**Feedback from people who trainees have been working with**

**The aim of the process:**

For supervisors to obtain feedback from a minimum of 2-3 people who the trainee has been working with on the placement. To use the feedback to contribute to their assessment of the trainee via the SAT form.

**Rationale for the process:**

It has been recognised that a key missing contribution to the assessment of trainees on their clinical practice placements is that of the people seen by the trainees. To date client views and experiences have not been formally considered as part of our processes. This is an omission as working with clients is one of the central placement activities trainees undertake so therefore important that direct feedback is gathered to contribute to the overall assessment of the performance of the trainee.

The process has been developed in conjunction with members of our public participation group, LUPIN (Lancaster University Public Involvement Network) and supervisor reps on our PDIG committee (Placement Development and Implementation Group).

**Supporting information:**

A client information sheet has been developed to support clients in making a choice about whether they wish to opt in to give feedback about the trainee they are working with.

A feedback sheet has been developed for clients to complete if this is more convenient or their preferred way to give feedback.

Both documents are available on the programme handbook to download – TRAINEES – please remember to add supervisor name and contact details and where to return the feedback form to, to the bottom of the documents before giving out to clients.

**The process:**

We do not want to be prescriptive about how the process should be implemented as this will vary from service to service and partly depend on supervisor time. The minimum we are asking is that supervisors gain feedback from 2-3 clients to consider and incorporate as evidence of trainee ability in the SAT form.

***Guiding principles***

* Clients should always be given information about the process so they can give their consent to provide feedback in a fully informed way (we are expecting that trainees will deliver this information when they are meeting with their clients).
* The discussion about giving feedback and outcome should be shared by trainees with their supervisors and recorded in client notes
* Client care will not be affected in any way if they choose not to give feedback
* The process of letting the supervisor know that a client is happy to give feedback should be negotiated with the client (i.e. for trainee to pass on contact details/information or that the client contacts the supervisor directly, or the client completes the feedback sheet to be given/sent directly to the supervisor)
* Supervisors decide on the best method of obtaining feedback from the client (taking into account client preference) and for themselves (e.g. can be verbal feedback via the phone/video call, in person or via the feedback sheet, or any other reasonable means)
* If the trainee is on a placement where there is no or limited client contact then we would ask supervisors to gain feedback from people who the trainee has been working with in an indirect way (e.g. colleagues/MDT/support team members/participation group members etc) and use this to contribute to the assessment process.
* Written feedback to be confidentially and securely disposed of once the feedback has been reviewed and processed by the supervisor unless prior agreement has been granted by the client for information to kept confidentially by the supervisor in accordance with their local service/Trust policies and procedures.

**Suggested areas to ask about when obtaining feedback:**

Below are suggested areas based on feedback from LUPIN members as part of the development of this process. They are the same ones listed in the client information sheet. These are not exhaustive and supervisors may wish to ask about other areas.

* If clients felt listened to
* How comfortable they felt with the trainee
* How able they felt to share their points of view and whether this was taken on board by the trainee
* Whether working with the trainee has made a difference
* If they would recommend the trainee to a friend or family member if they needed help
* How professional the trainee was in their approach e.g. being on time, being respectful

Please remember to check if the client is OK with their feedback being shared with the trainee or not (if not – then any key learning can be shared in terms of themes of practice).

**What to do when the feedback has been obtained:**

Supervisors can add key themes emerging from the feedback (or specifics as allowed) to the SAT form as evidence of trainee ability.

Feedback or themes emerging from the feedback to be shared with trainees as part of their ongoing learning/development and sharing of the SAT form outcomes.

If client has completed written feedback and has consented to the information being confidentially retained – supervisor to decide where best to store the information in accordance with their own service processes and protocols and for how long they should retain the information for. Otherwise written information to be kept for the minimum amount of time to review/process before being confidentially and securely disposed of.