



# Public Involvement in Education & Research Partnership

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**Annual Report**

**September 2016 – August 2017**

## Introduction

Welcome to the annual report of the BU PIER Partnership. The report seeks to provide an overview of the scope and range of BU PIER Partnership activity in 2016/17. In this year we focused on developing public involvement in research and in building on our national reputation for meaningful involvement and collaborations in health and social work education. We have been working on developing an evidence base for different models of involvement in research to inform the work we undertake and the support we provide to academics across BU. Our work gained external recognition including coverage in the Bournemouth Echo, BBC South Today and BBC Solent and we were shortlisted for the international Professor Sir David Watson Award for Community University Partnerships. This is in addition to publications in three academic journals. This is great recognition of the work we do to engage with wider communities, in particular, seldom heard voices. A summary of this 2016/17 activity is provided here.

Should you wish to discuss any aspect of the report, please feel free to contact us.

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## Service user and carer partnership members

In the 12 months this report covers, the BU PIER Partnership membership grew from 87 to 108 members with 21 members leaving, making the total in August 2017 of 87, so we have gained 21 new members this year. The group is made up of 47 Service Users and 32 Carers as well as 8 who identify themselves as Service Users and Carers. 61 are women and 26 men covering a wide variety of illnesses and experiences and geographical areas in Dorset.

New members have been identified through a variety of means including:

- Our own membership network
- Academics
- Students on placement
- Networking events
- Our website
- Word of mouth

## **BU Service user and carer 5 year strategy**

Available at [www.bournemouth.ac.uk/pier/resources](http://www.bournemouth.ac.uk/pier/resources)

In May 2015, the HSS Executive approved the Service User and Carers' five year strategy and we continue to work toward these aims which are:

- To collaborate with service users and carers in ways which respect and value them as experts by experience
- To create and support opportunities for service users and carers to lead, contribute and collaborate in research activity
- To develop innovative, meaningful and less resource intensive models of involvement in education which are shown to enhance professional practice
- To develop a national profile for innovative involvement in health and social care research and education
- To increase the number of high impact research studies and publications from across the Faculty of Health and Social Sciences which focus on involvement in health and social care education, research and practice.

### **Specific goals within the strategy for 2016-17 are listed and reported on below:**

- Embed involvement in non-regulated programmes to enhance teaching and learning
- Increased research activity if previous bid(s) successful and evidence of service user initiated research activity
- Develop opportunity for PGR post
- Obtain funding and host a national event

### **2016-17 goal: Embed involvement in non-regulated programmes (in addition to HCPC and NMC programmes) to enhance teaching and learning**

The main focus of the PIER partnership's work continues to be involving people with lived experience in the design and delivery of programmes in HSS. Whilst priority is given to professionally regulated programmes, we have also developed activity within programmes such as Sociology and Social Policy. The following data provides an overview of the number and types of activity for each programme in HSS. The number of sessions, hours, group members and student feedback forms for this 12 months academic period are illustrated in the tables for each programme.

## Social Work

	Comparison of Social Work Academic Activity Sept 15 – Aug 16 and Sep 16 – Aug 17												
	Year 1				Year 2				Year 3		Step up	Total	
	2015/16		2016/17		2015/16		2016/17		2015/16	2016/17	2016/17	2015/16	2016/17
	MA	BA	MA	BA	M	BA	MA	BA	BA	BA			
Sessions	6	8	5	7	7	7	1	4	7	6	1(7)	42	24
Hours	27	43.5	32	28.75	16.75	20.25	3	12	21	19	9(23.75)	152.25	103.75
Group members	11	19	15	18	8	7	1	4	10	8	4 (13)	68	50
Student feedback	63	115	51	159	0	0	0	0	13	19	17 (20)	211	246

The main areas of involvement in the Social Work BA programme are:

- BA Year 1 – Fresher’s week
- BA Year 1 - Student assessed role play on breaking difficult news
- BA Year 1 – Social Work with Adults (l/Disb)
- BA Year 1 – Social Work with Adults (MH & MH Crisis Team)
- BA Year 1 – Social Work with Adults (Substance Use)
- BA Year 1 – Social Work with Adults (Brain Injury)
- BA Year 2 – Presentations on the first placement x4
- BA Year 3 – Mental Health/Substance Use
- BA Year 3 – Presentations on second placement x3
- BA Year 3 – Portfolio reading x2

The main areas of involvement in the Social Work MA programme are:

- MA Year 1 – Fresher’s week
- MA Year 1 – Student assessed role play on breaking difficult news
- MA Year 1 – Presentations on placement x2
- MA Year 2 – Social Work final presentations

The main areas of involvement in the Social Work Step Up programme are:

- SW Step Up – Role play Scenarios

We engaged with 6 members of the SW team during this 12 month period. This activity was funded by the social work education support grant for service user involvement.

Examples of student feedback:

SW BA Year 1

*Thank you for such an honest account. Really helpful to understand what life is like in addiction and how this affects everything in life. 23.2.17*

SW BA Year 3

*Very good insight from an S/U perspective. On self-reflection it makes me wonder if I could talk about my past in this way. 18.11.16*

SW MA Year 1

*Good experiences at one to one SW practice, also at breaking bad news which is not easy but likely to be a regular occurrence in the nature of work. The feedback was really helpful and good to see how my engagement was perceived by others. 14.11.16*

SW Step Up

*Really powerful examples helping us gain an understanding of their real lives and the risks/complexities involved. 30.11.16*

Listed below are the number of sessions, hours, group members and applicants we have been involved with in both BA and MA Social Work interviews as well as the SW International interviews this year. The Social Work interviews are divided into 3 parts:

1. The Group activity which PIER co-ordinate
2. The written test which PIER co-ordinate
3. The individual interview which the Academics co-ordinate

The SW International interviews are divided into 2 parts:

1. A written test completed after seeing a short video
2. The individual SKYPE interview

All programs must meet the regulators' approval. The regulators are the Health and Care Professions Council (HCPC) and the Quality Assurance Agency for Higher Education (QAA)

Comparison of Social Work Interviews Sep15 – Aug16 and Sep16 – Aug17						
	BA/MA		International SW		Total	
	2015/16	2016/17	2016/17		2015/16	2016/17
Sessions	22	22	5		19	27
MA Applicants	41	34	6		41	40
BA Applicants	92	84			92	84
Hours	145	108.75	8		145	116.75
Group members	38	36	5		38	41

## Adult Nursing

The main areas of involvement in the Adult Nursing programme are:

- Year 1 *Service users as Partners in Care* within the ‘Exploring Adult Nursing’ Unit
- Year 1 Learning Disability Theme day
- Year 2 Humanisation Workshops within *Humanising Nursing Care*
- Year 2 Nursing Simulation within the Unit; *Therapeutic Communication in Adult Nursing*

To further develop service user involvement in the Therapeutic Communications Unit; led by Dr Sue Baron, an opportunity arose to create a new set of learning resources to add value to the Therapeutic Communication in Adult Nursing unit on the BSc (Hons) Adult Nursing programme. The focus is on building knowledge and practice skills using videos of service user and nurse interactions, based on a set of scenarios illustrating poor practice and good practice.

In 2016, student co-creation funding was awarded by the Centre for Excellence in Learning (CEL) at Bournemouth University. One of the PIER members who has complex communication needs and a 3<sup>rd</sup> year student nurse have been filmed in seven scenarios, showing good and poor nursing practice. Sue and the team are in the process of building on these core materials to create a set of learning resources that support achievement of the Intended Learning Outcomes (ILOs) for the unit.

Beyond adding value to this unit, the resources will be created so that they can be used flexibly for additional purposes. In particular, a long term objective is to make these resources available via additional channels, including the PIER Partnership resources web page

The overall aim is to create a stand-alone blended learning resource that enable students to build on the knowledge and practice skills developed in the unit, such that they may apply

them to real practice scenarios through practical activities, with specific supporting guidance.

The Humanisation workshops are all facilitated by service users and carers so that students can appreciate the lived experiences of vulnerability and the impact of dehumanising care.

The workshop facilitators include:

- People with an on-going mental health issue
- Individuals who are Gay, Lesbian, Bisexual or Transgender
- Individuals living with a physical disability
- Individuals living with a long term condition e.g. MS
- Individuals with drug or alcohol issues
- People from BME communities
- Individuals who are homeless
- People who are HIV+

Increasingly we are inviting people who work for organisations e.g. The Big Issue, Add Action, Body Positive, to deliver the workshop alongside the service user so that the students gain some knowledge of the services that are available.

As the Adult nursing curriculum is delivered on two campuses we are now being asked to undertake activities at Yeovil. This has resulted in forging links with Yeovil Hospital Volunteers' group in order to recruit service users for both the simulation activity and *service users as partners in care* session.

<b>Comparison of Adult Nursing Academic Activity Sept 15 – Aug 16 and Sep16 - Aug17</b>								
	Year 1		Year 2		Year 3		Total	
	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Sessions	9	9	6	7	0	0	15	16
Hours	36.5	35.75	301.5	331.5	0	0	338	402
Group members	17		84	99	0	0	101	
Student feedback	475	550	532	552	0	0	1,007	1,102

In previous years, Nursing interviews have taken a very significant amount of coordinator time. To manage this within PIER capacity, this has been reduced by 2/3 as we move instead to a model of moderating the process instead of being involved in all.

<b>Comparison of Adult Nursing Interviews Sep15 – Aug16 and Sep16 – Aug17</b>		
	2015/16	2016/17
Sessions	26	8
Hours	142.5	119
Group members	43	49

### Children and Young People's Nursing

<b>Comparison of CYP Nursing Academic Activity Sept 15 – Aug 16 and Sep 16 - Aug 17</b>								
	Year 1		Year 2		Year 3		Total	
	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Sessions	3	2	2	2	0	0	5	4
Hours	11.5	12	2	2	0	0	13.5	14
Group members	3	3	2	2	0	0	5	5
Student feedback	47	50	38	47	0	0	85	97

Topic areas covered by PIER members include:

1. acute illness in childhood (experience of coming into hospital)
2. application of communication skills (parent of a child with Autism)
3. experience of health care for children in different settings (parent perspective)
4. young carers

<b>Comparison of CYP Nursing Interviews Sep 15 – Aug 16 and Sep 16 – Aug 17</b>		
	2015/16	2016/17
Sessions	9	8
Hours	68.75	51.75
Group members	19	21



## Mental Health Nursing

This academic year has seen involvement in the observation and feedback of role play within *Communication and Therapeutic approaches to Mental Health* and an activity where service users undergo a physical health assessment within the *Physical Care in Mental Health Settings* unit of learning. PIER members have also been involved in a unit *Mental Health in non-mental health settings*.

Mental Health Nursing students have also attended the *Learning Disability Theme Day* with Adult and CYP Nursing students.

2016-17 has also seen the addition of a 3 hour session on Gender Identity Dysphoria with year 2 students. This has been extremely well evaluated. Feedback from Students include the following comments:

*I found this session intensely educating and believe it has enabled me to find techniques and skills to aid people in these scenarios.*

*After this, I would like further insight to life as a Trans on wards or/and mental health services i.e. difficulties they may experience and how we as future nurses could try prevent this.*

*This session really made me think 'outside the box'. As a future nurse I will now feel confident in providing an equally good service to the diverse communities that will need to access help and support.*

<b>Comparison of Mental Health Nursing Academic Activity Sep 15 – Aug 16 and Sep 16 - Aug 17</b>								
	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Total	Total
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Sessions	1	1	4	7	0	0	5	8
Hours	4	15	21	41	0	0	25	56
Group members	1	3	7	13	0	0	8	16
Student feedback	24	43	0	46	0	0	24	89

Working with Sarah Eales, Service users and carers have been fully trained to enable them to participate on all interview panels. A review of the process will take place in September 2017.

<b>Comparison of Mental Health Nursing Interviews Sep15 – Aug 16 and Sep16 - Aug 17</b>		
	2015/2016	2016/2017
Sessions	16	18
Hours	117.25	123.75
Group members	30	36

## Midwifery

<b>Comparison of Midwifery Academic Activity: Sep 15 – Aug 16 and Sep16 – Aug 17</b>								
	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Total	Total
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Sessions	1	1	2	2	0		3	3
Hours	1.5	1.5	4	4	0		5.5	5.5
Group members	1	2	2	1	0		3	3
Student feedback	0	28	63	48	0		63	76

Topic areas covered:

- A Father shares his experience of still birth *Grief and Loss day*
- The Co-ordinator and a service user(s) deliver a session: 'The existence and importance of user groups and how they inform maternity services delivery' within the *Caseloading Practice Unit*

As the Midwifery programme is delivered on 2 campuses; some steps have been taken to engage with a group of women in Portsmouth in order to incorporate the voice of women in the curriculum.

## Occupational Therapy

Number of sessions, hours, group members and student feedback forms completed for this 12 month academic year for each year group:

Comparison of Occupational Therapy Academic Activity Sept 15 – Aug 16 and Sept 16 – Aug 17								
	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Total	Total
	2015/1	2016/1	2015/1	2016/1	2015/1	2016/1	2015/1	2016/1
	6	7	6	7	6	7	6	7
Sessions	3	5	2	4	0	0	5	9
Hours	5.75	38	5	8.5	0	0	10.75	46.5
Group members	4	14	5	9	0	0	9	23
Student feedback	88	96	37	95	0	0	125	191

The main areas of involvement in the Occupational Therapy programme are:

- Year 1 – Focussing on Professional Identity MS
- Year 1 – Practical Assessment x2 sessions
- Year 1 – OT in Action 1 Carers Assessment
- Year 1 – OT in Action 1 MS
- Year 2 – OT in Action 2 Carer Assessments
- Year 2 – OT in Action 2 Cancer
- Year 2 – OT in Action 2 Disability
- Year 2 – OT in Action 2 Person Centred Approach

We engaged with 2 members of the Academic team in the 12 month period.

We have engaged with 1 member of the Academic team in the 12 month period.

Examples of student feedback:

OT Year 1

*Thank you for coming to speak to us and sharing your personal experiences. Really useful this face to face contact time in the first year of OT to gain an understanding of the lives of individuals we may work with. 23.3.17*

OT Year 2

*I felt very privileged that you could share your knowledge and experience with us. 7.2.17*

## Physiotherapy

Number of sessions, hours, group members and student feedback forms completed for this 12 month Academic period for each year group:

Comparison of Physiotherapy Academic Activity Sept 15 – Aug 16 and Sept 16 – Aug 17								
	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Total	Total
	2015/1	2016/1	2015/1	2016/1	2015/1	2016/1	2015/1	2016/1
	6	7	6	7	6	7	6	7
Sessions	2	6	8	4	2	3	12	13
Hours	5	29	16.75	8	6	4.5	27.75	41.5
Group members	2	10	10	4	2	4	14	18
Student feedback	45	103	186	71	22	76	253	250

The main areas of involvement in the physiotherapy programme are:

- Year 1 – Professional Identity
- Year 1 - Science for Physiotherapy Neuro Condition MS
- Year 1 – Skills for Therapy Practice Unit: Practical Assessment
- Year 1 – Exercise – Movement and Rehabilitation MS
- Year 2 – Neurological long term/progressive condition MS
- Year 2 – Living with traumatic brain injury
- Year 2 – Living with a long term condition Parkinson’s
- Year 2 – Amputee
- Year 3 – Long term Rheumatologically condition
- Year 3 – Lived experience of a parent of a child with a long term condition
- Year 3 – Principles of Rehabilitation of people with CP

We have engaged with 4 members of the Academic team in the 12 month period.

Examples of student feedback:

Physio Year 1

*Inspiring and honest person. Very grateful for her time and honesty when speaking about her experience. This was an invaluable experience – thank you. 6.2.17*

## Physio Year 2

*Thank you so much for coming in and talking to us. Nothing beats hearing about the impact a condition has on your life first-hand. Insights provided are so valuable.*  
17.11.16

## Physio Year 3

*This session gave me appropriate insights into the broader spectrum of Autism and ideas of how to conduct myself in a way that encompasses all of the person's traits and personality.* 17.10.16

## Operating Department Practice (ODP)

Comparison of ODP Academic Activity Sep15 - Aug16 & Sep16 - Aug17						
	Year 1	Year 1	Year 2	Year 2	Total	Total
	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Sessions	0	0	1	1	1	1
Hours	0	0	5.5	5.5	5.5	5.5
Members	0	0	6	8	6	8
Student feedback	0	0	47	36	47	36

The main areas of involvement in the ODP programme are:

- Year 2- Understanding the lived experience

We have engaged with 1 member of the Academic team in the 12 month period.

Examples of student feedback:

## ODP Year 2

*Thank you very much for the insight and your time. The session was very well received and appreciated.* 1.2.17 (HIV)

## Paramedic Science

Comparison of Paramedic Science Academic Activity Sep 15 – Aug 16 and Sep16 – Aug17								
	Year 1	Year 1	Year 2	Year 2	Year 3	Year3	Total	Total
	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
Sessions	10	8	2	0	0	0	12	8
Hours	43.75	33	3	0	0	0	46.75	33
Group members	21	117	3	0	0	0	24	17
Student feedback	133	89	48	0	0	0	181	89

The main areas of involvement in the Paramedic Science programme are:

- Year 1 – Homelessness/Drug and Alcohol
- Year 1 – Cerebral Palsy/Brain Injury
- Year 1 – OSCE x6

We have engaged with 3 member of the Academic team in the 12 month period.

Examples of student feedback:

PS Year 1

*Absolutely amazing experience to hear Matts story, thank you so much for this opportunity.*  
1.11.16

Paramedic Science Interviews Sep16 - Aug17	
	2016/17
Sessions	11
Hours	57.25
Applicants	74
Members	19

This has been our first year of involvement in the Paramedic Science interview process and it has been very well received by both the PIER members who have taken part in it as well as the Paramedic Science team. All PIER members who took part in this activity received training prior to the interview sessions.

## Sociology & Social Policy

Number of sessions, hours, group members and student feedback forms completed for this 12 month Academic period for each year group:

<b>Comparison of Sociology &amp; Social Policy Academic Activity Sep 15 – Aug 16 and Sep 16 – Aug 17</b>				
	<b>Year 1</b>	<b>Total</b>	<b>Year 2</b>	<b>Total</b>
	2015/16	2015/16	2016/17	2016/17
Sessions	3	3	1	1
Hours	5	5	2	2
Group members	8	8	2	2
Student feedback	42	42	18	18

The main area of involvement in the physiotherapy programme is:

- Year 2 – Disabled people in Society

We have engaged with 1 member of the Academic team in the 12 month period.

Examples of student feedback:

Sociology & Social Policy Year 2

*Very interesting and engaging session, highlights the real world applications of the theories and concepts covered in this unit. 31.10.16*

## Summary

The data demonstrates involvement in education across NMC and HCPC regulated programmes and Sociology and Social Policy, with a total of 707.75 hours Academic activity for the year and 468.5 hours Interview activity overall (Please see chart below for HCPC & NMC breakdown)

<b>BU PIER Partnership Interviews 2016/17</b>		
	<b>Sessions</b>	<b>Hours</b>
<b>Nursing</b>	34	294.5
<b>HCPC</b>	38	174
<b>Total</b>	72	468.5
<b>BU PIER Partnership Academic Activities 2016/17</b>		
	<b>Sessions</b>	<b>Hours</b>
<b>Nursing &amp; Midwifery</b>	31	477.5
<b>HCPC</b>	55	230.25
<b>Total</b>	86	707.75

The figures refer to the hours PIER partnership members have been involved and does not reflect the work required by the service user and carer coordinators to prepare, support and evaluate this involvement. We have been working with programmes to review the balance of involvement across year groups and types of activity e.g. admissions, simulation, lectures and assessment with priority being given to activities evaluated as having the biggest impact on student learning and practice; and education activities over involvement in interview days. This work will inform future planning and the curriculum re-write and re-validation in 2018.

### **2016-17 goal: Increased research activity if previous bid(s) successful and evidence of service user initiated research activity**

The BU PIER Partnership continues to be guided by its 5 year strategy (2015-20). In relation to involvement and collaborations in research, the following goals were identified in 2015.

- To create and support opportunities for service users and carers and CSUP (*now PIER partnership*) to lead, contribute and collaborate in research activity
- Establish links and potential collaborations with research units, centres and organisations such as Bournemouth University Clinical Research Unit (BUCRU), Involve, The National Institute for Health Research (NIHR) Research Design Service, Social Care Institute for Excellence (SCIE) and local organisations such as the Dorset Clinical Commissioning group
- Liaison with user groups involved in research such as The National Childbirth Trust (NCT)
- Facilitate contacts and collaborations between researchers and a broad range of specialist groups
- Develop and share materials and resources for researchers to enhance good practice in involvement
- Develop and support the dissemination of research findings which can be used in education and professional practice
- Engage in research activity to evidence the links between involvement, outcomes and impact

### **Progress in the last year:**

- Undertook the older male carers' research study. To pilot a model of user led research
- Established a regional PPI network
  - Core members from: Involve (Kate Sonpal), Dorset Healthcare Trust (Hazel Burt), Dorset County Hospital (Zoe Sheppard), BUCRU (Helen Allen), RKEO (Lisa Gale Andrews), FoM (James Galvin)



- Collaborated with researchers across HSS to involve people with lived experience in the design and delivery of a number of research studies, proposals and bids
  - Nutritional Guidelines for People living beyond Cancer, Hilal Karaca – Msc Nutrition and Behaviour – set up advisory group
  - Spinal Stenosis project, Susanna Bentman – set up advisory group
  - Burdett Trust – Developing Resources around financial abuse from scams for community health Sally Lee and Teresa Burdett. – set up advisory group
  - Knee Brace/neoprene sleeve project ORI – set up advisory group (subsequently cancelled)
  - LAUNCH project – Katherine Curtis, setting up advisory group
  - Hip/knee replacement, James Gavin, FoM - set up advisory group
  - Abortion study, Sue Baron, Sam Rowlands and Sarah Thomas – members of steering group to advise on PPI
  - Goodgym Project – Local befriending scheme for older people, Review of Ethics document – Clare Killingback
  - The Value/s of Unpaid Hospital Care: Developing International Comparative Perspectives from Turkey, the UK and the Czech Republic, Rosie Read, Shared details of four local hospital volunteer co-ordinators/groups
  - Japanese stigma study – facilitated contact with local HIV service for Japanese researchers (through Jonathans Parker) to undertake UK interviews, University of Kawasaki
  
- Collaborated on research bids with external organisations
  - Patients Association
  - Healthwatch Dorset
  - Bournemouth Borough Council and Borough of Poole
  - CRISP (Bournemouth and Poole Carers Centre)

Capacity to engage in such a wide range of activities has remained a challenge but has enabled us to pilot different models and evaluate the impact. Focus for the following year will be on prioritising activity with the biggest impact which will be supporting user led and participatory research.

### Conferences and events:

Presented at:

- University of Western Norway – Developing public involvement in research, Oct 2017
- PPI Seminar series, BU – April 2017
- National Involve Conference: Poster presentation (shortlisted for best poster) 'Building on a partnership's experiences from coordinating involvement in health and social

care education to developing user-led research: lessons learnt'. Involve Conference Nov 2017

- Faculty research seminar series – Models and approaches of PPI Nov 2017

#### Hosted:

- BU PIER partnership sandpit event with RKEO. Shaping the research agenda, June 2017
- Festival of Learning: Hidden carers: sharing the stories of older male carers, July 2017
- Festival of Learning: Public Involvement in Health and Social Care Research, July 2017

#### PR:

- Older carers user led research study featured on:
  - BBC Radio Solent – two interviews at 7.05 (Julian Clegg) and again at 8.05 (Steve Harris) breakfast shows
  - BBC South Today – reports throughout the day
  - Bournemouth Echo – two page feature
  - Dorset Healthwatch newsletter
  - Daily Echo Proud to care award article

#### Acknowledgements:

- Proud to Care award winner – Special recognition category in recognition of the older carers research group.

#### Outputs:

- Short film: Chief Cook and Bottle Washer [www.bournemouth.ac.uk/pier](http://www.bournemouth.ac.uk/pier) (under resources)
- Advice guide: written by older carers for older carers, in development with Bournemouth Borough Council, Borough of Poole Carer services, Dorset CCG and a local GP practice. Interest regarding wider dissemination from Carers UK
- Developed a booking form for researchers to request PIER partnership input
- Updated guidance for researchers on the PIER partnership website

#### Papers relating to public involvement in research:

Heaslip, V., Scammell, J., Mills, A., Spriggs, A., & Warren, A. 2017 Service Use engagement in Healthcare Education as a mechanism for Value based recruitment: An Evaluation Study. Nurse Education Today. Accepted subject to revisions

Hughes, M and Duffy, C 2018 Public involvement in Research: A concept analysis. Submitted to Health Expectations.

Hughes, M., McKay, J., Warren, A., Atkins, P., Ryden, J 2017 Chief cook and bottle washer: life as an older male carer. *Journal of Community Nursing*. 31 (4), 63-66

Warren, A, Hughes, M., Fry, J., Cescutti-Butler, L., 2017 Involvement in midwifery education and research: experience from a carer and service user partnership. *British Journal of Midwifery* Aug 2017, vol 25, no 8 pp524-530

### **Aims for research activity in the next year (2017-18)**

**Apply for Wellcome Trust public engagement funding:** We have limited capacity within the team to develop this work and to be pro-active in engaging seldom heard voice and marginalised groups in shaping the research agenda. We are applying for Wellcome Trust Public Engagement funding (five years) to recruit a research assistant / coordinator to develop innovative and creative approaches to involving older people in research (developing and piloting models of PPI and evaluating the impact on reducing loneliness and isolation).

### **Build capacity to develop and deliver a PPI unit for the proposed MSc in Clinical Research.**

We have written this unit but do not currently have capacity to deliver it. We will focus on prioritising workloads and collaborating with colleagues to meet this commitment.

### **Support researchers to develop meaningful public involvement in all stages of the research cycle:**

We have seen a significant increase in demand from BU researchers (PGRs and staff) to coordinate the involvement of people with lived experience in their research. We are not currently able to meet this demand and so are looking at prioritising involvement on activities which achieve the biggest impact. We are keen to identify funding to enable us to set up a monthly research consultation group which researchers can book a slot at to pitch ideas and seek feedback at all stages of the research cycle from people with lived experience of care homes, hospital admissions, surgery, primary care, social care etc. both as patients / service users and as carers.

**Networking to further develop opportunities for collaboration with external organisations** to increase potential for joint funding bids.

**Further develop international collaborations** through our current contacts in Norway, Kosovo and Japan.

**Align BU PIER partnership strategy to the BU 2025 strategy**

### **2016-17 goal: Develop opportunity for PGR post**

In the 12 months covered by this report we were successful in receiving internal funding to appoint two student research assistant posts (120 hours each). This enabled us to pilot the user led research study and to conduct a literature search and concept analysis into public involvement in research. We hope to build on this in the following year by applying for external funding to employ a research assistant to further develop innovative models of involving the public in research.

### **2016-17 goal: Obtain funding and host a national event**

Due to significant workload and the increase in research activity, we focused on hosting three local events to develop our work in public involvement in research. We hope to build on this in the coming year by hosting a national event in collaboration with our colleagues at the national DUCIE network (Developers of User and Carer Involvement in Education).

### **Network development**

At the start of the year we were in contact with 75 organisations and we are now in contact with 87 (56 local and 31 National). The database of organisations can be shared amongst BU academics looking to collaborate in education, professional practice and research. The aim for the next 12 months will be to develop these opportunities for joint working.

Angela and Pete have attended 13 events throughout the year, 1 national and 12 local.

07.09.16 - Pan Dorset Academy Launch EBC (Local)

12.09.16 - Human Movement Cluster meeting RLH (Local)

15.09.16 - ADRC Research meeting RLH (Local)

24.11.16 - PPI in Research EB304 (Local)

29.11.16 - Equality Challenge Unit Conference Nottingham (National)

08.12.16 - Commissioning Value - Social Enterprise Kingston Maurward College (Local)

13.02.17 - BU PIER Academic Steering group meeting (Local)

04.03.17 - Mental Health Acute Pathway Consultation Dorset CCG Poole Lighthouse (Local)

24.04.17 - PPI Research session Simon Denegri EB708 (Local)

25.04.17 - Be Yourself - Everybody Else is Taken Healthwatch Dorset AFC Bournemouth (Local)

10.07.17 - Festival of Learning Public Involvement in Health and Care Research FG06 (Local)

11.07.17 - Festival of Learning Stories from Older Male Carers Project FG06/07 (Local)

12.07.17 - Healthwatch Dorset Impact AGM Lighthouse Poole (Local)

## Sharing the stories of Older Male Carers (Festival of Learning 11.07.17)

More than 51,000 carers in England are men aged over 85; a number which has more than doubled in a decade. The BU PIER research project worked with 11 older male carers from Bournemouth and Poole to gather their stories and learn from their experience.

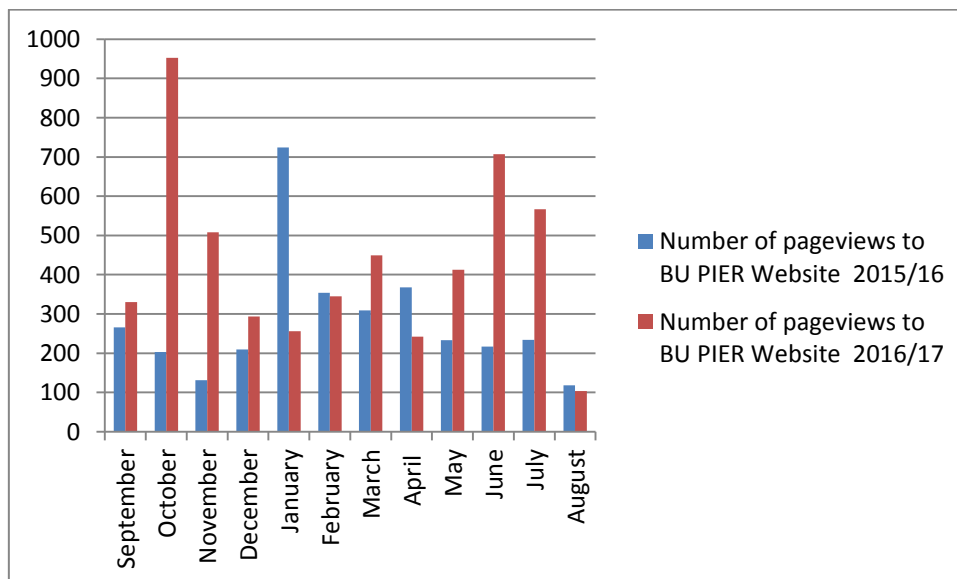
We presented our findings along with a video at this event on the 11<sup>th</sup> July as part of the Festival of Learning at Bournemouth University to an audience of 28 people.

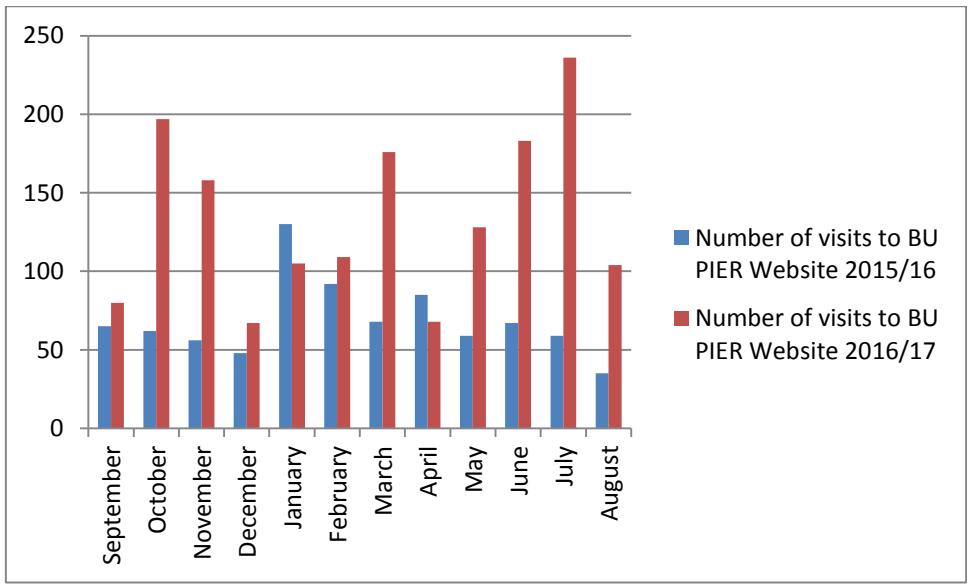
There was also interviews that week on BBC1 South Today and Radio Solent and we are developing a information leaflet with Dorset CCG that will be going to GP practises in Dorset.

## Website

As you can see below from the Web stats for September 2015 – August 2016 and September 2016 – August 2017 we have had an increase in page views from 3,367 to 5,365 and the average visit time for the year has increased slightly from 3.00 to 3.05 minutes. There has been an increase in the number of visits from 826 to 1,611 this year.

We have also added the BU PIER Twitter page to the website as well as the BU PIER News section.





	Sept-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Total
<b>Visits</b>	80	197	158	67	105	109	176	68	128	183	236	104	<b>1,611</b>
<b>Page views</b>	330	952	508	294	256	345	449	242	413	707	567	302	<b>5,365</b>
<b>Average visits (mins)</b>	2.55	4.83	2.35	4.39	1.06	2.16	2.22	2.31	5.35	5.36	1.54	2.54	<b>3.05</b>

	Sept-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Total
<b>Visits</b>	65	62	56	48	130	92	68	85	59	67	59	35	<b>826</b>
<b>Page views</b>	266	203	131	210	724	354	309	368	233	217	234	118	<b>3,367</b>
<b>Average visits (mins)</b>	3.02	3.18	1.41	6.03	3.07	4.53	2.45	3.05	3.31	2.93	2.09	1.37	<b>3.00</b>

## Conclusion and look forward

This again, has been a busy year for PIER partnership as we have developed a range of new activities across HSS programmes and significantly increased our involvement in research activity. A key priority for 2017/18 will be on working with HCPC and NMC programmes to evaluate and review this involvement and identify how these can contribute to the new curriculum in ways which achieve the biggest impact on student learning and their subsequent practice. The involvement in supporting user led research with a group of older male carers (over the age of 85) has been a great success and we will work hard to disseminate and track the impact of this study over the coming year along with piloting and evaluating models of user led research. A key focus in the coming year will be to build on our links with other Universities, including collaboration with the University of Western Norway. We are keen to develop national and international links to enable us to develop opportunities for shared learning and collaborations between the PIER partnership, academics and students.