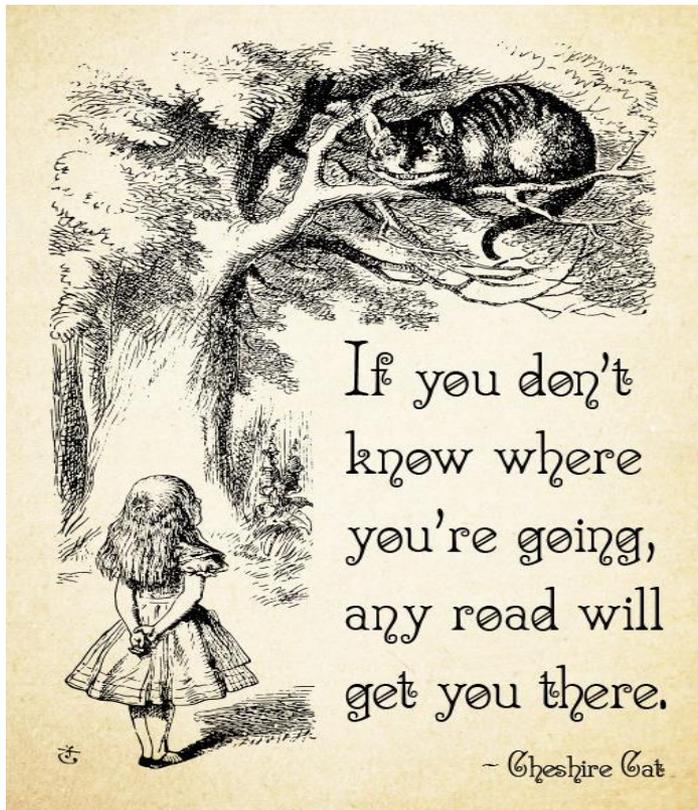


‘Mind the Gap’ – Why the Theory of Change (ToC) matters in Service Design

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16.05.18



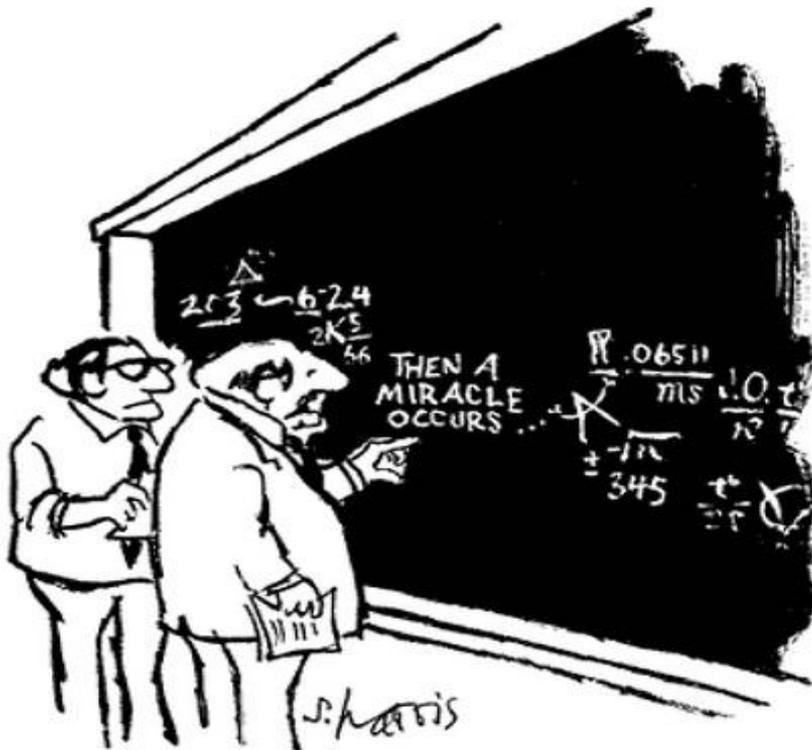
Approach: Our Learning Journey



- Aim is to take a formative learning and reflective approach to progress on theory of change development (the 'road map' can be seen as 'data in itself');
- Used to stimulate thinking and conversation;
- It can be useful tool in an environment where 'test and learn' is a key focus;
- Learning journeys are widely used as a best practice method in the Early Years Foundation Stage.



And then the magic happens...



"I think you should be more explicit here in step two."

- The **Theory of Change** is the **what** and **why** of service design; and
- The **Logic Model** is the **how** (inputs / activities, and outputs) of service design.
- They work together to inform outcomes, and the research base. They are also a useful way of communicating what the test and learn service is aiming to achieve in terms of change.

Programme Design and Outcomes Evaluation



Our theory of change:



In the **short-term** children in our ABSS wards will have **improved key developmental outcomes**;

In the **medium-term** children in our ABSS wards will have at least the **same level of development** as Southend children;

In the **long-term** children in Southend will have **at least or exceed the national averages for key developmental outcomes**.

ToC - Some opportunities for learning at the programme level



- That systems / theory of change would need to be widely communicated as a fundamental part of the programme;
- That producing an infographic for the theory is a highly useful communication tool in terms of achieving direction in the journey;
- That without a theory of change that outcomes can be difficult to formulate – because you may not know the destination that we want to get to;
- That baselines for some of our outcomes were not available at ward level in the bid in terms of the baseline start of the journey;
- This may also mean that the destination for this element is not always well understood;
- This would mean that for some of our outcomes we would have to use the research base, and would have to formulate this as part of the design process;
- That overlaying them with the characteristics of the approach (e.g. co-production and design) can be complex to integrate and so must be a crucial part of the process evaluation.

Mobilising Service Design and Theory of Change



- We started to mobilise our service design, and theory of change process through our 'Let's Talk' pathway;
- The original service design was based around the science / research informed 'Elkan' model of 'Let's Talk with your Baby';
- Various models were trialled with support from SRU at Dartington, and Southend adopted initially a form with guidance in its first version. This was in order to take a 'bite sized' approach;
- The second review of the framework was launched in January 2018 after peer review. It is now on an annual review cycle;
- The complimentary evaluation framework was produced in March 2018;
- Both frameworks benefited greatly from the experience of mobilising through 'Let's Talk'.



Let's Talk Original Theory of Change (Extract) and Logic model



we will invest in the training of SLT and SLTAs, their delivery time, the play equipment and other day-to-day resources used by the activity, technical assistance, venue costs and the time of other partners who can encourage and support parents to participate in the programme

to provide the activities that will recruit and retain parents/carers of infants aged 6-9 months in the ABS wards, the activities that comprise the 9-week programme and activities that provide access to other interventions to further improve infants' communication and language development

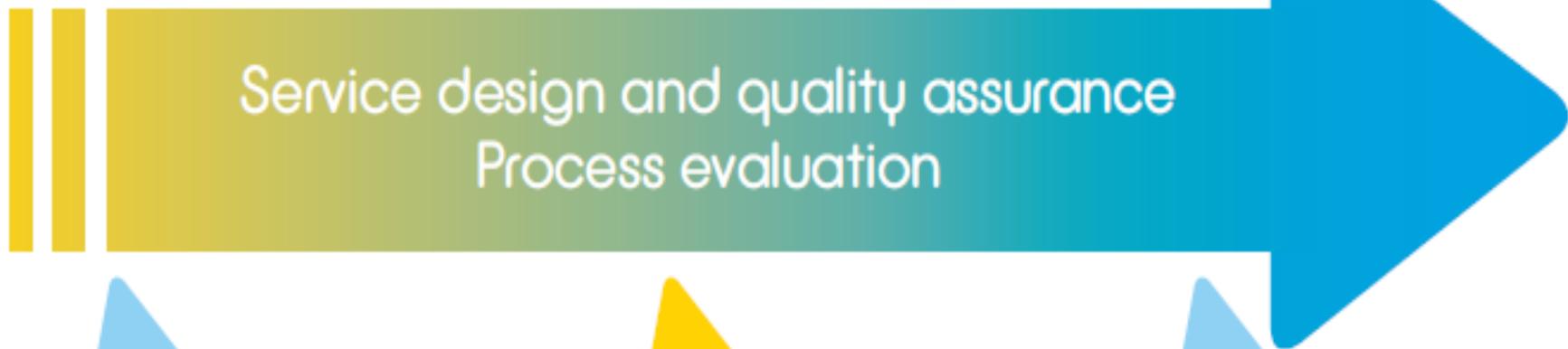
to mitigate the impact of risk factors in the short term **and improve outcomes** in the longer term, although these longer term outcomes will only be achievable with other activities as well.

Risk and Protective Factors 'Let's Talk'



- **Protective factors:** play that promotes a stimulating and communication rich environment. Play promoting a positive parent and infant interaction; knowledge and skills about interaction and learning, secure attachment, optimal home learning environment, sensitive and responsive parenting;
- **Risk factors:** Low SES, education status, large family size, peri-natal health and wellbeing, poor parenting experiences and Adverse Childhood Experiences (ACES).
- Assumption: that parents will transfer the knowledge to their everyday parenting.
- This was accompanied by a research base as to why each factor and part of the theory of change chain has been proposed in the test and learn.

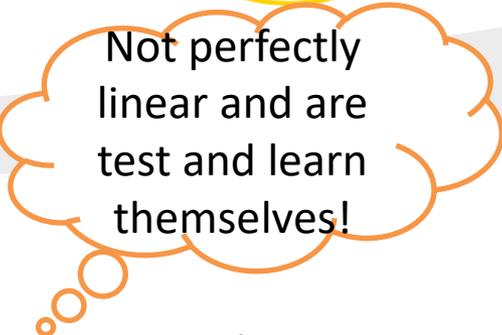




Our Service Design Process

Our framework approach is currently in four phases:

1. **Service scoping and mapping** (initial service design);
 2. **Test and learn deliveries** (to inform scaling and possible innovation and research, population);
 3. **Specification** (initial service design – logical, practical, ToC, logic model, outcomes, research base);
 4. **System readiness** (manualisation – fidelity and adaptation, economics of prevention).
5. Stages 1-2 are utilised to inform future commissioning and contractual arrangement;
6. A draft of the final systems readiness section maybe partially completed at this time as a draft in terms of the scaling that will be required for universal provision and possible systems change (informed by economics of prevention).

An orange thought bubble with a tail pointing towards the top right, containing the text 'Not perfectly linear and are test and learn themselves!'.

Not perfectly
linear and are
test and learn
themselves!

It is informed by best practice from service design, implementation science, and project management.

Learning from the frameworks and Let's Talk



- That starting with an 'off the shelf' science-based model 'Let's Talk' as the initial pathway, enabled the design of innovation of activities (e.g. 'Talking Toddlers') to support it to take place;
- That outcomes from the theory of change must be linked and supportive of Key Performance Indicators (KPIs) in commissioning. **They are not the same thing** as they are formed through outputs in the logic model (Outcomes measures are expressed as % change, and outputs % or number);
- That a lack of baseline (the gap) has potential for testing and learning new methods (e.g. [Wellcomm](#) vs. [PLS-5](#)). Filling it can enable us to gain the data that we need to be predictive [e.g. a reduction in those children screened as requiring referral to main service];

Learning from the frameworks and Let's Talk



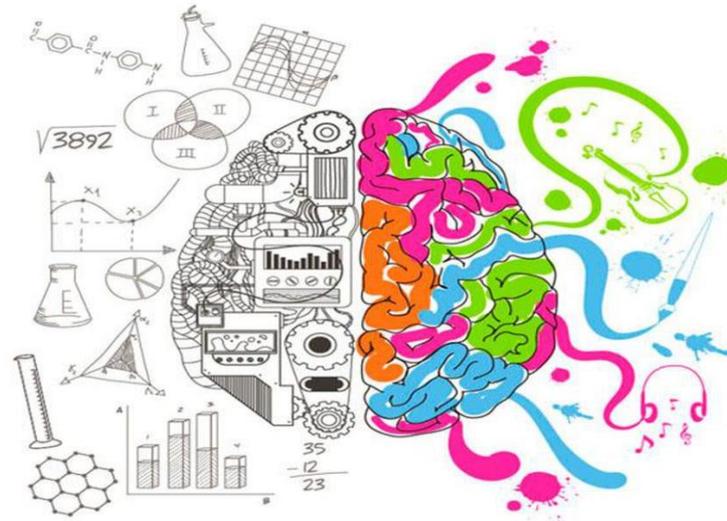
- That formative evaluation is crucial for revising the theory of change, outcomes and preparing a service for independent summative evaluation (much like the learning process);
- Formative evaluation is crucial for ensuring that service designs are 'living documents'. All versions of the documentation should be retained. This ensures that assumptions in the theory of change can be revised and be available for robust evaluation to take place;
- Formatively evaluating plays a crucial role in 'the core story' (contextual information) of the service design;
- That 'bumps in the road' are also a valuable part of the learning process, and can sometimes be associated with research and innovation taking place (e.g. parental engagement);
- That 'nudging' innovation in this way has enabled us to learn more about how 'turning the curve' to system readiness may work;
- That the design of a theory of change as the design itself is an on-going process in 'test and learn' / innovation. If outcomes change this must be explicit for formal independent evaluation to be enabled.



Service Design and Theory of Change



- 'Test';
- Service design and evaluation framework;
- Project management and ITIL 'the timetable');
- 'Scrum' and rapid cycles;
- Accountability;
- Task;
- 'inside the box'



- 'Learn';
- Create and collaborate 'own journeys' through relationships;
- Co-design;
- Process 'the journey';
- The human experience;
- 'outside the box'



- **'Pracademic' (Research to Practice);**
- **Implementation, Improvement and Innovation Science;**
- **Insider and outsider perspective!**

Learning Journey 'data'

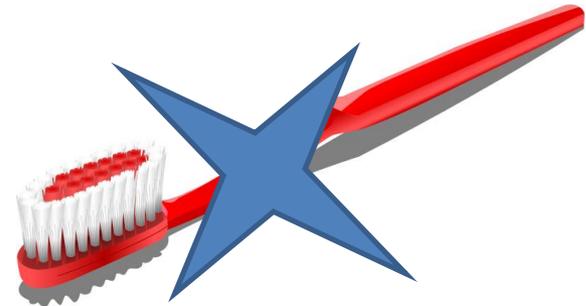


- This journey is very much one of putting together, curating and acknowledging the enormous contributions of those who have been on the journey with us and have helped us on our journey of 'minding the gap';
- This presentation can be seen as 'data' in itself;
- The formative evaluation and updated service design summary will be agreed through co-production and published;
- They will be used as a learning 'resource' and will be made available on our website (knowledge curation).



Ways that Service Design Theory of Change can be 'framed'

- 'Tool';
- 'Window dressing';
- 'Form';
- 'Problem solving';
- 'Lens';
- 'Conversation';
- 'Thinking outside of the box'.



Its important that we remember that how they are framed will effect the way that they are communicated, embedded, mobilised or indeed valued.

Knight, JR (2013), 'The Experience Design Framework: Supporting Design Thinking in the Service Domain'

The Service Design– Learning Collective



This learning journey would not have been possible without:

- The ABSS bid team inc. collaborating partners;
 - The ABSS core team;
 - The ABSS partnership;
 - Cross-site partners;
 - [SRU at Dartington](#) (strategy and service design development);
 - [Frameworks Institute](#) (framing and communicating service design and theories of change);
 - [London School of Economics \(outcomes\)](#);
 - [Elklan](#) 'Lets Talk with your Baby';
 - [EPUT](#) (SLT) colleagues;
 - [Wellcomm](#) screening;
 - Our funders ([the Big Lottery](#)); and
 - Many more.....
-
- Andragogy / Pedagogy / System change theories / Behavioural insight theories.

Any Questions?

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We want Southend-on-Sea to be the best place in this country to bring up a child and be a parent