

## PsychUP for Wellbeing Student Advisory Board

### Provisional Terms of Reference

#### **1. Background**

Psychology-Informed University Practices for Wellbeing (*PsychUP for Wellbeing*) has been set up to improve the knowledge base about mental health at university, develop models of mental health care and cross-sector care pathways, engage key stakeholders (e.g. students, members of staff, student service leads and university senior leaders) and promote the principles of evidence-based practice within the Higher Education support sector. The *PsychUP for Wellbeing* university partner is UCL, however, the programme aims to develop resources which will be of use for the wider sector.

Co-production is increasingly acknowledged as best practice within the health and higher education sectors and has been recommended by national bodies including National Institute of Health Research,<sup>1</sup> National Institute of Care Excellence,<sup>2</sup> Universities UK<sup>3</sup> and Student Minds.<sup>4</sup> When used effectively, co-production adds value by collaborating with experts-by-experience to develop knowledge, interventions and strategies that are higher quality and more relevant to users. A key aim of *PsychUP for Wellbeing* is the involvement of stakeholders, principally students, in all aspects of programme activity.

The *PsychUP for Wellbeing* co-production model is based on the Student Minds model of joint-decision making at the level of strategy.<sup>4</sup> Strategic co-design is in addition to 'consultation' (e.g. one-off meetings to gain student's views of a particular topic) and 'participation' (e.g. ongoing input into a project with a student advisory board or panel). Programme co-production, participation and consultation activities are appended to these Terms of Reference.

#### **2. PsychUP for Wellbeing Advisory Board – student and professional members**

To ensure a wide range of students are involved at the strategic level of the programme, and that power imbalances do not result in students (or professionals) feeling unable to speak freely, student and professional members of the Advisory Board will meet independently and jointly. To ensure a free exchange of ideas between the groups outside of joint meetings, processes will be developed (e.g. standing item updates at each meeting) and reviewed on an ongoing basis.

#### **3. Role and Purpose**

The role of the Advisory Board (student and professional members) is to provide strategic advice. This will include clarification of priorities, development of plans to address priorities, oversight of activity and identification of potential future directions for the programme. *PsychUP for Wellbeing*

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<sup>1</sup> INVOLVE (2012) Briefing notes for researchers: involving the public in NHS, public health and social care research. INVOLVE, Eastleigh

<sup>2</sup> National Institute for Health and Care Excellence (2013) Patient and Public Involvement Policy. NICE.

<sup>3</sup> Universities, U. K. (2018). Minding our future: starting a conversation about the support of student mental health.

<sup>4</sup> Piper, R., & Emmanuel, T. (2019). Co-producing mental health strategies with students: A guide for the higher education sector. Student Minds. Retrieved from <https://www.studentminds.org.uk/co-productionguide.html>

aims to embed student co-production across its activities (Appendix), and the student members will be partners in the development of this strategy.

#### **4. Duties and responsibilities**

- Advise on programme strategic direction and priorities.
- Maintain a close working partnership with professional members of the Board.
- Support the development of the Steps model implementation toolkit, and other research and development projects.
- Advise on the planning and implementation of co-production and student engagement activities.
- Contribute towards publications, reports, blog and other programme outputs and communications, as appropriate.
- Champion an evidence-based approach to improving mental health for students and staff.
- Champion principles of effective co-production with students and staff.
- Help raise the profile of the programme locally and nationally.

#### **5. Membership**

To ensure professional and student voices are balanced, Student and Professional Advisory groups will be approximately equally sized (around 10 members each). Efforts will be made to ensure the Student Advisory Board contains a range of experiences (e.g. BAME, international, LGBT, post-graduate). To ensure *PsychUP for Wellbeing* outputs are useful for the wider sector, membership is open to students from universities across the UK, and efforts will be made to recruit members from the devolved nations. Meetings will be held online in order to ensure no students are less likely to be able to participate, for example through disability or because of geographical location.

The Student Advisory Board will be recruited via stakeholder networks such as Student Minds, SMaRteN, NUS and local Students' Unions. Members will be paid for their time attending meetings and work conducted outside of meetings.

#### **6. Governance and Decision-Making**

The Student Advisory Board will meet quarterly, usually in January, April, July and November. The minimum number of people that must be in attendance for meetings to be Quorate is half of the Board membership.

A provisional schedule for joint and individual meetings for professional and student members is shown in Figure 1. Processes for ensuring a free exchange of ideas between the groups at individual meetings will be developed collaboratively and reviewed on an ongoing basis.

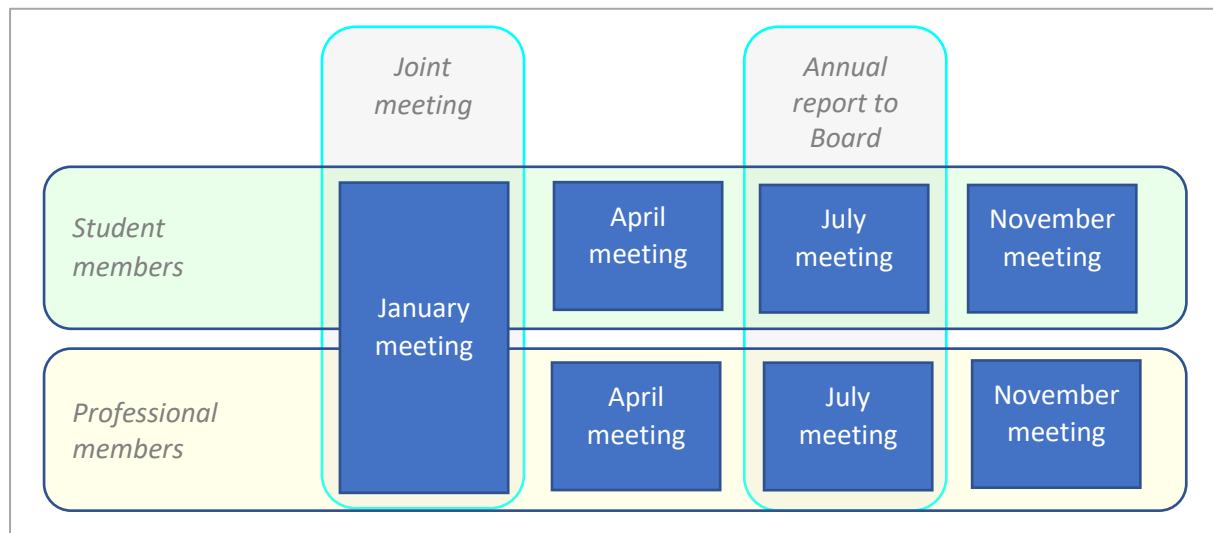
#### **7. Transparency**

All Advisory Board meeting agendas, papers and minutes will be made available on the *PsychUP for Wellbeing* website.

#### **8. Co-production evaluation**

Evaluation is often missing from co-production initiatives<sup>5,6</sup> but is essential to determine whether the student voice is being captured. The programme team will conduct an ongoing evaluation of the efficacy of co-production activities across the programme (Appendix). It is hoped this evaluation will provide further evidence of the value of involving students as partners in the development of higher education strategy.

**Figure 1: Provisional meeting schedule**



### 9. Student Advisory Board Secretariat and Contact

UCL will provide the Secretariat to the Student Advisory Group. The *PsychUP for Wellbeing* team will be responsible for coordinating all supporting activities of the group, such as the preparation of meeting agendas, papers and minutes, and recruitment of new members. Members will be informed of a named point of contact within team who will facilitate enquiries and support as needed.

### 10. Review of Terms of Reference

The Terms of Reference will be reviewed by the Board on an annual basis. Outside of this process members may raise items concerning the Terms of Reference at Board meetings under AOB. Any amendments are subject to review by both Advisory Boards.

<sup>5</sup> Mockford, C., Staniszewska, S., Griffiths, F., & Herron-Marx, S. (2012). The impact of patient and public involvement on UK NHS health care: a systematic review. *International journal for quality in health care*, 24(1), 28-38

<sup>6</sup> Blackburn, S., McLachlan, S., Jowett, S., Kinghorn, P., Gill, P., Higginbottom, A., ... & Jinks, C. (2018). The extent, quality and impact of patient and public involvement in primary care research: a mixed methods study. *Research involvement and engagement*, 4(1), 16.

Appendix

