Faculty of Health and Social Sciences

Public Involvement in Education and Research Strategy 2020-2025

Introduction

The BU PIER Partnership

The PIER (Public Involvement in Education and Research) Partnership is an award-winning initiative at Bournemouth University. The partnership, developed within the Faculty of Health and Social Sciences, has a core team of two public involvement coordinators: Angela Warren and Peter Atkins; and an Academic lead: Dr Mel Hughes who is Associate Professor in Social Work. Angela, Peter and Mel have their own lived experiences as patients, service users or carers as well as expertise in the coordination of public involvement in health and social care education and research. The BU PIER partnership has over 100 individual members (people with lived experiences relevant to health and social care) and collaborates with local, regional and national health, social care and community organisations, research bodies and Higher Education Institutes (HEIs). The PIER Partnership is able to harness a wealth of expertise from its diverse membership and wider network, particularly regarding lived experiences, which can inform our goals to *help people live better for longer* and *challenge marginalisation, misinformation and under-representation*. The PIER Partnership is well positioned as a BU resource for engaging the wider community to inform education, research and professional practice across the institution.

BU PIER Partnership vision, values and approach

Our vision is for those who are most affected by health and social inequalities to lead the way in shaping responses and improving outcomes and impact. People with lived experience will play an integral role in all stages of the student journey and research cycle at Bournemouth University.

The BU PIER partnership is underpinned **by shared values** and goals of humanised and relationship-based models of collaboration. Activity is based on meaningful engagement where everyone involved feels valued and respected for their lived experience and expertise.

Our approach is to develop inclusive models of collaboration in education, research and practice based on parity of participation. This means that people from marginalised and seldom heard groups are involved as equal partners; and a diverse range of people are enabled to participate in ways which work best for them. People with lived experience are supported to contribute as consultants; reviewers; researchers; facilitators and assessors due to the expertise they have and the perspectives they can share.

BU PIER Partnership 2025 five-year strategy

BU 2025 vision is to be 'recognised world-wide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice' (BU2025 vision). The PIER strategy 2025 outlines the BU PIER Partnership's five year plan for ensuring that the expertise of people with lived experience (including patients, potential patients, carers and people who use or represent people who use health and social care services) underpins and informs this vision. Five key objectives have been identified to align the work of the PIER Partnership with the BU2025 vision and strategic plan

BU PIER Partnership 2025 key objectives:

1) Enhance the student experience
2) Increase research and knowledge exchange income
3) Harness the knowledge and expertise of PIER members
4) Increase external collaboration and impact
5) Contribute to the achievement of the UN Sustainable Development goals (SDGs)

How the PIER 2025 strategy was developed

Initial work on developing the new strategy started in 2019, when it was one of the discussion topics at the Autumn PIER members meeting. A members' survey followed in Spring 2020 to identify priorities and areas of interest from PIER members. Responses were used to inform the underpinning vision, values and approach identified in this strategy. Specific priorities identified by members included commitment to involvement in both education and research activity; interest in engaging in different types and approaches to involvement; a desire to be involved in co-created activities and resources. The vision, values and approaches were then aligned to the BU 2025 vision and strategic plan and demands and requests from within the academic community. Feedback and suggestions from academic colleagues were incorporated into the strategy. A sub-group of PIER members (selected following a request for expressions of interest from the whole group) reviewed final drafts of the strategy to consider how PIER members' priorities had been incorporated and how the proposed strategy aligns with the BU 2025 vision. This led to the strengthening of objectives and actions relating to the need to harness the expertise of PIER members, ensure adequate funding and resourcing of PIER activity and to increase opportunities for training and support. The strategy was then submitted for approval by the Faculty of Health and Social Sciences Executive team.

Objective	Action	Milestones	BU2025 *actions addressed
1) Enhance the student experience	a) Continue to create high quality co-created teaching and learning resources with students, academics and people with lived experience	Short term (years 1-2) • Five short films based on BU research and specific lived experiences • Book chapters co-authored by people with lived experience • Co-created learning and teaching resources such as toolkits, guides, blogs, web-based resources Long term (years 3-5) • Co-authored textbook from lived experience perspectives • Establish a co-created webinar series focusing on lived experience narratives and expertise • Develop detailed case studies	1,2 38
	b) Involve a diverse range of people with lived experience including those from marginalised and seldom heard groups in education	Short term (years 1-2) • Pro-actively recruit members from marginalised or seldom heard groups e.g. specific BAME groups, asylum seekers, homeless, gypsy traveller communities • Increase collaborations with community organisations working with marginalised groups Long term (years 3-5)	1,2, 4 38 76

		• Develop training and support mechanisms and resources to enable parity of participation • Build capacity within the partnership to enable members to actively engage and lead on a range of PIER activities e.g. range of skills training and workshops • Harness the expertise of the PIER members to design and deliver training, mentoring and support to PIER members	
	c) Develop innovative, impactful approaches to teaching, learning and assessment	Short term (years 1-2) • Continue to Inform the design and development of the curriculum • Continue to design and deliver student facing activities such as lectures, seminars, workshops, simulation activities • Increase opportunities for the assessment of students' knowledge and skills in HSS regulated programmes Long term (years 3-5) • Establish specialist lived experience groups to contribute to the development of programmes e.g. mental health, older people	1,2, 4 38 91
	d) Evaluate pedagogic activity and impact on student experience	Short term (years 1-2)	1,2,4,9 38

		• Continue to develop effective tools for evaluating activities • Conduct and publish further research on impact of involvement on students' subsequent practice Long term (years 3-5) • Continue to build body of evidence through publications in peer reviewed journals • Disseminate findings at a national level • Support PIER members to present at national conferences e.g. Authenticity to Action • Engage and collaborate with national and international partners to develop new and innovative approaches to lived experience education	46,47,49
	e) Maintain and develop national and international profile and reputation	Short term (years 1-2) • Harness the expertise and networks of the PIER members to communicate, share and promote PIER activity e.g. Facebook groups, social media, conferences • Share resources with national and international partners e.g. HEIs, charities • Engage in national networks e.g. National Voices, Advance HE	46,47,49

		• Present at local, national and international conferences and events • Post regular blogs on lived experience education • Further develop use of social media • Liaise with BU PR and Corporate Communications manager and Community and Partnership manager to inform strategic narratives Long term (years 3-5) • Increase current bank of resources • Collaborate on pedagogic research with external partners • Guest edit a special issue journal e.g. British Journal of Social Work	
2) Increase research and knowledge exchange income	a) Develop the PIER Partnership as a BU wide provision	Short term (years 1-2) • Create a BU online hub ('one stop shop') for engaging in public involvement and signposting to internal and external resources, training and support • Engage with BU faculties (specifically HoD and research leads) to further scope demand and needs for public involvement in research across BU	28,31 73 97

		• Collaborate with BUCRU and BU RD&S to identify roles and responsibilities • Increase use of NIHR RDS funding and support for public involvement in pre-award activity • Secure funding for PIER staffing to support research activity across BU e.g. secondment opportunities for Academic lead role and adequate resourcing of Public Involvement coordination and activity Long term (years 3-5) • Develop effective models of supporting public involvement across faculties and disciplines • Develop a sustainable model of funding for PIER staffing to support research involvement activity across BU	
	b) Create clear mechanisms and guidance for costing PIER involvement into research activity at all stages of the research cycle	Short term (years 1-2) • Identify quick access BU funding for pre-award public involvement to inform the design and development of studies and funding bids • Disseminate costing model to all researchers, costing in public involvement to a funding bid	28,31 73 97

		• Engage the BU research funding panels in the need and value of public involvement Long term (years 3-5) • Monitor the income generated for public involvement activity from funding bids • Review and update costing model as appropriate	
	c) Improve capacity for BU researchers to embed high quality, impactful public involvement in research at all stages of the research cycle	Short term (years 1-2) • Deliver a Public involvement in Research unit to BU staff, partners and PGRs • Collaborate with Faculties, RD&S, Doctoral College and Public Engagement Network (PER) to promote effective public involvement • Collaborate with external partners and networks to develop involvement tools, guidance and training e.g. PER, NIHR, CLAHRC Wessex and PIN, NIHR RDS PPI leads and VOICE collaborators Long term (years 3-5) • Establish a mentoring scheme for researchers in the development of effective public involvement • Develop and offer external access to BU training and mentoring	28,29 73 97

	d) Develop an empirical evidence base for public involvement in research and the impact on income generation	Short and long term (years 1-5) • Evaluate the impact of public involvement in research bids on increasing research income • Undertake funded research on the efficacy of involvement on research outcomes • Introduce an impact measuring model/framework	76 91,97
	e) Improve parity of participation for people with lived experience to engage in and shape research activity	Short term (years 1-2) • Submit funding bids to develop approaches for engaging marginalised groups in research • Collaborate with external partners – HEIs, funders e.g. NIHR RDS PPI leads, NIHR Public Voice and Centre for Engagement and Dissemination, NIHR CLAHRC Wessex and PIN, CCGs, Local Authorities and people with lived experience to develop inclusive processes • Drive forward the agenda for inclusive models of involvement through blogs, publications, social media and networking Long term (years 3-5) • Undertake funded research to develop approaches for engaging marginalised groups in research • Collaborate on the implementation of new models	38 73,76 91

		and approaches for inclusive involvement	
3) Harness the knowledge and expertise of PIER members	a) Create opportunities which draw on the expertise of PIER members	Short and long term (years 1-5) • Increase the use of working groups of PIER members to advise on and design aspects of education and research activity at BU • Create opportunities and spaces for PIER members to share their knowledge and expertise with other members • Promote external involvement opportunities to PIER members	1a, 2, 9, 19, 37, 38, 46,47,49 52,53, 71,73 91
	b) Ensure that PIER members are recognised, valued and supported to fully participate in PIER activity	Short and long term (years 1-5) • Support activity which sustains the PIER partnership community and network e.g. coffee mornings, news updates, user led members meetings, online groups • Provide activity specific training and guidance • Offer opportunities for shadowing, peer mentoring and support • Provide generic training and skills workshops in collaboration with PIER members • Promote and support opportunities to access external	1a, 9, 19, 37, 38, 46,47,49 52,53,59 72,73, 76

		training, workshops and conferences • provide clear guidance and support before, during and following PIER involvement	
	c) Provide adequate funding and resourcing of PIER activity	Short term (years 1-2) • Review internal payment processes and advise BU on best practice • Secure funding to build capacity within the core PIER team Long term (years 3-5) • Engage in forums to influence national policy regarding the payment and renumeration of involvement and participation activity in education, research and practice development	1a, 9, 19, 37, 38, 46,47,49 52,53,59 73 97
4) Increase external collaboration and impact	a) Promote independent, private and voluntary (IVP) sector organisations across BU and facilitate opportunities for networking and collaboration	Short term (years 1-2) • Create profiles for each of the organisations within our network • Develop *Activist Voices* online blog posts and webinar series (a new PIER initiative for promoting the work and perspectives of activists working in the local community) • Establish *Activist Voices* peer mentoring scheme (linking activists with BU academics)	1,4,9, 47,49

		• Draw on the expertise and networks of PIER members to create and build on opportunities for collaboration Long term (years 3-5) • Contribute to or organise BU network events for IVP sector organisations e.g. charity impact	
	b) Increase the number of research and knowledge exchange collaborations with external community groups and organisations with BU academics	Short term (years 1-2) • Facilitate introductions between academics and external partners • Monitor the number of collaborations and associated outputs • Liaise with BU's OVC Community Partnerships manager Long term (years 3-5) • Create case studies to capture collaboration and impact	28,31,32,41 52,53,59 73 97
	c) Create opportunities for funded commissions of user led research	Short term (years 1-2) • Share potential opportunities for BU involvement with external partners • Liaise with RD&S re: costings Long term (years 3-5) • Create case studies to capture collaboration and impact to be shared by BU comms team • Develop a body of research with potential for development into a REF impact case study	28,29,38,41 73 97

5) Contribute to the achievement of the UN Sustainable Development goals (SDGs)**	Commit to Goal 10 Reducing inequalities and Goal 17 Partnerships for the goals	Short term (years 1-2) • Establish a working group to explore how these can be achieved by PIER • Identify goals and milestones • Collate evidence Long term (years 3-5) • Share evidence and contribute to the broader BU commitment to the SDGs	29 37,38 47,49 76

*BU2025 strategic plan and actions https://www.bournemouth.ac.uk/about/bu2025-vision-values-strategic-plan/bu2025-strategic-plan

** United Nations Sustainable Development Goals (SDGs) https://sdgs.un.org/goals