


## Phase 2 Report

# New Models for Learning Disability Day Support Collaborative

We support organisations by helping them to redesign and continuously improve their health and social care services.

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## New Models for Learning Disability Day Support Collaborative – Phase 2

The [Same as You \(Scottish Government, 2000\)](#) highlighted the need for a wholesale shift in thinking and approach to services for people with learning disabilities. [The Keys to Life \(Scottish Government, 2013\)](#) recognised that further work was required to reach the aspirations of a truly person-centred network of service provision and opportunities.

In October 2020 the ihub launched [The New Models of Learning Disability Day Support Collaborative](#) Health and Social Care Partnership (HSCP) to develop their current service provision in line with Keys to Life outcomes whilst taking into account learning from working through the pandemic.

The Collaborative supports HSCP teams to apply the [Scottish Approach to Service Design](#) (SATSD) to their local development work while also drawing on Quality Improvement (QI) and Strategic Planning methodologies. Additionally, the Collaborative creates space for external stakeholders to engage with and contribute to the overall learning from this work.

Phase 1 of the Collaborative ran from October 2020 – May 2021. The learning from this is captured in the [Phase 1 Learning Report](#). Phase 2 ran from May 2021 – March 2022 with a reduced number of core project teams. The following HSCP project teams participated in Phase 2 of the Collaborative:



### The core participating project teams are made up of:

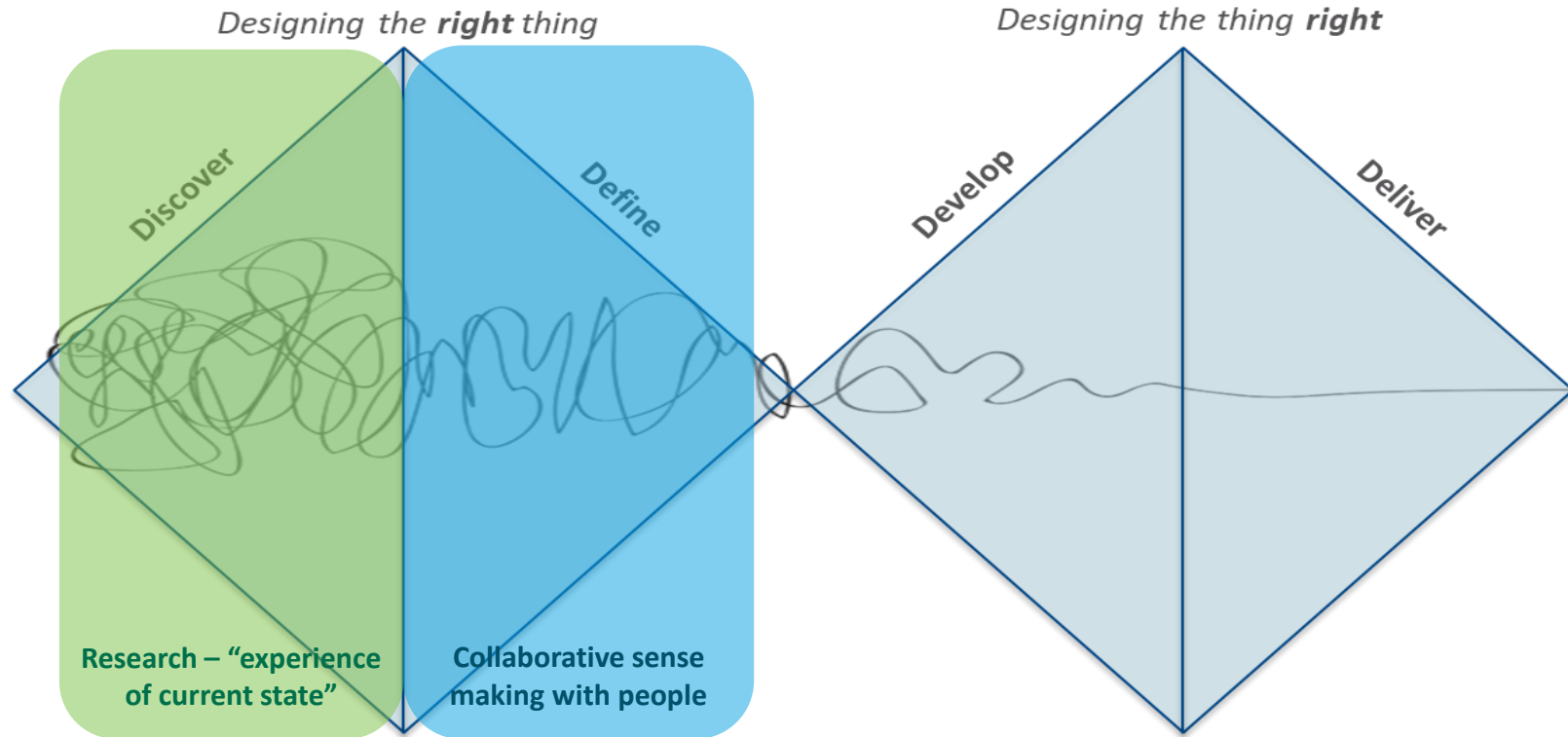
- HSCP Learning Disability teams
- HSCP Commissioning and Learning and Development
- Third sector care and support providers
- Local Authority Community Engagement
- People with lived experience

### External Collaborative stakeholders:

- Phase 1 Collaborative project teams
- Non-participating HSCPs
- Non-participating third sector organisations
- Health & Social Care National Organisations
- Learning Disability specific National Organisations
- Service users (SU) and carers

### Organisations referenced in this report:

- [Promoting a More Inclusive Society \(PAMIS\)](#)
- [Scottish Commission for People with Learning Disabilities \(SCLD\)](#)
- [National Involvement Network \(NIN\)](#)
- [Scottish Learning Disabilities Observatory \(SLDO\)](#)
- [National Development Team for Inclusion \(NDTi\)](#)
- [ARC Scotland](#)



Scottish Approach to Service Design, [Scottish Government](https://www.scottishgovernment.gov.uk/scottish-approach-to-service-design)  
The Process of Design Squiggle by Damien Newman, [thedesignsquiggle.com](https://thedesignsquiggle.com)

Phases 1 and 2 of the Collaborative have supported participating project teams to carry out the Discover and Define stages of the SATSD, which involves gathering service user and carer experience data and working together with service users, carers, and stakeholders to define what needs to improve.

## Collaborative Objectives:

In supporting project teams through the Discover and Define stages of the SATSD, the Collaborative aims to meet the following objectives:

- **co-design and co-production**
- **collaboration, trust, and empowerment**
- **equality and asset-focused**

An outcomes focused approach has been taken to evaluate the Collaborative's impact for both participating project teams and external stakeholders. Page 3 illustrates the Collaborative's short, medium, and long term outcomes and introduces outcomes that emerged during Phase 1.

## Understanding Outcomes:

- Outcomes for project teams
- Outcomes for external stakeholders

- Phase 1 focused purely on short-term outcome progress whereas Phase 2 has seen progress towards medium-term outcomes, apart from M4.
- **Emerging outcomes** arose in Phase 1 and are being monitored alongside defined Collaborative outcomes to better understand how they fit with the Collaborative's work.
- **Challenges** are considered across all outcomes to better understand their impact and identify mitigations.

## Short-term outcomes

What they learn and gain

**S1:** Increased knowledge and skills with respect to involving people who use services, parents, families, and carers in service design and improvement processes

**S2:** Insight gained into best practice, innovation, and alternative models of support across Scotland and beyond including learning from working through COVID-19

**S3:** Increased knowledge, skills, and confidence in applying the use of SATSD and QI to support coproduced delivery

**S4:** Project Teams provide each other with peer appraisals and draw on wider learning from other areas/sectors as means of understanding best practice

**S5:** Greater understanding of national organisation strategies, expectations, and supports available

**S6:** Insight gained into the opportunities and challenges to implementing national strategy at a local level

## Medium-term outcomes

What they do differently

**M1:** The views of people who use services, families and carers contribute to discovery and define activities at a local level to create co-designed services

**M2:** Redesign and improvement work is undertaken using a systematic framework to manage change projects

**M3:** Day support models are developed with peer input from other HSCPs, in partnership with other local providers, and with input from national organisations as required

**M4:** Knowledge of opportunities and challenges to implementing national strategy at a local level is used to inform Scottish Government strategy and policy

## Long-term outcomes

What difference does this make?

**L1:** The needs and personal choices of people with learning disabilities, their families, and unpaid carers are at the centre of change ideas within organisations who deliver support

**L2:** People with learning disabilities have greater choice in how and what opportunities they access and are enabled to do this within in their local community

**L3:** Day support models are based on strong evidence/good practice and informed by policy and strategy

**L4:** Both organisations and the workforce are enabled to work in a way which promotes flexibility and choice for people with learning disabilities

**L5:** National level strategy, policy, and resources are structured in a way which promotes and supports organisations and the workforce to be flexible and responsive to the needs and choices of people with learning disabilities accessing support

## Emerging Outcomes:

- Project teams have formed and have the understanding, will, and ambition to carry out re-design activities
- Project teams and external stakeholders have a clearer understanding of inequalities and know how to positively impact on this in their re-design projects

## Challenges:

- Capacity to undertake this work alongside service delivery is more compromised during and emerging from a pandemic than it would normally be
- The limitations of virtual working challenge what can be delivered by the Collaborative, how team members work together, and how they engage more widely

The following illustrates what we did in order to make progress towards the collaborative outcomes:

## Project Teams

### Collaborative Activities:

- Project team coaching sessions
- Collaborative Learning Sessions and Inclusion Group
- Inspiring Sessions: Commissioning Differently + Independent Travel
- Randomised Coffee Trials (RCTs)

The activities address the following outcomes: S1, S2, S3, S4, M1, M2, M3

### Indicators of progress:

- Progress made in implementing Discovery stage of SATSD
- Application of tools/frameworks used in Collaborative sessions
- Demonstrations of joined working between project teams

## External Stakeholders

### Collaborative Activities:

- National Learning Events (NLEs)
- National Connections Group
- Problem Tree Mapping workshops

These activities address the following outcomes: S4, S5, S6, M4

### Indicators of progress:

- The Collaborative is enabling connections between stakeholders
- Reflections from participants on collaboration being useful
- Increase in number of organisations collaborating with the ihub for delivery of Collaborative Activity

## Evaluation

The Collaborative has taken a mixed method approach to evaluating progress towards outcomes based on the indicators of progress.

Our qualitative and quantitative methods are listed below:

### Feedback & Observation

- Post-event survey open text questions
- Collaborative feedback sessions
- Project team coaching Session Feedback
- Project team lead feedback discussions
- All unattributed quotes in this report are from project team members at a variety of feedback points and events during Phase 2

### Quantitative Data

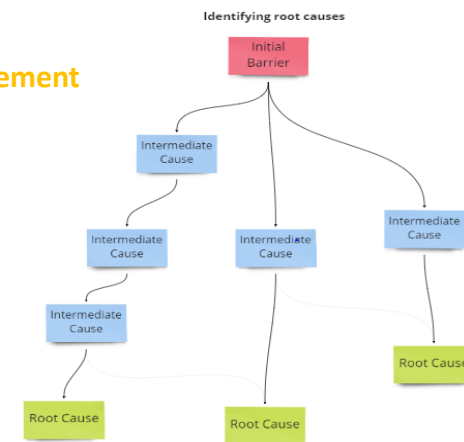
- Number of teams carrying out Discovery Activity
- Post-event survey, multiple choice/rating questions
- Number of project teams using different tools/frameworks
- Numbers of organisations involved in the work
- Event attendance and participation



## Understanding context

In Phase 1, the [ISM Behaviour Model](#) was used to analyse contextual data gathered from project teams to produce the Key Areas for Development:

- Involvement in re-design & improvement
- Person-centred services
- Partnership Working
- Staff Empowerment
- Community Inclusion
- Supporting families to take a break



In Phase 2, we aimed to gain greater insight into what needs to change for each of these areas using problem tree mapping with project teams and external stakeholders. Our findings are captured on Page 11.



**Medium-term outcome: The views of people who use services, families, and carers contribute to discovery and define activities at a local level to create co-designed services**

- **Short-term outcomes:** Increased knowledge and skills with respect to involving people who use services, parents, families and carers in service design and improvement processes
- **Who:** Phase 2 Collaborative project teams

## Indications of progress:

### Falkirk

**What they did:** Gathered the views of 16 people (service users and carers)

**What they gained:** Learned of isolation experienced by users and their families

**What now:** Working with their internal communication and data team to analyse data and are working towards a big planning event

### Perth & Kinross

**What they did:** Included people with lived experience of both having a learning disability and being a carer in their project team and completed significant work around planning and promoting their Discovery work

**What they gained:** An understanding of how to include people with lived experience in their project team, Data Protection Impact Assessment for their work

**What next:** Discovery work scheduled to launch in May 2022

### North Ayrshire

**What they did:** “What is important to you?” survey data analysed and published alongside UWS pre-pandemic findings, staff workshop

**What they gained:** Learned about need to raise community awareness

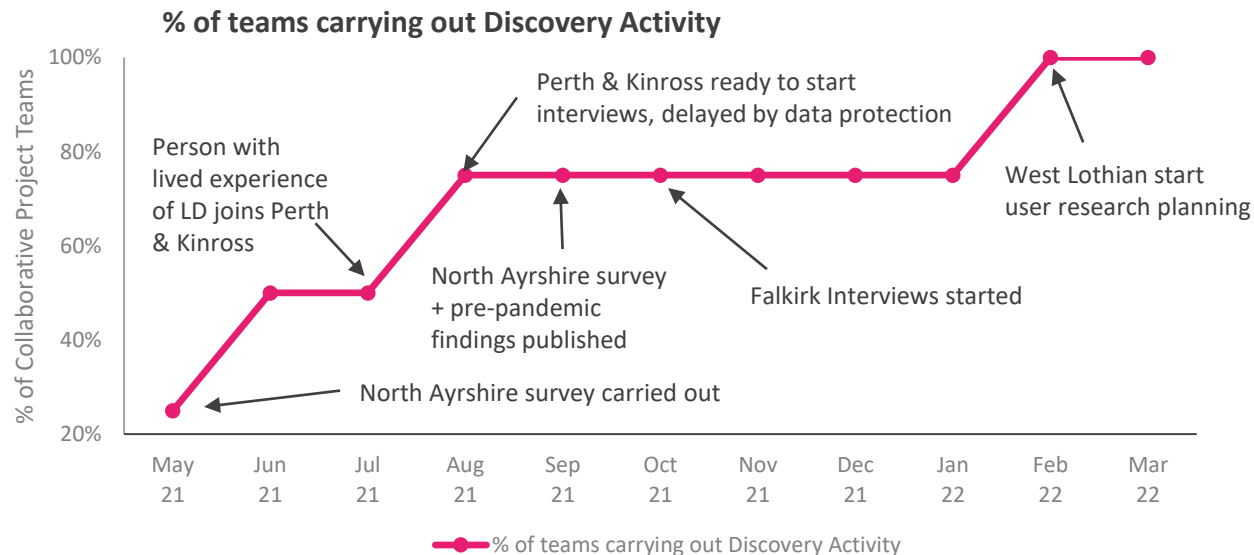
**What now:** Collaborating with third sector partners to organise a co-produced community exhibition with their service users to raise awareness

### West Lothian

**What they did:** Developed a User Research Plan to implement this year

**What they gained:** Multi-disciplinary team cohesion and purpose

**What next:** Recruiting graduates and collaborating with third sector to gather views



Left to right: North Ayrshire's 'What's important to you?' survey report, Perth and Kinross' project information, example of talking mat conversation from Falkirk.





**Medium-term outcome: Redesign and improvement work is undertaken using a systematic framework to manage change projects**

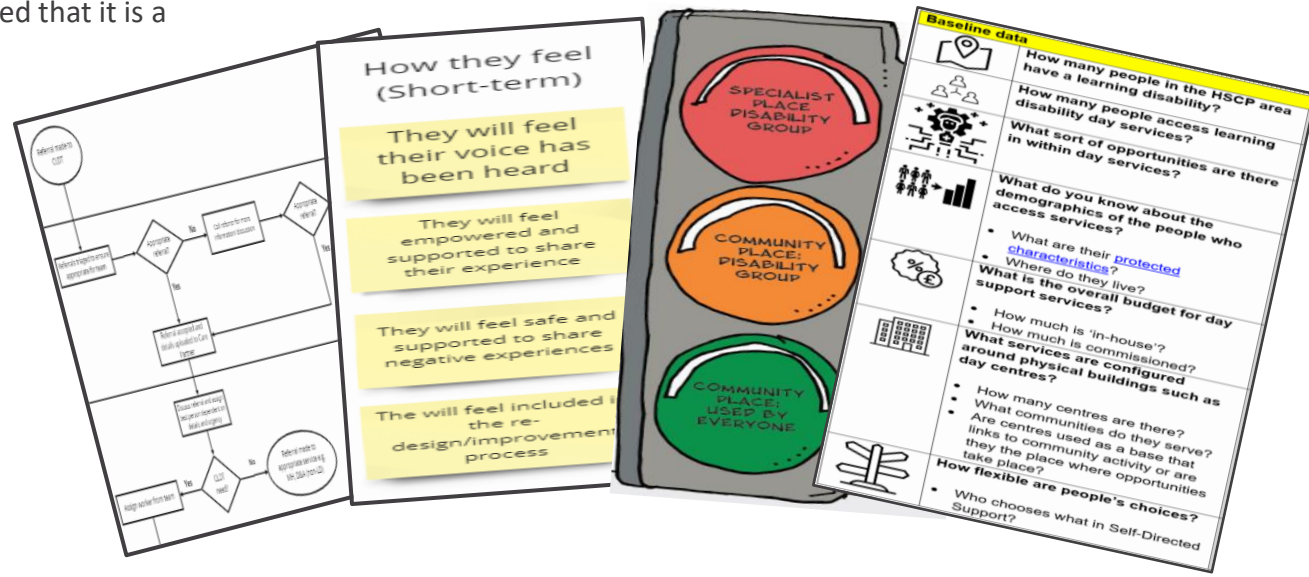
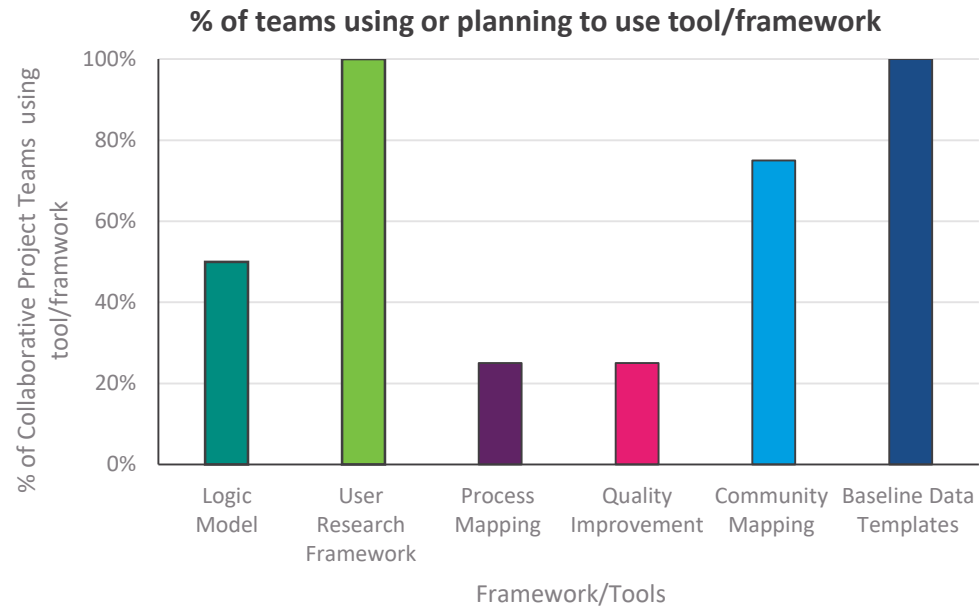
- **Short-term outcomes:** Increased knowledge, skills and confidence in applying the use of SATSD and QI to support coproduced delivery
- **Who:** Phase 2 Collaborative project teams

## Indications of progress:

- Project team feedback on SATSD indicates they are *"committed"* and feel it will *"change the status quo of what is being offered"* to people
- All teams have a User Research Framework in place and have completed baseline data templates
- Perth & Kinross adapted the [Care Experience Improvement Model Discovery Conversation approach](#) for user research
- Three teams (75%) are engaging in community mapping activities, each with a different perspective:
  - Focused mapping of changing places in Falkirk
  - Inclusivity mapping of Trindlemoss Community in North Ayrshire
  - West Lothian wide mapping of community opportunities and services
- Two teams have completed logic models and reflected that they are good tools for keeping focused on what you have set out to do
- One team has carried out process mapping and reflected that it is a useful tool for understanding each other's processes

*"I don't think you're designing one thing - there maybe has to be an acceptance that you always have a foot in the messy bit of the process - what you need to do is create the capacity for continuous conversation and change."*

(Left to right): examples of tools teams are using: Process Mapping, Logic Model, [NDTi Inclusion Traffic Lights](#), Baseline Data Template





**Medium-term outcome: Day support models are developed with peer input from other HSCPs in partnership with other local providers and with input from national organisations, as required**

- **Short-term outcomes:** Project Teams provide each other with peer appraisals and draw on wider learning from other areas/sectors as means of understanding best practice; insight gained into best practice; innovation and alternative models of support across Scotland and beyond, including learning from working through COVID-19; greater understanding of national organisation strategies, expectations and supports available; and national organisations gain insight into the opportunities and challenges to implementing national strategy at a local level
- **Who:** Phase 1 and 2 Collaborative project teams, other HSCPs, third sector, and national organisations.

## Indications of progress:

- Team members reflected on the impact of Randomised Coffee Trials (RCTs) and other Collaborative activities (such as National Learning Events, NLEs) for getting to know each other and share learning
- Collaborative events are being delivered with and attended by a range of stakeholders involved in Learning Disability service delivery
- Non-participating HSCPs have been in touch with the national team following events to enquire about how to get involved with the Collaborative
- Participating project teams have started connecting with each other outside of Collaborative events and have established a connection with PAMIS

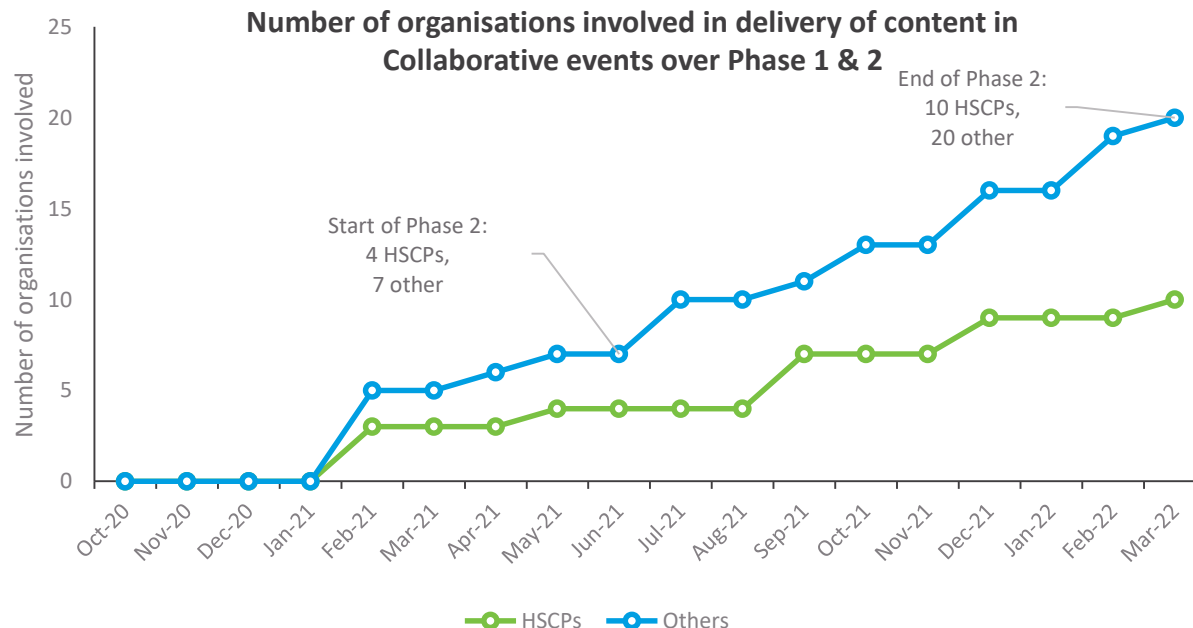
**91%** of evaluation respondents agreed that national events were a good use of their time

**4 service users** participated in the Collaborative Events

**5 organisations** have co-produced outputs with the Collaborative

Consistent RCT participation **across 7 of the 8 Phase 1 teams**

**30 organisations** have been involved in the delivery of Collaborative events



*“Emulating real collaboration, the HIS team shared their ambitions and engaged with us to ensure the voices of our hidden population were heard and understood... Since our engagement both nationally and now locally with three collaboratives we have been really impressed with the openness, willingness to listen, real desire to get it right, and the very creative ideas that are coming from this initiative.”*

*- Jenny Miller, CEO, PAMIS*

*“It feels really positive when at the moment in Health & Social Care it’s really quite tricky and negative - **but this has been a place of growth, a sanctuary.**”*

*-- Collaborative project team member*



**Emerging outcome: Project teams have formed and have the understanding, will, capacity, and drive to carry out re-design activities**

- **Who:** Phase 2 Collaborative project teams

## Indications of progress:

- All project teams have created [vision statements](#) and inter-team relationships are visibly developing between individual organisations/disciplines represented in project teams
- Third sector participation demonstrated how much it enriches the capabilities of project teams.
- Project teams are recognising the need to build the same will and capacity amongst their staff

*"Ensure everyone knows their roles, committing to meeting whether it be fortnightly or weekly - easy to think 'I won't go along,' but **the team need to have that time together and build those relationships.**"*

In Falkirk we work in partnership promote and inspire people with learning disabilities to live the best lives they can by becoming involved in meaningful activities in environments that are accessible and inclusive.

Falkirk

The vision is to create a community resource that enables people to create, participate in, and design meaningful and genuine opportunities for their own benefit and the benefit of others

North Ayrshire

Enable people to be driven as a community to enhance the experience of people living in it - people's experiences maximised by the community

Perth & Kinross

For those citizens of WL assessed as requiring support, we will provide valuable and meaningful life opportunities that are delivered in a manner that will meet individual aspirations, promoting independence and active citizenship.

West Lothian



**Emerging outcome: Project teams and external stakeholders have a clearer understanding of inequalities and know how to positively impact on this in their re-design projects**

- **Who:** Phase 2 Collaborative project teams, other HSCPs, third sector, and National organisations

## Indications of progress:

- All teams participated in the Inclusion Group and felt that the [Evidence Review](#) and [Design Personas](#) produced from it were useful resources to shape their understanding of the impact of inequalities for people with a learning disability
- The inclusion of presentations from [PAMIS](#) and [SLDO](#) in NLEs were hugely impactful for audiences, generated a lot of discussion during the event, and were singled out as the thing attendees would take away with them

*"Feeling of being inspired by this whole process... there is a definitely feeling of a swell of change of inclusion for people"*

- Project team members were inspired to the point of setting up a subgroup with PAMIS to explore inequalities for people with profound and multiple learning disabilities and how they could address these in their work
- Project team members who have participated in the subgroup and inclusion group are feeling motivated and are taking action to address inequalities



## Outcomes for Project Teams

### Conclusions for outcomes progress:

- All teams are demonstrating the knowledge and skills necessary for involving people and most have begun to gather the views of and work with people who use services, their families, and carers
- Teams are showing knowledge, skills, and confidence in applying SAtSD and are beginning to use QI tools to support their process

*“It shouldn't be the case of us taking what people say and doing what we think is best, we've been doing that for the last 30 years and it hasn't worked so we work together, we listen to each other and then we co-design the ways to move forward together.”*

### Learning for re-design & improvement:

- Easy read communication and communication tools need to be in place for this stakeholder group
- Teams need time and the skills to use data gathered effectively
- Relevant Data Protection processes must be defined and understood
- Applying tools directly to practice at a point of need worked better for project teams than learning them through pure theory
- Project teams need to be mindful of the right time to use tools and be clear on what they are being used for

## Outcomes for External Stakeholders

### Conclusions for outcome progress:

- Collaborative activities have contributed to organisations being able to share best practice and innovation, connect with each other, and work together towards a common goal
- Project Teams have inspired others to get involved in Collaborative activity through sharing their learning

*“On a personal level I've been involved in day services for a great many years and it's given me the motivation and push for the first time in years.”*

### Learning for re-design & improvement:

- A common purpose sparks connections, relationships, and trust
- Connecting with and hearing the experiences of others through the Collaborative gives individuals both motivation and reassurance

## Emerging Outcomes

### Conclusions for outcome progress:

- Project teams have formed and are actively working together, and with external stakeholders to apply the SAtSD principles and ensure their approach is inclusive for all

*“...equality, inclusivity - buzzwords but I'm getting the sense that it's starting to mean something.”*

### Learning for re-design & improvement:

- The Evidence Review found that the challenges around finding data on inequalities locally are mirrored at a national level
- The Design Personas offer insight into the experiences of people with a learning disability and the impact of inequality in trying to live their lives; they also highlighted the need for carer personas to accompany them
- SLDO presentation highlighted society's unconscious acceptance of inequalities for people with a learning disability

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

- **Involvement in re-design & improvement** - By **listening to the people who access these services** and building the necessary skills and capacity in the workforce, organisations can move towards creating a system which is led by the needs and experiences of the people who use it
- **Person-centred services** - **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
- **Partnership Working** - 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** - **Staff empowerment** and 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
- **Community Inclusion** - **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** - **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 within each key area for development using a [‘problem trees’ approach](#).

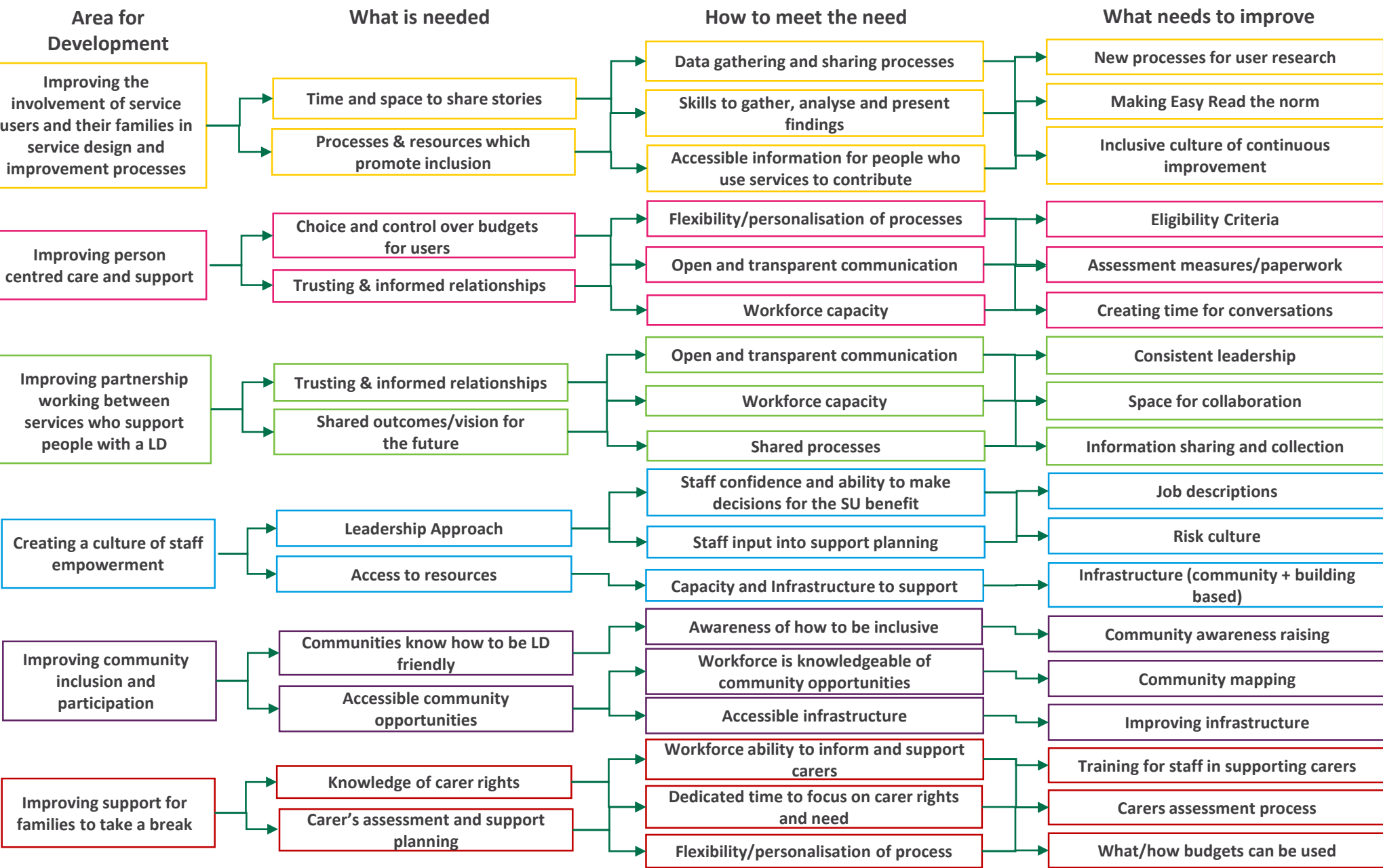
The findings are never considered absolute but instead offer an initial exploration of the challenges with a number of national and local stakeholders. Both the individual maps and the following diagram can be used for the following purposes:

- **Plan further discover activity**
- **Validate** any existing local or national findings around the barriers to the development of Learning Disability services
- **Build a bigger picture** of what is happening locally
- **Measuring the impact** of changes being made

## What needs to improve?

The ihub team have used the Problem Trees to validate previous Collaborative findings, build a picture of what is needed to achieve improvement in each of the Key Areas for Development, and start to define what needs to change in order to make this happen.

These findings are illustrated using a [Driver Diagram](#) structure to define the different strands of improvement work that have been identified, or are being undertaken, over the course of the Collaborative's work. The diagram on page 11 compiles the driver diagrams for each of the Key Areas, represented in their corresponding colours.

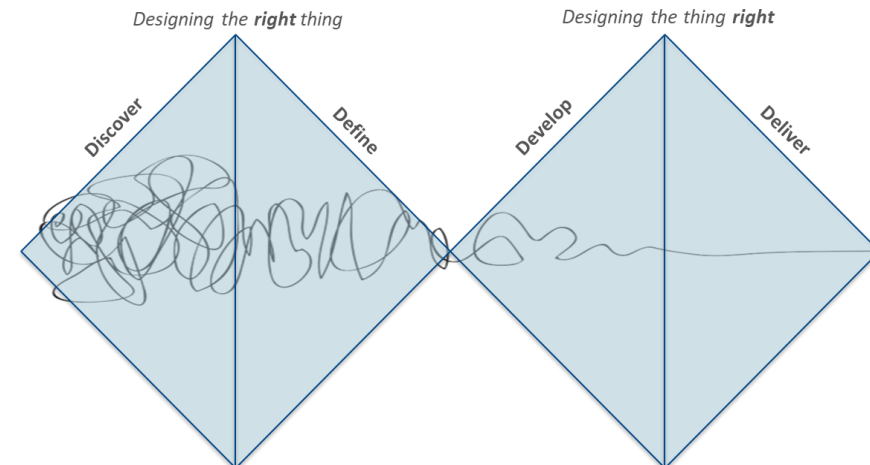


## Key learning for re-design and improvement of public services:



## Key learning for achieving the Collaborative's outcomes:

- The teams are creating new processes for user involvement in projects, in Phase 3 it will be important to capture their work in a format that others can use or adapt.  
*"It would be helpful to have a toolkit that takes all the learning form this work. It's not a one size fits all but key processes and tools could be selected that best fit."*
- The Collaborative has gathered evidence of what tools work for the participating project teams; it would be useful to test these tools with other HSCPs across Phase 3 to better understand what is key learning for the wider system.
- Project teams continue to progress through Discovery, Phase 3 will aim to support teams to move into the Define and Develop space.



## Phase 2 Achievements:

### Project Teams

- Teams have learned the value of listening to their service users as a continuous process for re-design and improvement of their services, and the importance of ensuring accessibility is built into participation methods. They are now applying the SAtSD locally, working their way through gathering the views of service users to complete Discovery, and are setting up the necessary structures for Define and Develop.

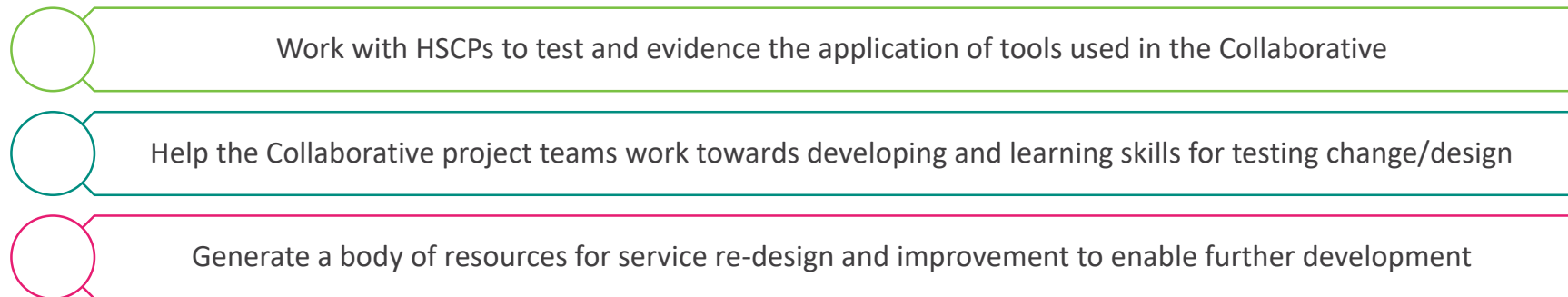
### Wider Stakeholders

- Increased opportunity for connections has increased the number of organisations involved in this work, and has offered opportunities for teams to connect for direct support from each other, the third sector, and the ihub team.

### Emerging Outcomes

- Teams have been able to fully form, build inter-team relationships, and work together to achieve their shared visions.
- Phase 2 has brought the inequalities people with learning disabilities face into the spotlight for Collaborative project teams, reflected in their planning of accessible Discovery activity, and their developing relationship with PAMIS.

## Next steps for Phase 3:



The national team and ihub recognises the efforts of project teams who participated in Phase 2 of the Collaborative:



## Phase 2 resources:

- [Evidence Review Nov 2021](#)
- [Design Personas](#)
- [Problem Tree Mapping](#)
- [National Learning Event \(May 21\)](#)
- [National Learning Event \(Sep 21\)](#)
- [National Learning Event \(Dec 21\)](#)
- [National Learning Event \(Mar 22\)](#)

## Phase 1 resources:

- [Phase 1 Learning Report](#)
- [Phase 1 Learning Report \(Easy Read\)](#)
- [Evidence Review Sep 2020](#)
- [People Led Policy Panel – Focus Group Findings](#)
- [Ladder of Co-production](#)
- [ISM Behaviour Model](#)
- [Red Rule/Blue Rules exercise](#)