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.

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.
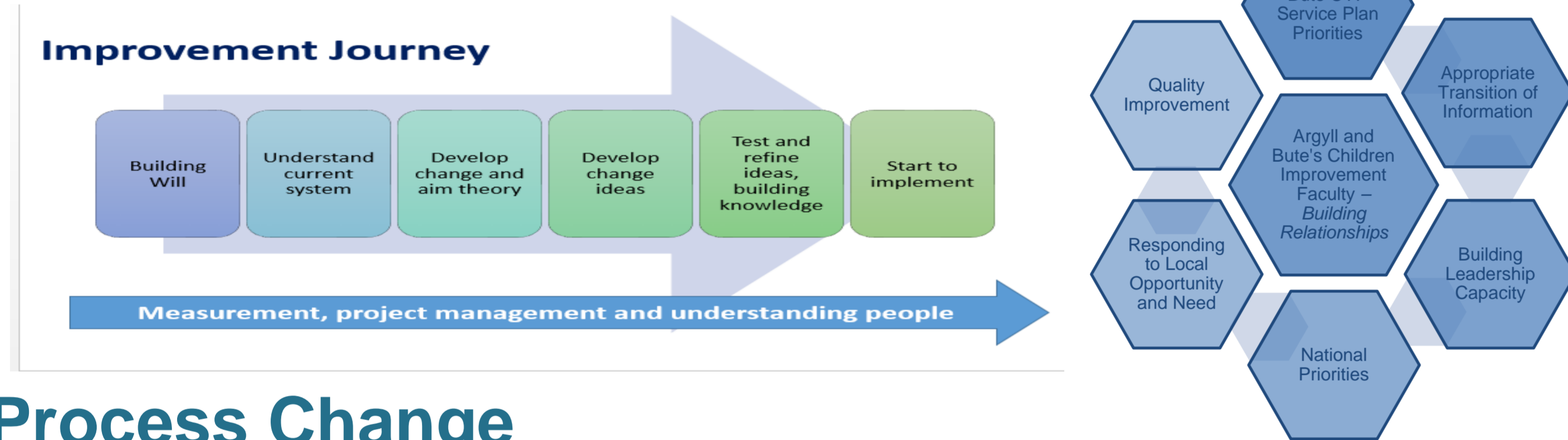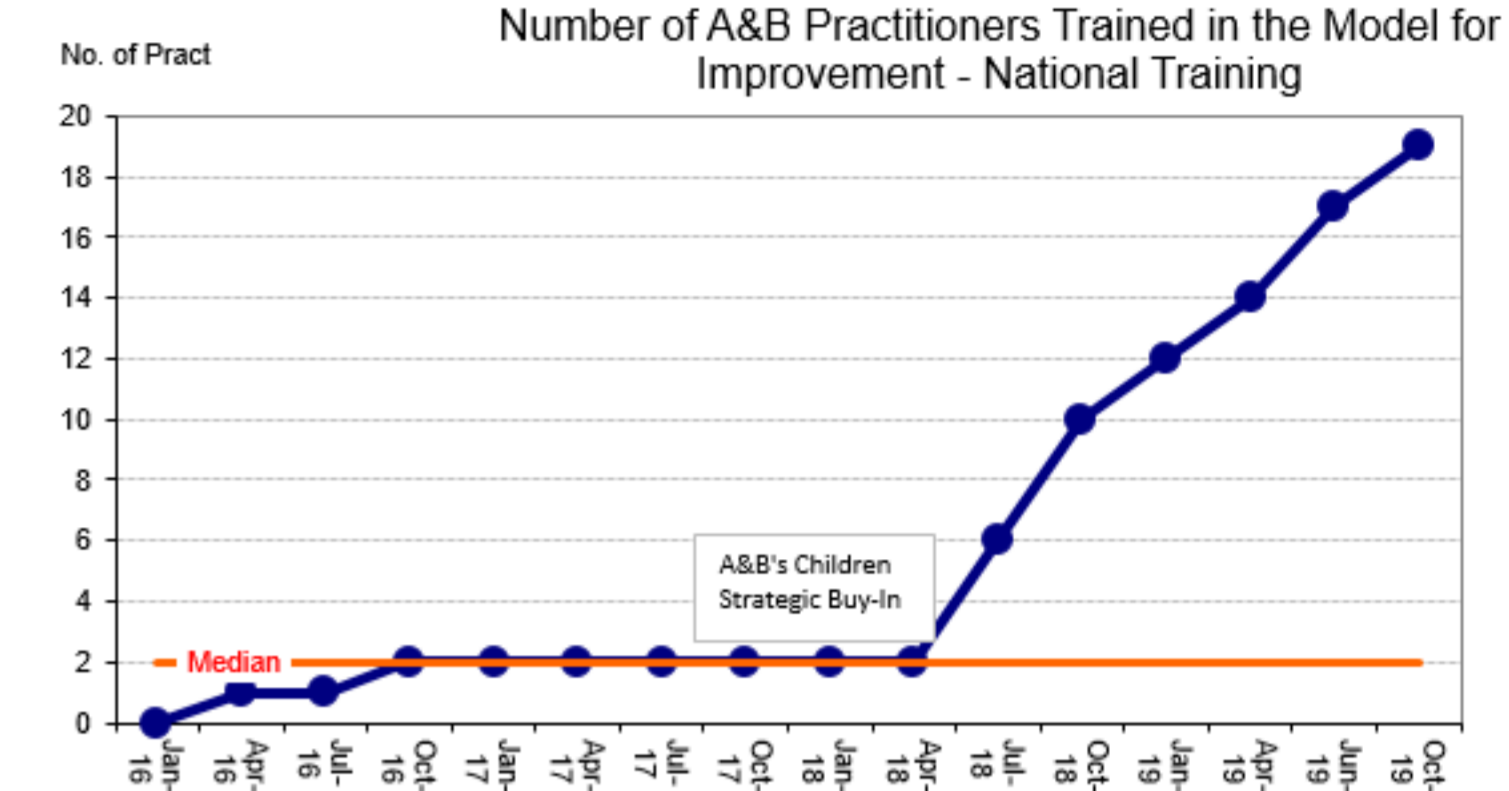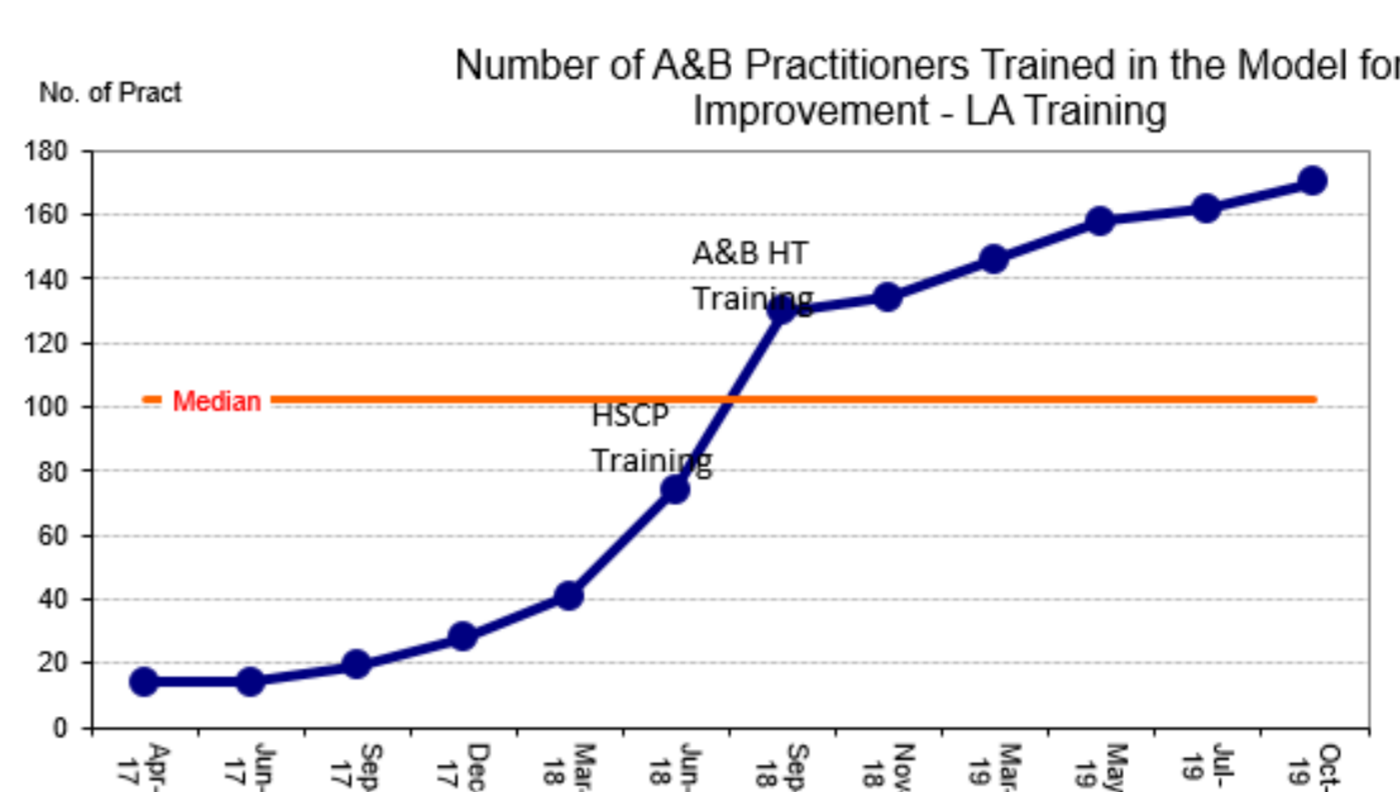

Process Change

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.

Achievements so far…

- Fantastic commitment from our Improvement Faculty to improve outcomes for and with children and families -one faculty member stated, 'I'm excited about being part of making a difference'
- Strategic 'buy-in' from 'Argyll and Bute's Children'
- Engagement with the 'Performance and Quality Assurance' group as part of 'Argyll and Bute's Children'
- Development of a process map to support building relationships with forums

Key Learning Points

We recognise that our practitioners' forums are at different levels of 'readiness' for engaging in this project. We will need to ensure everyone is clear around the purpose of the Faculty, as well as 'build will' to ensure teams feel empowered and have ownership of improvement work. We start testing our theories with one well-established practitioner forum in October. This will help overcome some of the barriers we identified in understanding our system before testing with some of the newer forums.

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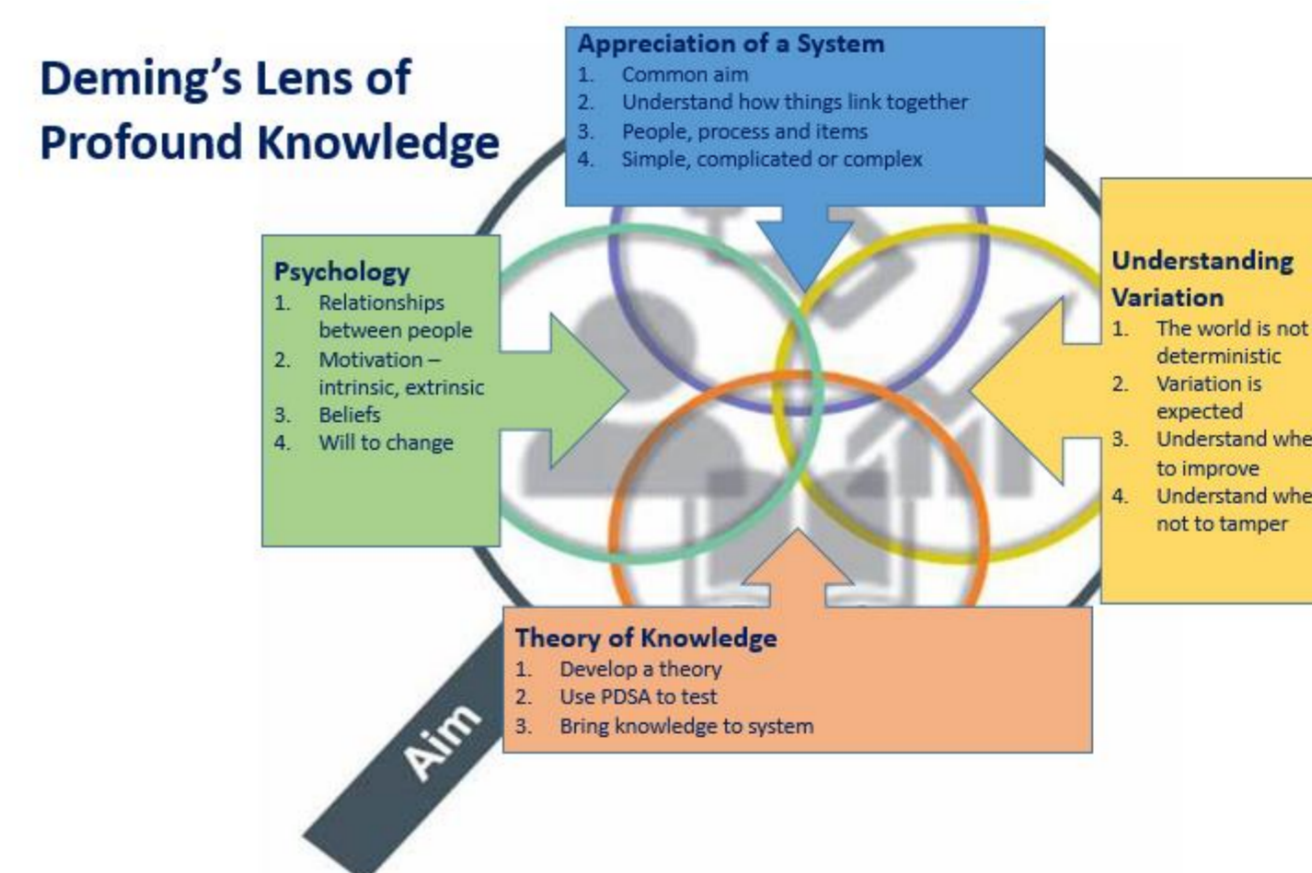
Improvement Faculty members are building their confidence in QI through supporting colleagues within their own services. This group of head teachers are using driver diagrams to support the school improvement planning process

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 to 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.