

TeamUp

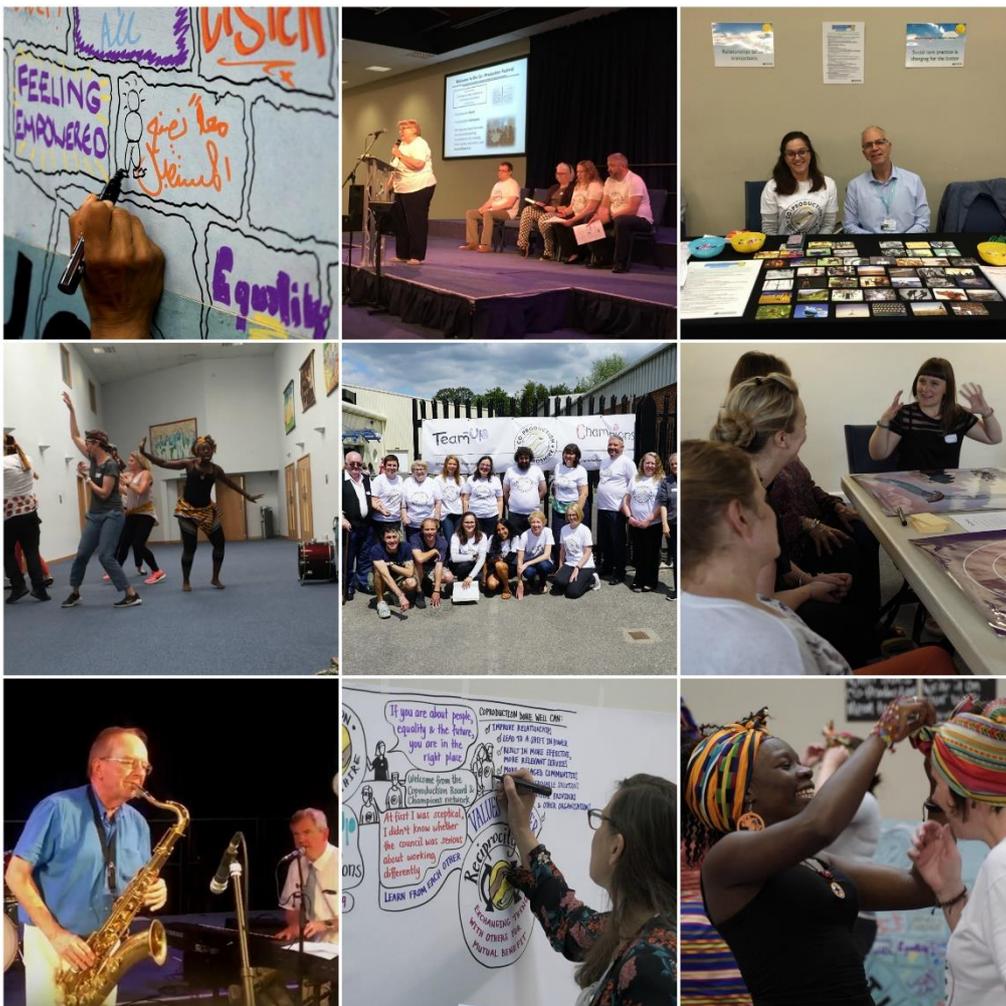


Champions

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## Co-production Oxfordshire's Working Together – Handbook



Working



Together

## A NOTE ABOUT THIS HANDBOOK



Co-production is not a new or difficult concept. In simple terms, it means working together to change or improve something, or problem-solving together. But it is a different way of working for many people and organisations, and this can often mean it's a bit of a challenge to know where to start.

We say that there is no roadmap for co-production; the process will look different each time, as the nature of the 'problem' and the group of people involved in solving it, will vary.

**The important thing is to make a plan and give it a go, learn from your experience and use this learning to improve future practice!**

This handbook is designed to help you (start to) do co-production. It is intended as general guidance, because there is no single way to do co-production. Whilst this is a comprehensive guide, it cannot cover every aspect or detail of what needs to be considered on your co-production journey, but there are key principles and methods, which if followed, will support you with much of the process.

Depending on your understanding and experience of co-production, you may wish to read the whole handbook, or only parts of it. For this reason, it has been divided into sections so you can dip into the areas you feel are most useful or relevant to you at the time.

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The handbook has been co-designed by members of:

- Team-Up: Oxfordshire's Co-production Board
- Oxfordshire's Co-production Champions
- Oxfordshire County Council's co-production project members
- Oxfordshire County Council's Co-production Team

It has very much been shaped by what people involved in a number of different 'scoping' sessions said they would want to get from this kind of resource.

As a whole, it represents nearly two years' worth of learning and experience, with contributions from countless numbers of people.

As this learning continues, so will this handbook develop.





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## CO-PRODUCTION: What is it?

**‘Co-production means working together as equals and making best use of our resources and strengths to find ways of doing things that benefit our community.’**



Look up co-production and you'll find various definitions of the word. The statement above is how Co-production Oxfordshire defines it.

(See **‘Why Co-production? Introduction and Background’** for information on who Co-production Oxfordshire are.)

Co-production is not a word that people easily relate to, but it is the official term for the way of working that this handbook is designed to support. To make it easier for people to relate to and understand, Co-production Oxfordshire likes to say,

### **‘Working Together through Co-production’**

Co-production recognises that people who use services often have fewer resources and less influence than professionals. Co-production is a way of sharing influence and decision-making and creating services that work for the people they're designed for. It provides the opportunity to transform health and social care provision into a way of working that offers people real choice and control.

When we use co-production, we involve all the relevant people in the design, delivery and evaluation of services and in decisions that affect them. This gives people control over their own lives and can provide the community with a sense of collective ownership. It helps people thrive and feel a sense of place and belonging and ultimately leads to better lives for everyone.

You can read more about the origins of the word ‘co-production’ on the Think Local Act Personal website here:

<https://www.thinklocalactpersonal.org.uk/co-production-in-commissioning-tool/co-production/In-more-detail/where-did-co-production-come-from/>

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## CO-PRODUCTION AND OTHER TYPES OF PARTICIPATION:

### What is the Difference?

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One of the main questions people ask when starting to do co-production is 'How is co-production different to engagement, consultation and other types of participation?'

Think Local Act Personal explain these differences very clearly in their Ladder of Co-production:

#### **Co-production**

Co-production is an equal relationship between people who use services and the people responsible for services. They work together, from design to delivery, sharing strategic decision-making about policies as well as decisions about the best way to deliver services.

#### **Co-design**

People who use services are involved in designing services, based on their experiences and ideas. They have genuine influence but have not been involved in 'seeing it through'.

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#### **Engagement**

Compared to the consultation step below, people who use services are given more opportunities to express their views and may be able to influence some decisions, but this depends on what the people responsible for services will allow.

## Consultation

People who use services may be asked to fill in surveys or attend meetings; however this step may be considered tokenistic if they do not have the power to influence or affect change.

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## Informing

The people responsible for services inform people about the services and explain how they work. This may include telling people what decisions have been made and why.

## Educating

The people who use services are helped to understand the service design and delivery so that they gain relevant knowledge about it. That is all that is done at this stage.

## Coercion

This is the bottom rung of the ladder. People who use services attend an event about services as passive recipients. Their views are not considered important and are not taken into account.

Source:

<https://www.thinklocalactpersonal.org.uk/assets/COPRODUCTION/Ladder-of-coproduction.pdf>

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## What co-production is NOT

Understanding what co-production *isn't* is as important as understanding what it is. See the following resources for good examples of what co-production isn't:

David Boyle and Michael Harris say “Co-production is not: Consultation, volunteering, or individual budgets”, in their Discussion Paper [‘The Challenge of Co-production’](#). [Pages 16 – 18]

Or Think Local Act Personal's [‘Co-production in commissioning tool’](#)...

**Is it just another word for engagement / consultation / collaboration?**

The term is often used in this way, a tokenistic tick in the 'citizen-led' or 'voice & control' box.

The diagram below clarifies the critical differences.

PLANNING BY	PROFESSIONALS	PROFESSIONALS & COMMUNITIES IN PARTNERSHIP	COMMUNITIES or CITIZENS
DELIVERY BY			
PROFESSIONALS	TRADITIONAL PROVISION professional services	CO-DESIGNED but professionally delivered	
PROFESSIONALS & COMMUNITIES IN PARTNERSHIP	CO-DELIVERED but professionally designed	CO-PRODUCED shared responsibility: citizens, communities, professionals	
COMMUNITIES or CITIZENS	CO-OPTED community delivery of professionally-planned services		SELF-ORGANISED citizen activists and/or community provision

Diagram adapted from 'The Challenge of Co-production', David Boyle & Michael Harris

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## WHY CO-PRODUCTION?

### Introduction and Background

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*“I absolutely believe that we get better outcomes for people by designing services with them, buying those services together and having people who access services and their families involved in evaluating the quality of services. Co-production is not engagement or consultation, it is about people with lived experience and their families sitting alongside professionals as equal partners at all stages of the process.”*

**Kate Terroni**

(Former Director of Adult Social Care, Oxfordshire County Council,  
and Former Co-chair, Team-Up Co-production Board)

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*“Co-production can improve the way health and social care services are designed and delivered by putting an emphasis on a more equal partnership between professionals and people using those services. Working together as equals builds better relationships (based on trust, respect and understanding) and helps to create services that actually work for the people using them.”*

**Jo Barnicoat**

(Parent Carer and Co-chair,  
Team-Up Co-production Board)

## Local Authority Models of Engagement – a brief history

Elinor Ostrom coined the term co-production in the 1970s in New York. She noticed crime rates dropped when the police ‘worked together’ with the community on foot, instead of patrolling in cars.

The term has been, and continues to be, studied in academic research, and the approach has been fully adopted by the arts and community sectors. But only recently have public sector organisations begun to explore the concept and the benefits of working **with** the community.

The explanation we like that helps people to most clearly understand why co-production is important, is the ‘**doing to, doing for, doing with**’ diagram:



The table below shows how this mirrors the history of public sector delivery since the 1970s...

1970s	1990s	2010>
<b>DOING TO</b>	<b>DOING FOR</b>	<b>DOING WITH</b>
Old Public Administration model:	New Public Management model:	New Governance model:
Public services operate inside well-defined rules and structures, providing delivery of services <b>to</b> people.	Public services run in a business-like way, <b>for</b> residents as customers or clients. - Personalisation.	Public service delivery relies on complex working relationships <b>with</b> organisations and residents.
<i><b>Professionals know best!</b></i>	<i><b>Customer knows best!</b></i>	<i><b>Together we know best!</b></i>

## Co-production and Oxfordshire County Council

In 2016 Oxfordshire County Council (OCC) decided it wanted to make co-production its normal way of working. There was already some co-production happening, but the ambition was for it to become the way the Council does things. It asked The Social Care Institute for Excellence (SCIE) for help and support with how to do this. [www.scie.org.uk/about/](http://www.scie.org.uk/about/)

OCC and SCIE ran some workshops and invited a mixture of people who use services, carers, families and staff to co-produce some suggestions for how co-production could become the way OCC works.

These ideas were written into a proposal for how OCC and SCIE could work together to make co-production happen across Oxfordshire.

The Co-production Programme started in September 2017 and is funded until March 2020 by Adult Social Care. It is facilitated by a Co-production Team and supported by SCIE. This support includes the provision of training, advice and an evaluation.

Two key parts of the programme were put in place to help this happen; a Co-production Board, called Team-Up, was set up in October 2017, and a group of Co-production Champions in June 2018.

**Team-Up** is made up of:

- people who use health and social care services
- carers of people who use health and social care services
- a Co-production Team
- the Director of Adult Social Care (OCC)
- the Director of Children's Social Care (OCC)
- a SCIE representative
- a representative from Oxfordshire's Clinical Commissioning Group (CCG)

The role of Team-Up is to oversee and advise on co-production work happening in Oxfordshire.

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Read this [blog](#) post about the experience of becoming a member of Team-Up, written by Ben McCay as part of a series of blogs during SCIE's National Co-production Week 2018.

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**The Co-production Champions** are made up of:

- people who use health and social care services
- carers of people who use health and social care services
- staff working in the voluntary sector (e.g. in organisations supporting refugees and asylum seekers, people with mental health difficulties, older people and people with learning disabilities)
- staff working in the health sector
- staff working in the council

The role of the champions is to work with people to help them learn about, use, and embed co-production.

Read this [blog](#) to find out more about the Co-production Champions.

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Team-Up and the Co-production Champions together, are known as **Co-production Oxfordshire**.

The **general aim** of both groups is to make co-production the usual way of working across Oxfordshire.

The **original aims** of the programme, developed by Team-Up, are:

- 1. Embedding co-production in Oxfordshire County Council** (Co-production is the way that OCC does things.)
  - 2. Building better relationships** between Oxfordshire County Council, service providers, people who use services, carers and families.
  - 3. Improving services** in Adult Social Care.
  - 4. Influence and impact** beyond Oxfordshire Adult Social Care.
-

Though Co-production Oxfordshire has developed these aims, we say the important thing to focus on is not the individual outcomes, but on creating the right conditions for being able to work together positively, as equals, and on shifting the culture from 'doing to' to 'doing with'.

Working together in this way is so important because it can prevent many of the problems which might later lead to the need to focus on more traditional outcomes (like changing services or saving money).

Working together well creates the fertile ground for better outcomes.

Jo Barnicoat, co-chair of Team-Up, says:

*“We need to stop focusing just on outcomes...working together positively with open communication is the primary goal; if we get that right, it will fix the other things.”*

Join us in creating a movement [@OxonCopro](https://twitter.com/OxonCopro) [#coproduction](https://twitter.com/copro)

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## DOING CO-PRODUCTION:

### Introduction

Co-production is a collaborative problem-solving exercise, just like any bit of good team work. And in each project or piece of work the journey will look different.

Because of this, and because good co-production is so much about how we behave, how we create the right environment, and build positive relationships, it is impossible to create a definitive step-by-step guide. However, the following sections will help to support you through much of the process.

### THIS SECTION INCLUDES:

#### DOING CO-PRODUCTION: The Principles

Although there is no single way to do co-production- no 'one size fits all' method- there are certain principles that should be applied, and the key is to keep asking yourself if you are following them.

This section explains the principles of good co-production; use it as a reminder or a 'checklist' to make sure you are applying them.

#### DOING CO-PRODUCTION: The Practicalities

These sections cover some of the key, practical aspects of planning and delivery in co-production (and, indeed, a lot of other types of participation).

There are two sections to work through- **At the start** and **Planning meetings and workshops**. Working through them from the start of your project will really help you with the process. They can be completed online and saved in your documents or printed out; and they can be added to as you think of things and/or the project progresses.

There is also the **Managing meetings and workshops: Getting it right from the start – key essentials** section at the end, which can be printed out and used as a prompt sheet or reminder.

### **DOING CO-PRODUCTION: Check and Challenge – Participant Feedback and Self-reflection forms**

A fundamental part of good co-production is regular monitoring of the process, both in the form of self-reflection and gathering feedback from people involved. Check, challenge and reflect on the process throughout.

You can use or adapt our guide sheets: **Self-reflection and Participant Feedback (in Easy Read and non-Easy Read)**.

If you really want to check your skills on doing co-production, ongoing self-reflection is crucial. Try using our litmus test – in **HOW TO DO GOOD CO-PRODUCTION: Recipe Grab Sheet** - to check if you really are thinking about your own skills and values around doing co-production.

### **DOING CO-PRODUCTION: Barriers**

### **DOING CO-PRODUCTION: Lifting the Barriers**

### **DOING CO-PRODUCTION: Some Useful Tips, Reminders and Advice**

### **DOING CO-PRODUCTION: Making Things Accessible**

### **HOW TO DO GOOD CO-PRODUCTION: Recipe Grab Sheet**

### **MIND YOUR LANGUAGE: Grab Sheet**

#### **See also:**

**A Guerrilla Guide: The Art of Coproduction** - a practical, quick guide full of prompts, tips and resources. Created by We Coproduce.

<https://www.wecoproduce.com/the-art-of-coproduction-guide>

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## DOING CO-PRODUCTION: The Principles

### What is good co-production?

- Involving the people that matter, at the right time, and in a meaningful way
- Listening to each other and communicating well, feeling understood
- Respecting each other's opinions, however different they are to our own
- Working together and developing trust and respect to form good working relationships
- Working as equal partners, from start to finish (where possible)
- Making decisions and solving problems together
- Developing ideas or solutions to problems together
- Everyone working in a way that gets results
- Everyone working in a positive way to make things better for all
- Understanding that everyone has something to contribute
- Understanding that everyone has different challenges and needs
- Everyone is recognised and celebrated for the contributions they make

**Working as equal partners** means that everyone who has relevant experience and skills to contribute can, but that people will have specific roles and jobs to do to make things work smoothly.

It is also important to understand that not everyone can be involved in every single aspect, or nothing would ever get done because progress would be too slow. **(Source: Co-production Oxfordshire)**

**For more on the principles of co-production, see:**

<https://www.scie.org.uk/publications/guides/guide51/at-a-glance/>



## DOING CO-PRODUCTION: The Practicalities

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**It is always best to make a co-production plan before you start.**

**Use these guide sheets with the following 'Doing co-production' sections to help with your planning and thinking:**

- **Barriers**
  - **Lifting the Barriers**
  - **Some Useful Tips, Reminders and Advice**
  - **Making Things Accessible**
  - **Grab Sheets: Good Co-production Recipe and Mind Your Language**
- 

Note there are two guide sheets here:

- **At the start**
- **Planning meetings and workshops**

and a

- **Managing meetings and workshops: Getting it right from the start – key essentials**

section at the end.

## AT THE START

<b>Getting started: Motive and Scope</b>	
What is the project?	
Why is it happening (what is the reason for the change?)	
How much time do I have to do it?	
Is there a request for it to be co-produced? If so, by whom?	
Who do I know who has done co-production, and can help me with it?	
<p>Can the project realistically be co-produced within the time-frame I have been given?                      (The time needed for projects will vary depending on the nature and scale of the project, but we would suggest anything less than 6-12 months is not enough. Talk it through with the person/people you have identified above if you are not sure)</p> <p><b>(If not, STOP. And either:</b></p> <ul style="list-style-type: none"> <li>- <b>take this back to your manager with a request for more time OR</b></li> <li>- <b>accept (and have it agreed) that it won't be a fully co-produced piece of work, but please don't let this put you off from involving people as much as you can in the timeframe you get given)</b></li> </ul>	
<p>Can all aspects of the project be co-produced or just some?</p> <p>If not all, why not?</p>	

<p>If not all, which aspects should be, to bring most value to the project and people involved?</p> <p>(Talk this through with the person/people you have identified above if you are not sure.)</p>	
<p><b>If there is enough time for the project to be co-produced:</b></p>	
<p>Do I have support from management to co-produce this project?</p>	
<p>What barriers/ challenges do I think there will be along the way?</p>	
<p>Do I know my organisation's policies and procedures around:</p> <ul style="list-style-type: none"> <li>- Remuneration (paying/ reimbursing people)</li> <li>- GDPR</li> <li>- Equality and Diversity</li> <li>- Service and community Impact Assessments (SCIAs)</li> <li>- Demographic monitoring</li> </ul>	
<p><b>Budget, Legal Factors and Governance</b></p>	
<p>Do I have a budget for this project?</p>	
<p>Where will the money for paying for people's expenses and time come from?</p>	
<p>Are there any other projects (current or coming up) that are likely to impact on mine?</p>	
<p>Are there any legal issues that may affect the project? (e.g. Purdah or formal consultations that might have an impact, for Council staff)</p>	

<p>Do I know the law around consultation for this project (e.g. Gunning Principles/ Public Sector Equality Duty, etc)?</p>	
<p>Does anything need sign off/ management approval before I can continue?</p> <p>It is really important to be clear <b>what</b> needs signing off, by <b>whom</b>, and <b>when</b> (e.g. even down to things like whether the right logos are being used)</p>	
<p><b>Getting the Right People Along</b></p>	
<p>Who does the project affect, i.e. who do I need to involve (stakeholders)?</p> <p>Think:</p> <ul style="list-style-type: none"> <li>- People using/receiving services</li> <li>- Families</li> <li>- Carers</li> <li>- Members of the public</li> <li>- Colleagues</li> <li>- Other professionals/ organisations</li> </ul> <p>etc</p> <p>Ask a colleague in engagement, or who holds data information, to help you.</p>	
<p>Have I done in-depth stakeholder mapping, e.g. considering levels of influence different groups/ people have (stakeholder analysis)?</p>	
<p>How am I going to make contact/ reach/ find each of the groups/ individuals that need to be involved?</p>	
<p>Who can help me with this? (e.g. colleagues, internal/ external communications teams, community leaders, other organisations, etc)</p>	

<b>Representation and Involvement</b>	
How am I going to make sure I have wide enough representation of each group?	
What will the needs of people involved be?	
What do I need to do to make sure people will be able to take part fully and in a meaningful way?	
Will any training for participants be required? (e.g. if involved in recruitment/ interview panels, they will need relevant training)	
What do I need to do to make information accessible to the people involved?	
What do I need to do to make meetings and workshops, etc accessible for people?	
Am I being creative enough in thinking about how people can get involved?  Apart from running meetings and workshops, etc, what other opportunities am I providing for people?  (Ideally, everyone would be in the same place at the same time, but this is not always appropriate or realistic.)  Can I go and visit people if necessary?	
How can I involve people every step of the way? (e.g. having people using services attend and present at key decision-making meetings, etc)	
Have I missed anyone who should be involved?	

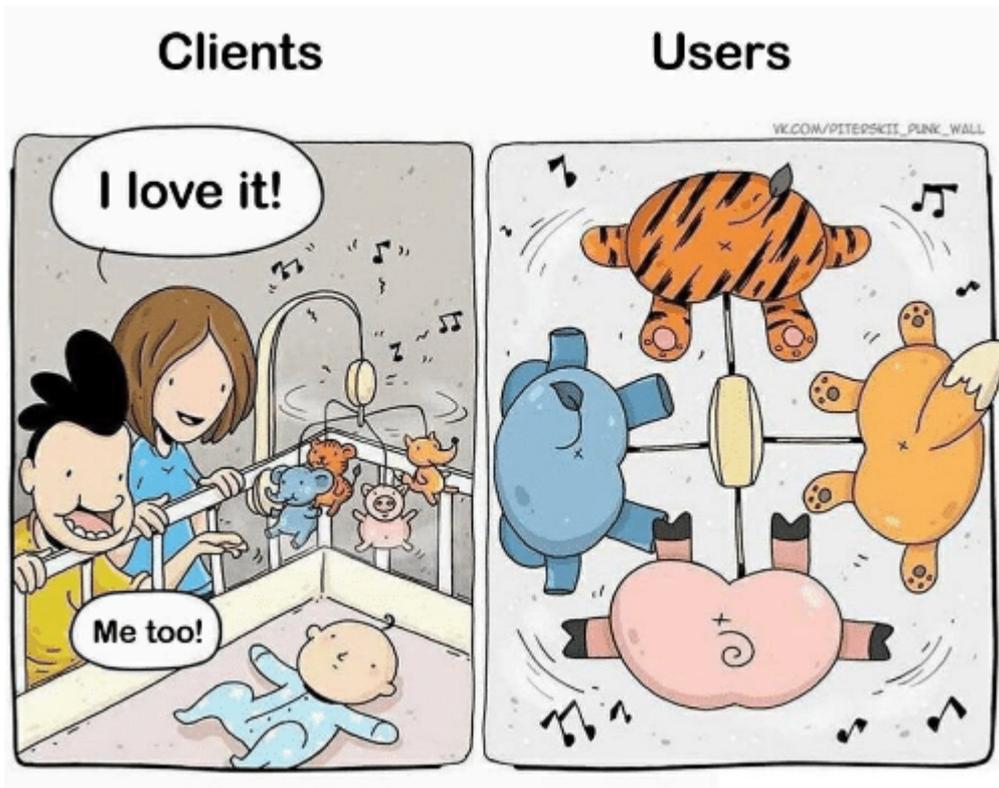
(Keep asking yourself, 'Who should be involved in this?')	
Do I know enough about suitable/ accessible meeting venues? If not, how can I find out?	
<b>Timing and Communication</b>	
Timeline- what needs to happen when?	
Does my timeline give people enough notice to be able to attend any meetings, workshops or other sessions? (minimum of 4 weeks recommended)	
Does my timeline/ plan allow for proper relationship-building?	
<p>What will people need to know in any initial communication?</p> <p>E.g.:</p> <ul style="list-style-type: none"> <li>- Nature of the project</li> <li>- How it affects them</li> <li>- Timeline/ key dates</li> <li>- How they can get involved</li> <li>- If meetings or workshops being planned- timings, length, food and refreshment provision</li> <li>- Commitment required</li> <li>- Role description (if applicable)</li> <li>- Training requirements and provision (if applicable)</li> <li>- Remuneration/ payment details</li> </ul>	
What will my process be for bringing together all contributions made?	
How will I feed this information back to all the relevant people?	
Am I communicating in a language that is accessible, respectful and helps people want to be involved?	

## Finally...

Have I made assumptions about anything?

**Time to reflect...**

**Check your thinking/ planning through with someone who knows about co-production.**



[source vkcom Peterskii: <https://me.me/i/clients-users-vk-com-piterskii-punk-wall-i-love-it-me-too-9a055d6e42b4431087ca9bc800b5e4d5>]

## PLANNING MEETINGS AND WORKSHOPS

<b>Practical matters (venue, catering, resources)</b>	
Have I booked the venue?	
<p>Is it appropriate/ accessible?</p> <p>Check e.g.:</p> <ul style="list-style-type: none"> <li>- wheelchair access</li> <li>- parking</li> <li>- lighting</li> <li>- acoustics</li> <li>- loop system</li> <li>- public transport links</li> <li>- geographical location (in relation to group)</li> </ul>	
Do I need to do an activity risk assessment?	
What is the process for people being paid expenses and for their involvement?	
What needs to happen to make sure this is done? (e.g. who deals with payment and claim forms?)	
What staffing resources will I need?	
What other resources will I need? (stationary, etc)	
<p>What forms/ paperwork will I need?</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>- Remunerations policy</li> <li>- Claim forms</li> <li>- Media consent forms</li> <li>- Consent forms (for data storage)</li> <li>- Feedback forms</li> <li>- Copies of agenda</li> <li>- Copies of any previous minutes</li> </ul>	

- Copies of any documents people will need to refer to	
Will lunch be provided? Who by? What needs to happen?  We advise to always provide food for people if you can. It makes all the difference!	
<b>Accessibility and Involvement</b>	
Have I given people enough notice to be able to attend? (minimum of 4 weeks recommended)	
How will I make sure everyone in the session has the chance to participate?	
Do I know/ have I asked people what they need? For example, in relations to:  Mobility Communication methods Dietary requirements Reminders	
How am I making sure these needs will be met?	
What participatory tools will I need? (e.g. turn-taking cards, inclusion forms, etc)  (See ' <b>Doing co-production: Making things Accessible</b> ' section for some links to good resources)	
Is anyone joining remotely (e.g. Skype, conference calling in)?  If so, what do I need to enable this to happen?	
What information do I need to send participants in advance?	

<p>Has this been produced in a format that is clear and accessible for all? (several formats may need to be produced)</p>	
<p>When does this need to be sent?</p> <p>People need time to absorb and understand information in order to be able to participate meaningfully.</p>	
<p><b>Managing the session(s)</b></p>	
<p><b>Note:</b> Setting the scene in meetings and workshops and creating the right atmosphere for constructive and supportive working right at the start is crucial. It makes all the difference to how well a group is likely to work together and can go a long way in helping to manage any difficult challenges later on.</p> <p>By right atmosphere, we mean one in which trust is built and where people feel:</p> <ul style="list-style-type: none"> <li>- safe (e.g. to express their views/ to disagree with others and be disagreed with)</li> <li>- respected as individuals</li> <li>- heard</li> <li>- valued</li> <li>- equal</li> </ul> <p>In addition to completing the questions below, make sure you read the <b>'Managing meetings and workshops: Getting it right from the start – key essentials'</b> section that follows this form.</p> <p><b>Do not underestimate the importance of establishing and following these essentials.</b> We cannot emphasise enough the difference they can make between a session being unproductive, negative and even unpleasant for people rather than a constructive and positive experience.</p>	
<p>Do I feel experienced enough to facilitate, manage expectations, and manage any conflict that arises?</p> <p>If no, or not sure, is there time to do some training, or can I get support from an experienced facilitator?</p>	

<p>(Note: For Oxfordshire County Council staff, we recommend doing the <b>'Facilitation Skills' and 'Unconscious Bias'</b> e-learning, and the <b>'Doing Co-production'</b> training run by Co-production Oxfordshire.)</p>	
<p>How will I ensure best use of time?</p>	
<p>How will I make sure we keep to time?</p>	
<p><b>In the first session...</b></p> <p>Group to agree ways of working together ('agreements'/ 'ground rules'), and these to be written down.</p> <p>Re-visit 'agreements' at the start of every session – check people are still happy with them; make any necessary changes.</p> <p>(See <b>'Doing co-production: Example Agreements for meetings'</b> for an example of what agreements might look like. <b>But use this as a prompt only</b> if people are stuck for ideas; it's important that agreements are not set by the meeting facilitator but produced collaboratively and owned by the group.)</p>	
<p>How am I going to establish a level playing field between everyone in the group?</p>	
<p>How will I check people have understood the information? (Never make assumptions... A common error is asking "Does everyone understand?" and when they say yes, moving on. Small group activities are best for helping people understand their role and the purpose of any workshop or meeting.)</p>	
<p>How do I think I will deal with differences in opinion within the group? How will we reach an agreement?</p>	

<p>(This is difficult to plan for as each group will be different, but it is still helpful to think about.)</p>	
<p>For tools to facilitate meetings and workshops, see:</p> <p><a href="https://seedsforchange.org.uk/tools">https://seedsforchange.org.uk/tools</a></p> <p><a href="https://seedsforchange.org.uk/resources">https://seedsforchange.org.uk/resources</a></p> <p><a href="https://seedsforchange.org.uk/activelistinging">https://seedsforchange.org.uk/activelistinging</a></p> <p><a href="https://seedsforchange.org.uk/facilitationmeeting">https://seedsforchange.org.uk/facilitationmeeting</a></p> <p><a href="https://seedsforchange.org.uk/shortfacilitation">https://seedsforchange.org.uk/shortfacilitation</a></p>	
<p><b>Feedback and Learning</b></p>	
<p>What will my feedback process be (to the people involved)?</p>	
<p>How will I make sure people are kept informed and up-to-date?</p> <p>It is critical to keep people informed. Relationships you have built break down very quickly if people feel ignored or used.</p> <p>Have I left enough time in the day for people to give feedback?</p> <p>Explain to people why feedback is important (e.g. helping you to learn and improve) and what will happen to it.</p>	
<p>How will I gather feedback from the people involved? (You can use or adapt the <b>Participant Feedback Form</b>. There are two versions: Easy Read and non-Easy Read.)</p> <p>Consider providing a closed box for feedback forms to encourage honesty.</p>	

<p>What will I do with this feedback?</p> <p>e.g.</p> <ul style="list-style-type: none"><li>- where does it need to go?</li><li>- who needs to see it?</li><li>- how will I learn from it?</li><li>- how will it be used to inform future practice?</li><li>- where will it be stored? (remember GDPR)</li></ul> <p><b>Tip:</b> people involved do want to know what the general feeling was, so share it with them.</p>	
<p>How will I reflect on the process and what I have done?</p> <p>(You can use the <b>Self-reflection Form</b>)</p>	



## Managing meetings and workshops: Getting it right from the start

### Key essentials

In our experience, in order to manage meetings and workshops successfully and create the right atmosphere for constructive and supportive 'working together', the following things must be established at the very beginning and re-visited/ applied on each occasion.

- **Language - keep it simple, keep it 'human':** no acronyms, no jargon, no services 'special speak' (see '**MIND YOUR LANGUAGE: Grab Sheet**').
- **Bring your whole self to the group:** don't be afraid to say how you feel or give people a bit of insight into you as a person.
- **Create an atmosphere of equality:** don't wear lanyards; don't power dress; be a real person and not just a professional; introduce yourselves by saying the area you work in and not your job title; if running the session with colleagues, try and dot yourselves around the room so you are not all grouped together.
- **Access needs:** check that everyone in the room has what they need to be able to participate fully.
- **Take turns to speak:** use turn-taking cards, hands-up, etc; have a strong Chair/ facilitator who manages the conversation well.
- **Establish ground rules/ agreements:** for the way people will conduct themselves and treat each other in the session. Make sure everyone present is involved in this so they sign up to and own what is agreed. Agreements need to be directly linked to the principles of co-production (e.g. treating each other with respect, as equals, etc) and not just about practicalities (like switching off your phone).

- **Establish the goal/role of the group:** ensure everyone present is involved in this, and all understand why they are there and what direction you are all going in.
- **Establish the values and purpose of co-producing:** everyone present needs to understand these values as they underpin the goals. Have copies of the co-production principles available; re-visit at the start of meetings; anchor conversations, decisions, etc in these principles.
- **Establish shared definitions/ meanings:** don't assume everyone has the same understanding of a word or phrase (like co-production!) Where possible, work out a shared definition as a group; where this cannot happen, be clear what definitions are being used. Once a definition has been agreed/ presented, have it available as a reminder and point of reference for people in each session.
- **Use a 'car park'/ 'parking lot':** record any issues/ items (e.g. on flip chart paper) that come up in the meeting that are not directly relevant to the session at that time, or that cannot be addressed at that time. This helps keep meetings on track and to time, whilst also valuing and recognising what people have raised. Invite anyone to add to the car park; use it as a collaborative, self-moderating tool for the group. **Be clear** about what will happen to the points on the car park...how will they be addressed/ followed up on?
- **Be open and honest:** about limitations, what influence people can actually have, what can't be changed, what you do and don't know (it's okay not to have all the answers but make a note of any questions and let people know you'll do your best to find out).

- **Check everyone understands what is going on:** not by asking 'do you understand', but by trying to get people to say what it is they have understood (this needs to be done sensitively though so people don't just feel patronised).
- **Follow up on feedback and actions:** as quickly as possible and keep people informed of what's happening, every step of the way.



- **Make no assumptions:** ever, about anything!





## CO-PRODUCTION:

### Example Agreements for meetings

**Ideally, a group will co-design their agreements / ways of working together so that they own them and feel self-governed. But if they get stuck on how to do this, this is an example that can be used as a prompt.**

- **It's okay to ask questions**  
No question is a stupid question- if you don't know, that's okay.
- **It's okay to make mistakes**  
Getting things wrong is an opportunity to learn.
- **Confidentiality**  
Help people to share openly in the meeting - don't talk about other people's personal information outside of the meeting.
- **Creating a safe space**  
Help keep everyone safe by making sure we take care (bags, hot drinks, wires, anything else that could cause a hazard being out of the way or stored safely).
- **It's okay to leave the room if you need**  
Take care of your own personal needs, and use the toilet or answer emergency calls, but try to stay focused on the meeting otherwise.

## Example Agreements for meetings cont'd...

---

- **Respect each other**  
Be kind and respectful. We can challenge each other's ideas, but in a friendly and supportive way. We never judge each other for our differences or ideas.
  - **Everyone is equal**  
Remember that everyone needs to feel equally valued so they can take part. Everyone's ideas, and contributions are equally valid. Nobody is better.
  - **Speak one at a time and listen well**  
Take turns to speak, and give the person speaking your focus and attention.  
If you don't understand, it's okay to ask people to repeat what they say.
  - **Plain speaking**  
Try to avoid acronyms or jargon. Explain them if you need to. Explain what you mean, and check people understand.
  - **Speak clearly, slowly, and loud enough**  
Make sure that people can understand you when you speak.
  - **Have a break**  
We make sure people can concentrate and are comfortable by taking a break.
-

## PARTICIPANT FEEDBACK FORM

1. How satisfied were you with this event?

Very Satisfied			Very dissatisfied	
😊		😐		😞
5	4	3	2	1

2. Were you able to take part in the discussion and have your say?

Yes, very much so			No, not at all	
😊		😐		😞
5	4	3	2	1

3. Did anything stop you from participating fully? If so, what?

4. What was good about the session/ workshop?

5. If you were running this session yourself, what would you do differently?

6. What could we do differently to improve future sessions?

## Participant feedback form cont'd...

---

7. Anything else you'd like to tell us?

---

Thank you for completing this form. You do not have to tell us who you are. If you would prefer to remain anonymous, please do not fill in your name here.

Name: \_\_\_\_\_

Organisation (if relevant) \_\_\_\_\_

I use services

I am a carer

### **Consent for using your feedback**

We may want to use your feedback in our project or programme evaluation, which will be publicly available. Do you give consent for us to quote you anonymously, for example, in reports and evaluations and on our website?

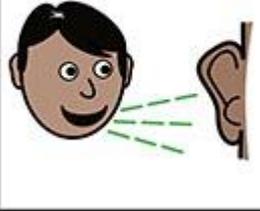
Yes

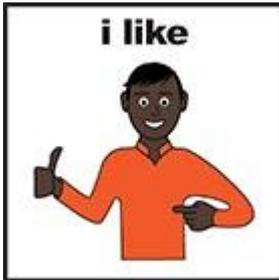
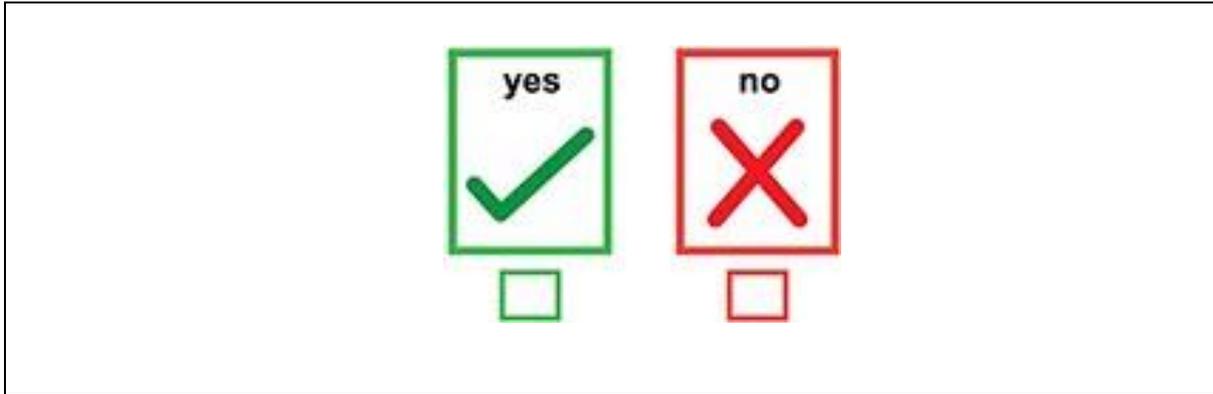
No

Signed \_\_\_\_\_ Date \_\_\_\_\_

If you change your mind about the consent you have given, please contact us to let us know. Email **[insert email address]** or call **[insert telephone number]**.

## PARTICIPANT FEEDBACK FORM (Easy Read)

<p><b>listen</b></p> 	<p><b>good or bad</b></p> 	<p><b>Did you feel listened to today?</b></p>		
<table border="0" style="width: 100%; text-align: center;"><tr><td data-bbox="635 913 799 1182"><p><b>yes</b></p> <input type="checkbox"/></td><td data-bbox="858 913 1023 1182"><p><b>no</b></p> <input type="checkbox"/></td></tr></table>			<p><b>yes</b></p>  <input type="checkbox"/>	<p><b>no</b></p>  <input type="checkbox"/>
<p><b>yes</b></p>  <input type="checkbox"/>	<p><b>no</b></p>  <input type="checkbox"/>			
<p><b>good to know</b></p> 	<p><b>good or bad</b></p> 	<p><b>Did you find it useful?</b></p>		



**What did you like about the meeting?**



**What didn't you like about the meeting?**

	<p><b>Anything else you would like to tell us?</b></p>

	<p>Your name (you do not have to tell us if you would prefer not to)</p>	
	<p>Date</p>	

Thanks to  for the use of their image bank © LYPFT  
[www.easyonthei.nhs.uk](http://www.easyonthei.nhs.uk)



## **DOING CO-PRODUCTION: Self-reflection Form**

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**At the end (of a session, workshop, or project, etc)**

**What went well?**

**What could have been better?**

**How do I know for sure that...**

- **people understood why they were there?**
- **people understood the task?**
- **people felt meaningfully involved?**
- **people felt equal?**

**Was I as open, honest and transparent as possible? If not, why?**

**Who are the groups of people that are affected by this project?**

**Who, out of those groups or people, are involved in this project?**

## Self-reflection Form cont'd...

---

**If any of those groups or people are not involved, what prevented them?**

**Did anything stop people from participating fully and/ or in a meaningful way? If so, why?**

**How was decision-making shared in the group?**

**Have I asked people for their feedback?**

**How would I rate my facilitation skills?**

**How did I handle any conflict, or prepare for handling it?**

**What have I learned?**

**What would I do differently next time?**

**What do I think people are saying about this?**

**What would I keep the same?**

**What would I say to someone else who was about to start the co-production journey?**

---



**resistance – ‘we’re already doing co-production...’**  
(even when not)

---

**expecting everyone to come together**

---

**working in a culture where things change suddenly**

---

**not being realistic**  
(about what can actually be done)

---

**calling things co-production when they’re not: undermining the process**

---

**not asking for regular feedback**

---

**not including key people**

---

**poor planning**

---

**expecting everyone to physically come together**  
(in order to be involved)

---

**not offering alternatives to how people can get involved**

---

**lack of understanding of what co-production is**

---

**fear of change**

---

**making sessions/ meetings, etc inaccessible (times, venues, days, etc)**

---

**lack of trust**

---

**not having senior level support**

---

**inaccessible language: jargon, complex words, etc**

---

**not having/ allowing enough time (to build relationships, enable people to participate meaningfully, etc)**

---

**political constraints**

---

**poor communication**

---



**lack of confidence**  
(e.g. to try)

---

**lack of clarity** (about project, limitations, information, expectations, etc)

---

**lack of resources**

---

**not being genuine**

---

**lack of commitment**

---

**not being open to change and /or constructive criticism**

---

**legal issues**

---

**work/project not leading to a result**

---

**making assumptions; not checking information**

---

**poor facilitation**

---

**relying on the same people to get involved all the time**  
(people can get tired, fed up, etc)

---

**fear of change**

---

**not having wide enough representation of people**

---

**getting defensive**

---

**lack of belief in the process**

---

**fear of getting it wrong**

---

**having an 'us and them' attitude**

---

**not meeting people's needs**

---

**lack of appropriate skills and training**

---

**lack of honesty and transparency**

---

**conflict of interest** (e.g. from other projects), **and an awareness of what would be a conflict**

---



# LIFTING THE BARRIERS

**being clear and realistic: what can people actually influence? What can actually be done?**

---

**keeping people updated, regularly**

---

**getting support from senior and middle management**

---

**giving people space, time and proper opportunity to participate (meaning) fully**

---

**being aware of what else is happening in the organisation (that may impact on / support project)**

---

**being clear- what is practical?**

---

**making co-production part of the culture** (job descriptions, inductions, contracts with providers, training, project documentation, etc)

---

**giving it a go! Not being afraid to try...remembering there's no co-production roadmap**

---

**knowing how to facilitate sessions/ meetings**

---

**being able to encourage open and honest discussion**

---

**being open to change**

---

**being able to have/ manage difficult conversations**

---

**not just relying on the same people to get involved**

---

**giving as much time as possible to building trusting, positive relationships**

---

**establishing clear roles and responsibilities (if necessary) within the group**

---

**being clear about expectations**

---

**managing people's expectations**

---

**having clear boundaries and communicating these clearly**

---

**getting regular feedback from people involved**

---



# LIFTING THE BARRIERS

**being clear about how people's feedback will be used**

---

**not excluding people considered to be 'challenging' or 'difficult'**

---

**think: 'doing with, not doing to, every step of the way'**

---

**being able to push back if being asked to do co-production without appropriate support / resources**

---

**checking and monitoring the process regularly**

---

**listening to each other**

---

**being aware of resources that are around** (other colleagues; community leaders; relevant organisations, etc)...**and using them!**

---

**not making assumptions: having a clear and shared definition and understanding of co-production**

---

**think: 'no-one is more important than anyone else'**

---

**knowing your organisation's policies** (or how to find out about them)

---

**training and upskilling staff so they feel confident to do co-production**

---

**being able to hear criticism**

---

**knowing the needs of the people involved, and how to meet them**

---

**planning ahead, and planning early**

---

**not making assumptions: check people's understanding** (of everything!)

---

**valuing people's time and contributions**

---

**being prepared to be vulnerable and 'human'; not hiding behind professional role/ title**

---

**involving everyone** (who needs to be) **equally and at the right time**

---



## DOING CO-PRODUCTION:

### Some Useful Tips, Reminders and Advice

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See also the following **'DOING CO-PRODUCTION'** sections:

- **Lifting the Barriers**
  - **The Principles**
  - **The Practicalities: 'Managing meetings and workshops: Getting it right from the start – key essentials'**
  - **Making Things Accessible**
  - **Grab Sheets: GOOD PRODUCTION RECIPE and MIND YOUR LANGUAGE**
- 

**Think:**

**Doing *with*, not doing *to*, every step of the way**

### GENERAL PRINCIPLES

- Co-production is a way of thinking, being and relating; it (usually) requires a shift in mindset to include and consider people as equals in a process.
- Co-production needs people with a range of skills, experience and level of influence; and support from middle and senior management is essential.
- There is no roadmap for co-production; the process will look different in each project or piece of work; we have some roadmaps from other projects to give you an idea of how it can look. (See **'Co-production: Spotlight on...'**, **'Co-production: Other examples'** and **'What does co-production look like in**

**practice?: Comparing two local examples'** sections, but it can be helpful to think about creating your own roadmap.)

- **ALWAYS** start with a plan for co-production, are you ready?
- Co-production does not mean that everyone gets what they want...
- Co-production is not about 'us and them', but about being a team: 'everyone in it together'.
- This does not mean that everyone is practically involved in every aspect all the time (this is not realistic, or efficient, and sometimes not safe or appropriate). But it does mean that everyone involved agrees together: ways of working, what needs to be done, how things will be done, who will do things. And that everyone is kept well informed, every step of the way.
- People's involvement, and the number of people involved, might change at different points of a project. For example, everyone might be involved together at the start, but decide that a smaller group is appropriate to work on certain parts of the project, with the whole group coming together again at the end.



## DOs

- Be creative in how you find people. For example, think about local (support) groups, faith groups, people who have strong links to their communities (like community leaders), day centres, local charities, schools, colleges, hospitals; advertising in libraries, community centres, etc; using your communications department (if you have one) and, of course, speaking to other colleagues/ teams who may have done similar work.
- Building the right relationships with people is key. Co-production can only happen when there is trust, respect and understanding between people. Put as much time as possible into this process and get to know the people you are working with. (Think about what makes you feel valued, respected and genuinely heard...)
- Be aware of common or general words and phrases and the presumption that everyone understands them in the same way. Establish clear definitions (e.g. of 'meaningful involvement'; 'clear communication'; 'trust'; 'dignity'; 'respect', etc) so that you are all working with a shared understanding and expectation.
- Similarly, 'co-production'! Be clear with people (about the word and the principles) at the start so that:
  - a)** people can make an informed choice about whether to get involved in the first place, and
  - b)** everyone involved is working with a shared understanding/ vision.
- Be creative in how you involve people. Not everyone has to physically come together. Offer alternatives e.g. Skype participation; make visits to individuals/ local groups, etc
- Be open, honest and transparent with people. If there are limitations (financial, time, political, etc), tell people what they are. If you don't know something, don't pretend to. Don't try to hide or bluff things; people can usually tell, and this will have a negative effect on relationships.

- Be clear and honest with people about what level of influence they can have. What areas of change/ parts of the project can they really impact? How will they do this? If they can't influence, try to explain why and see if this can be changed in future.
- Be human! As professionals, we can often forget to be 'people' or can be afraid of being 'seen'. Don't hide behind your title or role. Bring your whole self along and see people as a whole person, not just a label. It's ok to be human (or to show you are vulnerable).

**TED talk: [The power of vulnerability](#) (Brené Brown)**



- Look out for symbolism as well as language. Power dressing and job titles give people a message about your authority. Dress down, use first names and describe what you do, not what title you have.
- Model positive behaviour and communication. Think about how you will respond if people get angry; how to stay calm and defuse heated situations. Take on more training beforehand if you need to practice this. Allowing a situation to get out of hand because you weren't prepared could make your good intentions backfire.
- Keep people informed, every step of the way. Update people regularly, even if the update is that there is no update. A major complaint from people is that they get involved in a piece of work, then never hear anything again. No communication (i.e. communicating nothing) is bad communication, which leaves can offend people and leave them feeling disrespected.
- Give people enough time to prepare if needed. Simply having people in the room is not meaningful involvement. If there is information people need to know in order to properly participate, make sure they get this in good time and in a format that is accessible to them. Check that they've understood it before moving forward. **Never make assumptions.**
- If people need training in order to participate properly, make sure time is built in for this and that they get it.
- Check and challenge the process throughout...talk it through with colleagues, reflect on your practice (see **Self-reflection Form**) and get feedback from the people involved (see **Participant Feedback Form**).
- Push back where necessary. If you are being asked to co-produce something, but not being given the resources to do it, make it clear it won't be co-production.
- Remember the ladder of participation – keep trying to move up.

---

## DON'Ts

- Don't get defensive. You're more than likely going to hear criticism. Listen to people; hear what it is they are saying. Check with them that you've understood it properly, and then try and work with them to think about possible solutions/ positive ways of moving forward together.
- Don't just rely on the people who always get involved in things...it's not fair and can be tiring for people; and it doesn't vary or broaden representation.  
**BUT**
- Don't discount these people either just because they always get involved. The reason they get involved is because they want to, they have a lot of valuable experience and knowledge, and they are often well connected to their communities/ relevant networks.
- Don't avoid involving people considered to be 'difficult' or 'tricky' in some way. Not only is this discriminatory and unfair, but it's missing out on valuable experience that can be crucial to the work/project. Who has applied these labels, and why? It's usually personal, and it's often simply because someone has challenged a decision (individual or organisational). Don't rely on other people's judgements.
- Don't make assumptions about anything, ever!
- Don't call it co-production if it's not co-production! This undermines and devalues the process and loses people's trust/ faith in it.  
**BUT**
- Don't let this put you off trying. It's ok to be 'working towards' co-production.
- Don't be surprised if people don't like starting with a blank sheet. Or if people expect you to work the same as you used to. Most people are not used to this kind of working either, and prefer some draft ideas, and a draft plan to work with at the start. Your role is to support the group to make progress, and be open to what that might look like.

“When we do change to others, they experience it as violence, but when people do change for themselves, they experience it as liberation...”  
(Rosabeth M. Kanter)

<https://www.youtube.com/watch?v=a5xR4QB1ADw>

**TED talk:** Sustainable community development: from what's wrong to what's strong (Cormac Russell)

*Be prepared, be brave, give it a go, keep trying...*



Co-Production Oxfordshire, July 2019. Graphic facilitation by www.penmendocna.com @MendoncaPen



Working



Together

## DOING CO-PRODUCTION: Making Things Accessible

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### Ask people what they need...!

People's needs are obviously very varied and the key to making things accessible is really knowing the people you are interacting with.

Remember, accessibility is not just about information and making sure a venue is suitable for everyone. It is about doing everything possible to make sure people can participate, whether this is how (e.g. providing alternatives to attending sessions) or when (e.g. running sessions outside of school-run times, Friday prayers, etc; holding events in the evening, at weekends, etc; starting sessions late enough to take into account the time some people may need to get ready to leave the house, etc)

This section does not aim to cover accessibility in detail, or every aspect of accessibility, but just to give some pointers about how to get things right.

---

## INFORMATION

There are some basic principles that help make information more accessible to people. These include:

- Do not use jargon or complex language (see Think Local Act Personal's 'Care and Support Jargon Buster' : <https://www.thinklocalactpersonal.org.uk/Browse/Informationandadvice/CareandSupportJargonBuster/>)
- Use Plain English (<http://www.plainenglish.co.uk/>)
- Think about font size (14 or above recommended)

- Use Easy Read if necessary (Easyonthei is a great resource for this: <https://www.easyonthei-leeds.nhs.uk/>) (See also the **'Accessible Information Presentation'** produced by one of Team-Up's members.)
- Keep presentation as simple as possible; do not over-use colour, text, image, etc
- Be respectful and human in your communication; don't use clinical or impersonal language, or what we call 'special speak' (see **'MIND YOUR LANGUAGE: Grab Sheet'**)

**Here are a couple of helpful websites for guidance on how to make information accessible:**

<https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats>

<https://www.yourhealthmatters-leeds.nhs.uk/accessible-information-standard-welcome/>

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## PARTICIPATION

As above, there are some basic principles that enable participation:

- **Ask people what they need...**
- Think about when sessions/ meetings are arranged, and what should be avoided (if possible) (e.g. school runs, Friday prayer times, rush hour, support worker/ carer home visits, personal care routines, etc)
- Choose an accessible and suitable venue. Note that this does not just mean considering things like wheelchair access and parking, but lighting and acoustics; whether there is a loop system; how busy the rest of the venue is likely to be (if using a room in a building) and what difficulties this might cause for some people; if there are good public transport links; if the venue is geographically suitable for the majority of people, and so on.
- Provide refreshments; if sessions/ meetings are likely to run over lunchtime, provide lunch. (Don't underestimate the importance of this...it makes all the difference!)
- Information: make sure it is accessible for people and that it has been given to people in good enough time for them to understand it and prepare (if necessary)

- Offer alternatives to attending meetings
  - Use participation forms if necessary – IRISS has a range of these tools that can be printed from:  
<https://www.iriss.org.uk/sites/default/files/2018-05/iriss-coproduction-project-planner-tools.pdf>
  - Use 'STOP' and 'I want to speak' cards. An example can be found at and printed from:  
<https://www.iriss.org.uk/sites/default/files/2018-05/iriss-coproduction-project-planner-tools.pdf>
  - Be respectful and human in your communication; don't use clinical or impersonal language, or what we call 'special speak'.  
(see '**MIND YOUR LANGUAGE: Grab Sheet**')
- 

**Here are some useful links for information on how to involve different people:**

*(This is just a small selection of all of the resources available)*

**Making events accessible (Social Care Institute for Excellence)**

<https://www.scie.org.uk/publications/accessibleevents/event/housekeeping.asp#impairmentspecific>

**Improving Understanding of Service User Involvement and Identity**

<https://www.shapingourlives.org.uk/resources/our-resources/all-publications/improving-understanding-of-service-user-involvement-and-identity>

**Involving people with dementia as members of steering or advisory groups:**

[http://dementiavoices.org.uk/wp-content/uploads/2016/03/DEEPGuidance\\_involvingpeoplewithdementiaianadvisorygroups.pdf](http://dementiavoices.org.uk/wp-content/uploads/2016/03/DEEPGuidance_involvingpeoplewithdementiaianadvisorygroups.pdf)

**Communicating with people with autism:**

<https://www.autism.org.uk/about/communication/communicating.aspx>

**Action on Hearing Loss: Communication Tips**

<https://www.actiononhearingloss.org.uk/live-well/communicate-well/communication-tips/>

## Royal National Institute of Blind People: Transcription Services

<https://www.rnib.org.uk/rnib-business/transcription-services>

## Using Makaton

<https://www.makaton.org/aboutMakaton/howMakatonWorks>

## British Institute for Learning Disabilities

<http://www.bild.org.uk/>

## Seeds for Change: Making Meetings Accessible

<https://seedsforchange.org.uk/accessiblemtg>

## Seeds for Change: Access

<https://seedsforchange.org.uk/access>

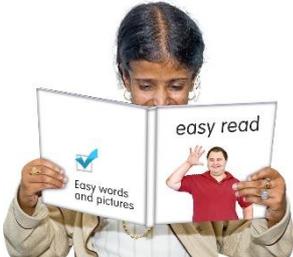


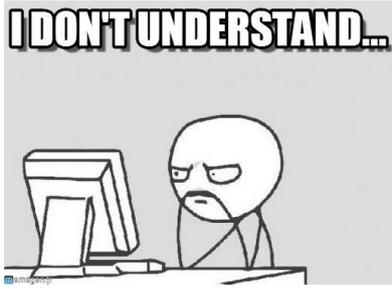
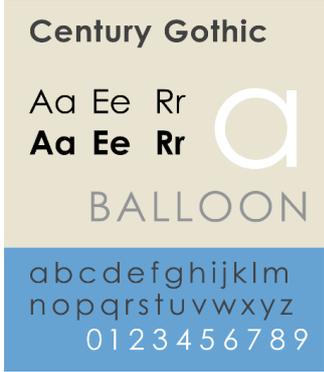
## Accessible Information Presentation

Many thanks to Pam Bebbington for allowing us to share this presentation.

Pam works as a Power Up Trainer and Consultant for My Life My Choice and was a Team-Up Co-production Board member from September 2017 to September 2018.

She gave this presentation to the Board to get members to think about how they communicate with people and understand more about Accessible Information.

	<p><b>Co-Production Board meeting</b></p>
	<p><b>8/2/2018</b></p>
	<p><b>Accessible information</b></p>
	<p>I would like easy read to help me understand things.</p>

	<p>I don't understand hard words.</p>
	<p>I like the font to be Century Gothic and over 20 in size.</p>
	<p>I like to be asked questions to feel included and be given time to answer.</p>
	<p>I don't like jargon words.</p>
	<p>Films can help me to understand.</p>

 <p>Mime Games</p>	<p>I would like you to play a game with the person sat next to you.</p>
	<p>Without talking tell your partner how you got here today, What you had for breakfast and what time You arrived.</p>
	<p>How did that make you feel?</p>
	<p>Was it easy or hard?</p>

Working



Together

## HOW TO DO GOOD CO-PRODUCTION:

### What's the Recipe? - Grab Sheet

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Co-production is not a set approach or model that can be learned on a training course, then you go away and repeat what you have learned.

There are lots of approaches and models which are similar to co-production and which are used in specific settings, for example ABCD (asset-based community development), SBA (strengths-based approach), Community Catalysts, etc.

These are some examples of models that work well. They look a lot like co-production, because **they share the same values and need the same skills** as co-production.

In Oxfordshire, we say the important thing to focus on is not individual outcomes, but on creating the right conditions for being able to work together positively and as equals and shifting the culture from 'doing to' to 'doing with'.

**“Make working together the outcome!”**

*Jo Barnicoat, Co-chair – Team-Up*

If you focus on working together well and the values that underpin this, and if you do it well, your outcomes will be better as a result.

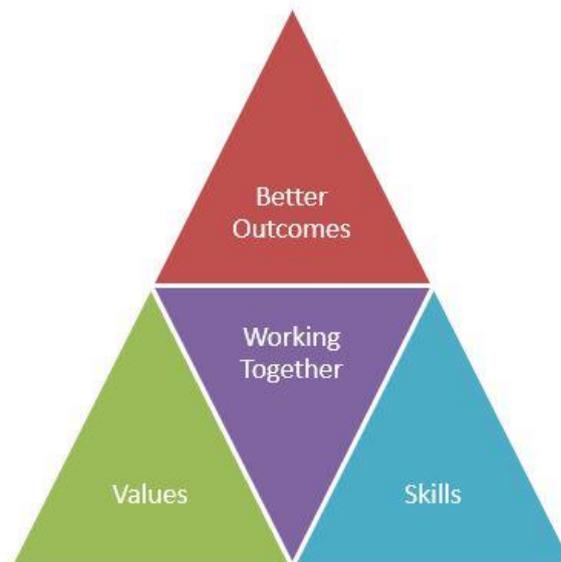
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**So, if you can't learn co-production as a model, how can you know 'how' to do it?**

**How** to do co-production is like a technical problem; it is a problem-solving team exercise. We like to think of each problem as a box of Lego, and everyone involved has a role in planning, building, and checking it together. Each piece of work will look different. It will start differently, go on a different journey and will have a different outcome.

See **What does co-production look like in practice?: Comparing two local examples**

Good co-production can be thought of like a **recipe**.



The core values are like **ingredients** and the core skills are the **method**. You put the values and skills together to make the right conditions and behaviours for 'working together', and as a result you get better outcomes.

What **ingredients (values)** do we need to make co-production work?

- **Beliefs** – holding or developing the belief that everyone is equal.
- **Courage** to be ourselves, and see each other as whole people.
- **Valuing** each other and focusing on strengths and skills.
- **Respect**- valuing each other's contributions and truly listening.
- Being **committed** to the values and principles of sharing power.
- **Trusting** the process of collaboration and teamwork.
- **Compassionately** leading – everyone can lead.
- **Reciprocity**- recognising that if people are putting something in, they should be getting something out (e.g. paying people for their time, providing essential training, etc).

What **method (skills)** do we need to make co-production work?

- **Facilitation** skills and coaching skills.
- **Honest** and transparent communication and listening skills.
- Handling challenges and different opinions and needs **constructively**.
- **Patience** and **openness** to change.
- **Supporting** each other; it's okay to make mistakes.
- **Accessibility**- making sure everyone's needs are met.
- **Accessibility**- making sure everyone can participate fully.
- Being a **reflective** person; growth mindset\*
- **Communicating** openly, building trust & a safe space.
- **Resilience** and determination.
- **Awareness** – knowing your unconscious biases and being sensitive to other people's needs and differences.
- **Who**- involving people that matter.
- **Time**- involving people fully.
- **Learning**, reflecting and improving together.

\*(Growth Mindset - this is the belief that one's abilities and intelligence can be developed. See <https://www.mindsetworks.com/science/> for more information.)

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**See 'Co-production litmus test' on the following pages for some prompt questions to support you to get things right and challenge yourself on your values and skills**

## Co-production litmus test

Here are some prompt questions to support you to get things right and to help you (regularly) challenge yourself on your values and skills.

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### Values

- Am I really treating everyone as an equal and seeing the whole person in each person?
- Am I being honest and respectful?
- What language am I using, could it cause problems if misinterpreted?
- Are my clothes so formal that they might make people feel a power imbalance, because of the symbolism in power dressing?
- Am I hiding parts of my whole self, because I am afraid to be 'seen'?
- Am I hiding behind my professional status?
- When I introduce myself, do I create a power imbalance by stating my job title (this applies to all professionals in a group setting)? Should we just say what area we work in?
- Am I fully aware of my unconscious biases that might be coming in and affecting how I interact with people? Do I know where these come from, and how to adjust my behaviour or challenge myself to not allow my bias to come out in my actions and words?



## Skills

- Am I good at facilitating workshops/meetings or do I need to update my training?
- Am I truly reflective in my practice and honest with myself and others about how I can improve?
- How do I react when I am challenged or faced with conflict? Am I defensive? Why? How do I address this to make sure I am skilled enough to be proactive, confident, calm and positive, even in difficult situations?
- Do I have basic coaching, mentoring or mediation skills?
- Are my communication and compassionate leadership skills strong?
- Am I empathic, supportive and caring, and do I know how to make people feel valued and respected?
- Do I know how to be inclusive?
- How do I know that everyone in the room feels valued, respected and involved?
- How do I really know that everyone in the room understands the task? Is it because I told them the task, or did I check back with them using an activity?
- How do I know that everyone in the room feels safe to make mistakes, and safe to challenge?





## MIND YOUR LANGUAGE...

### Grab Sheet

#### “Hey, fancy accessing the community tonight...?”

Language is important. The words we use reflect our attitudes and beliefs, and they influence and shape the attitudes, beliefs, expectations and behaviours of those around us. Language implies things that we may not always intend, because language reinforces stereotypes, unconscious bias, and even discrimination or hurtful messages.

For some reason, services seem to think there is a need for ‘special speak’ when referring to people using those services. They use a whole load of words and phrases to describe people and the things that they do, want and need that people working in those services would never use when speaking to a friend or colleague or family member.

This ‘special speak’ lacks humanity and compassion and is often not related to the specific individual. It can be (and usually is):

- **clinical and impersonal**, which can make people feel dehumanised (not seen as a person), unvalued and not respected as an individual; and/or
- **negative**, which can make people feel like they are a problem to others or that there is something wrong with them; and/or
- **full of jargon**, which makes it hard or impossible for people to understand.

Being aware of the language we use when working with people is essential, and it makes all the difference to the experience people will have, and whether they feel they are being valued as a person and respected as an individual.

It would be impossible to cover every example of the words or phrases used in health and social care services that (can) have a negative effect on how people using those services are viewed, responded to and treated by others (and often themselves), but below are some of the most common, and ones we believe should be avoided (unless people express a preference for them to be used).

<b>What <i>not</i> to say</b>	<b>What might be said instead...</b>	<b>Notes</b>
Service user  Client  Patient	Person who uses services  Person receiving support  Person (sometimes this will be enough)	This is sometimes a matter of choice; some people prefer service user- always better to check where you can.  (See <a href="#">What's the difference...?</a> below)
Access the community	Go out (can state specifically where, if this is known)  Going to a meeting Going into town Going to the cinema Going to a café Going to a club, etc	Have you ever said... "I am going to access the community" about yourself or your friends?
Assessment	Chat/ conversation/ discussion (e.g. to see what someone would like to do, what is important to them, what would enable them to have the life they want, and so on)	As with the term 'service user' sometimes people prefer/identify with terms like 'assessment' as it is about what they are entitled to.

<p>Assets (when talking about an individual)</p>	<p>Strengths Skills Talents</p>	<p>Some people can find it hard to recognise things that are positive about them/ their life and may identify more with focusing on what they are <b>not</b> able to do (but this may be because that has been the focus of any service they have received...)</p>
<p>Difficult/ challenging (when describing a person)</p> <p>Trouble-maker</p> <p>Stubborn</p> <p>Non-cooperative</p> <p>Kicking off</p> <p>Having a melt-down</p>	<p>Alternative suggestions will depend largely on the reason for someone's behaviour. But possibilities could include:</p> <p>(Person's name)'s emotional/ psychological needs are shown/ communicated by.....</p> <p>Needs more support (practical, emotional, psychological, to understand, etc)</p> <p>Is having a hard time Isn't being heard Feels frustrated Keeps being let-down Doesn't feel understood</p> <p>Can't communicate (with words) what</p>	<p>Behaviour is communication...</p> <p>Consider the idea that someone's behaviour is usually thought of as challenging because the people around them don't understand what they are trying to communicate and don't know how to respond to it.</p> <p>The point is to try and understand what is going on for someone, not just label their behaviour and make them sound (and feel) as if they are a problem.</p> <p>Be specific and describe the actions/ behaviour. Also say</p>

	they are feeling/ going through	when the behaviour happens as this can lead to understanding.
Feed (someone)	Have breakfast/ lunch/ dinner (etc) with  Eat with (someone/ person's name)	
Generic words e.g. 'mum', 'dad', 'sister', etc as a person's identity	Use the person's name if you know it...	
Peers	Friends Colleagues People of the same age People with the same skills	
Personal care	Ready to go out  Get ready in the morning, etc Shower Bathe Wash Use the bathroom	
Respite	Have a break/ rest	
Review	Chat (e.g. to see what's going well for someone and what isn't; to see what they would like to change, do next, etc)	As with 'assessment' some people may prefer/identify more with the word 'review'.

Strategy	Plan	
'xxxx' sufferer (e.g. dementia sufferer)	Someone who has 'xxxx'  Living with xxxxx	A person is not their condition.  (See <b>What's the difference...?</b> below)
Support needs	The things that (would) make a difference to someone's life enable them to be independent and/or keep them healthy and safe	
Wheelchair user	Someone who uses a wheelchair	

For more discussion about this see:

<http://partners4change.co.uk/words-that-make-you-go-hmmm/>



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## What's the difference...?

It may seem like there's no difference between saying something like **service user** and **person who uses services**, but it can be considered a question of identity and how words define us:

- To say someone is a **service user** makes that their identity; it's what defines them. They **are** that thing.
- To say someone **uses a service** identifies them first as a person, who happens to use a service. They **use (or do)** something, rather than **are** that something. It's not a **label** in the same way that service user is.

And this is not specific to service user; other examples might be **dementia sufferer, learning disabled**, etc:

- To say '**I am a dementia sufferer/ I am learning disabled**' feels very different from '**I have dementia/ a learning disability**'. In the first instance, I am defining myself as my condition/ diagnosis, in the second, I am saying I am a person and I have this condition/ diagnosis.

The difference might seem subtle, but it is these subtleties and little tweaks that can make a big difference to perception and experience.

Whilst it's true that some people don't mind being referred to in certain ways, we could ask whether this is simply because they are so used to being referred to like that (until an alternative which feels more 'personalising' or human is presented)? Institutions and organisations shape and set culture and we can all become conditioned by this.

Ultimately, the important thing is to be aware of the impact of language and check people's preferences (where possible); know the person you are talking to...

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## WHAT DOES CO-PRODUCTION LOOK LIKE IN PRACTICE? Comparing Two Local Examples



Expanding on the **'HOW TO DO GOOD CO-PRODUCTION: Recipe Grab Sheet'**, where we discuss co-production as not being a model, but a problem-solving exercise, one of the biggest challenges people face is knowing **'how to do'** co-production. This is because we are often used to being given a set model to follow, which we can simply learn, then go and implement.

**But we can't do that with co-production...**

**This learning is where most people are nationally**, so it's okay if you don't quite understand how to go about it. In all settings (local authorities, universities, schools, hospitals, charitable organisations, etc) people doing co-production, or trying to do co-production, are still figuring out how to do it and how to enable people to feel confident to try something new, when there isn't a set model to follow and when nobody quite knows how it will turn out.

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### **This is the challenge...!**

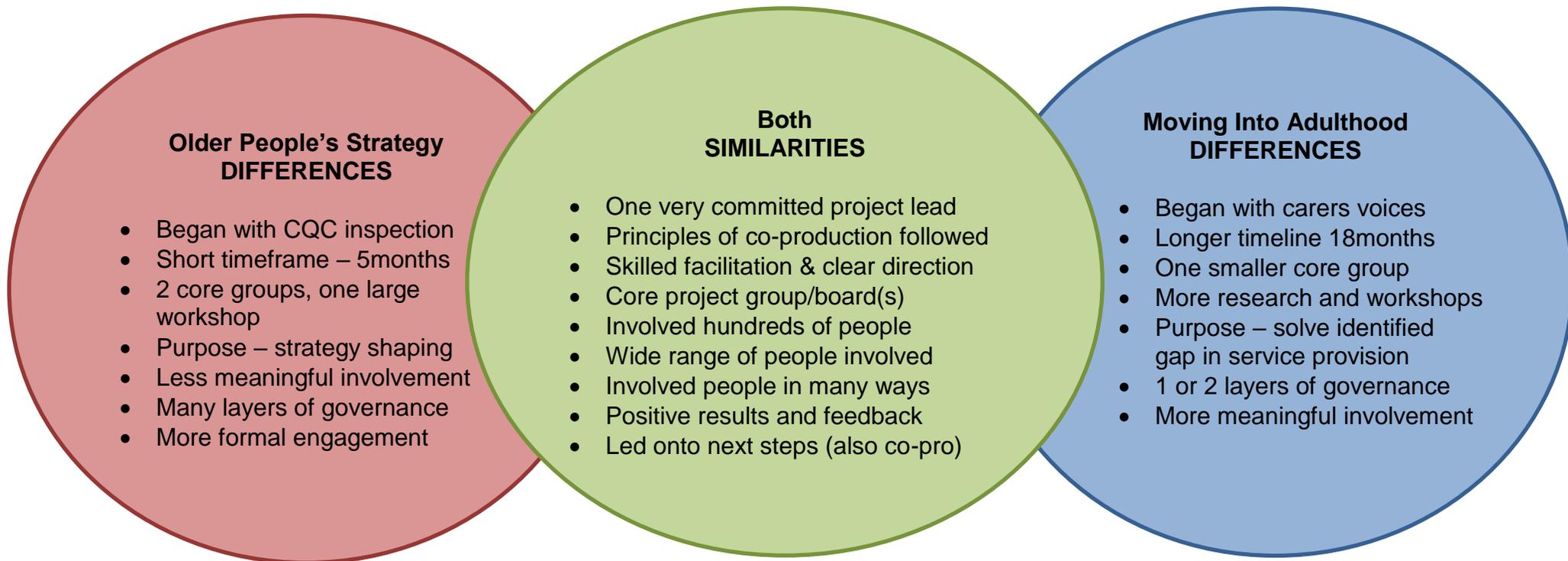
The question, then, is not 'What should co-production look like?' but 'How can co-production work in practice?' People need to be supported to understand that 'how' to do co-production is always a unique and collaborative problem-solving exercise, involving a number of individuals coming together and co-operating to achieve an agreed goal. In the simplest terms, it is teamwork, just with a different kind of team than you may be used to working with. The journey will be different for each piece of work, but the values and skills required to do it well will stay the same.

In Oxfordshire we have been piloting co-production projects as part of our wider commitment to embedding co-production into all of our work.

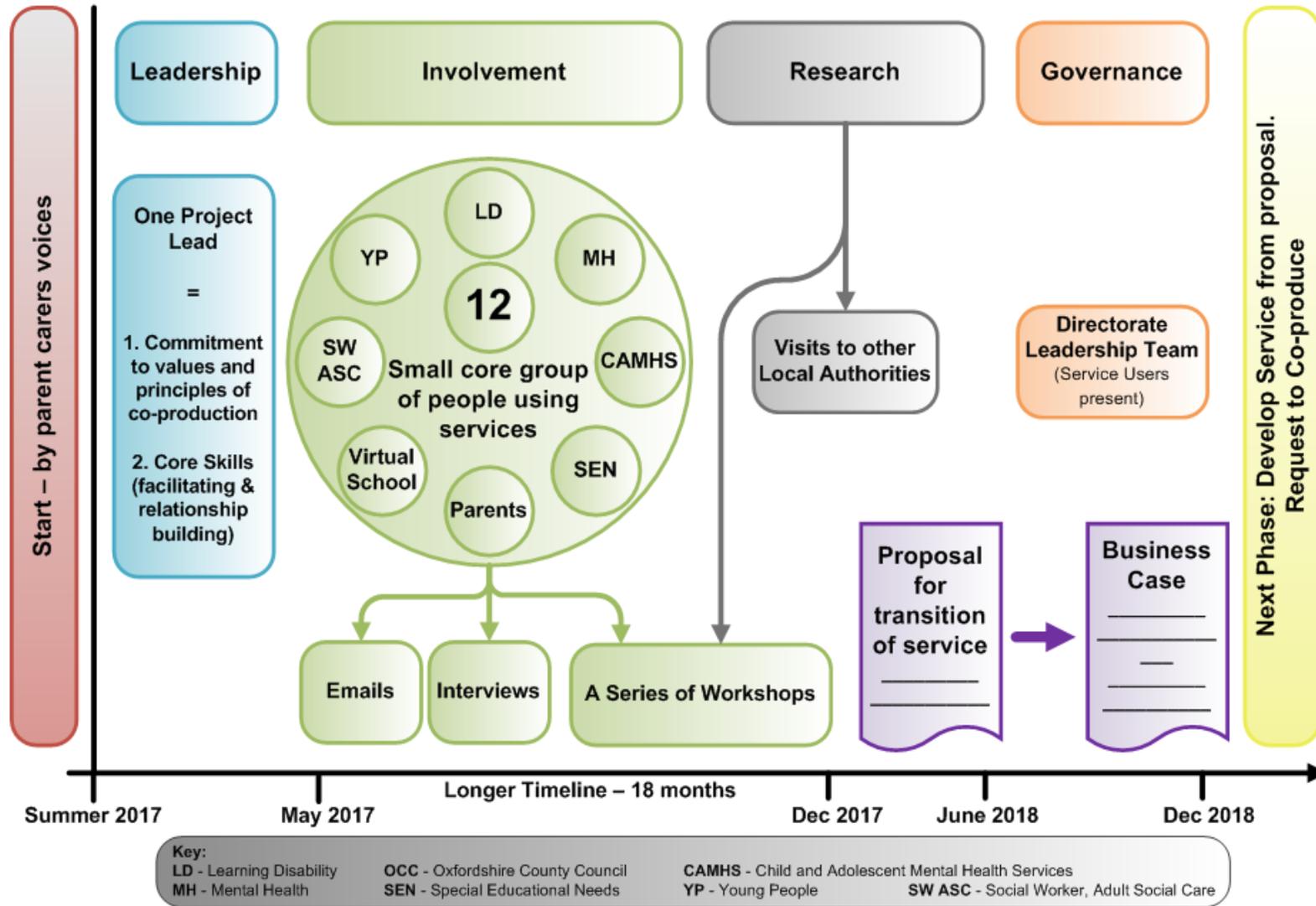
We have made some progress, whilst learning some lessons along the way. Not every project we have piloted has been a success, but the ones which have worked have yielded some excellent results and feedback from the people involved.

See the next section for two local examples of co-production that have worked in Oxfordshire, and a diagram showing the similarities and differences between them, to demonstrate that co-production can look very different, but it can still be co-production.

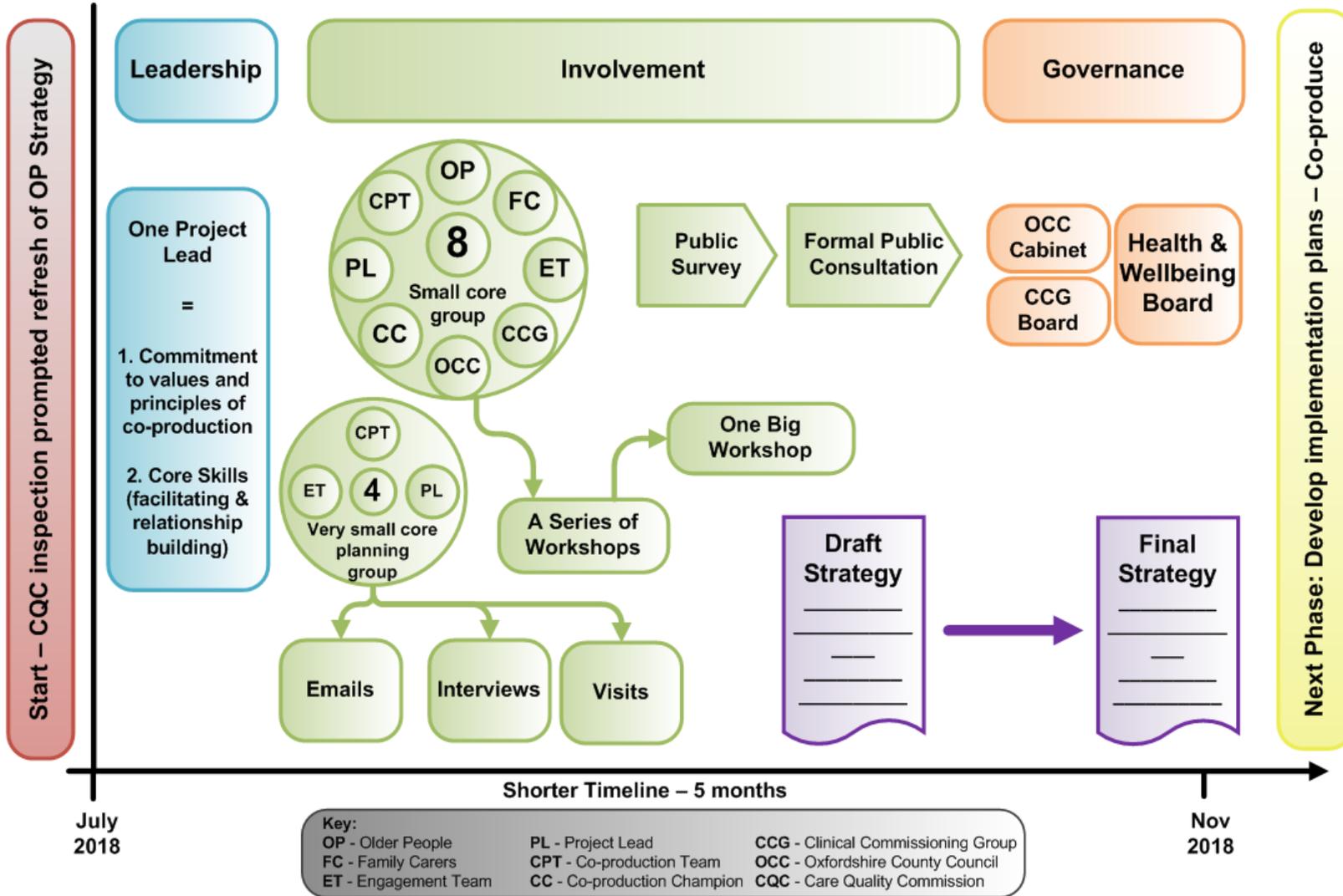
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### MIA – Moving into Adulthood – OCC Only



### OPS – Older People’s Strategy – OCC & CCG



Working



Together

## CO-PRODUCTION: Spotlight On...

### **Moving Into Adulthood project (facilitated by Oxfordshire County Council)**



'Moving Into Adulthood' was a project that reviewed the way Oxfordshire County Council supported young people and their families through transition from children's services to adult services. The need for the project was identified through feedback from young people and their families, staff in children's and adult services, and through recent guidance and legislation which highlighted issues and areas for potential improvement.

The project was co-produced and involved a total of 108 people (this was a mix of people using services, carers, providers and staff).

A project group, made up of young people, parents and frontline staff, was formed and met several times throughout the year. They also talked to other people who could not come to the meetings. The group put together a presentation, which they then presented to the Directors of Children's and Adult Services at Oxfordshire County Council. The presentation made recommendations (or suggestions) about what changes should be made to the way people are supported to move from children's to adult services.

The Directors said they liked what the group were recommending and are now looking at developing a single transitions team.

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Read what Charmian and Kathy, two of the parents involved in the Moving Into Adulthood project, have to say about their experience:

**Charmian, mother to a 16-year-old son with a learning disability:**

*'The first meeting was held at the West Oxford Community Centre in May 2017 and around 25 people attended. The group was a mix of parent carers, representatives of carer groups, social and care workers and also some young people. Led by the project facilitator, Ann Nursey, the group focussed on what is working well, what isn't and what needs to happen to remedy that. Our comments were recorded on large pieces of paper stuck around the walls and then we talked them through to identify the key areas - which we decided were 'Information and Communication' and 'Assessment and Support Planning'. At the end of the meeting, the walls were covered with our comments and there was a feeling in the room that we were starting on something really important. A core group of around 10 people volunteered to take this further with the primary focus on young people already in social care and how they transition to adulthood.*

*Over the next year we met 8 times. The meetings continued at the same venue which helped give us a sense of continuity and the nice lunch after the meeting was very welcome. Ann always provided very clear notes and summaries after the meetings and worked hard to make sure everyone could make a contribution.*

*Using the NICE (National Institute for Health and Care Excellence) guidance on transition as our starting point, alongside the points raised at the first meeting, the group worked to identify how we can improve provision for young people moving into adult services. It was particularly interesting to see how other counties were handling moving into adulthood - we read descriptions of services from 14 different counties and we decided it would be useful to visit a couple of them to find out more and see different working models. We visited Kent, who have a separate social care team for 16-25, and later Hampshire who have a dedicated team within their adult social care team. We were very impressed by what we saw in both regions and it became clear that some sort of dedicated provision for the moving into adulthood phase was the way forward.*

*We presented our final recommendations to the leaders of OCC (Oxfordshire County Council) Social Services and Children's Services at a meeting in June 2018. We proposed a new three-team model of social care in the county with a Children's Disability Team covering years 0-14, a Young Adults Team with named social worker for years 15-22 and an Adults Disability Team for years 23 onwards. Planning for adulthood from Year 9 onwards for those with EHCPs (Education, Health and Care Plans) was felt to be particularly important and throughout clear and plentiful information to avoid the 'cliff edge' panic young people and their families/carers experience as the move to the unknown world of adult services looms.*

*Our recommendations were favourably received at the meeting and OCC (Oxfordshire County Council) is examining ways to take this forward. I much enjoyed my involvement with the Moving into Adulthood Co- Production Group; I learnt a huge amount throughout the whole process and felt that my contribution as a parent carer was worthwhile and valued. Working in a co-productive way feels inclusive and empowering and it's great to know that you have played a part in changing thinking which, in turn, will bring about change. If you get a chance to take part in a co-production project in Oxfordshire, give it a go – your voice will be heard.'*

## **Kathy, family carer of a daughter with a learning disability and autism:**

*“The opportunity to sit round the table with the people who organise, deliver and use the services, means that family carers like myself and the people we care for have a real say in the way that services are shaped and delivered. We are able to share our own personal experiences of what does and does not work”.*

Read Kathy's full [blog post](#) on the SCIE website, published during National Co-production Week 2018:

*A carer's view. Co-production in action in Oxfordshire County Council  
By Kathy Liddell. Family Carer to a 21 year old daughter with a Learning Disability and Autism.*

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Watch [this video](#) for more information on the project, and to hear about people's involvement in it.





## CO-PRODUCTION: More Examples

### In Oxfordshire

#### **Transforming Care Partnership Board**

Transforming Care Partnership Board – Paul Scarrott (MLMC member) is Co-Chair of the Transforming Care Partnership Board where he represents people with learning disabilities. This board comes together to discuss how care is being provided, making sure that everyone's voice is being heard. Paul ensures that the voice of people on the receiving end of the care provided is heard.

<https://www.mylifemychoice.org.uk/posts/54-transforming-care-one-man-at-a-time>

#### **Oxford Influencers Group**

The Influencers Group seeks to work collaboratively and positively with the people responsible for designing and running services in order to influence and change their policies regarding important issues such as mental health, homelessness, benefits and employment. The group was set up in November 2018 and consists of people who have used the services of the Stronger Together project (Agnes Smith Advice Centre, Asylum Welcome, Barton Advice Centre/Oxfordshire Welfare Rights, Citizens Advice Oxford, Oxfordshire Mind, Refugee Resource, Rose Hill and Donnington Advice Centre and Shelter).

For more information, contact Rachel Ruscombe-King: [RachelR@cab-oxford.org.uk](mailto:RachelR@cab-oxford.org.uk)

#### **Oxfordshire Recovery College**

Oxfordshire Recovery College delivers courses on topics around managing mental health and wellbeing for people experiencing mental health challenges, carers, staff and volunteers, and anyone else who is

interested. They believe there's real value in all of these different people learning together and sharing their experiences.

The college is led by Oxfordshire mental health charity Restore on behalf of the Oxfordshire Mental Health Partnership and work started in 2015. Like other recovery colleges around the country, it is co-produced. Everything they do, from designing and delivering the courses to making strategic decisions, is done together. They have two types of tutor, Experts by Experience and Experts by Training, who deliver courses together to provide a rounded and thorough perspective. This draws on both professional expertise and lived experience, as both are equally important.

They believe that people are the experts in their own experience and therefore they can make good choices about what tools might help them.

<https://www.oxfordshirerecoverycollege.org.uk/>

### **Older People's Strategy**

The Older People's Strategy, which guides Oxfordshire Clinical Commissioning Group and Oxfordshire County Council priorities in working with older people, was co-produced with nearly 600 people. Members of the public, people who use services and their families and carers, voluntary organisations and local Councillors all gave their views through a survey and events throughout the summer of 2018, ending in a strategy development day with over 40 people from different backgrounds on 16 October 2018.

The strategy looks at four priorities: being physically and emotionally healthy, being part of a strong and dynamic community, housing, homes and the environment, and access to information and care. The delivery plan of the strategy around these four priorities is now also being co-produced.

### **Grants Panels**

People who use services and carers are sitting along-side Oxfordshire County Councillors on panels that make decisions about money. These panels give grants to voluntary organisations across the county.

People who use services and carers joined Councillors and County Council officers on both the Innovation Fund and Sustainability Fund panels. These panels made decisions about which charities and community groups should receive grants. This was the first time

Councillors sat with members of the public to make decisions about money. Councillors said they found having people who use services and carers on the panel very helpful. People with experience of using services and carers who are involved have also given positive feedback from the experience. So far four people who use services and one carer have taken part.

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## Outside of Oxfordshire

**Walking in young and old shoes** – A project in Scotland looked at the physical barriers for older people getting about in their local community and what factors may contribute to fears of going out and falling. The project involved high school children who gathered information and looked at issues such as broken pavements etc. They presented their findings to the conference of health and social care professionals, and to the Council's Area Committee, as well as discussing it with family and friends. This developed a wider awareness within the community and older people learned from the students and mutual appreciation grew.

<http://www.coproductionscotland.org.uk/resources/further-resources-and-information/case-studies/walking-in-young-and-old-shoes/>

**Community-led health promotion initiative** looks at how older people can work together and support each other to improve health and quality of life for themselves and their peers, ensuring community resilience.

<http://www.coproductionscotland.org.uk/resources/further-resources-and-information/case-studies/co-production-in-community-led-health/>

**Transforming youth services** is looking at exploring new approaches to commissioning and delivering support for young people whilst working in partnership, improving wellbeing and getting value for money.

[https://neweconomics.org/2014/09/transforming-youth-services/?lost=true&\\_sf\\_s++++reshaping+youth+services+in+cornwall+with+coproduction](https://neweconomics.org/2014/09/transforming-youth-services/?lost=true&_sf_s++++reshaping+youth+services+in+cornwall+with+coproduction)

**Dementia Services** – this co-production project is looking at getting professionals, providers, staff and people using services to co design services. (Interesting flow chart incorporated in this example).

<https://ihub.scot/co-production-week/examples-of-co-production-work/fod/>



### Thanks...

There are many people who have been involved in or influenced the shape of this handbook, it is not possible to name everyone. Thank you to everyone who has helped.

*The Co-production Team*

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