

The Model Asks Three Questions

What are we trying to accomplish?

Improvement requires **setting aims**. The aim should be time-specific and measurable. It should also define the specific population that will be affected.

How will you know your change is an improvement?

Teams use quantitative **measures** to determine if a specific change actually leads to an improvement.

What change can you make that will result in an improvement?

All improvement requires **making changes**, but not all changes result in improvement. Therefore, organisations must identify the changes that are most likely to result in improvement. The best way to do this is by testing changes using PDSA cycles, and implementing when you know that the change improves outcome.

- P**lan
- List the tasks needed to set up the test of change
 - Predict what you think will happen when the test is carried out
 - Determine who will run the test

- D**o
- Carry out the test
 - Document what happened
 - Describe problems and additional observations

- S**tudy
- Describe the measured results and how they compare to predictions

- A**ct
- Determine what your next PDSA cycle will be, based on your learning. Will you adopt, adapt or abandon the change?

Further Information

MCQIC



Website:

<http://www.scottishpatientsafetyprogramme.scot.nhs.uk/programmes/mcqic>

e-mail:

hcis.mcqic@nhs.net (**MCQIC general enquiries**)
 hcis.maternitySPSP@nhs.net
 hcis.neonatalSPSP@nhs.net
 hcis.paediatricSPSP@nhs.net

EYC



Website:

<http://www.gov.scot/Topics/People/Young-People/early-years/early-years-collaborative>

e-mail:

EYCollaborative@gov.scot

RAFA



Website:

<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/RAFA>

e-mail:

raisingattainment@gov.scot

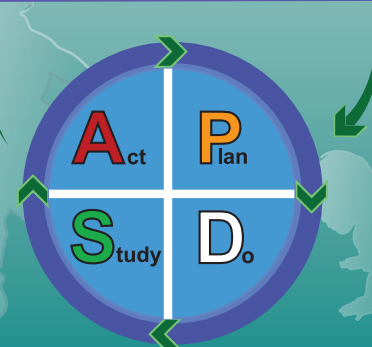
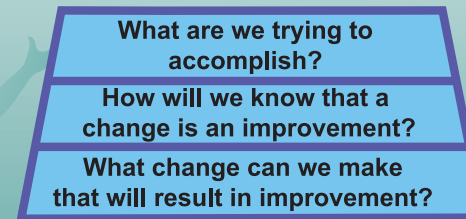
Improvement Matters

We all want Scotland's public services to be the best they can possibly be. The Christie Review of Public Services set out the need for urgent and sustained reform. This leaflet explains how we are working within public services to enhance continuous Quality Improvement across Scotland in services for children and families. It also explains how we are developing new ways of working using a collaborative learning approach.

By using these Quality Improvement approaches, people are able to test, measure, implement and scale-up new ways of working, before implementing them more widely. Key to this success is the active involvement of practitioners working directly with service users to test change in a real world setting – by planning it, trying it, observing the results, and acting on what is learned.

The Model for Improvement provides the method and structure for testing a change and is a simple, yet powerful, tool for accelerating improvement.

The Model for Improvement*



Improvement Matters



The Model for Improvement was developed by Associates in Process Improvement (API), Langley GJ, Nolan KM, Nolan TW, Norman CL, Moen RD, Provost, LP. *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance* (2nd Ed.), San Francisco, California, USA: Jossey-Bass Publishers, 2009. *Source: Ibid.

Programme



About

The Maternity and Children Quality Improvement Collaborative (MCQIC) oversees and encompasses the activity of the wider Scottish Patient Safety Programme's maternity, neonatal and paediatric strands.

Ambition

To improve outcomes and reduce inequalities in outcomes by providing a safe, high quality care experience for all women, babies and families in Scotland.



Aims

The overall aims of the Maternity Care strands are to:

1. increase the percentage of women satisfied with their experience of maternity care to > 95% by 2015, and
2. reduce the incidence of avoidable harm in women and babies by 30% by 2015

The key objective of the Neonatal Care strand is to achieve a 30% reduction in adverse events that contribute to avoidable harm in neonatal services by December 2015

The key objective of the Paediatric Care strand is to reduce avoidable harm by 30% by December 2015



The Early Years Collaborative (EYC) is the world's first multi-agency quality improvement programme to support the transformation of early years. Launched in October 2012, it involves all 32 Community Planning Partnerships and wide range of practitioners from health, social work, education, third sector and business. Its focus is on working towards improving outcomes for children and families.

To make Scotland the best place in the world to grow up for all babies, children, mothers, fathers and families.

To ensure that:

1. Women experience positive pregnancies that result in the birth of more healthy babies, as evidenced by a reduction of 15% in the rates of still births and infant mortality from 2010 to 2015.
2. 85% of all children within each CPP have reached all of the expected developmental milestones at the time of the child's 27-30 month child health review, by end-2016
3. 90% of all children within each CPP have reached all of the expected developmental milestones at the time the child starts primary school, by end-2017
4. 90% of all children in each CPP have reached all of the expected developmental milestones and learning outcomes by the end of Primary 4, by end-2021

RAISING ATTAINMENT FOR ALL

SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN



The Raising Attainment for All programme was launched in June 2014, to support consistent improvement in attainment and achievement. The programme is currently working with 23 local authorities who are applying improvement methodology to school improvement priorities, with a focus on addressing the local attainment gap.

Scotland should be the best place to learn. We want each child to enjoy an education that encourages them to be the best they can be, and provides them with a full passport to future opportunity.

To ensure that:

1. 85% of children within each school cluster have successfully experienced and achieved CfE Second Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for Secondary School by 2016
2. 85% of children within each school cluster have successfully experienced and achieved CfE Third Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for the Senior Phase, by 2019
3. 95% of young people within each school cluster go on to positive participation destinations on leaving school, by 2018
4. To provide the leadership for improvement, both nationally and locally, across the Raising Attainment for All programme