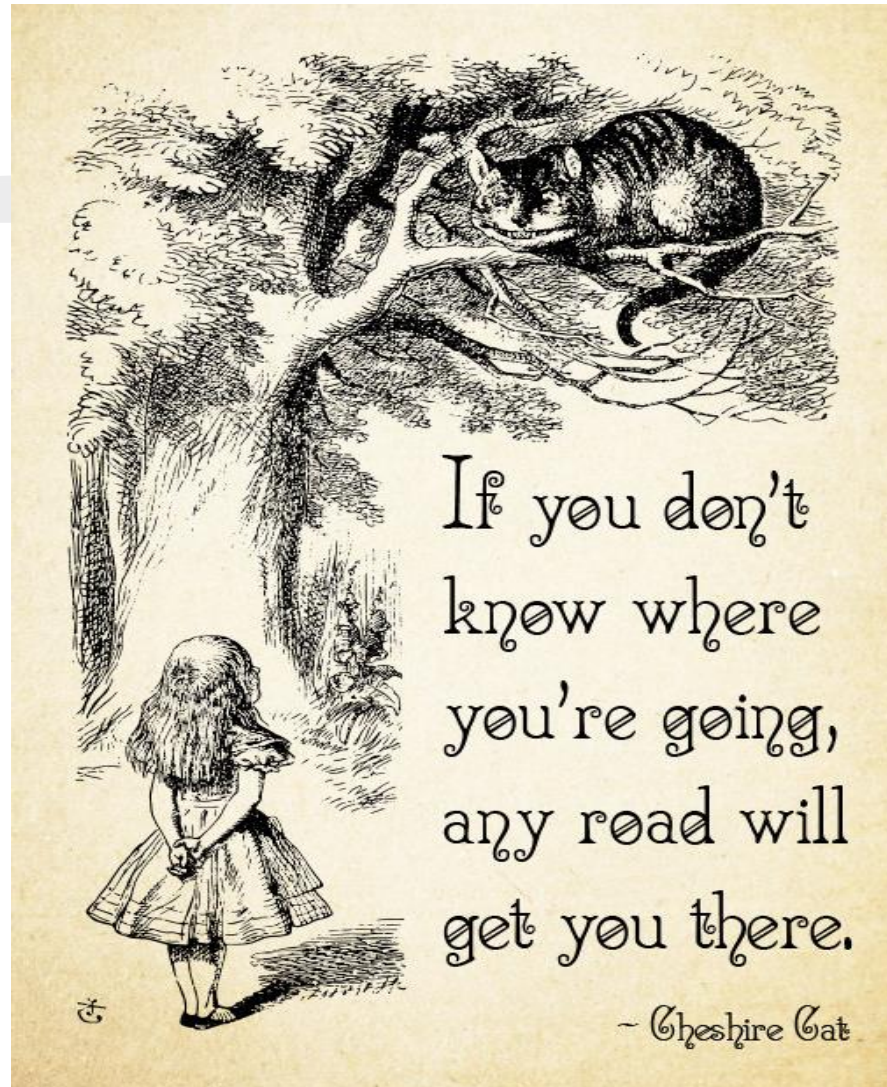


Social and Emotional Strategy Parenting

Service Design Event 1

Rachel A.Wood

16.05.18



If you don't
know where
you're going,
any road will
get you there.

~ Cheshire Cat

ABSS Vision of Change

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**.

“In testing and learning we
remain open to ideas and
change at all stages”

Parent Champion, 2018

The A Better Start Approach



Through Service Design

Background to Service Design



- ★ Service design was originally developed in the 1990s by Professor Dr Michael Erlhoff from Koln International School of Design (KSID) – creative service design;
- ★ In parallel IT (particularly Civil Service) from 1980s used it to ensure quality in its design methods for its infrastructure;
- ★ International studies have shown that organisations that value the service design process, often carry out innovations that allow them to be more successful, and have better outcomes;
- ★ It has been shown that this has been further enhanced where systematic and service, policy and research, is integrated;
- ★ Those who are involved in service design visualise, formulate and create innovative processes to solve problems;
- ★ They observe and interpret beneficiary journeys and touch points, and take into account environmental conditions (e.g. risk and protective factors) to create new services.

ABSS Service Design: the early story



- ★ Service design is a standardised integrated approach to designing all services within A Better Start Southend;
- ★ The service design principles are the way in which we are designing and developing all test and learn services and innovations in ABSS;
- ★ The framework co-designed in conjunction with parents, stakeholders and partners;
- ★ Support for its development, and quality assurance was provided by SRU at Dartington (now known as the [Service Design lab](#));
- ★ Its first full annual review was completed in January 2018;
- ★ Feedback from the 'Approved by Parents' process was extremely insightful, and changes were implemented;
- ★ Our framework documents are all available on our website, or print copies are also available on request.





The 3 Levels of design (ABS)



- ★ One of the main processes within service design is determining whether the service is:
 - ★ **Evidence based** – found effective in robust comparison studies (e.g. Random Controlled Trials);
 - ★ **Science based** – based on best available evidence but not yet tested in comparison studies;
 - ★ **Innovation** – new and untested, but has a Theory of Change (ToC)
- ★ This is vital to the way that the service or test and learn is evaluated, and used as evidence for wider scaling.

The 4 main components



‘What, Why and How’

- ★ Service scoping and mapping;
- ★ Initial service test and learn deliveries and pilots;
- ★ Specification;
- ★ System readiness.

Service Scoping and Mapping



- ★ Is a process of ensuring that a proposal / business case meets the A Better Start Approach;
- ★ It is also used to form contractual (e.g. SLA) and commissioning arrangements with delivery partners;
- ★ It is a process (e.g. through this workshop) and not a one off activity and example techniques are: focus groups, appreciative enquiry, scoping, storyboarding.

Initial Service Test and Learn Deliveries and Pilots



- ★ These are deliveries that will help mobilise and produce a working model for future scaling;
- ★ It supports service (e.g. quarterly) reviews and evaluation processes;
- ★ It is supported by best practice techniques from project management, improvement and innovation science.

Specification

- ★ Looks at whether the service is focused, practical and logical;
- ★ It also looks at the standards of evidence;
- ★ The major elements are: Theory of Change (ToC), Logic models, the research base, outcomes and impact, risk and protective factors;
- ★ It also looks at working through whether it is universal (population-wide) or targeted (defined part of the population).

What, Why and How

Theory of Change (ToC) Outcomes % change (difference)	The 'what and why' of a service design. What is the theory of how outcomes or change will be affected? What do we need to do to change? Why do we want to make the change? (Research, risk and protective factors)
Logic Model Number / %	The 'how' of the implementation logic of a service design Outputs Activities

Test and Learn Scaling

- ★ This looks at whether the service can be implemented at scale to the agreed population within the design;
- ★ This includes needs analysis (is it likely to be able to meet the needs that it set out to);
- ★ Looks at the workforce and how they will need to be developed at a wider scale;
- ★ Looks at how fidelity (replicability) and quality will be monitored and maintained;
- ★ Looks at governance and supervision models;
- ★ Determines measures, communication and marketing plans, policies and procedures and identifies risks and ethical issues.

ABSS Social and Emotional Outcomes

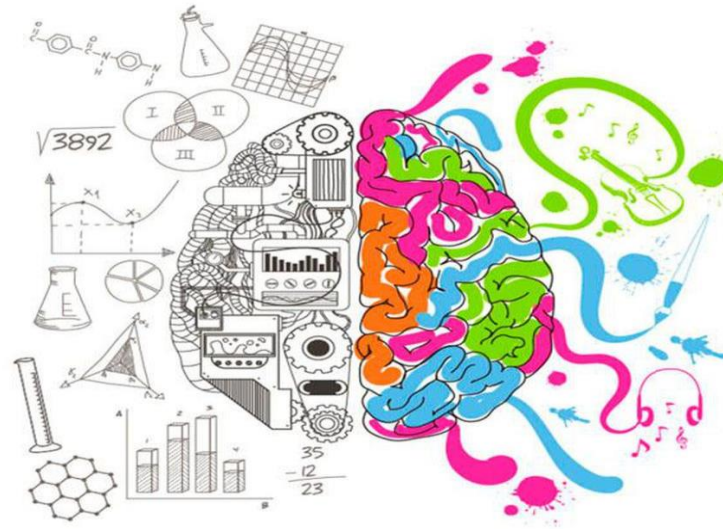


- *“Our children will have positive social and emotional wellbeing, a nurturing and loving family environment and an enriched early years experience, leading to positive, supportive, safe secure relationships”.*

Service Design



- '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'



- **Research to Practice;**
- **Implementation, Improvement and Innovation Science;**
- **Service Design**

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