Accessing New Opportunities Journey Mapping

Journey mapping is the process of creating a visual representation of the steps your user takes in using your service to achieve their goal. Journey mapping can be illustrated in many ways, but the important parts are:

- Start with a user persona, informed by user research
- List the touchpoints with the service for the user
- Sketch the journey, considering the user's emotional state at each step
- Validate your finalised map and findings through further user and stakeholder feedback

Evidence Base

The New Opportunities Journey Map has been created using Grace's design persona produced by the Scottish Commission for Learning Disability (SCLD). Grace's persona was used to inform the kind of opportunity Grace would be interested in, how she might experience accessing the opportunity, and what she might feel during the journey.

In order to capture the complexity of Learning Disability Service delivery, this map also includes:

- An explanation of the wider context around each step.
- The experience of Grace's mum
- The experience of staff
- A summary of the "pain points" in the journey

The following evidence from the Collaborative's work was used to inform the wider context, pain points, and the carer and staff experience accounts:

- ISM analysis summary provided in the Phase 1 Learning Report
- Phase 2 Problem Tree Maps
- Phase 1 Evidence Review
- Phase 2 Evidence Review

Create your own Journey Map

This is a generic illustration of a user journey, designed to be reflective of how things work across Scotland's Learning Disability Services. However, we know there is much variation in how this works across Scotland, and depending on the opportunity being accessed. We therefore encourage the creation of your own User Journey Maps, based on your user's experience.

How to use the Accessing New Opportunities Journey Map

The Accessing New Opportunities Journey Map has been created to illustrate how Journey Mapping can be done in a Learning Disability Service context, but also as a generic resource for those working in the sector to reflect on their own user experience.

Some questions you can reflect on when looking at the map:

1. Does Grace's experience resonate with what you know about your own user experience?
2. Do the pain points resonate with what you know about how your service users access new opportunities?
3. How might Grace's journey have been different? (this could be a positive or negative difference)
4. How does Grace's journey compare with someone without support needs trying to achieve the same thing?

Note your answers and reflect on, what is the key learning for your service?

What value Journey Mapping brings

- A shared understanding of how a service works from the perspective of the user which highlights the impact and pain points for them.
- A tool for raising awareness amongst stakeholders of what you are trying to change and why.

Service User, Carer and Staff - Accessing New Opportunities Journey Map

Journey Steps	1 Service user identifies opportunity	2 Service user communicates opportunity	3 Arrangements made to discuss with Social Worker	4 Support Planning Discussion	5 Social Work Assessment Processes	6 Assessment Outcome	7 Support in place	Pain Points
Wider Context	People can identify opportunities through: - The people in their life - Media campaigns - Other groups they attend	People often require support from others to access opportunities they are interested in. Affected by level of independence.	Increasing support or changing how it is provided requires Social Work assessment and plans to be updated.	Support planning discussions are designed to ensure planning revolves around the person & SDS considered.	Budgets play a massive role in social work, often when a change is made to a support plan it will need to be re-approved.	Once a person's assessment and plan is approved it then needs to be resourced by a provider.	What happens here depends on the individual provider's process for getting started but should reflect the person's plan.	**A.** Transport and travel safety limits what people can do for themselves. There isn't always support in place to access to opportunities.
Grace	Grace was talking to her day centre worker (DCW) about wanting to get married some day. Her DCW told her about Dates N' Mates. Grace was really excited about it! *(Excited)*	Grace told her mum about Dates N' Mates and that she wanted to go. Her mum was happy for her to go but said Grace would need support. *(Surprised / Excited)*	Grace felt a bit annoyed that things couldn't be sorted out quickly - She felt a bit out of the loop of what was happening while waiting to talk to her Social Worker (SW) *(Lost)*	Grace spoke about wanting to go to Date N' Mates to meet new people outside her day service. She started to feel a bit confused with talk of how to support her. *(Confused)*	Grace wasn't too sure what was going on after the support planning discussion. All the chat about how to support her made Grace feel worried it wouldn't happen. *(Worried)*	Grace was really excited to find out she was getting support to go, but confused about why she couldn't go straight away. She was missing events she wanted to attend. *(Confused)*	Grace would be receiving support from Enable Scotland. She met with her support worker to get to know them and plan her support. She's looking forward to her first event! *(Very Happy)*	**B.** A person's choice and control of the support they receive is limited by system capacity to get started putting it in place.
Grace's mum		Grace's mum wanted Grace to be able to go to Date N' Mates but had to work when it was on - she worried about how Grace would be able to be supported to go. *(Worried)*	Grace's mum wanted to find out what support could be provided for Grace to go to Dates N' Mates so arranged time to discuss with her SW. *(Worried)*	Grace's mum felt SW really listened to both her and Grace. However, she still felt worried. There were a lot of options but what would be right for Grace? *(Worried)*	Grace's SW kept in touch, but it was a bit sporadic so they missed each other a lot. Grace's mum got more worried when she hadn't heard anything for a while. *(Worried)*	Grace's mum was happy that things had been approved but was a little confused about what the next steps were. *(Happy / Confused)*	Grace's mum was very happy with the support that had been put in place. She felt informed about what was being planned, and was confident in the support worker. *(Very Happy)*	**C.** It is difficult to separate support planning, which should be person-centered, from internal processes and budget requirements for commissioning support.
Staff	DCW had heard of Date N' Mates at the weekend and thought it would be a good opportunity for Grace. The support worker felt happy that Grace was keen! *(Happy)*		Grace's SW receives her request. They check their diary for time but don't have space for another 3 weeks. They get Grace booked time and make space to review her notes.	SW listens to what Grace would like to do, and the challenge. They know it's unlikely Grace's budget can increase so they discussed SDS to see how they can flex her existing budget.	The SW updates Grace's assessment & support plan, getting Grace and her mum's approval, before submitting for approval. Due to urgency of other requests this is a 5 week process.	Plan approved for Grace to use her hours from 1 day a week at the Day Centre, flexibly with a care provider. Request out for provision. Due to capacity this cannot be sourced straight away.	SW scheduled 6 week and 6 month reviews with Grace, feeling happy with the outcome for Grace. DCW happy to find out Grace got something she wanted. *(Happy)*	**D.** The time for getting support approved is affected by volume and urgency (Adult/Child support and protection) of referrals to social services at any time.
			B	**C**	**D**	**E**		**E.** Workforce shortages, and demand for services means even once approved it can take a long time for support to be able to be provided.

Challenge Cards

The following challenge cards can help prompt reflections on the experience of Grace, her mum, and those working in social work system. Work with others to explore the problems highlighted in the cards, consider potential solutions, and capture the current barriers to solutions being implemented.

Challenge 1 - Grace's experience

Grace was involved in the process during step 4, but she spent most of her journey feeling quite uncertain about what was happening. Even during step 4, Grace starts to feel confused once the conversation moves past talking about what is important to her, into the practical side of things.

Explore the problem

What solutions might there be?

What challenges are there to these solutions?

Challenge 2 - Parent's experience

Grace's mum was very supportive of her trying something new with a dating element to it. What might have been different in Grace's journey had her mum been more risk averse?

1. What risks might Grace's mum have concerns about?
2. What approach is taken to alleviating concerns?
3. How might Grace feel during this process?
4. How might Grace's mum feel during this process?
5. How might staff feel during this process?

Explore the problem

What solutions might there be?

What challenges are there to these solutions?

Challenge 3 - Staff experience

The example has a pretty good outcome for Grace in the end, with time being the main the issue for her getting support in place. But we know there is variation in how this happens for everyone.

How could Grace's experience have been better or worse based on what you know about how the system works?

1. What are some of the frequent challenges to this process not reflected in Grace and her mum's journey?
2. How would they feel if these things were to happen?
3. How could Grace and her mum's journey been better?
4. What would be different for them?
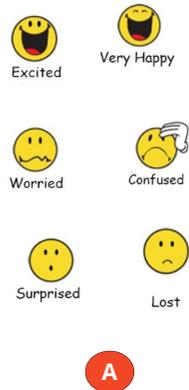
Explore the problem

What solutions might there be?

What challenges are there to these solutions?

What could have been different?

Use the following template to capture how the Grace's journey could have been different. This can be either a positive change or negative change, and for each change think about if the emotions experienced or pain points are different.

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Wider Context		People can identify opportunities through: - The people in their life - Media campaigns - Other groups they attend		People often require support from others to access opportunities they are interested in. Affected by level of independence.		Increasing support or changing how it is provided requires Social Work assessment and plans to be updated.		Support planning discussions are designed to ensure planning revolves around the person & SDS considered.		Budgets play a massive role in social work, often when a change is made to a support plan it will need to be re-approved.		Once a person's assessment and plan is approved it then needs to be resourced by a provider.		What happens here depends on the individual provider's process for getting started but should reflect the person's plan.
Grace														
Grace's Mum														
Staff														

Excited Very Happy

Worried Confused

Surprised Lost

A

User Journey Map template

Journey Steps	1	2	3	4	5	6	7	Pain Points
Wider Context								A.
								B.
								C.
								D.
								E.