

**Inter-professional Learning Audit  
(Report Summary of Customer Services Audit)**

Undertaken by Southampton and Portsmouth University Students  
on behalf of the Emotional First Aid Team

## **Summary of paper**

The purpose of the following audit was to investigate the levels of customer satisfaction after participation in an Emotional First Aid (EFA) course. This audit aimed to evaluate customer feedback to decide if customer experience was high enough to maintain the EFA reputation. This report aimed to highlight key areas of weakness and to make recommendations that would ultimately lead to better levels of customer satisfaction.

This audit was carried out by a multidisciplinary team of University students as part of an inter-professional learning unit. The group comprised a variety of different health and social care professionals. This was an original audit. The local standard for EFA identified by Stuart Gemmell, Strategic Lead of Primary Mental Health as per PCT policy, was 80% of customers giving the course a rating between 4 and 5, good to very good.

Results from this audit have shown that delegates overall experience of the course was very positive, with 88.4% of people rating their experience as very good or excellent. The website was the most noticeable section to be below audit target, with only 20% scoring the website good or very good. The website forum was also criticised with only 13% of the customers regularly using it. Overall, it was noted that the usage of the website has gradually decreased over time. The overall course content was rated 'very good' by 69% of attendees for 2009-2010 however has increased to 92% in 2010-2011.

## **Introduction**

The Emotional First Aid (EFA) course was set up primarily as an early intervention scheme (Emotional First Aid, 2010). The course puts an emphasis on encouraging adults who work with children, whether in schools or within a care setting, to take the first steps in providing emotional help for a child who is suffering from emotional distress (Emotional First Aid, 2010). EFA's main principles are based on congruence, empathy and unconditional positive regard (Emotional First Aid, 2010).

The EFA course is comprised of six separate three and a half hour sessions over a six week period (Emotional First Aid, 2010). Each delegate is sent a pack with further information to guide them before they start the course (Gemmell S, et al, 2009: p.7). The audit we undertook was the first of its kind.

The aim of this audit was to collect information via feedback from a questionnaire in order to evaluate whether the customer service is reaching EFA's target standards. The target standard was set by Stuart Gemmell (Strategic Lead for Primary Mental Health). The target is for 80% of feedback to achieve a good/very (4/5) rating. This target is essential for us to be able to note where improvements in customer service needs to occur, in order to generate a positive impact on the provision of help and care for children who are suffering from emotional distress.

### Objectives:

- To gather quantitative data on customer satisfaction using a questionnaire;
- To gather qualitative data on customer experience of the course;
- To gather information on the promotion of the website to see if it is being used regularly and if not why this is;
- Analyse findings and draw relevant conclusions to meet our aim.

## Findings and Results

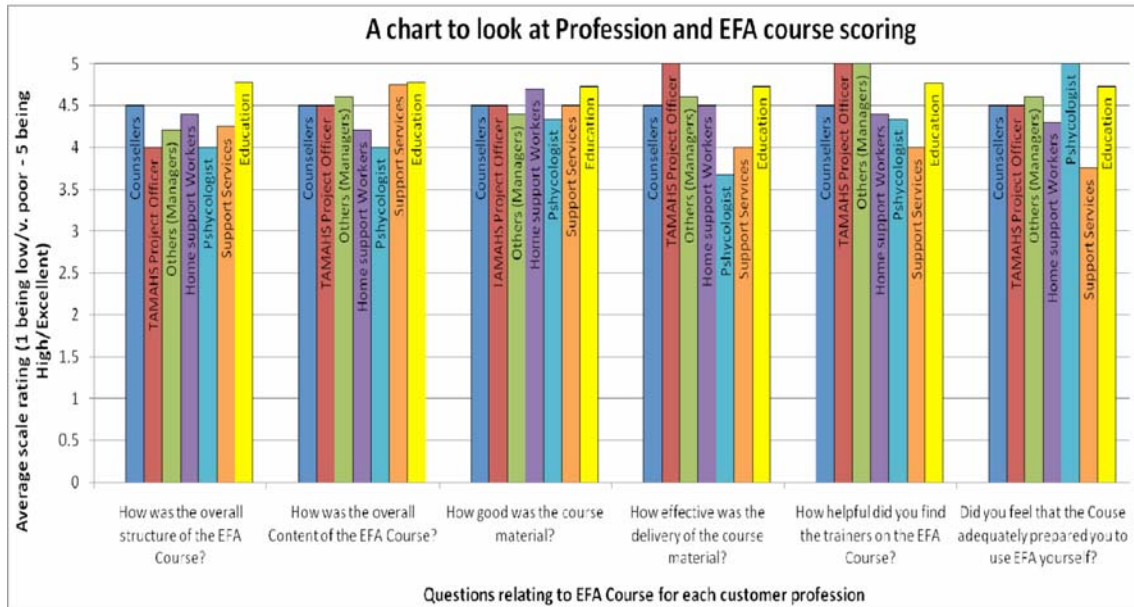


Figure 2 - A chart to look at profession and EFA course scoring  
 Different professions were consistent to each other in their scorings. For example, Psychologists consistently scored the course lower than all other professions. Additional comments left by psychologists showed they considered the course to be repetitive to their prior training, and so they gained less from attending the course. Those from the Education sector found the course most helpful, and relevant to their profession. Looking at additional comments, and the benefits of EFA, those in an Education setting have the most to gain from training, and as they are in daily contact with children, they are in a position to provide EFA and have a significant impact at an early stage.

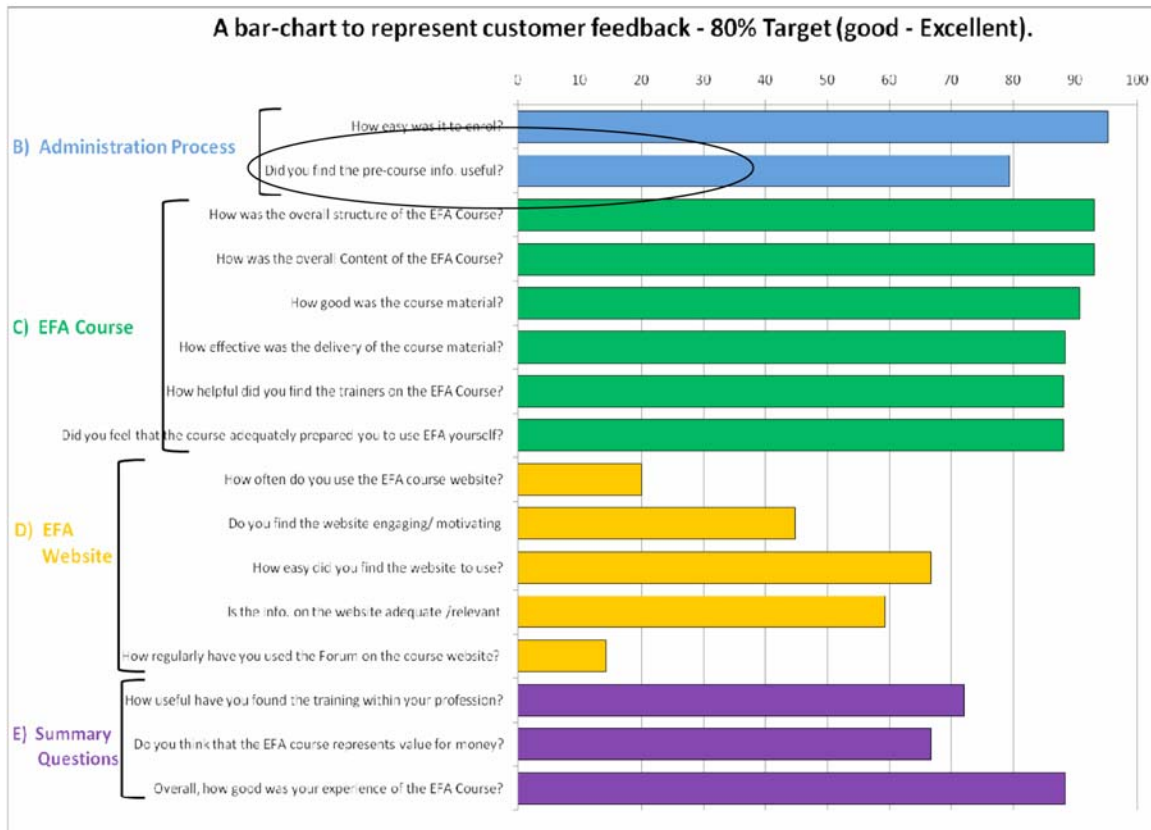


Figure 3 - A bar chart to represent customer feedback- usefulness of pre-course information Less than 80% of respondents found the pre-course information they were provided with useful. After discussing what pre-course information is provided with the people that run the course, it has been found that only those enrolling individually (15.9%) received pre-course information. With 81.8% of the attendees being enrolled by employers, this leaves the majority of delegates with minimal pre-course information, and possibly no idea as to what to expect or gain from the course.

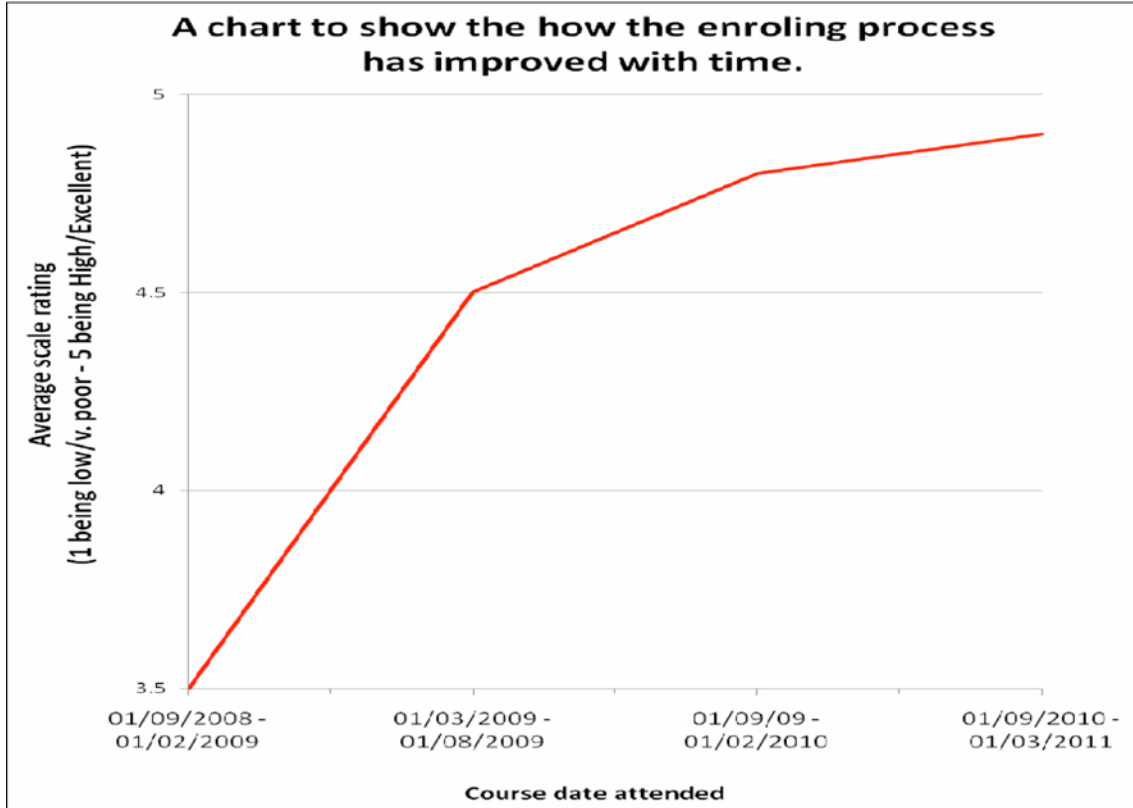


Figure 4 - A chart showing the enrolment process and how it has improved with time.

Another significant finding is that the enrolment process has improved from 2008-2009. This improvement in access and ease of enrolment may come from experience of the administrator in enrolling individuals, and also from feedback in 2009, stating that the enrolment process was not easy enough. It improved significantly after this.

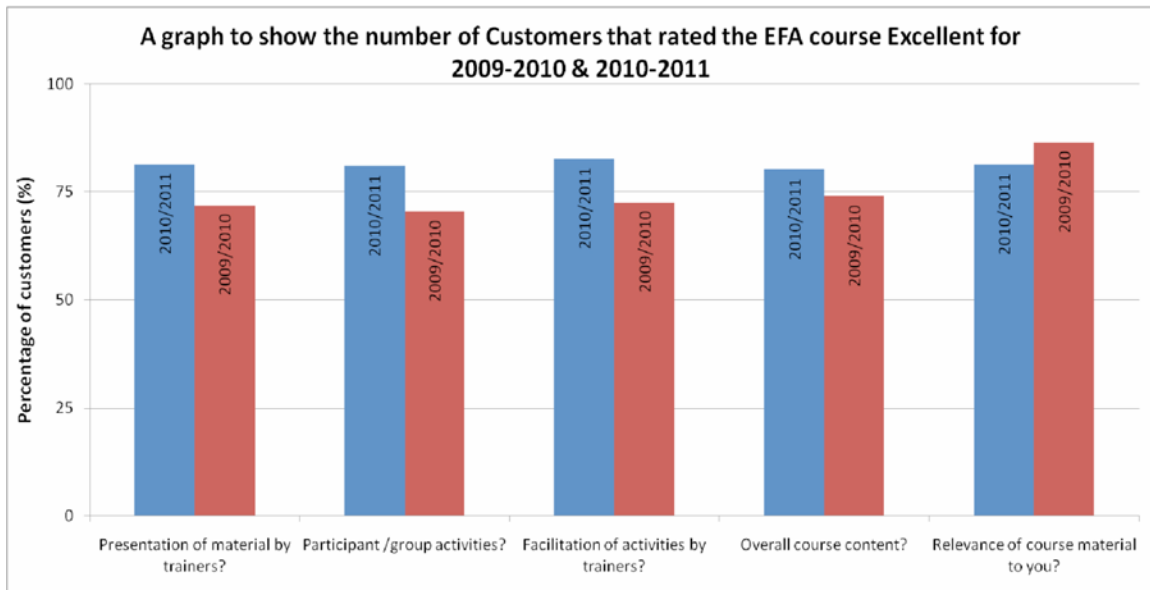


Figure 5 - A graph to show differences in 'very good' ratings between 2009-2010 and 2010-2011.

After studying feedback gained in relation to the course dates 2009-2010, it became clear that there has been significant increase in customer service and satisfaction since then. The overall course content was rated 'very good' by 69% of attendees for 2009-2010, and has increased to 92% in 2010-2011. It is evident that those facilitating the EFA course have taken on board comments from customer feedback, and altered their training and content accordingly.

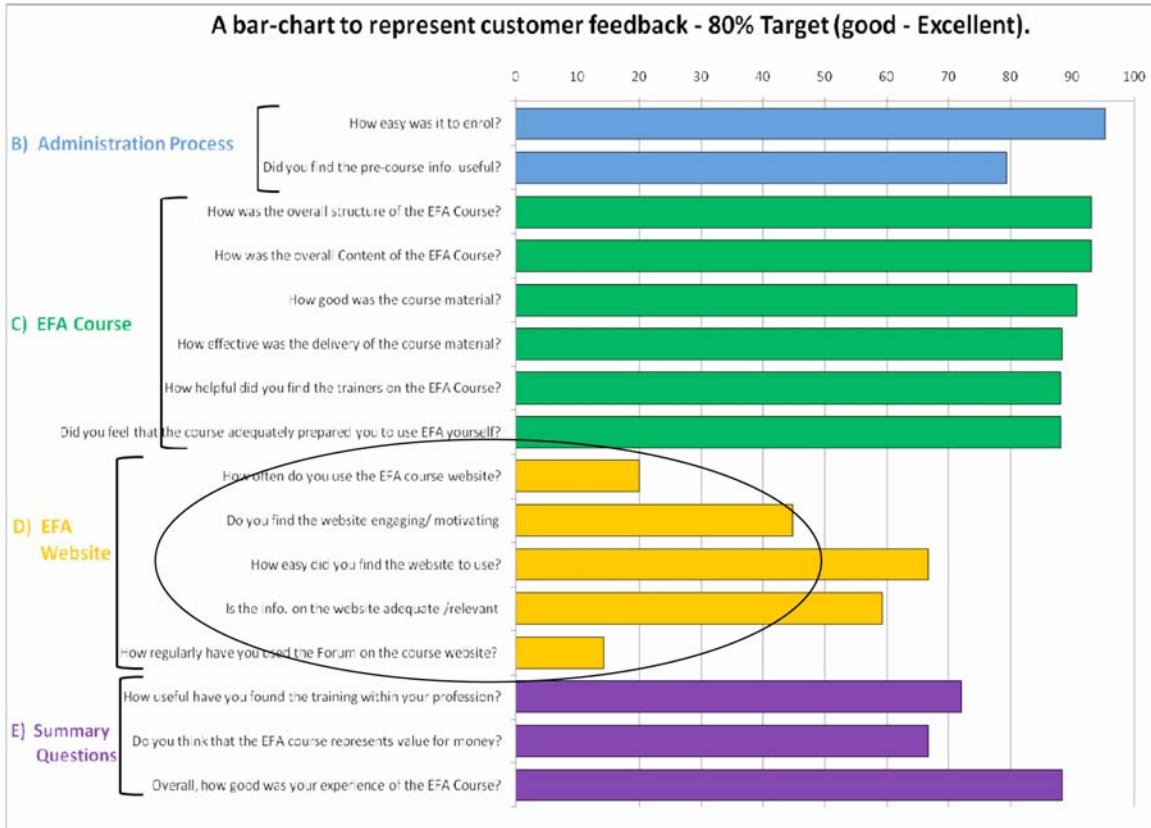


Figure 6 - A bar chart to represent customer feedback- the EFA website  
 Only 20% of the respondents scored the website above the target, which could be due to the lack of advertisement.  
 Only 13% of the customers regularly used the forum, stating they did not feel the need to log on regularly due to a lack of updates, with some having log on problems and some not knowing it existed. Feedback felt the websites information was not adequate, and did not do the actual EFA course any justice. The usage of the website has gradually decreased over time, even after the re-design and re-launch, showing the rate of usage may not be because of the layout or usefulness of the website, but because of advertisement.

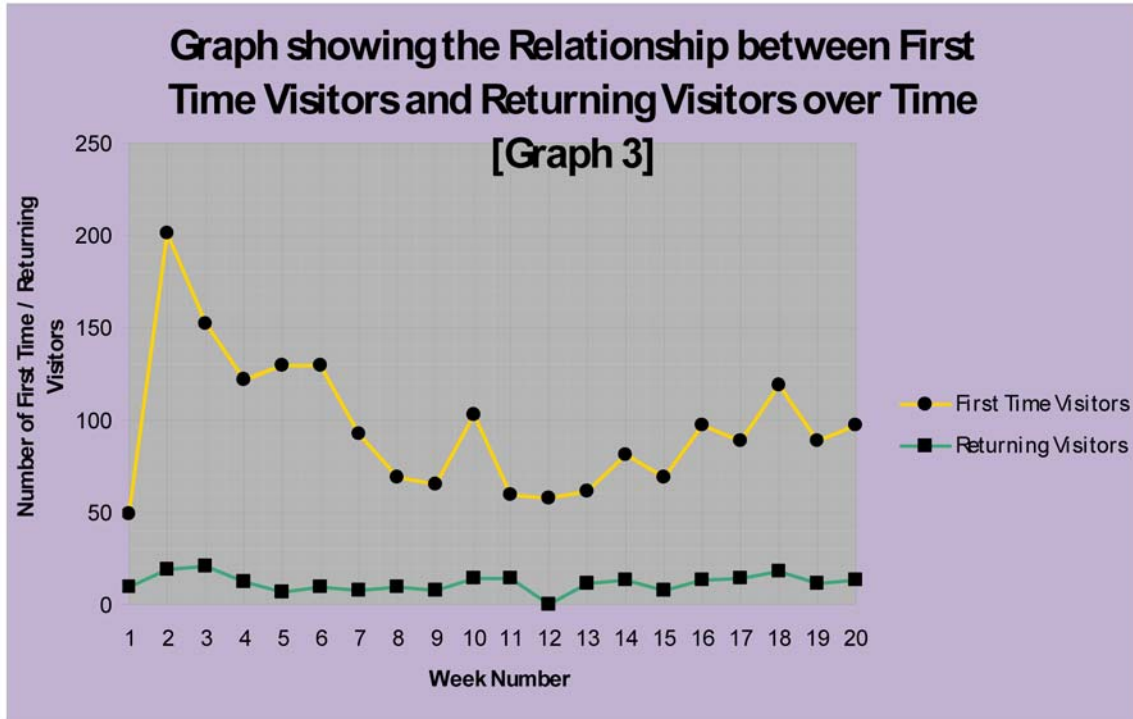


Figure 7 - A graph showing relationships of first time and returning visitors to the website

During the first week of the new website going live, the number of first time visitors was high, however during the first week of the re-launch the number of first time users was greatly reduced and remained low. The number of returning users is consistently low, this could be due to the fact that the visitors think the website has little to offer, and is not regularly updated, which is reflected in the questionnaire feedback and comments.

### Chart Showing the Average User Visit Length to the EFA website [Chart 4]

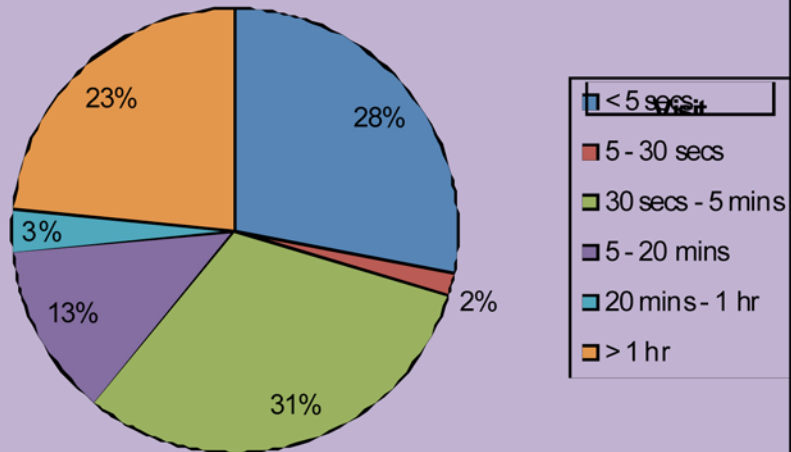


Figure 8 - A pie chart showing length of time visitors spent on the EFA website. The majority of visit length (of the EFA website) was between 30 seconds to 5 minutes, the second highest length of usage was less than 5 seconds, showing 59% of the users spent less than 5 minutes on the website. This reflects on how the users felt when it came to the usefulness of the website.

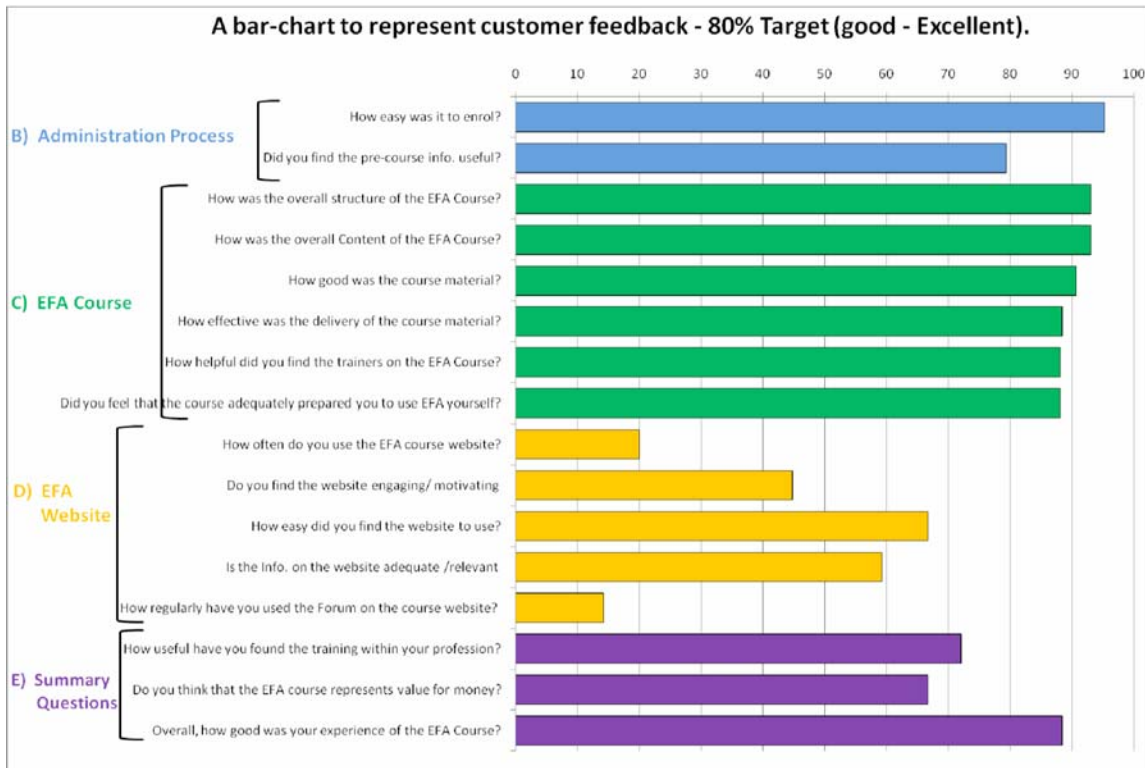


Figure 9 - A bar chart to represent customer feedback (standard set- 80% very good – good rating (4/5)).

It can be seen from this chart that, in terms of customer satisfaction with all aspects of the course itself, the EFA course is meeting its target. Most delegates thought the delivery of the course was excellent. Most of them enjoyed the trainers bringing personal experiences into the course, and found the trainers enthusiastic and approachable. Many commented that it was one of the most enjoyable courses they had taken. It can be concluded that there are two elements to customer service within the EFA:

1. Pre and post-course
2. During the course

While the course is meeting its target during the actual course, it falls short in that it does not meet its target in terms of pre-course information and post-course follow up.

The above results display the main findings from the audit. Further graphs and tables are available to view in the appendix. These graphs and tables display the statistics and findings before analysis, and others may draw conclusions from them they find relevant to areas outside the audit.

## **Conclusion, recommendations and future action plan**

To conclude, we have found that overall the level of customer service was rated as very good. The target set by Stewart Gemmell aimed for course evaluations to have at least 80% of all feedback to be “good” as “very good”. The questionnaires we sent out included a 1-5 rating system, making ‘good’ and ‘very good’ options for responses.

The comments we received were mostly positive and included effective presentation style and enthusiasm from the trainers delivering the course. The highest level of feedback received was mostly from people working in schools or education, these professionals found the training most effective as their roles involve a high level of contact with children. People working in education and/or schools may not have had any training or experience with mental health and benefited the most from the course. However, people with a background in psychology found it repetitive and had more knowledge on early interventions. These professionals had received a lot of previous training within their qualifications but had rated highest for relevance to their current roles.

Enrolment has become easier over time. People can apply to the course online and many people are put forward for the training by their employer. The website is a valuable tool for the EFA as it offers advertising for the course, knowledge, course application and updates. However, the comments we received from our questionnaires show that some people were unaware of the website suggesting it requires more promotion during the course. There is a forum available on the site which is underused due to lack of updates. Our data shows the average duration of a visit to the website was only 30seconds – 5minutes. To improve on this we would recommend updating the website more frequently, for example with relevant articles and advertisements for training. We also think it would be beneficial to mention the website and forum on a follow up letter.

A follow up letter would be beneficial as it would be a good way of asking for feedback, advertising the website and a reminder of the forum and other post course updates. Keeping people updated regularly would reinforce training and keep it fresh in peoples’ minds. Also, the forum would offer further support and advice relating to EFA queries and further course information.

Almost 80% of all people who attended the course had not received any pre course information; this resulted in people being unaware of what the course involved. A lack of pre course information could be due to enrolment by employers on behalf of their employees, resulting in the information packs not reaching the delegates. Delegates commented on the “pizza box” information packs they received as being informative and imaginative but, particularly in reference to the course books, it was commented that they were, at times, hard to use. Post course information is linked mainly to the website which requires more advertising as mentioned earlier. The future action plan we have

suggested includes focusing on people working in schools or education; this group of people have more to benefit from the course and so the course should be aimed towards them. We suggest sending out a round-up letter as an

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opportunity to gain feedback and advertise the website, forum and future training opportunities. Previously, feedback from cohorts has resulted in the implementation of positive changes to the course. This suggests that a future audit to review our recommendations and assess whether the business could be stand alone would be beneficial to EFA.

**Figure 10**

Recommendations	Evidence
Offering the EFA course to everyone working in an Education setting	Findings and Results, table 1. In daily contact with children and have most impact at an early intervention stage
To provide consistent pre-course information to all attending the course (ensuring that all attendees are equally knowledgeable and prepared before hand)	Findings and Results, table 2. Adequate pre-course information only provided to those enrolling individually. With 81.9% being enrolled by an employer, barely any attendees are getting adequate pre-course information
Provide a 'round up' letter- thanking for attendance, outlining what they have learnt, how to apply it after the course and continue using it, signposting to using the website	Findings and Results- customer service falls short after the course. The website is rarely used, and customers feel they need 'top ups' on the training- using the forum could further feed their EFA training and knowledge
Drive country-wide advertising	Map of where the course takes place (appendix)- mostly in the south, may get more of a reputation, and more funding and participation, if advertise and put on courses across the whole

	country
Log on/ sign up to website before attending the course	Tables relating to website usage. Ensuring attendees know about the website before hand, and making them log on, may lead to more regular users of the website. By providing a login, people will also have easier access to the forum, and may be more inclined to use it
Regular news feeds on the website	Findings and Results, tables 6 and 7. People spend very little time on the website, and very few have accessed it more than a handful of times. By updating the website, people will be more inclined to access it regularly, as they will gain something from doing so

## References & Appendix

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## Appendix 1

Questionnaire sent to customers who had undertaken the EFA course in order to establish EFA success – Customer Feedback

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### **Emotional First Aid (EFA) Questionnaire:**

#### **A) About You**

- > What is your profession?
- > What town/city do you work in?
- > What date (Month/Year) did you undertake your EFA training?
- > How did you hear about the EFA course?

#### **B) Administration Process**

- > Who enrolled you onto the EFA course? (Delete as appropriate) Employer / Individually / Other (...)

**[Please answer the questions from now on with a number from 1 – 5, where 1 is poor/low and 5 is excellent/high, or N/A if not appropriate]**

- > If you enrolled individually on the EFA course, how easy did you find it to enrol?
- > Did you find the pre-course information useful?

#### **C) The EFA Course itself**

- > How was the overall structure of the EFA course?
- > How was the overall content of the EFA course?
- > How good were the course materials?
- > How effective was the delivery of the EFA course?
- > How helpful did you find the trainers on the EFA course?
- > Do you feel that the course adequately prepared you to use EFA yourself?

#### **D) The EFA Website**

- > How often do you use the EFA course website?
- > Did you find the website engaging/motivating?
- > How easy did you find the website to use?
- > Is the information on the website adequate and relevant?
- > How regularly have you used the forum on the course website?  
(If not, why?)

#### **E) Summary Questions**

- > How useful have you found the training within your profession?
- > Do you think that the EFA course represents value-for-money?
- > Overall, how good was your experience of the EFA course?

#### **F) Any other Comments**

(It would be beneficial for future course development if you could give us any further comments on your experience of the EFA course as a whole).

## Appendix 5 (Supporting graphs/tables)

Section A) 'About you' – Information regarding the customers profession, location, date of EFA course enrolment and how they heard about the EFA course?

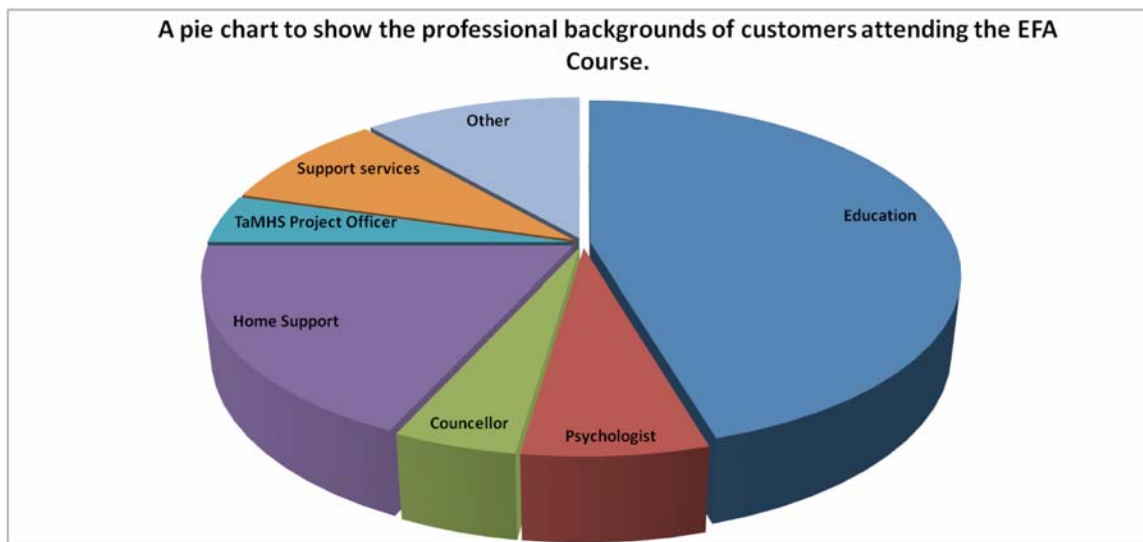


Table 1a - A pie chart to represent customer feedback- 'About you', customer information  
As seen from the pie-chart above the majority of customers attending the EFA course are from an educational profession (45.5%), this includes Head/Assistant/Special-needs teachers, School Nurse and Learning Mentors. The EFA course has the potential to market itself to the LEA in order to provide an awareness of emotional distress within its schools. Home Support (Social worker/Support Worker/Development worker/Health visitor) make-up 18.2%, followed by other management; 11.4% and Support Service (Advisors/officers/Project workers); 9.1%.

## Appendix 6

(Supporting graphs/tables) - Section A) continued.....

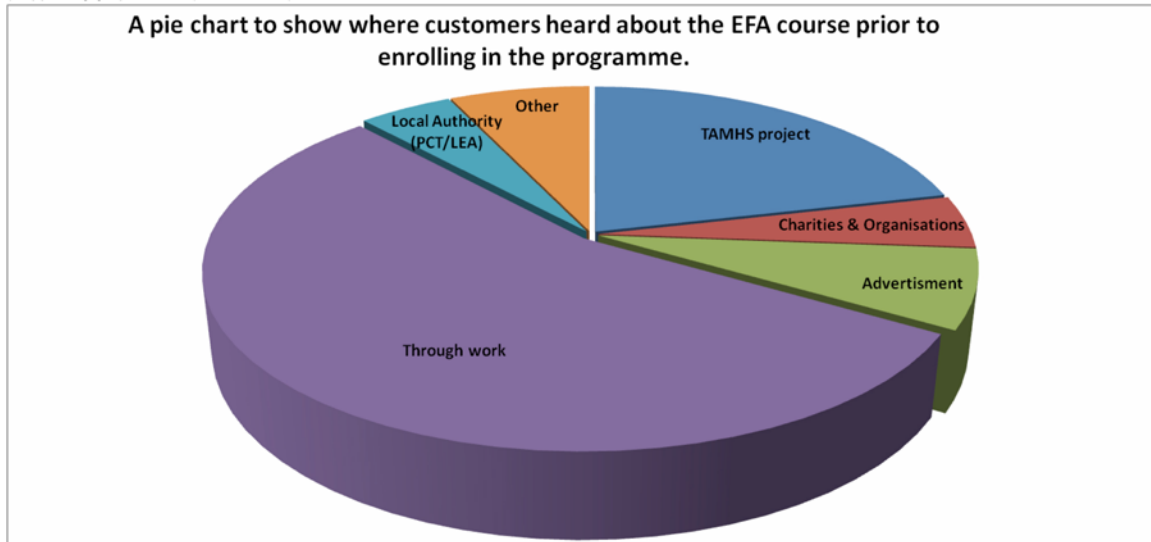


Table 2a - A bar chart to represent customer feedback- 'About you', customer information

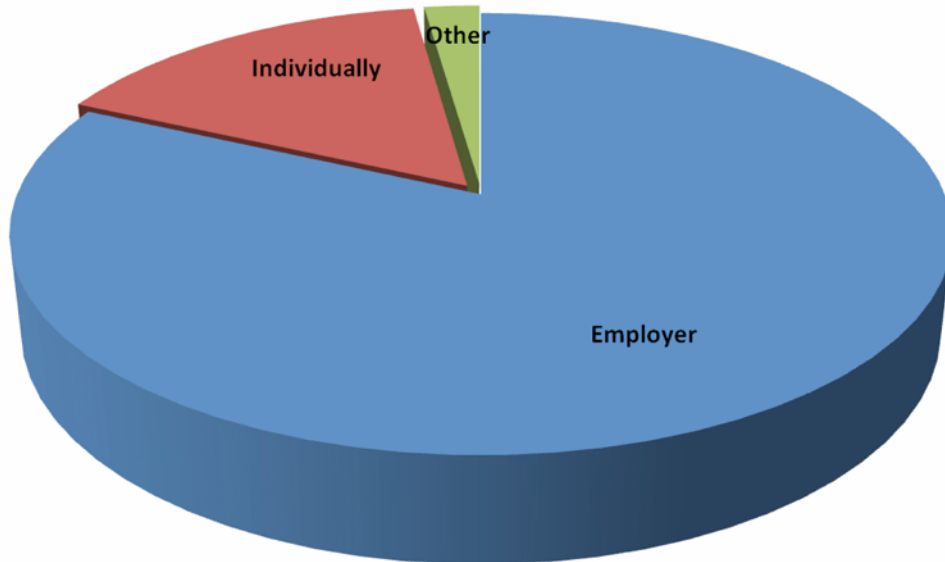
The pie-chart above clearly demonstrates the how customers are hearing about the EFA course, with 55% stating that they were informed through work; either by word-of-mouth, e-mail, CPD options or employer recommendations. Some of this might be relevant in explaining why the EFA is very well recognised in some towns/regions and not at all in others. There is a lot of room here for growth including advertising (via Flyers/website) and as stated previously; through the LEA and PCT's themselves.

## Appendix 7

(Supporting graphs/tables) - Section A) continued....

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**A pie chart to show the who is enrolling candidates onto the EFA course**



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Table 3a - A bar chart to represent customer feedback- 'About you', customer information. The above shows that 82% of employers are enrolling their employees on to the EFA course demonstrating two things:

- 1) Employers the funds and authority from their management to enlist creditable employees
- 2) Employers are directly contacting the EFA and able to complete an enrolment form on behalf of delegates.

This information proves valuable in that company management can be used to promote the EFA course internally and also that there may be the requirement for group enrolling and in-house EFA course training.

## Appendix 8 (Supporting graphs/tables)

Section B) 'Administration Process' – Information regarding who enrolled the customer/candidate onto the EFA course (the Individual/Employer/Other), How easy they found the enrolment process and how useful they found the pre-course information to be?

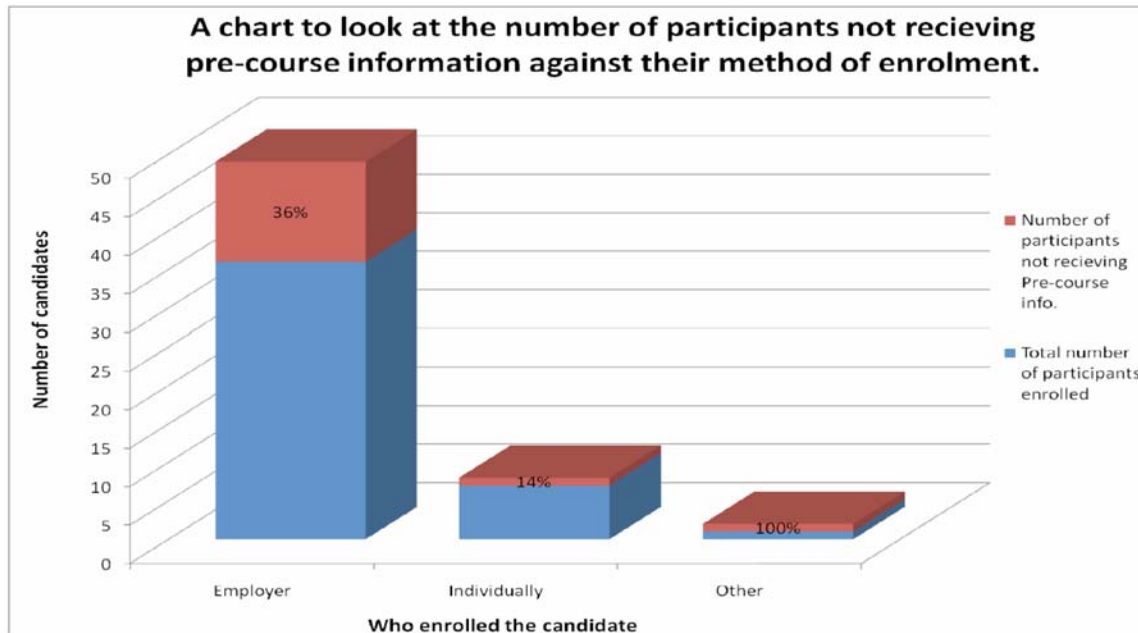


Table 4a - A bar chart to represent customer feedback- Administration process

From the information gathered on the questionnaires, it is apparent that not all customers are receiving the pre-course information once enrolling onto the EFA course and comments from customers have caused us to believe that the paper-work enclosed is inconsistent.

The chart above tries to ascertain if the information is not being sent out by the EFA Trainers or if the information is not being passed on by the employers (which needs to be considered if the recommendation on table 3a) is implemented, and needs to be corrected if trainers are at fault).

## Appendix 9

(Supporting graphs/tables) - Section B) continued....

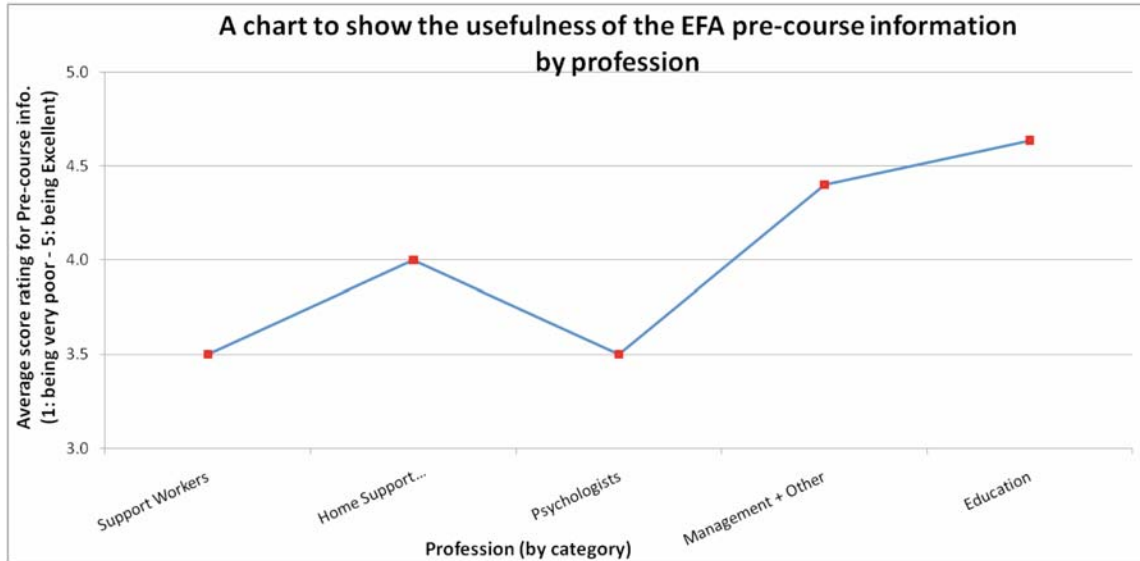


Table 5a - A line graph to represent customer feedback- Administration Process

The table illustrates which professions found the pre-course information most useful, the best scoring being 'Education' and 'Management' (+ Other).

It might not be relevant; however it could be informative as to the sectors receiving the most information prior to the commencement of the course.

**\*\*Please note: Councilor was not included as neither of the councilors received the pre-course information. \*\***

## Appendix 10 (Supporting graphs/tables)

Section C) 'The EFA Course' – information regarding the actual structure, content and material, EFA trainers and course relevance and contentment.

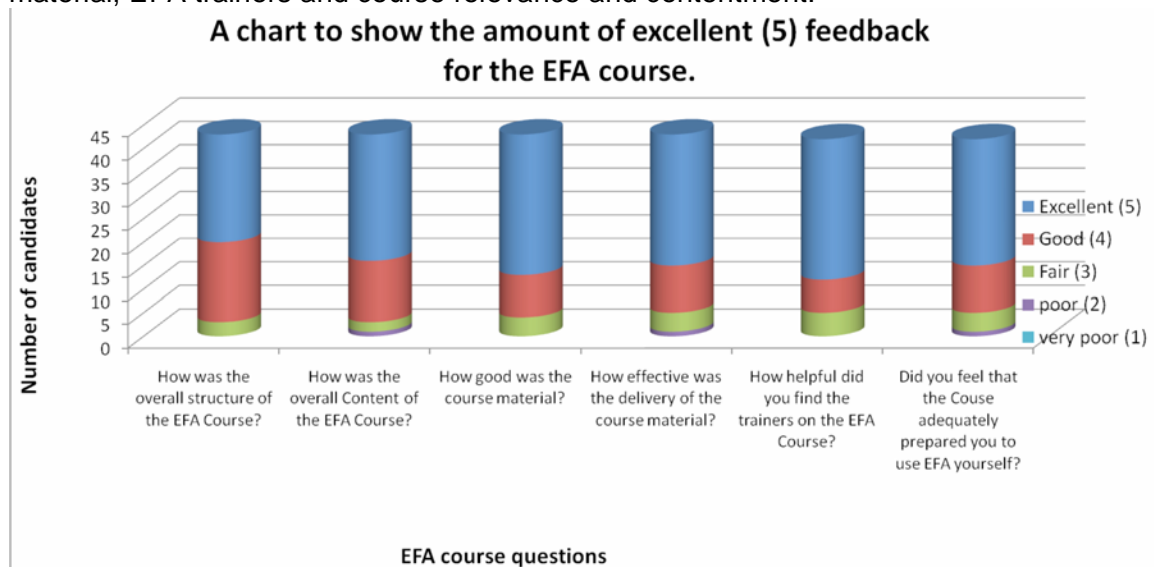


Table 6a - A bar chart to represent customer feedback- the EFA course

The bar-chart above shows the number of candidates providing positive feedback, rating each question Excellent (5) - Very poor (1) for the EFA course itself.

The chart also demonstrates that the course quality is generally considered high by all as it shows a gradual incline with no irregularities (quality is constant).

## Appendix 11

(Supporting graphs/tables) - Section C) continued.....

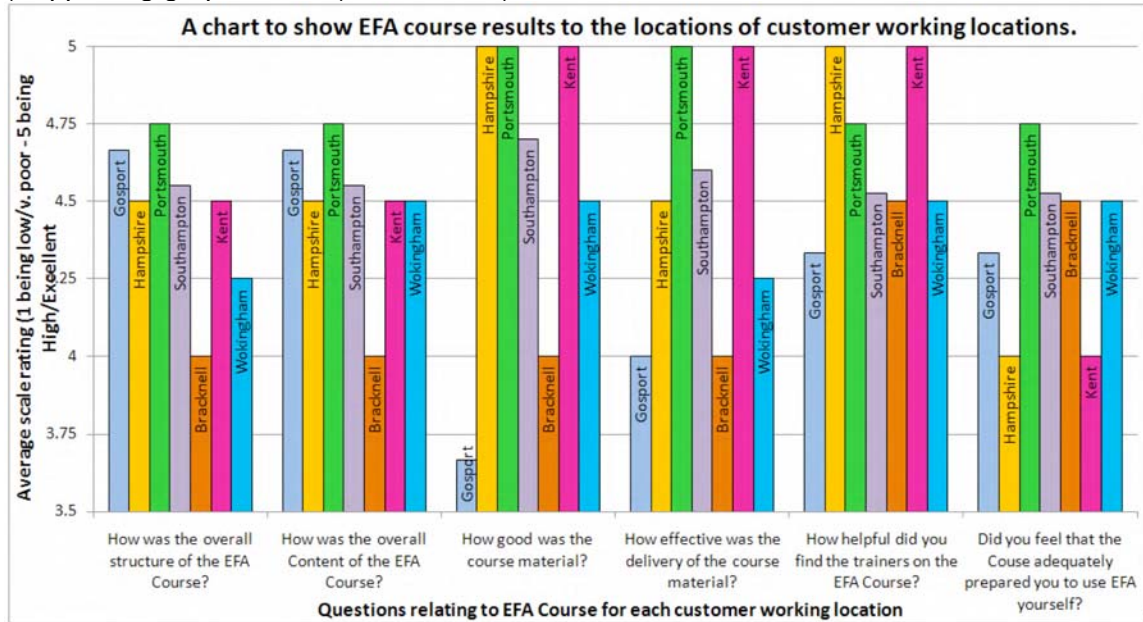


Table 7a - A bar chart to represent customer feedback- the EFA course

The above chart represents the quality of the EFA course (deemed by the customer) within each towns/regions in order to show where the EFA course is being delivered particularly well.

## Appendix 12

(Supporting graphs/tables) - Section D) 'EFA Course Website'

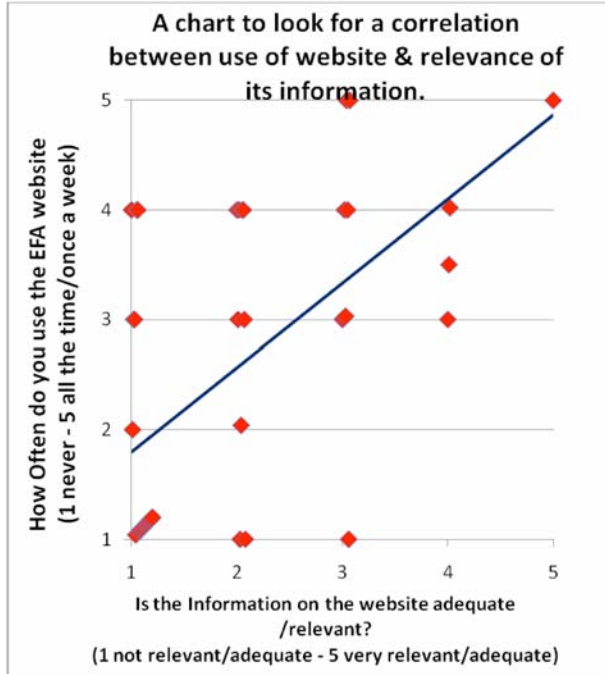


Table 8a - A scatter graph to represent customer feedback- the EFA website  
The above shows that customers who found the website most useful, generally use the website more regularly. Therefore regular updates & news on the website will promote website usage.

How often do you use the EFA course website? Is the Info. adequate/relevant?

## Appendix 13

(Supporting graphs/tables) - Section D) continued.....

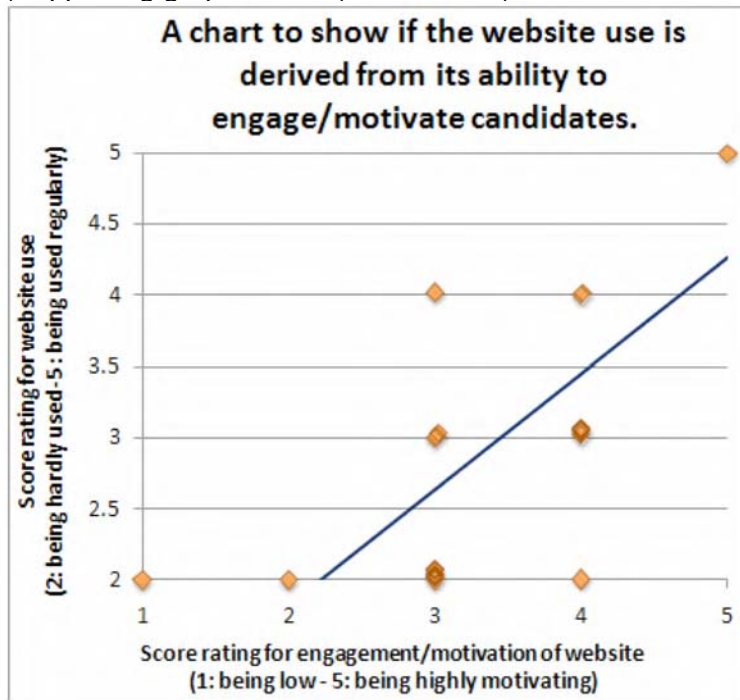


Table 9a - A scatter graph to represent customer feedback- the EFA website  
Graph 9a) shows that customers who found the website engaging/motivating, Graph used the facility more often.

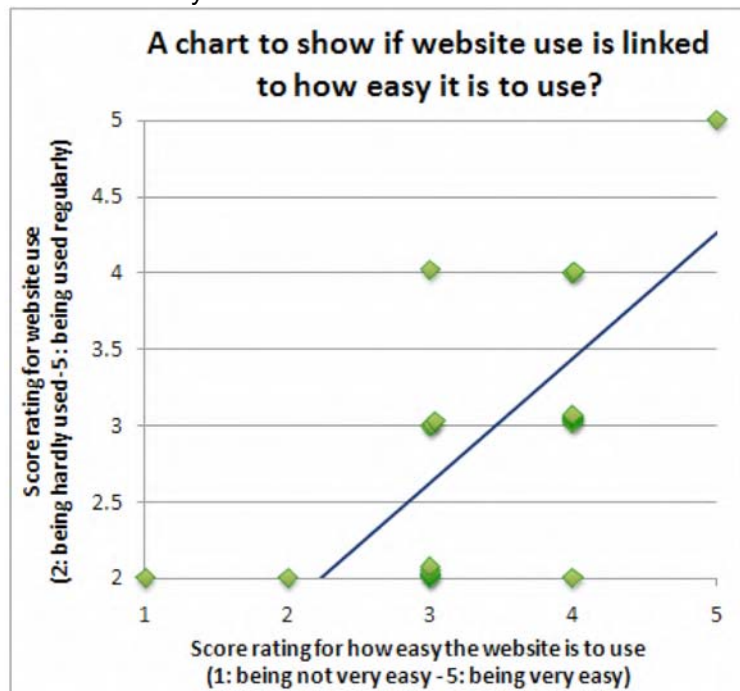


Table 10a - A scatter graph to represent customer feedback- the EFA website  
10a) shows that customers who find the website easy to use And navigate around, again

used the website more.

## Appendix 14

(Supporting graphs/tables) - Section D) continued.....

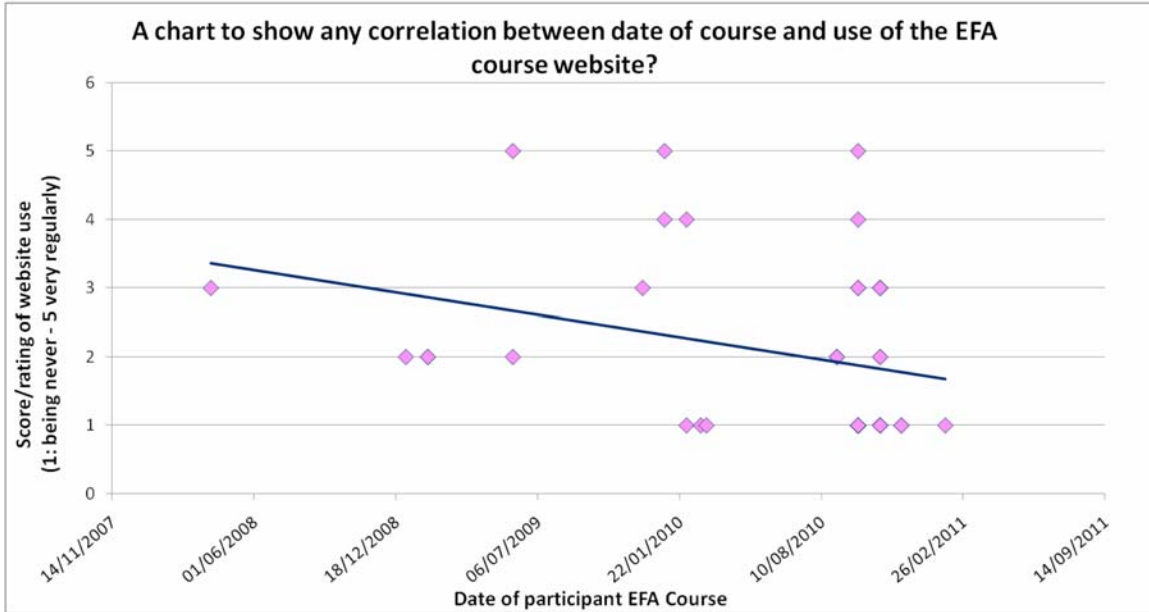


Table 11a - A scatter graph to represent customer feedback- the EFA website

The information above demonstrates the feedback received from the questionnaires which shows that customers who commenced their EFA course most recently are using the website less than those who enrolled onto the course 1 year/2 years ago.

## Appendix 15

(Supporting graphs/tables) - Section D) continued.....

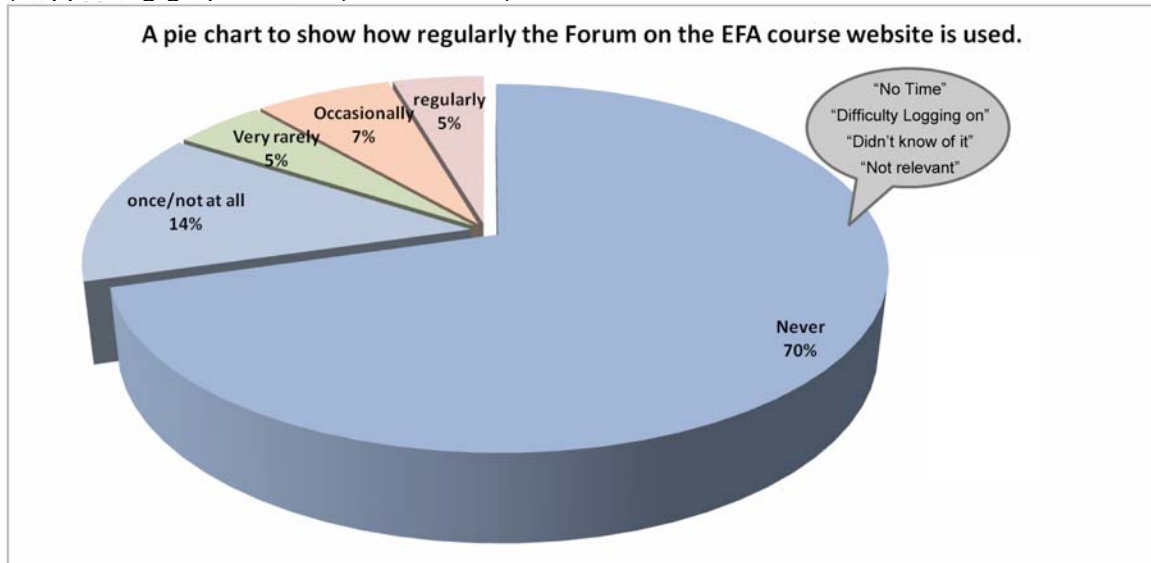


Table 12a - A pie chart to represent customer feedback- the EFA website

70% of the customers that returned the questionnaire admitted to never using the Forum on the EFA website.

Many of the customers never knew that this was available to them. Advertising the Forum could benefit candidates whilst on the EFA course and would promote its usage after completing the course of the EFA website, ensuring customers remain motivated and enthusiastic about EFA.