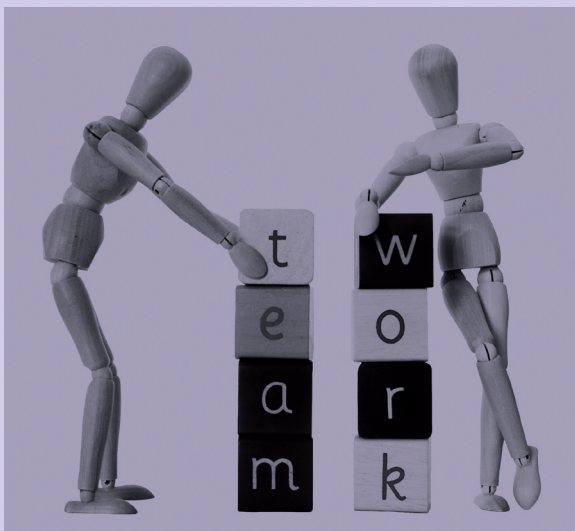


EFFECTIVE ENGAGEMENT IN SOCIAL WORK EDUCATION

A GOOD PRACTICE GUIDE ON INVOLVING PEOPLE
WHO USE SERVICES AND CARERS



ACKNOWLEDGEMENTS

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The Guide contains some materials which are reproduced by kind permission of the Open University.

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We dedicate this Guide to the service users and carers who commit their time and energy to helping students learn in order to make things better for others.

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Introduction

“Who better to do it than people who use services and carers?”

Member of Service User & Carer Involvement Group (SUCIG)

This Good Practice Guide was commissioned by Scottish Social Services Learning Network West in collaboration with Learning Network South East. It is based on research conducted in 2008 and commissioned by these Learning Networks to explore the extent of service user and carer involvement in the Higher and Further Education sectors in west and southeast Scotland. The research showed that the involvement of people who use services and carers in all aspects of social work training is at an early stage. You can read more about the research in the Research Base section.

Through this Guide we hope that good practice can be shared and lessons learned.

The Guide has been developed by the Scottish Consortium for Learning Disability, written by Lisa Curtice and edited by Jan Murdoch. Members of the Training Sub-Group of the Service User and Carer Group (SUCIG) in Glasgow took part in two workshops to plan and comment on the Guide.

The Guide is divided into six sections:

- Introduction

Background information about the Guide.

- The Essentials of Engagement

An overview section that summarises the main barriers to better engagement, key good practice components and also the benefits. In this section we present the model of good practice that is illustrated throughout the Guide.

- Agreeing the Basics

Three areas are identified as a precondition for involving people who use services and carers: a statement of shared values, policies on recognition and payment and training, preparation and support for service users and carers. These should be developed jointly between teaching organisations and services users and carers.



- Effective Engagement for Service Users and Carers

This section contains material for and by people who use services and carers. Members of SUCIG give their top tips to people thinking of getting involved and describe their own experiences of contributing to training. Read this section to find out what works best for the people who matter most.

- Effective Engagement for Teaching and Learning Organisations

For the benefit of staff involved in planning and delivering learning opportunities for students, this section follows the different stages of course development. Each section includes local research findings, messages from wider research, top tips, good practice examples and sources of further information.

- Useful Contacts and Resources

Organisations that can provide further information and assistance and sources of useful materials are listed at the end of the Guide.

Continuing Support

A dedicated website has been set up to accompany this Guide. You can download the materials included in the Guide, share your own examples of good practice and take part in discussions about the issues you are facing and the lessons you learn about what works.

<http://www.serviceusercarergoodpractice.org.uk>



Purpose of the Guide

This Guide is a tool to support the effective engagement of people who use services and carers in social work education. It is evidence-based and applicable to educators working in the social care field and beyond including health, early years and childcare.

The purpose of the Guide is to progress the involvement of people who use services and carers in all aspects of social work education by demonstrating the range of opportunities for involvement and explaining the key elements of good practice.

The Guide has a number of key features:

- Identifies good practice
- Encourages consistent involvement
- Offers tools and resources for use in your work
- Highlights the benefits of involvement for staff, students and individuals
- Includes the personal testimonies of those with direct experience of involvement in social work education
- Proposes a model for making engagement work for everyone.

The Guide is for:

- Lecturers on Social Work programmes
- Practice learning tutors and mentors
- Service user groups
- Carer groups
- In house trainers
- Assessors and verifiers.



As the Guide demonstrates, much information is available about service user and carer involvement in social work education. Some excellent practice is emerging and social work educators can lead the way in terms of citizen involvement in Higher and Further Education. However practice is not consistent and progress slower than many would wish or national requirements demand. People who use services and carers want to see this good practice taken off the shelf and put into practice in west and southeast Scotland and beyond.





The Research Base

This Guide is based on research carried out in 2008 by Sara Fitzhenry on behalf of Learning Networks West and South East.

The research consisted of a survey of Higher Education Institutions (HEIs) offering social work programmes and Further Education Institutions (FEIs) delivering social care programmes within the geographical areas covered by these Networks.

5 HEIs and 25 FEIs were sent postal questionnaires.

3 HEIs and 12 FEIs responded.

The questionnaire asked HEIs and FEIs to detail the involvement of people who use services and carers in their social care and social work programmes.

In addition 13 interviews were conducted with people who use services and carers. A total of 39 carers and 14 people who use services took part in the interviews. Three were group interviews of eight or more people, seven were with groups of two to five people and three were individual telephone interviews. All those interviewed had experience of social workers or social care services and three had had direct contact with students at an FEI or HEI.

The interviews sought to ascertain the views of people who use services and carers about what type of involvement is appropriate and the barriers and benefits.

Findings from this local research are included throughout this Guide, as are references to other relevant literature.

Further Information

Fitzhenry, S., (2008), "Service User and Carer Involvement in Social Care and Social Work Programmes."

<http://www.learningnetworks.org.uk/regions/west/miscellaneous/Serviceuserreport.pdf/>





The Essentials of Engagement

We begin by addressing some overarching questions about service user and carer engagement in social work education:

- What gets in the way?
- What does good involvement look like?
- Why do it at all?

To address these important questions this part of the Guide:

- Identifies common barriers to involving people who use services and carers
- Presents a model that summarises the key components of good practice that are illustrated throughout this Guide
- Examines the main benefits of involvement for educators, learners, service users and carers.



Barriers

There is no doubt that staff in universities and colleges often feel up against major barriers in terms of time and funding when they try to develop service user and carer involvement and this may account for good practice often developing in pockets, rather than as mainstream practice. But people who use services and carers also face capacity issues and can be faced by additional barriers when they are asked to be involved without being given proper support. We suggest that educators, service users and carers need to pool their resources to challenge practices that exclude and to argue for commitment and funding to make involvement work.

What the Experts Say

"For carers, time is always a great barrier – trying to juggle two lives at the same time."

Carer, South East Scotland

"They use these big words and you don't know what they mean."

Carer, West of Scotland

"I know quite a lot of people – service users – who would want to get involved but their attitude is it doesn't really matter what we say 'cos they're not going to change it anyway 'cos they're used to it always being like that... it doesnae really matter what the service user says because it won't really change anything."

Service User, West of Scotland

Findings from Local Research

The research found that lack of allocated funding and insufficient staff time were identified as barriers. Staff group motivation and funding were felt to facilitate involvement.

The service users and carers interviewed said that the barriers to involvement were time, use of jargon by academic staff, and perceived power imbalances between academic staff and service users and carers. Lack of experience was also a barrier.





Top Tip: It takes a 'can do' approach to overcome barriers

Messages from Wider Research

Beresford and Croft (2001) note some of the factors that can lead to 'tokenistic involvement including:

- No change or improvements resulting from involvement
- Inaccessible environments
- Inadequate support
- Discrimination by marginalising some groups of service users.

Good Practice Example

In 2008 the Scottish Social Services Council awarded funding of £5000 to HEIs to develop user and carer involvement in student selection.

SUCIG worked with Glasgow City Council to hold a consultation day for service users and carers to consider whether they might wish to get involved in training staff and to identify what they needed to be able to do so.

Action

Start with the reasons for developing meaningful involvement and develop a plan that you feel will benefit both contributors and the course requirements.

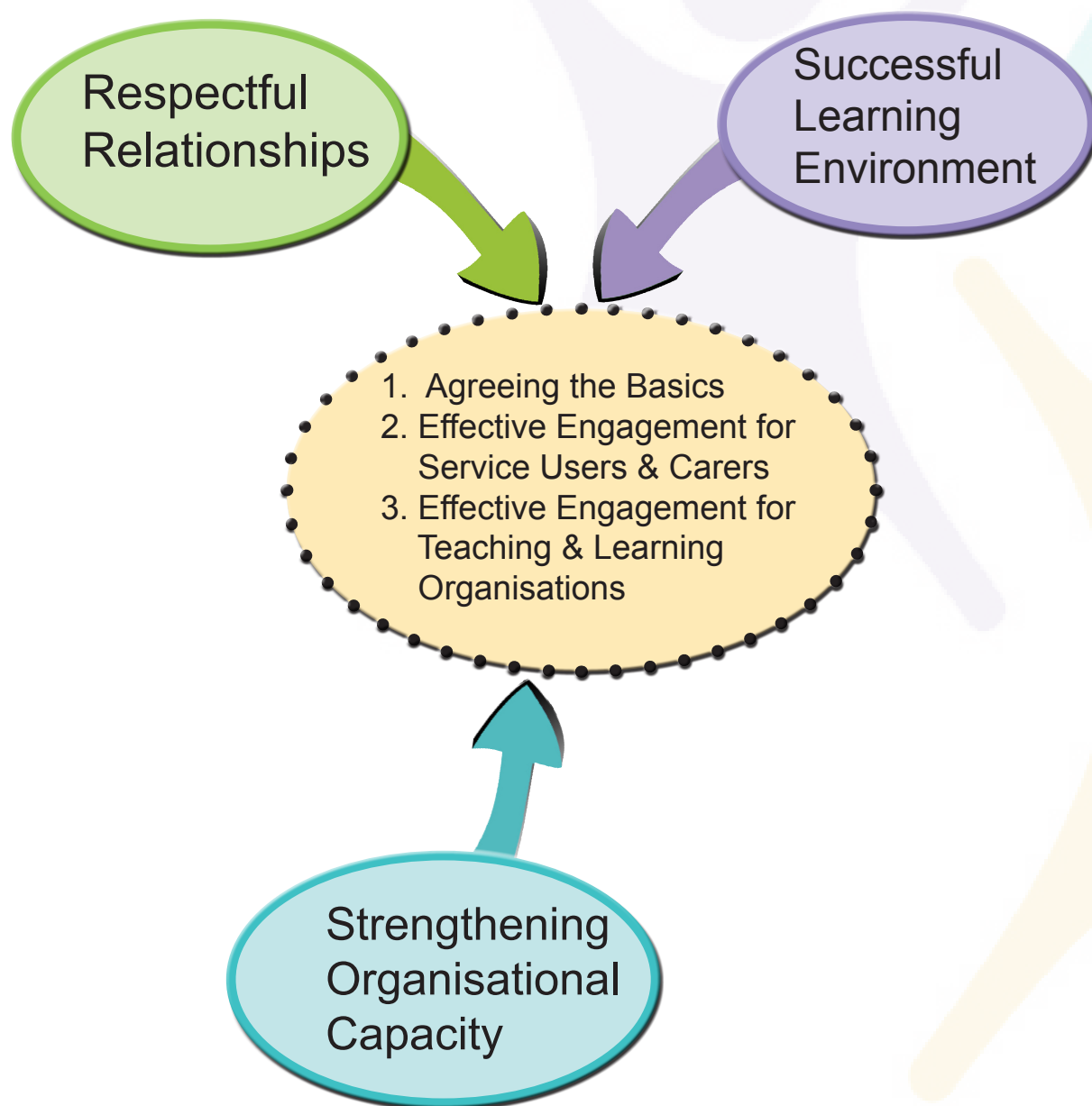
Further Information

Beresford, P. and Croft, S., (2001). Service users' knowledge and the social construction of social work. *Journal of Social Work*, 1(3).



Key Components of Good Practice

Our model of good practice reflects a staged approach. It is derived from research into service user and carer involvement in education and from the views of those who have already experienced what does and does not work. The model identifies three dimensions of good practice: building respectful relationships, strengthening organisational capacity and creating a successful learning environment. It identifies key components of good practice within each of these and maps these to the actions recommended in this Guide.





The Benefits

Engagement with people who use services and carers should benefit everyone – educators, students and service users and carers themselves. It should lead ultimately to improved practice. This section summarises the benefits of engagement for improving learning and practice.

“How to work with people using services, carers, professional colleagues and volunteers and work closely in partnership with them is central to standards in social work education.”

(The Scottish Executive 2003, p. 20)

“The benefits of working with people who use services and carers have been many. They bring a fresh perspective to the work that we do and suggest things that often we haven’t considered because we have been so closely involved in the development or delivery of something.”

Lecturer in Social Work

What the Experts Say

“Some of the most powerful things people learn are from service users and carers.”

“Remember carers are a knowledge resource for you.”

SUCIG members

Findings from Local Research

One HEI respondent saw service user and carer involvement as a “crucial element of student learning and course design” and reported that “it enhances the student experience if it is planned, purposeful, relevant and progressive”. Another found it a privilege to meet and work with service users and carers in the production of learning materials and wrote that service user and carer involvement in “influencing service delivery and professional education is vital”. A third of FEIs commented on the benefits for students’ learning that comes from service user and/or carer involvement. One respondent commented that “students learn much more from this type of engagement than any other”.



All the service users and carers interviewed commented that through service user and carer involvement, students would gain insight and it would ultimately improve services if there was more understanding from workers. As one carer stated:

"There would be a whole generation coming out who would understand."

Carer, South East

The benefits of involvement for institutions were agreed to be: enhancing learning, challenging assumptions, hearing and valuing people who use services and carers and improving services

Top Tip: Everyone's learning can benefit from service user and carer engagement

- People who use services and students can learn together
- Values can be put into practice
- Future relationships can be modelled
- Assumptions are challenged and anti-discrimination is encouraged, e.g. not all carers are the same.

"The assumption that a carer is a carer is a carer is ridiculous."

Carer, West of Scotland

Messages from Wider Research

Practice benefits include:

- It is consistent with the Scottish Social Services Council Codes of Practice
- It is mandated by The Framework for Social Work Education in Scotland (The Scottish Executive, 2003)
- It is consistent with social work values
- It links with the development of anti-oppressive and empowering practice (Dominelli, 1996; Molyneux and Irvine, 2004, p.295).



- It models expected social work and social care practice
- It should lead to improved future services.

Educational benefits include:

- The development of transferable skills in developing participation, inclusiveness, respect for users' points of view and trust (Waterson and Morris, 2005)
- The acquisition of core skills such as active listening (Waterson and Morris, 2005), interpersonal skills and knowledge of systems to provide practical help (Molyneux and Irvine, 2004, p. 295)
- The development of theoretical understanding
- Encouraging students to adopt a whole person approach to their practice.

It's not just students who benefit from the experience, service users and carers report positives too:

- Develops confidence
- Validates personal experiences
- Gain satisfaction from the fact they can make a difference
- Learn different perspectives.

"We can learn from it and it gives us more knowledge."

Service user, West of Scotland



Action

Engagement with service users and carers is not optional for social work education. Map the benefits of involvement against the learning objectives of your programmes. Consider how greater engagement could enhance the quality of the learning experience.

Further Information

Dominelli L. (1996) Deprofessionalizing social work: anti-oppressive practice, competencies and postmodernism. *British Journal of Social Work*, 26 (1):53-175.

Molyneux J. and Irvine J. (2004) Service user and carer involvement in social work training: a long and winding road? *Social Work Education*, 23 (3):293-308.

The Scottish Executive (2003). *The Framework for Social Work Education in Scotland*.

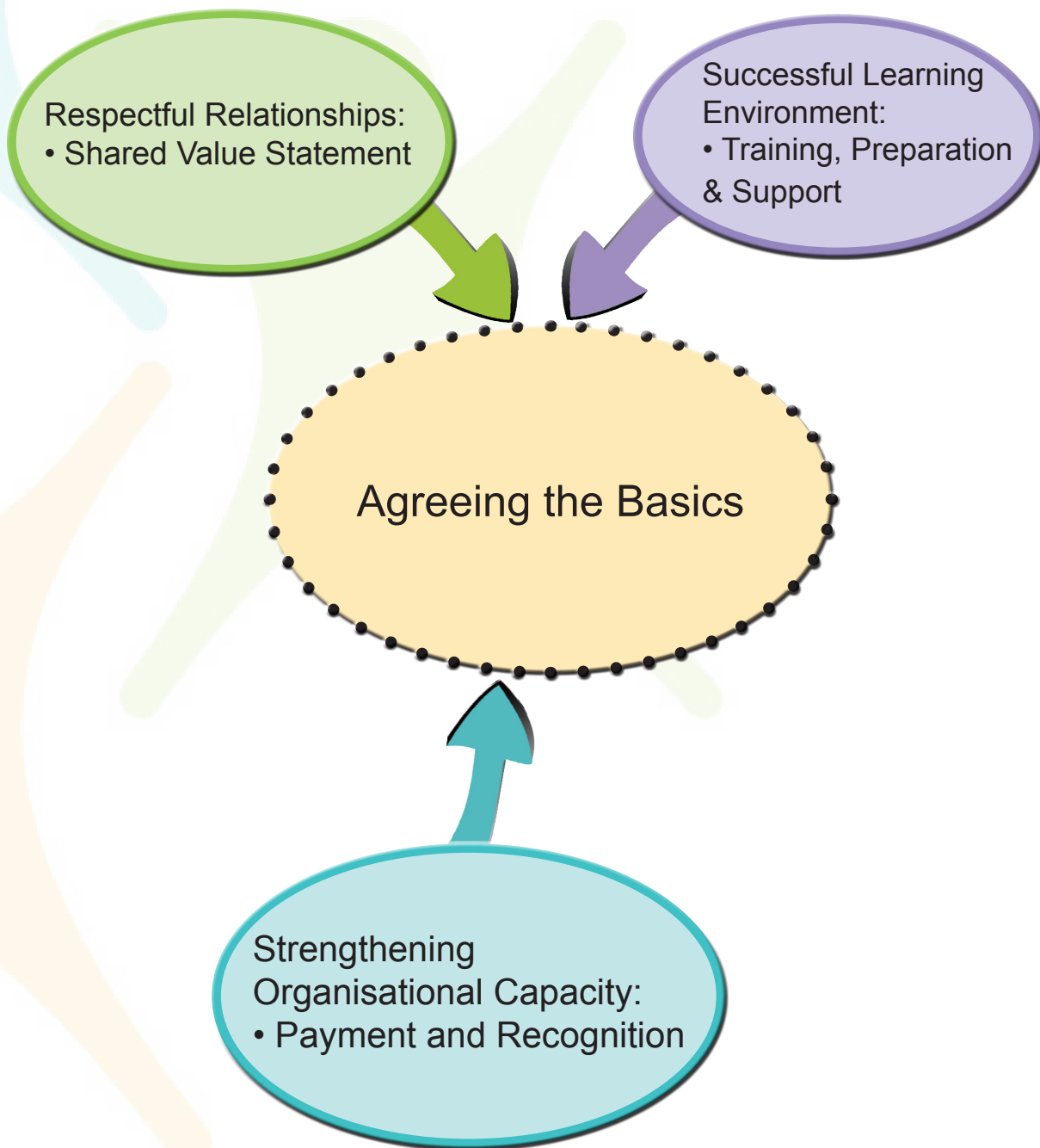
Waterson J. and Morris K., (2005). Training in 'social' work: exploring issues of involving users in teaching on social work degree programmes. *Social Work Education* 24 (6):653-675.





Agreeing the Basics

This part of the guide is about the terms of engagement. There are some non-negotiables for effective engagement that are reported by all those with experience in this area. They reflect the three aspects that we have identified in our good practice model: respectful relationships, strengthening organisational capacity and successful learning environments.





Respectful Relationships

These are founded on establishing the terms on which involvement will take place and signing up to the values that will underpin the work. The best place to start is by developing these jointly with service users and carers. A means of achieving respectful relationships is to **develop a statement of shared values and principles.**

Strengthening Organisational Capacity

This requires planning to overcome the barriers that exist within educational organisations to rewarding and recognising the contributions made to teaching by those who are not academic staff and the limitations on earnings for people who depend on welfare benefits. You should **develop policies on recognition and payment** that clarify expectations and recognise the value of contributions made by service users and carers.

Successful Learning Environments

These will only be created when service users and carers are properly supported to convey their experiences and views. This requires attention to the information they are given before they get involved, the training and preparation they receive and the feedback and opportunities for development that follow their involvement. This requires **training, preparation and support** for service users which is integral to any involvement you undertake.



Shared Principles and Values

Good relationships are key to effective engagement. These depend on clarity of expectation and acknowledging the power imbalances between people who use services and academic staff. A good place to start is creating a statement of values on which further engagement can be based. This can also help to tackle some of the practical barriers to involvement that are presented by custom and practice in academic institutions.

What the Experts Say

"It is important that professionals learn to 'let go' of some of their power for real service user involvement to happen."

Member of Service User Panel for Open University School of Health and Social Welfare

Messages from Wider Research

Effective engagement requires a strong value base and is supported by developing a statement of values and principles at the outset (Ager et. al, 2005). This should be done in partnership with people who use services and carers and offers:

- A guide for working relationships
- The basis for developing more detailed ground-rules
- A framework against which progress can be reviewed
- The opportunity to reflect periodically on the process with the benefit of increased experience.

Ensuring a fair and effective working relationship relies upon the following components:

- Recognise the importance of power relations
- Establish open communication
- Respect and take each other seriously
- Communication, openness, ability to enter the 'other's world' and trust



- Recognition and understanding of power, role divisions, individual strengths, competence and input along with valuing commonality and difference
- Sharing information, power and decision making
- Negotiation between stakeholders.

(Waterson and Morris, 2005 p.661)

Good Practice Example

The University of Dundee Service User and Carer (CU) Group developed a statement of intent. Its principles include:

- Plain English
- Fair funding
- Bottom-up networks
- No tokenism
- Seeing change from consultation
- Encouraging all groups to have a voice.

Action

Develop an agreed set of values and principle for engagement with staff, people who use services and carers.

Further Information

Ager, W., Dow, J., Ferguson, I., Gee, M., McPhail, M. and McSloy, N. (2005) Service User Involvement in Social Work Education: Good Practice Guidelines. IRISS (formerly SIESWE).

<http://www.iriss.ac.uk/node/291>





Recognition and Payment Policies

Concern about how payments may affect benefits can be a barrier for both teaching institutions and people who could contribute to teaching. Institutions will vary in the flexibility they can exercise over payment methods. Individuals for their part will also differ in their wishes, depending on their circumstances. However it is important that recognition and payment should be offered for a contribution to teaching and learning.

What the Experts Say

"The whole reason is to make services better for people"

"I would want payment if I'm up there sharing my life and all the things that have happened."

Service Users, West of Scotland

Findings from Local Research

All participants expected that travel expenses would be given to service users and carers but there was no agreement on whether there should be payment or how much this should be. Payment is not the main motivation for people who use services and family carers getting involved in social work education, but some feel it only right that their contribution should be recognised in this way.

Top Tip: Institutions should check their policies with their local Jobcentre Plus office. They have a responsibility to follow the law, as does the contributor.

Top Tips for people who use services:

- Get good benefits advice
- Make use of others sources of advice such as CABs and Welfare Rights Officers
- Be honest about your situation because you could be breaking the law.



Messages from Wider Research

A policy should be developed to cover payment and employment, expenses and other forms of recognition. It will cross-reference other policies such as volunteering and personal and professional development. The policy should specify:

- allowable expenses
- the tasks for which payment will be made
- the rate
- possible payment methods.

Payments

- The contributor should always get a benefits check
- Be aware that vouchers still count as income
- Creating teaching posts for people with specific experience to offer might be a way of employing someone in a more permanent way
- A social firm is one way in which people who use services might be able to be employed to offer their services as trainers and consultants. Social firms are commercial businesses that provide employment opportunities for people disadvantaged in the labour market.

Expenses

- some people may need an advance for travel including taxi fares or to have tickets sent in advance
- reimbursement of travel and other expenses, such as subsistence, may be required on the day in cash
- other expenses that people may incur include payment for extra hours to a personal assistant for themselves or the person they care for, postage and telephone costs
- make expense forms accessible and/or provide support to complete these.





Other Forms of Recognition

- Always thank the contributor
- Offer feedback
- Share course evaluations with those who have contributed to the course
- Consider offering personal development opportunities for those involved
- Offer information and advice on the individual's own lifelong learning needs
- Enable participants to use their experiences in CVs and future job applications
- Ensure the person has information about the course and their contribution to include in their portfolio
- Provide contributors with the opportunity to use university or college facilities such as the library or gym
- Look at ways to develop accreditation for the training received by service users and carers.

Good Practice Examples

Glasgow School of Social Work has developed a user-friendly expense form and provides administrative support to help with completing forms.

Learning and Development at Glasgow City Council has developed a strategy for expenses and support for service users and carers involved in staff training.

Action

It is important that the teaching or training institution has a clear policy on payment of expenses and fees and that they have checked that their arrangements comply with benefit and tax regulations. It may be useful to identify a person who can lead on this.



Further Information

Department of Health (2006) Reward and Recognition. The principles and practice of service user payment and reimbursement in health and social care: A guide for service providers, service users and carers. 2nd edition.

http://www.dh.gov.uk/en/publicationsandstatistics/publications/publicationspolicyandguidance/dh_4126863

What are we worth? Workshop report. SCLD, IRISS, SSS Learning Network, Scottish Voices (2008)

<http://www.iriss.ac.uk/files/scottishvoices-whatareweworth-report-2008-02-08.pdf>

For Social Firms

www.socialfirms.org.uk





Training, Preparation and Support

Good support is a worthwhile investment which encourages sustainable engagement and an effective learning experience. Some of the supports that create a good experience are simple, but they require planning and preparation. Above all, it is important to listen to what people who use services and carers say they need.

“Support for users and carers is needed and this includes practical support before, during and after sessions. Specific training in presentation and communication skills should be available. Citizen trainers also have to be valued in monetary terms as well as being assured that all preparations are sensitively handled.”

(Duffy J., 2006).

What the Experts Say

“Practice, practice, practice”
Anna Duffin, SCLD Co-trainer

Findings from Local Research

More than half of the service user and carer participants identified a need for training on presentation skills or confidence building before they would feel comfortable or effective in direct contact with students.

Top Tip: It is possible for a wide range of people to become involved in contributing to teaching and learning.

Ensuring a pool of people are available to offer contributions can be facilitated by:

- Identifying highly experienced presenters amongst local user and carer groups
- Developing the capacity of some people with less experience
- Creating shadowing opportunities which pair less experienced presenters with someone more experienced before they are asked to do it themselves.



Maximise Participation

Good support enables more people to take part. Some components of good support include:

- Individuals are enabled to develop at their own pace and take on new challenges as their experience increases
- Educational institutions provide visiting presenters with facilities and support to develop audio visual material
- Practical support with travel and other arrangements is offered by administrative staff
- Contributors are met on arrival and debriefed afterwards
- Expenses are paid on the day.

Messages from Wider Research

Systematic capacity-building is one way by which partnerships with academic institutions could enable more users and carers to participate in social work education. Brown and Young (2008) describe a pilot of the Getting Involved Programme which was developed by Skills for Care to facilitate involvement in the social work degree by users and carers new to social work education. Bournemouth University found challenges in the timescales, infrastructure requirements and changes to procedures needed. The authors highlight the importance of sustained funding and commitment to support involvement.

Good Practice Examples

In October 2007 Glasgow's Service User and Carer Involvement Group (SUCIG) organised a successful and inclusive event to enable people who use services and carers to say how they would like to improve staff training. Over 50 people attended. Participants said that they needed a range of training and learning opportunities to be involved in training. These included presentation skills, confidence building, giving and receiving constructive feedback, interview skills, skills in facilitating groups, telling your story on disc or in writing or pictures.





SCLD works alongside co-trainers to develop all our training materials and deliver courses. We begin with a workshop, asking people for their experiences and views on the topic. Then we work with individuals to develop a script for them to present their contributions. People usually want at least one rehearsal to feel properly prepared. “Calling the Shots”, an interactive learning resource produced by SCLD, Heartfelt and Scottish Borders Council, shows how a wide range of people with learning difficulties became engaged in developing, delivering and monitoring the Scottish Borders Council Social Work Training Strategy.

The Open University provides a range of support to service users and carers to enable them to participate. Alice Bradley, an OU tutor, writes about their experience at the end of this section.

Action

It is essential to identify staff time and resources to support people who use services and carers to develop their contributions to teaching and learning. Given that time is a big barrier for teaching staff it may be helpful to consider a contract with a local group to support users to take part. This support is a rewarding activity and could also be a role that could provide a learning opportunity for students.

Further Information

Calling the Shots

<http://www.sclld.org.uk/what-we-offer/training/other-learning-resources.xhtml>

Brown K. and Young N. (2008) Building capacity for user and carer involvement in social work education. *Social Work Education*, 27(1): 84-96.

Duffy, J. (2006) Participating and Learning; Citizen Involvement in Social Work Education in the Northern Ireland Context: A Good Practice Guide.

http://www.niscc.info/content/uploads/downloads/publications/citizen_involv.pdf



Supporting Service Users and Carers Involved in the Education of Health and Social Care Students.

Alice Bradley writes about the Open University's experience.

Two particular challenges when involving service users and carers are first, making sure the job suits the skills and experiences of the person involved and second, providing the right kind of support to help the person concerned (as well as the students) get as much out of the experience as possible. The Open University (OU) has developed a number of job descriptions which tell people what the job is about, why it's important, what they will be asked to do and what kind of support they will be given. You can find examples in the sections of this Guide on student selection and assessment.

It's important that these job descriptions are helpful and informative, so, in partnership with the Scottish Consortium for Learning Disability (SCLD) we held a workshop to pilot them and make sure people were happy with them. Service users and carers from across a range of services attended. In the morning we told them about the range of opportunities available at the OU and had presentations from service users and carers already involved. In the afternoon we split into groups and discussed the job descriptions. The feedback we got will help us make sure the job descriptions are fit for purpose and also enable us to present them in alternative formats, e.g., easy-read, Braille, audio etc.

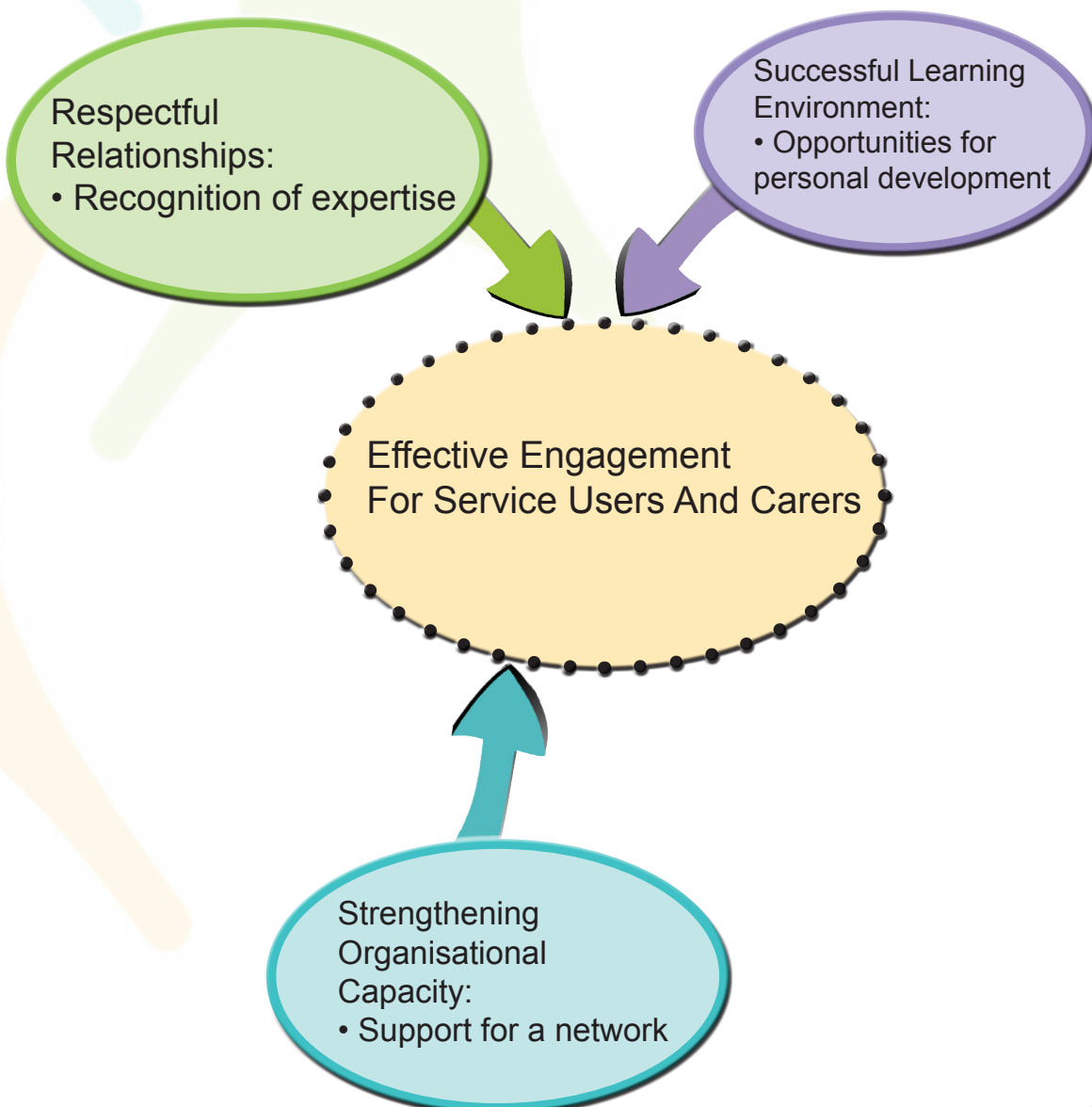




Effective Engagement for Service Users and Carers

This part of the Guide is particularly for people who use services and carers. It includes the example of the Service User and Carer Group in Glasgow who assisted in the preparation of this Guide and give their own top tips about training for other service users and carers in the final section.

We illustrate how our model of good practice can be used to develop engagement that is effective for service users and carers themselves. We propose that respectful relationships depend on recognising the expertise of service users and carers. A successful learning environment will be one where there are opportunities for personal development and where service users and carers can learn new and transferable skills. The organisational capacity of service users and carers can be strengthened where there is support for a network of individuals and groups.





Recognition of Expertise

People who use services are experts by experience. They value the chance to make a difference by helping student social workers to learn how they should do their job. In this section we describe how this expertise can be recognised and we profile an individual who is already using her experiences for the benefit of others.

What the Experts Say

"You hope something will stick in their mind and that they'll always remember this through their working lives."

"Tell them about how not to do it."

SUCIG Members

Findings from Local Research

Carers felt that if workers were more understanding and listened more to carers then carers would not have to spend so much energy fighting for services. The service users who were interviewed also felt it was important for students to learn about their experiences. Examples of this included what it is like to live with mental health difficulties, the reasons why someone might get involved in addiction and what it is like to have a learning disability.

Top Tip: Have the courage of your convictions. If you speak from your experience and say what you feel and think you will give students a very valuable opportunity to learn new perspectives.

Messages from Wider Research

- Students can gain insight into the experiences of people whom they will be working with once qualified
- Contact with service users and carers can help remove prejudices and preconceptions
- Services users and carers can have their experiences valued and validated (Waterson and Morris, 2005).





Good Practice Example

The School of Nursing, Midwifery and Community Health at Glasgow Caledonian University draws on the expertise of service users and carers in a number of modules. For example, the Module Leader for “Long Term Care Needs of Children, Young People and their Families” invites 3 young people with chronic illness or disability to contribute to the learning of students on the Diploma in Higher Education/Bachelor of Nursing programme. In this two-hour session, the young people share their experiences as service users and students can raise questions. The session is well received by students. Carers of children with a learning disability have also contributed to the module in the past. In a module on the promotion of continence for pre and post registration students, there is a patient’s panel with a question and answer session.

Action

Take a look at the way that service users and carers are presented in the programmes you are involved with. Do they have opportunities to demonstrate the range of their life experiences and to share their reflections as well as their stories? If not, suggest you meet with the lecturers to identify other ways in which you could contribute.

Further Information

Visit the Learning Exchange Site to see interviews from the “Forgotten Citizens” Conference in June 2008. Mabel Cooper and David Kinloch speak about their experience of living in long-stay hospitals and what they have achieved in their lives since then.

<http://www.iriss.ac.uk/openlx/search.php?q=forgotten+citizens>



Profile of an Expert by Experience – Pru Davies

Pru Davies is an Expert by Experience. She puts her experiences to use for the benefit of others. Her profile is included here to encourage others.

The formative development for Pru came when she attended Allies in Change, Leadership and Personal Development Training funded by Scottish Human Services Trust and the Scottish Executive. This was an intensive course and Pru describes it as “life-changing”.

She has had a wide range of involvement in training, including:

- Assessment – marking papers
- Delivering Citizen Leadership Training as a co-trainer to staff and to service users and carers with physical and learning difficulties.

To this training Pru brings a wide range of experience.

- She was involved in establishing the Mental Health Network (Greater Glasgow), has been on the Management Committee for two years and is now an Information and Media Volunteer.
- She has been involved with strategy and planning of mental health services in Glasgow
- As a media volunteer with “See Me” she has raised awareness of stigma in mental health, appearing in the Glasgow Herald, on STV, Talking Scotland and Real Radio.

Pru says

“I would need to feel comfortable with what I am being asked to do. Preparation needs to be thorough with as much advance notice as possible and transport to get to the venue.”

So a little support, buys a whole lot of experience!



Support for a Network

What the Experts Say

"Some kind of mutual support network for users and carers who become involved so they can reflect on what worked well and what didn't and where people with less experience of involvement can learn from those who have more."

Suggestion from October 2007 event to find out how service users and carers could get involved in staff training in Glasgow.

Findings from Local Research

Many of those interviewed had experience of working with local forums.

Top Tip: You and your group don't have to do it all yourself. A network of groups involved in training can help to share experiences and encourage consistent practices from local colleges and universities that want to involve service users and carers.

Messages from Wider Research

- Universities and colleges should recognise that it takes time to develop effective participation
- Universities need links with a wide range of local service user and carer groups.

(Ager, Dow and Gee, 2005)

Good Practice Example: SUCIG (Glasgow Service User and Carer Involvement Group)

This group has representatives from user and carer networks right across Glasgow. Its role is to work with the Community Health and Care Partnerships (CHCP) to support them to involve people who use services and carers in their work. They also monitor how successfully the CHCPs are involving people.



Some of the work the group has undertaken includes:

- Guidance for CHCPs on Involving Service Users, Patients and Carers
- Developed an outline action plan to assist CHCPs in implementing the guidance locally
- Produced both a plain English and an easily accessible illustrated draft newsletter for use by CHCPs in engaging with service users and carers locally
- Hosted 2 participative sessions involving Service Users and Carers to look at the content and performance of Glasgow City Council's Action Plan. This resulted from the Social Work Inspection Agency inspection on Social Work in the city
- Held sessions on the proposed Learning Disability Day Service Reform and NHS Greater Glasgow and Clyde's Communications Support and Language Plan.





The SUCIG Training Sub-Group

SUCIG has set up a Training Sub-Group where members are working with the Social Work Services Learning and Development Department, academic institutions involved in social care training and the Social Work Services Learning Network West. The sub-group aims to assist staff trainers to access service users and carers who are willing to contribute to the design and delivery of staff training through sharing their experience of living as a member of their care group and receiving support services. The sub-group has:

- Developed a contact list for local training providers so that they can contact local service user/ carer groups that might wish to become involved
- Organised 2 successful events, each of which was attended by over 40 service users and carers. These events were aimed at building the confidence of service users and carers to become involved in staff training and to link them in with training providers. The event on 4th March 2008 led to the production of a training DVD by Learning Network West and SUCIG and a list of service users and carers who are interested in becoming involved. This will be shared with training providers
- Worked with Learning Networks West and South East on how Universities and Further Education Colleges are involving service users and carers. This led to the research in which this Guide is based and to the Guide itself.

Action

Ask your local university or colleges to hold an information event for service users and carers who might be interested in getting involved with training. Invite them to find a way to stay in touch with groups and individuals who express an interest.

Further Information

Ager W., Dow, J. and Gee, M. (2005) Grassroots networks: a model for promoting the influence of social work users and carers in social work education. *Social Work Education*, 24 (4).

Scottish Voices is the national network of service users and carers influencing social work education.

<http://www.iriss.ac.uk/scottishvoices>



Opportunities for Personal Development and to Learn New and Transferable Skills

Service users and carers nearly always get involved in social work training because they want to make things better for others. Nonetheless this involvement can lead to new opportunities and the chance to learn skills. In this section we recommend that you ask for these opportunities for personal development and create a record of the skills you have gained to assist you to access future training or work opportunities.

What the Experts Say

"Be good to learn other skills"

Carer, West of Scotland

"We can learn from it and it gives us more knowledge."

Service User, West of Scotland

Findings from Local Research

Many participants identified the learning possibilities for themselves as an additional benefit of being involved in the education of social work students. They felt that learning should be a two-way process.

Top Tip: It isn't selfish to think about the skills you are developing by being involved in social work education. Are there other ways you could put these to use?

Message from Wider Research

Involvement can increase service users' and carers' confidence and skills (Brown and Young, 2008).

Good Practice Example

A service user who regularly took part in training was offered the opportunity to attend conferences that might further her interests.





Action

Keep a record of the work you do with universities and colleges. Ask for information about the courses you have contributed to and for copies of feedback about your contribution. In this way you may be able to create a 'portfolio' that you can use when seeking work or entry to educational opportunities.

Further Information

Brown K. and Young N. (2008) Building capacity in service user and carer involvement in social work education. *Social Work Education* 27 (1):84-96.



Top Tips from People who Use Services and Family Carers

These top tips come from the Service User and Carer Involvement Group (SUCIG), based on their experiences of being involved in student education and supporting others to become involved.

- Training and preparation are very important
- Know when to use the word 'no'
- Take challenges when you feel ready
- Make sure your information is up-to-date and accurate
- Take along information about the organisation you're representing, e.g. leaflets, magazines, newsletters
- Reflect and respect the values of the group you represent
- Make it clear when you're making your own views known
- Remember that your situation and life will change over time so your input needs to change too
- There can be learning in what hasn't worked.

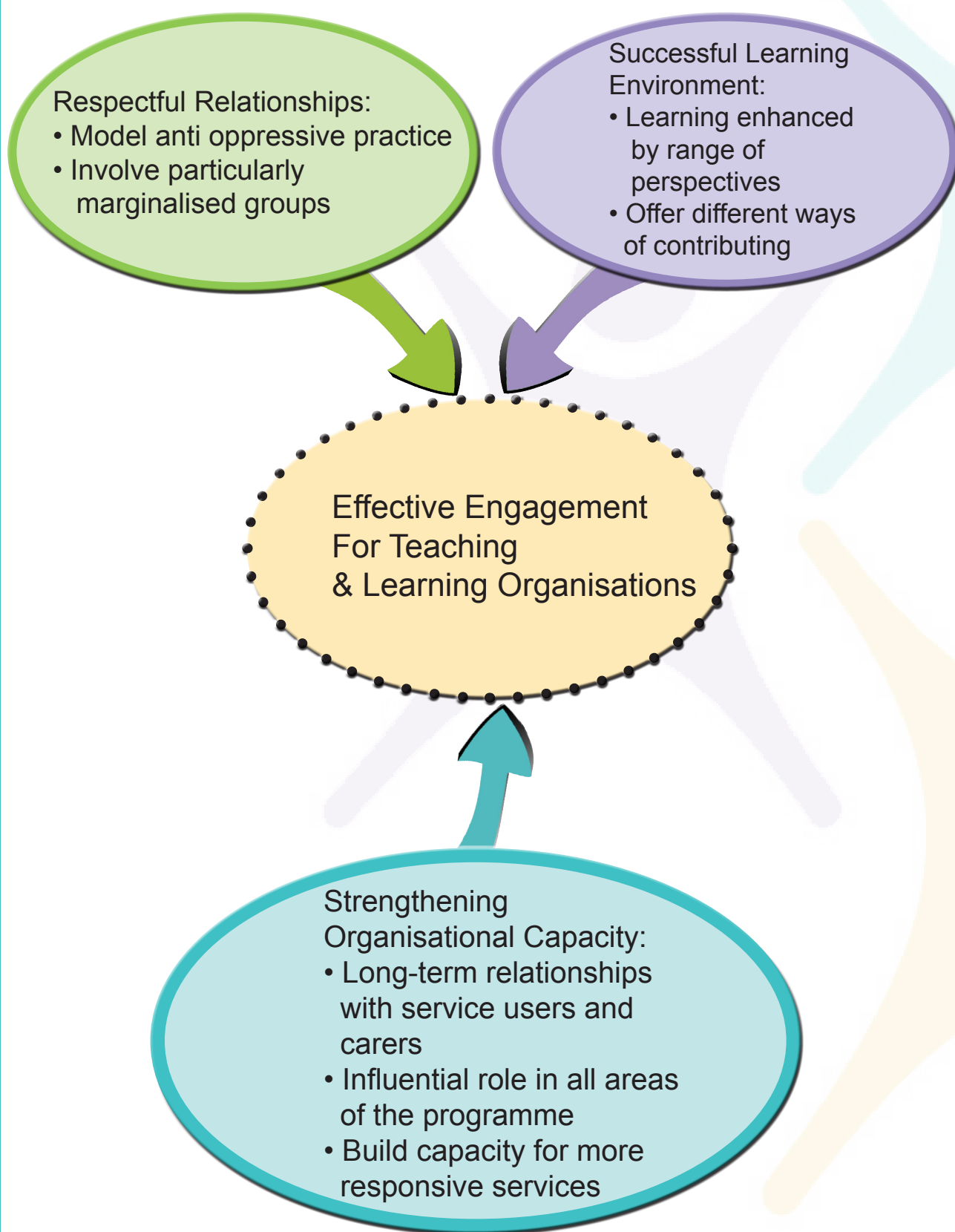




Effective Engagement for Teaching and Learning Organisations

This part of the Guide considers good practice in service user and carer engagement at all stages of learning and development. It is organised according to the different aspects of the process from student selection to assessment. Two preliminary sections on building relationships with service user and carer groups and involvement in governance emphasise the importance of creating relationships in which service users and carers can play influential roles and power imbalances can be challenged. A concluding section on evaluating the impact of involvement stresses that the service users and carers expect to see change as a result of their involvement.

The components of good practice that we advocate can again be considered according to the dimensions of respectful relationships, strengthening organisational capacity and a successful learning environment, as we set out in our good practice model.





An Interview with Gillian MacIntyre – the Experience of Glasgow School of Social Work

Please give two or three brief examples of how people have been involved in education at the School.

People have been involved in a number of ways:

- teaching
- selection
- module development
- course monitoring

In your experience, what makes it work well?

There are a number of things that make service user and carer involvement work well. The first thing is about establishing a group of people who can work together. As a network we learn from each other and support one another. As new people join the network, more established members are able to offer support and advice.

It is important that service users and carers have an identified person that they know they can come to for information about their involvement and about the university. We have an admin. worker who provides support to the network and has built up good relationships with those who are involved.

Making sure that people have adequate notice of sessions that are up and coming is also important as the majority of the members of the network have extremely busy lives and are booked up well in advance! Members of the network also appreciate feedback in terms of what students liked or disliked about their input.

Timely payment is also important and we are lucky enough to have found a way to make this work well with the minimum fuss and bureaucracy. Members of the network get paid for their contribution relatively quickly. This is important to make people feel valued.



What have you learned?/what would you do differently?

We have learned that it is really important to give people a proper briefing before their involvement to make sure that they are aware of the aims and objectives of the session they are about to be involved in. The people we work with tell us that they really enjoy being involved but only if they are aware of what is expected of them and what we want the students to get out of the session.

One thing which has been difficult for us and which we continue to struggle with is to ensure that we have good representation on the network with a wide range of service users and carers. We continue to struggle to involve children and young people in a meaningful way and currently do not have representation from users of criminal justice services or people who misuse substances. We also notice that we have difficulty in engaging with people on a longer-term basis. We are looking at ways in which we can make our meetings more accessible to people, maintaining interest on a longer-term basis.

What top tips could you offer to colleagues?

- Ensure plenty of time is available for preparation, accompanying someone to a session and debriefing
- Familiarise the person with the aims and objectives of the session. What do you want the students to get out of it?
- Avoid using jargon
- Complete your paperwork on time to ensure that service users and carers receive timely payment of their expenses
- Make sure feedback is made available to participants after the event
- Provide refreshments for participants
- Convince other staff members to get involved. Although it is important to have someone to co-ordinate involvement, it works best if all members of staff are on board and share the same commitment to involvement. If this is not the case involvement risks being tokenistic.



Relationships with Service User and Carer Groups

“Sharing knowledge and ideas, using network processes, between the community based expertise of service users and carers groups and those involved in training social workers, appears a helpful approach.”

(Ager, Gee and Dow, 2005)

Findings from Local Research

The suggestion was made by some service users and carers that an effective way for students to learn from them would be for the students to visit established user and carer groups.

Top Tip: Build a Long-Term Relationship with User and Carer Groups

- Long-term relationships with user and carer groups provide the best foundation for effective engagement
- They can provide opportunities for practice learning and research collaborations
- They should benefit the user and carer groups too, perhaps through input into management committees or new alliances
- Don't forget the potential of technology for keeping people in touch. Newsletters (which can be on tape), photos of events which have taken place, email and bulletin boards (for some people) can help maintain contacts. A teleconference might be useful for carers whose time is precious.

Messages from Wider Research

Diversity matters! Ensuring that the individuals and groups involved represent a wide range of experiences will complement learning about diversity and equality.

- Users and carers are a diverse group
- Carers bring different perspectives from people who use services (Manthorpe, 2000)



- Use a broad range of organisations, e.g. housing association, advocacy groups, drug and alcohol teams, lesbian, gay, bisexual and transgender groups
- It is appropriate that people contributing to the course exemplify different experiences of marginalisation and different perspectives on equality (Doel et al, p. 225).

Good Practice Examples

The Glasgow School of Social Work has a Service User and Carer Network who meet on a six weekly basis. Staff are invited to attend all meetings and specific staff are invited along to meetings to discuss particular issues for which they are responsible or in which they have a particular interest. The remit of the network is to influence all aspects of social work education within the School. The network has the following aims and objectives:

- Establish relationships between service users, carers, students and staff
- Enable service users and carers to develop confidence to speak out
- Find a way to enable service users and carers to influence the training of social workers. This is likely to involve planning, preparation, delivery, evaluation and recruitment
- Shaping future continuing professional development of trained social workers and managers.

The network organises an annual marketplace event. This involves inviting various organisations to host stalls at which they can advertise their services and the issues facing the service users and/or carers that they work with. In addition members of the network facilitate workshops on various issues. The target audience for this event comprises first year students on both the undergraduate and postgraduate programmes. This is their first taster of service user and carer involvement and the event is very popular. It is also a good way for the network to recruit new members.

The University of Edinburgh had a specific post, in conjunction with Learning Network South East, to support service user and carer involvement.





The Robert Gordon University adopted a staged approach to the involvement of carers in its social work degree programme. In order to reach carers it started by contacting organisations that had experience of involvement and then broadened out to engage with a wide range of carer groups. Early in the process a “Carer’s Voice Booklet” was developed as a first step of including carer perspectives in the course. A structure of cluster groups was put in place to enable a carer to provide their specific expertise to particular parts of the course; this demonstrated respect for carers’ time commitments. More volunteers came on board gradually and good relationships were built between them and academic staff. On this basis involvement was developed in different aspects of the programme including course design, delivery and assessment.

Glasgow Caledonian University organised a conference for carers in January 2009 at which the Minister for Public Health heard stories from carers. This is one of many different ways that the university is working with carers.

Action

Review the contacts of staff and the institution with local groups. Consider holding an event to explain to local groups how they could get involved with the university. Use the voluntary sector to contact a wide range of groups.

Further Information

Ager W., Dow, J., and Gee, M. (2005) Grassroots networks: a model for promoting the influence of service users and carers in social work education. *Social Work Education*, 24(4):467-476.

Bruce, L. (2005) Developing Carer Involvement in Social Work Education. Robert Gordon University.

<http://www.rgu.ac.uk/files/c%20I20N%20Development%20article.doc>

Doel M., Deacon L. and Sawdon C. (2007) Curtain down on Act One: practice learning in the first year of the new social work award. *Social Work Education*, 26 (3):217-232.

Manthorpe J. (2000) Developing carers’ contributions to social work training. *Social Work Education*, 19 (1):19-27.



Governance

Service users and carers should have influence throughout the whole programme. Therefore it is important to find ways to engage people in governance, for example through course committees. This is where an organisation can be at its most formal and bureaucratic. However it is worth challenging existing practices in order to include a wider range of perspectives. This section explains how some places have begun to achieve this.

“Service user involvement should be embedded in all levels of decision-making that affect the lives of service users”

SCIE, 2008.

Top Tip: Involvement in governance can bring many additional benefits:

- Enables service users and carers to develop an overview of the course and may open up new avenues for involvement
- It recognises service users and carers as stakeholders with a legitimate influence in shaping the courses.
- Formal academic committees become more accessible and open to wider participation.

Messages from Wider Research

Representation on committees can be supported by the existence of a User and Carer Reference Group. Programme meetings can be made more accessible by a pre-meeting which enables the group to go through the agenda and prepare what they want to say. The General Social Care Council reports that this is the practice at the University of Middlesex where the group has a pre meeting with the programme leader. This process is seen as respectful and as increasing the group's involvement in decision-making. (General Social Care Council, undated).





Good Practice Examples

Glasgow Caledonian University has service users on its Programme Boards, Programme Assessment Boards and on the Masters Development Board.

The School of Health and Social Work at the Open University has had a Service User Panel since 2000. It advises on quality issues and on furthering service user involvement. Members are paid and meet both separately and with staff from the School. There is a job description for service users and carers who want to engage in this way.

Glasgow School of Social Work has service user and carer involvement in the course monitoring committee, practice learning committee and selection committee.

The University of Dundee developed a grassroots network of user and carer groups to enable them to influence the Social Work Degree. The main service user and carer (CU) Group meet regularly to consider strategies for greater involvement and has formal representation on the Programme Committee. It links with some 40 local groups.

Action

Review the opportunities which people who use services and carers have to influence the degree. Is the influence they have commensurate with their importance as stakeholders? If not, consider holding a discussion with some user and carer groups about the best way to engage people in governance structures and processes.

Further Information

General Social Care Council (2005). Working Towards Full Participation: A report on how social work degree courses, which started in 2003, have begun to involve service users and carers in social work training.

SCIE (2008). Developing Social Care: Service Users Driving Cultural Change. SCIE Knowledge Review No. 17

<http://www.iriss.ac.uk/scottishvoices/culturechange>



Student Selection

Service users and carers can contribute to student selection in a variety of ways. Clarity of expectation will help all those involved to have a good experience.

“We believe that it is important that the people who receive services from social work resources are also stakeholders in how services are delivered. It is therefore fundamental to the selection process for prospective social workers that service users are involved”

Training Officer working with Open University
in selecting students.

Findings from Local Research

Out of 3 HEIs who took part in the research, one involved services users and carers in the selection of students. One of 12 FEIs involved service users or carers in selection.

Top Tip: Be clear about expectations and provide the information and support people need to contribute

- Ensure people feel well informed about the selection criteria
- Ensure people understand the boundaries of their responsibilities in the process
- Be clear about people's roles
- Allow sufficient time and support for preparation and debrief
- Get the HR Department on board to deal with any barriers in university protocols
- Consider a range of methods of involvement including devising interview questions, reviewing procedures as well as interviewing itself.





Messages from Wider Research

Levin (2004, p. 35-6) identifies the following approaches to involvement in student selection used in England in 2003:

- Agreeing questions to be asked based on the skills, knowledge and personal attributes that people wanted in social workers
- Involving people who use services and carers on group interview panels
- Involvement in each individual interview
- Overseeing the process through taking part in admission panels or teams.

Good Practice Examples

The Open University (OU) has developed guidance for social services agencies on involving service users and carers in student selection. The OU's social work programme is work-based and so student selection is devolved to employers. Some people who use services and carers have been involved directly in OU approval panels or other activities to quality assure the involvement of service users and carers in student selection. Agencies approved to select students on behalf of the Open University identified creative responses to the challenges they faced in involvement through the selection process. These include utilising the experience of people using direct payments who have interviewed for their own staff. An example of the information that the Open University provides to potential panel members about their role is included at the end of this section.

At the University of Dundee they have moved to a paper system for selecting students. People who use services and carers have helped design a written task for students and work with academic staff and employer representatives to make selections from the paper applications.



Action

Make a process map of student selection right through from information and publicity about the course to the point where a student is accepted. At what points might there be opportunities to make good use of the experiences of people who use services and carers?

Further Information

Levin, E. (2004) Involving Service Users and Carers in Social Work Education.

<http://www.scie.org.uk/>

The Open University, undated. BA (Hons) Social Work Scotland: Involving Service Users and Carers in the Selection of Students.





Student Selection

The student selection process



All students on the Open University social work degree must be sponsored by their employers and employed in a social care setting. They have to take part in a selection process, part of which involves service users and carers.

There are several different ways for you as a service user or carer to be involved in student selection. For example:

- You might take part in an informal discussion session with shortlisted students. You would work in pairs with another carer or service user, meet with a small group of students and discuss your experiences of social work services. You then give your views and opinions to a member of the agency training team.
- You could be paired with a member of the agency staff development team, observe students during group exercises and make notes for feedback.
- An agency might ask you to read and comment on the written part of the student's application which is based around a case study. You are asked if you would accept the student as your social worker, or if you have any concerns. You then give detailed written feedback on each student's application. The agency would not go on to interview any potential student that you had concerns about. Your comments will be included in feedback to both successful and unsuccessful students.
- Some agencies might involve you in student selection interviews. You would play a full part in the interview process including drawing up questions and the final decision making.

In all of these examples you will be properly briefed and supported by the agency.



Person Specification

You might like to think about being part of the student selection process if you:

- Have an understanding of what you think makes a good social worker
- Can work to timescales set by other people
- Are able to offer constructive feedback about a student's written work
- Are able to offer constructive feedback about a student's performance in a group discussion
- Would feel confident to play a full part in an interview panel
- Would be prepared to be briefed and trained to carry out the particular student selection role.





A Carer's Experience of Taking Part in Student Selection – an Interview with Rosemary Kennedy

How have you been involved in student selection?

Every year a certain number of social care workers in Glasgow are selected by the Learning Support Department at Glasgow City Council's Education and Social Work Service to study on the B.A. Hons. in Social Work. This year this was either at the Glasgow School or the Open University. As a carer I take part in the selection process and I am treated as an equal partner.

How do you prepare for this?

J.M. has us in for a preparatory meeting to go over questions and we give our input as to what we think it would be appropriate to ask the candidates. The interview panel has time to ask about eight questions so maybe two of ours might get included.

Transport and lunch are laid on. You're brought in from the start and treated as a person. It's not as if you're stuck in a corner and the professionals are over there. It's "Hi Rosemary, how's things?"

How are you involved in selection?

I take part in the interview panel. There is not a right or wrong answer to the questions I ask, but I do think about the kind of answer I am expecting and I am looking to see whether the person is likely to be able to manage the course and benefit from it. I don't want to set them up to fail. For example, I might ask what they would do if they went to a family in crisis where the mother has dementia and the carer is stressed. I hope they could think of a practical way they could assist the family.

The interview panel works as a team. At the end of the 20 minute interview we score them according to a set of criteria.

It means leaving the house at 8 in the morning and interviewing from 9 to 5. I was so tired at the end and I thought this is what full-time work again would be like!



J. texted me the next day and said thanks very much and that my input was appreciated.

What do you think of the process and your involvement in it?

I think it works well because what carers and service users have to look forward to in the next three years is a very good, academically able group of students who will be going out in Glasgow and can make services better. I would welcome any of them at my door. Carer and service users are being brought in to the selection process as stakeholders and partners.

J. gets in touch about every six months and asks after me and my family. About March he will contact me and ask if I will be available to help with selection during July.

I have been able to suggest other people who have got involved also.

I know that there are many other ways that you share your experience and perspective as a carer. Could you tell me about some of these?

I was invited to present my experience as a carer in Scotland at a conference in Birmingham organised by the Open University. It was an event to bring together good practice from across the four countries. It involved OU staff, service user and carers who shared their experience of service user and carer involvement in the education of social work students through the Open University. I was talking about how we do things in Scotland and people from England, Wales and Northern Ireland were talking about how different people deal with things. One of the things we talked about was 'did you ever have a crisis in your life?' and where it had been dealt with well and so on. There were lots of things to get people thinking about what was working or not.

I suggested the idea of a passport for good practice. There is lots of good practice and it needs to get passed around. It takes a day for us all to sit and talk about it but we need to get it out to people who have not heard it with their own ears.

Although I was there as a carer I had to put on my hat as Children's Panel member because there were fascinated by what we do as Panel members. In England the Judge does what we do in the Panel room. So there was some good linking.





I travelled down with two of the Open University staff. Again I was treated with courtesy and respect, as an individual and an equal. It has been an awakening for me. I didn't know much about the OU before but now I can suggest to service users and carers that they get in touch with them.

I also speak to doctors and nurses at my Carers Centre. They come and interview us and ask what's good practice. And I've been invited to go to the Nautical College in March by the Head Tutor on the HND.

So we're spreading the word a little and hopefully we can get other carers on board.

Yesterday there was a big conference for carers at Glasgow Caledonian University with lots of listening, talking and feedback from people all over Scotland. The Minister for Public Health was there and was very interested and all the comments are going to be collated for her.

Do you have a key message?

Professionals can learn from carers as carers are professionals!



Course Planning

The more that service users and carers understand the context of the course, the more likely they are to contribute effectively. Through involvement in curriculum design they can have the opportunity of seeing their experiences used to make a real difference to the way that future social workers are trained.

What the Experts Say

“How the course is designed is important – to have the carers’ perspective.”

Carer, South East Scotland

Findings from Local Research

All three HEIs stated that services users and/or carers were involved in the development and design of the social work course.

One of the 12 FEIs stated that services users and/or carers were involved in the development and design of the course.

Top Tip: Service users and carers know what they want from social workers. There are different ways you can use this experience in course planning and design.

Messages from Wider Research

Involvement in course design tends to be less well developed (General Social Care Council, 2005). Options include:

- Consultation before a course is developed
- Planning curriculum content
- Attending validation events
- Producing course modules or units.



Good Practice Example

Service users and carers are involved in module development at the Glasgow School of Social Work. Prior to the commencement of a module, service user and carer representatives meet with the module team and have input in terms of deciding the content of the module. In addition, service users and carers have been involved in the recent reviews of qualifying social programmes within the school. Consultation meetings were held with members of the network in order to determine the content of the new courses. This enabled users and carers to be involved in course design of the whole degree programme.

Action

Consider how you could involve the service users and carers you are working with in developing a new unit or in programme reviews.

Further Information

General Social Care Council (2005). Working Towards Full Participation.



Direct Delivery

Hearing directly from service users and carers can be a very effective learning experience. But how this is done matters. It is important that it is done in a way that is respectful of the contributors because how people who use services and carers are represented in teaching sessions conveys powerful messages about values and attitudes.

“Students particularly value input from service users and carers. They help to make real the issues that we try to teach them about in lectures and seminars. There is nothing more powerful for a student than listening to a person who uses services or a carer sharing their own story and experiences. Students seem to enjoy having the opportunity to ask people questions and are particularly interested in the role that social work has to play. Students leave these sessions determined to make things better.”

Lecturer, Glasgow

What the Experts Say

“It gets the message across and has the best impact”

Carer, West of Scotland

Findings from Local Research

Two of the three HEIs involved service users and/or carers directly with students.

Four out of 12 FEIs involved service users and/or carers directly with students.

Top Tip: Increase the range of ways that individuals can be involved with direct delivery of training and teaching:

- testimony/story of personal experience
- role plays
- lecture or presentation
- co-facilitated teaching
- panel member
- workshop presenter or facilitator.



Messages from Wider Research

- Think through the ethics and educational pros and cons of different approaches
- Role play may protect an individual's private experience, but may arouse strong emotions as they enact possibly negative experiences
- Testimonies can have a powerful emotional impact but may limit the individual only to talking about their individual experience
- There may be pros and cons to using the experiences which lecturers and students may have of caring (Manthorpe, 2000).

Good Practice Examples

People who use services and carers have been involved in course delivery in the qualifying programmes at the Glasgow School of Social Work. This involves presenting their own experiences to students, participating in small group discussions and taking part in question and answer sessions. For example, service users and carers participate in a module called organisational contexts. As part of this module students have to develop their own service. Service users and carers take part in a question and answer session to enable students to think through good and bad elements of service delivery.

First year nursing students at Glasgow Caledonian University complete a two week module on working with people with learning disabilities as part of a problem based learning curriculum for the BA/BA Hons in Nursing Studies. They receive a plenary lecture from a co trainer with learning disabilities and attend one hour tutorials where they have the opportunity to ask a person with learning disabilities questions about their life. The tutors present a "good nurse /bad nurse" handout which they developed as a group to show what they expect of nurses. The students' learning is supported by the "Getting it Right Together" online materials developed by NHS Education for Scotland for self-study which include the "Just Ordinary People" video in which people with learning disabilities talk about what they expect from health services. All students have reported a positive learning experience and find that being able to talk to teachers with learning disability is the most valuable aspect of the two weeks.



Training in Citizen Leadership for staff and service users has taken place in North Ayrshire and Scottish Borders Council areas. It is delivered by trainers and co trainers who have experiences experience of using social work services. Social work staff and service user and carer groups had separate training and then came together to share experiences on the final day. A recall day provided a chance to see what action had been taken and the results achieved.

Action

Review how well you are debriefing service users and carers who are involved in your teaching programmes. Good debriefing is essential after people have shared sensitive information about their lives.

Further Information

Manthorpe J. (2000). Developing carers' contributions to social work training. *Social Work Education*, 19 (1):19-27.





An Interview with James McKillop

James speaks on behalf of people with early onset dementia. He is a founder member of the Scottish Dementia Services Working Group, a member of Scottish Voices, the User and Carer Forum and the Service User and Carer Involvement Group (SUCIG).

Here he talks about the value of someone with his experience speaking directly to social work students. He emphasises the importance of being able to answer questions and explains how he uses slides to reinforce the messages he wants to give.

So you were telling me that you go up and give a 45 minute talk at the university?

Yes, at Jordanhill. It's first year social work students and first year postgraduate social work students and again obviously I give plenty of time for questions and I take some help cards with me.

Can you tell me about the help cards?

I used to have trouble counting money in shops and trying to remember the names of objects, up to a point. Well, it's very hard to explain that while you look like the average person on the street, there's something wrong inside and they tend to get a wee bit anxious and worried. Are you a fly boy, are you coming it in some way that you can't count money or you can't pronounce words, so the help cards are a discrete way to let the sale assistants know you've got a problem without having to blurt it out and let everyone in the queue know your personal details. And again, I'm able to answer questions, no matter how searching. And during the talk, obviously, a lot of inflexion in my voice, expression in my face and my body language imparts quite a lot, apart from the words.

Have you changed your talk over the years as you've got used to the students? Are there things you've added?

I haven't basically changed my talk. What I have changed is the slides that accompany it. I think it's best if I just put my messages up. One of my messages is: Dementia doesn't just happen to older people. It can happen to people in their 40s, 50s and 60s. I think saying that it might lose its impact, so it comes up as well. So they can read it and hopefully it goes in. So I have added quite a few more messages that I want to emphasise.



And then I've put in some photographs at the end of each page, just to break up the background, to make it more interesting. So I never think of it as a finished job, I'm always willing to add that wee bit more.

That might be quite a good hint for other people giving talks, actually, that thing about having the message there so it really drives it home as well. That's a good idea.

We were talking earlier –you were saying about your body language and so on – you said that a video can't answer questions and that's the benefit of you being there in person.

That's the idea because something I say might spark off something in them, especially if they've got a relative with dementia, so they're able to ask questions and some of them seem very grateful, maybe I've confirmed something they knew or suspected or they're glad that I've maybe said ways that you can deal with somebody with dementia because you're always left wondering 'did I do the right thing? Did I say the right thing?' So I think the general feeling is that they appreciate it because you do bare your soul. Some of the things I say are quite hurtful, even to myself. You bare your soul.

So is there a way that, if somebody's doing this for the first time that can help prepare them? Did you just start or did you practice?

What happened was, I had an excellent support worker. At that time I couldn't work a computer so she got me to do small talks. She would type them out for me because I can't remember. I need to read everything and she used to rehearse with me. When I went to the talk she would take me there and sit close enough to me to make my wife jealous! Then she started moving about a couple of yards away, then she went further back and now I can do the talk without her present. So I've really gained confidence but it was a wee build up so I think a lot of preparation and rehearsal, just like they do in SCLD. Before we give talks we always rehearse and that way we can iron out any potential problems.





Indirect Delivery

Involving service users and carers in developing learning materials may be a less obvious form of engagement. However it can be an important way of including the experiences of people who it might not be possible to engage with in a classroom setting. It is important that students have access to a wide range of service user and carer experiences, including experiences of services in the past. There are many online resources available that can be drawn upon and the process of developing new materials can also be an effective form of involvement.

What the Experts Say

“Preparation is essential”

Alan Macdonald, SUCIG member.

Lessons from Local Research

All three HEIs use written testimonies. Two out of three HEIs use visual formats and one HEI uses audio formats.

Ten FEIs use visual formats. Four FEIs use audio formats. Five FEIs use written testimonies.

Top Tip: A key benefit of indirect delivery is that it may enable the participation of a wider range of people who use services and carers.

For example indirect delivery through case studies, recorded testimonies or online materials can:

- provide an opportunity for involuntary users of social work services to recount their experiences without encountering further negative reactions
- illustrate past experiences of services such as life in institutions.



The same principles of involvement should apply and learning can still be a two-way process:

- Support people to be actively involved in designing and creating the materials
- The process will then enhance everyone's learning and an individual will be more than just a provider of their life story
- Consent must be sought for the use of any material.

Messages from Wider Research

Green and Wilks (2008) discuss how they involved young people leaving care services in a problem-based model of learning. They describe a model of learning which incorporates both direct and indirect involvement. They found that:

- Commenting on case study materials was an excellent way for the young people to share their expertise
- The young people became consultants whom the students could approach in the active experimentation phase of their learning
- The young people and students all had access to the same trigger materials.
- The young people's expertise wasn't limited to their direct experience and so challenged power relationships between students and service users.





Good Practice Examples

The Open University provides an information sheet to let service users and know what is involved in sharing their story. It summarises the process they follow. You can read it at the end of this section, followed by Alan Macdonald's experience of sharing his story in this way. Alan speaks as a person with visual impairment who found audio recording an excellent way to convey his experiences to students.

The Rix Centre trains staff and people who use services in Multimedia Advocacy to become champions of new media. They can then develop their own online materials and the benefits in communication come from learning together.

<http://www.rixcentre.org>

Video of a mother's account of her experiences of child protection was used to enable students to access a negative experience without exposing the participant to further trauma (Waterson and Morris, 2005, p. 665 ff.)

A video, "Just Ordinary People" in which people with learning disabilities discuss their experiences of health services has been incorporated in self study materials called Getting it Right Together for first year nursing students.

Action

Check out the Learning Exchange for Learning Objects and other materials that can form part of blended learning.

<http://www.iriss.ac.uk/learnx/>

Further Information

Green L., and Wilks T. (2008). Involving service users in a problem based model of teaching and learning. *Social Work Education* 1: 1-14.

Open University Learning Disability Research Group – Life Stories and Video Testimonies

<http://www.open.ac.uk/hsc/lds/site/>



PAMIS is an organisation that supports the families of people with profound and multiple disability. It maintains a collection of sensory stories which use objects of reference to explain an issue significant to a person with profound and multiple disabilities.

www.pamis.dundee.ac.uk/pamis

The Scottish Dementia Working Group is an independent group of people with experience of living with dementia. Their video "Listen to the Experts" is available online.

<http://www.sdwg.org.uk/videos/>





Sharing your Story: An Example from the Open University



Why should you share your story?

The input of service users and carers is invaluable to health and social care courses. One way you can contribute is by sharing your story for us to include in our courses.

When you tell students about your direct experiences of health and social care services you help encourage more user-centred professional practice. This also helps the course team to identify which areas of professional knowledge and understanding have an impact on service users. Students taught **by** users and carers are likely to work more effectively than those taught **about** users and carers.

How we can use your story

If you offer to share your story with students, we will develop it as a case study, for use in different ways. For example, we can use it to:

- develop learning activities and assessments
- show different voices, points of view and experiences
- encourage thought and discussion
- help students to respond actively to real life situations.

All of this helps students improve their practice.

How you can share your story

There are two ways in which you can share your story – directly or indirectly.



Direct Involvement

You can be interviewed and tell your story yourself either for an audio recording or a DVD. This will involve three or four meetings with the course production team.

First, a course author will contact you by telephone to discuss your experiences, your willingness to share your story and your involvement. This conversation will help the author decide what issues your story highlights and which ones she might use as teaching points for students.

The next meeting might be with the author and a producer whose responsibility it is to develop CDs and DVDs for new courses. Timing, location and other details of your involvement will be arranged. Often people's stories are allowed to emerge from an interview whereby the author or producer will ask you questions that have been agreed beforehand. Your answers would be based on your experiences of particular situations such as a community care assessment or hospital discharge procedures or receiving home care services. The location of this meeting could be your home or another venue that is convenient for all concerned. You would not be expected to travel long distances to attend these meetings. You may be asked to sign a contract for this bit of work before the third meeting.

At the third and final meeting your story would be recorded or filmed. You would not be asked to travel to a recording studio – this could take place in your own home or another mutually convenient location. At this meeting, you might find that as well as the course author and producer being present there might also be a cameraman and/or a sound technician and production assistant. The number of people you will meet and the intrusion into your private life, will at all times, be kept to a minimum.

Once your story has been recorded or filmed, you will be sent a copy and asked to check it for accuracy. If it contains anything that you are not happy with you can ask for it to be deleted. Only once you are happy with the recording will it be used for teaching students. You will be provided with a final copy of the recording on a CD or DVD.





Indirect Involvement

If you prefer, you can be indirectly involved by sharing your story with a course writer only. In this instance, a course writer would contact you to set up a meeting. She would essentially come and interview you at a time and place that were convenient for you both. This would be the only contact you would have unless the writer had further question or needed to clarify something with you. The course writer would then write a dramatised version of your story which would be developed into a case study. In this case, actors would speak all the lines and play all the parts. So instead of you being interviewed and recorded as described in the section above, it would be an actor or actress that would be interviewed and recorded. Your identity would not be revealed and you would not be sent the tapes or asked to check them for accuracy.

Person Specification

You might like to think about sharing your story if you:

- have recent and relevant experience of health and social care services
- are willing to have these experiences recorded and shared with students
- can work to timescales set by other people
- are interested in contributing to the professional development of health and social care students.



An Interview with Alan Macdonald - a Service User's Experience of Creating Learning Materials

I understand you made an audio recording for the Open University. Could you tell me about that?

It was an interview for the website for Open University students. That was done, I think, in 2007. I went to the BBC in Queen Margaret Drive with A. (OU tutor) and I had a set of headphones on. Matthew, the guy from the Open University was down in Milton Keynes and he did the interview from there. It was like the News reports where they interview someone from a studio in Glasgow or Edinburgh.

What was the interview about?

He asked me for a good experience and a bad experience of social work. I gave him a comparison of how services were some years back and now. I gave him a history lesson! So basically it was asking about service experiences I had and how social workers should treat people.

How did it go?

We did it in one take. I enjoyed it – I do stuff for student radio anyway. A. said it had gone very well.

How did you prepare for it?

A. worked extensively with me beforehand. We went for a coffee somewhere and talked about what I would say and A. told me what they wanted to get out of the interview for the training.

Do you feel you are making a difference by contributing to student learning in this way?

I hope so. I think in time – it's not going to get better overnight.



Why is it important for people who use services and carers to be involved in training social work students?

I think the students need to have an understanding of what it's like to have services and assessments. They need to meet people that they're going to be working with so that they understand better what our needs are.

Do you have any top tips for involving service users in creating learning materials?

Preparation is essential. We spent an afternoon the week before talking about it. A. prepared me for what was going to happen. We talked about what would happen in the interview, the purpose of it and what was needed for the training materials. So my advice is: talk about it beforehand.



Practice Learning

A Practice Teacher's Perspective – an Interview with Linda Entwistle

Please could you explain the role of the Practice Teacher?

My role is to assess the practice of students on placement, usually over a period of six months. I link work with other colleagues who provide input on legislation. To assess the student I observe their practice and then verify the report that they write. I think it is a really important role.

In your view, could people who use services and carers contribute more to practice learning?

Yes, absolutely. I don't think the universities are very good yet at gaining information from service users and carers. I don't think it is given enough emphasis. The students come here with lots of learning foci they have to meet. It is true that they have to find evidence that they have sought the views of service users and carers, but it is up to them how to do this. Most of them just use a questionnaire to interview service users and carers. Then I conduct a direct observation of them with a service user or carer and then interview that person about the student. But of course people tend to want to help the student so the feedback is not always as meaningful as it could be. It ticks a box for the student but more thought could be given to different ways that students could gain information from service users and carers and to how they could evidence this in more meaningful ways.

How do you offer opportunities for students to learn from service users and carers and what works well?

I offer students the opportunity to run a group. This is a piece of work that lasts for six months, certainly no more than eight, so it fits with the length of their placement. In the group they have face-to face contact with service users and can talk directly with them. It means they are working in partnership and can use what they learn about the experiences of service users to think about how services could improve. For example, a student recently facilitated a group in which a service user was presenting a desktop publishing course to fellow service users at their request. I think this is a more meaningful way of enabling students to learn from service users and carers. It provides a way for service users and carers to contribute the students' learning, as they wish to do, and it provides a good learning environment for the students too. It works both ways – and this means it works well.



What are the benefits of a practice learning placement in your project?

This is a mental health project that provides social support to people with any sort of mental health difficulties. It works on preventative and community development principles and encourages people to access the same local community facilities and opportunities as everyone else, as part of their journey to recovery. By coming to the project, students have an opportunity to have direct contact with service users and carers in a more informal setting.

As an experienced Practice Teacher, do you have any key messages about involving people who use services and carers in Practice Learning? What are these?

I think it is important for the students to learn the views of service users and carers while they are in training and when they are under less pressure so that, hopefully, they will carry the messages with them when in the real world of social work and when they are carrying a caseload, working under pressure and dealing with competing organisational demands on their practice. If they get a good experience while in training and good feedback from service users and carers, they'll carry it with them.

Involvement of people who use services and carers can only enhance the knowledge and skills of students which will hopefully lead to better practice and facilitate better working relationships. In the informal environment which we are able to provide, the quality of relationship can be different, both from the classroom and from more formal practice settings, and so it is an opportunity for students to meet service users and carers on a more equal basis.



Practice Learning

All students on placement have to demonstrate how they engage with service users and carers. There are opportunities to encourage students to look at different ways that they can evidence this and for practice teachers to consider how best to assess this area of practice.

What the Experts Say

"Supports – what helps? - Feeling secure, particularly if students are visiting your home, or if you are having to travel, and having good "ground rules" from the university to refer to and be guided by. Feeling supported, someone to meet and greet you when you arrive at the university, and having a link person at the university to contact, as well as working alongside a more experienced "buddy". Using language that isn't difficult or excluding. Feeling valued by being given the status of someone with valued experience, and seeing the perspective of the person who uses services appearing in the student's practice assessments."

Comments from "Grasping the Thistle" Workshop, 19 March 2008.

Top Tip: User- led sites can provide valuable practice learning sites

- Good documentation is essential to encourage organisations to provide practice learning opportunities
- Documentation should indicate a requirement for service user and carer feedback in all practice learning opportunities
- Preparation should include training in the giving and receiving of feedback.



Messages from Wider Research

Service users and carers can provide feedback on students' practice during practice learning opportunities in a variety of ways (Ager, Gee, Ferguson and MacPhail, 2004):

- Written questionnaires are not appropriate for all service users and carers
- Service users can give verbal feedback to practice teachers and students
- If the student's task/role with the service user or carer is agreed upfront then that individual is involved from the beginning and can give more specific feedback.

Good Practice Examples

MSc social work students at University of Dundee spend a total of 24 hours in the life of a carer and service user, experiencing their world. This helps them to more fully understand the caring role and gain some insight into the daily lives of some service users. Students are assessed on a presentation about their experience both by academics and their service user and carer 'hosts'. Many HEIs now have robust systems in place to ensure that all social work students receive direct feedback from people who use services and carers about their practice.

A learning object on service user involvement is being developed by SCLD for the Practice Learning Qualification. This is being filmed and will be available as online learning materials.

Action

Start discussions with user and carer groups about their providing practice learning opportunities.

Further information

Ager W., Gee M., Ferguson I. and MacPhail, M. (2004). Integrated Assessment: Involvement of Service Users and Carers. Practice Audit, March 2004. IRISS (formerly SIESWE)

Scottish Social Services Council and Scottish Voices. (2008). "Grasping the Thistle". Working Together for User and Carer Involvement in Social Work Education.

<http://www.sssc.uk.com/Education+and+training/Education+and+training.htm>



Assessment

Some people who use services and carers may feel that assessment is not their job. In fact there are examples of successful involvement in assessment. Marking assignments is only one option. Service users and carers can also help to frame questions or act as subject experts.

What the Experts Say

“From my experience I don’t feel that anyone should think that he/she isn’t capable of doing this task; every service user and carer’s experience is valuable and input from us can only benefit us, those who are training and those who train.”

Helen Bradley

Findings from Local Research

All three HEIs stated that service users/and or carers are involved in the assessment of social work students.

Three out of 12 FEIs involve service user and/or carers in the assessment of students.

Top Tip: Involving service users and carers in giving feedback can contribute positively to a student’s reflective learning.

Messages from Wider Research

Structured conversations with service users and carers can be used as part of assessment (Doel, Deacon and Sawdon, 2007):

- Assessment of Fitness for Practice Learning can be aided by conversations between service users and carers and students
- The session is followed-up with feedback on the student’s interpersonal skills and report
- Students are then encouraged to reflect on their learning
- Feedback sessions can be framed by use of trigger questions





- Email could be another way for some people to get involved. Students could email questions which service users or carers could reply to and students could be assessed on evidence that they have taken on board service user and carer perspectives.

Good Practice Examples

The Higher Education Certificate in Person Centred Approaches developed by the Thistle Foundation on behalf of Altrum with Queen Margaret's University is based on a belief in the importance of good quality relationships between the person offering, and the person receiving support. People receiving support are engaged as actively as possible when their support worker is undertaking an observed practice assignment with them and careful attention is paid to the ethics of the exercise. Throughout the course the people receiving support can engage with the student's learning if they choose to do so. Some report with pride on their contribution when the worker qualifies.

At St George's Medical School in London, members of a drama group take part in an assessment role-play on communication. Medical students are required to pass this in order to qualify.

The Open University has a Practice Assessment Panel. The information they provide to potential members is included at the end of this section. This is followed by Helen Bradley's account of her experience of taking part in assessment as both a service user and carer.

Action

Consider whether involvement in assessment could be a further stage of engagement for user and carer groups or individuals you may be working with. Start by talking to them about their wishes and concerns and how they might be involved. Are there ways that the criteria they would value can be incorporated into reassessment and could they have a role in assessing these?



Further Information

Ager, W., Gee, M., Ferguson, F. and MacPhail, M. (2004). Integrated Assessment: Involvement of Service User and Carers. IRISS (formerly SIESWE).

Doel M., Deacon L. and Sawdon C. 2007). Curtain down on Act One: practice learning in the first year of the new social work award. Social Work Education, 26 (3):217-232.





The Practice Assessment Panel – an Example of Information for Service Users and Carers from the Open University



About the Practice Assessment Panel

Social Work students have two work placements during the course. On each placement they have a supervisor, a qualified social worker, who is known as the practice assessor.

Practice assessors meet regularly with the students and observe them working with service users. At the end of the placement the assessors write a report about the students' practice. They then send this report to the University and it is considered by a Practice Assessment Panel of lecturers and tutors. The panel confirms the recommendation and discusses any recommendations for a fail.

What will you be asked to do for a Practice Assessment Panel?

The task is to read a small selection of the reports (probably three) and discuss them with one of the members of the Panel in advance of the meeting. The kinds of comments we are interested in might include these:

- Does the report give a good picture of the student's practice?
- Have service users' comments been included? If so, are they sufficient in quality and quantity to make a real contribution to the assessment of the student?
- Is there anything missing from the report that you think should have been included in order to provide evidence that the student has worked well with service users and carers?
- What are your views on the practice of the student, as described in the report?



Preparation

In order to prepare for this work a member of the panel will meet with you to explain a bit more about how the panel works and what your role will be.

Person Specification

This piece of work usually takes place in the early autumn and will require the equivalent of two days of your time, spread out over a period of about one month.

You will be interested in this work if:

- you have the time (and patience!) to learn about student assessment on social work courses
- you have views about social work training and want to have a role in making sure students are fit to practice as social workers at the end of their training
- you have the time to read a small number of lengthy documents, with support if necessary.





Assessment – A Personal Perspective from Helen Bradley

I was involved as a service user and carer (I am both) in looking at workplace reports which had been written as part of their ongoing assessment by three social work students who have one more year to go in their course.

The reports had already been marked as passes; my primary job was to read them, plus the comments of the supervisors who had overseen the work, and say whether or not I agreed the students should have been given a passing grade or not.

Each student had to describe three cases in which he/she had been the primary worker; what each case was about, what tasks were involved and what action they took. In addition they also had to describe when and how they worked with other agencies where necessary, and what legislation they had to use, as well as what course material was relevant.

What struck me was the breadth of work each student was involved with – everything from crisis intervention to community projects; e.g. one student was involved with a community support group for carers, another was dealing with immigration and the third in school support.

Each report was set out in the same way under a variety of headings, such as what legislation was used, what other agencies were involved, what course material and theory informed the work. There was also always comment on how service users felt they had been treated. This layout made it easy to follow the reports. In addition, guide questions from the lecturer for me as a reader were particularly helpful in helping me to create my report on what I read.

I was given excellent feedback from the lecturer who asked me to do the task. I got support by phone and by email and was free to contact the lecturer at any time should I need. In addition, I was given a phone call to tell me how my comments were received, as well as being sent the minutes of the meeting at which my comments were discussed. This made me feel valued.



I feel that any service user or carer should be involved if she/he chooses because it is in our best interests that a service reflects what service user/ carer really needs. In some ways I consider it a duty; if I want a service that suits my needs then surely I have some responsibility to take the opportunity to comment in a meaningful way. Reading the reports took time, but I was reassured by the fact that I was not being asked to produce an 'academic' report. I was asked to give my genuine reactions to what I read. It is something any service user or carer can do, I feel – the support offered by the lecturers certainly boosts confidence and is very helpful.

Support to carry out the task is readily available, as I discovered. For any organisation seeking to involve service users and carers I would suggest more forums to disseminate information about the possibilities for service user and carer involvement, such as the one I attended and where I got the opportunity to carry out the task I did. Making it clear that support is available to help carry out the task is vital. In addition, a clear statement of the fact that service users and carers are being asked to contribute their own experiences, not to take on the work of a lecturer or trainer, is vital.

Many people are put off by the fact that they feel they do not have the right 'qualifications'; they need to know that it is their experience of and thoughts on the services they use and the training that is given is what is important. Also, anyone who feels that she/he would have difficulty in carrying out the task – e.g. learning difficulties, visual impairment, etc. should be assured from that start that support is available to carry out the task. In effect, the emphasis should be on ability, not disability, which is what I discovered was the fact.



Monitoring and Evaluation

People who use services and carers want to know if their involvement in social work education is making a difference. The outcomes they are interested in include changes in the attitudes, values and practice of social work students and educators. They expect these changes to impact on future practice and prevent other people who use services from having negative experiences. They also want to know whether new students find themselves able to live out their values and put into practice what they have learned when they enter the social work profession. In return for involvement of service users and carers in social work programmes, universities and colleges should therefore consider how they can evaluate the effectiveness of such involvement as part of their measurement of the effectiveness of their teaching. This is also a challenge for managers and trainers in social work services themselves.

What the Experts Say

"This willingness for all those involved to work towards a common structure where I and those like me would see actual change from our involvement would be different from the other areas of consultation I and others have been involved with....We would see a definite result from our involvement and consultation and we would all be aware of the challenges and tasks which lay ahead. This was for me a main influence in my deciding to join the Group."

John Dow, Chair of Scottish Voices, speaking about the University of Dundee User and Carer Group.

"How do we ensure that after qualification the 'new social workers' are able/allowed to continue the practice they learnt/gained at the Universities?"

John Dow and Jim Sinclair.

Top Tip: People who use services and carers expect their input to have an impact. Teaching organisations should evaluate whether involvement:

- Increases students' understanding of non-discriminatory attitudes
- Enables students to understand the difference they can make to a person's life
- Encourages students to develop positive and respectful practices.



From Wider Research

Positive impact will follow from good practice in involvement. Marginal involvement is unlikely to produce significant change.

Therefore:

- Ensure people who use services and carers are co-creators of practice change
- Make optimum use of their insights, energy and imagination in their contributions to student learning
- Evaluate the impact of such learning on student attitudes, knowledge and understanding of practice.

Good Practice Examples

The User and Carer From established under Changing Lives has developed and published a set of Principles and Standards of Citizen Leadership which explain the dimensions of real engagement. They make it clear that engagement has benefits in itself but should also be for a wider purpose, to make things better for others and to challenge powerlessness and inequality.

Principles of Citizen Leadership

1. Potential

- Everyone should have their leadership potential recognised.

2. Development

- People's leadership potential can only be fulfilled through opportunities for development.

3. Early Involvement

- People who use services and carers must be involved at all stages of developing and delivering services.

4. Person-Centred

- Everyone is an individual and should be helped to show leadership in the way that suits them best.



5. Information

- People need information that is clear to them and they need it in plenty of time.

6. Equality

- People use their leadership skills to challenge inequality in services and wider society.

7. Control Through Partnership

- Citizen Leadership enables people to have more control over their own services, through working in partnership with those services.

8. Wider Benefit

- Citizen Leadership is for the benefit of other people who use services as well as yourself.

<http://www.socialworkscotland.org.uk/resources/pub/CitizenLeadershipPrinciples&StandardsPaper.pdf>

Glasgow School of Social Work is developing an evaluation tool to use after every input from service users and carers so that lessons can be learned for supporting future involvement.

Action

Develop a framework for evaluating the impact of engagement on both learning and practice. Engage people who use services and carers in the evaluation and ensure that those who participate in learning receive feedback on the results.

Further Information

IRISS (formerly SIESWE), 2004. Scottish Voices: Service Users and Carers at the Heart of Social Work Education – a conference report.

<http://www.iriss.ac.uk/node/185>





Useful Contacts and Resources

Centres for Excellence

The Scottish Government funds a number of Centres for Excellence which support the national workforce development strategy to create a competent, confident and skilled workforce, develop innovation and cutting-edge practice based on research and provide information and support to stakeholders in their specific area of expertise.

The Centres for Excellence are:

- Criminal Justice Social Work Development Centre (CJSW)

<http://www.dsdc.stir.ac.uk/>

- Dementia Services Development Centre (DSDC)

<http://www.dsdc.stir.ac.uk/>

- Scottish Consortium for Learning Disability (SCLD)

<http://www.sclld.org.uk>

- Scottish Institute for Residential Childcare (SIRCC)

<http://www.sircc.org.uk/>

- Scottish Training on Drugs and Alcohol (STRADA)

<http://www.projectstrada.org/v1/>

Citizen Leadership

Citizen Leadership was developed by the User and Carer Forum as part of Changing Lives.

<http://www.socialworkscotland.org.uk/resources/pub/CitizenLeadershipPrinciples&StandardsPaper.pdf>



Changing Lives

The review of social work services in Scotland.

<http://www.socialworkscotland.org.uk/>

Codes of Practice

The Codes of Practice for social services workers and employers

<http://www.sssc.uk.com/NR/rdonlyres/761AD208-BF96-4C71-8EFF-CD61092FB626/0/CodesofPractice21405.pdf>

Communication Forum Scotland

This group of organisations aims to highlight the diverse range of communication support needs and ways of meeting them. The Civic Participation Network promotes awareness of the accessible information and opportunities that people with communication support needs require to take part in the civic life of Scotland. Their website includes the Talk for Scotland toolkit which provides practical tools for engaging with people with communication support needs.

www.communicationforumscotland.org.uk

Continuous Learning Framework

A Framework to support those working in the social care sector.

<http://www.sssc.uk.com/NR/rdonlyres/20BECBCE-C2D4-49D2-B050-D0D3931229E5/0/CLFPDF.pdf>



Institute for Research and Innovation in Social Services (IRISS)

The aim of the Institute (formerly The Scottish Institute for Excellence in Social Work Education,) is to:

Develop educational qualifications, professional development pathways and organisational learning cultures that continue to promote positive change in Scotland's social services sector. We are committed to achieving this within an ethos that seeks and utilises the views and participation of service users and carers in all aspects of our work and prioritises collaboration, continuous improvement and quality enhancement.

<http://www.iriss.ac.uk/>

Learning Exchange

The Learning Exchange is a digital library of learning resources for social services and social work education and training. The resources include information sheets, official publications, interactive learning resources, video clips, case studies and radio broadcasts, all of which may be used for non-commercial, educational purposes.

Virtually all these resources are freely available using "Open Search" www.iriss.ac.uk/openlx

Working with practitioners, IRISS carefully selects material that is relevant, up-to-date and usable for both learning and teaching.

Learning Network

The **Scottish Social Services Learning Network** is an innovative project designed to support the learning and development of Scotland's social service workforce. Our purpose is to bring people and resources together to support effective practice. The Network is for the whole social services workforce. Irrespective of occupation or sector, if you're employed in a social service in Scotland we're here to support your learning and development needs.



There are four Regional Learning Networks

- Network North
- Network West
- Network South East
- Network Tayforth.

<http://www.learningnetworks.org.uk/>

Private Care Sector Workforce Initiative

The aim of this initiative is to develop the capacity of the private care sector to deliver on the national workforce agenda through:

- Involving employers in shaping the workforce of the future
- Providing information on policy, regulation and registration
- Developing an understanding of and engagement in workforce planning
- Promoting best practice in recruitment and retention
- Improving learning and development opportunities.

The initiative is managed by Scottish Care in partnership with Scottish Care at Home and is funded by Scottish Government.

<http://www.workforceinitiative.co.uk/>



Scottish Social Services Council

The SSC is responsible for registering people who work in social services in Scotland and regulating their education and training.

<http://www.sssc.uk.com>

Scottish Voices

Scottish Voices is made up of groups and networks of people who use social work services or care for someone who does. All of the people in Scottish Voices work with the universities who teach social workers or with the Learning Networks in Scotland. Group members are involved with these organisations because they want to make a difference to social work education at both local and national level.

By working with the universities, service users and carers can positively influence how social workers are trained which in turn should improve the way they do their job.

By working with the Learning Networks, service users and carers can begin to work more closely together and with professionals to help improve how all social services workers do their jobs.

<http://www.iriss.ac.uk/scottishvoices>

SCIE

The Social Care Institute for Excellence (SCIE) was established by Government in 2001 to improve social care services for adults and children in the United Kingdom.

The Social Care Institute for Excellence's (SCIE) mission is to identify and spread knowledge about good practice to the large and diverse social care workforce and support the delivery of transformed, personalised social care services. It aims to reach and influence practitioners, managers and the sector leadership who have responsibility for service delivery in adults' and children's services. SCIE recognises the central role of people who use services, children, young people, their families and their carers, and aims to ensure their experience and expertise is reflected in all aspects of its work.



SCIE is an independent charity, funded by the Department of Health and the devolved administrations in Wales and Northern Ireland. SCIE identifies and disseminates the knowledge base for good practice in all aspects of social care throughout the United Kingdom.

<http://www.scie.org.uk/>

Voluntary Sector Social Services Workforce Unit

The Workforce Unit seeks to work with all social service providers in the voluntary sector in Scotland to help achieve the Scottish Social Services Council's vision of a "Competent, confident workforce, capable of delivering services in a changing environment and committed to developing a culture of learning."

The Unit has been established by Community Care Providers Scotland (CCPS) in collaboration with the Scottish Social Services Council (SSSC) and is funded by the Scottish Government.

The Workforce Development Network brings together people from across the voluntary sector social services workforce to share ideas, knowledge and practice and work together to help influence change.

<http://www.ccpscotland.org/workforceunit/network/>





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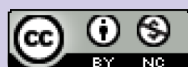
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