



UNIVERSITY OF
LEICESTER



The Patient and Carer Group:
Leicester Medical School
School of Allied Health Professions

Framework Document
(Revised Summer 2021)

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1. Background and Introduction

Introduction

Patients and carers have always been involved in healthcare teaching at the University of Leicester. We seek to reflect and explore how we can continue to ensure a partnership approach as we work together to design and deliver relevant curriculum fit for purpose for training tomorrow's health care students training at the University of Leicester.

This document outlines the formation of a '*Patient and Carer Group*' to support the teaching and learning of healthcare students at the University of Leicester. The group aims to enhance student learning. The group will offer an active, rather than passive level of curriculum involvement by working together with academics and practitioners to design bespoke learning activities. This work is in line with modern views of teaching that patients' perspectives offer valuable new insights for humanity, which is central to all health care practice.

Patients are pivotal in supporting student learning. Every day patients allow healthcare students to learn about clinical care during their consultation(s) with healthcare professionals. Enabling patients to influence curriculum design and lead teaching has remained a challenge, despite directives to all health care schools to engage patients and carers within faculty teams (GMC, 2010; Towel et al, 2016).

History of the Patient Unit at the Leicester Medical School

Since 1995, patients have been involved in designing student learning within the interprofessional theme of Leicester's curriculum. This is in line with the ladder of involvement as described by Tew and colleagues, or as perceived by others as active engagement within a curriculum (Tew *et al.*, 2004; Towle *et al.*, 2010). This early work of involving patients in steering groups led to the design of the Leicester Model of Practice-based Interprofessional Education, where ethical principles for working with patients was outlined. This has led to numerous publications on learning possibilities (Lennox & Anderson, 2007; Anderson & Lennox, 2009; Kinnair *et al.*, 2012). Further involvement with curriculum design took place in 1998, when disabled people from the Leicester Centre for Independent Living, both led and supported student teaching on a course entitled, 'Learning from Lives' (Anderson *et al.*, 2003; Anderson & Smith, 2010).

In 2005, patients again became partners in education and were supported to develop teaching that they felt was relevant for health and social care students. Using a participatory action research design, patients designed a one-day event called the Listening Workshop (Anderson *et al.*, 2011). In the workshop patients/service users tell their stories of experiences of health and social care to small groups of interprofessional students. Students engage in a conversation and are required to actively listen. The service users join the students who feedback their key learning relating to their patient conversations. Recently patients have embarked on student conversations on their clinical situations using e-

technologies, under the initiative 'Patient Knows Best', established by Dr Ron Hsu and led by Dr Andy Ward with a steering group of all stakeholders, including patients. We have trained some patients to lead teaching and learning and involve them in faculty work where they support several committees. Since 2016, we have offered a carers workshop which was similarly designed with carers and builds on our undertakings of partnership working.

The Listening Workshop has been the catalyst for the formation of a formalised patient group. Since 2005, this work has offered many patients and carers the opportunity to share their stories with medical and other students in a one-day interprofessional workshop (Anderson, Ford & Thorpe 2011). Over 60 people are involved throughout the year with teaching that takes place during the clinical component of the medical school curriculum. Two leading teaching roles have emerged from this work, providing opportunities for patients and carers to further engage with the curriculum; these roles are i) 'Co-Tutor' and ii) 'Mentor'. Patients and carers are trained to take on these roles (Anderson, Ford & Thorpe, 2019).

In 2018, the University of Leicester accepted nursing and midwifery students onto a four-year Masters course with leadership. At the same time, the University launched a three-year Physiotherapy programme and three-year degree for Operating Department Practitioners. These Schools together form the School of Allied Health Professionals and now similarly work with the Patient and Carer Group.

Identity of the Group

Branding will give the group a tangible identity for members.

- Name: The group have proposed the name, '**The Patient and Carer Group**'
- Logo and strap line: The logo, as seen on the front cover, contains the strap line '*forming a bridge between theory and practice*'.



Developing the Community

The Patient and Carer Group meet socially every summer and before Christmas either face-to-face and or virtually. They have developed a newsletters to engage the community with the University of Leicester and share features of interest to the patients and carers. The group has a University webpage.

The first step of involvement includes an invitation to a welcome meeting where experienced patients and carers (those who have been teaching for some time) will take on a supporting and welcoming role. There will be a process for informal assessment for

suitability and patient support need(s). The welcome meeting includes an introduction from the different Schools but also the opportunity for mentors and new members to share their experiences (See exemplar invitation letter - Appendix). We have students advocates involved in some of the teaching steering groups who advocate for the Patient and Carer Group.

2. Statement of Values

As Leicester is a rich multicultural City and many medical experiences on a global scale are present with the local population. The potential to link this breadth of patient(s) within the curriculum of each respective profession offers fantastic student learning opportunities. Building on our history, the following sections will outline an open and transparent community of practice in which the authenticity of the patient/caterer experience is valued. The 'Patient and Carer Group' aims to enrich the quality of learning for training healthcare students.

Mission statement

The group has decided on the following statement: "The Patient and Carer Group *'forms a bridge between theory and practice'*, working in partnership with students, academics and clinical teachers. It draws on the group's experiences of today's health and social care systems, informing teaching to improve the quality of patient care".

How we will work together?

We will ground our values using the principles of 'Good Medical Practice' (GMC 2009) and the compassion in practice strategy and the 6 Cs values (DOH, 2012)

Medical Good Practice	Nursing 6 Cs
<ul style="list-style-type: none"> • Good communication • Being open and honest • Maintaining trust • Consent • Confidentiality • Respect as colleagues • Good conduct 	<ul style="list-style-type: none"> • Compassion • Communication • Courage • Competence • Care • Commitment

Ethical principles will be paramount as patients and carers volunteer to become group members. A two-way consent process operates in which the health care Schools ensure that the values laid out above are assured. This includes listening to the needs of individuals

and working with them to offer suitable times, places and templates for engagement (see Appendix for consent form). People should always be treated fairly and equally. Patients and carers will personally agree terms for their involvement with the respective Schools and sign a consent form which provides a necessary outline for entry into a database (see database).

Diversity and Equality

The Patient and Carer Group is diverse, but has some way to go to become truly representative of the population of Leicester. We are continuously working to represent marginalised groups and to represent the many cultural groups within Leicester, with whom students will learn in local health care acute and community settings. Our members are integrated as partners within the respective Schools, where they are respected and valued using the above principles. Patients/carers enhance further the dialogue between the Schools and communities within Leicester.

The Patient and Carer Group records and holds agreed data on members (see section on database). In collecting and holding this data we uphold the relevant legal requirements to describe an individual person e.g. culture, religion, disability needs and follow data protection processes. The data is available for required professional body quality assurance purposes.

Patients/carers will be offered support for anyone with a disability such as access, reading materials, diet, religion and transport.

Patients/carers that work within our Schools, similar to academic staff require update training on diversity issues to support them in sensitive management of our diverse student cohort population. This will include awareness of the University policy on diversity (see section on training). We also offer training on elements of teaching and learning and involvement in opportunities to join faculty updates and guest lectures.

Joining the Group

All patients and carers who wish to support teaching will volunteer to join this group. All those who volunteer will be valued in the following roles:

- Curriculum development
- Teaching
- Mentoring
- Committee work
- Research
- Admissions
- Student support

- Outreach work
- Conferences

This list offers a platform for early developments but is not limited and new roles can be created as new possibilities are explored.

Support

It is widely recognised that patients/carers who share personal narratives feel vulnerable and emotionally fragile and this should be recognised (Spencer *et al.*, 2011). The Patient and Carer Group will seek to identify the individual physical and/or emotional support needs for participating patients and carers. Patients and carers are offered follow up support after their engagement with the university and counselling where necessary. Patients/carers will be offered access to 'Mindfulness Training' and other support systems accessed by students (see training).

3. Roles

Introduction

We recognise that all those patients and carers who come to join this group do so willingly as volunteers. The majority of this volunteering is to tell stories and share personal experiences of health and social care. There are numerous teaching possibilities for this to happen and we anticipate these will grow. There will be opportunities for sharing experiences of health and social care in the introductory weeks, within the science teaching in the early years and throughout the clinical placements of the respective school's curricula. There will also be volunteering roles in the clinical components of the course as groups are aligned to specific areas of teaching, such talking about experience of stroke, mental health, surgery etc.

After training and with experience a wider range of teaching possibilities will become available and these cover the following:

- Curriculum development
- Leading teaching roles
- Mentoring
- Committee work
- Educational research
- Admissions
- Support roles within the group
- Participation in open days for new prospective students
- Student support
- Outreach work within Leicester and beyond

- Participating in conferences.

Mentoring

Systems and processes support patients and carers in their roles. Mentors will support and recruit new members in the form of group induction sessions. New volunteers are guided through the processes of joining the group and supported when teaching for the first time.

There will also be opportunities for mentoring work. This will include outreach to local voluntary groups where presentations on the work of the Patient and Carer group are given. These opportunities will develop over time with experience of involvement.

Training

We are developing a programme of training as outlined below:

- Induction training (new members)
- Diversity, equality (mandatory and offered every three years)
- Data protection

Preparation sessions will be required for:

- Telling your stories
- Mentor training
- Listening Workshop training and preparation (existing programme)
- Student Recruitment Group (on-going)
- On-line communications for PKB

Members of the Patient and Carer Group can also access faculty development on:

- Teaching skills
- Are invited to session of interest e.g. mindfulness and guest lectures

Quality Control

Any activity undertaken by patients/carers should lead to regular feedback and appraisal mechanisms. This is to ensure that engagements reaches acceptable standards and enhances the quality of teaching and learning within the respective Schools. This will assure dialogue between the different professional Schools and the Patient and Carer Group.

4. Recruitment

The Patient and Carer Group will requires a wide range of members. These members should represent the diversity of the population of Leicester and the range of health and social care

needs. All members will help to grow the community. This continues to happen through informal and formal contacts. We are constantly evolving and have recently developed a newsletters for community updates. Outreach meetings take place within communities to present and encourage engagement. Enrolment within the community includes the completion of data information sheets recording personal information managed confidentially by an administrator. Outreach work, is only be undertaken by experienced, trained members of the group.

Working with Primary Health Care Teams

There are many Primary Health Care Teams (PHCTs) working with the University whose outreach within the varied communities of Leicester helps to grow membership of the Group. Many GPs have lists of patients who have previously helped with teaching medical students and these patients can be referred to the group via members of the Primary Health Care Team. We hope that this work will help PHCTs to grow sub-units of patients who can work with students during their community placements.

Community Hubs

These are specialist groups that cater to, or appeal to, various ethnic groups within the Leicester Community such as the Caribbean, Asian, Somali and Eastern European etc. These also include various tenants groups e.g. St Matthews Tenants association, special schools, and specialist patient and carer groups and charities.

Hospitals

University Hospital Leicester has a patient involvement group of volunteers. We seek alliances and are developing connections with this group. The consultants and sisters/charge nurses whose teams are aligned to the respective Schools and who work with a wide range of patients are be able to identify patients who are interested to remain engaged in teaching and join the Patient and Carer Group.

5. Reward and Payment

By definition, all participants are volunteers. There should be no barriers to participation and Leicester University will offer payments dependent on level of participation from teaching to attending meetings. We wish to show appreciation for time given by members of the group. We also seek to provide refreshments when possible when patients and carers are with us for considerable time. Patients and carer can take part in all of the below and chose not to seek payment.

Our financial payments are structured as follows (see appendix):

- **Teaching Involvement:** For sharing experience and telling stories about involvement within the NHS, an hourly rate has been calculated using a Job Description and payment per hour of time can be given.
- **Working in Committees:** This work covers a wide range of activities from student recruitment, to student assessment, teaching and professional conduct.
- **Training:** Where patients/carers receive formal or mandatory training, they will be offered this as part of their personal development. There will be no payment available but those who require help with transport can receive this. Training for teaching is also not paid
- **Other:** We seek new roles and new possibilities and possible permanent part-time or full time posts; these are not available at the moment.

Unitemps is used for payments within the University of Leicester. An administrator guides all members through this process. Several pieces of documentation have to be completed (registration documents etc.) before payments can begin and then the system ensures payment within 6 weeks; but sometimes this may take longer.

6. Database

Communications, access and sharing

All members provide personal information and an outline of their clinical condition(s) and support needs including equality and diversity information. Data protection mechanisms are in place and a limited number of people have access to the full content of this database. Permission will be sought prior to sharing any information. Responsibility will be given to update the database as required. This work is overseen the administrator for the Patient and Carer Group.

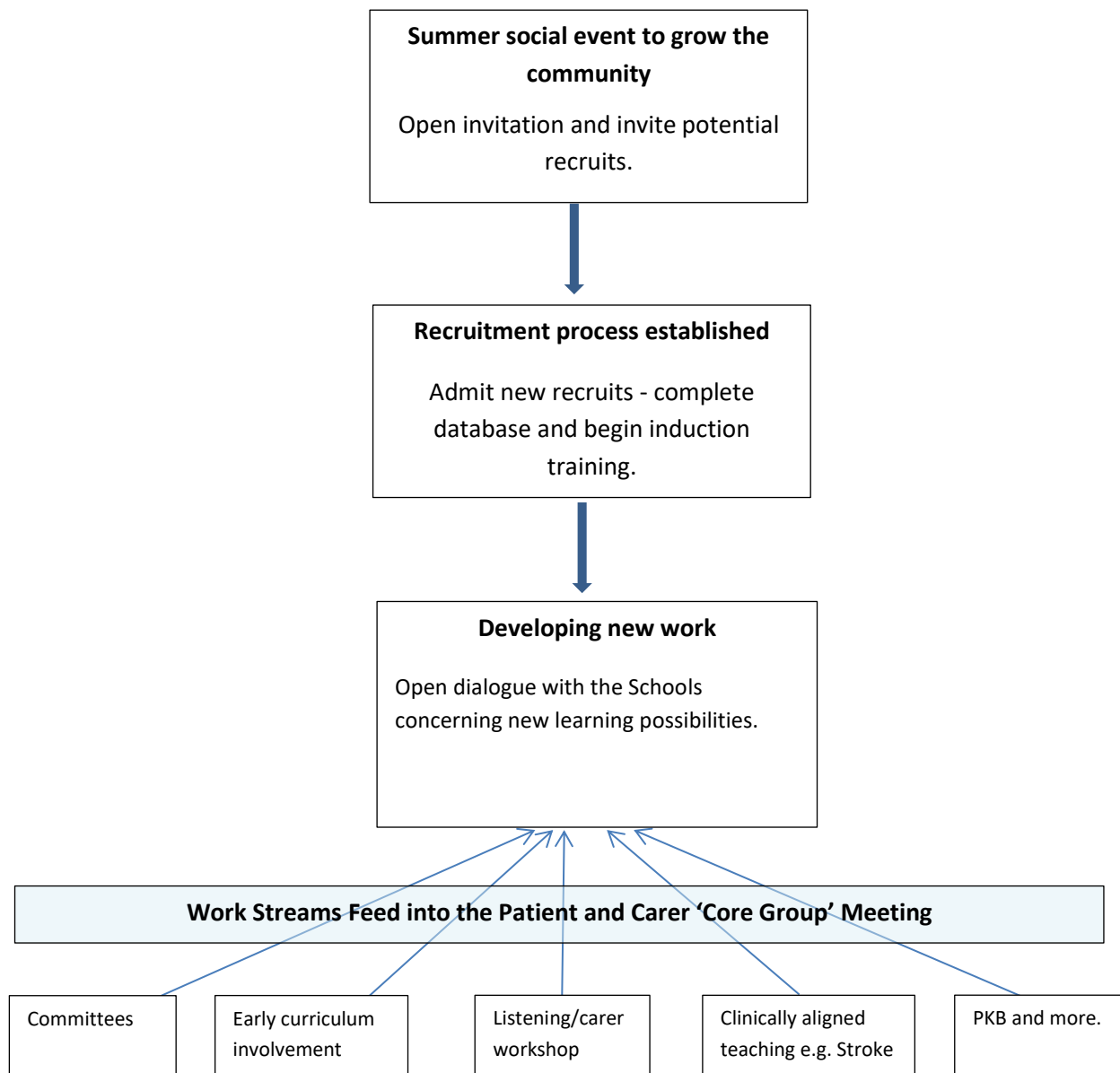
The database is designed so that medical conditions will be anonymised but cross-referenced to each patient record. There is a search ability should the teaching theme require people with particular conditions. Academics can only access patients using a gatekeeper known to the patients, the Chair of the Patient and Carer Group and the administrator. The database is also used for wider group anonymised emails on events and for sharing of newsletters etc. Access searches are all undertaken by the administrator for the group.

7. A Community of Practice

The community has a presence on the University Schools webpages. This site also contains some of our best practice.

- **Newsletter:** This is distributed three times annually and is led by a marketing team of members for the Patient and Carer Group.
- **Social Group:** The Patient and Carer Group offer two social events a year so that members can have an opportunity to catch up with one another and share experiences of membership of the group. These have been face-to-face and on-line.
- **Open days:** The Patient and Carer Group is an integral element of the Schools and has a presence on University Open days.

We grow the community through open community summer events



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Appendix

Invitation letters



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Date

Dear patient/carer,

We all have a story to tell about our experiences with today's NHS system. Whether it's a journey of many years or a brief experience, everyone's story matters. Listening to real stories and hearing real felt experiences is an important part of every medical students learning pathway.

The University of Leicester is launching a patient participation group that will be known as 'The Patient and Carers Group'. We invite you to consider joining us and become a member of a lively and supportive group that has a positive impact on the way Leicester's healthcare students learn.

We have enclosed a leaflet that will tell you more about our group and what we do. If you have any questions please do not hesitate to contact us on the email/ telephone number below.

We look forward to meeting you.

Best wishes

XXXX XXXXX

Consent form: Exemplar *(amended for particular events)*



Consent to take part in XX teaching for Leicester healthcare students

	Yes	No
I have received information about this teaching session	<input type="checkbox"/>	<input type="checkbox"/>
I agree to tell you how many sessions I can attend	<input type="checkbox"/>	<input type="checkbox"/>
I know that students will be briefed before the session	<input type="checkbox"/>	<input type="checkbox"/>
I am happy to talk with the students about my health problems	<input type="checkbox"/>	<input type="checkbox"/>
I am aware that students will engage in asking me questions	<input type="checkbox"/>	<input type="checkbox"/>
I am aware that my input will be anonymous	<input type="checkbox"/>	<input type="checkbox"/>
I am aware that all information will be treated strictly confidentially	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my consent and this written information will be stored in accordance with the Data Protection Act	<input type="checkbox"/>	<input type="checkbox"/>
I agree to participate	<input type="checkbox"/>	<input type="checkbox"/>
I am aware that I can withdraw from the programme at any time and I know whom to inform to do so	<input type="checkbox"/>	<input type="checkbox"/>
I know how to contact the tutor if I have any queries or concerns	<input type="checkbox"/>	<input type="checkbox"/>

Patient Signature.....

Patient name (please PRINT).....

Date:

Tutor Signature.....

Tutor name (please PRINT).....

Date:

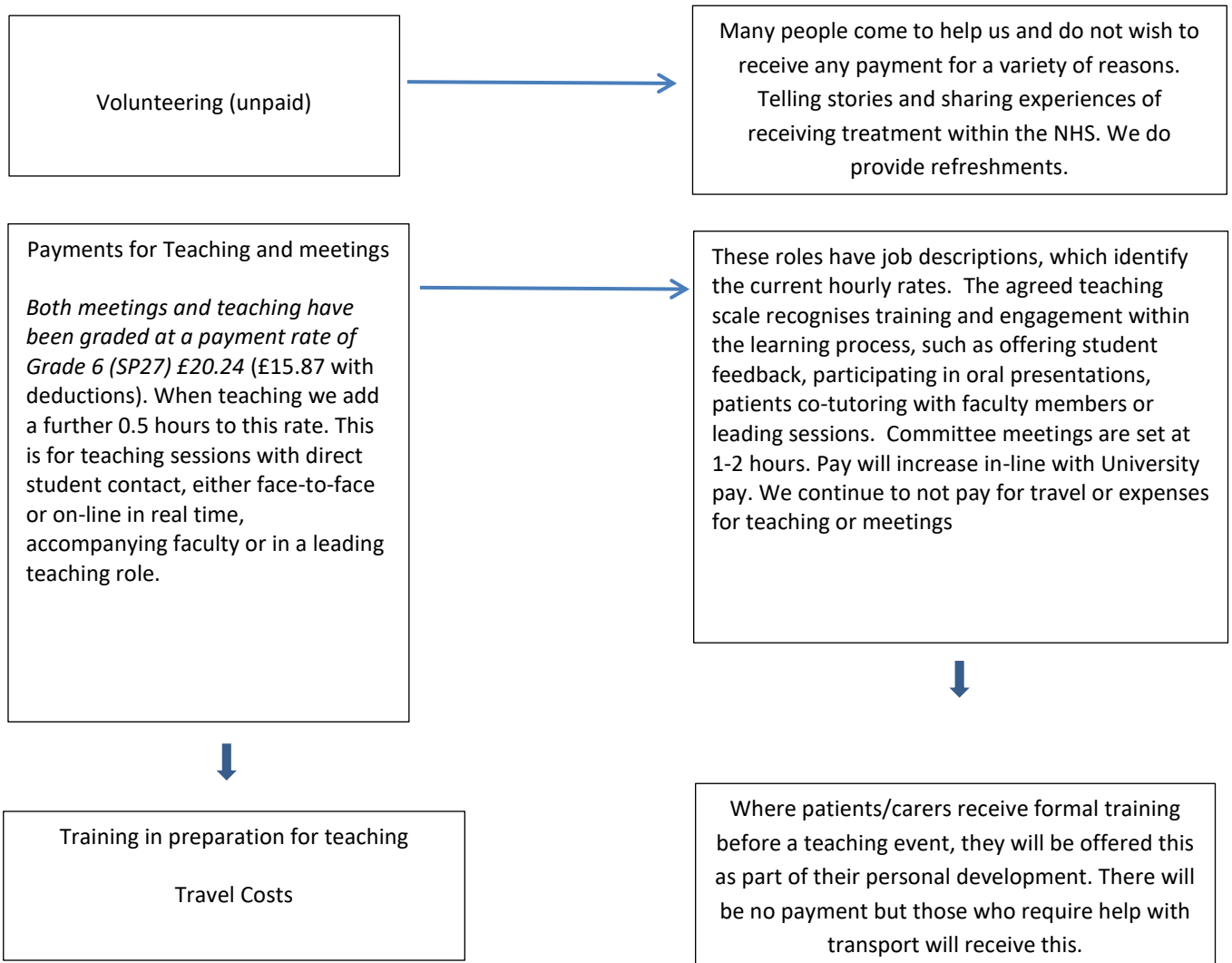
Contract to participate in XXX healthcare education in XXX

(To be modified for each teaching event)

Patient Contract to the University	University Contract to the Patient
<p style="text-align: center;">I (<i>the patient/service user/carer</i>) agree to:</p> <ul style="list-style-type: none"> • Host an interview with health and social care students • Sign a consent form • Be available on the date and time agreed with the tutor • Be in a stated venue or at home for the interview • Respond to the student questions, as I feel able • Be aware that I do not have to divulge personal details • Inform the tutor if there are any concerns about the interview • Where possible let the administrator know if I can no longer keep this agreement • Know how to withdraw from the programme <p>Date</p> <p>Signature</p>	<p style="text-align: center;">We (<i>the University</i>) agree to:</p> <ul style="list-style-type: none"> • Support you in your teaching role • Identify suitable times and dates convenient to you for the interview • Enable you to be informed about the teaching and understand how the students are briefed • Confirm to you how your confidentiality will be maintained • Ensure students act professionally • Brief students about not divulging your personal confidences • Where possible, provide access to the students, at the end of the course, to thank you and inform you about what they have learnt • Ensure you understand how to exit the course at any time <p>Date</p> <p>Signature</p>

Payment Algorithm

The level of reward will be given according to the type of participation and job description



Please Note: The payment rates shown above include your hourly rate, holiday pay and national insurance contributions. Holiday pay and other on costs are deducted, holiday pay can be reclaimed. The hourly rate is Grade 6 SP27 at £20.24 (you receive £15.87 and holiday pay will be £1.92 you must re-claim holiday pay you will receive £17.79. We can now add a further 0.5 hours to this rate when teaching for preparation time. This only applies in teaching sessions where you meet the students face-to-face or on-line in real time, accompanying faculty or in a leading teaching role. You will not receive preparation pay when attending meetings and for on-line email conversations for Patient Knows Best (PKB). Pay increases in-line with University pay.

Generic Form for Data Protection



If you are happy to take part in the training sessions, please read and sign this form

For the purposes of the Data Protection Act 1998, the University of Leicester is a Data Controller. This means that the University of Leicester is responsible for how your personal information can be used. The Academic Unit of Leicester Universities Healthcare Schools may hold information about your medical condition as long as you are involved in the teaching of healthcare students. If you no longer wish to be involved with the training of these students, we will remove all of your information from our computer files and any paperwork relating to you will be shredded.

The information we collect may be used in one or more of three ways. We need your written permission in order for us to be able to use the information we collect. Below are three statements. Please tick the boxes to show you are happy for us to use your information. You can tick all or only one, or two of them the choice is yours. Once you have read and ticked these statements please sign and date the form.

I understand and am happy that the information you collect about me and my condition may be used:

To teach or assess students in the University of Leicester

To support research projects, where my identity will be anonymous

In published materials, where my identity will be anonymous

On the University of Leicester's managed learning network and will only be available to students and teaching staff

Every care will be taken to ensure that your personal information is held securely and according to the data protection policies of the University of Leicester and will only be accessed by authorised staff.

Signing this form gives us permission to use your information in the way described above. If you are not entirely happy for us to do so, do not sign this form but discuss your concerns with XXXXX XXXXXX

Your signature:

Print name:

Date:

Code of conduct commitment charter

The Medical School and School of Allied Health Professions are Commitment To You

- Support
- A point of contact to provide you with further information and answer any questions you may have
- Opportunities for training to help you take part in certain roles and activities
- Appropriate assistance with travel costs
- Information concerning roles and activities within a reasonable timeframe
- Confirmation of your involvement by email including the details of your role/activity
- Maintenance of all information about you with strict confidentiality in accordance with Leicester University's Data Protection policy
- To treat you with respect and acknowledge your individual needs
- To provide you with updates about the group at least once a year

Your Commitment to Us

- Behave respectfully and inclusively at all times
- Be professional
- Be responsible for paperwork that needs to be read/returned relating to your role/involvement
- Notify us of any change in the information that you have provided to us (e.g. change in clinical condition, change of address etc.).

Annex A – Revised Job Summary Form

Job Title: Service User (Medicine and Allied Healthcare Programmes, Patient / Carer Unit)

Grade: 6

Salary: £28,331

Department: School of Allied Health Professions

Hours/Contract: Variable

Job Family: Professional and Support Services

Reference:

Role Purpose

Service Users provide key input to a range of the programmes offered by Leicester Medical School (LMS) and the School of Allied Health Professions (SAHP), often supporting those programmes in meeting the requirements of their respective Regulator, whilst also providing insight and expertise that can only be gained through experience of the NHS as a user of its services.

Service Users therefore support a range of activities that are essential to the delivery of well-considered curricula that ultimately meet the needs of those that will access the services that students are being educated to deliver. This includes direct involvement in the delivery of teaching, review of curricula, participation in committees and panels, student recruitment and the evaluation of programmes in the round.

Main Duties and Responsibilities	% Time
<p>Principal Accountabilities:</p> <p>To support the recruitment and selection of students through participation in ‘multiple mini interviews’ (MMIs), using experience as a service user to present a realistic scenario to potential students and providing evaluation of applicant performance to inform offers.</p> <p>To deliver taught sessions to students, drawing on own experiences and insights whilst working under the direction of the relevant unit or module lead, in order to enhance student understanding of the impact and implications of the delivery of healthcare</p> <p>To participating in the development of curricula across LMS and SAHP according to own relevant experience, identifying and suggesting opportunities for enhancement and being involved in assessment and / or evaluations of curricula in delivery</p> <p>To be involved in the delivery of assessments including Objective, Structured Clinical Assessments (OSCEs), including where directed the assessment of students in conjunction with clinical professionals and academics</p>	<p>% Time</p> <p>20</p> <p>20</p> <p>20</p> <p>20</p>

<p>To participate as a group, committee or panel member – for instance, the Medicine Admissions Group, Health and Conduct Committees, the Programme Committees of the SAHP programmes, or the fitness to practise panels as convened by both Schools. To also take a leading role in Patient and Carer Groups such as the Core Group, by agreement</p>	10
<p>To support research activities by agreement and in keeping with the range of own experiences</p>	10
<p>NB: Service Users and carers may also be engaged in activities on a voluntary basis; this job summary addresses those occasions where it is deemed appropriate, in line with best practice guidance, to provide financial compensation for service user involvement.</p>	

Internal and External Relationships

Service Users will liaise frequently with the Patient and Carer Group within the College of Life Sciences in order to support the various activities outlined above.

When allocated to a specific piece of work, Service Users and carers will liaise directly with the relevant members of the university's staff in order to understand and agree the required deliverables. This will range from liaison with (for instance) senior academics representing taught programmes to agree inputs to committees and planning meetings; lead administrators for assessments and admissions activities, and academics to agree how taught elements will be delivered. On occasion, Service Users may also represent a given programme to the external Regulator as part of routine quality assurance or regulatory approval events.

Planning and Organising

Service Users and carers are expected to plan and organise their contribution to meetings, teaching duties (including preparation and delivery of teaching) and other agreed activities independently. For the avoidance of doubt, where paid activity is undertaken there will not usually be recompense for travel and associated costs incurred in attending.

Working hours will be variable and by agreement and Service Users and carers will be expected to manage their own affairs to ensure that they are able to attend as agreed.

Qualifications, Knowledge and Experience

Essential

- Personal experience of engagement with NHS services over a period of time sufficient to be able to speak with authority about the impact of those services, either as a patient or the carer of a patient
- Understand and be committed to equal opportunities and diversity
- Have an understanding of confidentiality and its importance

- Able to work in team and in partnership with academic staff and other service users and carers.

Desirable

- Experience of the delivery of teaching activities or of supporting learning in the classroom
- Experience of contributing to formal meetings in an expert capacity

Skills, Abilities and Competencies

Essential:

- Able to communicate effectively, with university support where necessary, in a range of different settings, including at informal meetings, in assessments and at formal committee and panel meetings
- Able to support teaching and to deliver aspects of teaching with guidance from members of academic staff
- Able to contribute to compiling a report (with or without support)
- Confident in directly and constructively questioning educational approaches and initiatives
- Ability to remain objective and independent
- Ability to respect diversity
- Be reliable and punctual
- Ability to work in and with a team of others to meet agreed outcomes
- Able to highlight relevant aspects of own experience in a way that reflects the educational goals of the institution
- A basic understanding of how undergraduate medical and healthcare education is delivered
- Administrative skills, with the ability to complete work on time and to deadlines
- Ability to inspire learners
- Able to commit to training as seen as essential to enhance teaching and for adherence with University continual professional development

Desirable:

- Understanding of national issues around medical and healthcare education
- Ability to support the design and implementation of new educational approaches
- Committed to positive change in pursuit of educational quality

Contract Information

Appointment to the role of Service User and or carer will be via Unitemps, with appointments in place on the basis of an academic year. Within a given academic year, contributions from Service Users will be sought as need arises and through agreement with the individual, taking account of personal circumstances (both health and employment-related) in line with best-

practice guidance. The organisation of this work will be through the University administrator for the Patient and Carer Group.

Criminal Declaration

If you become an employee, you must inform your manager immediately, in writing, if you are the subject of any current or future police investigations/legal proceedings, which could result in a criminal offence, conviction, caution, bind-over or charges, or warnings.

VITAL

The University encourages all staff to live our [VITAL values](#) which are:

Valuing People, Innovators, Together, Accountable, Leaders.

Equality and Diversity

We believe that equality, diversity and inclusion is integral to a successful modern workplace. By developing and implementing policies and systems that challenge stereotypes across all aspects of our work, we have a culture that recognises and values the diverse contributions of our staff, which benefits everyone. Our strong values of inclusivity and equality support our efforts to attract a diverse range of high quality staff and students, and identify our University as a progressive and innovative workplace that mainstreams equality, diversity and inclusion.

Workshop in Induction Week

For patients living with long-term conditions and people currently in a caring role or who have had recent experience of caring

What do you want me to do?

This face-to face small group teaching is for newly arrived students. You are asked to help support the students before they commence their curriculum as part of their induction week.

How do I do this?

We will invite you to come into the University and sit with a small group of students (around 8 -10). You will talk about what matters to you, which professionals have cared for you and how the team work together.

How will I know what questions to ask?

You will be invited to a preparation meeting and these will be explained.

When do you want me to do it?

These workshops will take place on a set date to be agreed in early September and October annually (inductor weeks of the course).

Where will this take place?

This will be in one our University teaching suites. This may be here at the George Davies Centre or at the Leicester Royal Infirmary (Robert Kilpatrick Clinical Sciences Building).

Who am I responsible to?

Professor Liz Anderson who supports the Patient and Carers Group.

How much will I be paid?

You can do this work for free. If you wish to be paid, we can pay you at the teaching rate (page 18) as a service user educator for a total of 5½ hours. You must register with Unitemps in advance for payment. We will advise you how to do this.

Patients Knows Best (Medicine)

For patients/carers who can have access to a computer and feel comfortable sharing personal details using e technology.

What do you want me to do?

The aim is to give medical students ideas of how to support someone through their illness and the health and social care system.

How do I do this?

By thinking about your health care experience and writing about 20 questions to ask the students. You will then send, via email, about one question a week to the students over the course of their first 2 years at University. The students will appoint a spokesperson to email you so you are only dealing with one student from the group. He or she will respond by asking for more detail or to clarify a point.

How will I know what questions to ask?

You will be allocated a mentor who is a Doctor who teaches the students. The mentor will advise and help you. Once you have written your questions you can discuss them with your mentor to make sure that they are appropriate. The mentor will oversee the email exchange to make sure everything is on track for the best possible learning experience for the students.

When do you want me to do it?

The email exchanges will take place during term time and it will take no more than an hour a week of your time. The students have to work together in their team of eight to respond to your question within 2 working days. They will usually ask for more information about your question. This will help them to formulate an appropriate response. So you will need to reply to the spokesperson by email in a timely fashion.

Where will this take place?

Online except for an introduction and feedback session. So you need to be able to come to the Medical School at the University of Leicester at the beginning of the academic year in October and at the end of the academic year in the Spring (date and times vary and you will be notified).

How will I use the Internet?

This is up to you to arrange. You must arrange your own internet access and it must be reliable. Without this, you will be unable to take part. Your email address will be kept private from the students, as it will be routed through the Patients Know Best software.

Who am I responsible to?

Dr Andy Ward for the Patients Know Best project and Professor Liz Anderson for the Patients and Carers Group.

How much will I be paid?

The teaching involves meeting students at the beginning and end of your period of on-line communication.

You must register with Unitemps for payment. We will advise you how to do this.

All training sessions are not paid.

E-conversations (on-line rate): You will be paid the rate of £20.24 (**you receive £15.87** and can reclaim holiday pay) Grade 6 SP27; Unitemps rate set in April 2021]. This rate is capped at one hour per week, for 10 weeks. Should you spend more than one hour in these exchanges we are unable to pay you for this time.

As your conversations take place over 10 weeks we will release the work for payment so that you can claim after 4 weeks and after the second 4 weeks (at 8 weeks) and then for the final 2 weeks. You will be notified of these weeks by the Patient and Carer Group Administrator.

Introductory session: You will be paid at the rate of £20.24, **you receive £15.87**; again, you can claim holiday pay [Grade 6 SP27; Unitemp rate set in April 2021]. For 3 hours, teaching time and 1.50 hours preparation time a total of 4.50 hours

Post-course reflection and feedback session: As students mainly lead these sessions you will be paid at the rate of £20.24, (**you receive £15.87** For 3 hours and again can reclaim holiday pay [Grade 6 SP27; Unitemp rate set in April 2021].

The introductory and post course meetings can be claimed in the week they take place. You will be notified by the administrator.

Sharing your information

Please note:

- If you decide to take part, you must appreciate that once you agree your story becomes the property of the University of Leicester for teaching purposes.
- You do not have to reveal personal information that you don't wish to talk about. The point is that your experience is real and it happened to you or the person you cared for.
- We can inform the students that these events actually happened in the past. Using the facts of your case, we can see if the students made the right choices and gave appropriate advice.

The Listening Workshop

For patients and carers who wish to share their stories concerning team-based care in hospital and or the community. This requires travel to community venues. This work is delivered in partnership with Leicester Leicestershire and Rutland NHS Trust (LPT)

What do you want me to do?

This face-to face small group teaching is for patients/carers who have NHS experiences that have involved teams of professionals. The conversations are aimed to help medical, nursing, social work, midwifery and pharmacy students to think about how they engage with patients in their future practice.

How do I do this?

Interested participants are recruited through a professional lead who may conduct a home visit through a Mentor from the Patient and Carer Group. You will be told about what the teaching involves and can arrange to shadow an event to see what happens.

How will I know what questions to ask?

In this work, the students should lead the conversation. The students will form a small interprofessional student team (n=3-5) to ask you questions and to engage in conversation with you about your care and what has happened to you. However, before you come to the workshop you might like to think back about particular moments in your care that you wish to share. This may be because the moments you recall represented good care or care that you feel could have been better. You do not have to answer personal questions you find challenging.

When do you want me to do it?

These workshops are mainly timetabled on Fridays. You are expected to arrive around 10 a.m. and can leave from 2.30 p.m. The workshops happen throughout the year. You can select which event you attend and the location.

Where will this take place?

This teaching takes place in community venues including some health centres. We try to allocate you to one near to where you live and you can choose where you travel. The teaching rooms are selected because they are in accessible and disabled friendly buildings.

Who am I responsible to?

Professor Liz Anderson who supports the Patient and Carers Group.

How much will I be paid?

You can do this work for free. If you wish to be paid the Community Trust (LPT) organise for a one off payment. We will advise you how to do this. The payment should help to cover the cost of travel and is £50. As you work through lunch break lunch is provided. Some Patients have progressed to leading Teaching Roles and are paid as co-tutors at the teaching rate for 7 hours.

For those members of the Patient and Carer Group who are trained as teachers and led these sessions you apply through Unitemps at the teaching rate for 7 hours.

The Carers Session

For carers who wish to share their stories concerning what it means to be a carer. We are working with unpaid carers, as opposed to employed support workers who care. Carers either support disabled children or adults with co-morbidities or disabilities at home.

What do you want me to do?

This face-to face small group teaching is for carers who have experience of caring for either children or adults to live independently at home. The conversations are aimed at 4th year medical students but may become interprofessional in the future.

How do I do this?

You will be told about what the teaching involves and can arrange to shadow an event to see what happens. When working in a community venue we will place you with groups of students (n=4-5) when on line we are talking to around 40 students in any session.

How will I know what to share?

You can chose to share whatever you feel comfortable talking about with students in interactive conversations. The themes for discussion were agreed by carers, some examples include, impact on your life style, payment and support, managing in a crisis, confidentiality and the impact of the pandemic on carers. We can allocate you to speak to a theme, which relates to your circumstances and helps you to share your experiences with students.

When do you want me to do it?

These workshops are mainly timetabled on Friday mornings and take place throughout the year. You need to come prepared to share your stories. When we work face-to-face, you will meet up to 10 carers and we try and develop a sense of community as you meet each other and the students.

Where will this take place?

During the pandemic, this teaching has run on-line for which we send you the web link and you need internet access and a computer with speakers. We normally run this session in the community in a teaching Porto-cabin at Leicester Glenfield hospital. There is nearby access to free parking. The centre has tea and coffee.

Who am I responsible to?

Professor Liz Anderson who supports the Patient and Carers Group.

How much will I be paid?

You will be paid at the rate of £20.24 for 2 hours, and 1-hour preparation time a total of 3 hours (**you receive £15.87** and again can reclaim holiday pay [Grade 6 SP27; Unitemps rate set in April 2021]).