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Interviewer: ... I promise. Okay. Good morning P4.

P4: Good morning Interviewer.

Interviewer: Thank you for joining me for interview. Obviously I've just explained just to talk a little bit about feedback, and why it's important to Skills, what you think about it personally and also to look into how Thought Cloud is being used here, how you're finding using that, but just to kick things off can I ask you to introduce yourself, for the recording, and tell me a little bit about the work that you do here at Smart Skills.

Interviewer: My name is P4 Routledge. I am a project worker here at Smart Skills. I work on a few different projects. I work with [Social Group] which is for mums with learning disabilities, who've either had their kids taken into care or threat of being taken into care. It started off as a craft group but now it's more of a peer advocacy group. So we still do bits and pieces of craft but we also meet with different researchers, and we train students, and we do all sorts of things.

And then another part of my work is a course called [Social Group], which is about relationships and sexual health and keeping safe. At the moment that's just being done with women as well. Then the next piece of work is around mindfulness which is again being part of a mindfulness course. So that job entails going along to the course and recording what's done, and then writing it up so we can make a toolkit.

Interviewer: A mindfulness toolkit.

P4: Yes.

Interviewer: Oh cool. Have you got an idea of what that will look like yet?

P4: No idea. The course hasn't started yet.

Interviewer: Oh you haven't started doing it.

P4: So it's just in planning stage.

Interviewer: So do you have activities that you're planning in the mindfulness; this is off topic but that's quite interesting.

P4: I don't have to plan any activities. There's a psychologist who decides what to do on the day. My job is to record him, with everyone's consent, and then try and write up what he's done

so that then in the practice sessions on the following day, they can adapt it and make it more accessible for people with learning disabilities.

Interviewer: Do you know what would be really helpful for you in that?

P4: What?

Interviewer: Feedback.

P4: It would be.

Interviewer: If you can get people's feedback and then introduce that into your development process... You don't have to. I'm just saying that would be super interesting for me. Anyway you should do your thing.

So the [Social Group] group has changed the way it works as well you said. Again this is off topic. So what is peer advocacy? I'm just interested.

P4: Basically they support each other with any issues. So they can go along to meetings with each other, or bring each other along to [Social Group]. They can refer friends in who also have learning disabilities, so rather than it just being a professional route in.

Interviewer: What's the professional route in? Is that through referral processes?

P4: Yes. That's through midwives or doctors, generally midwives.

Interviewer: Do they refer direct to Smart Skills?

P4: Yes.

Interviewer: How do they know?

P4: About [Social Group].

Interviewer: Yes.

P4: [Social Group] is quite well known because it's been going for I think it's six years now. There are not really many groups like it. There's a Middlesbrough Mums now but there wasn't anything there for that basically, especially mums with mild learning disabilities were really overlooked. It's a way for them to support each other. So basically they know that other people are going through the same thing as them. That helps them know they're not alone. They can get advice from each other. "This is happening to me. Has it happened to anybody else?" "Yes. It happened to me. This is what I did."

Interviewer: Obviously I'm thinking of the digital aspect of how they share stuff. Do they use Facebook or do they bother with any kind of...? Is it all people on the phone to each other or just talking to each other or...?

P4: Quite a few of them meet up outside of the group. Not everybody is that tech savvy in the group. So some people don't have mobile phones even. I'm not sure about who uses Facebook.

Interviewer: But there's not a [Social Group] page or anything like that.

P4: There's not because also there's the issue around confidentiality. So it used to be a dads' group as well. I don't know if you know that.

Interviewer: No.

P4: It used to be parents, but there were some safeguarding issues with regards to some of the dads. Not all of the dads obviously but some of the dads were; possibly some of their behaviour could have been abusive. So then when other mums were being brought into that, if they were going and staying over at each houses and stuff, it could open it up to issues. So we made it women only or the organisation made it women only, but actually I think that's maybe better for the women because then they feel like they're in a safer space, that they can open up and be more free about what they're talking about.

Also then we can talk about important female issues such as cervical screening, or breast cancer screening, which they probably wouldn't feel comfortable doing in front of a man, because also women with learning disabilities are the least likely to get checked for breast cancer, and for cervical cancer. It's a huge killer. It's really important that they're being given that opportunity.

Interviewer: Yes, definitely.

P4: So they've also been working to make more accessible information for breast cancer screening. They've worked with Including North to go through what they have at the minute. So what's sent out to people and how that doesn't work? So they've done appointment letters, not making appointment letters. There's a plethora of different letters and information leaflet and made it so it's more accessible to people. It's great. They're a really important group of women.

Interviewer: Yes, definitely. What happens to that stuff once it gets made? They've been doing that with Inclusion North. So then Inclusion North produce a set of guidelines or something or...?

P4: I think they've made templates but then... I'm not sure if it's nationwide. We're having an event next Monday to share what we've found with other professionals, and other people that have been involved in [making the research 0:07:02], but it's definitely going to be within this Trust, that it will then be a template that can be sent to anybody that they know has learning disabilities. Then there are a lot of people it isn't

official that they have a learning disability, so they slip through the net especially the milder learning difficulties.

Interviewer: So in a way it's similar to some of the work that C5 does with...

P4: Health quality checking.

Interviewer: Yes. They do that sort of thing don't they?

P4: Yes. So the mums haven't gone out to the places for health quality checking, they come to the [Social Group] meetings and talk to them. Even things like you know when somebody's pregnant they get prescription exemption forms?

Interviewer: No.

P4: So you get exemption for your prescriptions but...

Interviewer: Free you mean.

P4: Yes.

Interviewer: Ah nice, like in Scotland.

P4: Yes.

Interviewer: Except that's for everyone.

P4: Exactly. Scotland is better. We all know that.

Interviewer: That's on record.

P4: They get free dental treatment and free optician during that period when they're pregnant, and just after for a couple of months, but a lot of people don't know about that because they can't understand the information. So the mums have also been helping a different company to do that, to create accessible information.

Interviewer: Do they not get fed up with people coming and talking to...? That's what I'm conscious of as a researcher even with you guys I'm always like can we have a chat? Can we have a sit down? Can I interview you? Then I go to other groups and I see other interested parties coming to talk to the groups, and I think, "Do people not get fed up with this constant..." I guess you guys manage it quite closely.

P4: We try and manage it. It's more difficult now that we only meet monthly.

Interviewer: Why is that again?

P4: Funding. We used to get quite a lot of funding through Northern Rock. So P3 really fights for funding for [Social Group]. We've got funding I think until the end of March.

Interviewer: I can't believe it's not completely funded to the hilt.

P4: I think if you talk to the mums as well you see how important it is to them. When you hear their stories and they've not had anyone to share that with, and then in this space and they find out their story is not too dissimilar to somebody else's, so they can share it. You just think this is terrible that these women are treated this way. They're talked to like they're children. That's what pretty much every single one of them has said, that professionals just don't listen to them, talk down to them like they're children, lie to them or put things in a certain way, and then they find out further down the line that that's not the truth.

Interviewer: Healthcare professionals or just everyone?

P4: Social workers, healthcare professionals, all sorts of people.

Interviewer: I find that really surpri-... Do you know why it doesn't get funded? Do they come back and say, "We can't give you it because it's not...?"

P4: I think Northern Rock have really had their own financial issues.

Interviewer: But then you would think there were other organisations that would fund... Maybe there are fashionable things that get funded like...

P4: There's this current climate of cuts because I think there was also maybe; I'm not entirely sure where all the funding used to come from, but there may have been some council funding as well.

Interviewer: Yes there would definitely have been a lot more, because there have been 30bn in cuts to frontline services. Most of the council things operate on a contract. They do contracts now but they are limited in what they can do. I have spoken to the council about this sort of thing as well.

P4: But it's not prioritised.

Interviewer: What is prioritised then? Even that's interesting ____[0:11:03].

P4: When I was working with YOT I discovered that...

Interviewer: With?

P4: Youth Offending Team in Gateshead. One of the social workers described it like this. She said, "Imagine you've got a bench and you've got two kids on there. You've got a 15 year old and you've got a baby. You can only look after one of them. You can only help one of them. You're going to help the baby whereas the 15 year old would probably survive. It can walk. It can do those things." So I think the priority is given to the younger children, who are seen as being in abusive relationships, whereas you could probably save a lot of money if you put in that parenting support. I think it's a bit short sighted what's being done.

So if you supported that 15 year old properly, that 15 year old is probably less likely to end up being in an abusive relationship, getting pregnant, things like that, ending up having a child itself which then gets taken off.

Interviewer: Yes, funding it's a...

P4: Funding is a minefield.

Interviewer: ...minefield. It's interesting though.

P4: The thing I'm finding with funding is how it's become all this competition. So now all these different agencies who can work really well together, and it should be multi-agency working as was found after Victoria Climbié. All these organisations have to work together.

Interviewer: After?

P4: After Victoria Climbié. So basically it was one of the serious case reviews of a child that was killed.

Interviewer: Like the Baby P thing?

P4: Yes. So after all of that there was legislation put in place that agencies would work together and share information. The statutory services are probably being better at that, but then the other services which are still important, so the voluntary sector agencies, they should all still be working together and sharing information, but they're not necessarily because they're more in competition now.

Interviewer: Yes. That's bizarre to me. It's this competitive environment.

P4: I don't think any of these organisations want to be in competition. It's become a necessity.

Interviewer: It's a reality, yes

P4: Because of all the cuts.

Interviewer: Yes. Statutory services are the ones that are really being shut down aren't they? The government are relying more and more

on the voluntary, charity, sector to pick up the pieces. Yet when I speak to Newcastle Council, they're shutting down all the young people's services. As fast as they can they're trying to ring-fence funding, and push it back out to agencies like Children North East and things like that, to try and make sure that they're picking up and, where they can, trying to establish youth participation and stuff like that around special educational needs, and disabilities and stuff like that.

P4: I always just feel it's really short sighted that this money is being taken out, but in the long run will cost a lot more money. So for instance in the youth crime prevention teams reducing the staff; the staff on those when I was there had huge caseloads. They're brilliant people. They worked really hard and they really cared about their jobs, but then they were being cut off and made redundant. There was more caseload than those people could take, or the people that were left could take.

So in the end people are going to slip through. Those people, who prevention services would have stopped them getting a criminal record, are going to end up having criminal records, being criminalised, and that's something that will stay with them forever. It will cost more. How much does it cost to have somebody in custody? A huge amount.

Interviewer: Per year it's a good salary. I want to say 40 grand. It's like if you just gave the person that money and said, "Don't..."

P4: Or if you gave them the opportunity. If you made sure that there were apprenticeships in place.

Interviewer: Yes, if you gave them half of that, if you gave them 10 grand a year and a place to go and some skills.

P4: Exactly ____[0:15:42].

Interviewer: It's something to do with our parliamentary system that only has four year terms and then...

P4: But then I'm glad some of them only have four years.

Interviewer: Yes. Well they just have to stay elected don't they but thankfully they don't, but that doesn't contribute to short sightedness. You think, "Well why should we bother? I'm just here being the Prime Minister. I just do this for a little while and then I get the high paying gigs travelling the world, and I actually get paid a good salary."

P4: Being a consultant.

Interviewer: Yes. It's just a job interview. They're not actually there because they want to do anything. I probably shouldn't say all that on here. Wow so that was question one. Can you introduce yourself? So if this is dragging on or taking too long or whatever please just tell me you have to go and we'll wrap it up.

So the next bit is about feedback in Skills. What does it mean to you? What is feedback?

P4: Feedback to me, if I think with the predominantly women I work with, it's a way of understanding what's working for them and what's not, so that I can make better practice, so make changes that are necessary. If I've been using too much jargon or talking too fast or whatever, they can tell me so I can change that and know what's going well, what they like.

Interviewer: How do you collect that feedback currently?

P4: In the past I created a feedback form, and generally what people would do was just tick the smiley face bit and not write anything. So I didn't really feel I got anything from that, but I like the Thought Cloud because it's a bit more interactive, and it gives people the opportunity to speak which I think is loads more accessible. Also it gives them the opportunity to not say anything if they don't want to.

Interviewer: Cool. So that's interesting. Can you think of examples when you've actually actioned the feedback that you've collected? Cutting down on jargon that's a good example, I can really understand that

P4: Or speaking too fast or too quietly.

Interviewer: Is that actual examples that you can think of?

P4: Yes or ones which may not seem that important but they are to the people, such as what food you're providing for lunch there. That's important to people. That's a big part of their day. You might think, "Oh putting a bit of butter on some bread is not a big thing." To some people that is a big thing. They don't want butter on their bread. They just want ham.

Interviewer: Why would you not want butter? I don't get that.

P4: Each to their own.

Interviewer: Yes, that's true. That's actually answered why you would want to collect feedback. So it is just about developing your practice.

P4: Yes well no I don't think it's just that. I think it's got a more macro side to it as well, because for the organisation it can show what's working, how well things are going. So that can then go into funding bids. It can be channelled into all sorts of different directions. So it can be channelled into what we are then doing as projects, where we're trying to put more money into but also, in funding bids, show what's working for people, how many people are coming, things like that. It's a good way to have things concise.

So for instance that new element you added into the Cloud of how many people were at a session. That's really important because that means that it can just be there in a simple way, that you can just look at and find, whereas before you'd maybe have to go, "Oh right where's the register for that?"

Interviewer: Yes. So that's interesting. Funnily enough that feature doesn't really get used that much.

P4: But it might.

Interviewer: It might. I remember the last version of Thought Cloud, because Skills have had three versions of it now, just had a button. No-one ever pressed it. So that's why now it badgers you. If you try and quit out of the feedback session it says, "Please put this in." Because that also has implications for the ratings as well, because then you capture people... If you don't capture the number of people, it looks like 100% of the people gave feedback. So you also see the people you're missing out as well. That feature works.

In terms of feedback the sense I am getting actually, is that people talk about this idea of it becoming part of service development and design, but mainly I feel like it's being gathered for the funding bid side of things which is fine. Do you have a sense of that?

P4: For me personally it's to develop my practice but then I suppose I'm a student social worker, so for me that's something that's trained into me as being really important. Whereas other people, who aren't maybe trained as social workers, that reflection isn't something that they're as used to doing, because basically through your Masters, all the way, that is what you're taught to do, reflect on every little thing you do. So it just becomes natural to you to do it. So that is a really great tool to be able to...

Interviewer: How do you do that? Is it just going over your notes and feedback and having a think about it, or do you write it up or would you even record yourself? I know you just said you don't like listening to your own voice but would you record yourself?

P4: I do sometimes, yes, or do a diary. So I either do it as a video diary or writing it down, but I tend to use a model called Thompson and Thompson which was 2005 where it's reflection for action, reflection in action and reflection after action. So before thinking about, "Right I know that sometimes I speak too fast, I speak too quietly." Be conscious of that in my head so that when I'm in action I'm thinking of that.

So if I then catch myself using a word that's just too big, looking at people to see if there's comprehension, then using reframing questions to make sure people are understanding what I've been saying or going, "Oh actually I've asked all of these people to answer, but I've not asked this person to answer." So things like that and then afterwards thinking, "Okay how well did that work?"

So the feedback linked into that reflection on action, because it then gives me some other viewpoints other than just my own, which could be quite oppressive just to have my own viewpoints, my own opinion, so it's quite useful to have other peoples. I know generally people are predominantly positive from what they say. It's very rare that people will definitely give you constructive criticism, but I think it's also about when you're asking people to do it being really open to that and saying, "Please tell me what didn't work as well because I need to know that so I can be better."

Interviewer: That's what I'm interested in is finding an area or a way to do that. We have a new researcher at the lab. He does work with organisations, where he gets the staff together to create spaces around positive error. So it's like framing negative things basically in a positive light, and then he works with them to find out what would be a safe environment. So much negative stuff, whether it's negative feedback or whether it's... Maybe you've completely messed up in your work but that's the kind of thing, it's probably not going to be reported. You're probably not going to tell anyone else. So it's like creating spaces to have those negative conversations. You're frowning.

P4: I don't think you necessarily need to take it personally when something is negative, because I don't think it's necessarily negative. It's more critique than negative. It's a way to help improve. It doesn't mean, "Alight I've totally failed." It's like, "Right that didn't work."

Interviewer: But would you share that?

P4: With other people.

Interviewer: Yes.

P4: Yes I guess I would because I respect people who take responsibility. So I also try and take responsibility for my actions, good or not so good.

Interviewer: Then aren't you worried that your boss would be like, "Oh you're sacked."?

P4: I maybe would be in other organisations but not here because...

Interviewer: Because the culture here already is more like a community here. It's not some hierarchical structure although you've said a few things about some people.

P4: Yes. For instance some people I wouldn't necessarily maybe feel that comfortable, however for the person who is directly my line manager I would feel totally happy for that. Then that's something again that can be brought up in supervision, and then work on it.

Interviewer: That's what these negative error spaces, sorry positive error spaces. So what they do is they go, "Well who do you want in the room?" If there was some, I don't work here or in any other organis-... If it was my work I wouldn't want my big boss... If I was going to say, "I did this interview the other day and the recorder went off in the middle of it." that's why I keep glancing at the recorder. This did actually happen. I don't mind telling people... That's quite a good thing to tell everyone, although maybe I should just know to put new batteries in it but...

P4: That's how you learn.

Interviewer: Yes, exactly right but if the guy who runs our entire lab; I wouldn't want to share. Anyway that's the sort of organisational level thing. If you think about what we were talking about, it's like talking to the people you work with directly, that use these services. I'm interested in how you would create a space for them to then say what you're saying.

P4: It's difficult as well. So when I've used it it's in a group setting and people are all shy about being videoed. If there was a little space, a safe space, where people could go and beforehand you'd talk to them, and you're really conscious that you're talking to them to say, "It doesn't need to just be positive. I want to hear everything. Your opinion is really important to me and I'm not going to take it personally. Obviously if you say I was nasty to you I'd be a bit upset. I don't want to be nasty to you." But just so that people know that you respect and trust what they have to say and that it's important. That's part of the culture of this organisation that everyone's voice is important, everyone's voice matters.

Interviewer: Yes. So I can't write and speak at the same time. It's difficult. So that's interesting. That could be just a way of setting it up. Maybe we could think about putting it in a different room, or showing someone how to do the feedback and then leaving them to do it privately, which I would be totally up for trying, or even I don't know if you could have a little curtain, something to make it seem more private.

P4: A little voting booth.

Interviewer: Yes. Would that make a difference or do you think people need support using it so that..?

P4: I think people need support at first but once they've used it a couple of times then they'd probably be fine, but then that's another separate issue. When I've taken in to [Social Group] for instance they're like, "Oh doing this again. Did you not get enough last time?"

Interviewer: It's so funny. They've had it so much. Sorry go on.

P4: But it's also people maybe need to understand why we're collecting it. So maybe that's part of the process needs to be, "This is why we're doing it." rather than this is just an abstract thing where we're just asking what you think, and to press a button.

Interviewer: Actually most of them were fine. One person, one time, was just like, "What is this? Why do people need feedback all the time?" I get that. Feedback is such a thing we're badgered by. Every single website seems to want feedback. Systems like Though Cloud are used by Topshop or whatever now. I feel like I see them everywhere now.

P4: Is it used in airports as well?

Interviewer: In airports they usually just have the smiley faces but when I was in Topshop, before I went to California, Topshop or H&M,

something like that, it was a tablet on a stand with smiley faces. I just thought, “That is exactly Thought Cloud.”

P4: In a shop would somebody not just nick that?

Interviewer: These stands are screwed down.

P4: Oh right, compared to our lovely light one.

Interviewer: Yours is meant to be lightweight and flexible and adaptable. We trust everyone. Actually the original design I was looking at these ones where you could lock it into more of a...

[Aside conversation 0:31:04 – 0:33:51].

I can’t remember what we were talking about.

P4: We were talking about [Social Group].

Interviewer: I was going off on one on how there’s these other feedback... Yes the original thing for Thought Cloud when I looked at stands to buy; you can actually buy stands that are less [thievable 0:34:09] but then... I showed to that to my supervisor when we were developing it. He was like, “Isn’t the point that it’s meant to be lightweight and flexible?” and stuff like that.

[Aside conversation 0:34:21 – 0:34:37].

So in shops they keep them locked down so that... As far as I’m aware, I’m the only person who has made such as system

to use it in a community care setting, as far as I'm aware.
Hopefully some great piece of research won't come out that's
like the exact same thing.

P4: Then you can contrast and compare.

Interviewer: No. I think if it was really good I would have to pack up and do
something else. The other thing which I ____ [0:35:23] know of...
Sorry if we just continue.

P4: Are we recording again?

Interviewer: Yes. So you said a minute ago, intimated that sentiment that
comes from everyone here, is that it's important what people
say and it's important that they're listened to and stuff like that.
Do you have a sense that they feel listened to or that they
know that they're being listened to? How would they know
that? Do you know what I mean?

P4: I guess it depends on the individual. I suppose in the past
there's not been anything that obvious done with the feedback,
or the evaluation. So maybe not that obvious to the people
why we're asking for it. So maybe that's something that needs
to be part of the process for staff here, explaining why it's
important, what we're going to do with it, but it really depends
on the person. I think most people probably come here and do
feel that they're listened to, that they're important. That's
definitely something that I try and make sure, when I'm
working with people, that they do feel valued, that they know

that I'm here to listen obviously within working hours. I hope so is what I'm saying.

Interviewer: If you've taken on board something they've said and then you adapt it, if you change what you do, are you either just relying on them to notice that that's happened or...? Wouldn't it be nice somehow to go...?

P4: Yes. Go, "Thank you very much for saying that, and because you said that I'm now going to do this in a different way."

Interviewer: You see that's what I want to have in Thought Cloud at some point, something like that.

P4: How would you get that?

Interviewer: Well the new thing that I'm building in is... I don't even know if this would make that happen. There is a button currently, it doesn't work at the moment because I'm sketchy around consent and sharing it and stuff, but there will be a button where you can make the feedback public. There will be a public section of the website that anyone that comes; because normally you have to log in and it's all secure and everything. This will be secure but people would come to the Thought Cloud website, and then there would be section of the website that just says public feedback.

Within that it will show you a list of organisations that use Thought Cloud. Then you click on them, and any feedback that

they'd made public would be on there. One of the other things that you can do as a user of Thought Cloud, that you would be able to do, is leave comments underneath the feedback. So if someone literally was saying, "Don't put butter on the sandwiches." You could then write a comment underneath that says, "Don't worry we won't do that anymore."

P4: Taking into account what you've said.

Interviewer: Yes. So then you could go back to the group and say, "If you go to this website you can see your feedback."

P4: I think a lot of people don't really know how to use computers. I have suggested that there are computers there, and that you've offered to help. I have said that to a few people and they've said no.

Interviewer: They don't even want to learn.

P4: No but maybe once they've met you, once you've come along to [Social Group] and met them...

Interviewer: Okay. They don't like me because I'm a boy. Is it computers or is it me?

P4: Probably more computers but it might be something to do with your gender as well. It's alright. You're very approachable though so once they know you...

Interviewer: Or maybe they just don't need computers.

P4: Well yes. They don't necessarily make your life easier.

Interviewer: Wouldn't you like to get rid of your phone?

P4: Yes it would be good. When it runs out of battery you mean and you're like, "Yes."

Interviewer: Oh no, it's dead. Oh well. That's interesting. It might just not work but I want to explore ways of doing that.

P4: Yes. It's definitely worth a try.

Interviewer: I would also like to show them their feedback at some point maybe. I don't know if you would do it within the [Social Group] group but I want to come in and say, "Look this is where your feedback has gone." To try and show them that it's being listened to.

P4: Yes because I think that would definitely help engage with it, if people knew that it had a purpose.

Interviewer: But then if it could somehow be part of the process.

P4: Also some people don't want to speak so maybe if there's the option where somebody can write as well, because some people are so shy about being videoed or having their voice recorded. So it's really great the addition of don't want to say anything, that's brilliant. If there could be...

Interviewer: Text entry.

P4: ...an extra level because people have different skills, different abilities, don't they? For some people writing isn't that hard or if they're with a supporter the supporter could write for them.

Interviewer: Yes. That would actually be very easy to plug that in there. I want to do that. I want to make it as flexible as possible, so that you have the option to say- so you might not even want to have the video option ____[0:41:42].

P4: It's quite nice, the video option, if the person was happy for it to become public. The video option would be nicer for using on the website.

Interviewer: Well I'd love to get to a point where; there doesn't have to be a huge amount of feedback but just maybe one video, or one audio for the sessions that it's being used at, and then

comments underneath. So anyone that logs in can leave a comment. At the moment only P5 and P3 can log in. Actually I was going to give you a login.

P4: What time are we at?

Interviewer: Ten to eleven. Do you need to go?

P4: No. I can give you another half an hour.

Interviewer: Okay. I'll just finish these questions and then I can give you a login and you can see what that looks like, although your login won't really do anything at the moment until it gets reviewed, but that's again something of interest. So that's great. I think we've basically covered all this. That's not really a great question, this last one in this section. Who do you consider the audience for feedback? I think we've covered that.

P4: Everyone possibly.

Interviewer: How can it be used to create dialogue with others? We talked about all that. So as you talked about Thought Cloud itself I've totally scripted this, that's interesting. I'm interested in the use of Thought Cloud by Smart Skills up until this point. Are you able to tell me a little bit about that? No. How did you get introduced to it, because I don't think I showed you how to use it?

P4: You didn't show me how to use it.

Interviewer: So who introduced you?

P4: P5 told me it existed I think. So then showed me how to get onto it but then from there I worked it out myself. Especially earlier versions, it wasn't really very difficult at all was it?

Interviewer: Has it become too complicated now?

P4: No because I just had a little play and then I discovered, "Oh right that's how you put in about how many people are in." And things like that. So no I don't think it's too complicated, but then I'm one person and perhaps other people have different opinions. So for me it's not.

Interviewer: I tried to show someone the other day, and I asked them to unlock the tablet and that stumped them but you basically...

P4: Do you think it's people's confidence with technology though? My dad was a computer teacher. So for me...

Interviewer: People think they're going to break it or...

P4: Yes because it is like a glass slipper isn't it?

Interviewer: Yes whereas in reality you can drop them and stuff. If they're Apple products they'll smash. How did P5 introduce it to you? Are they pushing it?

P4: At that point it wasn't being pushed. It was more just a suggestion it's there, but since then P3 has sent quite a few emails suggesting people use it and saying why it's important. So then at events I haven't always remembered, to be honest, because I'm not in room 10 where it is. Is it room 10? Yes.

Interviewer: Yes. It's usually sitting at the back of room 10 next to P6 and P5.

P4: I'm not in that room so I don't always remember it but then I have used it. I used it on the course. I did [Social Group] as an event on it. I've used it in [Social Group] and I've used it in [Social Group]. Then I've passed it on to the students who ____[0:45:35]. So I've suggested it to the students, or reminded the students when they've been doing events. I gave one of the students, C6, a little... She didn't know about it and I showed her how to use it.

Interviewer: How do you sell that to them? So there are emails going round about it. That's cool.

P4: Actually P5 has sent emails as well.

Interviewer: Why do they stress using it?

P4: I guess funding bids is the possibly unsaid reason but we all know how important it is to have funding, because then we all have our jobs. So that's maybe the unsaid thing. It's maybe less common- so for me how it's a personal thing, a personal development thing. It's maybe less like that for other people.

Interviewer: No. I think everyone gets that. The idea that it's development and if you look actually at government policy, it's mostly healthcare and social care tacked on to the end. Ever since disability rights activism, through the '70s and the '80, has really foregrounded the centrality of the patient or the service user. That's government policy. That's what they talk about. It's actually mandated by the government to a certain extent, just generally that feedback should be collected on services. There's a whole narrative of that. That's not just coming from nowhere right? I think people believe that.

The rhetoric around it is because it will make things better if it's shaped to the people. In my experience, though, in reality, it's not clear to me what the mechanism is, where it goes from feedback to development if you like. Some organisations just don't have the staff or the time to do it. I think it comes from that.

P4: Maybe if it's not a thing that's just tacked on at the end, maybe if it's something that's given group discussion. [Social Group] is happening now, C6 is in there. So maybe rather than me going, "Oh C6 have you done that?" Instead we have a

conversation and say, "Right this is why we're doing it." So the whole group knows. It's like, "So we can improve things. So we can make it better for you. So you tell us whatever matters. It's really important to us that you tell us what matters, and tell us how this works for you. If you would feel more comfortable having a different way to..." So making sure that people really know it's about them and that they're important, and that they matter.

Interviewer: I think that's interesting. I would really like to do something like that actually.

P4: Well maybe it might be that in each group you go along...

Interviewer: It's difficult to go to everything but I've been to... When we did the smaller study I could go in and speak to them and things.

P4: But people are getting used to you here now as well.

Interviewer: I can't be embedded everywhere it goes.

P4: No you can't.

Interviewer: What you're saying is really interesting.

P4: Because it always is just a last minute thing that's tacked on at the end and usually people are a bit busy, so maybe if it's at the beginning of a session, or whatever point you'd like to in a session.

Interviewer: Just do it.

P4: Anything you're thinking.

Interviewer: Yes but I think maybe actually structuring that a bit more. Maybe there is a process around using it that we need to think about and say... The idea is eventually it's just available for any organisation to use and I'm not there. So then maybe it comes with a...

P4: Training or suggestions that this might make it more effective.

Interviewer: Yes. Number one you might say why do you want to use it? If it is to try and dig in a bit more, or get people to open up a bit more about what they would want to change, then you're going to have to do x, y and z.

P4: I guess it's also like an empowering piece of practice.

Interviewer: Yes. That's what I want it to be. I want all the things that I do in my PhD to be more about empowering and giving voice, and really to stem back to...

P4: Supporting people to empower themselves.

Interviewer: Well exactly. I hope to draw out ideas of social justice and actually...

P4: Yay.

Interviewer: Yay. It should be in there.

P4: Yes definitely. Great. I'm glad to hear that.

Interviewer: That's my plan. Okay wait. So that's good. I would like to try that, and if you're up for helping me we'll maybe do that next month. Just very quickly you've said the events; do you know who's been using it as well. You said C6. Have you introduced it to anyone else, or are you aware of other people using it?

P4: Yes. I introduced C7 to it as well.

Interviewer: Who's that?

P4: C7. He does [Social Group].

Interviewer: Oh yes.

P4: He's in a wheelchair, blonde.

Interviewer: I know C7 actually.

P4: He used to be employed here. Now he volunteers, again funding, cuts, cuts, cuts. Really interesting guy C7, maybe it would be good for you to meet him. So he runs a group called [Social Group].

Interviewer: Is that Skills?

P4: Yes. So it's every other Monday. Not so many people come anymore. He's often been bumped out of having a room. So sometimes they just meet here.

Interviewer: Why, priorities?

P4: I think maybe because not so many people come. I've booted him out of room one before, because I've had a course there and he's had to come in here.

Interviewer: Are people paying to use these rooms?

P4: Yes.

Interviewer: That makes sense actually.

P4: Yes. So I showed C7 how to use it. He used it himself. I don't know how well that worked, because I haven't actually seen him properly since then, or if I have I've not thought to ask him about it. So maybe this is part of me being more conscious about doing that.

Interviewer: Well that's what I mean. How has that happened?

P4: That I've done that.

Interviewer: Yes. Why are you doing that?

P4: I just take things on myself, because I feel like it's important so when I just take things on as being my responsibility, when they're not necessarily. That's just a general trait of me.

Interviewer: Did that start with just the emails coming round to say you should use it, and then you became aware of it, and then it chimes with something that you believe should be done? So there are values in the system that you believe in.

P4: Yes. So we have been reminded to use it. I just thought maybe because they were sent as emails, and C7's not frequently here, he maybe hadn't seen that or it could have been something that he could have overlooked, because he's not frequently here. So when he does get his emails he probably has loads of them. He is a man with learning disabilities as well so his comprehension- he might find it difficult to understand or remember, all these different things that are being sent through. Also because his group is important so that was respected.

Interviewer: Well he's got a lot of things on his mind anyway if he's running a group. So coming in and then adding something else on top... That's interesting but he has used it?

P4: Yes. He definitely used it that one time. I don't know if he's used it again since but he was probably in yesterday to do it. So he's generally only in on a Monday afternoon, every other Monday.

Interviewer: Okay. I'm only here on a Tuesday although randomly. Okay. Cool. Barriers and challenges to use that you've found.

P4: Sometimes it might be locked in room 10 if nobody's in room 10, but I have a key for room 10 now. So for me that's not a barrier but it might be for other people, but most people are in room 10 anyway. It's maybe just not seeing it so then I'm not reminded that it's there. A barrier for use, for some of the participants, was that they didn't have the choice to not be filmed, but now that that's been rectified that's definitely easier.

So when I've said to people they're like, "Oh no I don't want to be filmed." You say, "You don't have to be."

Interviewer: Just press this big button.

P4: Yes. Otherwise I think it's really accessible. So it's quite straightforward, as P3 said maybe just having the words underneath as well.

Interviewer: It might be a bit clearer.

P4: Yes.

Interviewer: If you could log in to the system would that be helpful?

P4: Yes. I don't want to always stand over people when they're doing their feedback. So I want to give them the space to feel like they can speak freely. Obviously I am going to look at it. What was the question again?

Interviewer: Just if you have a login will you look at it?

P4: Yes.

Interviewer: Do you have time because a lot of it is you guys have so much on?

P4: It doesn't necessarily need to take that much time though does it? If it's something I maybe put in on a Friday afternoon. I'm going to give it half an hour, have a look. It depends how much people have used it, but people aren't tending to talk for 10 minutes on there.

Interviewer: No they don't, no. I'd say the average recording length is less than...

P4: Thirty seconds or something.

Interviewer: I'd say even less actually.

P4: You can say quite a lot in that amount of time but you're not going to get loads on it.

Interviewer: It depends how you use it. Other people that use it do like pretty much doing full interviews. They almost use it like that. "Did you like it? Record a message with me." Then they stand and they interview. P6 uses it like that in Mindfulness. There's no reason not to use it like that. It's meant to be automated to a certain extent.

P4: I can't remember how it's set up now. Can you see those questions that come up? Can you see them when the person's recording?

Interviewer: No.

P4: Because maybe that might be a good way to give people pointers or I don't know... So if you're doing it with somebody then you can see the question, and you can ask them and then they can respond.

Interviewer: Yes. At the moment the way it works is... So the first question is always just the same. Actually I can just show you. Before we move onto this, anything else that you would like to add about feedback, or thoughts that you have had while we've been talking?

P4: No. I think I've voiced any of my thoughts as they come into my head.

Interviewer: Okay. Cool. So this is what the Thought Cloud website looks like.

P4: Ooooh.

Interviewer: It's not that swish. There's a little bit about it, how it works and stuff.

P4: Is that you there?

Interviewer: That is me, yes. That was me trying to make it look like it's at an event, where there are lots of things going on in the background, didn't really work.

P4: It did.

Interviewer: That's it being used at Tyneside Cinema and that's it being used at a hack that we had a while ago. I'm going to log in as P5 and I'm going to give you a login, but I need you to put in a password and stuff. What is P5's password? Oh yes. So this is what it looks like. I got permission from P5 to give you a login so that should be fine. This is what it looks like when you log in.

P4: Why are there so many mindfulness ones?

Interviewer: Why is there so many?

P4: Ones that say mindfulness. Mindfulness practice, mindfulness...

Interviewer: I don't know.

- P4: I suppose there is a mindfulness course. Would I be able to take this over to the course? It's going to be in South Tyneside.
- Interviewer: Yes if you want, you could take it. As long as they don't mind you taking the tablet out of the... I've not done any of this. People have just made these up. I've maybe made the [Social Group] one.
- P4: I think I made the [Social Group] and I made the [Social Group].
- Interviewer: So you've capitalised. Some people don't. These are just the ones that have been made. They're not really my... So what was the one that we were talking about that you run, [Social Group]?
- P4: Yes. So that's C5 and I do that.
- Interviewer: There is stuff on here. Oh there's you. So there are two videos. When you come into this section you've got videos, one audio, 26 seconds so I was wrong. Did you think there would be more than that?
- P4: No because I know I've forgotten to bring it down loads of times and afterwards thought, "Damn it. I should have done that." Or one time it wasn't here.

Interviewer: Where was it?

P4: I don't know. I couldn't find it.

Interviewer: So when everything comes in it comes in as red. Red means it's private and it's not viewable. P5 has the highest level of login. He's like an administrator. So the idea is that they would come and that if they... For some reason this video has been approved. It's gone green.

P4: That's because it's me, I guess. [Crosstalk 1:00:31] allowed _____. You don't need to watch it.

Interviewer: So there you go it's red.

P4: Why is my mouth open? Is that the last shot or the first shot?

Interviewer: I don't know, probably the first one. Why did that do that? So the people who are in charge of the feedback gathering would come in and go, "Oh that video's fine you can share that with, not with the public, but with the other staff who have a lower level rating like you would have." Then there's this button here which is publish it to public feed. It doesn't work right now but the option is there. It would be interesting if people started using that, because it would show me that there was an interest in making it public, but we're going to have that

conversation later. So that's it. That's what it looks like. Then you have the ratings from the tablets. Look at that it's 100% great, wow. I've never seen that before.

P4: Is that from three?

Interviewer: Well no. It doesn't actually tell you how many ratings. That's going to be added in. It doesn't tell you the numbers. It doesn't tell you how many people attended. It's only one day that it's been recorded which is this day on 20th January. So that's this. Then in settings this is what I was starting to tell you a minute ago. You can put in a description here so that it's more descriptive, so that if you wanted to differentiate between different types of group you could put it in there.

Then you have this initial question about the ____ [1:02:15]. We call them _____. You probably do as well. So you have this question here. Obviously these can all be edited from here as well. You can change the number of smiley faces as well if you don't want four. I'm going to probably add it in so you can go up to seven. Then you get this question bank of four questions that the system selects from randomly. Obviously when you get to the second screen you only get one question, but it was cool what you said there was interesting. So when we go to record, we could just have all these questions on the screen and prompt...

P4: You could have a little button so you can click next question.

Interviewer: If you wanted to answer them all.

P4: Because if there's too much on the screen I think that might be a bit intimidating. So if you had one question, and then there was a little button where you could click then onto the next question.

Interviewer: But if you don't want to answer that question.

P4: Or you answer that question then you click on.

Interviewer: You don't mind answering another one or it could be, "Do you want to answer another question?"

P4: That might be too ____ [1:03:26] but it's only four.

Interviewer: It's only four. I think actually the best way to use it is, "How was it today?" because that could be applied to everything and then, "Would you like to tell us some more?" That's based on people using it. That's what people just do. No-one really goes, "Highlight what..." No-one's ever answered that question even though it's been here. It's always been one of the ones that could come up. In the whole time we've ever used it, I think only maybe twice have I ever seen anyone actually answer the question that was on the screen but there are, especially if you think about the funding element side of things, specific questions that people want answered sometimes. So that's why we want to make it... If I was recommending a way to use

it I would just say one question here, and just tell us some more here and just leave the rest blank. It is possible...

P4: When I used to collect data from the social groups it was something that P5 already had going. So it was when I was a student here. Part of what he wanted collected was if somebody was new, who had come with a carer, if someone was new to Skills, if they were new to the group? So I think that's still collected on the attendance form, but then would there be a way to put those two things together.

Interviewer: You mean if you collected feedback from a person that was new...

P4: It's a paper file ____ [1:05:16] I think. So I'm not sure how frequently that is actually used because we're run by volunteers. They write in the names of who comes. I don't know if that's put into a computer system, or a person just sits there. It used to be that I added it in and it was a little bit time consuming, because I'd forget and then I'd do it after but there would be a ticky box, new to this group, new to Skills.

P5 used to keep the numbers and then he would use that as a selling kind of thing. "We've had 14 people who are brand new to Skills come into these groups." I don't know if that's something that would still be valid, is important, is useful. That's something to ask P5 because that was what he was doing.

Interviewer: You'd want an extra screen wouldn't you that just was like, "Are you new to Skills?" if you wanted to record that information

P4: If P5 still felt it was important.

Interviewer: This is coming soon but the next thing I'm going to add is tags. So how anyone would tag a YouTube video or something like that. So you could tag saying, "Diane." Or tag saying, "New to Skills." Or tag saying... Then in some way you would get that information but only people who have left feedback. So they need to leave that or they need to leave audio feedback. They need to be in the system in a way for that to be captured.

P4: What time is it now?

Interviewer: It's 11:15. Do you need to go?

P4: I think so.

Interviewer: Okay. The last thing I was going to do is add you as a user. Do you want to have a user ID?

P4: Yes. Can I just be P4?

Interviewer: Yes.

P4: There's no other P4 here is there?

Interviewer: Okay.

[Break in conversation 1:07:28 – 1:07:37].

It's a good Mac keyboard. Then if you can change that to non-admin I'm afraid and can you uncheck admin. That's a bad design. Then you need a password.

P4: Do you need to know what it is?

Interviewer: No.

P4: Can you tell what it is?

Interviewer: No.

P4: You weren't looking.

Interviewer: I wasn't looking. It is stored in the database but it's hashed. It's scrambled into a one hundred and tw-...

P4: Never ____ [1:08:10].

Interviewer: Say never, yes, because that's my computer. So normally P5 would do that. He would add you. You don't have the ability to do that but now you should be able to login. So if you sign out as P5. Do you want to try logging in just to see if it works? Hopefully it did work.

P4: Did I do a capital J? Does it matter?

Interviewer: I'm not sure. If you lose your password or need it changed you would need to email me and let me know. Now if you go to...

P4: Will I go to a different one.

Interviewer: What was the one? [Social Group].

P4: Can I definitely not go to a different one?

Interviewer: You can go to them all but I suspect you'll see nothing.

P4: Oh. I did do some for that though didn't I?

Interviewer: Yes but the problem is that none of the videos have been approved for your level of access, except the one of you. So that's there.

P4: Great. I can look at me.

Interviewer: So what would be great is if you can let them know that you've got a login now, if you see them, but you can't see anything until they start approving things. That might motivate them to go through it. Do you think?

P4: Yes. I'm a good motivator.

Interviewer: Thank you very much.

P4: You're welcome. Thank you.

Interviewer: Does the website all seem straightforward and everything?

P4: Yes definitely.

Interviewer: Do you have any questions for me?

P4: No but if I think of any can I email you?

Interviewer: You definitely can. P4 thank you very much. I'm now going to stop the recording.

P4:

Great.

END AUDIO

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