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START AUDIO

Interviewer: So, hello P2.

P2: Hello.

Interviewer: Thanks for agreeing to take part in this interview, eh, can I ask you to introduce yourself for the recording and tell me a little bit about the work that you do?

P2: Yeah, so I'm P2, I work for the Young People First project. Eh, we are part of the Young People First charity, em, who do a lot of work with adults and also young people. My role within the charity is a Young People First coordinator and that means that I work and run a peer mentoring project for young people aged 13 – 19, up to 25 if they've got a disability, eh, offering them a peer mentoring service which would mean that they are matched with a mentor who is 18 – 25 and the idea is that they would work towards goals that the young person has identified over a four to six month period, meeting up once a week, for a couple of hours, doing activities and whatever it is the young person wants to do. Em. A new part of my role is to set up a participation group for young people with disabilities, em, and that funding's come through the Newcastle City Council and the idea is to, overall, to promote inclusivity for young people in Newcastle.

Interviewer: Cool. Excellent. Good answer.

P2: Thank you.

Interviewer: And, just really straightforward, em, what, can you tell me what feedback really means within your organisation? And, like, what form that takes?

P2: Yeah. So, within my projects the experience of feedback is really important. So, we collate that in different ways, so that would be, em, once we've matched, well, at the initial assessment for a young person we would get feedback from them on what kind of goals they would be looking to achieve. And they can be quite specific or quite general, so something like increasing confidence, or it might be around accessing a very specific or particular activity. Em. So, it's all very much driven by the young person and that's the focus of the mentoring relationship. We also, once the young person is matched with a mentor, and we take their preferences in terms of a male or female mentor, you know, which night's they're available and things as well. Once they're matched with a mentor and they're, kind of, up and running, we would review that with them after every six sessions of one to ones. Em. And we do that through a review meeting with the family, so that would be where we would check the young person is happy with the mentor they're matched with: Are they getting on okay personality wise? Are they happy with the goals they initially identified? Cause it might be a little while since they picked those. Em. Also, it's around setting a bit of a plan for the coming six sessions to make sure that you know everything on track, cause they can very easily be going out and having a lovely time and not really working towards anything in particular. So, it gives it a bit of structure and a little bit of focus. Em. And then basically once the match is finished, so whether that's the young person deciding that they don't need the mentor anymore, or they've kind of hit the goals they identified or they just kind of sometimes might not want to

continue for whatever reason, a change of circumstance, we will then also go out and do a final review with them and also get a feedback questionnaire...

Interviewer: Okay.

P2: ...completed. So, during the process of a match, also, we get feedback from the mentor themselves as a young person, so, that'll be in the form of pre-course interview before they're even trained. To find out a little bit about their background: Why they're looking to become a mentor? Em. Once they're matched with a young person, again, that's based on, kind of, the mentor's interests and trying link them with someone who they will have something in common. Em. We will do a supervision with them every six one to ones. Em. And that's just to, kind of, make sure that they're supported in their role. Em. To discuss any, kind of, challenges they might have come across. Discuss things that have gone quite well. And just to kind of consolidate what they've learned themselves, in terms of their development. Em. Also, within that, they get the chance to identify any additional training, em, opportunities that they might be interested in. Or we can, like, link them in within with different things. Em. Promote the steering group, so that's probably another good thing to talk about.

Interviewer: Yeah.

Namoi: Also, when a match is finished, get the mentor to fill in a feedback questionnaire about how they've found the match. Where they think the young person's come from and to, eh, a new thing that's, kind of, charity wide, is that we have introduced Outcome Star. So, that's a new method of, kind of, rating from a young person's point of view where they feel they've travelled from and to in the course of the match that they've had. So, the whole charity are using that, so whether it's you know someone working with a family, or, kind of, us

working with a young person, and they would rate that on different categories, so it might be like: communication skills, have they improved or, kind of, confidence improved and that all gets plotted, kind of, as they go through the match.

Interviewer: How does that, I mean, does that, is it again paper based sort of form?

P2: Yeah. Or if a young person is, for whatever reason, unable to fill that in, they can, kind of, talk to us verbally and we can do that on their behalf. But that, that's gonna be, em, well it has been implemented, so any new assessment that I'll be doing I'll be using that Outcome Star. Em. It's a nationally recognised kind of...

Interviewer: Yeah. So it's a standard...

P2: ...tool. Em. So, in terms of feedback, also, from our project, from the mentors, we would, we have a steering group which is now bi-monthly. Em. And that's an opportunity for the mentors to kind of shape how the projects run. So, we will discuss different aspects of the project in terms of things like: the pre-course interview they do; the training, you know, how we go about, sort of, matching them, what that process is like and they can give us feedback on what they think, sort of, works quite well and what doesn't. Em. Also, they have the opportunity to give feedback, well, project updates and things like that on anything that's been happening, so for instance: the office move.

Interviewer: Yeah.

P2: You know it's opportunity to share information. Em. And basically that's a good tool where they can also give feedback, kind of, not in a protected environment in terms of the match they've had, so for instance, if they're struggling with something they might say to another mentor, you know: 'I've

got a young person that's looking to do netball. I can't find anything near where they live, have you been to anything similar?' And they can sort of share ideas, so that's an opportunity to give some feedback. Em. And also the volunteers are, basically recognised every year in a celebration event...

Interviewer: Aw cool.

P2: For the amount of hours and things that they've done.

Interviewer: Yeah.

P2: Em. So, that can be like, obviously for the training they get 30 hours. Em. All the time they are, kind of, supporting a young person gets counted, any time they come for a supervision or any meeting with us, is all collated and they, kind of, get an award for how much they've done. Which is quite nice recognition.

Interviewer: So, you've got an award ceremony at the end of the year.

P2: Yeah. So there's lots of feedback and also when the mentor are actually doing the induction training, which is mandatory, it's a three day course. We also get them to do evaluations, kind of, on going in terms of how they've found certain modules and how they've found the training, sort of, over all. And I think it's once a year, I might be corrected, em, we would use all of that information in terms of the feedback for the training to basically adapt and update it and make it, kind of, how they think it should be. So, we have actually invited mentors along to those meeting.

Interviewer: Oh cool.

P2: So, it's called a training review.

Interviewer: Yeah.

P2: Em. So, basically from all of that information and the things that we as coordinators have identified, we've just literally done a training review and that new course will be, or the tweaks to the course, will be rolled out in August when there'll be our next one.

Interviewer: That's fantastic. Yeah.

P2: Is that okay?

Interviewer: That's perfect because that's what I want to support using that system, like that, everything you've just said there is like everything that is like the proper way feedback should work. Actually listening to it and then sitting down with people and reviewing it and actually taking action on it as well and I think that's something that a lot of organisations really struggle with, just having the time to do that. Em. So that's really excellent. If you used ThoughtCloud in that process, I would be laughing. So, you've mentioned a few ways that feedback is collected there as well, mainly paper based forms or in meeting verbally.

P2: Yeah.

Interviewer: Any other, like, some people do diary room type things, or more creative ways of doing it? Because, actually, I saw in the building that they are asking for feedback all over the place.

P2: So the WEYES building where we're based, they get young people to do, kind of, there's a chart with kind of faces on...

Interviewer: Yeah.

P2: ...where they can say how things are, kind of, going.

Interviewer: And there's sheets on the wall...

P2: So they can write what's good about the building, what they think could be improved, em.

Interviewer: Does that get used?

P2: Yeah. So, that gets reviewed every three months and then that forms the 'you said, we did'.

Interviewer: Yeah, yeah.

P2: So, then the staff will, kind of, who are responsible for running those drop in groups will say, you know: 'These are the feedback points that have been given, and this is what we've done about it.' Em. Other methods that we use would be: Mentors fill in online diary sheets.

Interviewer: Okay.

P2: So, for two purposes really, so that's to give us a bit of a written overview of what they've done on that session.

Interviewer: Yeah.

P2: Em, so, it might be, for example, we have a young person whose just started a match with a mentor. So, they might just go and have a coffee or a drink in town and chat and get to know each other a little bit. So, we would obviously have an idea of where they're going and what time they're going to be back and things, but the mentor would record that on a, basically on an online link, so they have a login.

Interviewer: Do you know what that system's called?

P2: It's on our database, it's all linked to our database.

Interviewer: So it's like a tailor made thing?

P2: Yeah. So, it's a tailor made sort of resource really. Em. So, they would basically tick sort of general themes that have come up. So, if a young person's talked about school they might tick that box, or whatever that might be. Em. Give a little bit of feedback of what they've done on that session, so if it's a

first once then they might say that the young person was a little bit nervous...

Interviewer: Yeah, yeah, yeah.

P2: ...and by the end they were a little bit more chatty and this is what we're planning on doing next week. Em. So, that gives us, sort of, a written record. Also, if any concerns have come up.

Interviewer: Yeah.

P2: All, anything that the mentor feels is important, just to kind of record in a written way. Em. So, the idea is that they would do that after every session with the young person.

Interviewer: Yeah.

P2: They get submitted into us electronically. Also, it's a way of us collating the mentor's hours. For the one to ones, so it's beneficial for them.

Interviewer: And do they not always do it?

P2: No.

Interviewer: Because, the way that...

P2: I've got a diary sheet list of ones that I'm chasing at the minute. Most of them are quite good.

Interviewer: Okay.

P2: Some of them aren't good. At all. It can totally vary. Have to chase them.

Interviewer: And I'm giving you another thing to make people try and do. That's, that's interesting then, so is that, is that reviewed that information at a later time? I mean, obviously it has a practical purpose as well.

P2: Not really, cause that's in relation to that particular match so, em, so we sort of review it as they submit it.

Interviewer: Okay.

P2: Em, you know, so the coordinator responsible for that match would check the diary sheets.

Interviewer: Just to make sure everything is going okay?

P2: Yeah.

Interviewer: But you don't then, cause you know you talk about yearly meeting and things that you have...

P2: That would be linked more with the, kind of, training reviews and things like that. Em. I guess we do verbal feedback as we would speak to the mentor after a match, you know, after a meeting they've had with the young person to check everything's gone okay. Em. Obviously for, kind of, safe guarding purposes and things like that, if they've got any concerns they can chat to us.

Interviewer: Cool. And I think you've answered a lot of my next question, em, it's just to explicitly say why you do the feedback?

P2: I think it's just always had a really important focus with us because without the mentors we wouldn't have a project to be running.

Interviewer: Yeah.

P2: You know, so, we're very dependent on their, kind of, commitment and time and everything like that. Em. So, I think it's really important for them to feel that they can be involved in how the project's run because it's essentially their, you know, where their facilitating, kind of, doing the practical aspects.

Interviewer: Yeah.

P2: But they're the ones that give their time every week to, you know, support a young person and I think it's really important that, kind of, feedback is given from the young person as well around what they've found useful. So, hopefully if we're then, kind of, developing it in the future.

Interviewer: Yeah.

P2: Em, so for instance we reviewed it in terms of referrals that we've had and saw that there was a need for a more disability specific service which we didn't have at the beginning and that's come just from, kind of, feedback and sort of monitoring referrals.

Interviewer: That's what I was going to ask you now. Just in terms of how you do respond to feedback, so, would you say that's a specific example where you've listened to feedback and then taken steps based on the feedback?

P2: I would say it came from the type of referrals that we were getting in. So, in a way that's sort of feedback in itself. Em. That we've then listened to and obviously, kind of, tried to develop the project, em, also, in terms of the amount of staff. You know. We've got an extra member that we didn't have at the beginning cause we can see that there is that need there. Yeah, I guess, you know, the project will always depend on feedback, so, you know, how our project goes, the work I'm doing at the minute, that will depend whether we get future funding, you know, if we can hit our targets.

Interviewer: That was the other thing I was going to say. A lot of the time when we've been developing this, that's what they've been thinking about, getting evidence for funding. So, how does that work? Does feedback play a large role in that process? Or, em, can you think of specific ways, you know you've got feedback from a mentor or a young person and that's been

translated into a funding bid if that makes sense? Like, how does that information flow from one bit to another or is it just dry statistics?

P2: Em, well, I mean the report that I submit on a quarterly basis, everyone does quarterly reports depending on whether it's disability specific or not. Em. And I would have to, basically, within that report from reviews that I've done with young people or the initial match or supervisions with a mentor, give feedback on how basically, how the project's enabled a young person to be inclusive. That's the kind of new focus on the work. What kind of activities they've been linked into. Em. Feedback on if they have gone somewhere and haven't really found it, you know, for them, you know. They might have gone to, I don't know, a club in town and thought: 'This is just too busy for me.' And, you know, all of that's going to inform, kind of, where is inclusive for young people in the city. So, it's just done on an individual case basis, but that then forms a report as a whole for the council.

Interviewer: And how does that get evidenced then? So, you write a report based on what the young people are telling you?

P2: So it would be based on the review meeting that I've done with them. Em.

Interviewer: So, not direct quotes or things, just this is how they felt about a particular...

P2: We could include quotes. Em. They don't really ask for that though to be honest, but we would include...

Interviewer: So, the actual funding bodies aren't looking for individual quotes to evidence?

Namoi: Well no, cause it's kind of coming from my perspective.

Interviewer: Yeah.

P2: Em, rather than, kind of, directly from the young person, but I will, kind of comment on, you know which kind of activities they've identified. What the mentor's done to, kind of, try and accommodate that. Places that they've been that have been successful. How the young person feels they have progressed through the match. Have there been any barriers along the way and how they have try to overcome those. So it's a good, descriptive, it's a more qualitative report than a stats based one.

[BREAK IN AUDIO]

P2: ...dates rather than specific information.

Interviewer: Okay, but again, if it's feedback from an individual service user that's got to be handled with that person in mind?

P2: Yeah.

Interviewer: Okay, that makes sense. Em. And yes, so I need to let you go now because that's ten past ten. I should say, is there anything further that you would like to add about feedback or any thoughts about feedback that you've had while we've been talking?

P2: Not for now. But, I mean, I might have more comments after I've had the chance to...

Interviewer: Yeah, well I would love to know what you think of the tablet as well, once you've had the chance to use it and if you don't mind we'll meet up at some point to have another interview.

P2: Yeah.

Interviewer: Thank you very much P2 that's great.

END AUDIO