
RESPONDING TO CHANGE BY CHANGING:

DATA-DRIVEN IMPROVEMENT

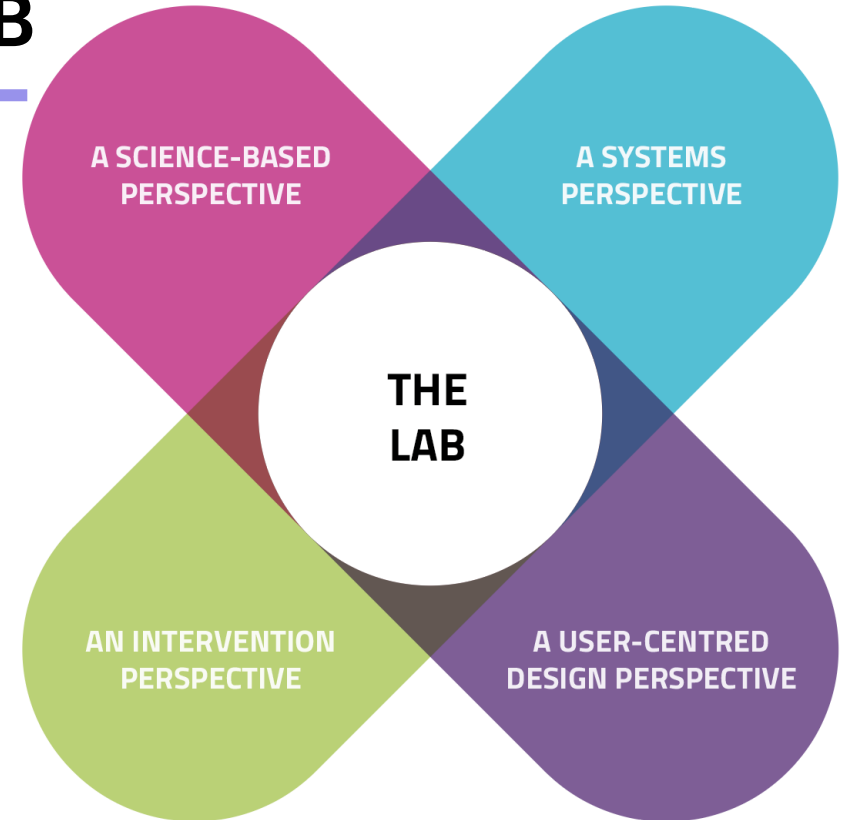
KEIRA LOWTHER PHD, DARTINGTON SERVICE DESIGN LAB

DARTINGTON SERVICE DESIGN LAB

Research charity working across England and Scotland, and focused on improving outcomes for children and young people

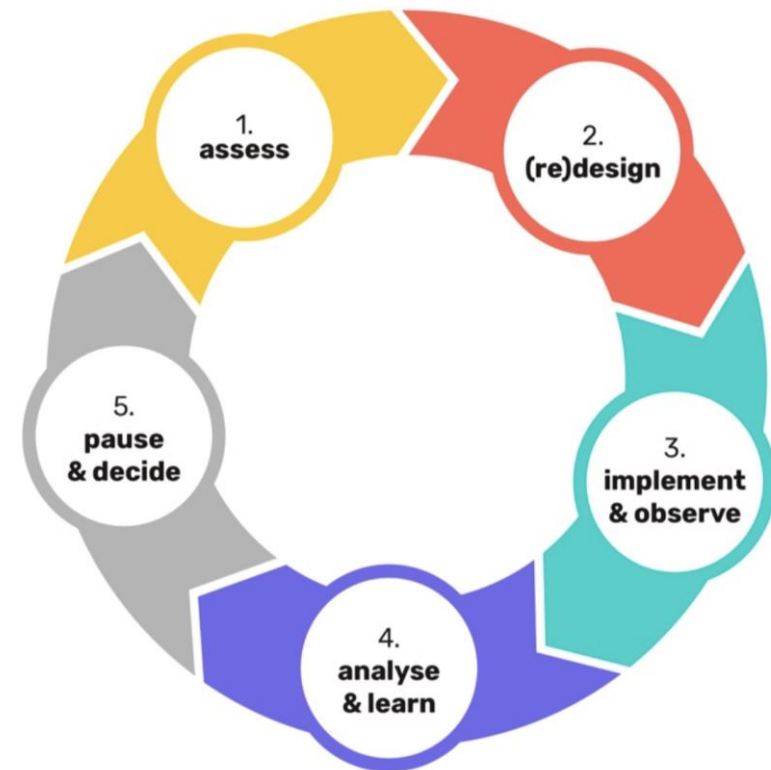
We support services and systems to improve by bringing the best available evidence and research together with users and practitioners.

We have many years experience supporting organisations to improve their design, delivery and monitoring.



RAPID CYCLE DESIGN AND TESTING

1. Assess
2. (Re)design
3. Implement and observe
4. Analyse and learn
5. Pause and decide



Adopt into mainstream practice

Adopt into mainstream practice

Outcome

Outcome

Continue testing for

Continue testing for

Implementation

Implementation

Abandon design/adaptation

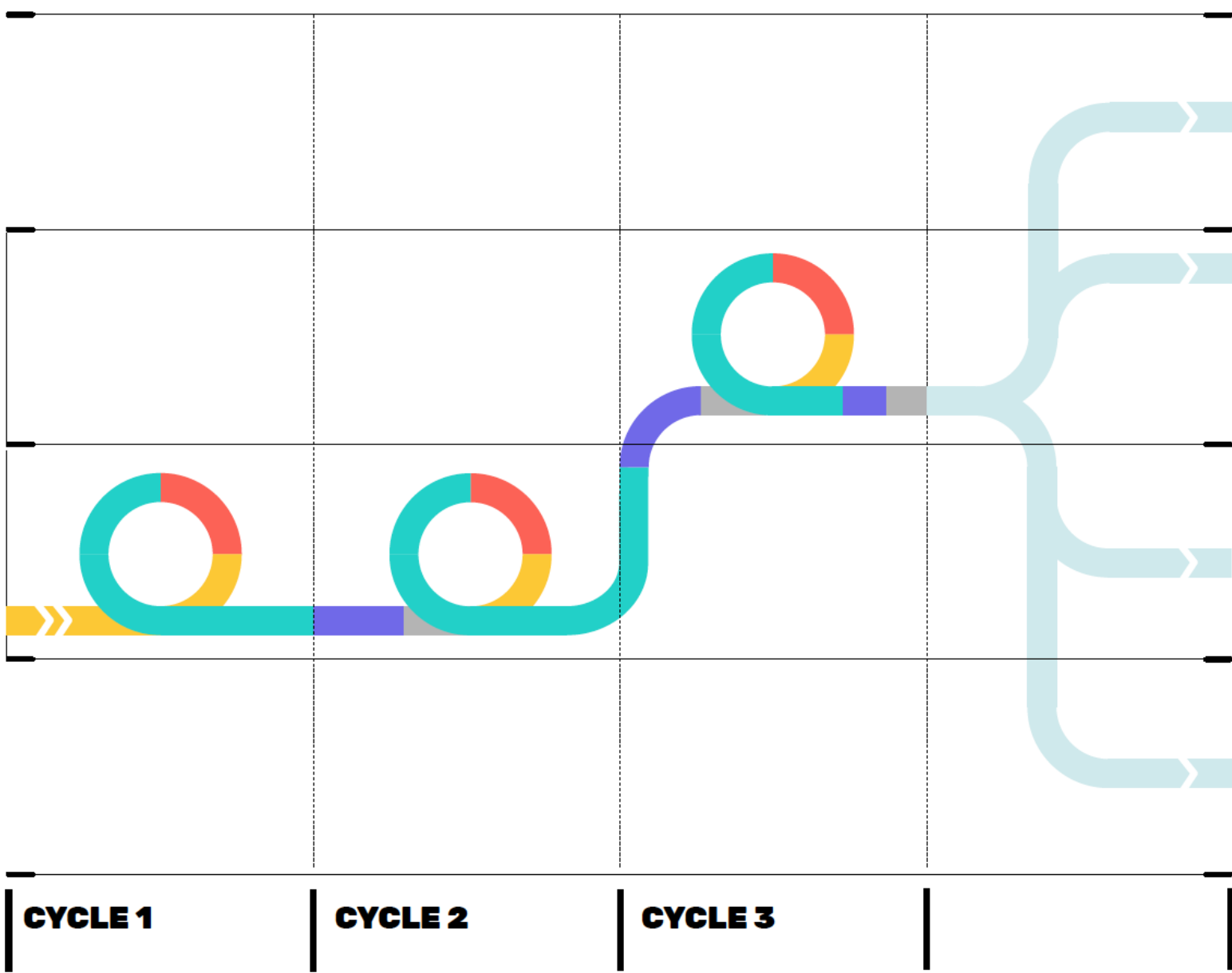
Abandon design/adaptation

CYCLE 1

CYCLE 2

CYCLE 3

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- 2. DESIGN
- 3. IMPLEMENT AND OBSERVE
- 4. ANALYSE AND LEARN
- 5. PAUSE AND DECIDE



WHAT IT DOES DIFFERENTLY

'Traditional' programme evaluation

- 'External' process
 - Researcher- (or academic-) led from initiation to dissemination
 - Stakeholders consulted
 - Programme design & activities standardised
 - Asks 'does it work?'
 - Answers at the end of long process
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Rapid Cycle Design & Testing

- Embedded process
 - Stakeholder-led from initiation to dissemination
 - Collaborative & co-produced
 - Programme design & activities flexible to context
 - Asks 'how?' & 'for whom?' it works in context
 - Answers continuously & timely
-

EXAMPLE OF DATA DRIVEN CHANGE

Some questions to ask at home:

- What did you and your mentor do on today's session?
- What was the most fun thing about the session?
- Was there anything that you found difficult?
- What made you feel proud of yourself or your mentor today?
- What are you doing in mentoring that we can keep working on together?

Review

Begin

We are...

1. I can name and recognise my emotions
1 2 3 4 5 6 7 8 9 10

2. I can work out what is making me upset and know what to do to stop it from getting worse
1 2 3 4 5 6 7 8 9 10

3. I can set and achieve goals
1 2 3 4 5 6 7 8 9 10

4. I can say what I am good at
1 2 3 4 5 6 7 8 9 10

5. I can keep going when things feel tough (resilience)
1 2 3 4 5 6 7 8 9 10

from the Mountain...



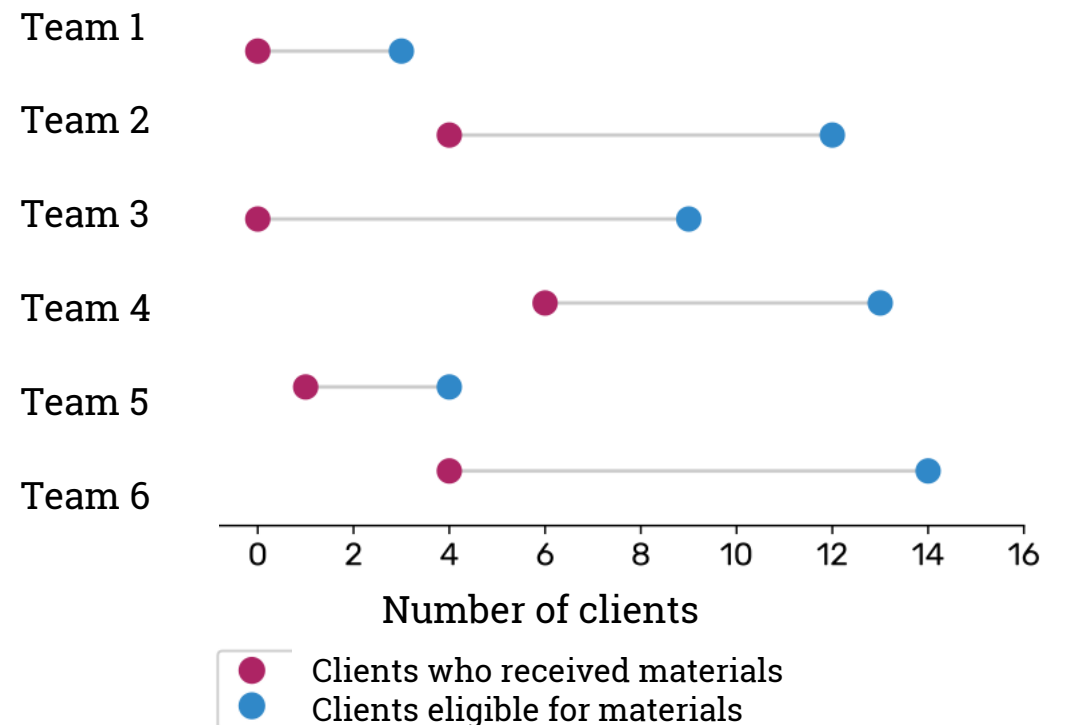
to the Shard

EXAMPLE OF DATA DRIVEN CHANGE

Exploring implementation of an assessment tool at individual practitioner level

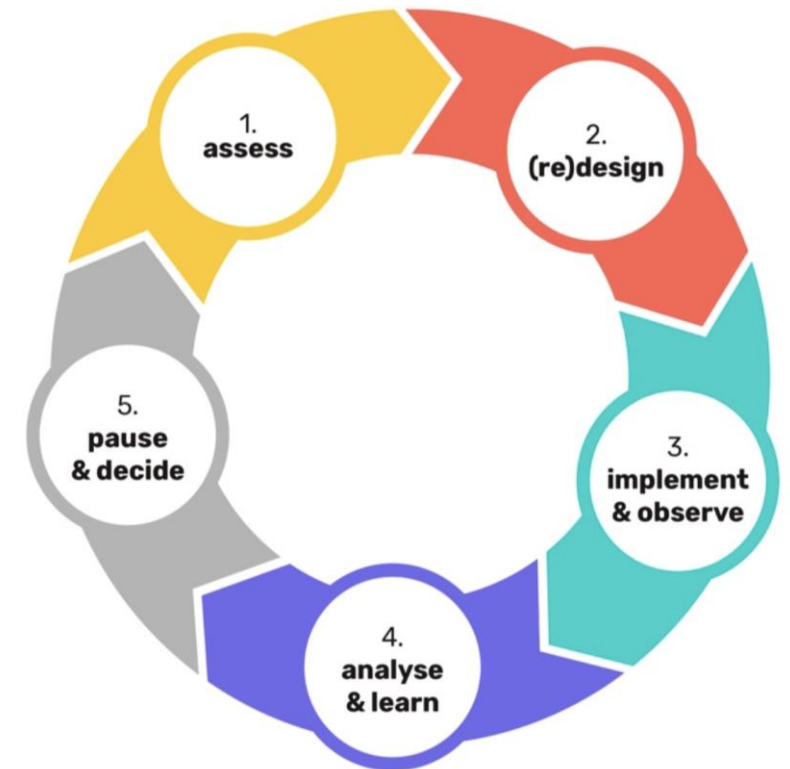
- Why the variation?
- Are there contextual factors at play here?
- What might be other moderating factors?
- What might these be?
- What are the implications for changing practice?

Team View



LEARNING AND REFLECTIONS

- Data driven change is possible to integrate into routine practice
- Tensions between
 - data requirements in context of programme delivery
 - rigor and rapidity, especially in qualitative work
 - influence of peer reviewed evidence and user insights
- For a RCDT project to be productive, the process must be owned and led by partners – this can be costly in many ways



THANK YOU FOR LISTENING

Additional thanks to Deon Simpson, Finlay Green, colleagues at the Dartington Service Design Lab and our collaborators and partners who have developed this method with us.

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