

**TÚSLA**

An Ghníomhaireacht um  
Leanaí agus an Teaghlach  
Child and Family Agency

**Quality and Regulation  
Directorate**

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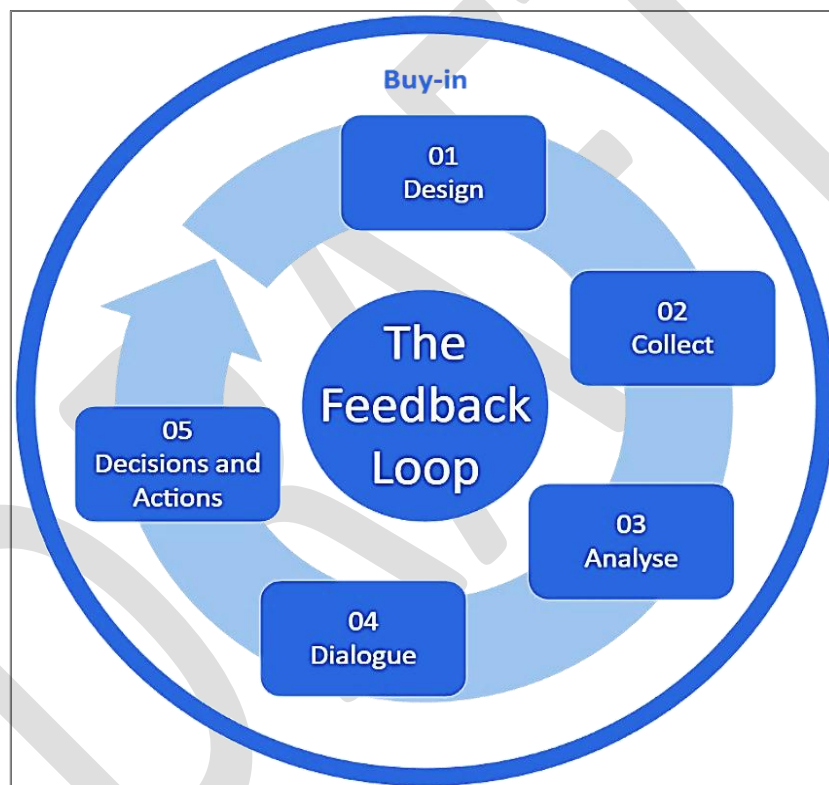
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## Introduction

This handbook should be read in conjunction with Tusla's Service Experience Insights Framework (SEIF). It aims to support Tusla staff to:

- Understand and implement Tusla's approach to soliciting feedback from service users.
- Use the Feedback Loop process (see Figure 1).
- Use feedback and information from service users in a clear, respectful, and ethical way to develop Service Experience Insights (SEIs).
- Report on this work.
- Understand how Tusla as an agency will report on Service Experience Insights (SEIs) at a national level.

**Figure1: The Feedback Loop**



The handbook focuses on soliciting feedback (reaching out to ask for feedback) from people who use our services, and it also recognises that it is possible to develop insights from other data sources. The Handbook should be read in conjunction with the Tusla Service Experience Insights Framework (SEIF) Policy (link to be inserted). It is not intended to be a practice resource as it is focused on service level feedback as opposed to case specific feedback. Predominantly the handbook it is focused on helping Tusla staff to implement the feedback loop.

There are five sections in this handbook:

1. What are Service Experience Insights?
2. How to develop Service Experience Insights using a feedback loop process.
3. Do Service Experience Insights have to come from solicited feedback?
4. How to record your work centrally.
5. How Tusla, as an agency reports on the gathering and use of Service Experience Insights.

## 1. What are Service Experience Insights?

Service Experience Insights (SEIs) are “deep understandings” (Peters, 2003, p. 148) of service users’ experiences with Tusla. SEIs are about bringing a service user lens to the work of Tusla. This means, that such insights are obtained by asking people who use, have used, or are seeking to use Tusla services for their feedback, and/or about their experiences. SEIs are generally based on information *from* rather than *about* people. Keep in mind the phrase “nothing about us without us” (Charlton, 1998, p. 3).

SEIs can be used to answer questions or drive actions. Both are useful but insights that lead to actions are typically more valuable (Dykes, 2021). It is envisaged that SEIs will assist in driving positive, meaningful changes at an organisational level in Tusla.

The Service Experience Insights Framework makes a distinction between soliciting (asking for) feedback to develop Service Experience Insights and the dialogue and participation that occurs with service users every day in the course of the delivery of individual care, and which is an embedded professional practice in Tusla. This distinction does not prevent learning from practice activities being captured and used; however, that is not the primary focus of the SEIF.

This distinction is important as it addresses relational power dynamics which may affect feedback processes. For example, service users may want to give feedback anonymously which is not possible if solicited feedback is gathered during casework interactions.

Feedback sought in a way that is focused on services, for agency learning, creates a less demanding experience for service users and directs ideas for improvement to Tusla as an organisation. In this way, solicited feedback becomes more about the experience of services and less about individual relationships.

The SEIF enables Tusla to reach out to service users to gather feedback on topics that staff and/or service users identify as being important for Tusla. Activities to develop SEIs can be undertaken at local, regional, national, or corporate level.

Given the nature of many of Tusla’s services, Tusla must be sensitive and thoughtful about the process for gathering feedback. Working with the seven guiding principles outlined in the SEIF Policy, and with the feedback loop model outlined below assures this. The SEIF seven guiding principles are that developing SEIs should be well-

planned, enabling, inclusive, collaborative, ethical, transparent, and accountable. Please see Appendix 1 for more details on each of the principles.

## 1.1 Service users as partners in developing Service Experience Insights

Service user involvement is integral to developing Service Experience Insights. Of course, service users are the people who give us the feedback. However, service users may also work as partners with Tusla staff to design the SEI process and implement the stages of the feedback loop (Nielsen, 2021).

When we work with service users in this way they move beyond being “heard”; they help decide what gets asked, how it’s asked, and how the data is used. This method is identified as a “co-approach” that seeks to encourage inclusivity, share accountability, and reveal deeper insights during the process of meaningful partnership work (Nesta, n.d.).

When you involve people who use our services in designing, managing, and evaluating the SEI activity they become part of your SEI team (see page 11 below) and you can say “designed/developed with service users”.

If you do include service users as members of your team you will need to consider and plan for this involvement. The textbox highlights some of the issues you will need to consider.

If you decided not to involve service users as part of your team, document the reason as this helps to identify potential barriers to service user involvement.

### **Tips for including service users on your Service Experience Insights team**

- **Recruitment:** Consider the number of service users to invite, how to identify them, and whether they should have direct experience with the topic.
- **Safety and comfort:** Plan how to ensure the SEI team is safe and welcoming for service users.
- **Preparation:** Identify the information, induction, education, or training that may be needed.
- **Enabling:** Find ways to make participation easy so no one is out of pocket or overly inconvenienced.
- **Accommodations:** Plan for reasonable accommodations service user team members might need.
- **Support:** Establish distress protocols in case someone finds the process upsetting.
- **Data protection:** Ensure to keep personal information safe in line with data protection

See the [Useful resources: Service users as partners in developing SEIs](#) section for related links and documents.

## 2 Developing Service Experience Insights using a Feedback Loop

The feedback loop model as described below has been developed by Tusla based on a model developed by Feedback Labs (Feedback Labs, n.d.). It has been developed to ensure that Tusla is quality focused and transparent in how it solicits feedback and develops Service Experience Insights. The model is illustrated in Figure 2 and emphasises that collecting data from service users is not enough. It is also necessary to create a dialogue with service users to check that the views gathered have been understood, to check that any potential decisions and actions are considered useful by those they are designed to benefit, and to be open and transparent about any decisions or actions taken. Tusla recognises that staff work in a resource constrained environment which can impact the implementation of the feedback loop, however, it is committed to this approach. If the loop cannot be implemented in full staff should document the reasons for this.

### 2.1 Before you start using the Feedback Loop...

It is important to consider the possible impacts of power dynamics and implicit bias before you start your activity to develop Service Experience Insights. You should continue to think about these issues throughout the SEI process.

#### 2.1.1 Power Dynamics

Tusla staff hold authority to make decisions that affect service users' lives. The impact of this power differential should be understood by staff and addressed when seeking feedback. The goal is to help service users feel safe and heard and to minimise the effect that the power differential may have on service users' feedback and/or their experience of the feedback process. The text box below includes some

suggestions on how you might consider and minimise the effect of this power differential throughout the feedback loop process.

#### **Tips on how to manage power differentials**

- **Anonymity and confidentiality:** Offer anonymous options or limited confidentiality (identifiable only to the facilitator). If using limited confidentiality clarify that risk of harm must be reported to the relevant services.
- **Co-design:** Collaborate with service users to design feedback activities.
- **Accessibility:** Offer multiple channels to give feedback - online, phone, writing, in person – to suit different needs.
- **Safe spaces:** Ensure environments for collecting feedback (whether online or in person) are comfortable and non-threatening.
- **Voluntary participation:** Remind service users they can withdraw at any time without penalty.
- **Support and advocacy:** Consider partnering with trusted peer groups or advocates to provide support to feedback participants.
- **Neutrality:** Use facilitators not involved in direct delivery of the service about which you are seeking feedback.
- **Empowerment:** Offer training to service users taking part in advisory groups or panels to solicit feedback.

#### 2.1.2 Bias

Everyone has unconscious biases that can shape how they ask for and interpret feedback. Being aware of the potential for unconscious bias and managing this helps keep the process fair. The text box includes some suggestions about how you might minimise biases.

#### **Tips on how to minimise biases**

- **Acknowledge implicit bias:** Stay mindful of unconscious associations and their potential impact on your judgment.
- **Self-reflect:** Reflect on your own background, beliefs, and assumptions throughout the process.
- **Collaborate on design:** Review questions with others, including service users, to spot any leading or loaded wording.
- **Interpretation of results:** Include service users in results analysis, for example, as part of your SEI team and in the Dialogue stage of the feedback loop process. This can help to provide a counterbalance to professional perspectives.

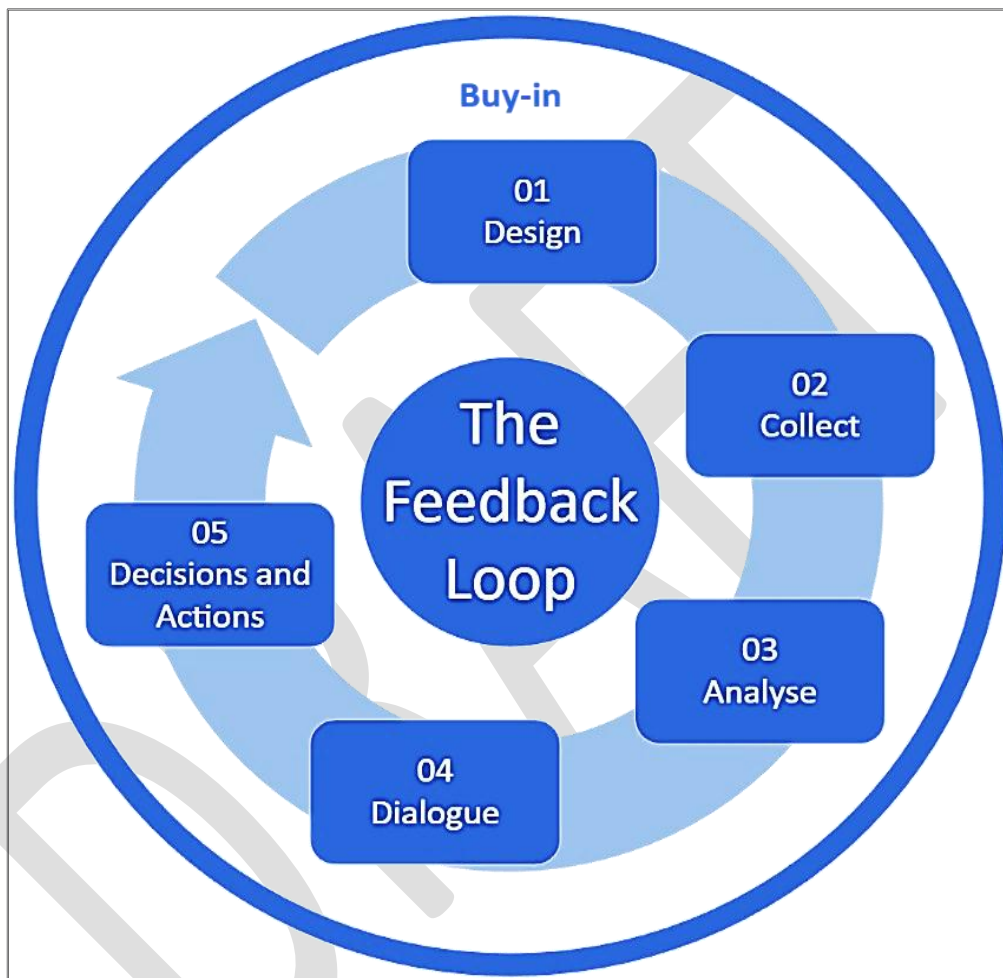
See the [Useful resources: Power Dynamics and Bias](#) section for related links and documents

## 2.2 Using the Feedback Loop process

This next section takes staff through the feedback loop process by describing and advising how to implement each stage of the feedback loop as it is recommended for use in Tusla. The feedback loop process is a tool to ensure an ethical, systematic, and transparent approach to developing Service Experience Insights in Tusla.

## 2.3 The Stages of the Feedback Loop

**Figure 2: The Stages of the Feedback Loop**



Each Stage in the Feedback Loop is described in more detail in the sections below.

## 2.4 Feedback Loop Stage 0 Buy-in

'Buy-In' is the first, and a continuous step, in a feed-back loop process. It is about building support for your Service Experience Insights activity among the different stakeholders (i.e. the people you will need to 'buy-in' to the process). Buy-In is referred to as Stage 0 of the feedback loop but it is depicted as the context for all stages. While it is essential to secure initial buy-in from all stakeholders including service users, it is also important to maintain the buy-in, as conditions and contexts change.

In order to identify the relevant stakeholders, you will need to be clear about the **purpose** of your SEI activity.

### 2.4.1 The Purpose of the Service Experience Insights activity

A crucial requirement for any Service Experience Insights activity is to decide on, and document in the *Service Experience Insights Framework Planning Template* (Appendix 2), exactly why you are asking for feedback i.e. your purpose. Your purpose is the underlying reason for the activity. It may arise from a specific topic identified by Tusla, service users, staff, the public, or a regulator, that requires consideration from a service assurance or improvement perspective.

Your documented purpose should include your rationale for undertaking your specific SEI activity in the context of the particular practice, service, policy, strategy, or other initiatives being explored. For example, has an issue been identified in your Region or Network Area that would benefit from service user feedback and the development of Service Experience Insights. Ensuring that your Service Experience Insight activity is in response to a clearly defined issue or problem, and that feedback from service users can meaningfully inform Tusla decision-making, is crucial to developing and maintaining service user trust in Tusla and in the SEI process (OECD, 2022).

Your documented purpose provides clarity for stakeholders and participants. It serves as an ongoing reference point throughout the process. By checking back against this original purpose at every stage of the feedback loop, you ensure that the activity stays on track, remains relevant, and focuses on service assurance or improvement.

Once you are clear on your purpose, you can identify the stakeholders relevant to your activity. These will include people in the organisation who can make decisions on the SEIs you are working to develop, and the members of the SEI team that you have set up to plan and run your SEI activity. Throughout the process the Journey Experience Insights Team is available for support and consultation

### 2.4.2 How to identify stakeholders

Using structured methods to identify stakeholders at the outset can help to ensure you don't miss "hidden" stakeholders or critical decision-makers. Some methods which may help you with this include:

- *Brainstorming*: A structured brainstorming session is a useful method to list everyone impacted by the Service Experience Insights you plan to develop. Use questions like "Who provides the service?", "Who are the service users?", "Who manages the service?", and "Who can make decisions?" to ensure a comprehensive list.
- *Stakeholder mapping*: Once you have a list of potential stakeholders, you can use a [Power/Interest Grid](#) Power/Interest Grid to categorise them (Improvement Service, n.d.). This can help to identify the relevant decision-makers.

### 2.4.3 Engaging decision-maker buy-in

Once your mapping has identified the relevant decision-makers, your priority is to get their support for the proposed Service Experience Insights activity and a documented commitment to review any outputs for decision-making. f.

Decisions-makers are usually managers who hold responsibility for the subject area in which you aim to generate insights, and who can make decisions and authorise actions. It is important to communicate with these decision-makers about your activity and what you want to achieve. Explore with them how your SEI activity aligns with Tulsa's priorities and responsibilities. Tailoring the SEIs sought to Tulsa's priorities and responsibilities in this way increases the likelihood that the SEIs you develop will be accepted and acted upon when you present your insights to these decision-makers later in the process.

### 2.4.4 Building a collaborative Service Experience Insights Team

With decision-maker support secured, you're ready to assemble your Service Experience Insights team. The SEI team is the group of people you bring together to develop Service Experience Insights by putting the stages of the feedback loop into practice. The membership of the team will be informed by the work you did to identify stakeholders and may include, as appropriate to your SEI activity:

- *Service users as partners in developing SEIs*: Including people with lived experience as members of your SEI team is discussed more in-depth on pages 4 to 5 above. As partners, they help shape the SEI activity and help ensure findings are interpreted through the lens of those who actually use services.
- *Decision-makers*: Including the decision-makers you have identified can be a useful way to maintain their 'buy-in' and keep them up to date on progress.
- *Staff members*: Including colleagues who understand the practicalities of service delivery and internal systems can provide context and expertise.

It may be useful to complete a Terms of Reference document to guide the work of your team. It is also important to consider the amount of time and resources that members of the SEI team will be able to commit to the activity and to tailor SEI activities in line with this.

### 2.4.5 Maintaining buy-in

As discussed above buy-in is not a one-time event; it must be maintained throughout the feedback loop process. It is important to keep your decision-makers and stakeholders updated with regular "progress snapshots." This keeps the project on their radar and reinforces their initial commitment.

See the [Useful resources: Stage 0 Buy-in](#) section for related links and documents.

## 2.5 Feedback Loop Stage 01 Design

Stage 01 Design is when you (and your Service Experience Insights team) create the design for implementing each subsequent stage of the feedback loop in advance of beginning the process. Give yourself and your team enough time to think through and discuss each stage.

The specific details of your SEI activity's design will depend on its unique purpose and context. However, to ensure your activity remains focused and effective your design should consider each of the following stages of the loop (each of these stages is discussed in more detail in the following sections of this Handbook):

- *Designing Stage 02 Collect:* Your team must decide on the most appropriate methods for collecting information. This will include identifying specific times and accessible locations for engagement with service users. A good design will take into account SEI activity participants' experiences and perspectives to ensure the collection process is positive, respectful, and empowering.
- *Designing Stage 03 Analyse:* The design should define the methods you will use to analyse feedback. This ensures that raw data is transformed into structured, high-quality information that accurately reflects the service user experience.
- *Designing Stage 04 Dialogue:* You should design for this vital stage by determining how you will communicate findings back to service users. Establishing a clear method for this two-way conversation at the design stage and sharing this with SEI participants ensures that they see that their contribution is valued and remain engaged in the process.
- *Designing Stage 05 Decisions and Actions:* Your design should establish clear pathways to share your Service Experience Insights with the identified decision-makers. By defining these reporting lines early, you ensure that decisions and actions can be progressed in a timely way.

### 2.5.1 Principles of good practice for data collection activities

Stage 01 Design is the time to explicitly consider principles of good practice for data collection that need to be adhered to throughout the Service Experience Insights process. These principles are described in the Tusla National Research Office's guidance document [When is Research Ethics Approval Required: Guidance for Tusla Child and Family Agency Staff \(pdf\)](#) (Tusla, 2024, pp. 10-13). They include good practice on:

- Data Protection
- Consent and assent
- Safeguarding
- Accessibility.

Gathering Service Experience feedback is not intended to be a research activity. However, if you think your SEI activity may reach the threshold for research it is important to consult with Tusla's Research Ethics Committee. Again, the National Research Office NRO document can give guidance on this. Research projects are not intended to be comprehended by this handbook.

### 2.5.2 Identifying potential service user Service Experience Insights Activity participants

Identifying the group of service users that you want to approach to participate in the Service Experience Insights activity is part of Stage 01 Design. Be sure that you and the SEI team are clear about why you need feedback from this group of service users and that this is in keeping with the purpose of your SEI activity.

Consider if the service users that you want to approach will be in a position to answer your questions in an informed and meaningful way. This requires that the service users giving feedback have adequate information about the service and what can be expected from that service, and adequate information about why they are being asked for their feedback and what will be done with that feedback (British Association of Social Workers, 2018).

It may be that 'gatekeepers' (the people who control or influence access to service users) are a necessary part of identifying and accessing service users to participate in your SEI activity. If this is the case, consider the discussion on power differentials noted on page 9 above.

### 2.5.3 Inclusive and Enabling Service Experience Insights Activities

When designing Service Experience Insights activities, it is particularly important to bear in mind the Tusla SEIF principles Inclusive and Enabling. It is important not to make assumptions around people's ability and willingness to give feedback or contribute. Service users should not be deprived of agency and should be facilitated in exercising it to contribute to Service Experience Insights in a safe and meaningful way.

#### **Tips on designing Service Experience Insights activities that are Inclusive and Enabling**

- **Proactive accessibility:** Consider a Universal Design Approach<sup>1</sup> from the outset, guided by resources like the National Disability Authority's guidance *Participation Matters* (2022) to ensure platforms, locations, and materials are inherently usable by everyone, including those with physical, communication or cognitive differences.
- **Flexible feedback options:** If possible, facilitate service users to choose when and how they provide feedback (e.g., anonymous, written, one-on-one, or in a group).
- **Support and advocacy:** Offer the option of a support person or independent advocate to balance power dynamics and ensure service users feel confident and empowered to engage.
- **Safety (physical and emotional):** Ensure physical and digital environments are safe, accessible, and comfortable. Safety is achieved when service users feel respected and physically comfortable in the space provided.
- **Support protocols:** Develop appropriate support protocols to manage potential distress and ensure there are enough trained people on hand where required.
- **Cultural and linguistic inclusion:** Provide materials in diverse formats (e.g. Plain English, Easy-to-Read, languages other than English) as appropriate to your activity and audience.
- **Ease of participation:** Minimise practical barriers as much as possible. For example, try to ensure that no participant is out of pocket or overly inconvenienced.
- **Diversity and representation:** When appropriate, engage with under-represented, minority and/or "seldom heard" groups to ensure insights reflect the group who will be

### 2.5.4 The Service Experience Insights Framework Planning Template

Before moving on to the Stage 02 Collect, it is important to complete the *Service Experience Insights Framework Planning Template* (Appendix 2). You will need to retain the completed planning template on file as evidence that your SEI activity has a clear, pre-defined purpose, has been planned in accordance with Tusla's SEIF Framework, and has been planned to ensure clarity of roles, responsibilities, and objectives for all stakeholders. You will need to attach this planning report to the Corporate Activity Record for Service Experience Insights which Tusla will use for learning at a national level.

See the [Useful resources: Stage 01 Design](#) section for related links and documents.

## 2.6 Feedback Loop Stage 02 Collect

There are many ways we might collect solicited feedback in Tusla to develop Service Experience Insights as illustrated in the word cloud below.

Focus groups, **Surveys**, **World Café**, Service user exit interview, **live survey site**,  
Service user diaries, Net Promoter Score, **Piloting**, customer service line, Town hall meetings,  
Service user narrative, Conferences, **e mail link**, comment form, a/b testing, support groups, one to one meetings,  
**online polls**, feedback form, MVS testing, **Talking walls**, Direct interviewing, **Feedback hub**,  
Child in care forum, written consultation, **Aftercare forum**, Webinar, **deliberative workshop**,  
**Peer feedback**, service user panels, **Planning workshops**, Personalised requests, **Parent Forum**,  
ideas portal online, **suggestion boxes**, Seminars, **Agenda Days**, Apps, working groups, **Guerrilla testing**,  
**Advisory groups**, Ethnography, **warm data labs**, Community partnership forums, digital kiosks,  
**sentiment analysis**, crowd sourcing, **ideas jam**, **Policy development groups**,  
Art and creative expression, **Customer Satisfaction Survey**, **Voice of customer platform**,  
TCM triggered link, Persona development, Journey mapping, **future stories**, back casting ,  
**codesign workshops**, **feed forward**, **document/ report analysis**, legislative theatre, feedback juries,  
**social media**, social media scraping , **QR codes**.

### 2.6.1 Data Collection Methods

This handbook highlights four commonly used methods, but this does not preclude the use of the other methods mentioned in the graphic or other methods that you feel are appropriate for your activity. The important thing is that the methods you use are consistent with the seven Service Experience Insights Framework principles in Appendix 1 and with the stages of the feedback loop. Your choice of data collection method will be informed by the purpose of your SEI activity, and by what is most appropriate for the group of service users you are asking for feedback.

The four commonly used data collection methods are outlined below.

## a) Surveys

Surveys ask a group of people the same questions and collect their responses.

### Possible survey formats

- **Online** via email, QR code, or link. Tusla Surveys is the only survey system that Tusla ICT currently supports and is the only survey system you should use when developing Service Experience Insights.
- **Paper/Hard Copy** forms completed by respondents.
- **In-person** where an interviewer asks the questions and records responses either on paper or digitally.

### Some advantages of surveys

- **Low cost:** Surveys can reach many people with minimal expense.
- **Familiarity:** Most users already know how surveys work.
- **Trend tracking:** Surveys allow for data comparison and the identification of trends.
- **Convenience:** Surveys are convenient and respondents can answer at their own pace.
- **Honesty:** Surveys reduce social pressure, and people can feel freer to answer honestly.
- **Anonymity:** It is possible for respondents to answer surveys anonymously.

### Some drawbacks of surveys

- **Lack of nuance:** Fixed answers may contain limited detail.
- **Limited depth:** It can be difficult to explore points of interest in depth.
- **Response bias:** Those with very positive or very negative views may be more likely to respond.
- **Response rates:** Low response rates impact data and can weaken findings.
- **Anonymity constraints:** It is not possible to check points that need to be clarified if anonymous.
- **Safety monitoring:** It is difficult to monitor the effectiveness of distress protocols in surveys.

### Some points to remember when conducting surveys

- **Instructions:** Provide simple instructions and set clear expectations for respondents.
- **Design:** Take care to avoid leading and/or confusing questions when designing your feedback tool (i.e. survey questionnaire).
- **Safe spaces:** Provide accessible and safe spaces or online platforms to conduct data collection.
- **Pilot:** Finalise and pilot test your survey questionnaire before you start collecting data. Colleagues or service users may be able to assist with this. Make changes if necessary.

## b) One-to-one interviews

Interviews are one-to-one discussions to get in-depth feedback. You can meet face to face, online, or by phone. Interviews are best when you want detailed, qualitative insights from a few people.

### Types of interviews

- **Structured** (set questions)
- **Semi-structured** (guiding questions)
- **Unstructured** (open discussion on the topic of interest).

### Some advantages of interviews

- **Dialogue:** Interviews allow for real-time clarification and dialogue.
- **Rapport:** The one-to-one format can make people feel at ease and open to discuss difficult subjects.
- **Depth:** Interviews are appropriate for gathering rich, qualitative data.

### Some drawbacks of interviews

- **Resources:** Significant time and resource commitment required from both the interviewer and the interviewee.
- **Comfort levels:** Some people can find one-on-one sessions uncomfortable and may be more open to focus groups .
- **Analysis:** Analysing detailed answers takes time.
- **Anonymity:** It is not possible for respondents to be anonymous.

### Some points to remember when conducting interviews

- **Instructions:** Provide simple instructions and set clear expectations for and with interviewees.
- **Skilled facilitators:** Use skilled interviewers who won't lead or bias answers.
- **Safe spaces:** Provide accessible and safe spaces or online platforms to conduct interviews.
- **Recording:** Decide on recording method (notes, audio, video). Be sure to reconfirm consent before you start any digital recording.
- **Verification of notes:** If you take notes (as opposed to recording verbatim) review these with interviewees.
- **Confidentiality:** Be sure that interviewees understand the limits to the confidentiality of the interview.
- **Pilot:** Finalise and pilot test your feedback tool (i.e. your interview guide) before you start your interviews. Colleagues or service users may be able to assist with this. Make changes if necessary.

### c) Focus Groups

Focus groups are group interviews led by a facilitator. They bring together a small group of people to talk about a topic, service, or idea. Focus groups can be conducted in-person or online. They aim to uncover insights and information through the participants' exchange of ideas.

#### **Some advantages of focus groups**

- **Dialogue:** Focus groups allow for real-time clarification and dialogue.
- **Comfort levels:** Participants can feel more at ease and under less pressure to answer questions than in one-on-one interviews.
- **Depth:** Focus groups are appropriate for gathering rich, qualitative data.
- **Insights:** Participants can spark ideas off each other, leading to richer insights.

#### **Some drawbacks of focus groups**

- **Resources:** Significant time and resource commitment is required from the facilitator and the group members.
- **Risk of conformity:** Group members may feel pressure to conform to prevailing or strongly expressed opinions.
- **Group dynamics:** Skilled facilitators are needed to manage group dynamics.
- **Analysis:** Analysing multi-person discussions is time-consuming.
- **Privacy:** Confidentiality needs to be managed carefully as group members will hear each other's stories/opinions. Anonymity is not possible.

#### **Some points to remember when conducting focus groups**

- **Instructions:** Provide simple instructions and set clear expectations for and with focus group members.
- **Skilled facilitators:** Use skilled facilitators who won't lead or bias answers and who understand how to manage group dynamics.
- **Safe spaces:** Provide accessible and safe spaces or online platforms to conduct focus groups.
- **Planning:** Arrange facilitators and note-takers in advance. Prepare any interactive tools needed (e.g. sticky notes, talking walls, interactive Apps etc.) in advance.
- **Recording:** Decide on recording method (notes, audio, video). Be sure to reconfirm consent before you start any digital recording.
- **Verification of notes:** If you take notes (as opposed to recording verbatim) review these with group members.
- **Confidentiality:** Be sure that participants understand the limits to the confidentiality of the discussion.
- **Pilot:** Finalise and pilot test your feedback tool (i.e. your question guide) before you start collecting data. Colleagues or service users may be able to assist with this. Make changes if necessary.

#### d) Record/Document Analysis

Record/Document analysis is a systematic method that involves reviewing and interpreting information from various written and visual sources.

##### **Some advantages of record/document analysis**

- **Breadth:** Record/Document analysis can include data across different groups.
- **Synthesis:** Feedback from many sources can be combined for a bigger picture.
- **Efficiency:** It is possible to use existing information without the need to ask people to provide new data
- **Validation:** Record/Document analysis can confirm or deepen what you learn from other methods.

##### **Some drawbacks of record/document analysis**

- **Resources:** It can be time consuming if there are a large number of documents involved.
- **Relevance:** Documents may be outdated or no longer relevant.
- **Comparison:** Different reports use different formats or questions, making comparisons difficult.
- **Clarification:** It may not be possible to go back to the people who created the records or documents to clarify unclear points.

##### **Some points to remember when conducting record/document analysis:**

- **Identification of documents:** Identify and gather all relevant documents.
- **Data protection:** Ensure you have permission to use any written documents in a new way in line with data protection requirements.

See the [Useful resources: Stage 02 Collect and Stage 03 Analyse](#) section for related links and documents.

## 2.7 Feedback Loop Stage 03 Analyse

Stage 03 Analyse is where you begin to develop insights from the feedback data you've collected. This is when you begin to see themes or patterns in the data. Depending on the data collection method you have used, your data will be:

- Survey responses
- Interview transcripts or notes
- Group discussion transcripts or notes
- Outputs from creative or group activities
- Written or visual documents.

The type of analysis that you conduct will depend on the methodology you are using and the type of data you have collected. For example, you might use thematic analysis for qualitative data collected in interviews, or descriptive statistics for quantitative data collected through a survey.

#### **Analyse: Key reminders**

- Continue to be aware of the possible impact of personal/professional biases.
- Ensure the analysis and understandings that you plan to share with service users are supported by the data you have collected.
- Stay focused on your original purpose. Be guided by the decisions you made in the Buy-in and Design stages.
- Always anonymise your analysis and understanding before sharing with service-users at the Dialogue stage.
- When compiling your analysis and understanding for sharing with service users, use plain language and visual summaries (charts, infographics, dashboards).

See the [Useful resources: Stage 02 Collect and Stage 03 Analyse](#) section for related links and documents.

## 2.8 Feedback Loop Stage 04 Dialogue

Stage 04 Dialogue is where you check (or validate) your analysis and understanding of the feedback data with service users.

Stage 04 Dialogue involves five steps:

1. Presenting the data and your analysis of it to service users and discussing these together.
2. Checking if service users agree/disagree with your analysis and understanding, and discussing any different perspectives, analysis, ideas, or suggestions they may have. (One way to do this would be to run Dialogue workshop(s) where you share the data and your analysis of it with service users and explicitly ask “Did we capture this right?”)
3. Where the discussion clarifies misunderstandings or surfaces new understandings adjust your analysis accordingly. Adjusting your analysis and understanding based on your dialogue with service users, as appropriate, and recording the reasons why changes were (or were not) made is required for the next step.
4. Communicating back to service users the changes made (or not) as a result of your discussions with them and explaining the reasons why. This communication helps to build trust in the process and shows respect for service users’ input, and that you have really listened to their expertise.

5. Where possible dialogue should be carried out with the service users who participated in your Service Experience Insights activity. If this is not possible (for example if you used an anonymised survey) you should endeavour to dialogue with service users who have had similar experiences or are representative of the people who gave feedback.

## **You and your team now have your Service Experience Insights!**

### **2.9 Feedback Loop Stage 05 Decisions and Actions**

Having developed your Service Experience Insights, they now need to be written up and presented to the decision-makers who hold responsibility for the subject area. These decision-makers will have 'bought in' to your SEI activity at the start and hopefully you will have kept them informed and 'in the loop', so to speak, on your progress.

In the context of Service Experience Insights, a short write-up based on the data you have gathered and your dialogue with service users is generally most useful for decision-making purposes. To this end Tusla have developed the *Service Experience Insights Report for Decisions Makers* template (Appendix 3). Take care to anonymise your write-up by removing any personal data and information that might identify service users. You will need to attach this report for decision-makers to the Corporate Activity Record for Service Experience Insights which Tusla will use for learning at a national level.

There are a range of possible actions that decision-makers can take which include:

- Where SEIs signpost the need for further exploration decision-makers may authorise further research or investigation on the topic.
- Where SEIs recommend a change in a policy, procedure, or practice, this may be authorised by the decision-maker if it is within their remit. Alternatively, they may decide not to authorise the change. They could also amend a recommendation or make alternative recommendations arising from your SEIs.
- If the decision falls outside their remit they may escalate to a more senior/appropriate management forum for consideration.
- Decision makers will provide written confirmation of any actions and decisions taken, including reasons why (Appendix 4).

#### **2.9.1 Informing service users about decisions and actions**

It is essential to let service users know about any actions or decisions made, and the reasons for these. You can do this by sharing a high-level, age-appropriate summary of Tusla's planned actions, and their intended service improvements, directly with the service users who participated in Stage 04 Dialogue.

You can refer service users who have not participated in the Dialogue stage to the annual 'Casebook' of SEI activities that will be published on the Tusla website (see the Tusla Corporate Reporting section below).

It is important to inform service users about decisions and actions because evidence shows that when organisations ask for feedback but do not show how the feedback has been acted on, or explain why it has not been acted on, trust in the organisation is significantly undermined (Carroll, 2024; Stovall, 2025). This emphasises the importance of getting initial and ongoing buy-in from decision-makers as discussed above.

**Completing the Corporate Activity Record for Service Experience Insights (see below) is the required last step in the Service Experience Insights process.**

### 3. Do Service Experience Insights have to come from solicited feedback?

While Tusla emphasises and encourages the requirement to develop Service Experience Insights through soliciting feedback directly from service users, SEIs may also be developed from other data sources where the data is *about* service users. These data sources include, but are not limited to, research, audit, evaluation and other reports, statistical data analysis, and complaints. These sources may offer indirect or direct data on service users' experiences of services.

You should use the feedback loop model when developing insights from these other sources. However, when it comes to the Stage 02 Collect the data may already exist, and you are locating it rather than collecting it anew. As with solicited feedback the Dialogue stage is necessary to validate your understanding of the data directly with service users in order to develop Service Experience Insights.

As always, it is important to bear in mind the seven SEIF principles outlined in Appendix 1.

When analysing unsolicited data you should continue to adhere to all data protection requirements.

Where reports (e.g. audit or research reports) or past feedback summaries are the source of unsolicited feedback it is important that the time periods the reports apply to and the methods used to produce the reports are considered. For example, a report that is ten years old may no longer be relevant to your particular activity's purpose. It should also be taken into account that historical reports may be dated due to shifts in societal and service users' expectations and experiences and/or the introduction of updated PPPGs or strategies in Tusla.

### 4. The Corporate Activity Record for Service Experience Insights: How to record your work centrally

Tusla requires that all activities to develop Service Experience Insights are recorded centrally with the Quality and Regulation Directorate.

To facilitate this the Quality and Regulation Directorate have developed the Corporate Activity Record for Service Experience Insights. On completion of an SEI activity, the activity lead must complete this Corporate Activity Record electronically. You will need to attach your SEIF Planning Report and your SEIF Report for Decision Makers (Appendices 2 and 3).

The Corporate Activity Records will be collectively held and will be used to develop an annual report to evidence how Tusla is meeting its obligations and commitments to engaging with children, families, and communities regarding the design, delivery and quality of services. It is a central record of how Tusla gathers feedback and turns it into Service Experience Insights.

You can complete the Corporate Activity Record for Service Experience Insights by clicking (link to be inserted).

## 5. Tusla Corporate Reporting: How Tusla reports on the gathering and use of Service Experience Insights

There are a number of interconnected aspects to the corporate reporting of Service Experience Insights. These are:

- The Quality and Regulation Directorate will provide each regional, national, and corporate service with bi-annual activity reports which will be validated in advance of finalisation by the regional, national, or corporate service as appropriate.
- These reports will be used to inform an annual activity and analysis report to the Tusla Board Service and Quality Committee.
- It is intended that this annual activity report will inform an annual anonymised Casebook which will be made available to SEI participants, Tusla service users, and the public on the Tusla website. This casebook will outline the learning from, and impact of the SEI activities reported.

### Training

Tusla has developed online training and information modules that explore Service Experience Insights and the topics in this document in more detail. These are available on [HSeLanD](#) and we encourage people involved in developing SEIs to access these.

### Need help or more information?

If you have questions or need support, contact the Journeys Experience and Insights Team (JEIT).

## Useful Resources

### Useful resources: Service users as partners in developing SEIs

- [Co-designing learning for evidence use and engagement \(nesta.org.uk\)](https://www.nesta.org.uk)
- [Fairy Tale to Reality: Dispelling the Myths around Citizen Engagement \(pdf\)](#)
- [Co-production: what it is and how to do it \(scie.org.uk\)](https://www.scie.org.uk)
- [BASW Service User Carer Involvement Framework \(pdf\)](#)

### Useful resources: Power Differentials and Bias

#### Power Dynamics

- [Making the difference together: Guidance on gathering and using feedback about the experience of social work from people who use services and their carers - Allen et al 2016 \(pdf\)](#)
- [How power dynamics and relationships interact with the assessment of competence - Roulston et al. 2021 \(British Journal of Social Work\)](#)

#### Bias

- [Unconscious-bias-training-that-works - Gino & Goffman, 2021 \(Harvard Business Review\)](#)
- [The Stanford Anti-Racism Toolkit - IDEAL Engage 2020 \(pdf\)](#)
- [Harvard Implicit Association Test](#)
- Diversity in Modern Ireland (DIMI) V2 In-person Training (available through [hseand.ie](https://hseand.ie))
- Overcoming Unconscious Bias in the Workplace (available through [hseand.ie](https://hseand.ie)).

### Useful resources: Stage 0 Buy-in

- Tusla Service Experience Insights Framework (SEIF) Policy
- [Tusla Corporate Plan 2024 to 2026](#)
- [Introduction to the Power/Interest Grid \(improvementservice.org.uk\)](https://improvementservice.org.uk)

### Useful resources: Stage 01 Design

#### Principles of Good Practice for Data Collection Activities

- [When is Research Ethics Approval Required: Guidance for Tusla Child and Family Agency Staff \(pdf\)](#)
- [HSE National Policy for Consent in Health and Social Care Research \(hse.ie\)](https://hse.ie)

#### Designing Inclusive and Enabling SEI activities

- [Participation Matters: Guidelines on implementing the obligation to meaningfully engage with disabled people in public decision making - National Disability Authority \(pdf\)](#)
- [Customer Communications Toolkit for Services to the Public - A Universal Design Approach \(universaldesign.ie\)](https://universaldesign.ie)
- [Effective service user involvement – how to build trust \(shapingourlives.org.uk\)](https://shapingourlives.org.uk)
- [Service-manual/user-research/researching-emotionally-sensitive-subjects \(gov.uk\)](https://www.gov.uk)
- [National Framework for Children and Young People's Participation in Decision-making - DCEDIY \(pdf\)](#)

- [Ethical Collaboration with Children and Young People in Research \(ppinetwork.ie\)](http://ppinetwork.ie)
- [The National Adult Literacy Agency \(nala.ie\)](http://nala.ie)
- [Promoting the Participation of Seldom Heard Young People: A Review of the Literature on Best Practice Principles - Kelleher et al 2014 \(pdf\)](#)
- [Better Together Health Services Patient Engagement Road Map HSE \(pdf\)](#)

Useful resources: Stage 02 Collect and Stage 03 Analyse

### Surveys

- [Introduction to survey design \(yourexperience.ie\)](http://yourexperience.ie)
- [Survey Hub \(yourexperience.ie\)](http://yourexperience.ie)
- [What are some of the best practices around asking good survey questions \(listen4good.org\)](http://listen4good.org)
- [Customer Satisfaction v Net Promoter Score \(qualtrics.com\)](http://qualtrics.com)
- [Social research methods and applications: qualitative, quantitative, and mixed methods approaches - Singh, 2026](#)
- [Parent Consultation Guidelines: Step by Step Guide for Consultation with Parents - DCDE & NPC, 2026 \(pdf\)](#)

### One-to-one interviews

- [Interview research methods guide \(guides.lib.vt.edu\)](http://guides.lib.vt.edu)
- [User-research/using-in-depth-interviews \(gov.uk\)](http://gov.uk)
- [Research Methods Series: What is Qualitative Interviewing? - Edwards & Holland \(library.oapen.org\)](http://library.oapen.org)
- [Social research methods and applications: qualitative, quantitative, and mixed methods approaches - Singh, 2026](#)
- [Parent Consultation Guidelines: Step by Step Guide for Consultation with Parents - DCDE & NPC, 2026 \(pdf\)](#)

### Focus Groups

- [At Law Centre, Surveys, Focus Groups, and Advisory Councils Help Embed Clients in Decision-Making \(listen4good.org\)](http://listen4good.org)
- [Research Methods Series: What is Qualitative Interviewing? - Edwards & Holland \(library.oapen.org\)](http://library.oapen.org)
- [Social research methods and applications: qualitative, quantitative, and mixed methods approaches - Singh, 2026](#)
- [Parent Consultation Guidelines: Step by Step Guide for Consultation with Parents - DCDE & NPC, 2026 \(pdf\)](#)

### Record/Document Analysis

- [Three Approaches to Qualitative Content Analysis - Hsieh and Shannon, 2005 \(pdf\)](#)
- [Document Analysis as a Qualitative Research Method - Bowen, 2009 \(pdf\)](#)
- [Comprehensive Guide to Document Analysis Techniques - Kumar](#)

## Revision History

Version Number	Nature of Changes (Page Number if Relevant)	Author of Change	Date	Approved By	Date of Approval

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Tusla (2026), *Service Experience Insights Framework Policy* (details to be included).

Tusla (2024) *When is Research Ethics Approval Required: Guidance for Tusla Child and Family Agency Staff*. [online] Available at: [sharepoint.com](https://sharepoint.com) [Accessed 15 December 2025].

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## Appendices

### Appendix 1: Tusla's Seven Service Experience Insights Framework Principles

The seven SEIF principles as outlined in Tusla's *Service Experience Insights Framework Policy*.

#### Well-Planned

Well-planned SEI activities require each engagement to be rigorously designed. The design should include selecting topics of interest, defining the purpose, identifying the stakeholders to involve, and choosing the participation method (OECD, 2022).

A planning template (link to be inserted) is included in the accompanying SEIF handbook to assist with planning activities to develop SEIs. The Quality and Regulation Directorate will provide advice and support on the implementation and operation of the framework. Training for Tusla staff to support the implementation of this framework will be provided.

#### Enabling

Enabling is "to make possible, practical, or easy" (Merriam-Webster, n.d.). It is important to make it easy for service users to engage in feedback activities (Welsh Government, 2022) and to ensure they have the necessary resources and knowledge to take part (Council of Europe, 2020). Enabling service users to participate is an integral part of the design of a feedback activity and must be considered from the start of each activity (UK Government, 2021; Gov.ie, 2016; Council of Europe 2020).

The Tusla SEIF framework is intended to support Tusla staff in developing ways to actively reach out to service users to hear, understand, and use their feedback. Feedback activities developed using this framework will be easy, accessible and timely (Behavioural Insights Team, 2024).

Barriers to providing feedback will be proactively considered and minimised during the design of any SEI activity. Service users should never be disadvantaged by their involvement in feedback activities, and appropriate supports should be provided to facilitate service users to take part.

#### Inclusive

Inclusive activities to develop SEIs should reflect the diversity of the service users likely to be impacted by decisions that may be taken as a result of the activity. It is important to consider how to involve seldom-heard individuals and groups to ensure as diverse and representative a response as possible (UN Committee on the Rights of the Child, 2009; International Association for Public Participation, 2024; Gov.ie, Pobal et al., 2023).

Tusla will endeavour to ensure the inclusion of seldom heard individuals and groups, as appropriate, when designing SEIs. This means that, the methods chosen to conduct the activity must be appropriate for the intended participants and that efforts are made to reduce barriers to participation (OECD, 2022).

## Collaborative

Service Experience Insights are developed in collaboration with service users through dialogue, in line with the phrase “nothing about us without us” (Charlton, 1998, p. 3). This means that gathering feedback alone from service users is insufficient when developing SEIs. It is also necessary to validate the analysis and understanding of the feedback data with service users.

To this end, and in line with the SEIF framework, Tusla will create a dialogue with service users to check that it has understood their feedback and to ensure that the SEIs being developed align with service users experience and understanding and are considered useful by the people they are designed to benefit.

Tusla may also engage collaboratively with service users in designing, implementing and reviewing feedback activities to develop SEIs (Gov.ie, Pobal et al., 2023; Burns, McGinn and Fitzsimons, 2023; Social Care Institute for Excellence, 2022).

## Ethical

Ethical considerations should underpin all forms of service user engagement. These standards are established in international documents such as the UN Convention on the Rights of the Child (UNCRC, 2009) and the UN Convention on the Rights of Persons with Disabilities (UNCRPD, 2006). The Tusla National Research Office document [When is Research Ethics Approval Required: Guidance for Tusla Child and Family Agency Staff \(pdf\)](#) outlines principles of good practice for all types of data collection that are reflected throughout this policy and the accompanying handbook.

Tusla will ensure that all engagements with service users to develop SEIs are designed with thoughtful consideration of how they will be experienced by service users and will uphold the highest ethical standards.

## Transparent

Being transparent requires that service users are made aware of feedback activities relevant to them, in a timely manner. Participants in feedback activities should have adequate information about policies, procedures, guidance, practice, and services that are the subject of the SEI activity. In addition, participants should understand the purpose, process and potential outcomes of the feedback activity. If their feedback is to be meaningful and effective (UNCRC, 2009; EU, 2021; BASW, 2018).

Tusla will make service users aware that feedback activities are taking place in order to afford them the opportunity to take part. Tusla will develop and supply service users with the information they require so that they can contribute meaningfully and effectively to the SEI activity.

The Quality and Regulation Directorate will conduct an annual reporting exercise to collate data on all activities which were designed to gather and develop service experience insights. The Directorate will publish an annual anonymised Casebook. This Casebook will be made available to SEI participants, Tusla service users, and the public via the Tusla website.

## Accountable

Being accountable requires that service users are informed of any actions and decisions taken because of an SEI activity. This is because evidence shows when organisations ask for feedback but do not show how the feedback has been acted on, or explain why it has not been acted on, that trust in the organisation is significantly undermined (Carroll, 2024; Stovall, 2025).

Tusla commits to informing service users and other stakeholders about the decisions and actions taken as a result of all SEI activities. Being accountable in this way contributes to building trust (Gov.ie, Pobal et al., 2023; UNCRC, 2009; Department of the Taoiseach, 2024).

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## Appendix 2: The Service Experience Insights Framework Planning Report Template



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### Service Experience Insights Planning Report

*This template is not prescriptive, and you should adjust it depending on your needs.*

*Please see the Service Experience Insights Framework Policy and Handbook for a definition of Service Experience Insights and for details of the SEI feedback loop process.*

**Service Experience Insights planning report for [Title of SEI activity]**

**SEI Activity Purpose:** *The purpose of your SEI activity (SEIF Handbook, page 11).*

**SEI Activity Rationale:** *Briefly describe the reason why you decided to undertake this SEI (SEIF Handbook, page 11).*

**Service Context:** *The name of the Tusla service(s) and staff team(s) relevant to your SEI activity.*

**Service Location:** *Region(s), Network area(s), etc.*

**SEI dates:** *The time-period during which the SEI will be carried out.*

**Feedback Loop STAGE 0: BUY-IN and SEI Team**

**Identified decision-maker(s):** *[Name(s)] [Title(s)] of the decisions-makers you have identified as the people who can make decisions and authorise actions relevant to your SEI activity and to whom you will submit your SEI Report (SEIF Handbook, pages 11 to 12).*

**Decision-maker(s) commitment and engagement:** *Outline decision-maker commitment to your SEI Activity and how you will keep them informed.*

**SEI team members:** *SEI project lead [Name] [Title], Other team members (including service users if applicable) [Name(s)] [Title(s)]*

**Service User involvement in the SEI team:** *Briefly describe how service users will be involved in designing and implementing the feedback loop as part of the SEI Team if applicable. If service users will not be part of the SEI Team briefly describe why not.*

**STAGE 1: DESIGN**

**How we will adhere to principles of good practice for data collection:**

*Briefly describe how you plan to adhere to the Tusla National Research Office guidance, When is Research Ethics Approval Required: Guidance for Tusla Child and Family Agency Staff (SEIF Handbook, page 13).*

**How we will identify participants:** *Briefly describe how you plan to identify the service users with experience/information relevant to your SEI activity (SEIF Handbook, page 14).*

**How we will invite participants:** *Briefly describe how you plan to invite service users to participate, in line with the Tusla National Research Office guidance (SEIF Handbook, page 13).*

**How we will ensure our SEI activity is Inclusive and Enabling:** *Briefly describe measures you plan to put in place to ensure the SEI activity will be Inclusive and Enabling (SEIF Handbook, page 15).*

**Designing for STAGE 2: COLLECT**

**Data collection method(s):** *Describe the method(s) you plan to use to collect feedback from service users. (SEIF Handbook "Data Collection Methods" section).*

**Designing for STAGE 3: ANALYSE**

**Data analysis method(s):** *Describe how you plan to analyse the data collected. (SEIF Handbook "Analyse" section).*

**Designing for STAGE 4: DIALOGUE**

**Dialogue format/date(s)/venue(s):** *Give the details of plans for Dialogue session(s).*

**Validation method:** *Describe briefly the methods you plan to use to dialogue with service users (e.g. We will explicitly ask at an in-person group discussion: "Did we capture this right?" and adjust our analysis based on the dialogue with service users).*

**Incorporating the dialogue:** *Describe briefly how you plan to incorporate the dialogue with services users into any Service Experience Insights developed.*

*(SEIF Handbook "Dialogue" section).*

**Designing for STAGE 5: DECISIONS & ACTIONS**

**SEI Team member(s) responsible for submitting the SEI Report for Decision-makers:** *[Name(s)] [Title(s)] of team members responsible for completing the SEI Report for Decision Makers.*

**Report recipients (Decision-makers):** *[Name(s)] [Title(s)] of decision-makers to whom the final SEI Report will be submitted.*

**Approximate submission date:** *Give an approximate date for report submission.*

Please retain this planning report on file as evidence that your SEI activity has a clear, pre-defined purpose, has been planned in accordance with Tusla's SEIF Framework, and has been planned to ensure clarity of roles, responsibilities, and objectives for all stakeholders.

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

Please remember to attach this planning report to the Corporate Activity Record for Service Experience Insights which Tusla will use for learning at a national level.

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## Appendix 3: The Service Experience Insights Framework Report for Decision-makers Template



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### Service Experience Insights Report for Decision Makers

*This template shows how the data from your Service Experience Insights activity could be presented. It is not prescriptive, and you should adjust it depending on your needs.*

*Please see the SEIF Policy and Handbook for a definition of Service Experience Insights and for details of the SEI feedback loop process.*

**Service Experience Insights report for decision-makers:** [Title of SEI activity]

**SEI Activity Purpose:** *The purpose of your SEI activity, as documented in the SEI Planning Report at the start of the SEI process (SEIF Handbook, page 11).*

**SEI Activity Rationale:** *Briefly describe the reason why you decided to undertake this SEI, as documented in the SEI Planning Report at the start of the SEI process (SEIF Handbook, page 11).*

**Service Context:** *The name of the Tusla service(s) and staff team(s) relevant to your SEI activity.*

**Service Location:** *Region(s), Network area(s), etc.*

**SEI team members:** *SEI project lead [Name] [Title], Other team members (including service users if applicable) [Name(s)] [Title(s)]*

**Service User involvement in the SEI team:** *Briefly describe how service users were involved in the SEI Team. If service users were not involved briefly describe why not.*

**Data Collection:** *Briefly describe the data collection method and give the overall number of service users you collected feedback from.*

**SEI dates:** *The time-period during which the SEI was carried out.*

### Validated Service Experience Insights

*List the Service Experience Insight(s) that the SEI team have developed through the feedback loop process.*

- 
- 
-

Potential actions arising from validated SEIs

List the potential actions that decision-makers may implement based on the Service Experience Insights above.

- 
- 
- 

Limitations to SEI findings

Report any limitations to the SEIs (e.g. Findings are specific to the X and Y Network Areas and issues identified may not be representative of the national service.)

Informing Dialogue participants about decisions and actions

Give details of how service users who participated in STAGE 4: Dialogue of the feedback loop will be informed about any decisions or actions taken by Tusla (SEIF Handbook, pages 22 to 23).

Corporate Reporting

Please confirm that a Corporate Activity Record for Service Experience Insights will be submitted to the Quality and Regulation Directorate including details of any decisions and actions taken: Yes  No

If no, please give details: \_\_\_\_\_

SEI Report submitted to: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Please remember to attach this report for decision-makers to the Corporate Activity Record for Service Experience Insights which Tusla will use for learning at a national level.

## Appendix 4: The Service Experience Insights Framework Decision-makers' Response Letter Template



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### **PRIVATE & CONFIDENTIAL**

Insert Recipient Name

Address line 1

Address line 2

Address line 3

Address line 4

Address line 5

Dept / Team if required.

Office Address line 1

Office Address line 2

Office Address line 3

Office Address line 4

Eircode

Contact Number

Contact email address.

Re: **Insert the title of the Service Experience Insight Activity here**

Dear

Thank you for your Service Experience Insights Report received on 00/00/000.

The following decisions/actions were approved based on the SEIs outlined in the report (*include explanation of reasons for decisions/actions for feedback to service users*):

- 
- 
- 
- 

The following decisions/actions were not approved (*include explanation of reasons for decisions/actions for feedback to service users*):

- 
- 
- 
- 

Please complete the Corporate Activity Record for Service Experience Insights including the details of the above decisions.

Yours sincerely,

---

Insert Name  
Insert Job Title



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