

Working Together in Argyll and Bute

Argyll and Bute's Children Improvement Faculty



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Argyll and Bute's strategic approach to CYPIC began in 2014 with the development of our 'Argyll and Bute Family Pathway', an approach which focused on empowering colleagues to make the changes they wanted to make at locality level using GIRFEC as a common language and system. We aimed to achieve this through building capacity in the Model for Improvement and building relationships. In scaling up this approach, we took our learning to **Argyll and Bute's Children** - the strategic group which oversees implementation of our Children and Young People's Service Plan. Our improvement project focuses on the development of an 'Argyll and Bute's Children Improvement Faculty' to increase the number of improvement projects across Argyll and Bute linked to the CYP Service plan and to build confidence and capacity in improvement methodology within the structure of 'Argyll and Bute's Children'. Our theory is that this will ensure a more sustainable approach to improvement across the CPP. The Faculty consists of multi-agency practitioners who have participated in either the Scottish Improvement Leader programme, the Scottish Coaching and Leading for Improvement Programme, or a CYPIC Practicum.

Quality Improvement Aim: By the end of March 2020, 'Argyll and Bute's Children Strategic Group' will use the 'Model for Improvement' to *evidence progress* within the 7 identified locality priorities as part of the CPP's Children and Young People's Services Plan. Operational Definition of 'evidence progress': a measurable aim, use of a driver diagram, a measure plan and data over time.

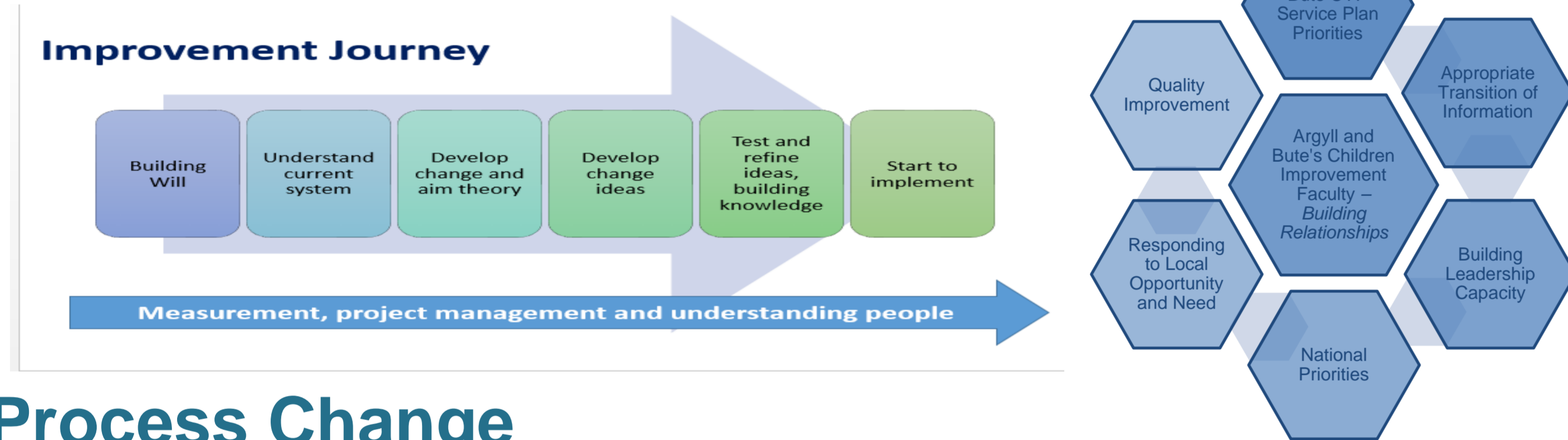
Method

As a new faculty, it was important to build our new team and understand what our 'hopes and fears' were. Together we developed our 'Team Guidelines' and 'Ground Rules'. Next we carried out a needs analysis as several members were concerned that there were gaps in their knowledge of the Model for Improvement and in their ability to support teams.

Hopes	Fears
Be inspired	Expectations / Capacity
Become inspired	Overwhelming expectations!
Moving things forward with enthusiasm	Keeping people motivated / interested
Spread the love!	Lack confidence in ability to inspire staff
Build MFI Confidence	MFI Knowledge
Plans for supporting what I already do through MFI	Not good at driver diagrams
Feel more confident in my knowledge and being able to deliver	I don't remember enough about this - eek!
Hope to identify a way to develop my skills in enabling others to use the model for their own improvement	Lack of knowledge and confidence
Refresher and more 'coaching'	My working knowledge of the model is rusty
Being Involved	
To be more involved	
Build links with other agencies in my locality	
Excited about being part of making a difference	

Argyll and Bute's Children Improvement Faculty - Team Guidelines	
Ground Rules	<ul style="list-style-type: none"> Commitment Support one another Be present in the room All teach, all learn Listen to one another Safe space Maintain motivation Suspend judgement Stick together
Decision Making	Decisions which affect the group are made: <ul style="list-style-type: none"> Face to face Via email Conference call
Communication	<ul style="list-style-type: none"> Tricia to liaise with Argyll and Bute's Children Use Google Groups to share practice Action log and agenda for each meeting Quarterly updates for Argyll and Bute's Children

Our initial area of focus has been around 'Building Will' and 'Understanding our System'. We have spent time reflecting on our learning from the Argyll and Bute Family Pathway' and how this learning will help us in building relationships with the practitioners forums we support.

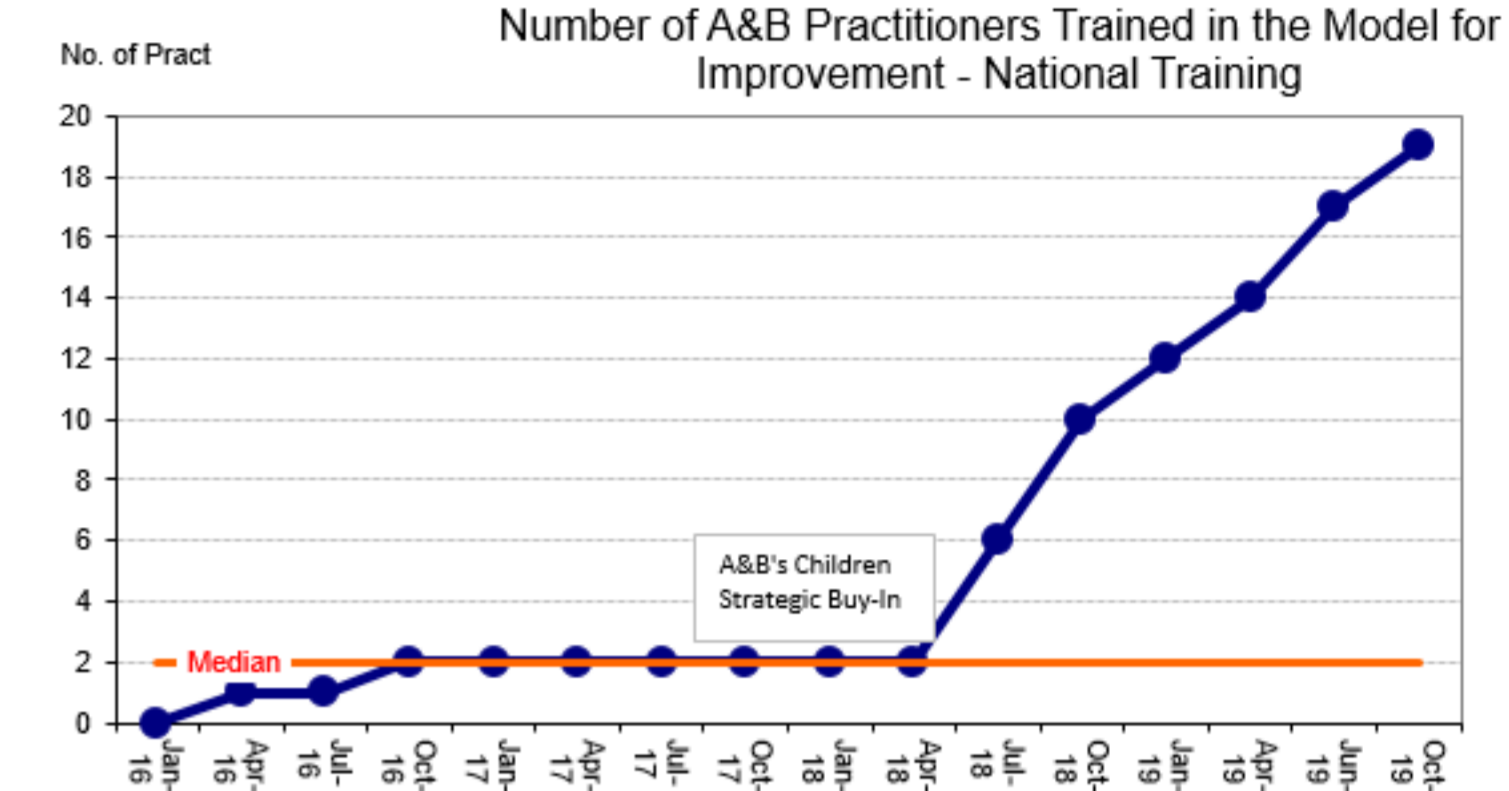
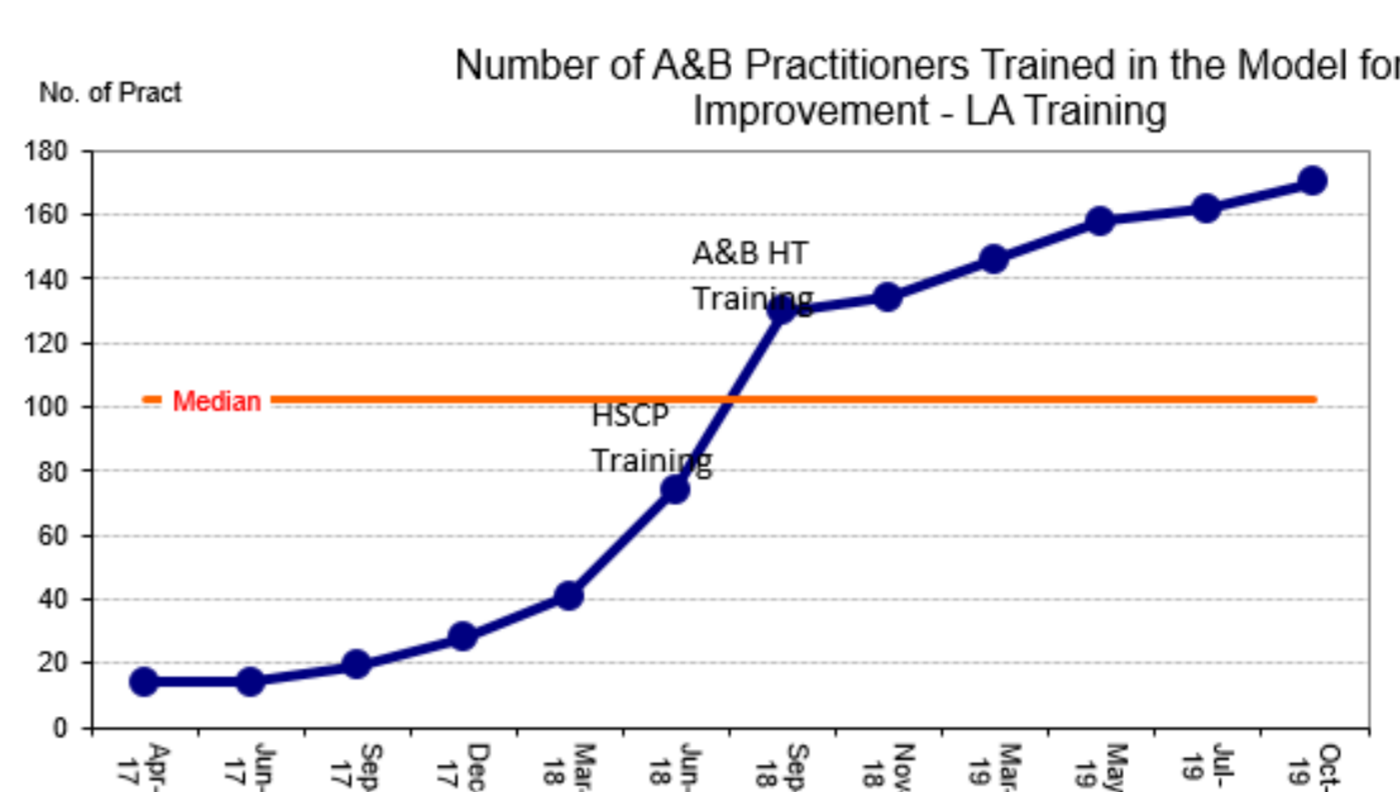


Process Change

We used a 'Force Field Analysis' to help us consider the forces for and against within our project. This helped inform our drivers within the project driver diagram. We used our driver diagram to create a measure plan - which we broke down into measures for the whole project and for working with practitioner forums to help us quickly see whether changes led to improvement.

Key	In order to achieve this aim...	We need to ensure...	Which requires...	Ideas to ensure this happens	Measure name	Type	Method	Operational definition
By the end of March 2020, Argyll and Bute's Children Strategic Group will use the Model for Improvement to evidence progress within identified locality priorities as part of the CPP's Children and Young People's Service Plan Operational Definition of 'evidence progress': Measurable aim Driver Diagram Measure Plan Data over Time	Vision	People	Motivation / Will	Create leaflet to share the purpose of the improvement faculty	Number of Practitioner Forums with Argyl and Bute Children using the Model for Improvement in at least one priority	Outcome	Leaflet data quarterly from practitioner forums and display on run chart	Count - number of Practitioner Forums
			Commitment	Bring along cables to our meetings!	Number of practitioners participating in A&B Model for Improvement Training	Process	Leaflet data quarterly from attendance at centrally delivered training sessions and display on run chart	Count - number of practitioners
			Relationships	Practitioner Forum Networks	Number of practitioners participating in national Improvement Leader training	Process	Leaflet data quarterly from CYPIC cases and display on run chart	Count - number of practitioners
			Multi-agency Working	Strategic Lead Visits to practitioner forums	% of practitioners participating in national Improvement Leader training	Process	Leaflet data quarterly from CYPIC cases and display on run chart	Count - number of practitioners
Processes	Processes	Leadership Buy In	Online Faculty to enable Faculty to communicate and share practice	% of practitioners participating in national Improvement Leader training	Process	Leaflet data quarterly from CYPIC cases and display on run chart	Count - number of practitioners	
		Model for Improvement	Practitioner training programme	% of practitioners participating in national Improvement Leader training	Process	Leaflet data quarterly from CYPIC cases and display on run chart	Count - number of practitioners	
		Time	Faculty training programme	% of practitioners participating in national Improvement Leader training	Process	Leaflet data quarterly from CYPIC cases and display on run chart	Count - number of practitioners	
		Improvement Faculty	Faculty training programme	% of practitioners participating in national Improvement Leader training	Process	Leaflet data quarterly from CYPIC cases and display on run chart	Count - number of practitioners	
Argyll and Bute's Children	Processes	Improvement Faculty	Faculty training programme	% of practitioners participating in national Improvement Leader training	Process	Leaflet data quarterly from CYPIC cases and display on run chart	Count - number of practitioners	
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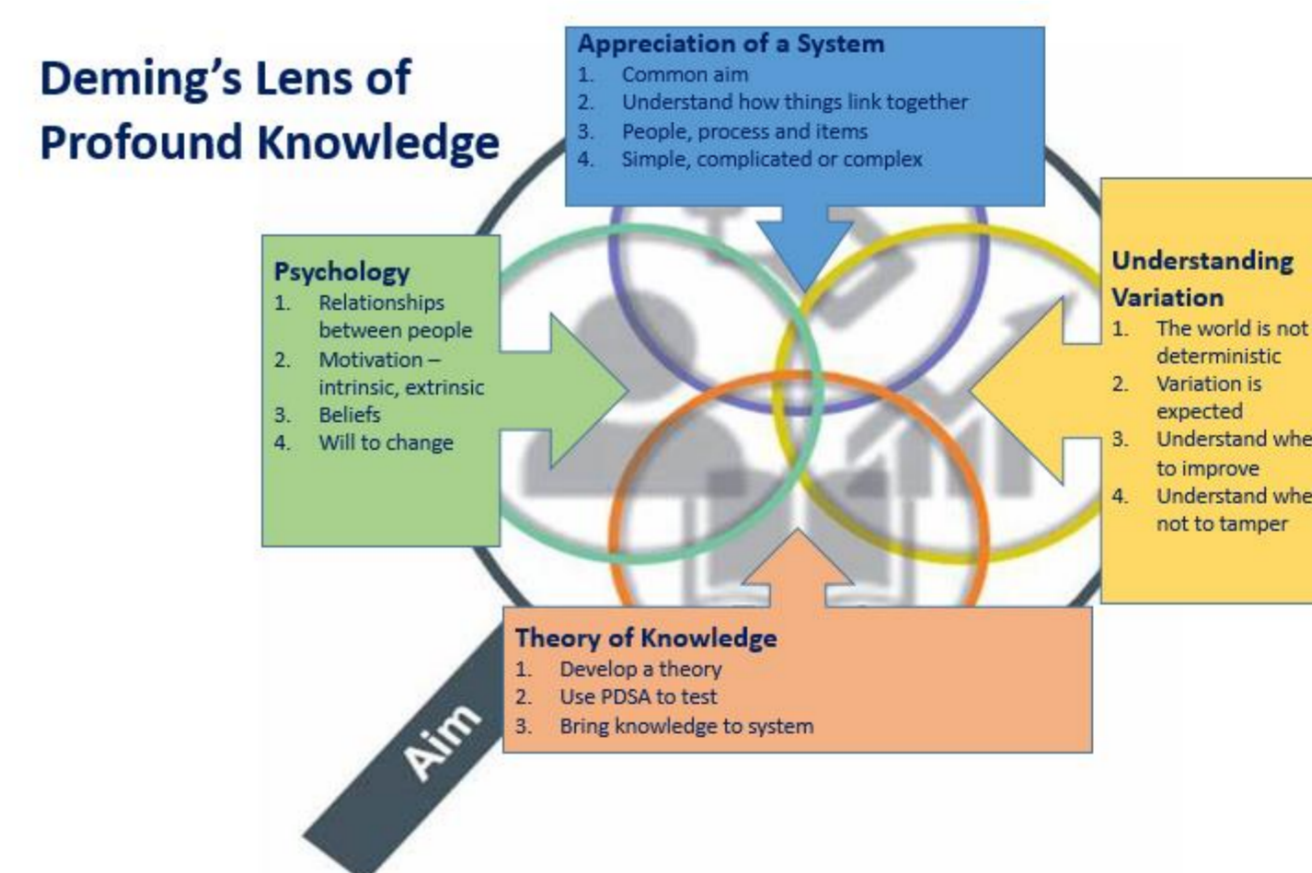
Results



Both measures evidence increased improvement when we secured strategic buy-in from Argyll and Bute's Children. By increasing the number of nationally trained practitioners, we can increase the size of the faculty. By increasing the number of locality trained practitioners, we are raising awareness of QI and building the will across the CPP - again, supporting the work of the Faculty. Qualitative data from the Improvement Faculty evidences a strong commitment to improvement, and members are clear of the challenges and opportunities they face. Colleagues have already engaged in training around 'Understanding Your System', 'Lens of Profound Knowledge', and 'Process Mapping'.

Improvement Tool	Date Complete
Understanding your system	5.10.19
Lens of Profound Knowledge	5.10.19
Process Mapping	5.10.19
Developing an aim statement	
Force Field Analysis	
Driver Diagram	
Measures and developing a measure plan	
PDSA process	
Data for improvement and data over time	
Coaching skills	
Leadership skills	

Locality based 'Model for Improvement Training'



Improvement Faculty members are building their confidence in QI through supporting colleagues within their own services. This group of head teachers are using driver diagrams to support the school improvement planning process

Further qualitative data gathered from the Improvement Faculty shows that members value the opportunity to be engaged in the faculty. They also value the opportunity to network with colleagues - particularly across agencies. In moving forward, the Faculty would like to gain greater confidence in supporting teams with QI and also continuing to build a strong picture of their role within the Improvement Faculty.

Conclusions

- We are now testing a new theory for change within our approach to CYPIC in Argyll and Bute - however, it has arisen as a result of strong evidence of improvement within our 'Family Pathway Approach' - therefore it is important that we build on this knowledge
- It was important to establish ourselves as a faculty - being clear about our hopes and fears, agreeing our 'team guidelines' and getting to know one another
- Faculty members need to take time to get to know their practitioner's forum - building positive relationships in order to create firm foundations for QI
- We need to invest in QI professional development for faculty members so that they feel confident and capable to support their forums

Scale/Spread

We begin testing our theories with one practitioner's forum in October 2019. Depending on improvement data, we will scale up to 3 forums in December 2019, then 5 in February 2020, with scaling up to the remaining 2 forums in March 2020.