have stated on your Registration Form as your **ICE number** (in case of emergency) to let them know what has happened.

Risk Assessment

For all of our activities we are required to carry out a risk assessment. Risk assessments are used to reduce the number and severity of accidents by assessing the risks beforehand and introducing appropriate prevention measures.

A risk assessment is nothing more than a careful examination of what, in our work, could cause harm to people so that we can weigh up whether we have taken enough precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill due to work activities.

The risk assessment process consists of the following steps:

- Identifying hazards
- Deciding who might be harmed (and how)
- Assessing the risks from those hazards (i.e. the possibility that the hazard will actually result in harm or loss)
- Considering whether further action is needed to eliminate or reduce the risks identified and what would be effective, reasonable and manageable
- Implementing and maintaining some control measures and programming in a regular review of the assessments.

Risk assessments are carried out using Bournemouth University's General Risk Assessment Form. A copy of this can be seen on request.

Appendices

This form is for members of academic staff to request the involvement of service users and/or carers to contribute to their programme.

Requirement (as much detail as possible. What experience does the person need to have, and what do you want them to do? Will it be the whole group/small groups, etc?)			
Unit of Learning			
Purpose: What is the context of this session? What are the Intended Learning Outcomes?			
Venue Full address			
Date & Time			
Co-ordinator contact			
Academic Lead			
Student year group		Number of Students	
Additional Information			

For Office Use only

Name of Service User or Carer	
Attendance confirmed via:	
Car Parking booked at:	
Co-ordinator to greet and administer payments	
Risk Assessment Completed	<input type="checkbox"/>

Course		
Date		
Unit		
Year Group		Session
Service user/Carer		
What did you learn from this session?		
What could have been done differently?		
Comment (s) for the service user/carers		

Course		Academic
Date		
Unit		
Year Group		Session
Your name		Co-ordinator
Was the Booking Form useful? Yes <input type="checkbox"/> No <input type="checkbox"/> Comments : Comments on the practical arrangements: 		
How did you find the students? 		
Was the lecturer supportive? Yes <input type="checkbox"/> No <input type="checkbox"/> What could he/she have done differently? 		
How did you feel at the end of the session? 		

Parking information

When you come into the BU for any activity, we can book a parking space for you. This will be at Bournemouth House, Studland House or the Executive Business Centre (EBC). If there are no spaces available, we ask that you park in the pay & display car park and we will re-imburse you on the day.

Parking at Bournemouth House

Bournemouth House is near the St. Swithun's Roundabout, postal address:

19 Christchurch Road
Bournemouth
Dorset
BH1 3LH

This is the main entrance:



When you arrive, you can park outside the main entrance, go in to reception, collect your parking permit from the desk and then drive round the roundabout into **Gervis Road** to the car park at the back of Bournemouth House.

This is the car park entrance which is in **Gervis Road**



Drive in and park in one of the visitor bays on the left hand side. The **disabled parking** bays are on the right hand side by the white/yellow van (in the image).

There is an entrance at the back of the building from the car park to save you walking all the way round to the front. It is on the right, just past the white/yellow van.

Parking at Studland House

Studland House
12 Christchurch Road
Bournemouth
Dorset
BH1 3NA



You can either stop outside the main entrance, go into reception to collect your permit or park first.

Drive in the entrance on the right hand side of the building, follow round to the left. The visitors' parking spaces and disabled bays are near the rear door on the right.



There are two visitor parking spaces and two disabled bays. If you are booked into a visitor's space, you may have to remove a cone.

It should be relatively easy to find the spaces as you'll see the ambulance. This is a teaching ambulance which will be parked there for the foreseeable future.



Parking at the Executive Business Centre

Executive Business Centre
89 Holdenhurst Road
Bournemouth
Dorset
BH8 8EB





Park in one of the bays here – you may have to move a cone.
When you have parked, go into reception and collect your permit.

C/SP

BOURNEMOUTH UNIVERSITY
CONSULTANT / SINGLE PAYMENT

(month)

(year)	
--------	--

Form to be completed and returned to School/Professional Service by the 7th of following month. Failure to comply with deadline and accurate completion will result in payment delay to month later.

Full Name (in capitals)

School/Professional Service

Employee no.

Home Address

Daytime Tel. Number

Normal place of employment

Date of Birth

National Insurance number

Bank Details - Account Code

Sort Code

•

1

Reference

[illegible]

Day	Date	Type of expenses (i.e. Fuel costs, Rail fares, Subsistence etc.)						£
						TOTAL EXPENSES		

I certify that the details given above are correct and that I have personally performed the duties for which payment is claimed.

All relevant receipts are attached.

Report received:

	Y/N
--	-----

TOTAL FEES & EXPENSES

0	
---	--

Signature of Claimant

Date _____

Signature of Head of Academic Department or Professional Service

Date _____

School/Professional Service to complete next section :

FEES / EXPENSES			Account Code	Activity Code (Inc. S VAT code)	Scale/rate if variation Is this essential?

TOTAL £

Signature of School / Professional Service Authorised Person

Date _____

FOR OFFICE USE ONLY:

Input by:

Payslip Checked by:

Payment for travel

You will be re-imbursed for your travel, in cash, on the day of the activity.

You will need to sign this form to indicate that you have received the payment

PETTY CASH VOUCHER		Date		
Details		Amount		
A valid VAT Receipt must		VAT		
to this document if approp		£		
Please print name				
Signature:				
SCHOOL/PROFESSIONAL SERVICE USE ONLY				
Account	Activity	S.VAT	Gross Value	
		Total		
Please print name				
Signature (Budget Manager only)				
Voucher No:				

Your address will be written here

Appendix 7



