

Gathering feedback to help improve services



Importance of feedback

- Tells us what we are doing well
- Tells us what we need to do better
- Tells us what we need to do more of
- Tells us how we are making a difference
- Tells us what our customers think
- Tells us what we need to prioritise to improve and maintain quality

Use feedback to:

- To support continuous improvement
- To support staff development
- To reinforce standards
- To inform policy
- To inform training

CQC- Our assessment framework:

- sets out clearly what people should expect a good service to look like
- places people's experiences of care at the heart of our judgements
- **makes sure that gathering and responding to feedback is central to our expectations of providers and systems.**
- [The importance of people's experience](#)

Responsive- CQC- quality statement- Listening to and involving people

We make it easy for people to share feedback and ideas or raise complaints about their care, treatment and support. We involve them in decisions about their care and tell them what's changed as a result.

- People know how to give feedback about their experiences of care and support including how to raise any concerns or issues and can do so in a range of accessible ways.
- People, their family, friends and other carers feel confident that if they complain, they will be taken seriously and treated compassionately.
- People feel that their complaint or concern will be explored thoroughly and they will receive a response in good time because complaints are dealt with in an open and transparent way, with no repercussions.
- People are kept informed about how their feedback was acted on. Where improvements are required as a result, people have the opportunity to be involved in shaping the solutions and measuring the impact.
- Learning from complaints and concerns is seen as an opportunity for improvement and staff can give examples of how they incorporated learning into daily practice.

Well-Led CQC Quality statement- Learning, improvement and innovation-

We focus on continuous learning, innovation and improvement across our organisation and the local system. We encourage creative ways of delivering equality of experience, outcome and quality of life for people. We actively contribute to safe, effective practice and research

- Staff and leaders have a good understanding of how to make improvement happen. The approach is consistent and includes measuring outcomes and impact.
- Staff and leaders ensure that people using the service, their families and carers are involved in developing and evaluating improvement and innovation initiatives.
- There are processes to ensure that learning happens when things go wrong, and from examples of good practice. Leaders encourage reflection and collective problem-solving.
- Staff are supported to prioritise time to develop their skills around improvement and innovation. There is a clear strategy for how to develop these capabilities and staff are consistently encouraged to contribute to improvement initiatives.
- Leaders encourage staff to speak up with ideas for improvement and innovation and actively invest time to listen and engage. There is a strong sense of trust between leadership and staff.
- The service has strong external relationships that support improvement and innovation. Staff and leaders engage with external work, including research, and embed evidence-based practice in the organisation.

Types of feedback

Unsolicited Feedback

- This is not requested but is volunteered by others.
- This can be either positive or negative

Some Examples

- Reviews on websites
- Complaints
- Thank you cards
- Verbal conversations including between residents and staff

Some Opportunities

- Timely- often received close to events
- Different formats

Some Challenges

- May not contain detail to use to support reflective learning
- May not provide context to specific information that has led to the feedback
- May not be recognised as feedback by person receiving it

Solicited Feedback

- You ask for it!
- This can be either positive or negative

Some Examples

- Questionnaires and surveys
- Reviews/ discussions
- Comments cards
- Service user and relative meetings
- Staff meetings

Some Opportunities

- Can vary the method used to gather feedback
- Can schedule time to issue and analyse results
- Can target specific groups according to what type of feedback is sought

Some Challenges

- Identifying the right questions to get the most useful information
- Feedback fatigue- low level of respondents

Sources of feedback

- Service users
- Family
- Staff
- Providers
- Professionals

Honest Conversation!

Consider how well do you adapt your feedback methods to maximise people's participation?

- Providers need to apply the accessible information standards when considering feedback
- Relatives do not always represent the views of their family member. Ensure there is a distinction between the two.
- Questionnaires will not suit everyone. Ensure that you are able to use different methods to capture information.
- CQC expect providers to consider the accessible information standard [Meeting the Accessible Information Standard - Care Quality Commission](#)

Other information

[Helping people with a learning disability to give feedback](#)

[Purple star feedback form – Hertfordshire County Council](#)

[Tips for dementia-friendly surveys](#)



What is it you want to know?

- Feedback can provide a broad focus on the service or can be used to seek information about something specific, for example in response to an incident.
- Think about frequency, in addition to regulatory requirement- how often do you want to get fresh updated feedback.
- Identify what information you need and then ensure you are asking the right questions to the right people- service users, professionals, family?
- Consider whether the questions bespoke to your service, particularly if questionnaires are sourced from elsewhere?
- Are you asking qualitative questions or tick box type survey- or a mixture?
- Evaluate the effectiveness of feedback methods and consider if changes are needed.

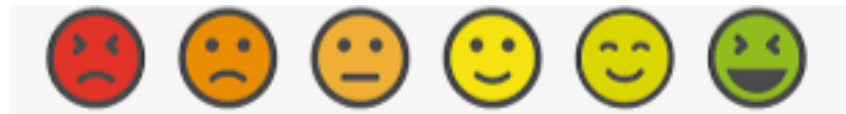
Some sources of feedback provide limited information for reflection and learning



“Thank you to you and your staff team for looking after mum so well.”

- What did the service do so well?

Please rate your visit today –



- Is this asking how you were dealt with today or what the professional think of your service? How does this rating help you reflect on what you do well?
- Consider using this type of feedback as an opening to seek more specific feedback to use for reflection/ service development.

Analysing feedback- WHY, WHO, HOW?



Reflection

- Good or poor practice don't happen by accident- reflection helps you to identify what skills, approaches your service used that created this success
- What learning have we identified?
- What gaps has it shown?
- Why did it go well?
- What skills did we use?
- What approach did we follow?
- Why did it not go well?
- Does this feedback apply to any specific staff- what is it they do that you might want your staff to do, or what don't you want them to do.

What do we need to do now?

What qualities do you need to use feedback effectively?

- Being open to different points of views, not defensive
- Commitment- valuing feedback and not being tokenistic
- Being flexible in your approach to service to incorporate other views
- Being open to challenge
- Being reflective
- Being creative
- Being inclusive

Feedback- self assessment

Key questions to ask yourself about how you gather and use feedback?

1. How do you adapt your feedback methods to maximise people's participation?
2. How do you evidence and record how you are using the feedback?
3. Are you clear about what you are seeking to measure?
4. How do you share the outcome of the feedback with those who gave it?
5. How much feedback do you gather from staff?
6. Who do you involve in analysing feedback?
7. Have you a plan for how and when you gather feedback? Is this set out in writing?
8. Does your plan reflect your policy on gathering feedback?