

# **Patient/Carer Feedback: guidelines for students and mentors**

## **Introduction**

Where appropriate pre-registration student nurses are expected to obtain feedback from children/young people and parents/carers regarding their care delivery. The aim of obtaining this feedback is that it forms part of the supporting evidence of learning for the ongoing achievement record (OAR). This will in turn assist the mentor in their assessment of the student's learning and progression.

Students must comply with NMC standards and ensure that children, young people, parents and carers safety is paramount. Within the process, registered staff need to ensure that those they seek feedback from, do not feel obligated to take part or are concerned about any ramifications following their decision to decline, or contribute to the process. Throughout the process, it is essential that those that provide feedback be treated with respect and where possible anonymity is preserved.

## **The Process**

The student in consultation with their mentor may identify potential children/young people and parents/carers that would be able to provide feedback. However, the final decision rests with the mentor and it is at the mentor and associate mentors discretion as to which child/young person and parent/carer is considered appropriate. There may be some children/young people/parents/carers and circumstances that it may not be appropriate to seek feedback. This process must therefore be discussed between mentor and student at the beginning, and where appropriate during the placement.

The mentor should approach the family and ask if they are able and would like to complete the feedback form. It is important that in the explanation of the process that this is done in the most appropriate way taking into account issues of developmental age, cognitive ability and culture and it is imperative that children, young people, parents and carers understand they are only assessing the student nurses performance and not any organisational issues. The mentor should also be mindful of additional organisational feedback processes and ensure that children/young people/parents/carers are not over burdened with simultaneous processes. It is suggested, two feedback sheets should be used per experience.

If complaints are mistakenly highlighted, regarding organisational issues it is the mentor's responsibility to follow the usual policies and procedures. If this does occur, it is suggested that the mentor with the parent/carer consent produces a copy of the feedback sheet for future investigation and reassures the children/young person and parents/carers that this information will be acted on.

Children/young people and parents/carers must be reassured that they have a right to refuse to participate with no repercussions. If they agree, but are not able to write on the form, then they can express their thoughts to another person who can write on their behalf. This may be a relative, member of staff or student nurse mentor.

On completion of the feedback sheet, it should be folded over and handed back to the mentor. At this point, the mentor should remove any personal details that could identify the family i.e. name /address. The mentor and student should then review the feedback and use this in a constructive method that contributes toward the student nurse final summary assessment. There is space for the mentor on the feedback sheet to provide additional comments. Students should discuss the feedback with their mentor and reflect on the implications for future practice.

Feedback will be treated in confidence between the student and mentor and must not affect patient care. Children/young people and parents/carers should not be approached to discuss points raised about the student's feedback as this could increase anxiety. The completed leaflet is part of UWE's learning and teaching strategy and should be stored as part of their individual portfolio for review within their nursing branches.