



CYPIC National Conference 2023

Keeping the Promise
Session 1
11.15 – 12.45

Hosts Today



Marie-Claire Leese
Improvement Advisor
Keep the Promise team
CYPIC Hub



Wendy Toner
Improvement Advisor
Keep the Promise team
CYPIC hub

Scotland made a promise to care experienced children and young people:

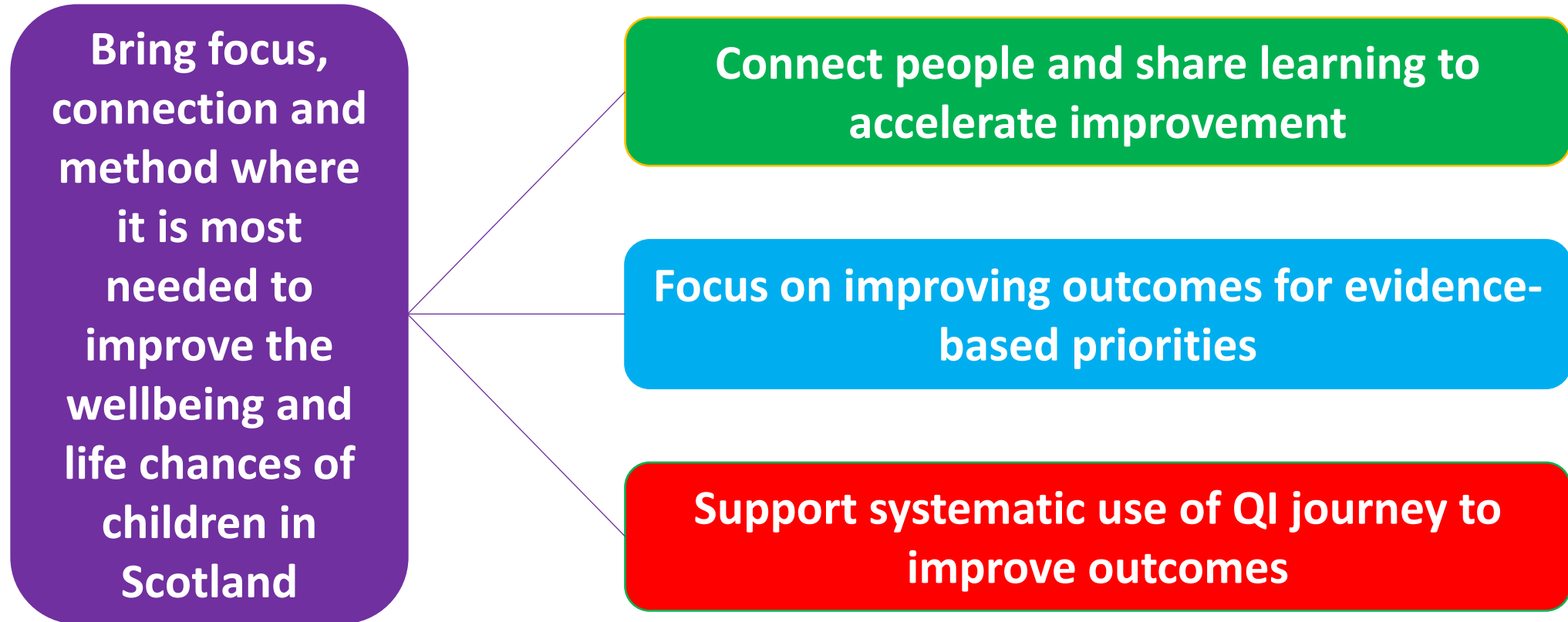


You **will** grow up loved, safe and respected.
And by 2030, that promise **must be kept.**



The Children and Young People Improvement Collaborative brings, **focus**, **connection** and **method** where it is need most to improve the wellbeing and life chances of children and young people in Scotland

Children and Young People Improvement Collaborative Change Theory



CYPIC Hub priorities for focus



Family
Support &
The Promise

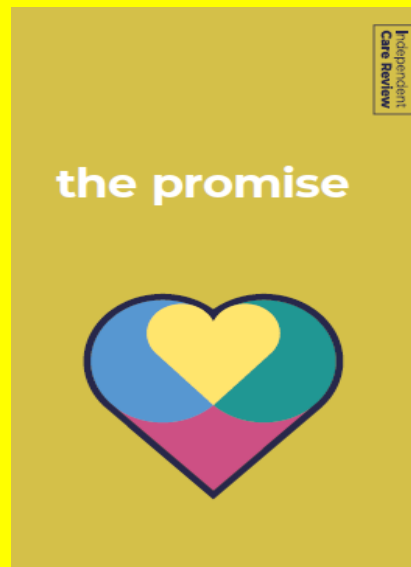


Early years

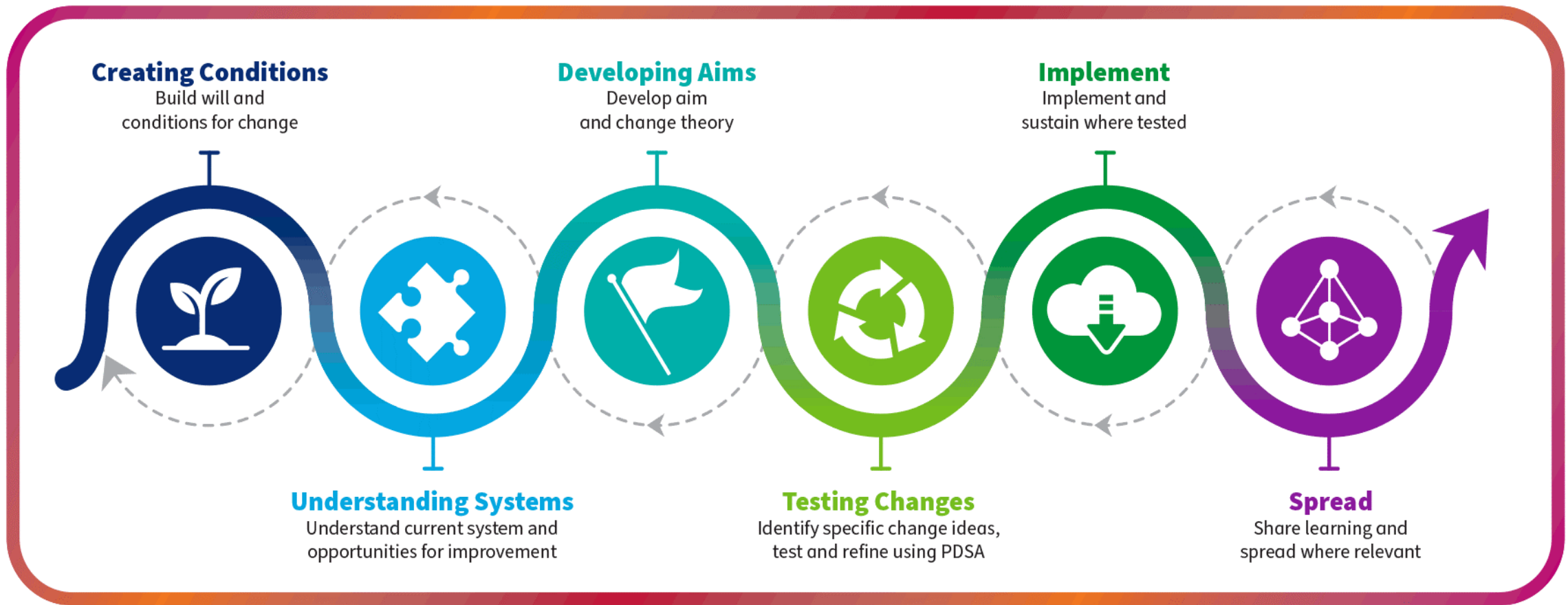


Embedding
QI in
education





Quality Improvement Journey



Leadership and Teams



Project Management and Communication



Measurement

<https://learn.nes.nhs.scot/4095/quality-improvement-zone/quality-improvement-journey>

**WILD (2023)
IMPLEMENTATION
BINGO CARD**

Macro

Meso

Micro

Focus

Method

Connection

Change Theory

By 2030,
we will have
reduced
the number
of children and
young people
entering the care
system and those
in the care
system will feel
loved, safe
and
respected.

A Good Childhood

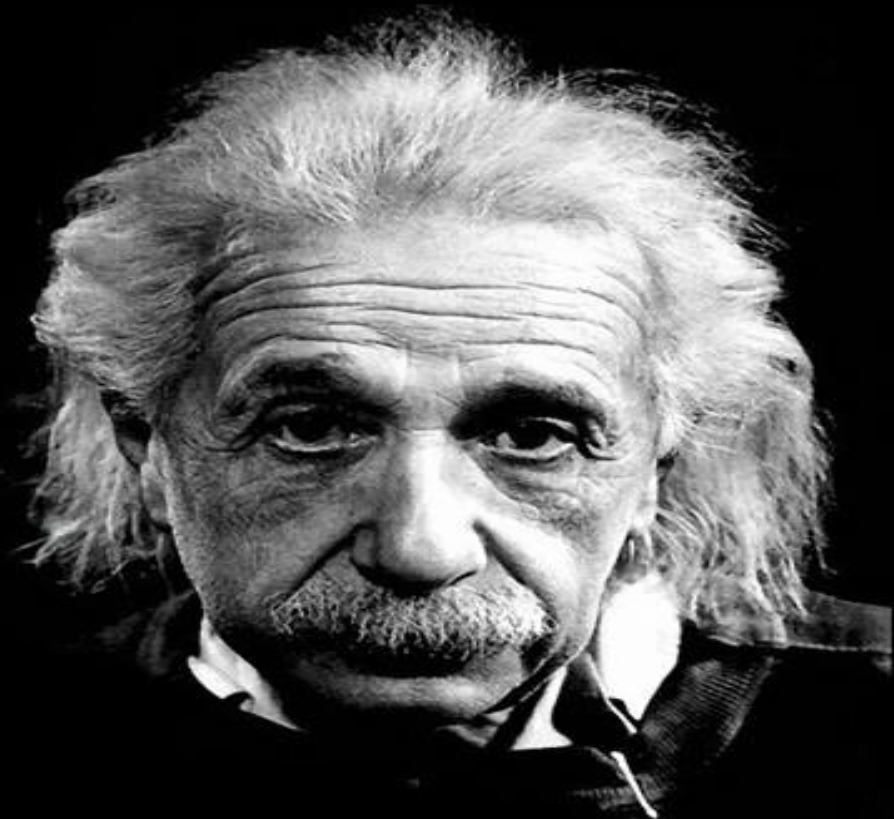
Supporting Those Who Care

Planning and Investment

Building Capacity

Whole Family Support

If you can't explain it **simply**,



You don't **understand** it well enough.

- Albert Einstein



I know what's expected of me and why

I know how well I am delivering what is expected of me

It is in my gift to improve things

Model for Improvement

- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What change can we make that will result in improvement?



Focus - Where did you see improvements for Isla?
What people and services need to **connect**?
How would using a QI **method** help us accelerate
change that we know is required for Isla?





Caitlin and Daniel's story - Independent Care Review



Dylan's story - Independent Care Review



Jack's story - Independent Care Review



Harris' story - Independent Care Review



Olivia's story - Independent Care Review



James' story - Independent Care Review



Kyle's story - Independent Care Review



Lauren's story - Independent Care Review



Cameron's story - Independent Care Review



Isla's story - Independent Care Review



Lewis' story - Independent Care Review



Zahara's story - Independent Care Review

[Composite stories – Independent Care Review](#)

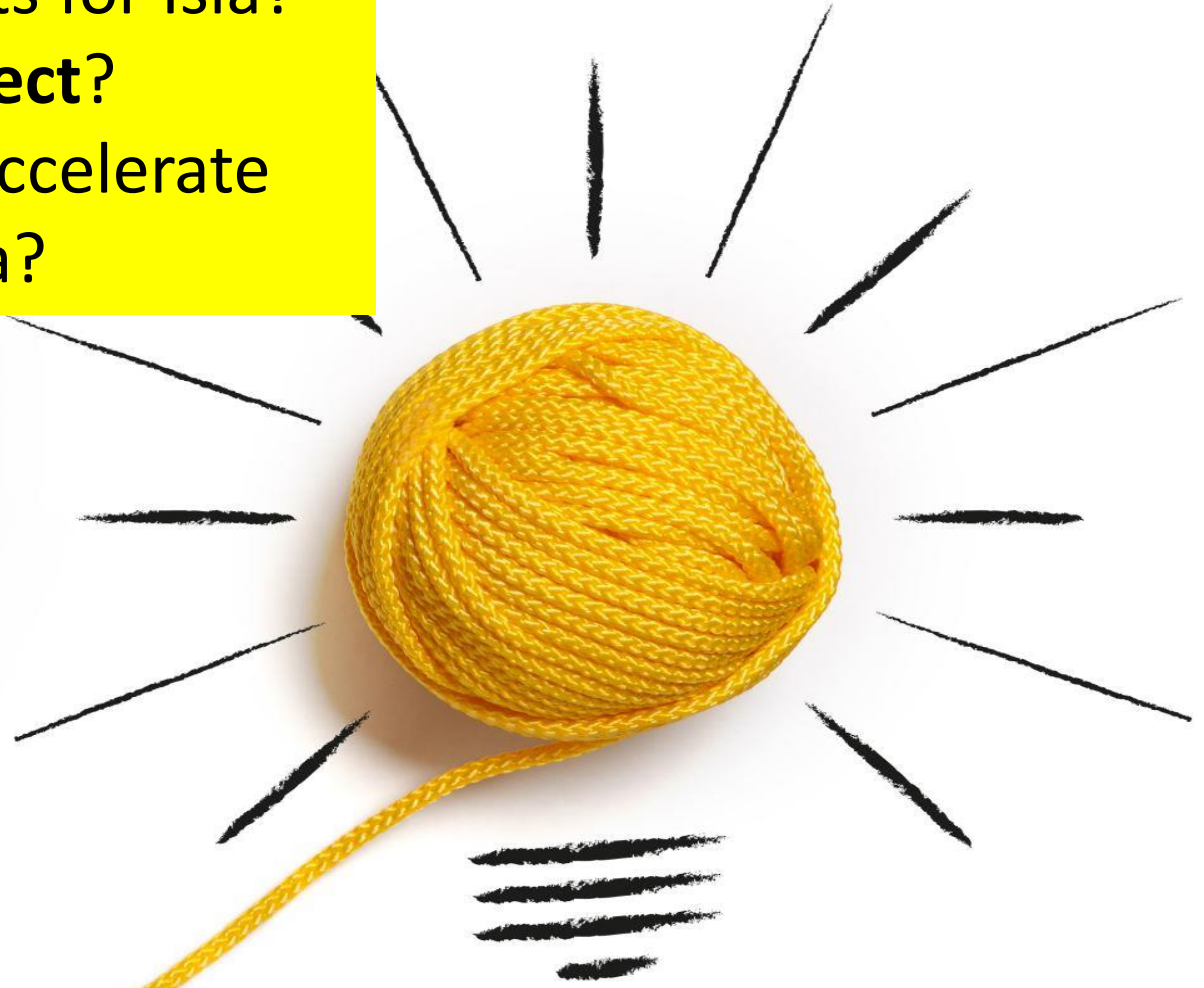


Isla's story - Independent Care Review

Isla's Story before the Promise (1:44): <https://youtu.be/SxDX-sPOgiM?si=cygKVzcrtUKTNVog>

Isla's Story after Promise is kept (1:50): <https://youtu.be/g-apBDvqtW0?si=ex-M4inN1owGVbDi>

Focus - Where did you see improvements for Isla?
What people and services need to **connect**?
How would using a QI **method** help us accelerate
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“More than words”

Towards a culture of care...meaningful change for improvement

Alison Cowper, Service Manager,
Independent Care and Review Team,
Glasgow HSCP



The “why”...?

“Scotland must understand that language creates realities. Those with care experience must hold and own the narrative of their stories and lives; simple, caring language must be used in the writing of care files” (pg69)

“The workforce must be considerate and write reports in a clear, relatable way, in plain English. Reports must be written in the assumption that the young person will read them at a later date” (pg69)

“Scotland must change the language of care. Language must be easily understood, be positive and must not create or compound stigma” (pg87)

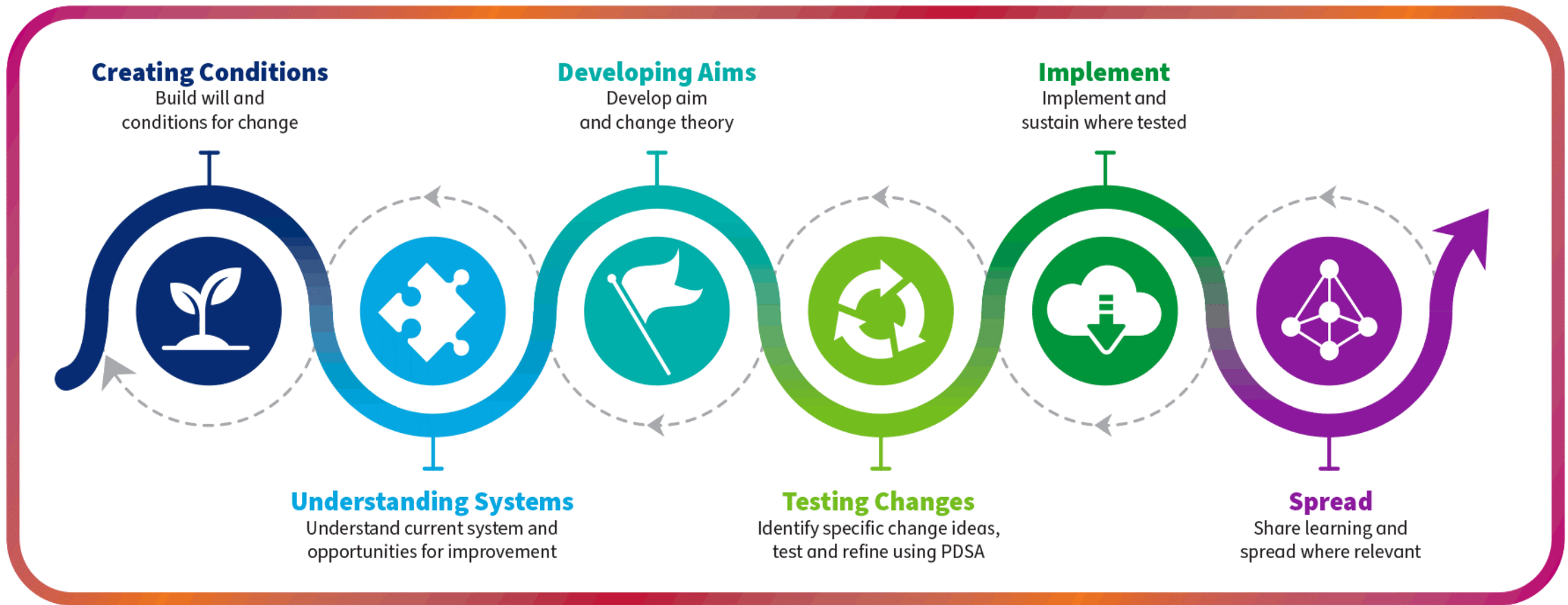
(The Promise, 2020)

The “how”...

- Identifying with the problem
- Creating the conditions – Language working group, the “hearts and minds”
- Slowing down, exploring the problem
- Being motivated, but “stuck” (looping)
- Rip-ride rokit moment – *“more than words”*
- Organisational and cultural permission
- Test of change – Children’s House
- Relational Writing/Language of Care – Learning and Development Programme
- Establishing a change team
- Promise Design School



Quality Improvement Journey



Leadership and Teams



Project Management and Communication



Measurement

<https://learn.nes.nhs.scot/4095/quality-improvement-zone/quality-improvement-journey>

“What worked well?”

- The first followers and early adopters
- Spending the time in the first 2 circles – got the “rip ride rocket moment”
- Organisational and cultural permission - key
- Easier in a small community like a Children’s House (micro level) – spread/scale
- Started at systems change, landed at cultural change
- Didn’t feel right to involve lived experience (values conflict) – trusted our Promise Participation Workers



“Even better if?”

- Data measures – how do we know change is an improvement?
- Micro change (Children’s House) Meso change (whole Children and Families service)
- Families should not experience confusion in testing experience (but we’re leaping to spreading then?)
- Complex system interdependencies – from living room to paper
- Leapt to Implementation, then reversed to Testing Changes
- Peanut butter approach
- People need to feel and identify cultural change
- Pressure to “Keep the Promise” – this means something

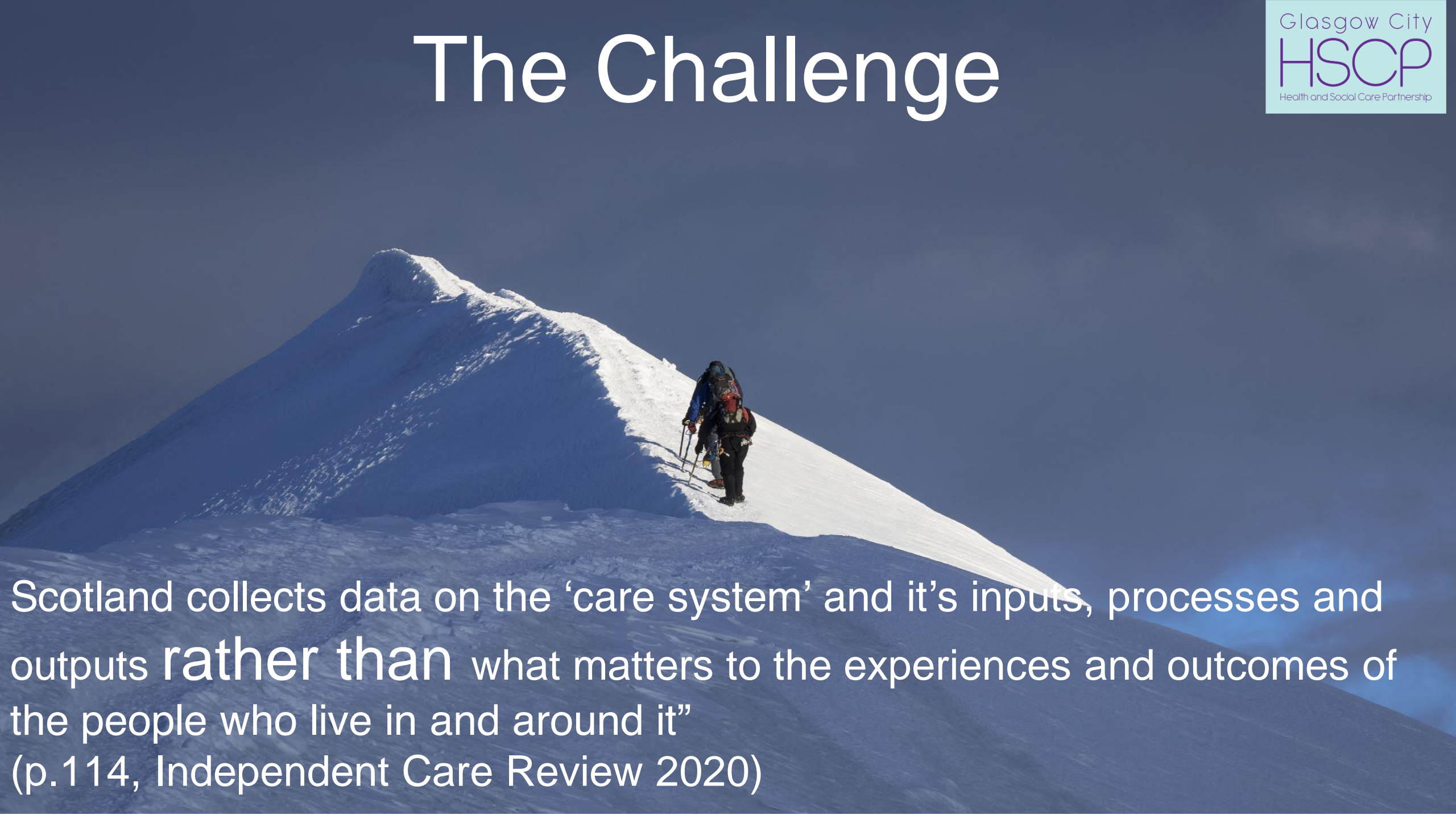




Rip ride rookit



The Challenge

A person is seen from behind, climbing a steep, snow-covered mountain peak. The climber is wearing a dark jacket and a backpack, and is using ice axes and crampons. The mountain is covered in snow, and the sky is a clear, pale blue. The overall scene conveys a sense of challenge and achievement.

Scotland collects data on the ‘care system’ and it’s inputs, processes and outputs **rather than** what matters to the experiences and outcomes of the people who live in and around it”
(p.114, Independent Care Review 2020)

How will we know
change is an
improvement
if we have no
baseline data?

How do you measure “what matters
to people”?

values, kindness, respect



What did you hear that struck you most?
What could you take away and put into practice?



Focusing on what matters to children and families for improvement

Steph Crisp- Improvement Lead



CYPIC National Conference 28 November 2023

'What matters' questions

What did the ICR hear about what matters?

The Independent Care Review (ICR) listened to over 5,500 experiences

Phase One of data map- Translated what the ICR heard into 977 questions and tested concept

Carried out further analysis and refined to 68 themes, mapped to plan 21-24

‘What Matters Questions’- Principles

- ♥ Directly linked to the ICR’s evidence
- ♥ Written from the *perspective* of the child
- ♥ Directed at the workforce and the wider ‘system’
- ♥ Written in active, present tense
- ♥ Not exhaustive- sacrificed specificity for useability
- ♥ Provide guiding scaffolding for improvement

Isla's story



“She thinks the hardest bit is having to change schools – she’s left a lot of friends behind and no one seems to remember to keep in touch.”

What data do we have?

No. of places children live over a given period of time

% children of a specific age range who agree that their friends treat them well

% children of a specific age range who participate in a type of leisure activity over the last year

% children of a specific age range who have a trusted adult they can talk to





[How] are you making sure I am given support to keep in touch, and have meaningful interaction with people who matter to me?

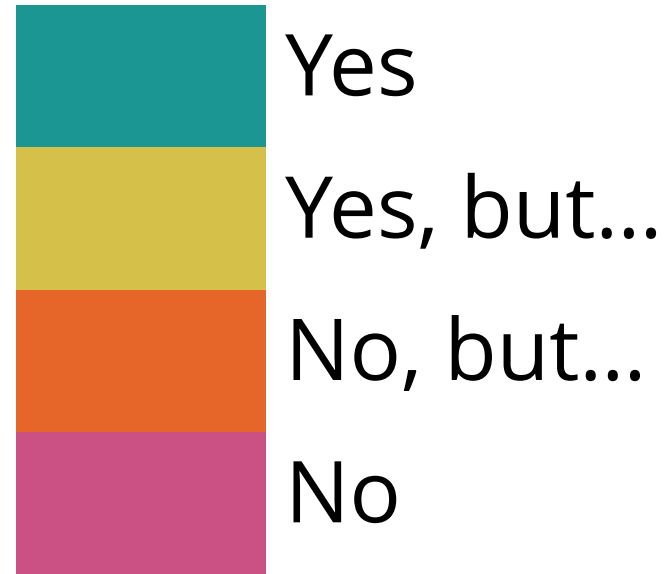


[How] are you making sure that big changes to my home and school life are being kept to a minimum, and if things do change, how are you making sure I'm being supported through those changes?



[How] are you making sure that the words you use when you're speaking or writing don't make me feel different, embarrassed, singled out, or blamed?

Can we answer this question with the data we have?



So what?



	?	?	?
?	?	?	?
?	?		?
			?

Your thoughts

♥ Do you think the 'What Matters Questions' could scaffold your improvement work in keeping the promise?

♥ If so, how would you use them to help you take action?



I know what's expected of me and why

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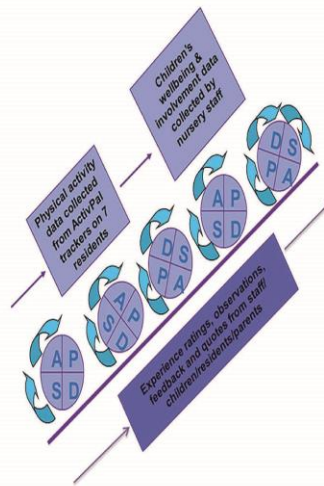
Test your theory of change.....

Process change

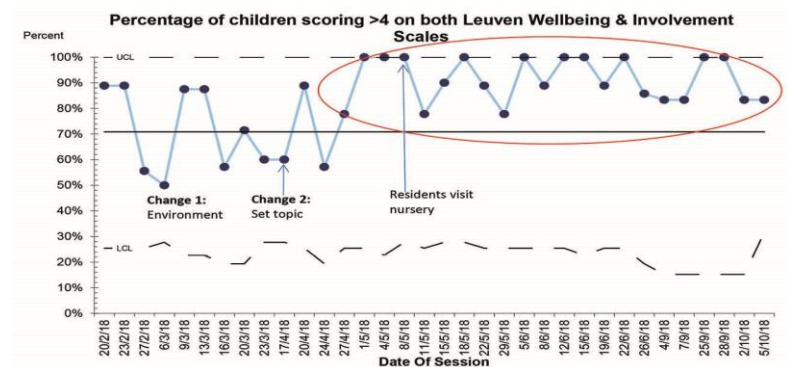
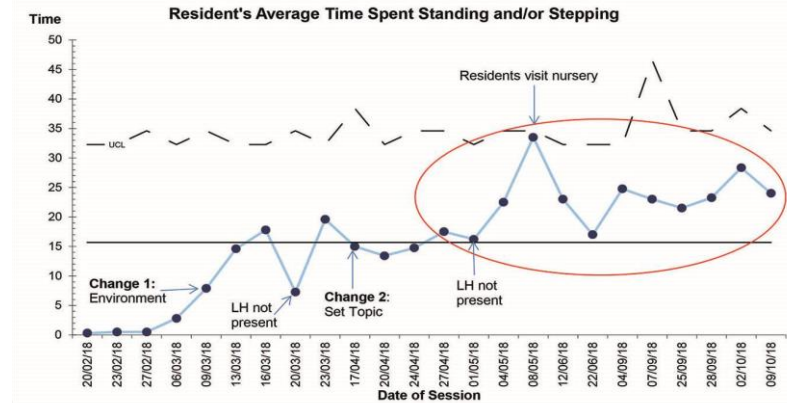
Vision: An intergenerational session model which promotes physical activity in care home residents and ensures high levels of wellbeing and involvement in children.

Aim	Primary Drivers	Secondary Drivers	Change Ideas
By September 2018, maximise the benefits of intergenerational sessions by increasing resident's activity levels to 20 minutes per session and having 90% of children achieving high levels of wellbeing and involvement	Staff are confident and committed	Relationship between care home and nursery staff	<ul style="list-style-type: none"> All staff assigned clear roles & responsibilities each session ★ Limit the number of residents ★ Set topic/theme for the session ★ Residents having a specific role for the session ★ Activities around tables then move to lounge after snack Activity stations with residents and children moving round stations ★ Have sessions in the nursery Use the garden for sessions
	Children are engaged and content	Knowledge & confidence to promote physical activity with residents	
	Residents are active and engaged	Enjoyment of sessions	
	Session promotes physical activity and learning	Engagement in activities	
		Opportunities to form relationships	
		Opportunities for physical activity	
		Environment	

★ Key changes which led to improvement for both generations



A combination of PDSA cycles led to overall improvement



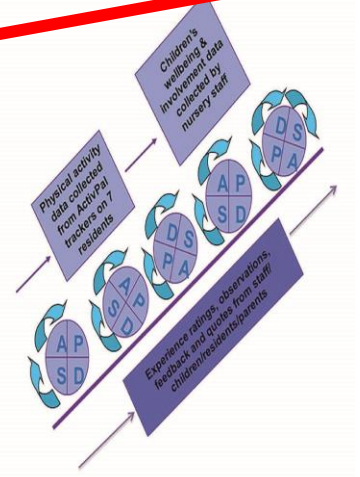
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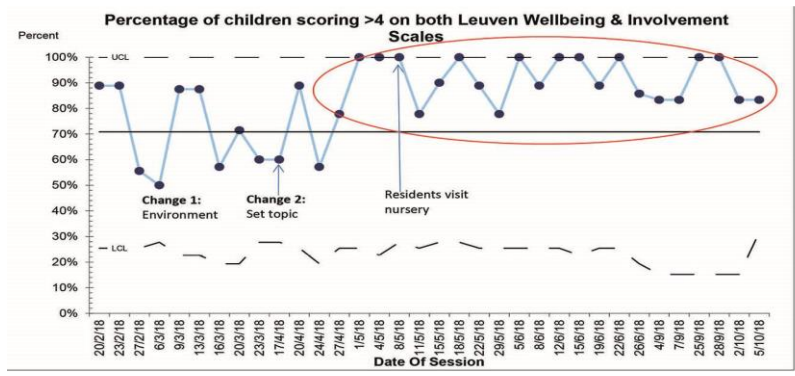
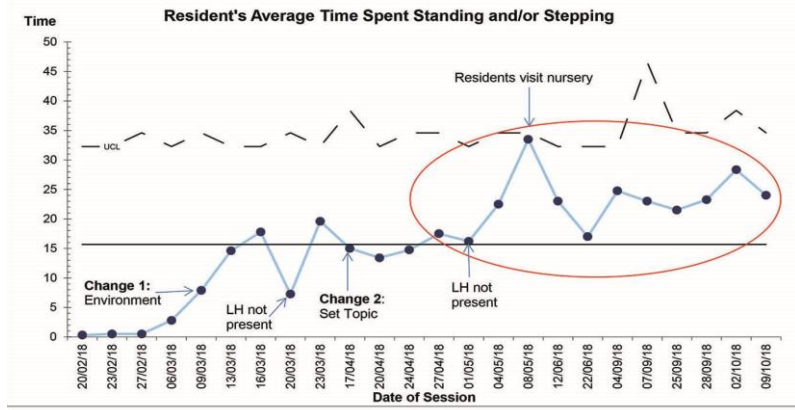
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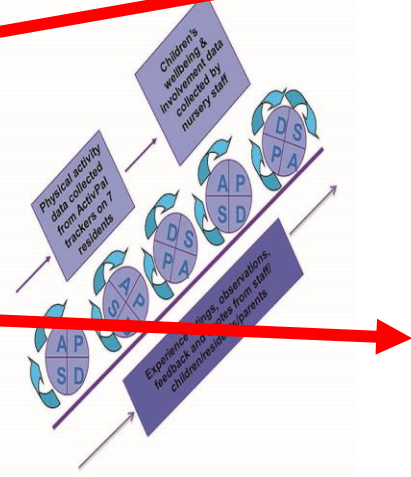
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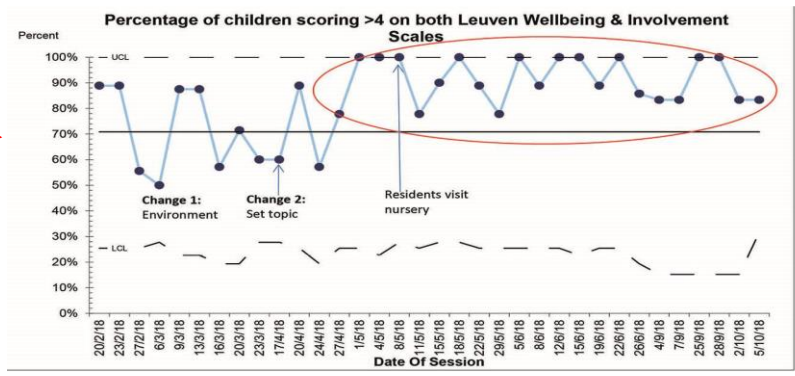
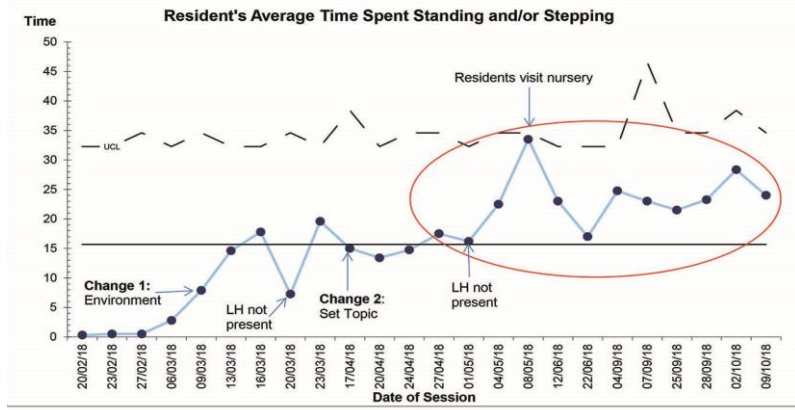
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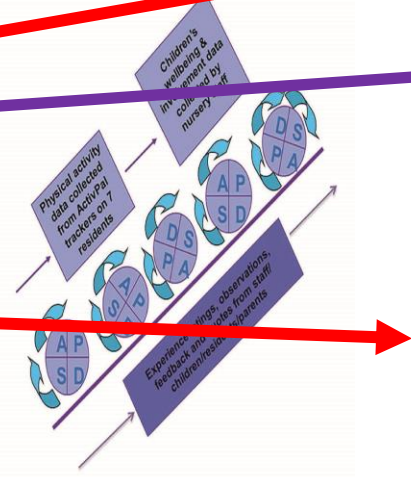
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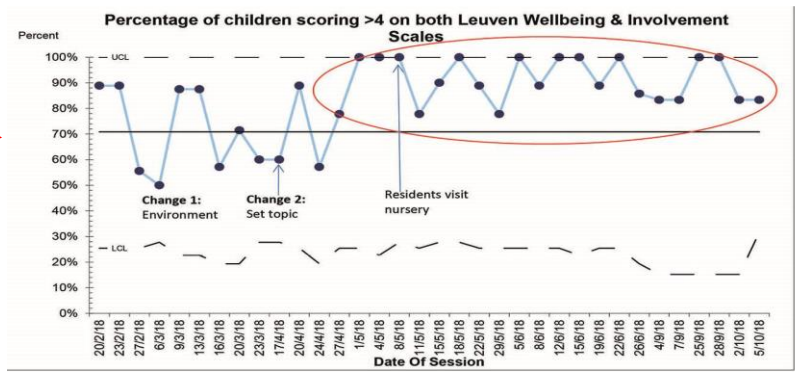
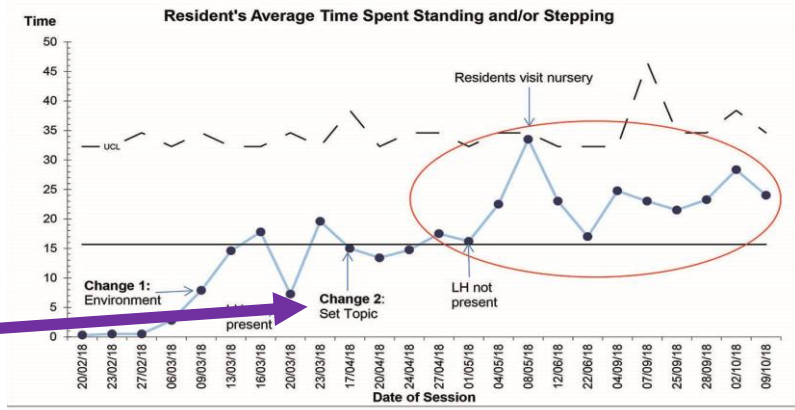
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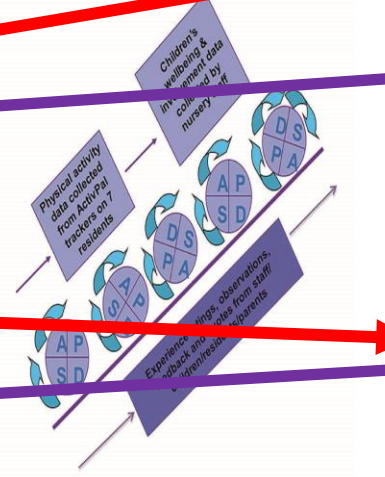
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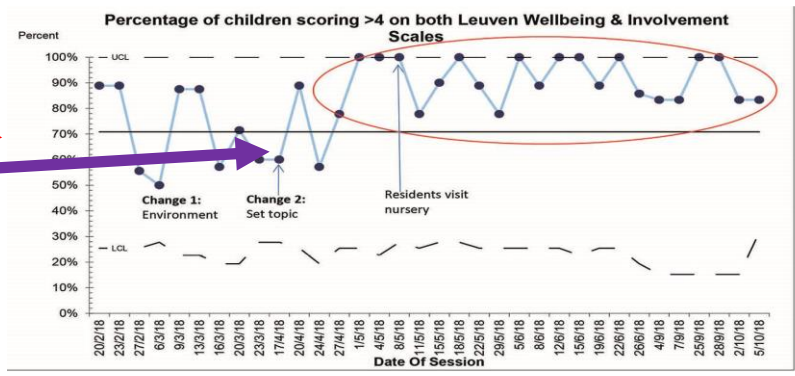
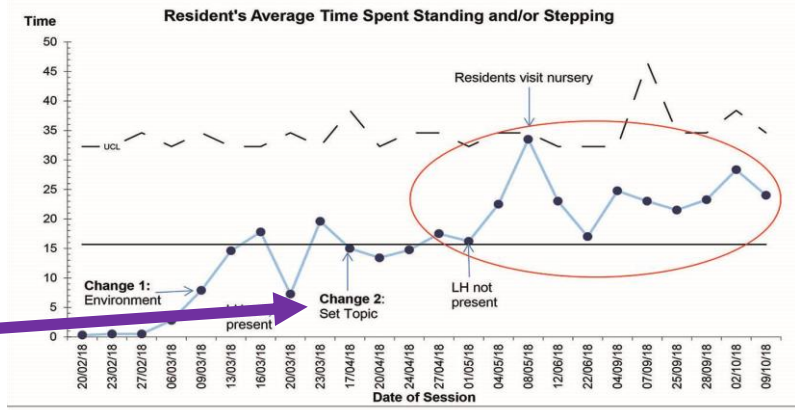
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It's important!

