

New Models for Learning Disability Day Support Collaborative

System Mapping

Summary findings using a 'problem trees' approach

May 2022

Improvement Hub

Enabling health and
social care improvement



Overview

In phase 1 of the [New Models for Learning Disability Day Support Collaborative](#) we identified the 'key development areas' for Collaborative teams to explore:

- ▶ Making services **truly centred on the person** by changing the focus from support needs to life aspirations and people living with learning disabilities being able to have equal opportunities to live life to its fullest potential.
- ▶ Encouraging **partnership working across all organisations** who in some way provide support for people with a learning disability - including the promotion of collaborative working between staff in these services.
- ▶ **Staff empowerment**, finding ways to build on best practice and make this the norm. Giving permission for staff to think creatively about how support is provided to a person and to advocate for the person's needs.
- ▶ **Changing the hearts and minds of communities** to better support and promote opportunities for people with a learning disability within their local area and wider society.
- ▶ **Supporting families to take a break** and have the confidence that the person receiving support is happy and safe.

In phase 2 we worked with the collaborative teams and external stakeholders to explore what the underlying challenges are under each key development area.

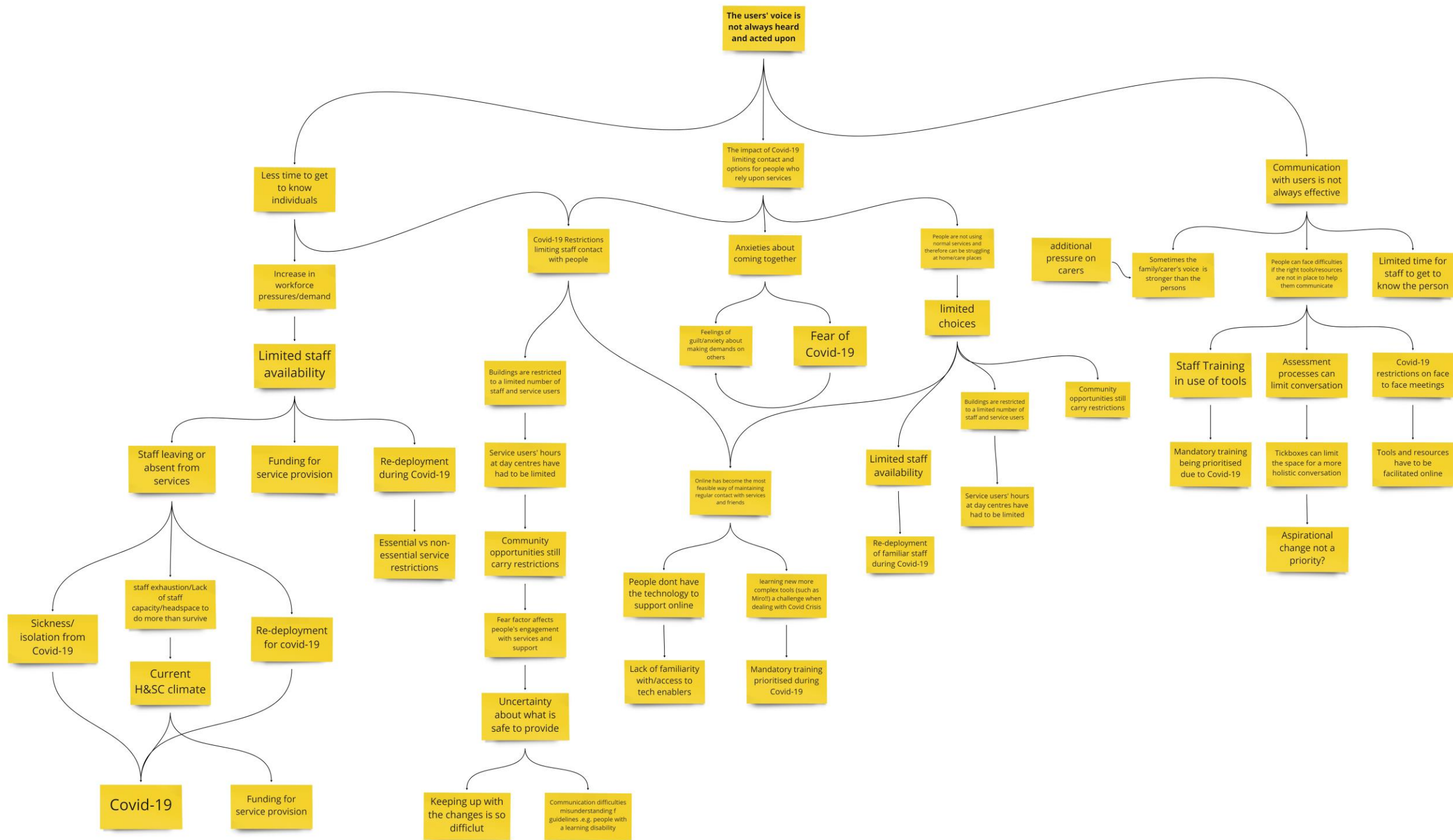
Using a 'problem trees' approach we gathered insights from this range of stakeholders who clarified the 'problem' and explored the underlying challenges. These are captured in the maps on the following pages.

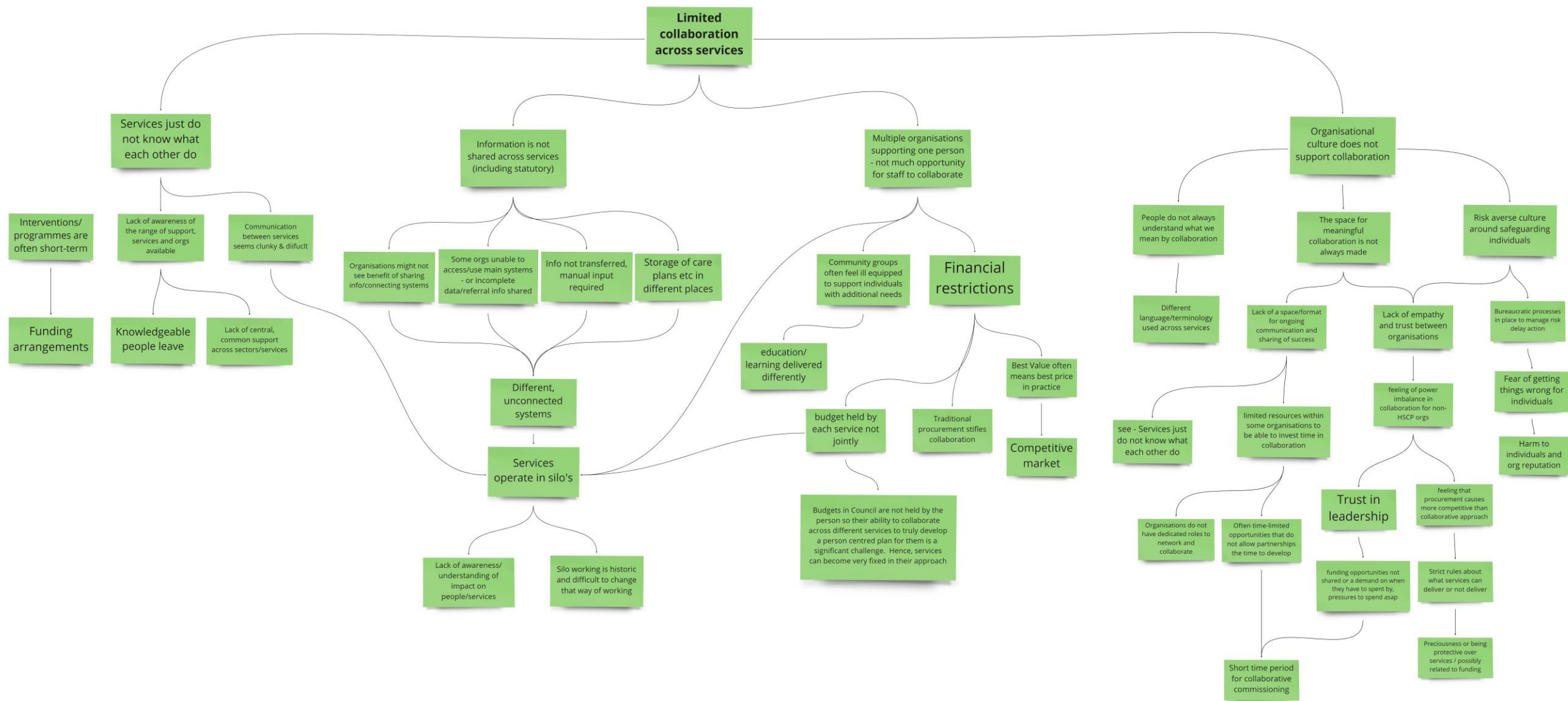
How to use these insights

The insights contained in the following maps were gathered through engagement with multi-disciplinary and multi-sector project teams in the New Models for Learning Disability Day Support Collaborative. We also invited external stakeholders from national and topic-specific organisations to provide a broader range of perspectives.

The maps can be used in service design in a number of ways:

- 1. Plan engagement:** Use the maps as a starting point to plan the themes of discover activity and 'sense check' you planned aims and questions.
- 2. Validation:** Have these themes and challenges have been confirmed by your service stakeholders in your discover/engagement activity? If not, might you want to explore these with the different stakeholder groups?
- 3. Build a bigger picture:** This approach should only be seen as a snapshot in time. You can share the maps with stakeholders and work together to build a more informed picture of insights and challenges. It can support identifying new partners leading to unlocking some of the barriers to your work.
- 4. Use for measurement:** Underlying challenges can help you coproduce meaningful outcomes with stakeholders. Acknowledging the complexity of a 'system' and being more able to identify the things that need to change can help to define what changes will contribute to the aims of your work.





Lack of staff autonomy

COVID

Social care crisis

Staff development

Not always clear whose role it is to offer community activities

Can be staff conflict about what is the best for the person

Eligibility criteria and contributions policy

Staff feel need to delivery variety of opportunities to justify service

Access to venues

Workforce tired

Challenges to meet current service demand

Mandatory training prioritised

Staff not informed (e.g. inspiring sessions)

Staff views of what their job is and the role of day service/support is

Mix of roles, social prescribing, volunteer coordinator, community engagement

SDS led to push for creativity has tailed off when requests pushed eligibility criteria

Reduced budgets

Systems driven by charging policy

Workers justifying packages of care through risk

Technology has been a barrier

Safety of environments

Staff jaded through number of changes stemming from COVID

Backlog of training due to COVID

Staff believe Monday to Friday service (contract is more than this)

Critical and substantial

New to HSCP, higher end of CoSLA guidance (tariff)

Transforming your Council

Have to go to complex care, consider impact on person

Focus on all services on hospital/acute - firefighting discharge maintaining community packages

Limited time to be creative, think creatively

Not equitable access

Case review example: service user access not inclusive, NHS/HSCP staff different challenges

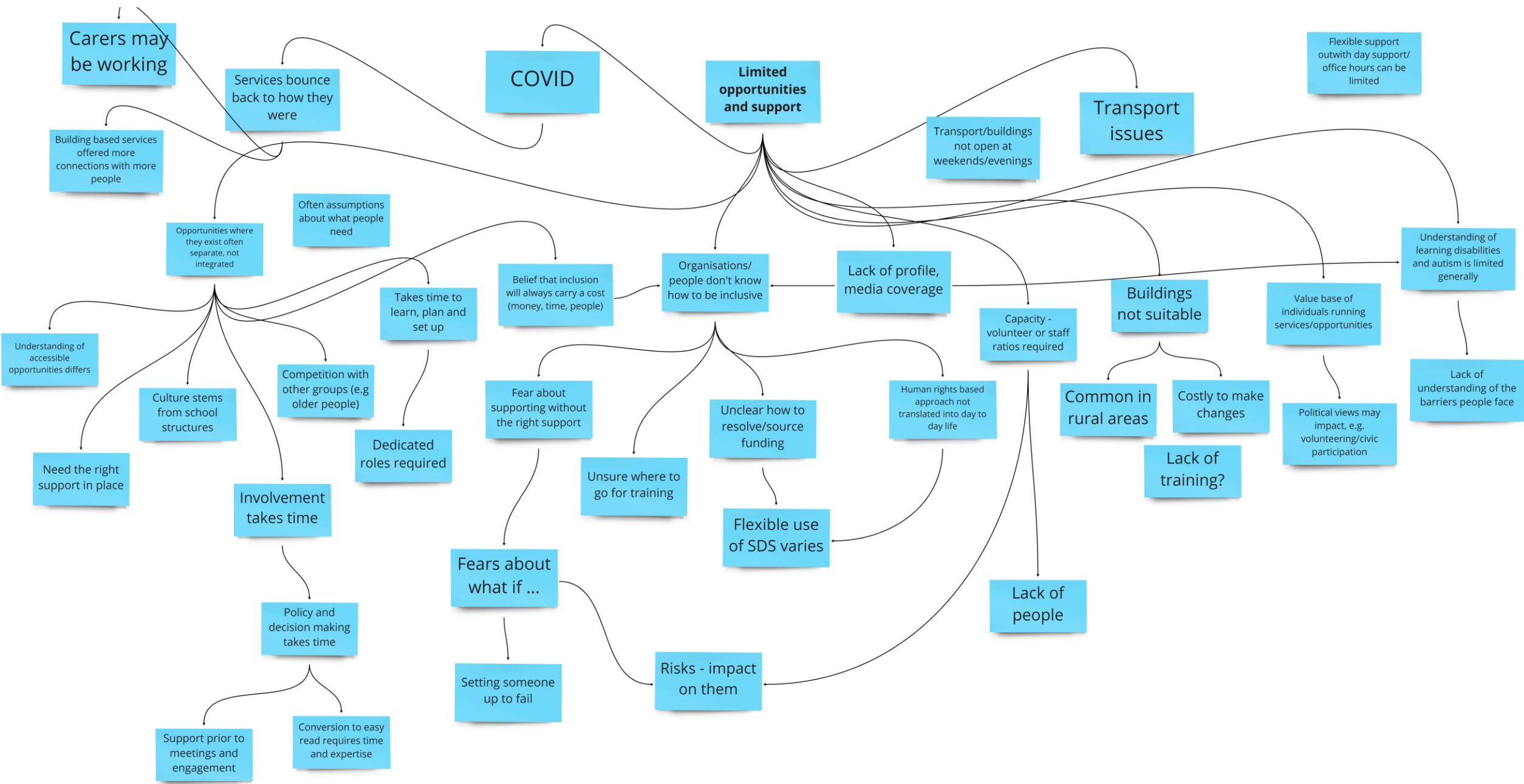
Social Workers have had to lead this on top of role

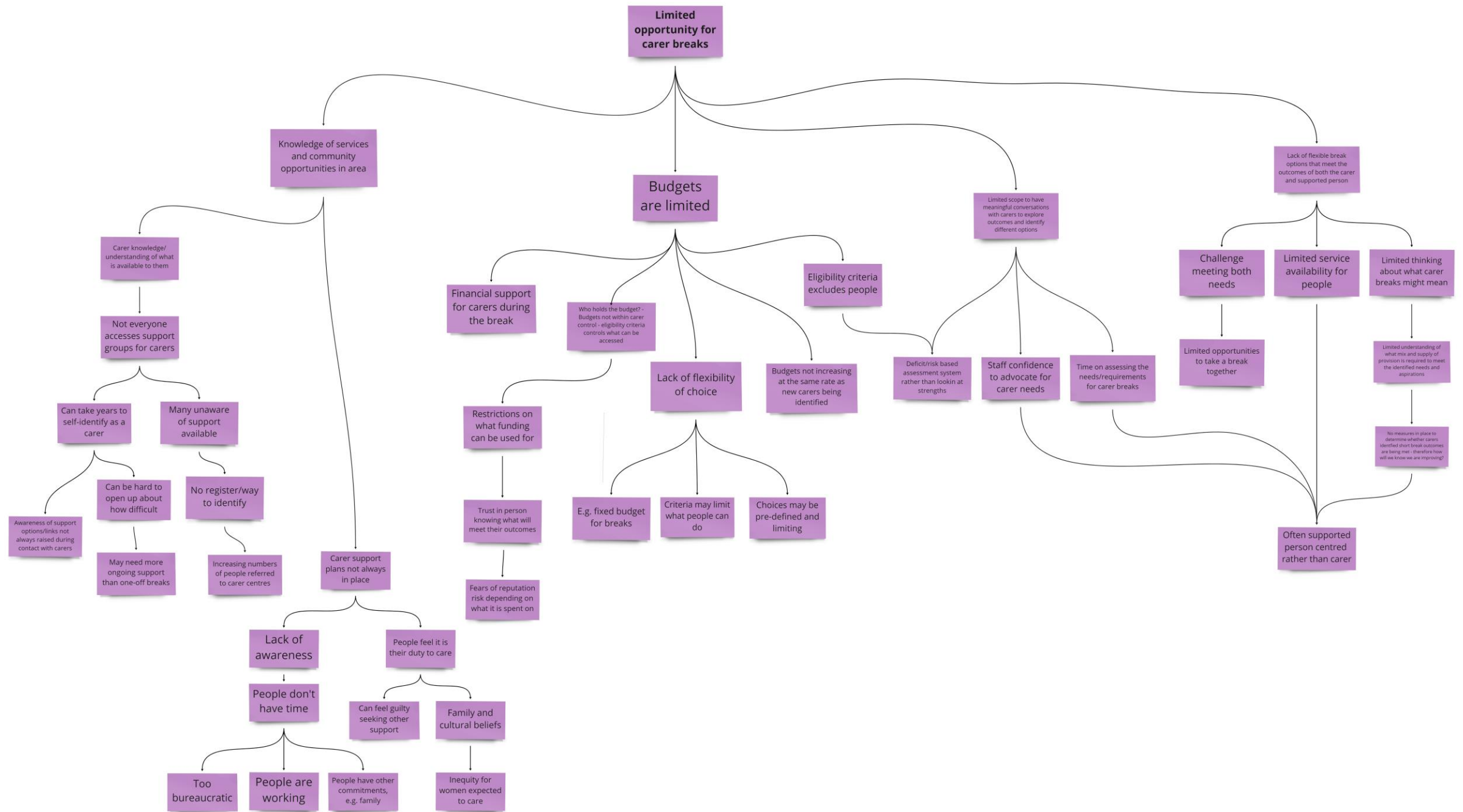
COVID restrictions

Distancing (less so now)

School campuses previously, schools not keen on resumption of services

Prices have gone up (venues recouping lost income)





How to use the problem trees tool

Using problem trees can be a good way to explore challenges with a range of stakeholders. It is similar to the '[5 Whys](#)' and '[Cause and effect](#)' quality improvement tools. To use the approach:

1. **Identify the problem statement and plan engagement:** This might have come from experience, from service feedback or may simply be a day to day problem that you want to explore by gathering more insight.
2. **Identify and engage with stakeholders:** You should involve the people, groups and organisations who are affected by the problem, those who may contribute to it and you may also have ideas of who might be able to resolve it. Confirm with stakeholders how they will be involved and what you will do with the findings, e.g. are you going to group and analyse or will they be involved in this also?
3. **Identify the causes:** It is vital to include the stakeholders in this stage. Ask what the cause of the problem might be, why is this happening? This is an iterative process you want to take this same approach to each answer, or branch, of the tree. You can do this through interactive activities, electronically or through discussion (but must make sure to take extensive notes). You should also note separately any solutions people put forward for later use.
4. **Analysing and sharing the findings:** You may find that some problems can be grouped or themed. This can help in presenting the findings. It's advisable to share the findings with all stakeholders to ensure a range of insights. This is especially important if you only involved stakeholders in thematic groups, e.g. people who access services and staff in different sessions.

What next?

In carrying out the exercise you will likely have heard people suggest ideas on how to address the challenges. Hold on to these! Once you have gathered your insights and validated them with all stakeholders you can then define your area of focus and prioritise the challenges before moving onto ideation and solutions.