

A toolbox to support Experts by Experience, involved in Higher Education

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A support kit for experts by experience involved
in higher education



1. EXPERTS BY EXPERIENCE: THE ROLE AND THE TASKS IN HIGHER EDUCATION >>



2. RECRUITMENT AND SELECTION >>



3. TRAINING PROGRAMS >>



4. WELCOME AT THE UNIVERSITIES (OF APPLIED SCIENCES)

Click on a theme
a subpagina will open
with

- needs and wishes of EBE
- inspiring documents of good practices



2. Recruitment and selection

'Networking with mental health institutions and service user organizations, but also cooperation between higher education institutions themselves.'

IS TRAINING/WORKING AS AN EXPERT BY EXPERIENCE SOMETHING FOR ME? (CHECKLIST)

To find out if getting started as an expert by experience is for you, check this checklist.

[2.1 checklist >>](#)

THE DIFFERENT WAYS IN WHICH PEOPLE GET INVOLVED IN EXPERIENTIAL WORK.

How the surveyed experts by experience got involved in higher education you can read here.

[2.2 EbE-Involvement-Handbook >>](#)

[2.3 ways to get involved >>](#)

In addition to the insights provided by experts of experience themselves, we also recommend consulting the Involvement Handbook for Experiential Experts by Pathway^[1], a health charity focused on homelessness and social inclusion in the UK.

RECRUITMENT AND SELECTION

There are a number of ways that people become involved with Pathway EbE work. It is more than likely that you will have come to us through one of the more popular ones:

1. Word of mouth from another EbE.
2. When working with a partner project or agency.
3. You have been suggested to us by another organisation you are involved with.

Being part of a group of people who are all pulling in the same direction can give you a sense of purpose and a sense of ownership over the work that you are doing.

It doesn't matter how you get involved with us, what matters is that we share common aims, which are the willingness to have your voice heard and the desire to make a difference for others. If between us we decide that you want to volunteer your time with us then we will want to get to know you a bit better.

- We will discuss how much time you can commit to any specific project and whether it is sufficient.
- We may need to find out how much experience you have about a specific subject. It could be that you won't be suitable for the project we are working on this week, but next week you are the ideal person.
- Before we ask you to get involved in any project we will always talk to you about where you are at in your life to make sure that you are in a safe place to be able to volunteer. (This is important because we have to make sure that working with us, and talking about sensitive issues will not leave you feeling more vulnerable.)
- We will help you to build positive relationships with other members of the Pathway EbE group. Team work plays a large part of the work we do and we have to make sure that all the pieces fit together.
- We will always try and match the right person to the right opportunity so we will make sure you get an equal chance to explore the different opportunities there are to volunteer with Pathway.
- We will keep a record of the different things you do with us to make sure we are being fair.
- We are always open about the decisions we make and we will be honest with you about our reasons to select one person over another.
- We ask all our EbEs to keep us informed about where they are at in their lives to help us make the right decisions for them.
- Please let us know about any skills that you possess that you think might contribute to our work, or help other members of the team. Pathway EbEs develop as much of a role as a teacher as a pupil, by teaching and learning together.



"I enjoy volunteering as an Expert by Experience for Pathway. I have done lots of things I enjoy. I feel comfortable, everybody treats me well and I always feel as though I have support if I need it."

Viv Askeland
Pathway Expert by Experience





6. Coaching and supervision (guidance)

Supervision/intervision with other experts by experience. This is very valuable. An expert by experience benefits greatly from being able to reflect regularly, together with other experts by experience. It is also valuable for most of us to be able to support each other when necessary, and to take each other's insights into our own work situation.

Experts by experience about coaching and supervision

In this section you can find info and tips on what is needed for **guidance or sustainable cooperation**. Supervisions or interventions appear to be of great value so people can learn from each other. In this document you can find the needs and wishes expressed by the experts by experience.

6.1. EBE about supervision and peer support

As good practices we present:

An example of **a peer support group** at the University of Dundee

6.2. CU Group University of Dundee Scotland – Core Group Peer Support

The story of an **anchor person**, describing her function at the University of Applied Sciences in Utrecht

6.3 Anchor person STERKplaats

The **coaching and supervision**, offered by an organization supporting employed experts by experiences (De Link – Flanders)



6.1 EBE about Supervision and peersupport

What kind of substantive support do experts by experience need to take their role in a qualitative way? What kind of guidance or peer support is appreciated?

INFORMATION AND CO-CREATION

- Support, information, understanding of our role
- Information about the purpose of the involvement
- Co-production in partnership: That we have **forums and meetings** where we share experiences between the meetings with the students. Both coordinators from the service user organization and lecturers take part in this.

SUPERVISION

- Supervision/intervision with other experts by experience is very valuable. An expert by experience benefits greatly from being able to **reflect regularly, together with other experts by experience**. It is also valuable to be able to **support each other** when necessary, and to take each other's insights into our own work situation.
- The opportunity for intervention on a regular basis, so there is room to frame events with a neutral party.
- Supervision by peers
- Coaching/supervision of lecturers
- Supervision in a mixed group with the **whole team of tandems**: lecturers and experts by experience who work together. Tandems can learn from each other. Growing equality – recognizing the value of the difference and dialogue as colleagues

TRAINING



6.2 CU Group University of Dundee Scotland – Core Group Peer Support

Background to the CU Group

The Carer and User (CU) Group at the University of Dundee was set up in 2003 in response to the Scottish Government making service user and carer involvement mandatory in all social work qualifying programmes. This resulted in service users, carers, and their supporters from the health charities being approached, feeling they were welcome and of value, that their presence was necessary in universities for students to learn from their real-life experiences. The Scottish Social Services Council (SSSC), the regulatory body for Social Work in Scotland, oversees this work.

Group-work

Go to the website www.powerus.eu/experiental knowledge

Choose one of the 7 themes.

Look at the materials with the following questions in your mind:

- What do I think about this toolbox?
- Can I use it in my own practice/university?
- What do I miss in this toolbox?
- Are there some inspiring practices I know about of interest for this toolbox?

Thank you.

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