

Education and Training Committee, 7 March 2013

Service user and carer visitor pilot

Executive summary and recommendations

### **Introduction**

This paper sets out the current position and proposals for further work with regard to lay visitor and service user and carer involvement, including the design and implementation of a service user and carer visitor pilot. The proposals have been drafted with due regard to the introduction of a new service user and carer standard of education and training in the foreseeable future.

### **Decision**

The Committee is invited to discuss the attached paper.

The Committee is invited to agree the following.

- The Executive to redraft the visitor role brief to incorporate the service user and carer perspective in accordance with the discussion set out in section 3;
- The redrafted visitor role to be named 'Service User / Carer Visitor';
- A pilot be conducted to test the effectiveness of service user and carer visitors in the approval process according to the activities and timescales set out in 4.8; and,
- A paper detailing the results of the pilot and further options for lay and service user and carer visitor involvement is to be considered at the June 2015 Committee meeting.

### **Background information**

- Education and Training Committee paper - 8 March 2012 – 'Lay visitor pilot' - <http://www.hpc-uk.org/assets/documents/100038FE11-layvisitorpilot.pdf>

## **Resource implications**

The resource implications of this paper and following papers on this topic include the following.

- Recruitment and training of service user and carer visitors

## **Financial implications**

The financial implications of this paper include the following.

- Recruitment and training of service user and carer visitors
- Inclusion of service user and carer visitors to 10 approval visits in the 2014-15 academic year (visitor fee, accommodation, travel and subsistence costs)

The recruitment and training costs have been accounted for in the Partners Department budget for 2013-14. Additional visitor costs for running the pilot will be accounted for in budgeting in the 2014-15 financial year.

## **Appendices**

- Appendix A - Role brief and requirements for visitors Ref: VI

## **Date of paper**

25 February 2013

## **Service user and carer visitor pilot**

### **1 Introduction**

- 1.1 At previous meetings the Committee have considered various areas of work related to the development of service user involvement in education and training programmes.
- 1.2 One option previously discussed was the regular use of lay visitors and service users in the approval and monitoring processes operated by the Education Department. The Committee has previously reviewed the results of work in this area which assessed the effectiveness of lay visitors, including the value they add to the approval process and in informing how a programme meets the Standards of education and training.
- 1.3 This paper sets out the current position and proposals for further work with regard to lay visitor and service user and carer<sup>1</sup> involvement, including the design and implementation of a service user and carer visitor pilot. The proposals have been drafted with due regard to the introduction of a new service user and carer standard of education and training in the foreseeable future.

### **2 Background**

- 2.1 The Committee considered the outcomes of a lay visitor pilot at its meeting on 8 March 2012. The pilot was delivered initially in response to the Council for Healthcare Regulatory Excellence (CHRE) (now known as the Professional Standards Authority for Health and Social Care) performance review 2007/08 which asked the Council to investigate the use of service users in the processes used to approve programmes of education and training.
- 2.2 The pilot assessed the added value that lay visitors provided to the approval process used by the Education Department. This involved assessing their contributions to assessing how programmes meet the standards of education and training to determine if there was added benefit from including a lay perspective.

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<sup>1</sup> The use of the term 'service user and carer' is subject to further discussions at the March 2013 Education and Training Committee which consider the outcomes of a related paper 'Service user involvement in education and training programmes – consultation responses'.

- 2.3 The Committee noted there was no clear evidence in the report that lay visitors added additional value to the approval process above that normally expected of any visitor. The Committee also noted the work to amend the standards of education and training to address service user involvement would go some way to achieving the HCPC's responsibility for ensuring public involvement and engagement in the quality assurance of approved programmes.
- 2.4 At that meeting the Committee did agree:
- a) that the definition of lay visitor should be redrafted, to remove the requirements that lay visitors have education experience and to attract the service user perspective;
  - b) that a second pilot should be considered, taking into account the work on amending the standards of education and training to make service user involvement a requirements in the design and delivery of approved programmes; and,
  - c) that options to increase lay visitor involvement in particular circumstances should be considered, taking into account the work on redrafting the definition of a lay visitor and the implications this may have for their role and scope on visiting panels.

### **3 Revising the lay visitor role**

#### **Removing criteria**

- 3.1 The current lay visitor role brief stipulates the following criteria as essential and a visitor is required to demonstrate meeting these through the recruitment process:
- a) Understanding of the principles of quality assurance in Higher Education or Further Education or in a clinical environment; and,
  - b) Understanding of teaching, learning and assessment strategies, developed in either an education or clinical environment.
- 3.2 In addition to this essential criteria, visitors are also assessed against desirable criteria which includes:
- a) Previous experience as a visitor, reviewer, inspector, moderator or external examiner; and,

b) Previous experience as a programme leader or placement educator, or equivalent

- 3.3 The essential and desirable criteria provide scope for visitors to be appointed from across the 16 professions. Visitors can also be appointed from outside these professions provided they have experience of working in academic and/or work based education and training settings. The latter have up until now performed the role of lay visitor for the HCPC (although the use of a visitor from another profession from the programme's profession being assessed can also be considered lay in this context). The criteria set out above clearly restricts the available pool of prospective applicants to the visitor role to those holding experience of being involved in the design and delivery of education and training.
- 3.4 To broaden the lay visitor role and incorporate the service user and carer perspective, these criteria should be removed.

#### **Service user and carer definition**

- 3.5 Removing the essential and desirable criteria goes part of the way to ensuring the service user and carer perspective is included in a redrafted visitor role. The development of a new lay visitor role brief must also take into account the proposed amendments to the standards of education and training which make service user and carer involvement mandatory for all HCPC approved programmes. The consultation on this standard proposed a definition for service users and carers be established to provide clarity on the HCPC approach. The majority of respondents agreed with the proposed definition, with some comments indicating the importance of referring directly to carers.
- 3.6 To ensure the appropriate perspective is gained, the agreed definition of a service user and carer should be included in the role brief to provide context to prospective applicants about the expectations for the role. This creates a clear distinction between HCPC's definition of a service user and carer and definitions used by other organisations in the education sector (e.g. some organisations view students as service users) for the purposes of the visitor role.

## **New criteria**

- 3.7 New criteria should also be included to ensure the role attracts appropriate applicants with experience of being a user of relevant services. The role brief should also be designed to inform and support recruitment decisions by setting out suitable benchmarks to assess potential applicants. The following essential criteria could be added to the role brief to meet these requirements:
- a) Service user and carer visitors must have no previous registrations with HCPC or predecessor bodies, or hold a qualification that would allow them to apply to be on the HCPC register; and
  - b) Experience as a service user of a HCPC profession or experience as a carer working with a HCPC profession.
- 3.8 A copy of the current visitor role brief is included in Appendix A. We anticipate the remaining essential and desirable criteria set out in this document would remain applicable to the redrafted service user and carer role brief. Further work would be needed to ensure the main responsibilities and specific tasks for the proposed service user and carer role are appropriate and fulfil the requirements expected of a HCPC visitor role.

## **New role name**

- 3.9 In keeping with the intent of the role and the shift to incorporating the service user and carer perspective, it may be beneficial to amend the name of the role to 'Service User / Carer Visitor'. This change would complement the proposed introduction of a new standard, align well with the HCPC definition of a service user and carer, and provide further clarity to the purpose of the role, as being distinct from the current (lay) visitor role brief.
- 3.10 For clarity this would mean that three types of visitor role would exist for the duration of the pilot:
- HCPC registered visitor with appropriate academic and/or practice education based experience
  - Lay visitor with appropriate academic experience
  - Service user / carer visitor with appropriate experience as a user of health and care services regulated by the HCPC.

## **Committee discussion**

- Should additional criteria, similar to that set out in 3.7 be included in the redrafted role brief? Are there other criteria the Committee would deem appropriate to include?
- Should the role name be amended to 'Service User / Carer Visitor'?

## **4 Service user and carer visitor pilot**

### **Objectives and measures**

4.1 The objectives set for this pilot are:

- to assess the effect of service user / carer input into the approval process;
- to assess the ability of service users / carers to review programmes using HCPC standards; and,
- to assess the impact on education providers of including service users / carers on visiting panels.

4.2 In addition the following are examples of criteria that could be used to evaluate the effectiveness of service users and carers participating in the pilot:

- service user / carer makes decisions that have a proportional impact on the issues at hand;
- the input of the service user / carer to the approval process enhances the transparency of the process and application of HCPC standards;
- the value added from the perspective of the range of stakeholders involved (visitors, education providers etc.);

## Design and timetable

- 4.3 Service user / carer visitors would be included as a third member of approval visit panels to at least ten approval visits over a six month period. Feedback would be sought, primarily through the use of questionnaires, from the executive, visitors and the education provider as part of the post-visit process to each programme.
- 4.4 The original intention was to deliver the pilot in the 2013-14 academic year and report back results of the pilot to the March 2014 Education and Training Committee meeting. However, given the timescales associated with the development and implementation of a new standard, the Committee may feel it appropriate to conduct the pilot in the 2014-15 academic year.
- 4.5 One reason for this is that programmes subject to an approval visit 2014-15 year will be required to evidence how they meet the new service user standard. Until such time there will be no requirement for an education provider to evidence how service users and carers are involved in the design and delivery of the programme. Although the value added by a service user or carer can certainly be assessed in the interim, the added value may be evident in an environment where service user and carer involvement is made mandatory.
- 4.6 Another reason supporting this approach is that the agenda for approval visits will most likely include a mandatory meeting with service users and carers from 2014-15 onwards. This would enable visitors to speak directly with service users and carers involved with a programme. Again the added value of this engagement would influence the effectiveness of the pilot. We anticipate a paper seeking Committee approval for a mandatory meeting with service users and carers being a requirement of all approval visit agendas to be considered in March 2014.
- 4.7 The introduction of a pilot at this time would also enable HCPC to lead by example in relation to service user and carer involvement, specifically by integrating these perspectives into key regulatory decision making processes, alongside the introduction of a new service user and carer standard for education providers.
- 4.8 In keeping with this proposal, the timetable for a service user and carer visitor pilot is detailed in Table 1 below:

**Table 1 Service user and carer visitor pilot – proposed timetable**

<b>Key activities</b>	<b>Anticipated timescales</b>
Draft and agree revised visitor role brief	April – August 2013
Recruit service user and carer visitors	September – February 2013
Schedule visitors to approval visits	March – November 2014
Train service user and carer visitors	April - June 2014
Delivery of pilot	September 2014 – April 2015
Committee paper	June 2015

## **5 Implications for current lay visitor involvement**

- 5.1 We do not anticipate any need to make wholesale changes to the current visitor role brief in light of any work or potential outcomes from the proposed service user and carer pilot. We believe there could be a valuable role for both lay and service user and carer visitors, particularly in light of the introduction of the new standard of education and training and the differing roles they fulfil in light of their background, experience and expertise. There could be opportunities for mandatory involvement of lay and service user and carer input in all approval and monitoring processes in the future. Alternatively these visitors could be used for more targeted activities relating to specific professions or particular operational processes.
- 5.2 However the Committee may wish to set in place separate arrangements now for the use of the current lay visitor pool. Such arrangements could include making a commitment to in the next academic year to an increase in the use of lay visitors on visit panels and throughout various monitoring activities. Given the inconclusive results of the lay visitor pilot discussed already, the Committee may decide the added value of adopting this approach in the short term is limited. Additionally, in light of the introduction of a new service user and carer standard and the proposal for a new pilot, interim solutions such as these might be deemed unnecessary and inconsistent with the HCPC approach being applied to addressing lay and service user and carer involvement in the longer term.
- 5.3 The Committee may decide opportunities to use the existing lay visitor pool should be discussed as part of further decisions made resulting from the outcomes of the pilot. At that time further detailed proposals could be made as to how lay and service user and carer visitors could be used consistently across the approval and monitoring process to inform how the standards are being met.

## **Appendix A - Role brief and requirements for visitors Ref: VI**

### **Context**

The Health and Care Professions Council (HCPC) is an independent statutory regulator whose main function is to safeguard the health and care of persons using or needing the services of its registrants.

Visitors make up one of a range of “Partners” who provide the expertise the HCPC needs for its decision-making.

The Partner shall provide the services to the HCPC as an independent contractor under the terms of the Partner Agreement.

### **Purpose of role**

- To visit and assess programmes of education and training delivered (or proposing to be delivered) by education providers.
- To assess approved programmes of education and training using established monitoring processes.
- To provide recommendations to the Education and Training Committee regarding the approval/ongoing approval of programmes.

### **Main Responsibilities**

Visitors will give expert advice and contribute to discussions and decision making as directed by the Council or relevant committee.

### **Specific tasks include:**

- Preparing visitor reports from approval visits and monitoring activities which include recommendations for the Education and Training Committee about the approval / ongoing approval of programmes.
- Working collaboratively with other visitors, the HCPC executive, education providers and other relevant stakeholders.

- Visiting education providers who are normally based within the UK.
- Attending annual monitoring assessment days.
- Considering annual monitoring submissions, by correspondence.
- Considering major change submissions, by correspondence.
- Considering (when required) complaints made about education providers, by correspondence.
- Reporting directly to and attending (in exceptional circumstances) meetings of the Education and Training Committee and its subordinate bodies.
- Undertaking any other duties arising from visits or monitoring activities as directed by the Education and Training Committee and its subordinate bodies.

### **Person specification**

#### **Skills, knowledge and abilities**

##### **Essential**

- Ability to consider a wide range of issues in order to make informed and sound decisions.
- Commitment to the Seven Principles of Public Life (see Appendix one).
- Understanding of the principles of quality assurance in Higher Education or Further Education or in a clinical environment.
- Understanding of teaching, learning and assessment strategies, developed in either an education or clinical environment.
- Ability to explain and justify decisions and promote HCPC interests to all stakeholders concerned.
- Excellent oral and written communication skills and interpersonal skills, including the ability to communicate professionally with a range of stakeholders.

## **Desirable**

- Previous experience as a visitor, reviewer, inspector, moderator or external examiner.
- Previous experience as a programme leader or placement educator, or equivalent.
- Previous experience of attending large meetings and/or drafting formal reports.
- Proven knowledge of the legal and/or policy context affecting delivery and development of professional training in a health care, social care or therapeutic setting.

## **Time commitment**

The time commitment is estimated as being in the region of 5 -10 working days each year. This includes preparation, attendance and travel time. The number of submissions and visits will vary from year to year and will also depend upon each profession.

## **Training**

The HCPC is committed to the training of its partners. If your application to become a visitor is successful you will receive full comprehensive training for this partner role.

## **Fee and expenses**

The role attracts a daily fee of £180 per day and a submission fee (by correspondence) of £72.

Travel, accommodation and subsistence expenses are also payable in line with the Partner Expenses Policy.

For further information on the HCPC, please visit [www.hcpc-uk.org](http://www.hcpc-uk.org)