**How may Practice Educators enable student’s to get meaningful feedback from Service Users and Carers and ultimately take account of this feedback?**

**Preliminaries.**

Prior to working with service users and carers, guidelines for the involvement of service users, carers and personal assistants in the learning and assessment of students on practice learning placements, should be read and understood.

The Practice Educator will provide the SUC with verbal information about their involvement and may provide an information sheet which should answer any possible questions you may have.

Student would be expected to ensure that the SUC has read and signed the agreement forms prior to involvement with feedback.

**Planning and Preparation for Service User/Carer.**

It is useful for the PE to ensure that student is aware of planning prior to involvement to reduce difficulties that may occur.

Ensure participants know what to expect and are prepared for this involvement.

* Encourage student to think about how and why they are working with a SUC?
* Encourage to students to think about what feedback will be helpful for them?
* Encourage student to share information on timings so that the SUC can plan how this meeting fits around their caring commitments.
* If meeting offsite and not in the SUC home consider the following

**Expenses**

* Do they need money for travel?
* Is car parking available? This helps to avoid anxiety and lateness.
* Can that person use public transport or do they need a taxi?
* Do they have directions to the venue, room etc.
* It is crucial to be clear where to meet the student and how easy is it to find?

**Access**

* Consider mobility issues.
* Is the room wheelchair accessible?
* Is there a toilet nearby?
* Will refreshments be needed?

**Support/Guidance for SUC involvement.**

* Your student should be expected to explain confidentiality.
* Encourage student to discuss how much service user/carer is comfortable sharing.
* What strategy would be used should SUC be uncomfortable with discussion or feedback?
* Thinking about the type of feedback to be used and is this user friendly?

Be mindful of barriers to obtaining feedback.

* Is an interpreter needed? Has this been arranged?
* Does the person have mental health problems such as depression and may lack interest in participation? How could you still engage them?
* Does the person have dementia or memory issues and may possibly not recall the session? How could you still engage them?
* Are there cultural barriers? What are they? How could you overcome them?
* Concentration span in adults and children? How do you make the feedback short and appropriate?
* How do you seek feedback if someone has limited communication skills or speech problems with conditions such as cerebral palsy? For some people with learning disabilities they may be unable to express the right emotion in the right vocabulary. How can you address this?

**Is it the voice of the SUC?**

Student should be aware that the feedback is that of the service user and not the interpreter or parent accompanying them. How can you assure that it is the voice of the SUC that is heard?

SUC may be worried about giving negative feedback as they are worried about how it will impact on their relationship with the student/practice educator. How can this be avoided?

When seeking feedback make it interesting and be mindful of putting SUC at ease and at the same time keeping a professional manner.

Explain to service user how the information shall to used and check they are happy with this?

**Critical Reflection.**

It is important that students do not just collect feedback as it is a requirement of their course. They should reflect on the feedback to help them consider their development. Some questions to think about?

* Student may reflect on why they have used this format and why did they use these words, phrases or questions in the feedback form?
* What is the quality of the feedback? Could it have been done differently?
* What does the feedback mean to the students practice? If the feedback is limited do they need to change the form?
* Do student need a range of forms rather than just one?
* Negative Feedback? In a situation where a SUC feels that a student may need guidance and has given a poor service this should lead to a conversation between the PE and the student. It is important that the SUC should be assured that the student will be helped to address these areas of development to enhance his/her future learning.

Thank you for listening.

Kerryn Holborn - Member SUC Kingston University Steering Group and SUC Mentor.