

File: 16-07-07_P3.mp3

Duration: 01:12:13

Date: 18/08/2016

Typist: 733

START AUDIO

Interviewer: So, yes. So, hello P3.

P3: Hi.

Interviewer: Back again.

Oh, can you introduce yourself for the recording, just so I've got it on the tape.

P3: I'm P3, Chief Exec at Smart Skills.

Interviewer: Thank you.

So, yes, the first question is, really just to see how you're getting on with ThoughtCloud. Can you tell me what, you know, what your perception is, of the use of it so far?

P3: I think quite a number of the staff are using it quite regularly, and really welcome using it. What we haven't made use of is, kind of, the managers looking at the feedback and reviewing it, and I think we need to do that.

Interviewer: Okay.

Why do you think you need to do that?

P3: Because it's really useful. The whole idea is really useful to get feedback.

What's happening now is similar to what's always happened with feedback, is that you get so busy doing work, that it's hard to do the evaluation bit of it, even though, you know, we know we should, and it's really useful, but you end up not doing it.

Interviewer: So, yes, what do you mean by, like, the evaluation bit of feedback? So is that evaluating the quality of it-

P3: So you ask people what-

Interviewer: -or just, kind of, [Crosstalk 0:01:12]?

P3: -of the quality of our service, yes. That's what I mean.

Interviewer: So, when you evaluate the feedback, is it the quality of the feedback, or it's what it tells you about..?

P3: Yes, what it tells me about our service.

Interviewer: Okay.

So how do you do that?

P3: Oh, and/or what's important to people with learning disabilities.

So, I would just, well, practically, in terms of this, I would just be listening to all the things, and watching all the films that people have recorded.

And what I imagine doing is, taking from it, ideas that people have, or that are [implicit 0:01:47], because [if] they're expressing a need for something, for other projects.

But also just trying to get a feeling of what they've liked and not liked.

I think – because I haven't looked at loads of the clips, I don't know this – but I think, in discussions we've had, some of the feedback's a bit more random than that, and it may not be that straightforward. (Laughter)

Interviewer: Yes.

I think that's a problem with video and audio feedback, anyway. It's not just a questionnaire, where you're getting specific answers.

P3: No, so you're not controlling it, you can't... It's difficult to control what people are going to say.

Interviewer: Yes.

And do you want to control what people would say?

P3: No, but it has other benefits, doesn't it?

Interviewer: Yes.

P3: But we did use it. Leanne and I used it.

Interviewer: Oh, yes, I was speaking to Leanne.

P3: We used it when we did some training.

So, [they had 0:02:33] very specifically been thinking about training, including people with and without learning disabilities.

Interviewer: Yes.

P3: And I don't think we ever reviewed the feedback, which we should have done, afterwards, like you look through your evaluation forms.

Interviewer: Yes.

P3: So, I think that will be about it not being routine, for someone like me, who's a bit IT phobic.

Interviewer: Yes.

P3: So, I look at Facebook probably every day now, but at first it wouldn't have been that easy, so I wouldn't have just thought to do it.

Interviewer: Yes.

P3: And so, maybe I just need to get into a habit of doing it, and seeing how easy it is. It's obviously really easy.

Interviewer: Yes, I mean, this is something [I haven't/I've 0:03:11] been thinking about, and that's part of why we're doing this, but it's, like, how can we support everyone to use it? Is it a structure or something you need to put in place where..?

P3: I think having some written instructions, like that you have, is really useful. So you can, I've got that battered old instructions about how to add a story onto our website, and so on.

Interviewer: Yes.

P3: So, a reminder for people, that's really accessible, and easy to understand.

And I think just doing a session with the team who are going to use it, and reminding us all to do it, and how to [Crosstalk 0:03:49].

Interviewer: Well, I would like to do that. If we can set that up at some point, that would be cool.

P3: Yes.

Interviewer: But, I mean, so it's interesting. So, is the main thing evaluating feedback around the organisation's performance? That, in terms of the goals of what we want to get from feedback, is that the main thing?

P3: Yes, I think so. That and, if people do give ideas about other things that have been important, that will inform what other work we do.

Interviewer: Yes.

P3: So, it's what's our performance been like, and what should we be doing.

Interviewer: Okay.

P3: How shall we do it, and so on, and what works and what doesn't work. What's important to people.

Interviewer: Yes.

So, do you think it's important – well, you think it's important to listen to people, basically?

P3: Yes.

Interviewer: I mean, can you say a bit more about that, because that's a, sort of, value statement, isn't it, around maybe the values of..? Because you don't necessarily need to listen to people. Or maybe you do, I don't know. Is that part of the..?

P3: Well, I suppose any business providing a service, whether it's a shop or whatever, has to listen to its customers, doesn't it, in order to meet their need, otherwise they're not going to use the service.

But I suppose it's especially important, as the organisation's aims are about giving people a voice, and individually, more confidence and more voice to speak up their own rights.

Interviewer: Yes.

P3: But also, as a group, to have a voice to influence things in the world: government policy, or local services, or whatever.

Interviewer: Yes. So is that-

P3: [Because then 0:05:29] it would be ironic if we didn't give that voice.

Interviewer: Yes, definitely.

P3: And it's not just because it's written down that we have to do it. It's because that's the only thing that works. The only thing that really works for people is, if you give them a service that fits around what they want. Just the same as in business.

Interviewer: Yes.

And does that just come from the, sort of, business thinking, you know, that it needs to be shaped for people, or your work business?

P3: No, not really, no.

Interviewer: Or, like, so does that mean that, like, it's value-driven, the ____ [0:06:00], those..?

P3: It's absolutely, not really. Though that is logical about the business, it's absolutely not driven by that, because – and the reason I can say that so confidently is that, before we started

to think like a business – because ____, historically, charities, and we didn't think like a business. We'd got charitable funding. We did things, and then we told people how well we'd done.

Interviewer: Yes.

P3: So it wasn't that we had to... So, before we started to think about business and – well, we wouldn't call our service users customers - but if you think about the way customers are treated, before we were really introduced to that idea, we didn't think in that way. We were driven by people having more of a voice, and understanding ____ [0:06:42] the only way.

So we're about helping social and healthcare services. We're basically about, with disabled people and their families, having a better life.

And that means influencing how members of the public treat them. So raising awareness about hate crime. It means making sure that services and organisations include them, whether it's raising awareness, trying to help youth services or community centres or churches, involve people, where, historically, most services would not have been that user-friendly for disabled people, or people with learning disabilities. Or whether health and social care services are actually targeting those people.

Interviewer: Yes.

P3: So, in order to improve those services, we need to be able to help bring the voice of people with learning disabilities, for instance, to those services.

So, for instance, people with learning disabilities are 58 times more likely to die by the age of 50. And it's not to do with their condition. It's to do with the fact that health services, there's a lot of health inequalities, and services don't meet their needs. So, for instance, people don't get screened [when/and 0:07:51] they should.

So, how do you find out why somebody hasn't gone for their health cancer screening? So, it's unfair that people don't get cancer screening. And what the government has said is, that's a, you know, that services should make a reasonable adjustment, to make sure disabled people can get there.

Interviewer: Yes.

P3: So, if your cancer screening is in a place that doesn't have a ramp, then you ought to put a ramp in, so that everyone can use it. Or find another place they can do it, where there is a ramp.

So, with people with learning disabilities, it's a bit more complicated than a ramp.

Interviewer: Yes.

P3: How will you know what you need to put in place, to ensure that more people are getting a cancer screening, and don't die

of cancer, as a result of not having had the screening? You have to ask them.

Interviewer: Yes.

P3: So, right from the beginning, the very first work we did was, people with learning disabilities, training support workers and social workers, about how they should work with people with learning disabilities, how they should support them.

Interviewer: Yes.

P3: So, it's central to the whole philosophy of the organisation, so it comes very naturally, to be asking people. And so we've had disabled people in our governance.

And I suppose the philosophical reason for why is it so important, all of that? It's all the stuff about informing services, but it's also against the backdrop, where that group of people – and I've said that before to you - where they didn't have a voice.

So, historically, things for people with learning disabilities were, that they didn't want this to happen, but they ended up going, being taken off, virtually, to segregated schools, and then segregated day centres, living in hospitals, away from their homes. And they weren't poorly, they didn't need a hospital.

Interviewer: Yes.

P3: And, in a way, you can, kind of, understand - when you go into hospital, you've broken your leg, some of your, kind of, personal wishes about, you know, how you have your coffee or your breakfast, or what privacy you have, or anything, whether you share a ward with people of the opposite gender, and all of those things - you can, kind of, understand that they're, sort of, secondary importance, to the thing that, they're going to fix your broken leg.

Interviewer: Yes.

P3: But for people with learning disabilities, hospitals were made their home. And it reflects, and even, I suppose, behind that is, what we'd call a medical model, is that, in society, and in the past, learning disabilities and physical impairments were considered, you could think of them as, there's something wrong with you, and if possible, it could be fixed. It would be great if you could just fix it. But if it can't be fixed, there's something wrong with you, therefore, it's treated like an illness, [or 0:10:30] you've broken your leg, there's something wrong with you.

Interviewer: Yes.

P3: So that way of thinking about health and people, that's very medicalised, really disempowers people, and it doesn't have much of a voice.

Interviewer: Yes.

And that's, yes, that's the medical model. So there's a different philosophical assumption behind that, like, it comes from a different place, like, you're saying like...

P3: We would say our work's based on a social model.

Interviewer: Yes.

P3: And the social model says – because the medical says, there's something wrong with you. And that really some things – it's really complicated.

So, for instance, deaf people can have cochlear implants, some of them, and begin to hear again. And it's a really individual decision, as to whether you would take up that option or not. And some people would choose it, and some people wouldn't.

And, if you think about that across the piece, people with learning disabilities, or disabled people, who maybe find their speech isn't very clear, for years people tried to teach them to get their vowels clearer and to speak more clearly.

Well, now there's more of a thought that maybe, if other people could accommodate it a bit better, rather than just trying to fix the person at the middle...

Interviewer: Yes. And that's more the social model?

P3: Yes.

Interviewer: Yes.

P3: So, the medical model is, that there's something wrong with you. And then, really-

Interviewer: The social model is just-

P3: -if you think that through to its conclusion is, we get rid of people who have got something wrong with them. So it goes through to eugenics, really.

Interviewer: Yes, yes.

P3: We just have perfect people. That's what we're all aiming for.

Interviewer: Yes.

P3: So, the social model says that people have an impairment, and need support, just in the way that, if your sight isn't great, you need a pair of glasses. Or, you know, you can't walk, so you use a wheelchair.

They just say that, whatever impairments people have, that everybody has support needs, and people just have different

support needs. But that, the thing that stops people having equality and fulfilling lives is, are social barriers that are put in people's ____[0:12:32].

Interviewer: Yes.

P3: So people can't get a job because there isn't a ramp to the building. Or they can't get a job because everybody thinks people with learning disabilities are not capable – or someone with autism - is not capable of doing a job or something.

Interviewer: Yes.

P3: So, that's behind the whole of our work.

Interviewer: Yes.

And then, so do you see, as part of that, or is a part of that, this idea of everyone having a voice, then, as well?

P3: Yes. Because in that whole society, people are really disempowered, and that means that their voices aren't heard very often, and, literally, often not heard.

And it'll be quite striking that, often, with a group of people with learning disabilities, and especially, historically, they would be quite quiet [in the 0:13:14] meeting. Not everybody, but they would be timid about speaking. ____ a lot of opportunities to speak up.

So, it's not just literally their voices, but if you think on TV, how many people with learning disabilities there are in soap operas, or anything, it's not many. So they're not seen very often. Their views aren't heard very often.

Interviewer: Yes.

P3: People are impatient, if they try to give their views, because it might take them a bit longer to communicate views.

Interviewer: Yes.

P3: So, we've always had things where we try to, you know, where we'd be very patient in meetings, and let people finish their sentence, and value what they've said.

So we used to record everything on flip charts really diligently, and not change someone's words. Write it in their words. Even if the grammar wasn't correct we wouldn't change that.

Interviewer: Yes.

P3: So, lots of things that were designed to say, "We are really listening to you, and then acting on it."

Interviewer: Yes.

Yes, and I think these values – these are the values that I want to see in, like, the ThoughtCloud system, if we can find ways to support that more.

I mean, it's interesting, like, how could we put in there, letting people know that they're being listened to, rather than just..?

P3: Yes.

Interviewer: Because people are quite keen to record themselves. I've found that.

P3: Do you think there ought to be some explanation at the beginning of it?

Interviewer: Well, yes, that could be on the screen.

P3: Could it say, or say on the screen, and also in words, "We really want to know what you think? We value you what you tell us," or something.

And then, at the end – so at the end, we've got a number of film and audio clips that tell us people's thoughts – what I think-

Interviewer: Yes, at the end you've got a list of things, and that's private to you. And we've got-

P3: So that when we tell people about it-

Interviewer: -sort of, an interaction that we're trying to keep really simple, so that people will use it quick, you know, like, so it's got to be quick.

So, I don't know if there was, like... I mean, I originally thought about maybe getting, like, banners made up, that could go next to it, that would,-

P3: That would say – I think that's a great idea.

Interviewer: -like, draw attention to it.

But then it's not audio, or it's only, it would only be text. Or it could be graphics.

P3: Can the tablet have sound?

Interviewer: Yes, yes.

P3: So, it can just say something, can't it? Maybe it can't explain how the feedback will be used. And also that-

Interviewer: Yes, we probably wouldn't go into that in detail.

P3: And also, have we dealt with the issue about the confidentiality, and how people know whether it's going to be shared?

Interviewer: No. Well, that's, kind of, up to you to decide.

P3: Right, okay, yes.

Interviewer: Like, you don't have to – I mean, it's under lock and key.

P3: Yes.

Interviewer: You can only access it, at the moment.

P3: So we decide who to share it with, but what we haven't done is, thought about asking people's permission?

Interviewer: Yes. Yes, I think that would be, I think, because you-

P3: Could we have another button on it that says, "Can we share this on..?"

Interviewer: Yes. I mean, if you think we could add that in. If you think people would, like, really pay attention to it. I don't know.

I mean, yes, I mean, that would definitely be a possibility, to say, "By the way, would this be okay if it was shared? Yes or no." And then we could log that.

P3: We'd have to say what it meant to be shared, like, if we're going to show the film on the website, or something.

Interviewer: Yes.

I mean, you've spoken about that before, actually, about how you get round using photographs of people.

P3: Yes, ____[0:17:02].

Interviewer: So you-

P3: We either get people's consent, but some people ____, don't have the mental capacity to understand-

Interviewer: Yes. So you've said there are people-

P3: -what it might mean for their photo to go on Facebook.

Interviewer: Yes. So you've said there are people that you would just not share images of.

P3: Yes, there's people that couldn't understand that, and so I wouldn't necessarily share their image.

They talk about best interest decisions. So sometimes, people who support somebody, and know them - which might include us - would decide that we think that it's in the best interest to this person, to show something.

That's really complicated. And there's a book that we published that had somebody's story in, who wouldn't have had the capacity to understand. But the staff who knew this person said, "When he would have had capacity, when he was younger - and his advocate, and so on, they thought about it a lot, and they had to record it all in writing to, sort of, cover that they'd gone through the process of thinking about it - he was a man who would have wanted to tell his story, and would have wanted to campaign for things to be different." Because it was a book about having lived in hospital. And so they decided his story could be in there.

But, obviously, it's quite a delicate area. So I think it's unnecessary to be using people's images who can't give capacity-

Interviewer: Yes.

P3: -unless you're fairly sure they enjoy it, and so on, and it's not going to do any harm.

Interviewer: Well, exactly. I mean, and you, like, it's a fairly tight community here as well, like, you know who the people are, right?

P3: Yes.

Interviewer: I mean, at the end of the day, you could just ask them, if you're not sure, right?

P3: Yes.

Interviewer: I mean, if you, you know, if they have capacity, like you were saying, to agreeing.

P3: Some people are vulnerable, and their minds are quite ____ [0:18:38], you know, I think.

Interviewer: Yes, and some people aren't going to want it. And that's why we've built in that, so it doesn't, you know, [just] get shared.

P3: Yes, yes.

Interviewer: But, yes, that's something I'll ask you. Well, I'll just ask you to think about that, when you go through them, like, "Are there any ones that you would share?" sort of, thing.

P3: Yes.

Interviewer: Because there's an option, it hasn't been activated, there's a button that's called 'publish' basically, which could publish it to, like, a live public feed.

So, anyone that comes to the website, you wouldn't need a log in or anything. It would just be like [TripAdvisor 0:19:08]. You come on, and then they can see what companies or what organisations use it.

P3: Yes.

Interviewer: You can click on that, and then it'll show you the feedback that's been approved, sort of, thing.

P3: Yes.

Interviewer: So, I mean, that's not live. That doesn't work right now. But that's something I put in as an option. So you can click a button to say that you would approve that. It just doesn't do it at the moment, just to be [Crosstalk].

P3: And if we're going to have that button, and it would be hInterviewer to have asked people's permission.

Interviewer: Yes.

P3: Because I don't think you could do it without asking their permission.

Interviewer: No.

I think that's the best – well, maybe not the best way round it – but that's... I don't know what the other way round it would be.

P3: When we give feedback on film for something, I think it's likely that they either would say, "Please give us your feedback. We might use it on our Facebook page." Or they might just presume that we understand the implications of it being filmed, that it might go on Facebook.

Interviewer: Yes. Or they might get you to sign something.

P3: Yes.

Interviewer: But, yes, I mean, I guess, part of this system, though, was to try and remove that, sort of, try and automate it, to a certain extent, but it's still-

P3: Yes, but it had a button where it said, "I'm happy for this to appear," or whatever.

Interviewer: Yes. But then, what about people who don't, maybe, have, they don't have the capacity to really understand the

implication? They could still say yes on the button, you know, and no one-

P3: That's true.

Interviewer: -can check that. Like, people, all the time, go onto websites, and it goes, "Are you 18?" you know, and watching a film on the BBC, or whatever, and you just go, "Yes." I mean, that's the BBC, and they do that.

But, I mean, I think that's a problem generally, for the internet. It's, like, how do you do that?

P3: Anyway...

Interviewer: Yes. So that was that bit.

Yes, so values, there's values at the heart of the system.

P3: Absolutely, yes.

Interviewer: Yes, that actually have a long history into the social model of disability. Which I'm quite interested in, and it's very new to me, all of that, sort of, stuff, so it was interesting to talk about that.

Oh, yes, that was just the first question.

Yes, so, my next one was just was, who takes responsibility for the tablet? Who instigates it to [you 0:21:19]? Because I know you send round emails, don't you, or there have been..?

P3: I sent an email out reminding people, like, when you first gave us the new version. I haven't chased people about that.

I think P5 had originally... I think [you] don't know, is the short answer, who's taken responsibility. I think P5 had, in terms of getting it installed and working with you. But then, now people are using it, I think they just, it's, like, self-help. They just go into the self-service. They're just going and picking it up.

Interviewer: Yes. I think that's ideal. I mean, I think that's the way it should work.

P3: Yes.

And so there's certain people who are really used to it, like P6, and who value it. I don't know how many people, to be honest [Crosstalk 0:22:00].

Interviewer: Yes.

P3: It does need somebody coordinating it. But I think that reflects the fact that our whole monitoring and feedback system doesn't have anyone coordinating it, unless it's me. And I'm about to try and delegate that to someone, so maybe that could go with it.

Interviewer: And how do you manage that?

P3: What, the feedback?

Interviewer: Yes. Is it just that-?

P3: Not very well. But it's [Crosstalk 0:22:26]

Interviewer: But in a practical sense, what does it mean? Is it just remember, and make notes at the end of a meeting? Or is it remember, and to hand out forms?

P3: Oh, no.

So, every project that we are involved in, should have some method of collecting data about how it went.

Interviewer: Yes.

P3: And that, for most, for training, it's like a typical, sort of, [it's a] much simpler version of an evaluation form at the end, or we use the tablet now.

For, where we're helping one-to-one's, it's often a matter of counting up the number of people that are involved, and recording stories of success, and things like that.

Interviewer: Yes.

Are you using the tablet instead of traditional forms, or is it, sort of, in..?

P3: I think they're using it instead.

Interviewer: Oh, really?

P3: Yes.

Interviewer: Oh, good, that's interesting. Okay, cool.

So, then, do you know what events it has been used at? Or a particular..?

P3: No, not really. P6's using it, I think, at all her courses. And she's using it one-to-one with advocacy, people who receive advocacy.

Interviewer: Okay. Yes, cool.

And people [find 0:23:31]..?

P3: You know, when we get together people, if you want to do a small amount of training on how to use it, we could have an event where we'll do that. But also ask people about, you

know, go through whose using it, what they used it for, and collect that information on flip charts, if you want.

Interviewer: That would be good. We could get it on a tablet. We could have it as an event on a tablet. That would be amazing, to do something like that.

P3: Oh, yes, I think that would be easy. Well, it just needs organising and getting everyone-

Interviewer: It's just getting people together, isn't it?

P3: Yes.

Interviewer: Yes, yes. But if we can do that, and sit round...
Because the other thing is, we can give everyone logins, for the system, so people can actually see it.

P3: Yes.

Interviewer: So the only other person that's got a login, that's not you and P5, is P4.

P3: Right.

Interviewer: Well, I see her getting people to use it, which is interesting.

P3: Yes.

Interviewer: So it looks like she's, kind of, pushing it a bit.

P3: Yes, maybe somebody like that, who's keen, would be the person to oversee its use. But I'll need to have a word with a few people first, to see what, to think that through.

Interviewer: Yes.

And I guess everyone's here at different times and things, as well, so it's maybe not practical.

But how helpful - is it so far, helpful? Do we have an idea?

P3: I think people are finding it really helpful, but there's half the process we're not doing, isn't it? So it's limited help.

Interviewer: But then, this is working out what is the other process. Like, is it just for evaluation time and that's it? Or is the thing we're talking about, that's called evaluation, is that everything that's, you know, proving that the course has gone the way it's meant to go, and then also developing it as well? Or are they two different things?

P3: We probably often concentrate on the former, and working out if what we've done, has gone well or not.

Interviewer: Yes.

P3: So we ask people, "What do you think of it?"

P6 would ask people that she advocates with, "Okay, you had this thing you wanted to, where your place you want to get to, how near are we to that goal, or have we achieved it?" So that's very much people setting what they want to happen. P6 supporting them individually.

Probably, when we do a course on something, we ask people what they like, or didn't like about it, rather than, "What would you have preferred us to have done?" Or, "What shall we do in future?" Or, "What shall we do instead?" which is, sort of, the second bit.

Interviewer: So, is there a time when you actually sit round with all that information and, sort of, apply it to services, or-

P3: [Crosstalk 0:26:04].

Interviewer: -plan new ones, and, sort of, the time of year that happens, or is it a..?

P3: Well, at the end of the financial year – in theory, quarterly – and at the end of the financial year, it's all collated and recorded in a big report.

But it, quite often, by the time we get to the end of the year, what I've got collated is some figures and a few quotes. It's perhaps not, it's not very rich, in terms of, the information you can get from it.

Interviewer: And then you said, in theory, quarterly?

P3: It's a struggle to get it, all the data in, from people. And particularly qualitative stuff, about what people have said, and how it's changed their lives. But then-

Interviewer: Why is that? Is it just because you're all run ragged, basically, doing other things?

P3: Yes, I think so. I think so, or a basic – maybe just not an understanding of how important it is, to be checking that what you're doing is actually working.

Interviewer: Yes, yes. (Laughter)

P3: Or not knowing how best to do it.

I mean, some projects do it really regularly and really well. But it's something a lot of... I think it possibly is, that people get on with doing, rather than stopping and thinking if it's working.

And then, when they do stop and think if it's working, have they collected enough data to know whether it's working or not?

Interviewer: Yes. Yes, because it's hard enough, just actually getting things up and running, in terms of, you know, all the practicalities.

P3: Some of our projects, they're a big complicated, so you're helping everybody in a very different way, each person.

Interviewer: Yes.

P3: So, you wouldn't just be able to ask people, you know, "How confident are you, from a scale of zero to 10?" Because one person you might be helping, would be more confident. Another person, you might be helping them to get some money they didn't have. And you might be helping someone else, someone else might just come along to a friend's group, because they're lonely, you know, that sort of thing.

Interviewer: Yes.

P3: So it's very varied, what you're doing with people.

Interviewer: Yes.

P3: ____[0:28:18]. So every project needs a bespoke way of collecting data about who they've helped, and how, and what change it's made.

Interviewer: Yes.

So, maybe the system, like, if ThoughtCloud is going to be part of that, it needs to be more flexible, in a way. I don't know. Anyway...

P3: I think, it's what questions you can ask, isn't it? It's changing those questions that you can ask.

Interviewer: Yes, which you can do.

P3: Yes. That's the key, I think.

Interviewer: People can – you can, yes.

P3: I think people do change questions.

Interviewer: Do they? Oh, that's cool.

P3: Yes, I think so.

Interviewer: Because that's something we could, you know, we could log all that data.

P3: I didn't know that, when I used it, by the way, in Birmingham. Yes, that was a while ago.

Interviewer: We had default questions from the first trial, which I think we talked about, way back. Like, "What did you learn?" And, "How did it go?" and stuff. So they've stayed in, but they can now be changed, if they need to be.

But, like, even your stuff like that. So we could log every change of those questions, and then look at that, going back. And, you know, even the questions themselves could maybe help, you know, to teach us how to ask better questions, or that, kind of, thing. What are the best ones for the system?

Any barriers to using it, that strike you? So, people can just help themselves to it, can they, if it's just..?

P3: Yes. I mean, even, there would be a barrier about, some of the staff that are out and about, would need it with them, wouldn't they? They're not based at [Quay 0:29:47] House, so they can't just come and pick it up, like P6 does.

Interviewer: Yes.

P3: I think, I'm not sure that people all understand how to use it. So, for instance, they know they can change questions?

Interviewer: Yes.

P3: I suspect not everyone does.

I think people like using it, so there's not a barrier. I think they prefer it to paper.

Interviewer: Yes. Oh, that's good.

Yes, so I think we're on to something. Maybe we just need to... I think it's more just building in a process, or something around it.

P3: Yes.

Would it be helpful to have a session where you can ask these questions of the group together?

Interviewer: That might be something we'd do at the end. Just get everyone to talk about it together.

P3: Okay.

Interviewer: Yes, almost certainly. And then get-

P3: Because you could combine something, asking people something, with the session where you're showing them how to use it.

Interviewer: Oh, yes. Yes, well, yes, and it would be better to do that sooner rather than later.

P3: Yes.

Interviewer: Yes, and then people can ask their own questions about it, and we can get their ideas as well, especially people that have been using it.

Because I think lots of people have been exposed to it. And it would be really good for me to get a clearer idea of, you know, who... Because Leanne emailed me about it.

P3: Yes, I did ask people who'd used it, but I don't think I got any replies.

Interviewer: Leanne has asked me to load it on to more tablets, which I was going to do this afternoon.

P3: Yes, Oh, great.

Interviewer: Which will be cool.

And Rachel emailed me this morning about getting a login for it. Well, not get... She emailed to ask if she could see the feedback, but I just, kind of, referred her back to you guys, because you have the power to give people access. But, I mean, I'm happy to do it, but obviously, I need, like, permission from you.

And there's the other question of the level of access that they have, because you can have, there's two level access now, where there's the [talktalk/talk talk 0:31:50], which is, like, you and P5.

And then you can have a lower level of access, so that you decide what other staff see.

P3: Yes.

Interviewer: So you see everything, but if I – so I gave a login to Joanne, but it's, like, a lower level access. So she can't see anything on it right now, and tell you, "Click a thing to say..."

P3: Okay.

Now, can I say – say, P6 has a client, confidentiality means that, so that client tells P6 it was good or rubbish, or how it's changed their life. It'd be useful for – or tells the tablet – it would be useful for P6 to have that. What shouldn't happen is, that Joanne and Rachel and everybody can have it at the same time, because it's confidential, and only the people who need to know.

So it's okay for me, as, like, P6's line manager, to see it.

Interviewer: Yes.

P3: So, it will come through as advocacy. Joe Bloggs says that stuff. But can I just authorise P6 to see it?

Interviewer: No.

P3: So there's a choice of all or nothing, really?

Interviewer: Yes, basically, it's [everyone 0:32:57], yes. Well, either P6 has the higher level of access that you have, which is, she can see everything. Yes, or she has a lower level of access, and then, I mean, you make it available.

P3: Technically-

Interviewer: I mean, what would actually make-

P3: -I don't know if it's an issue or not. But technically, because strictly speaking, confidentiality, in organisations like this, is on a need-to-know basis-

Interviewer: Yes. You need-

P3: -so it shouldn't be shared between one person and others in the team, unless they need to know.

Interviewer: Yes.

P3: And that's good practice.

In reality, quite often – so, in Social Services, as well as here, the computer system means that, sometimes, a wider group than need to know, I guess, has access to things.

But in our service, for instance, the service that P6 has, as far as I know, and the IMCA service that Leanne manages, most people can't get into those folders. I can, and the admin can - because they need to process some things - and Leanne and P6 can, but others can't. Joanne couldn't, for instance.

Interviewer: Yes. So it's almost like it needs a finer grain of – well, it just needs more levels of access. Or not even levels of access. Yes, what it sounds like you need is, P6 has a login, and then you can authorise her to see her stuff, basically, and just say, "This person can see it."

P3: Ideally, whoever's checking through the stuff, could say, "Yes, everyone can see this. P6 can see this. Send this one to the website," if we have that facility in future, and everyone could see it.

And, you know, or, "This one, no one can see. This one, P6 and Leanne can see."

Interviewer: It needs all of that, yes.

The other thing is, that people run sessions, and then they can't see the feedback that was gathered for their session.

P3: Yes.

Interviewer: So, it should, even as a basic thing, it should just be that, if you run that session, you should be able to see that feedback.

P3: That should be automatic, yes.

Interviewer: Yes. So then that would also sort that out. So P6 would see everything she'd collected, unless [she/you 0:35:07] said, "Share it with other people." I mean, that's probably not that difficult to do.

Like, what you would do is, have, you know, like, when you make an event, you would have a-

P3: So P6 could then to choose to share it or not? That would be all right.

Interviewer: She could, or we could take that out. I mean, like, at the moment, if you have the lower level access, all you can do is view it, so you can't say, share it further.

But, yes, I mean, if that was something that she wanted to, that was important for her to have, we could have that.

But, now that we're talking about it, it makes sense to have, for every event, to have a registered, like, runner of that event, the person that coordinates that event.

P3: Yes.

Interviewer: And then that would be someone who's already registered on the system, and then they would just be able to log in and see their feedback, like, [ongoing 0:35:54].

P3: Yes.

Interviewer: I mean, that's maybe something we should try and put in right away, actually.

Because then, if we could get other people logging in, so that they could be reviewing their own feedback, as well, that might be something. Okay.

Any thoughts on how we could more effectively integrate ThoughtCloud into current feedback practices? It sounds quite integrated, a bit, already.

P3: Yes, it is.

Interviewer: Yes.

P3: I do think we need to think more about what we do with the information we've got, though, because we're not really doing anything with it, are we? And that, well, that's part of integrating it, isn't it?

Interviewer: Well, there's that. There's the integrating the tablet itself, and to just getting it out there.

P3: So, if you can upload it onto other people. I've put funding bids in for more tablets, and if you can get it out on more tablets, that's great.

Interviewer: Yes.

P3: People having access to it here is quite good.

Interviewer: Yes.

P3: But I think it's the, what you do with the information afterwards, that's a wasted opportunity.

Interviewer: Then the other side of it, yes, is what we do with it afterwards, basically. Any ideas? (Laughter)

P3: I don't really know how best approach that at the minute.

Interviewer: Well, why don't we have a look at it?

P3: Yes.

Interviewer: Maybe that will give us some ideas. Have you got time?

P3: Yes, I'm all right.

Interviewer: Okay, because it's after 3:00.

P3: Are you?

Interviewer: Yes, I'm fine, yes.

P3: It's okay. I'm finishing after this.

Interviewer: I've got the rest of the day.

But I'm going to carry on recording. Because the idea, again, was just to get you-

P3: Where do you want to sit?

Interviewer: I'll just bring a chair over.

P3: Okay.

Interviewer: Yes, the idea, really, is just to get you to talk me through it again, just because...

Oh, this is another thing that I brought.

P3: Oh, yes.

Interviewer: So, this a reminder of... These are the buttons that are the options that are available. Okay.

This is just for individual audio and video.

P3: Yes.

Interviewer: So, this button is 'tagging'. This button is 'comments'. This is 'share publicly', which doesn't share publicly, but you can click the button.

P3: Yes, yes.

Interviewer: So, if you would click the button, I would encourage you to click it, but remember, it won't go anywhere yet. It's just to, sort of, see if you would.

P3: No, but it will record it for you, for our purposes?

Interviewer: Yes.

And then, this is the other one, which shares it down to the next level of, like, what we were just talking about.

P3: Yes.

Interviewer: So, if you wanted P4 or someone at that level to see it, you can click that, and it'll take the little line off it, and it means it's viewable by everyone.

P3: Everyone else?

Interviewer: Yes.

Oh, where's the tablet? Has it been synced recently? That's the other thing that's part of the process, is syncing it. Is it through there?

P3: I don't know.

Interviewer: I could go and grab it.

P3: It is if no one's using it, yes.

Interviewer: Yes. Just to make sure... I mean, feel free to have a click around just now.

P3: Okay.

Interviewer: It's just to make sure all the most up-to-date stuff is on it.

P3: Oh, I've got no speakers.

Interviewer: Really? (Laughter) Maybe we should do it on my laptop, then.

P3: Or we can pause this and get some speakers.

Interviewer: It's up to you. We can do it on the laptop, or..?

P3: I should do it on your laptop, then-

Interviewer: Yes, well, it's a Mac.

P3: -or I'll go downstairs and get some speakers.

Interviewer: It's up to you.

P3: They'll be able to plug in here, won't they? Or here, on it?

Interviewer: Yes, you need to plug them in on, yes.

Why don't I pause this and go and get the..?

P3: Why did that go so quickly?

Interviewer: Four seconds long, it says.

P3: "I found it to be very reflective," he said.

[Break in Audio 0:39:41 – 0:40:31]

P3: So that is C2. So, I might tag that one, and say, C2. Because he's the trainer, rather than the participant. Rather than, yes, trained, rather than training.

Interviewer: Yes, and it [Crosstalk] back to the talk, which is a bit annoying.
If you go down - so now that has a 'C2' tag.

P3: Yes.

Interviewer: So, yes, that makes sense, right?

P3: Yes.

Does that mean there's only three on there?

Interviewer: There's only three, yes.

P3: Films.

Interviewer: Is there any audio?

P3: The rate is 'great'. The buttons are great.

Interviewer: Yes. So the rating that they pressed first was 'great', yes.

P3: Oh, sorry, this is where you have to find it.

[Break in Audio 0:41:19 – 0:42:23]

P3: So you've got three 'overall greats'. So that's three 'greats' and one 'okay'.

[Break in Audio 0:42:29 – 0:42:40]

P3: We're so good at our jobs. (Laughter)

Interviewer: Well, you can click 'ratings' on the tab at the top as well.

P3: Oh, yes.

Oh, so somebody said it was poor. Tim said it was poor.
There's about two-

Interviewer: But how useful is that data, really, because..?

P3: There's about two people, probably, out of twenty.

Do they tell you how many people have given a response?

Interviewer: No, but it can do that.

P3: It would be good to know that.

Interviewer: It used to. I mean, it used to say, you know, "Six people pressed 'great.' Three people pressed 'good'. Two people pressed 'okay'. One pressed 'poor'."

I can give that breakdown again, if you think that's more helpful.

The annoying thing here is, that none of your videos are rated 'poor'.

P3: No.

Interviewer: So that means, anyone who pressed 'poor' didn't go on to then leave a further recording, which is-

P3: And there is, you know, it is true that people don't...
The smiley faces don't say 'good'. Do they say 'great', 'good', and 'poor' now?

Interviewer: No, no.

P3: So, I think that's a judgement on your part, about what a smiley face means-

Interviewer: Yes.

P3: -[that 0:43:59] I'm not sure about.

Interviewer: So probably it should-

P3: I always thought they showed the words under the smiley face as well.

Interviewer: -probably it should have the symbol instead of the word.

P3: Yes. But at some point you've got to translate that symbol into-

Interviewer: Yes.

P3: Did you decide to not have the words for a reason? Because I think I suggested that we had the words under the smileys.

Interviewer: Yes, you did before, yes.

I think just because, maybe, if people have difficulty reading.
But I guess you want to support everyone, rather than...

P3: Yes. I think people won't know what... Because some people might interpret that face, that's like that, as sad, rather than okay, you know, the one that's in the middle.

Interviewer: Yes.

P3: So you can't be completely confident that people have understood what each button's for, I think. Partly because it doesn't say the words. But, also, because the people have learning disabilities, so they won't all have understood.

That's what I'd like to tell myself, anyway. And that's a joke, but, you know, obviously, you have to take that seriously. But if

you haven't got any feedback on it, it doesn't really help you loads.

Interviewer: Well, that's the thing that people find frustrating with it. It's, like, "Oh, and all these videos say, 'great' and 'good'." And then, "Oh, there's a couple that say 'poor'." But-

P3: We don't know why.

Interviewer: -the people that say 'poor' don't...

P3: The other thing that will happen is, that people will press that face, because they're sad about something else, or because it was a serious subject. Say you had a session about abuse, and there's a smiley face, they might want to say it's made them, you know, that it's been serious, thoughtful.

Interviewer: Yes.

So maybe we just need to watch people using it a bit closely, and speak to them about it.

P3: Yes, I think you need the words. So people can say, "Was it great? Was it good?" you know, when support workers help them, and things.

Interviewer: Yes.

P3: Or, if they can't read, they just still have the same thing that we've got now, the faces.

Well, that was interesting.

Interviewer: You see, if I want to click-

P3: So, all the feedback was good, really useful, there. Sorry?

Interviewer: I was going to say, if you want to go back to the main screen, with all the different events. It didn't look like that was what you were going to do.

Sorry. What were you going to say?

P3: Nothing, I don't think.

Is there anything under here, under 'settings'?

Interviewer: Yes.

So, in here-

P3: Oh, right. This is where I could change a question.

Interviewer: Yes, you can do that here, as I say, or you can do it on the tab, there. This just gives you a little bit more explanation.

P3: Yes, okay.

Interviewer: If you want to change the settings, the button's at the top.
So you can change the number of smiley faces. You can change these questions.

P3: And you could, literally, type in a question in there, instead of [that 0:46:31]?

Interviewer: Yes, yes.

P3: And I wonder if people know that. They might think you just have to take it from the bank. It could just be me. (Laughter)
What's that advert for Mindfulness? Shall we have a look?

Interviewer: Uh-huh.

P3: Rated 'great'. These are the people that [were on/run] the Mindfulness group.
[Pause 0:46:53 –0:47:45]

P3: It's amazing what you can fit into 30 – well, it's going to be about a minute, by the look of it, isn't it?

Interviewer: Yes.

P3: So I think P7, or somebody ____ P6, has got them to use this to – and I have to say, that the camera angle is not the most flattering, when people have got to look down into it. Didn't you know that? You need to, like, look up.

Interviewer: The lighting's not great, either, for... (Laughter)

P3: It's ____ [0:48:13], isn't it? ____.

Interviewer: Yes, you have to know what angle, to be a pro.

P3: So, quite often, people's faces are cut off, or they're looking down. And it isn't a problem for the feedback, but if you wanted to put them on your website, you probably wouldn't want them-

Interviewer: You want something that's a bit nicer, yes.

P3: -because it cut's off doesn't it, yes.

[Recording plays 0:48:42 – 0:49:22]

Interviewer: I mean, I think this aesthetic is more... Sorry, go on.

P3: They were trying to make an advert, weren't they?

Interviewer: Yes.

P3: I would share all those.

Interviewer: Oh, cool.

P3: They're trying to make an advert about this, Mindfulness.

Interviewer: Yes. So, now it's turned green, so that means-

P3: It's a different way to use it.

Interviewer: -that means it's shared with, yes, the lower down the... Yes, like now, for instance, P4, if she logs in, we'll be able to see that.

What about the other buttons you've got, options wise?

P3: Here?

Interviewer: Well, not there, the other ones, the 'public' and the-

P3: Yes. So that's if we wanted to share it publicly.

I think, when we teach people about this, part of it is, how do you make sure you've got the complete head in, so that we can use the clips elsewhere?

Interviewer: Does she have visual problems?

P3: Not that I know of, but she might do, because she wears these dark glasses indoors. C8 doesn't.

Interviewer: Just, because you can see, you know, there is a, you know, when you're recording it-

P3: A reflection?

Interviewer: It's not a reflection. Well, the camera, it shows you.

P3: Oh, so they can see themselves?

Interviewer: Yes. So you can, you should be able to line it up. I think this aesthetic – if you can call it aesthetic – is more popular.

P3: Maybe they don't understand that because, on that other one I watched a few films, and the guy's head was cut off at his nose.

Interviewer: But then that might be the difference between people that are using it on the stand, and people that are just holding it.

I'm going to have this.

P3: Do.

So this is more on the same thing?

Interviewer: Uh-huh.

[Recording plays 0:51:06 – 0:52:06]

P3: That's fantastic.

You probably haven't seen the Mindfulness film. I don't know how much we've shared it. But he's on it, and what he tells you is, that, before he started doing Mindfulness, he had thrown the remote control at the TV. He gets so wound up by, especially violence on soaps, and that he doesn't anymore. Which is huge because, for one thing, if you do that, when you're supported by support workers, you end up being treated as someone with challenging behaviour, and maybe get supported somewhere else, and end up, the risk is, that you end up institutionalised.

So that fact that Mindfulness really helped him, and that he's so articulate about telling us what it is, is fantastic.

[Recording plays 0:52:45 – 0:54:09]

P3: That wasn't how we thought, what it was designed for use for, was it?

Interviewer: No, but you can use it the way you want, really, can't you?

P3: Yes.

Interviewer: And the sound quality is not great, as you might have noticed.

P3: What's that to do with?

Interviewer: That was a problem with the software that's been fixed.

P3: All right, okay. Brill.

Interviewer: So, no videos [recycling 0:54:36].

P3: Oh, what a shame.

Interviewer: And no audio [recycling]. (Laughter)
It looks like that might just have created ____.

P3: Oh, I should go [to that].

Interviewer: What about ratings?

P3: Oh, okay.

Interviewer: It looks like someone's probably just pressed 'great' once.

P3: I think we need to know the numbers, don't we, because
____[0:54:51] one person.

Interviewer: Yes, no, there was a problem with the... Yes, it's been fixed.
The sound is a lot better now.

P3: Let's look at drama. They should be good at...

Interviewer: This has actually gone right back to...

P3: Oh, okay. No, let's look at the-

Interviewer: Have they used since then, actually?

P3: Oh, so you can't tell the date. How would you know which are recent?

Interviewer: You can't. Do you mean if there'd been new ones added?

P3: Yes. You don't want to keep watching the same ones over and over again, do you?

Interviewer: Well, if you click on that, you can filter by the date. It might be something that's ongoing.

Wow, what's that noise?

P3: Is that the speaker?

Interviewer: Is it?

P3: I don't know.

Wow. His face looks amazing.

Interviewer: Here's____[0:55:57] again.

[Recording plays 0:55:59 – 0:56:34]

P3: I think he liked it.

Interviewer: Yes.

P3: I wish someone would show us their pottery.

[Recording plays 0:56:40 – 0:56:47]

P3: They love it, the pottery. They're so – people who have never had a chance to make anything before.

Interviewer: Yes.

[Recording plays 0:56:56 – 0:57:25]

Interviewer: Would you share that?

P3: Yes.

It's interesting that Susan, you know, that the member of staff didn't ____, because they've all got bits of pottery there, I think. Or maybe they haven't. [I imagine], if they had, that they'd show them.

Interviewer: Yes. Well, I was in the pottery class last year, for a session that we had. [Crosstalk 0:57:43] little room there.

P3: But maybe it was just at that stage before she'd-

Interviewer: Or the kiln [Crosstalk].

P3: Yes, [I hope] she'd done that, because that would be the thing to do. Some of them, I know, that are making things, that they hadn't made anything before. Because she got them to make the one – there's a new pottery class now.

Interviewer: Yes.

P3: Because she gets them to make things that are really nice, so their mother would want them in the house, and it's great. They're making really nice things like candles, ____ candles and stuff.

[Recording plays 0:58:17 – 0:58:37]

Interviewer: So, how useful are these? (Laughter) I mean, what..?

P3: They are useful, because what I would say is, I would say to another funder, "Right, we held this pottery course. This many people attended. Ninety per cent said it was great, and then I'd give a couple of quotes.

Interviewer: Yes.

P3: All of those things help with getting more funding. And in our annual report we've done-

Interviewer: So you would transcribe these?

P3: I think so, which is a bit hard work, and perhaps that's why I don't get round to it.

I think it's a bit... You see, some things are regular, so all the drama could get grouped under that one, couldn't it, weekly drama activities?

Interviewer: Yes, they would be, yes.

P3: Some of these are events, like that happened once in February.

Interviewer: Aah, okay, yes.

P3: So that's the thing about, maybe, we could get used to putting the date in the title, or something?

Interviewer: Or maybe they just need to be classed as ongoing, and then a separate one for one-off events, or something.

P3: Hmm. If that was the one-off, then you would tag it... No, because you couldn't tag it until after-

Interviewer: Will they remember the tags for the individual videos?

P3: Yes.

Interviewer: So, I mean, yes, you could tag that. You could add tags to this. You can actually change the description. So, see it says, 'A Group for [Social Group]', and all of that. If you click on the actual event, like, one of the other things that you can do is, add a description.

P3: Yes.

Interviewer: I mean, so you could actually type the date in there. So, in the settings tab, at the top there, you can change...Yes, so-

P3: So, you could call it '[Social Group]'. We could have one called '[Social Group], January '[Social Group]', February... Or you have them all in one for '[Social Group]', and then you've got December...

Interviewer: There's only ever been one video recorded in '[Social Group]'.

P3: Aah. What did she say? And yet you do there all the time.

[Recording plays 01:00:35 – 01:00:52]

Interviewer: I remember that day.

[Recording plays 01:00:53 – 01:00:59]

P3: Aah. Oh, you've learnt so much, haven't you, Interviewer?

Interviewer: Uh-huh.

Okay. So, do you want to carry on going through others ____?

P3: No, that's fine.

Interviewer: I can, you know, you can, obviously, you can do this whenever you like.

P3: Yes.

Interviewer: Yes, so what was I going to ask you?

Can you tell me about your use of ThoughtCloud website, so far: logging in, reviewing feedback, etc?

P3: I haven't really done it until today.

Interviewer: Why has that been the case?

P3: I think it never seemed to be a priority. And I always intend to do it, and then I get just overwhelmed with other work.

Interviewer: Cool.

P3: But I think you can just make a habit to do things like that.
Because I used to say that about going to the Facebook page.

Interviewer: And are you doing that?

P3: Sometimes. Occasionally.

Interviewer: Is that what it is with digital systems?

P3: Well, I would be doing the Facebook page, except other people have started to take it upon themselves, which is great. Which might be the answer. You see, someone like Joanne is much more at home with doing this sort of thing.

Interviewer: But then, would you want to give her the higher level of access to allow that?

P3: I don't know. I think we need to think it through a bit more, about what we want to do with it and who does it. Probably, it will be find for someone else to have more access, and probably I'm not the best person to be doing all of the looking through, all the time.

Interviewer: Why not?

P3: Because I probably should be focusing on other jobs, like being much more strategic and networking with other organisations-.

Interviewer: Yes. So it's about-

P3: and getting in money in, and so on.

Interviewer: So it's about your role, really?

P3: Yes.

Interviewer: Yes, at the company. Cool. That makes sense.

So, how did that make you feel about the way it's being used?

P3: Well, it's a bit wasteful that we haven't solved that problem of how to use the feedback after it's given. And it's good that it's being collected. And when you do see it, it's really powerful.

Interviewer: I know, and I think that's what people... People are quite happy to collect it, but I don't know if I'm just missing, if I'm not doing this part of it right, or not facilitating it right enough, for people to...

P3: No, I think it's probably that this is almost – because this is a fault that's in other parts of our work – it's probably that people expect this – they think it's something I'm doing, or going to do.

Interviewer: Okay.

P3: So, it's about giving them authority for who can do this, and what to do with it.

Interviewer: Yes, okay.

P3: And giving that message to think through, and how are we going to use it? And giving that message to someone to do it.

Interviewer: Yes.

How do you do that?

P3: We've got a meeting really soon about electronic communication. In fact, there was a question as to whether you might be invited to that, if you had time.

Interviewer: Yes. Well, I mean, if I'm welcome, then-

P3: In which case we could, maybe, include that in the agenda.

Interviewer: Yes.

P3: It's not, strictly speaking, a communication, but it's electronics, so that'll do.

Interviewer: If I'm welcome then, yes, and if I'm available I'll come along.

P3: Okay, brilliant.

Interviewer: It is interesting, because there's a, sort of, mismatch, isn't there, between, on the one hand, what we were talking about before, the, sort of, value behind gathering feedback, and then, like, doing stuff with it. I just feel, like, you don't have the time though, really. That's it, isn't it?

P3: But I think some people do have the time to collect it.

Interviewer: Yes, okay.

P3: And that's good for me to do that. I think if we can, you know, especially - it is very likely that, if you looked at a few like that, you'd have at least one clip you'd want to put on Facebook, or the website.

Interviewer: It was interesting.

P3: So P4 could do that easily. Except, have we got permission from [them 01:05:08]?

But if they're people we know quite well, then that's all right. That's not usually a problem.

Interviewer: Yes, that sort of thing.

So, it needs processes in place-

P3: Yes, within the organisation.

Interviewer: -[if we're] doing it regularly, or doing it more, and also getting permission from them.

P3: Yes.

Interviewer: So that could be part of some, kind of, you know, like, almost like an instructions thing that comes with it.

P3: Yes. I think that's right. If you just think about any organisation monitoring what it does, and then analysing what it does, to inform what it does next, for instance. They have to have a structure to make that happen, don't they?

Interviewer: Yes.

P3: And it has to be in somebody's job description.

Interviewer: Yes.

P3: It's just that this isn't really in anyone's job description here.

Interviewer: No, I know. Yes, so that's what I'm trying to find out, like, how do you structure something like that? Is it just another instruction manual, or is there something else we can do, like, ____ [1:06:03] design, basically?

Why is Facebook so easy? Because everyone uses-

P3: I think because it's just – I think this is really easy. It's really easy. I think it's just that people haven't got – well, people like me – haven't got used to using it. And I think it's just that no one's, kind of, been given the authority to, "Okay, look at all the films." Well, no one can see them, can they?

Interviewer: Well, just you and P5. Well, the only other person that's got a login, is P4. Although I'd like to make a login for Leanne before we go. Not like a super duper access login, but, well, yes, you've approved those two.

And I unblocked...

P3: Shall we watch, shall we play that one?

Interviewer: Yes. Aah, she's just tested it. These are audio [seconds 01:06:53]. Aah, yes, pretty short.

[Recording plays 01:06:58 – 01:07:03]

P3: What? Is that it?

Interviewer: Yes, only three seconds. Aah, this is a bit longer, 23 seconds. That's it, it's video ____ video and audio. I want to get off stage.

[Recording plays 01:07:20 – 01:07:38]

Interviewer: Oh, wow.

[Recording plays 01:07:44 – 01:07:57]

P3: That's really a continuation of that one.

I think it's a matter of us agreeing internally. I think the issues that I... practically, I think there's, the thing about the faces and the words.

And then this will end up absolutely huge, unless we understand that we have groups of work, and, like, all keeping – well, you see, that could be in there.

Interviewer: Yes.

P3: So, we just need to think about, like, how we organise that. And I think we need to put someone in charge of doing that.

Just, "You're the person that keeps an eye on that it's, the headings," or, you know, whether it's P4 or somebody. Not me.

Interviewer: Okay, cool.

Is there anything we could change to make it easier to use?
And I guess that's something you were just starting to hit upon there.

P3: Well, I do think having words, so that you what the faces mean, because I don't think you can presume that a straight line means, okay, a straight face, you know. A neutral smiley means okay. You can't presume that, I don't think.

Interviewer: No.

P3: What was the other practical thing I said?

Interviewer: Just about the website?

P3: Yes, there was something else I said about-

Interviewer: Or the tablet?

P3: I can't remember.

Interviewer: About this you said, just about grouping them in different ways.

P3: Yes.

Interviewer: Or putting dates on the front.

P3: Yes.

Interviewer: I mean, you could have a thing that says, it lets you know if there's new feedback. So, it had a little bubble next to it, like your apple what... you know.

P3: That would be fantastic, yes.

Interviewer: So it goes, "New," and you go, "Aah," and you know there's now feedback in there.

P3: That would be excellent.

Interviewer: So these are all just bells and whistles.

P3: Yes.

Interviewer: Obviously, this is, you know, websites take time to come together and develop and things. So these are all things that can go into it.

I think the other thing that's been important about what we're talking about, though, is just, what happens around it, so that it gets collected and so that there's people to look at it.

P3: Yes, yes.

I think there's the issue about consent to share the images with something.

Interviewer: Yes.

P3: And, I've forgotten, there was one other practical thing. We have mentioned it in the course of the conversation. I can't remember what it was.

Interviewer: From the tablet?

P3: I can't remember.

Interviewer: Because we were talking about people, like, consenting on the tablet.

P3: Yes

Interviewer: Or having a poster, or having...

P3: Yes.

Interviewer: Okay. No, that's cool.

And your thoughts on tagging, commenting?

P3: Oh, I think that's all very useful.

Interviewer: That could work?

P3: Yes, that's very useful. I think so.

Interviewer: Are there any features you find particularly useful?

P3: I don't know. Well, I think tagging is really useful. Sharing it with other people is obviously useful.

Interviewer: And why are these things useful, do you think?

P3: Well, we definitely want the organisation to know how well they're doing. It's [rare 01:11:30] that it's really, that it's very confidential. With advocacy it could be.

What's particularly useful? I don't know. I think all of those things are useful.

Interviewer: Cool. Okay, and that's, kind of, everything.

Is there anything further you'd like to add about feedback or ThoughtCloud, or any thoughts you've had while we were talking?

P3: No, not at the minute.

Interviewer: Okay. Thank you very much P3.

P3: Thank you.

END AUDIO

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