Guidance on Learning from Service Users and Carers

**Person-Centred and Co-production**

We need to move from tokenistic requests for feedback at the end of involvement towards a more person-centred approach. Research shows that co-production of learners’ learning and assessment with service users provides measurable improvements in empathy, relationships and service user perspectives. Most service users are happy to contribute, if you explain how you would value their input to help you learn and develop your practice.

Person-centred working is all about the conversations. Here are some starters to explore what they want and think about your practice.

*A person-centred beginning*

How would you like me to work with you?

What works for you?

What doesn’t work?

What’s important to you about the way I work with you?

If they are not sure, then ask them about other professionals they have come across, schoolteachers, doctors. What did they think they did well, or not so well?

*Checking in regularly*

So, can you give me a bit of feedback?

How am I doing so far?

What am I doing that is working well?

What’s am I doing that is not working so well?

You said it was important that <<see above>>, do you think I have done that?

Is there anything you’d like me to do differently?

*Keeping a record of conversations*

Make notes of these conversations so that you can refer back.

You said last time that you didn’t understand some of the things I told you. Did l make sure that you understood today? What do you think was better?

*Use opportunities*

Go to parents’ groups, day services, children’s centres and other places where service users might be. Ask to talk to them about their experience of social work. What worked well for them? What didn’t work? How could we do better?

*Final reviews and direct observations*

When requesting feedback from service users, it is useful to prepare a set of questions which focus on your practice. Ideally these will be based on discussion you had at the beginning of your work with them. Below are some ideas to start you off. These are all closed questions and need to be followed up by supplementary TED questions; tell me how I did that, can you explain what I did, and can you describe how that worked?

When you are planning your Direct Observations, please ensure that you ask the service user if they are happy for your observer to stay on for an extra ten minutes to ask some questions about your work with them. Please provide your observer with questions that are appropriate to them and to the work you have been doing.

Suggested Questions

1. When <<I or student name>> began working with you, did he explain who he was and what he was there to do?
2. Do you feel <<I or student name>> listens to you and gives you time to talk about what you need to?
3. Does <<I or student name>> make sure you understand what he is saying and why decisions are made?
4. Is <<I or student name>> reliable, does he arrive to see you on time and get in touch with you when you need him to?
5. On a scale of 0-10, where 0 is you feel you have had no involvement at all and 10 is you feel you have been very involved continually, how involved have you felt in the planning and decision making process for you and your family? Why do you rate it that number?
6. Is the support you have from <<I or student name>> helping to make family life better for you?
7. How respectful has <<I or student name>> been in her work with you?
8. Did <<I or student name>> explain your rights and your right to complain?
9. What do you think <<I or student name>> is particularly good at when working with you?
10. Is there anything you think <<I or student name>> could do better?

I look forward to seeing evidence of meaningful co-production of your learning and development in your ASYE critical log!

Good luck

Siân