

ADVOCACY FOR  
**CHILDREN'S  
HEARINGS**

# LISTENING AND HEARING

Evidencing the outcomes from  
advocacy at Children's Hearings



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# INTRODUCTION

Human rights are the basic freedoms that belong to everyone. Children and young people have the same rights as adults. In addition, children and young people have specific rights under the United Nations Convention on the Rights of the Child (UNCRC) and a range of other legislative frameworks.

The UNCRC recognises the special needs of children and young people so that they can develop and grow to reach their full potential.

Article 12 of the convention states:

**“Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.”**

– Respect for the views of the child

In Scotland, independent advocacy has a role in ensuring that the views of children are heard, their rights are upheld and protected under a range of Scottish legislative frameworks.

Independent advocacy, in its broadest sense is about empowering children and young people to make sure that their rights are respected, their views and wishes are fully considered and reflected in decision making about their own lives.

It involves spending time with the child or young person to understand their life and what matters to them. It’s about listening to them and helping them to understand and exercise their rights and options.

An advocacy worker helps the child or young person (the advocacy partner) to understand the context and purpose of meetings or proceedings involving them. They work together to explore and understand the situation from the child or young person’s perspective.



<sup>1</sup> [https://treaties.un.org/doc/Treaties/1990/09/19900902%2003-14%20AM/Ch\\_IV\\_11p.pdf](https://treaties.un.org/doc/Treaties/1990/09/19900902%2003-14%20AM/Ch_IV_11p.pdf)



At the heart of the advocacy relationship is trust – built through transparent, honest, accountable, and reliable interactions with a skilled and knowledgeable advocacy worker.

The Children's Hearing (Scotland) Act 2011, Section 122<sup>2</sup> places a duty on the chair of a children's hearing to inform the child / young person about the availability of advocacy services.

A network of ten organisations are part of a national scheme that provides independent advocacy to children and young people at Children's Hearings in Scotland. These organisations have an important role in helping children and young people's voices to be heard, their wishes taken into account and their rights upheld.

The organisations created the National Providers Network (NPN). The network developed shared aims with the purpose of supporting the national coverage of independent advocacy in the most consistent and cohesive way possible. The underpinning ethos of the network is to ensure children and young people have access to independent advocacy when they need it in the Children's Hearing System.

A key function of the NPN is to collaboratively work together to share practice, learning and challenges. During the first year of implementation, it became clear there was an opportunity to align our outcomes and to develop an outcomes tool that would help us understand the experiences of children and young people in the Children's Hearing System.

In the summer of 2021, the network partners focused on improving how we evidence the impact of the advocacy role for those we support.

In particular, we wanted to develop:

- Tools to measure outcomes that are suitable for the children and young people we work with,
- Consistency in the outcomes used across the network,
- Ways to collect evidence from a range of sources.

<sup>2</sup> [https://www.legislation.gov.uk/asp/2011/1/pdfs/asp\\_20110001\\_en.pdf](https://www.legislation.gov.uk/asp/2011/1/pdfs/asp_20110001_en.pdf)

As organisations we are working with children and young people at challenging times in their lives. Evidence collection should be embedded within advocacy practices. It should enhance and not obstruct the development of a relationship between advocacy worker and partner. Children and young people should be given opportunities to reflect on the process in response to their needs. The gathering of evidence should be meaningful both to advocacy workers and partners and help inform future advocacy practice.

This document brings together the resources from the project, including the developed logic model, evaluation tools and framework and guidance for gathering evidence.



## METHODOLOGY

This guide and the associated resources have been developed through an iterative process of development, consultation and testing.

We have built on our network's existing resources and practices and a range of reference sources to develop a logic model that identifies the outcomes achieved through their journey with the advocacy partner.

The outcomes can then be measured by gathering data from a range of sources. We recognise the challenges in gathering feedback from children and young people:

- Children and young people's understanding and the way in which they express themselves will vary across their age and stage.
- A child or young person's feelings about decisions made at their Hearing may impact on their readiness to give feedback. It may also be difficult to separate their feelings about the advocacy they have received and the outcome of their Hearing.
- Each child and young person is different. For each person, some outcomes will be more relevant than others. For example, not all outcomes will be relevant to non-instructed advocacy. Any feedback tools should be flexible to suit the needs of each individual.

To work through these challenges, we involved others in the development and testing of the feedback tools. Special thanks to board members from Our Hearings, Our Voice who took the time to explain how they felt about giving feedback, what worked for them, their preferred language and their priorities. All tools were tested in a range of settings, involving advocacy partners, staff and volunteers.

Our testers had the freedom to apply the tools in a way that best met the needs of the children and young people they worked with. We then developed the tools based on the feedback received. This resulted in the creation of a range of evidence collection tools and approaches that can be used flexibly.

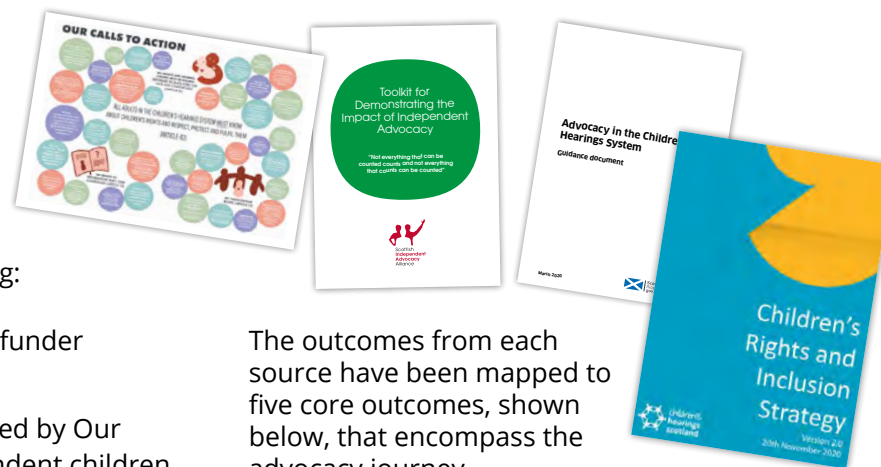
# REFERENCE SOURCES

Advocacy organisations are guided by a range of outcomes from different sources, including:

- A** *Scottish Independent Advocacy Alliance (SIAA) – Toolkit for demonstrating the impact of independent advocacy.*<sup>3</sup>
- B** *Scottish Government – Advocacy in the children's hearing system, national practice model guidance* document.<sup>4</sup>
- C** *Children's Hearings Scotland – Children's rights and inclusion strategy.*<sup>5</sup>
- D** The objectives detailed by their funder (Scottish Government).
- E** *The Forty Calls to Action*<sup>6</sup> – created by Our Hearings, Our Voice, an independent children and young people's board for the Children's Hearing system, shown on next page.
- F** Internal outcomes for their organisations.

The outcomes from each source have been mapped to five core outcomes, shown below, that encompass the advocacy journey.

The mapping is detailed in Table 1 on page 7. This formed the basis of the development of a logic model.



## OUTCOME 1

Advocacy puts children and young people first and involves them in shaping the service



## OUTCOME 2

All children and young people can access independent advocacy when they need it, and it should be appropriate to their needs



## OUTCOME 3

Children and young people are informed about their rights and options and empowered to make choices



## OUTCOME 4

Children and young people can recognise and challenge power imbalances



## OUTCOME 5

Children and young people know their voice and choices have been heard

<sup>3</sup> [https://www.siaa.org.uk/wp-content/uploads/2021/02/SIAA\\_Measuring\\_Impact\\_Toolkit.pdf](https://www.siaa.org.uk/wp-content/uploads/2021/02/SIAA_Measuring_Impact_Toolkit.pdf)

<sup>4</sup> <https://www.gov.scot/publications/advocacy-childrens-hearings-system-national-practice-model-guidance/documents/>

<sup>5</sup> <https://www.chscotland.gov.uk/media/vcxf214b/chs-children-s-rights-and-inclusion-strategy-final-version-2.pdf>

<sup>6</sup> <https://www.ohov.co.uk/wp-content/uploads/2021/09/Inside-Page.png>



# TABLE 1: OUTCOME MAPPING

CORE ADVOCACY JOURNEY OUTCOMES	OUTCOME 1 Advocacy puts children and young people first and involves them in shaping the service	OUTCOME 2 All children and young people can access independent advocacy when they need it, and it should be appropriate to their needs	OUTCOME 3 Children and young people are informed about their rights and options and empowered to make choices	OUTCOME 4 Children and young people can recognise and challenge power imbalances	OUTCOME 5 Children and young people know their voice and choices have been heard
<b>A</b> <b>SIAA Toolkit for demonstrating the impact of independent advocacy</b>			Independent advocacy enables people to be better informed about their rights, as well as understanding their needs and wishes and the choices they have. It increases their agency and power to choose their own actions freely, as much as possible.	Independent advocacy supports people to recognise, understand and challenge power imbalances that influence their lives. It enables them to challenge these imbalances, in order to try and realise their rights, needs and wishes. When someone is unable to take personal action, their advocacy worker will ensure that their rights are upheld.	Independent advocacy supports people to know that their voices have been heard and their needs and wishes understood.
<b>B</b> <b>Advocacy in the Children's Hearing System, national practice model</b>	<p>The child or young person knows that their advocacy worker works only for them. The advocacy worker will only share what the young person wishes to be shared.</p> <p>The child or young person trusts that the advocacy worker only works for them and understands confidentiality of the advocacy relationship.</p> <p>The child or young person knows that their advocacy worker is not influenced by the wishes of others and focuses solely on their views.</p>	<p>The child or young person's individual needs have shaped the way they receive advocacy and they have been appropriately supported by their carers and professionals in the advocacy process.</p> <p>Children and young people of all backgrounds have access to advocacy.</p> <p>The child or young person feels that they have been treated equally and with respect throughout their advocacy relationship.</p>	<p>The child or young person has a better understanding of the Children's Hearings System as it relates to their life. They better understand their options and rights within the Children's Hearings System.</p> <p>The child or young person feels supported in seeking answers to the questions that matter to them.</p> <p>The child or young person feels they are better informed about their rights and entitlements.</p>		<p>The child or young person feels listened to. The child or young person is able to express to their advocacy worker what matters to them. The child or young person has explored their options and had their voice heard.</p> <p>The child or young person feels supported in expressing their views. The child or young person knows the advocacy worker is only there to support them.</p>

# TABLE 1: OUTCOME MAPPING



CORE ADVOCACY JOURNEY OUTCOMES	OUTCOME 1 Advocacy puts children and young people first and involves them in shaping the service	OUTCOME 2 All children and young people can access independent advocacy when they need it, and it should be appropriate to their needs	OUTCOME 3 Children and young people are informed about their rights and options and empowered to make choices	OUTCOME 4 Children and young people can recognise and challenge power imbalances	OUTCOME 5 Children and young people know their voice and choices have been heard
 <b>Children's Hearings Scotland – Children's rights and inclusion strategy</b>				Children feel able to speak openly, freely and honestly. Children feel empowered and have ownership of their rights	Children know that their views are given real weight and have ownership of their rights.
 <b>Scottish Government contract objectives</b>	Feedback from children and young people continually informs the development and improvement of children's advocacy in Children's Hearings System		Children and young people obtain information, explore and understand their options, and make their views and wishes known. Children and young people who need a stronger voice are empowered to make their own decisions within their Hearings.	Advocacy workers speak on behalf of children and young people who are unable to do so for themselves. Children and young people participate in decisions that affect their lives. The rights of children and young people who come into contact with hearings are taken into account in decision making.	The views of children and young people who come into contact with hearings are taken into account in decision making.

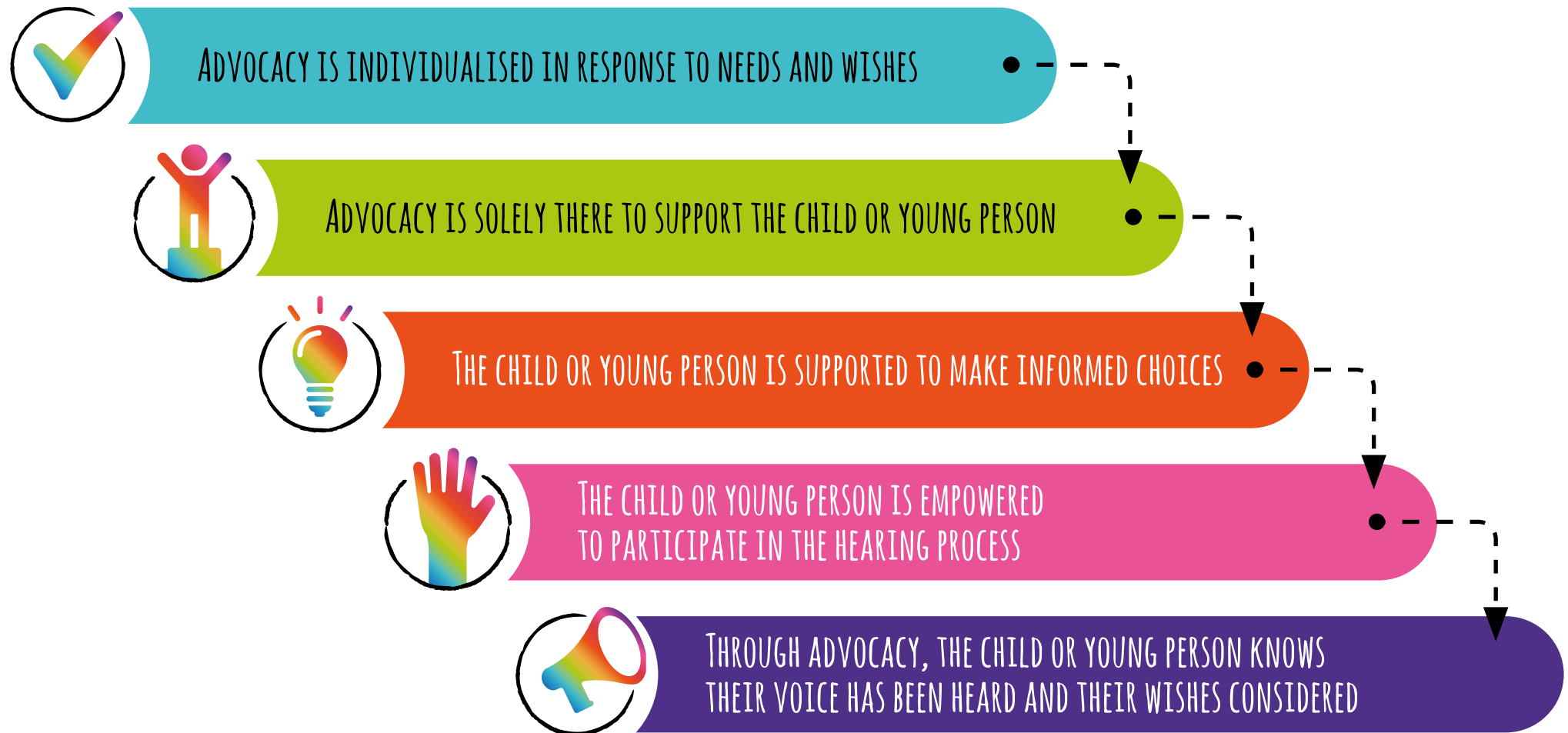


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<b>E</b> Internal outcomes identified by partners			Children and young people have an increased awareness of rights. Children and young people contribute to planning.	Children and young people have improved communication. Children and young people contribute to decision making.	Children and young people's voices are heard and they feel listened to. Children and young people have increased confidence in expressing themselves.
<b>F</b> Our Hearings, Our Voice – 40 Calls to Action	Always ask me about my experience of my Hearing and use this feedback to make things better.	Speak to me using words and explain things in ways that I will understand. Ask me what I need to be safe and comfortable to be able to take part in my Hearing e.g. if I hate lifts don't just expect me to use them.	Give me information about how to get a children's rights/ advocacy worker and/or lawyer to support me. Have clear and easy to understand information about my right to have a review after 3 months.	Have lots of different ways for me to share my views and make sure my voice is at the centre of my hearing.	I must be supported and be able to speak freely in my Hearing. Do not judge me. Get to know me. Try to step into my shoes and understand what my life is like and what is important to me.

# LOGIC MODEL

The logic model below sets out a theory of change. It tests whether the given outputs result in the identified outcomes. There is a logical journey from left to right, following the steps of the advocacy process:



The model's sub-outcomes can also be read top to bottom, with one sub-outcome leading to the next.

# ADVOCACY FOR CHILDREN'S HEARINGS – LOGIC MODEL

## SITUATION/NEED

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. Advocacy at Children's Hearings helps to make that right a reality.

## ASSUMPTIONS AND EXTERNAL FACTORS

Advocacy workers speak on behalf of children and young people who are unable to do so for themselves.

Advocacy workers are trained and knowledgeable about Children's Hearings System procedures.

All relevant professionals and participants in the Children's Hearings System understand the advocacy service provided for children and young people.

When children and young people are heard and they feel listened to, they have increased confidence to express themselves.

Some children and young people will progress to increased self-advocacy with the support of their advocate.

## OUTPUTS

Before: Preparation

During: Planning sessions, advocacy at hearings and panels, multi-agency meetings, admin, travel

After: Referrals and signposting, admin

Advocacy puts children and young people first and involves them in shaping the service

The child or young person understands the confidentiality of the advocacy relationship.

The advocacy worker only shares what the child or young person wishes to be shared.

The child or young person knows that their advocacy worker only works for them, listens to them, and is not influenced by the views and wishes of others.

Feedback from children and young people continually informs the development and improvement of the Children's Advocacy in Children's Hearings System.

All children and young people can access independent advocacy when they need it, and it should be appropriate to their needs

The child or young person gets appropriate advocacy support in relation to their needs.

The child or young person is empowered to participate in their Hearings.

The child or young person is treated equally and with respect throughout their advocacy relationship.

Children and young people are informed about their rights and options and empowered to make choices

The child or young person is better informed about their rights and entitlements.

The child or young person explores and understands their options.

The child or young person feels supported in seeking answers to the questions that matter to them.

The child or young person makes their views and wishes known.

The child or young person makes their own decisions within their Hearings.

Children and young people can recognise and challenge power imbalances

The child or young person is empowered to express their own needs and speak openly.

The child or young person is empowered and can exercise their rights.

The child or young person participates in decisions that affect their lives.

The rights of the child or young person are taken into account and given real weight in the decisions that affect their lives.

Children and young people know their voice and choices have been heard

The child or young person feels listened to and supported in expressing their views.

The child or young person knows the advocacy worker is only there to support them to explore their options and have their voice heard.

The child or young person has increased confidence in expressing themselves.



Outputs relating to the full journey of working with an advocacy partner, from initial engagement to post-Hearing response are noted on the model.

The model recognises the consistencies and differences in how the partners deliver advocacy and that these may affect the outcomes achieved.

For example, organisations who have a long-term relationship with an advocacy partner may see that child or young person become more independent and able to advocate for themselves.

For other organisations, who have short-term contact with advocacy partners, this level of independence may not be possible. However, advocacy partners may have an increased confidence in expressing themselves in Hearings.

The sub outcomes are a combination of:

- Process outcomes which measure standards for the advocacy process to reach. A range of evidence could be used to measure these.
- Individual change outcomes which measure the child or young person's experience of advocacy and how it has resulted in change for them. The main source of evidence is likely to be from feedback from the child or young person.

These are listed in Table 2 below.



## TABLE 2: PROCESS AND INDIVIDUAL CHANGE OUTCOMES FROM THE LOGIC MODEL

PROCESS OUTCOMES	INDIVIDUAL CHANGE OUTCOMES
The child or young person gets appropriate advocacy support in relation to their needs.	The child or young person is better informed about their rights and entitlements.
The child or young person is empowered to participate in their Hearings.	The child or young person explores and understands their options.
The child or young person is been treated equally and with respect throughout their advocacy relationship.	The child or young person feels supported in seeking answers to the questions that matter to them.
The child or young person understands the confidentiality of the advocacy relationship.	The child or young person makes their views and wishes known.
The advocacy worker only shares what the child or young person wishes to be shared.	The child or young person makes their own decisions within their Hearings.
The child or young person knows that their advocacy worker only works for them, listens to them, and is not influenced by the views and wishes of others.	The child or young person is empowered to express their own needs and speak openly.
Feedback from children and young people continually informs the development and improvement of the children's advocacy in Children's Hearings System.	The child or young person is empowered and can exercise their rights.
The child or young person knows the advocacy worker is only there to support them to explore their options and have their voices heard.	The child or young person participates in decisions that affect their lives.
	The rights of the child or young person are taken into account and given real weight in the decisions that affect their lives
	The child or young person feels listened to and supported in expressing their views.
	The child or young person has increased confidence in expressing themselves.

# PRINCIPLES FOR EVIDENCE GATHERING

The evidence gathering and evaluation tools described in this guide will only be of value if used in a meaningful and appropriate way.

The approach may vary across organisations, but the following principles apply:

- Although valuable evidence can be gathered from a variety of different sources, direct feedback from children and young people should be given the highest importance.
- Many day-to-day advocacy practices provide evidence towards the outcomes, such as the exploration of an advocacy partner's needs and wishes.
- Third party feedback is also useful evidence, for example, feedback from the chair of a Hearing.
- Collecting ongoing evidence reduces the burden on seeking direct feedback from children and young people.
- Giving feedback should be meaningful for children and young people.
- Children and young people should be helped to understand why they are being asked for feedback and what happens as a result.
- All tools are designed to be used flexibly.
- Consideration should be given to what is appropriate for the age and stage of the child or young person.
- Feedback should be collected at times that are appropriate to both advocacy worker and partner.
- The child or young person should feel comfortable with the process and can choose if and how they take part.





# TOOLS FOR EVIDENCE GATHERING

A range of tools and approaches have been developed to support evidence collection.

## EVIDENCE FRAMEWORK QUESTIONNAIRE

This tool can be used to record and reflect on evidence from advocacy practice and third-party feedback (e.g. from other partners or hearing participants). It can be used as:

- A reflective tool for advocacy workers to record progress towards outcomes from their caseload.
- A guide for staff, for example, on induction.
- A prompt for discussions about caseloads as part of support and supervision.
- A tool for sharing practice across a team and identifying common challenges and areas for improvement.

Its use in a range of contexts means the questionnaire can be used to embed evaluation in advocacy practice. Measuring outcomes, reflecting on the results and making improvements to systems and practices become central to the advocacy role, rather than being seen as an add-on.



The form is titled 'Evidence Framework' and 'Please log your experiences below'. It is divided into three main sections: 'Guidance for completion', 'Aim Action', and 'Evidence Collection'. The 'Aim Action' section includes a table with columns for 'Aim' and 'Action', and a 'Progress' column with checkboxes. The 'Evidence Collection' section includes a table with columns for 'Evidence' and 'Action', and a 'Progress' column with checkboxes. The form is designed to be used by advocacy workers to record progress towards outcomes from their caseload.

## FEEDBACK FROM CHILDREN AND YOUNG PEOPLE

The statements in Table 3 on the following page were identified to gain feedback from children and young people across all five outcomes.

These have been developed with feedback from the Our Hearings, Our Voice board and through testing with advocacy partners. Advocacy organisations can draw on this bank of statements to supplement evidence collected from elsewhere and base gathering feedback on the needs and experiences of the child or young person they are working with. For example, six or eight appropriate statements may be chosen from the list.

Feedback may be collected virtually or face to face, using a range of tools to support discussion and help the child or young person express themselves.

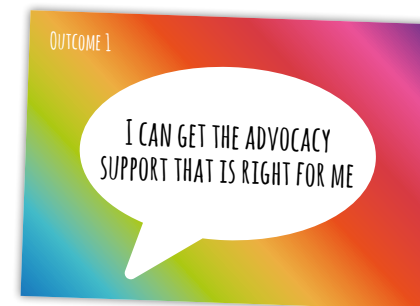


TABLE 3: DRAFT STATEMENTS FOR CHILDREN AND YOUNG PEOPLE'S FEEDBACK (USING A 😊 😐 😞 SCALE)

<p><b>OUTCOME 1</b></p> <p>All children and young people can access independent advocacy when they need it, and it should be appropriate to their needs.</p>	<p>My advocacy worker understood what I wanted. I was happy with the help from my advocacy worker. It was easy to find out about advocacy.</p>
<p><b>OUTCOME 2</b></p> <p>Advocacy puts children and young people first and involves them in shaping the service.</p>	<p>My advocacy worker only said what I wanted them to say. My advocacy worker was on my side and no-one else's. Having advocacy helped me feel more comfortable Having advocacy helped my hearing feel less scary. It helped me to know that advocacy was separate. I knew I was the boss.</p>
<p><b>OUTCOME 3</b></p> <p>Children and young people are informed about their rights and options and empowered to make choices.</p>	<p>Advocacy helped me to get information about anything I wasn't sure about. Advocacy helped me to learn about my rights. Advocacy helped me to understand what was happening at my hearing. Advocacy being there, helped me to take part in my hearing. Advocacy helped me know I had choices. My advocacy worker made me aware of my choices.</p>
<p><b>OUTCOME 4</b></p> <p>Children and young people can recognise and challenge power imbalances.</p>	<p>Advocacy helped me to ask questions. Advocacy helped me to share my thoughts and views. Advocacy helped me say if there was something I wasn't happy about. Advocacy helped me to challenge things. Through advocacy, I knew who else could help me.</p>
<p><b>OUTCOME 5</b></p> <p>Children and young people know their voice and choices have been heard.</p>	<p>Advocacy helped me to be heard. Advocacy helped me to feel as though I had a voice in my future. Advocacy helped me to say what I wanted. Advocacy helped me feel more confident to speak up.</p>

# GATHERING FACE TO FACE FEEDBACK

A kit of hands-on tools has been created to encourage children and young people to give feedback and offer choice on how it's done. A range of designs has been created to appeal to different ages and stages.

## What's in the kit?

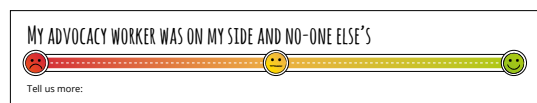
### An information poster and video

These can help prepare the child or young person for the feedback session, explaining the purpose and how their feedback will be used.



### The sliders

Children and young people can rate a series of statements, using stickers to mark their opinion on a scale from sad to happy.



### Communication cards

This set of cards can be used as conversation prompts choosing the cards that are most relevant to the child or young person.

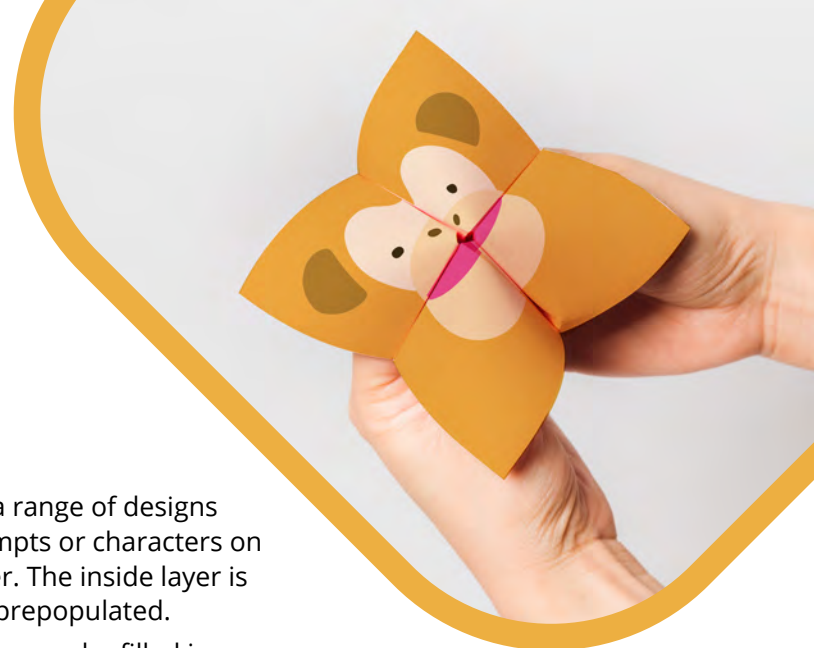


## Fortune tellers

These come in a range of designs with either prompts or characters on the outside layer. The inside layer is either blank or prepopulated.

The blank version can be filled in with relevant statements from the list. The pre-populated version contains six core statements and also contains space for additional prompts.

The character designs (the rabbit and the monkey) can be used as puppets to start conversations with children.



## Prompt sheet

This can be used in conjunction with the other tools to record any feedback given.



## GATHERING VIRTUAL FEEDBACK

Sometimes feedback may be collected virtually, for example by phone, video call or messaging.

The prompt sheet can be used to capture feedback given over the phone. All the tools above can all be used as conversation prompts in a video call. This can help to break down barriers in a virtual setting and create a fun, relaxed environment for the child or young person. In addition, sessions can be made interactive by:

- Encouraging the child or young person to use reaction emojis or video filters to express how they feel.
- Using the chat function, if it helps the child or young person to communicate.
- Collecting responses through polls or survey tools such as **Mentimeter**, where possible, integrating the statement icons from the pack.

Gathering feedback virtually may be easier and more comfortable for the child and young person and more efficient for the organisation. However, there may be access barriers to communicating this way.

The child or young person needs access to an appropriate device and internet connection. It may also be more challenging to get an understanding of how the child is feeling. In particular, body language may be harder to read, or not available if the child or young person is not sharing their camera.



## HOW TO USE THE TOOLS

The tools are designed to be used flexibly with the child or young person at the centre of the experience.

- Be clear in advance what you're looking for feedback on and why. This might be about core statements that your organisation measures; it might be more tailored to the child or young person's journey; or it could be a combination of both things.
- Avoid influencing the child or young person's responses by clearly setting the scene. Emphasise that the purpose in asking for feedback is to learn from it and improve services. It is not about judging individual workers or trying to get the best ratings possible.
- The child or young person should be able to choose how they give feedback, choosing a tool from the kit and, if possible, choosing who's involved in the feedback session. In our testing and consultation, we found that some children and young people were more comfortable talking to an advocacy worker with whom they have built a relationship, whereas others preferred to give feedback with someone they didn't know (see the section below).
- There's no correct way to use each tool, do what comes naturally to the child or young person. They might play, talk, fiddle, colour, write etc. The tools can help to create a relaxed, comfortable environment and make participation fun.
- Adapt your approach to the child or young person, use simple language that they understand. The tools are there to engage and prompt but it is the worker's skills that will draw valuable feedback from the process.
- Reflecting on their experiences can help the child or young person.
- The prompt sheet is available to record on someone's behalf or add in notes during the session.
- Feedback from the child or young person should be used alongside evidence gathered from other sources (e.g. using the evidence framework questionnaire). Be realistic about what can be gathered; this will vary for each individual you work with.



## GETTING FEEDBACK AS AN INDEPENDENT ADULT

If you're conducting a feedback session with a child or young person you haven't previously worked with, take the time to build a relationship and trust. You can prepare for this by sharing information in advance, setting the scene and helping them to feel relaxed about the meeting. This could be done through:

- Creating a pictorial presentation about yourself, including hobbies, likes and dislikes, using a tool such as **Sway**.
- Sending a fun personalised message prior to meeting using an avatar app such as **My Talking Avatar** (for iOS) or **Voki** (web-based).
- Have some topics to talk about at the start of the session to break the ice, for example, by finding out from their advocacy work three interests or hobbies and one thing they dislike.
- Be aware of any communication needs, in advance of the meeting.

You will have limited knowledge about the child or young person, so it is important to read the situation and be sensitive to their needs.

Allow them to take the lead in the conversation; check in if you think they haven't understood and take a step back if they show signs of discomfort relating to particular questions.

Concentration spans will vary so be aware of when they start to lose focus and adjust your input.



## WHAT HAPPENS TO THE INFORMATION?

This will vary, depending on your organisation's approach to evidence collection. Ratings will be collated to measure the extent to which outcomes have been achieved. More detailed feedback could be used to:

- Provide case studies of good practice for reporting or marketing.
- Reflect on in improving advocacy practice.
- Consider and act on in service reviews.
- Provide evidence for suggested improvements to the wider Children's Hearing System.





## CLOSING THE FEEDBACK LOOP

It's important the child or young person knows their feedback has been heard, valued and used.

- Show the child or young person that you appreciate their feedback and have understood it.
- Provide an immediate response if possible, for example, if their feedback means you will take an action that affects their, or other people's, experience.
- Explain more generally how their feedback will be used to improve services.
- Publish 'you say, we did' examples of where feedback has been used to improve advocacy services or the Children's Hearing System in general.



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Board members from Our Hearings, Our Voice

Gordon Main, Project Lead, Our Hearings, Our Voice

Children's Hearings Advocacy Team, Scottish Government



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