



# Welcome to the Co-production Lab

**Learning by doing: tools for  
reflection**

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**Thurs 17th March 2022**

# Housekeeping



Stand up, stretch, get something to drink



Please turn off notifications, silence phone, close tabs not essential



Video on – if connectivity or bandwidth an issue please say hello before turning off



If you have to leave during the workshop please put a message in the chat



In the main room please mute unless speaking – not necessary in the breakout rooms

# Workshop aims



To provide a taster of how to reflect on the impact of co-production



To introduce and try out two models to guide reflection



To consider what impact means and what questions to ask



To reflect on what you have learnt with relevance to your own activities



# Format of the session

- Focus of the session is on two ways to explore the impact of public involvement and co-production
- Mixture of main room and breakout rooms
- There are 2 activities
- We will not be recording the workshop
- Break of 15 minutes part way through

# Recap: co-production

Definition

Principles

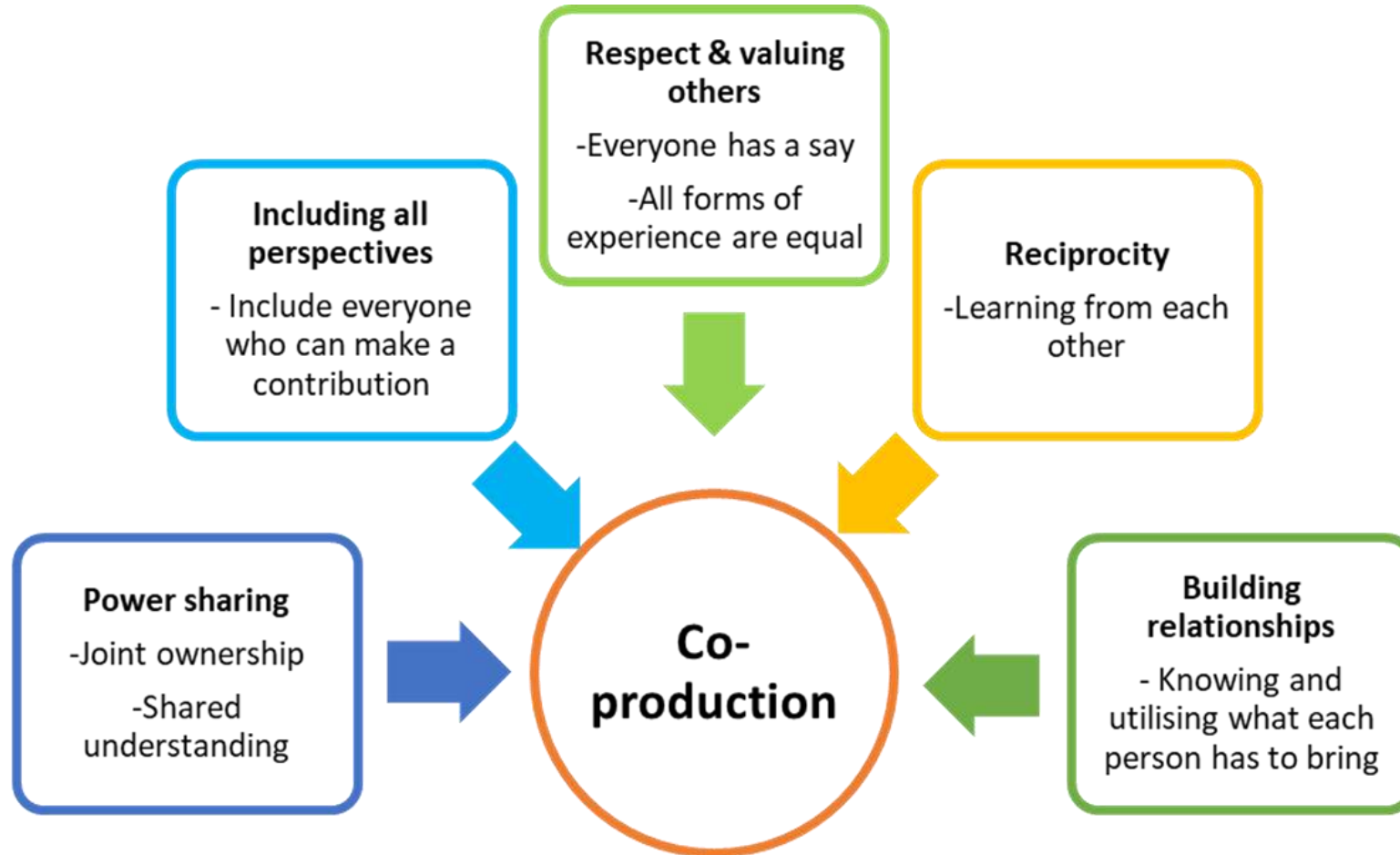
Key features

# Defining co-production in research

*Co-producing a research project is an approach in which researchers, practitioners and the public **work together, sharing power and responsibility from the start to the end of the project, including the generation of knowledge.***

*(INVOLVE, 2018, p.4)*

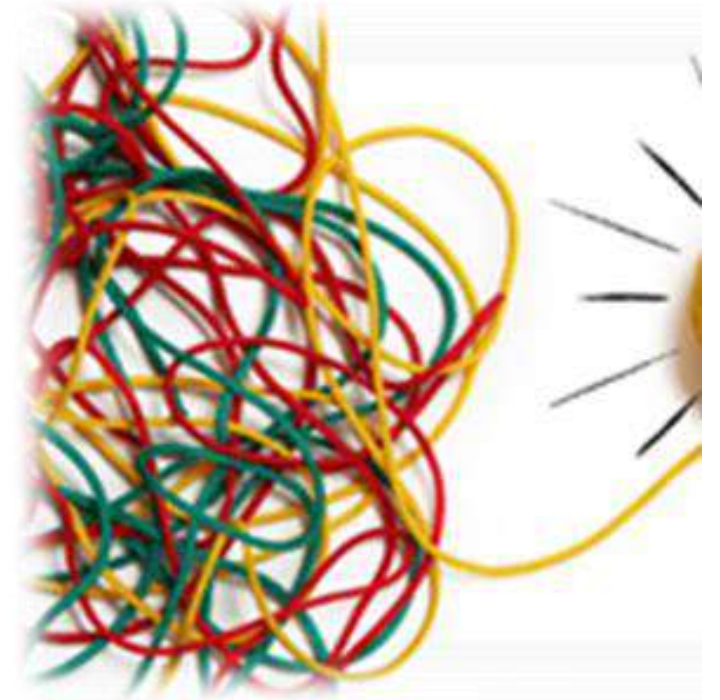
# Principles (INVOLVE, 2018)



INVOLVE (2018) *Guidance on Co-Producing a Research Project*. Available from:  
<https://www.invo.org.uk/posttypepublication/guidance-on-co-producing-a-research-project/>

# Key features

- Establishing ground rules
- Ongoing dialogue
- Joint ownership of key decisions
- A commitment to relationship building
- Opportunities for personal growth and development
- Flexibility
- Continuous reflection
- Valuing and evaluating the impact of co-producing research





# What is impact?



**Outputs:** what people do for example attending a workshop



**Uses:** using the knowledge to make changes



**Outcomes:** what changed as a result



**Impacts:** collective term covering outputs, uses and outcomes

# Issues to consider

- No one definition of co-production means what difference it makes can be difficult to assess
- For some, just like any other intervention look for positive impacts, unintended negative consequences and cost-effectiveness
- For others, because complicated and unpredictable means need to look at a range of ways to measure rather than just behaviour change and costs
- Establish what the people with a stake in the research see as important

## Introduction: framework for evaluating public involvement

**Weak voice/strong voice:** not everyone has the ability of influence decision-making

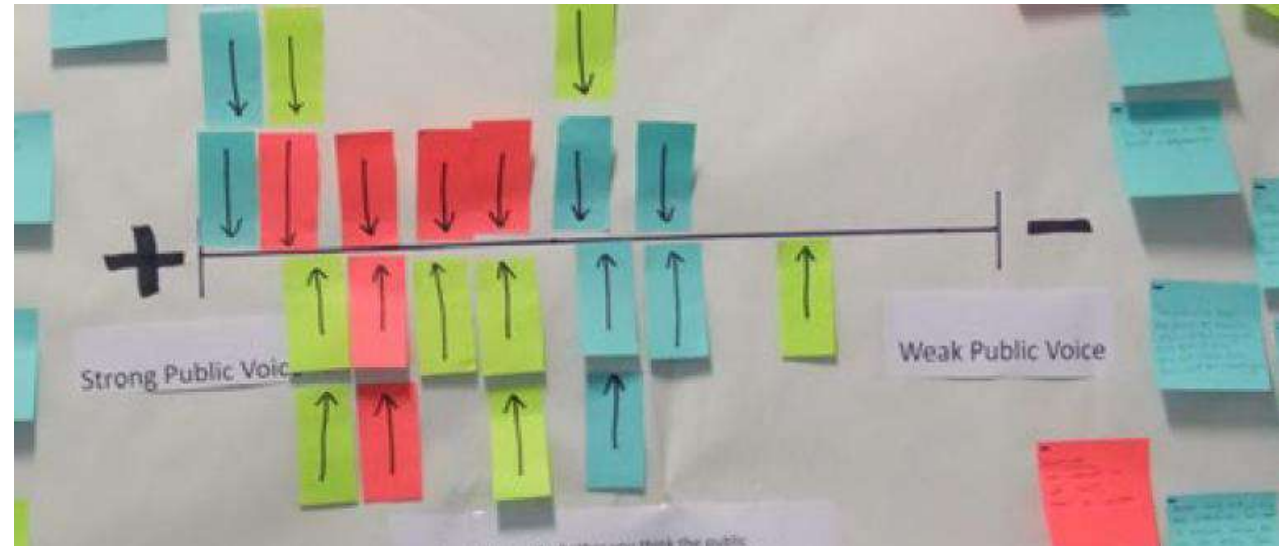
**One way to be involved/many ways to be involved:** one method of involving people can lead to inequality

**Organisation's concerns/public concerns:** how do these match with each other, which takes priority?

**Organisation changes/organisation resists change:** degree that decision-makers respond to issues raised

# Example scale: weak voice/strong voice

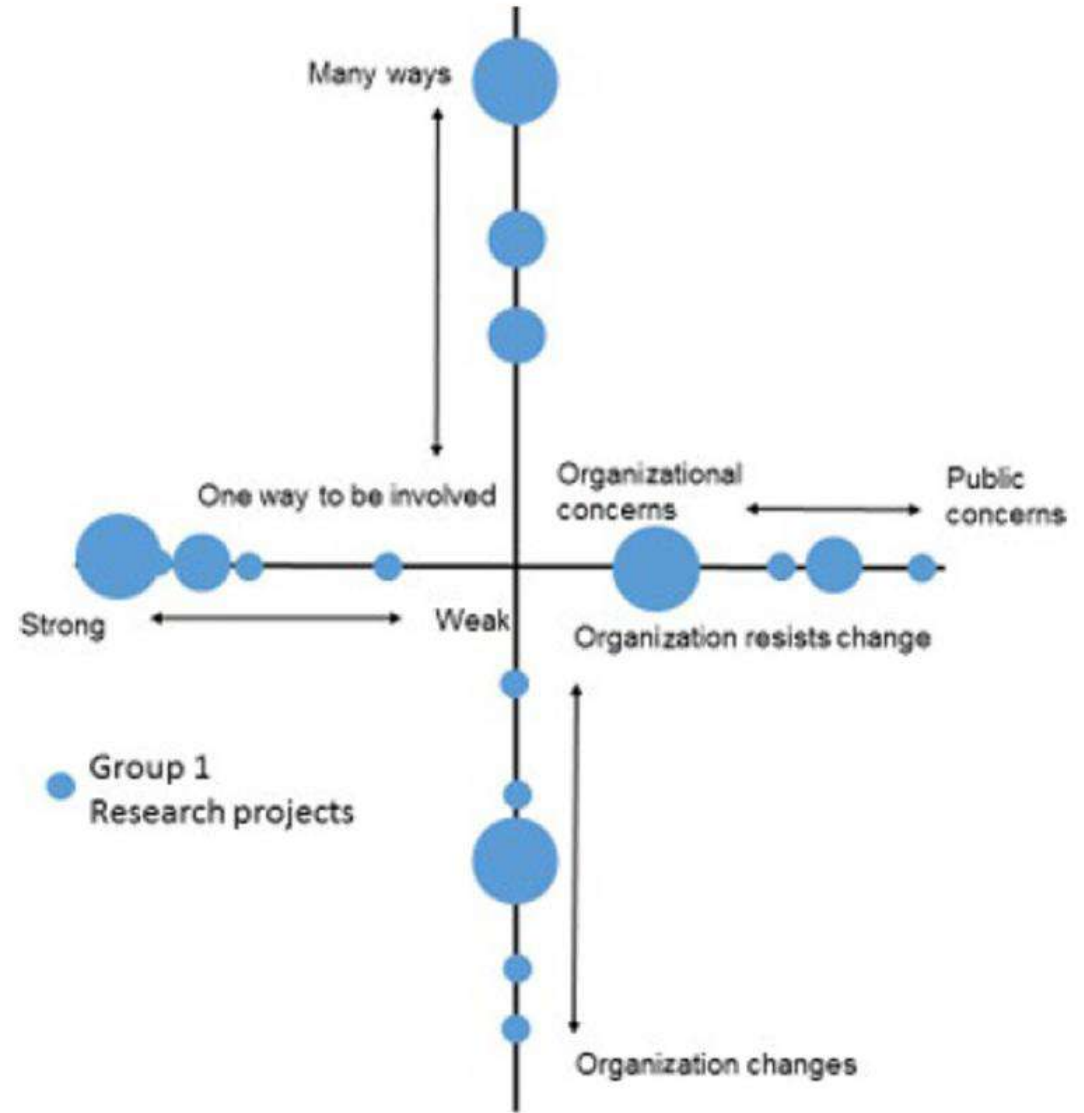
Gibson, A., Welsman, J. and  
Britten, N., 2017. Fig 3, p830



## Example plot:

Results from group 1,  
involvement in research  
projects

Gibson, A., Welsman, J. and  
Britten, N., 2017. Fig 5, p830



# Benefits



Captures personal experiences



Sensitive to different activities



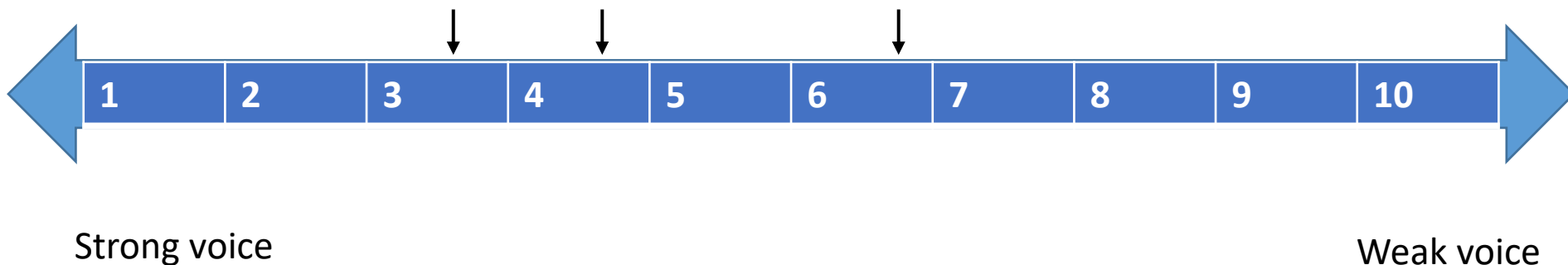
Allows results to be presented back visually



Light-touch approach

# Activity 1

- Try this yourself using an example of a project that you have been involved with
- The four lines represent the four areas of the framework
- Indicate your position on the line (where you 'sit') and explain your reasons....
- Share what you think about this approach



# Reflective questions

What do you like or find helpful about the framework?

- Is there anything that
- you don't like?
  - that puzzles you?
  - you would change?

Does it do what it aims to do: 'as a tool for **mapping** and **evaluating** the **experience** of **PPI** in health services research'?

(Gibson et al, 2016, p826)



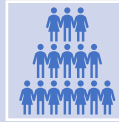
**Break: time to  
read a case  
study!**

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# Introduction: social impact framework for co-production

Beckett, K. et al., 2018. Embracing complexity and uncertainty to create impact: exploring the processes and transformative potential of co-produced research through development of a social impact model. *Health research policy and systems*, 16(1), pp.1-18. <https://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-018-0375-0>



**Levels** individual, group, organisation, society



**Research process** involvement in process & in what ways



**Impacts** what, where, who



**Key mechanisms** what made things happen

# Case study: Developing Evidence-Enriched Practice in Health and Social Care with Older People

- **Aims:** To tackle two central issues hindering improvements in social care for older people namely: limitations to the use of evidence in social care and negative attitudes associated with older age.
- **Team:** collaborative action research design involving older people, carers, researchers, managers and frontline staff from social care and health organisations, both statutory and voluntary
- **Where:** six sites, five in Wales and one in Scotland
- **What:** Partners were involved in a range of co-production activities to help participants to
  - Engage with the evidence (including research findings summaries and stories told from older people, carer and staff perspectives),
  - Define priorities for service improvements and
  - Plan how to achieve them.
- **Impact for:**
  - Individual: Older people/carers; Social and healthcare practitioners; Researchers
  - Interpersonal & organisational
  - Societal

# Chart impacts at different levels

Level	Research process	Impacts	Key mechanisms or elements
<i>Individual(s)</i>	<i>People involved and how:</i>	<i>People impacted and how:</i>	<i>Factors which assisted research processes and create impact at this level:</i>
<i>Group(s)/ interpersonal relations</i>	<i>Important relationships involved and how:</i>	<i>Impact of/on relationships (including partnerships, practice change within teams or departments):</i>	<i>Factors which assisted research processes and create impact at this level:</i>
<i>Organisation(s)</i>	<i>Organisations involved and how:</i>	<i>Impacts on organisations (including culture, changes in practice across organisations):</i>	<i>Factors which assisted research processes and create impact at this level:</i>
<i>Society/ Infrastructure</i>	<i>People such as policymakers involved and how:</i>	<i>Impacts occurring at national or international level:</i>	<i>Factors which assisted research processes and create impact at this level:</i>
<i>Paradigmatic</i>	<i>The process here is 'adherence to the principles and practice of research co- production'</i>	<i>Impacts at a conceptual or theoretical level!</i>	<i>Factors which assisted research processes and create impact at this level:</i>

# Activity 2

- We have shown you how the framework has been applied in one study.
- Think about how the framework could be applied to a project from your own experience
  - The prompts on the next slides might help!
- Share what you think about this approach

# Suggestions to help your reflections (1 of 2)

## 1. Who should apply this framework?

- Working with your co-production partners, each could answer the questions independently and then pool your answers.
- Or you could do the exercise as a group from the start.

## 2. When should it be applied?

- ✓ Retrospectively to completed projects
- ✓ At a particular stage, or transition in the project
- ✓ As a continuous process throughout the project
- ✓ To help you consider what might happen at the next stage of the project, to help with planning.

## 3. Research Process Questions:

- Consider the individuals, groups and organisations involved and why.
- At each level think about who they were, their role, who they were affiliated with or employed by. What was their relationship to or interest in the project/topic/each other?
- Consider their contribution throughout the research cycle e.g. At the start? Throughout?

# Suggestions to help your reflections (2 of 2)

**4. Impact questions:** consider impact in its broadest sense. Impact can be:

- Positive and/or negative.
- Expected and/or unexpected
- One-off and/or continuous, occur within the project not just at the end
- Small/large, subtle/obvious, individual/collective
- Chaotic/complex not clear.

**5. Key mechanisms or elements:**

- These are the *essential elements* without which the processes described are unlikely to have resulted in the impacts described.
- Consider *what* was it that enabled research processes to happen (or not) and to create impact (or not), *how* and *why*?

**6. Looking for patterns:**

- What's going on overall? Can you spot any patterns?
- What is the relationship between research processes, mechanisms and impacts?
- How do different mechanisms, or components, interact? And at which level?

# Reflective questions

What do you like or find helpful about the framework?

- Is there anything that
- you don't like?
  - that puzzles you?
  - you would change?

Do you think it would enable you to 'capture the multi-layered' impacts of co-production?

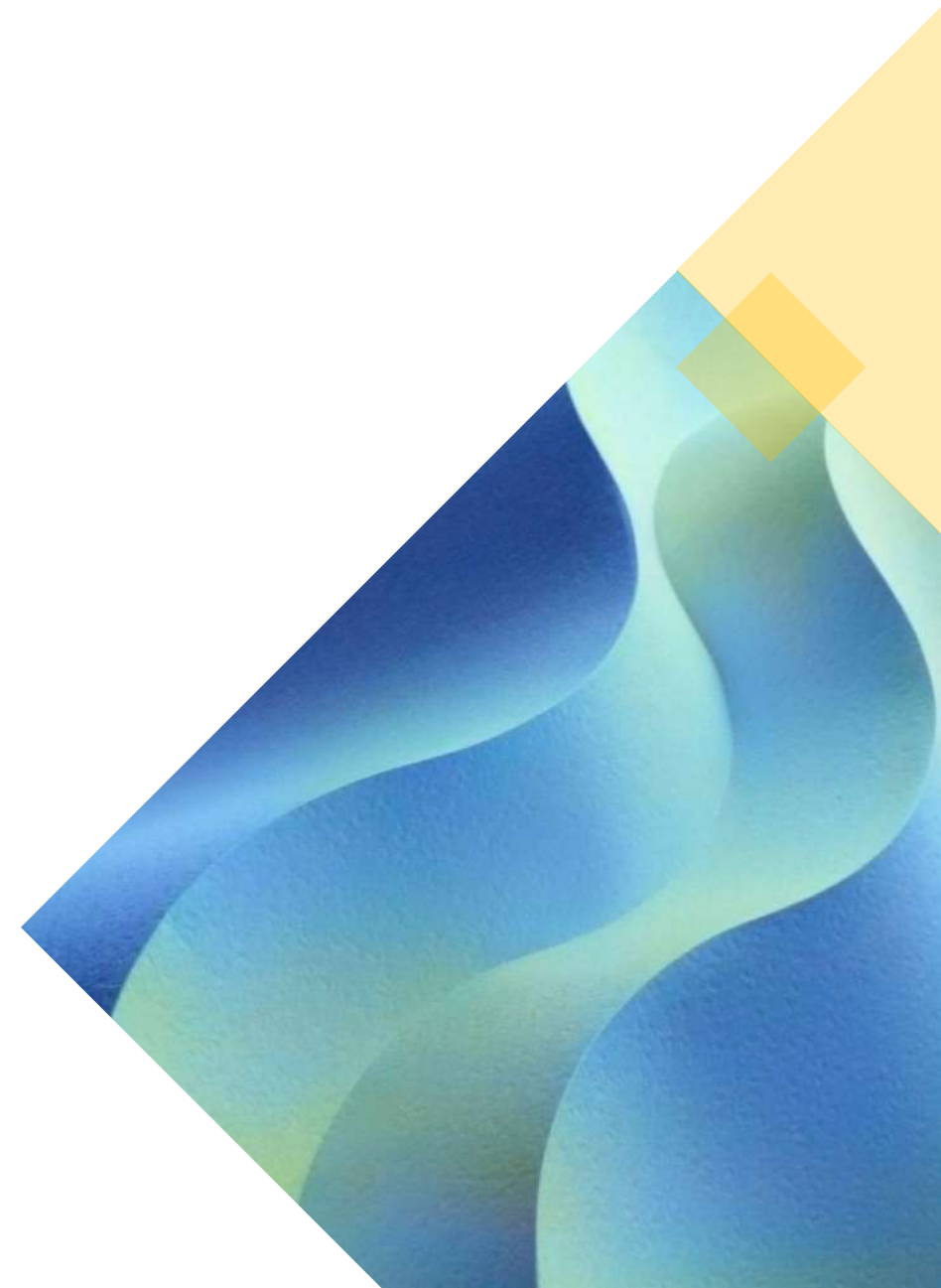


# In summary

We hope that you have something to take away: ideas, practical tools, further reading



**30<sup>th</sup> March**, Co-production Lab launch day Co-producing research: learning to work together



# To close...

In the chat facility:

1. Please share one thing you have learnt, enjoyed or found helpful
2. Anything from today that you would like us to re-visit or cover in future sessions

And/or feel free to email us:

- Nadia Brookes [n.k.brookes@kent.ac.uk](mailto:n.k.brookes@kent.ac.uk)
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**Thankyou!**

<https://arc-kss.nihr.ac.uk/co-production>