

*“Challenge current practice and assumptions!
Make waves!!”*



What Works Scotland Collaborative Learning Event

23 & 24 February 2016

Queens Hotel, Perth

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What Works Scotland (WWS) aims to improve the way local areas in Scotland use evidence to make decisions about public service development and reform.

We are working with Community Planning Partnerships involved in the design and delivery of public services in Aberdeenshire, Fife, Glasgow and West Dunbartonshire, and this report focuses on this area of our work in particular.

A further nine areas are working with us to enhance learning, comparison and sharing. We will also link with international partners to effectively compare how public services are delivered here in Scotland and elsewhere. During the programme, we will scale up and share more widely with all local authority areas across Scotland.

WWS brings together the Universities of Glasgow and Edinburgh, other academics across Scotland, with partners from a range of local authorities and:

- Glasgow Centre for Population Health
- Healthcare Improvement Scotland
- Improvement Service
- Inspiring Scotland
- IRISS (Institution for Research and Innovation in Social Services)
- Joint Improvement Team
- NHS Health Scotland
- NHS Education for Scotland
- SCVO (Scottish Council for Voluntary Organisations)

This is one of a series of papers published by What Works Scotland to share evidence, learning and ideas about public service reform. This paper relates to the **Collaborative Action Research** workstream.

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What Works Scotland is funded by the Economic and Social Research Council and the Scottish Government. www.whatworksscotland.ac.uk

Contents

One page summary	1
Introduction	2
Report structure	4
Audience for this report	4
A. Learning about CAR in practice	5
1. The principles and practices of Collaborative Action Research	5
2. Four CPPs and four Collaborative Action Research projects	8
3. Drivers and barriers to Collaborative Action Research in CPPs	13
B. Public service reform in Scotland: four emergent themes	15
C. Fostering a Community of Practice and nurturing participants-as-impactful-researchers	19
1. Developing a Community of Practice	19
2. Providing space for reflective practice	19
3. Enabling post-event impact and collaboration	20
4. Training and development for participants	21
D. Conclusion: how practitioners work with evidence and engage in public service reform	22
Acknowledgements	24
Appendix 1 – evaluation by participants and future learning for WWS	25
Appendix 2 – participant invitation	29
Appendix 3 – event programme	30
Appendix 4 – event presenters’ pro-forma	32
Appendix 5 – Reflective Questionnaire 1	33
Appendix 6 - Reflective Questionnaire 2	33

One page summary

In February 2016 What Works Scotland brought together public service and third sector practitioners from across its four CPP case site partners to discuss work to date and emerging themes from the WWS Collaborative Action Research workstream. The key themes identified were:

- i. The innovative Collaborative Action Research (CAR) approach used by WWS is proving effective. In CAR, WWS works in planned research projects with groups of practitioners from a mix of CPP partners, providing a mix of facilitation, support with research design and research methods, and assistance to work with and generate evidence. Whilst appearing resource heavy, **CAR provides a strong model to drive through public service reform** and develop new evidence-informed initiatives. To maximise the benefit of this, there is a need for **leadership and managerial support across CPP partners** to allow their staff to work in this planned way, and to create the conditions for spread and sustainability of outcomes from those CAR groups.
- ii. **Having time to reflect and plan on policy and practice developments is rare but has proved an essential element of the CAR approach and is helpful for practitioners in CPPs.** Communication between diverse and changing individuals and CPP partners requires respectful consideration and time investment to ensure that partnerships develop which enable dialogue and deliberation, better shared working, and space for effectively working with evidence: all essential elements of public service reform.
- iii. **There is an opportunity for developing cross-CPP Communities of Practice made up of professionals that are working on shared topics, concerns, needs or outcomes.** Communities of Practice are *'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly'* (Wenger, 2006). In Communities of Practice professionals can learn together, and work through the 'backstage' elements of public services work, developing with honesty and empathy together about how they activate public service reform locally, including the Christie Commission pillars and approaches.
- iv. Collaborative Action Research provides the space and opportunity for both **public services and third sector CPP partners to become learning organisations.** Learning is an essential notion to enable individuals and organisations to risk trying new ways of working which public service reform and Christie encourage. They need to be allowed to learn from what works and what doesn't work, how and for whom, as they experiment with new interventions.
- v. CPPs involve complex mixtures of small and large projects, and **whilst each CPP has unique topics, priorities and problems, all have common challenges.** These commonly centre on issues of social complexity, competing reform programmes, and improving day-to-day ways of working through partnership, co-production, collaboration, and improving performance in challenging financial circumstances.
- vi. In partnership working between individuals and organisations, it is apparent that **personal and organisational values play an important role in the effectiveness of collaborative activities.** Surfacing, understanding and identifying the values which underpin the choices of projects pursued by CPP partners is a key element of building the foundation of a partnership.

Introduction

On 23-24 February 2016, What Works Scotland (WWS) held a national collaborative learning event for the practitioners with whom it is working most closely in its four case site partner CPPs: Aberdeenshire, Glasgow, Fife, and West Dunbartonshire. This is part of the WWS Collaborative Action Research (CAR) workstream. This report describes the purpose, the activities, and the shared learning from the event.

What Works Scotland is a research collaboration between the Universities of Glasgow and Edinburgh seeking to improve the way local areas in Scotland use evidence to make decisions about public service development and reform. To achieve this aim WWS is working with specific Community Planning Partnerships involved in the design and delivery of public services to:

- learn what is and what isn't working in their local area
- encourage collaborative learning with a range of local authority, business, public sector and community partners
- better understand what effective policy interventions and effective services look like
- promote the use of evidence in planning and service delivery
- help organisations get the skills and knowledge they need to use and interpret evidence
- create case studies for wider sharing and sustainability.

As part of its work programme, WWS is supporting teams of practitioners engaged in four Community Planning Partnerships to work on Collaborative Action Research (CAR) projects. These are focused on generating, or improving the use of, evidence in relation to an aspect of their work. These groups are known across the four sites as CAR groups, Partnership Improvement Teams (PITs), or Inquiry Teams. WWS is facilitating over a dozen such groups across the four CPP partners. Following an initial gathering of representatives from the four CPPs in late 2014, a [second national event in Edinburgh in June 2015](#) further supported the CPPs on the path of developing these groups and their research foci. This report is based on learning from the third national CAR event.

For this event WWS invited selected participants who were active and key to the progress of the CAR work in the four partner sites. Twenty-one practitioners working for local authorities, housing associations, third sector organisations, and health services participated. Eight WWS staff from the Universities of Glasgow and Edinburgh, plus two PhD students attached to WWS, were involved in organising, facilitating, presenting and recording the event.

WWS informed participants in advance that the event was designed to achieve particular learning outcomes that were core to developing the CAR approach, supporting participants' local inquiry work, and achieving the wider WWS project objectives.

Box 1: National event learning outcomes

- To understand and influence national-level learning emerging from the WWS work with the four CPPs;
- To increase your understanding of the Collaborative Action Research/Collaborative Inquiry process being led by WWS;
- To identify facilitators and barriers to implementing changes in your CPP as a result of your local work with WWS;
- To learn about the local work being done with WWS by fellow practitioners working in the three other CPPs – and for them to learn from your WWS-related work;
- Intensive training to enhance your skills in community engagement and partnership working.

The event lasted two days and consisted of a range of dynamic, innovative activities, some co-produced with the participants (**Appendix 3**). The **event invitation (Appendix 2)** shows how WWS envisaged an event which all participants, including the WWS team, would commit to sharing emerging learning from their work, with a reciprocal commitment to learn from others. The aim was to encourage participants from across the CPPs to meet, talk and share learning, seeking to develop a fledgling **Community of Practice** amongst the participants.

Communities of Practice are *'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly'* (Wenger, 2006)¹. This was WWS' first structured attempt to develop a Community of Practice spanning the four CPPs - a key element to cultivate the CAR work. A Community of Practice has an identity defined by a shared domain of interest; has shared values and concerns; and develops a shared repertoire of resources: experiences, tools and shared ways of addressing problems.

Today



Developing a Community of Practice across the four CPPs working with WWS:

- Sharing – the work you're doing with WWS
- Learning – from each others' projects
- Developing - future collaborative relationships
- Impacting – feeding back to other colleagues
- Reflective practice – as part of the process



¹ Wenger, E. (2006) *Communities of practice: a brief introduction*. At <http://wenger-trayner.com/introduction-to-communities-of-practice/>.

Report structure

This report documents the learning over the two day event. **Section A** draws out the learning about the practice of doing CAR in this complex context. **Section B** then unpacks four emerging WWS thematic findings on public service reform. **Section C** reflects on how participants' capacity to become impactful researchers was nurtured, and the Community of Practice fostered. **Section D concludes the report with six themes drawn out by WWS** based on learning from the event about how practitioners work with evidence and engage in public service reform. **Appendix 1** presents an event evaluation by participants. Throughout, the report includes sample slides and photographs from the event, and anonymised quotes from participants.

Audience for this report

In addition to event participants and their colleagues in the WWS-facilitated CAR groups in Scotland, the report will be of interest to:

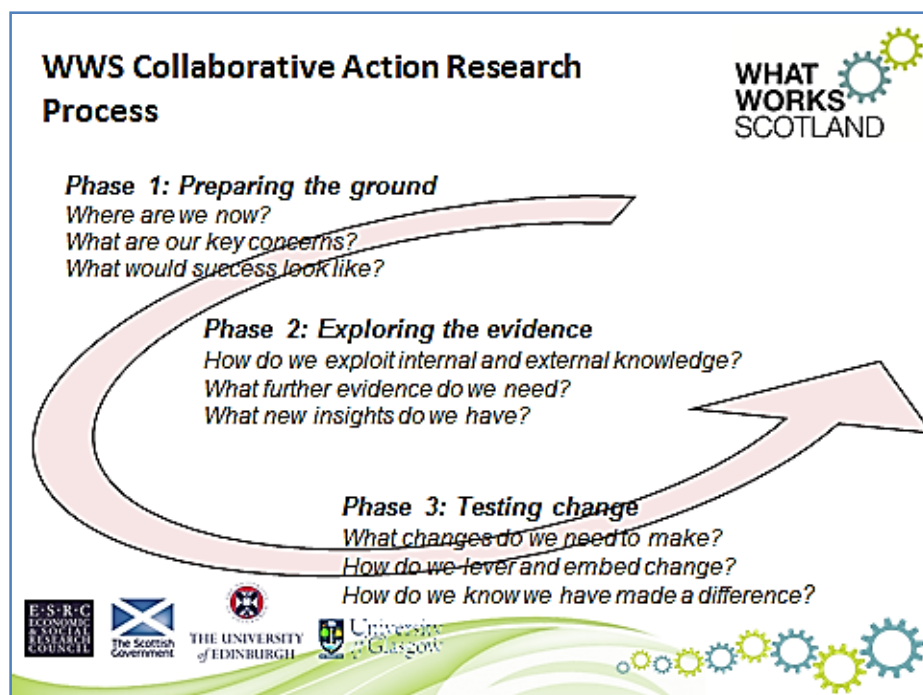
- Public service and third sector practitioners involved with Community Planning Partnerships or similar multi-agency partnerships;
- Professionals involved in implementing Public Service Reform at national or local levels;
- Policy makers involved in shaping Public Service Reform at national or local levels;
- Researchers with a theoretical or practical interest in Collaborative Action Research.

A. Learning about CAR in practice

1. The principles and practices of Collaborative Action Research

The WWS team presented **the principles and practices of Collaborative Action Research (CAR)**, the research approach WWS is using in its work in the four case site CPPs – sometimes expressed, sometimes implied. CAR is a means of academics supporting practitioners to design and conduct research relevant to their work context. Its underpinning rationale is that practitioners have ownership of the research process, conduct the study and report on their findings, supported in this case by the WWS researchers. CAR is not prescriptive; it is an overarching framework that can draw on a range of research methods. Popular in education and nursing, CAR has been tried in public policy partnerships in England. **However, the WWS CAR workstream is the first time that CAR has been attempted in such complex multi-agency partnerships.**

For the last 12 months WWS has been working with practitioners in each CPP to develop and co-produce local Collaborative Action Research projects. WWS has based its approach on a three-phase model, as below:



The three-phase model has been adapted, for example being made explicit or implicit, to make the process most meaningful to practitioners participating in each CAR group locally. This variety means that practitioners both within and across the four case sites would be expected to have distinctions in how their CAR activities align with the overarching model.

During the workshop on CAR, participants discussed the model and reflected on the approaches they were taking locally. Positions varied within and across the four CPPs. Sometimes the model was explicitly expressed, sometimes implied. The three-phase model is not linear, and people described how they moved back and forwards across the three phases. However, despite the differences there were also commonalities across the groups:

- Developing a CAR approach allows groups of officers to work together that otherwise would not, cultivating relationships across those involved from different CPP partners, including the third sector.
- CAR groups put work in context, allowing space for reflection and to consider day jobs through a different lens, whilst offering the chance to try out new ways of working.
- CAR groups help practitioners to reconsider existing data or evidence (evidence review), as well as to gather new evidence where needed (evidence-generation).
- CAR groups can work on relatively small issues or on a small scale, enabling faster buy-in and quicker results.
- Carving out the time to conduct CAR, and to come to group meetings was a persistent tension, with some officers struggling to be able to fully commit to the process.
- Getting commitment to CAR from the senior management team of the CPP and ultimately elected members is a barrier in some sites: a culture change is required.
- The external support provided by WWS and in particular the WWS Research Associates, strongly supports the CAR process. This includes the design and delivery of research skills; capacity support for the variety of individual staff involved; supporting the project management of CAR groups; facilitation; and sometimes advocacy.



As part of the workshop to demonstrate the possibilities afforded by CAR, participants watched a [video](#) presentation by Alex Black, Quality Improvement Manager, Falkirk Council, describing the CAR work done by Falkirk School Improvement Partnership Programme (SIPP) project.

The video demonstrated that it is not the people in the CAR groups alone that matter, but also the buy-in and strategic and practical support from organisational leaders. It showed how key intermediaries can play a big role in the success of CAR by providing early identification and mobilisation of individuals at different levels who can lead and manage change through partnerships and collaboration. It also showed the importance of organisational leaders and managers in terms of committing to developing professional dialogue and networks to build the 'infrastructure' needed for CAR and to spread learning from CAR groups into longer-term systems change. These leaders can

facilitate and sanction practitioners' time for participation in collaborative enquiry, and support the brokering of knowledge across partners within, between and beyond organisations.

Box 2: Participant feedback on developing learning about CAR

"The PIT is a microcosm of what we want to achieve in [CPP] with partners around the table and different layers of collaboration."

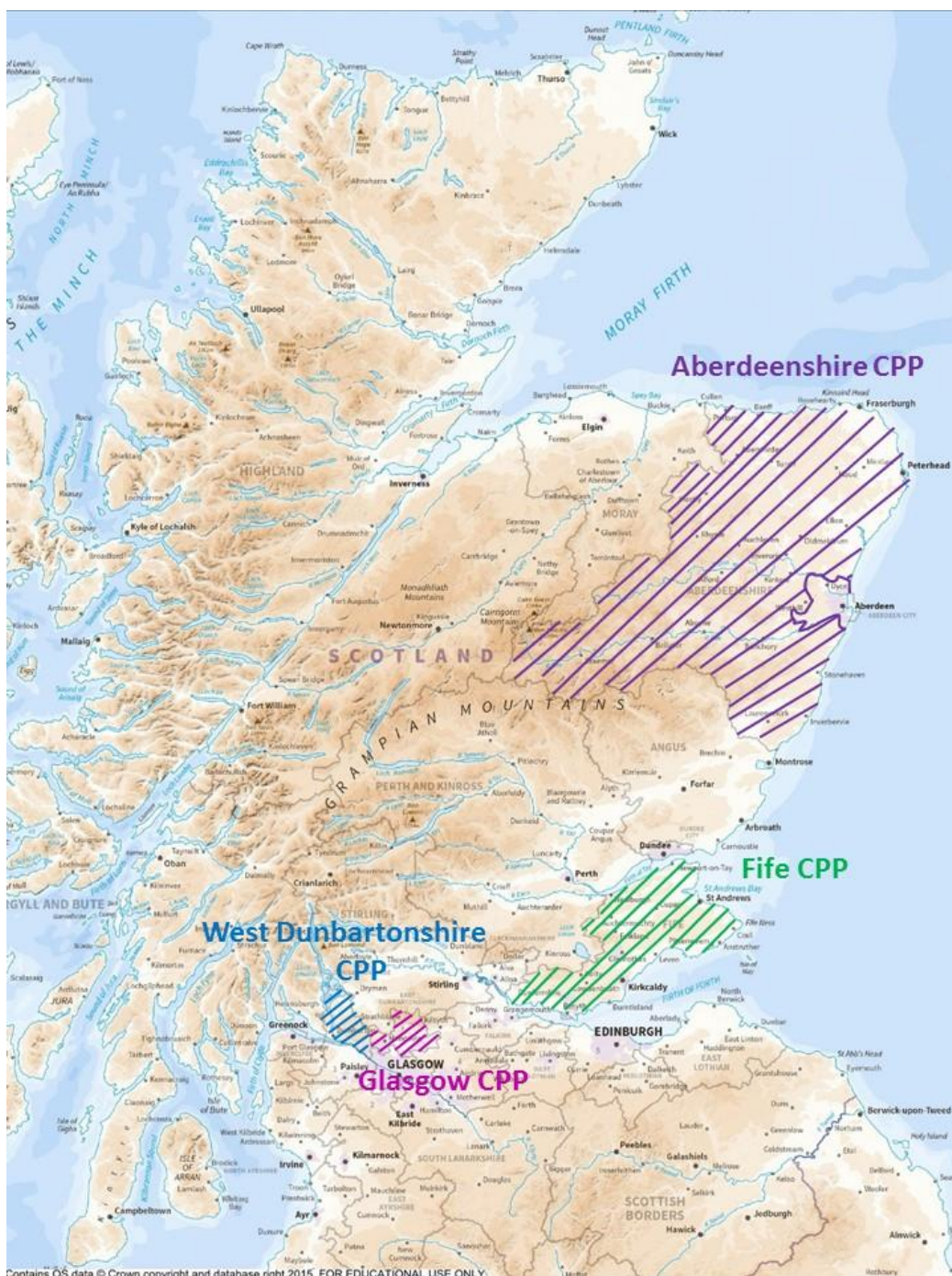
"[We have a] clearer understanding of how we can drive forward our second PIT"

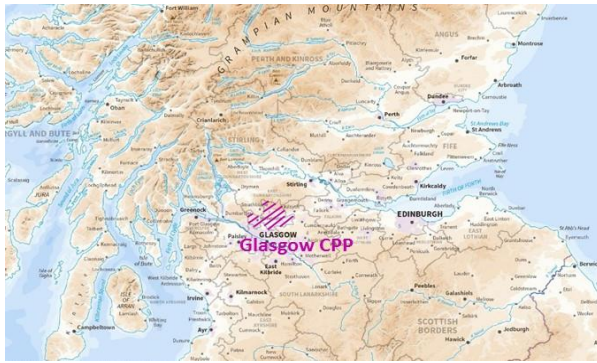
"I feel more confident on applying a collaborative action research approach to developing new work within the CPP."

"Understanding the CAR process and how this can help drive forward change – want to know how to roll this out to other areas of work, or how to create this same 'culture' in other forums."

2. Four CPPs and four Collaborative Action Research projects

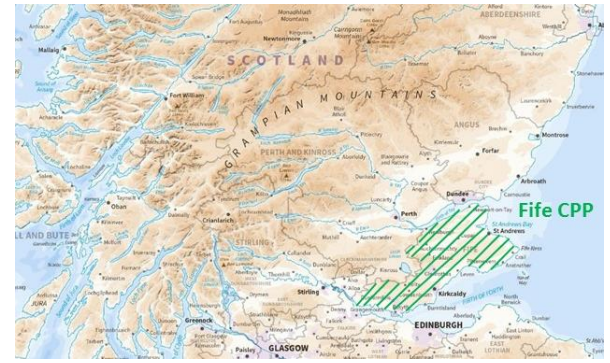
This workshop consisted of two activities: ‘making a map’ and ‘zooming in on the map’. In **Making a Map**, the four WWS Research Associates devised an innovative visual technique to convey the geographical reach of the four CPPs, and the breadth of the dozen or more CAR projects that are being facilitated by WWS. The presentation of the maps sought to encourage practitioners to take a step back and position their localised CAR work within the national picture. This was the first time that participants in each CAR group had learned about the variety of WWS CAR projects, their topics, and the range of public services and other partners involved across the four CPPs. **The maps, including the range of CAR topics and ranges of practitioners involved in each CAR group in each CPP, are reproduced below:**





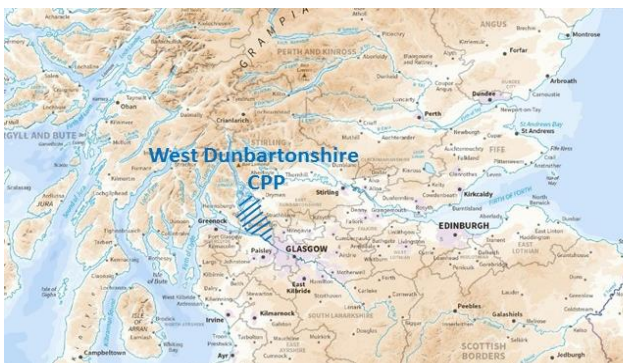
Glasgow

<u>Topic</u>	<u>CPP Partners Involved</u>
Participatory Budgeting evaluation framework	CPP, Culture, Third sector, Health
Thriving Places (area-based initiative): Case Study Evidence Development Group	Health, anchor organisation (housing), Culture, CPP, community activist
Evaluability Assessment of Thriving Places	12 CPP partners (central CPP and local organisations)
Research into impact of a Primary School Breakfast Club in a Thriving Place	Third sector, anchor organisation, school head, GCPH
Thriving Places capacity-building seminar at Glasgow University	Health, anchor organisation, GCPH, academics, students
Case study of Operation Modulus – example of ‘putting Christie into action’	CPP, fire, housing, community safety



Fife

<u>Topic</u>	<u>CPP Partners Involved</u>
Fife Strategy group	Fife Council (policy, CLD, education, early years), YMCA, police
Schools initiative PIT	YMCA, Kirkcaldy high schools, Fife Council departments (Education, CLD, Policy).
Welfare PIT	Fife Council (Housing, CLD, policy, communities) CARF, Fife Gingerbread, Research Team
Family PIT	Fife Council (Early years, policy), Fife Gingerbread, primary teachers.



West Dunbartonshire

<u>Topic</u>	<u>CPP Partners Involved</u>
Communities Partnership Innovation Team	West Dunbartonshire Council, West Dunbartonshire Leisure Trust, YSortit (Youth Project), Clydebank Housing Association, West Dunbartonshire CVS, West Dunbartonshire Leisure, West Dunbartonshire HSCP, West Dunbartonshire Alcohol & Drug Partnership, Skills Development Scotland.
Data Advisory Group	W.D Council (Corporate and Community Planning, Public Reassurance, Planning, Web Management) and Police Scotland



Aberdeenshire

<u>Topic</u>	<u>CPP Partners Involved</u>
Health and Social Care Partnership: Community capacity-building	Improvement, Policy/Strategy, CPP, community development, third sector development, public health and WWS.
Health and Social Care Partnership: Emerging or potential CAR and related work	Learning with a new third sector community team for health and social care integration. Inquiry to support HSCP in developing its community capacity-building strategy. Evidence review: health and community capacity-building in rural areas (not CAR related).
CPP: evolving inquiry work: the developing community planning agenda in Aberdeenshire	Initial inquiry work with CPP Board and Executive on improving partnership-working (all CPP Partner bodies). Ongoing discussions with central CPP policy/strategy team in relation to Local Outcomes Improvement Plan (CPP team and WWS). Learning Day with participants from across public, third sectors and WWS, scoping issues in relation to ‘putting Christie into action’.
Cross-cutting and CAR-related work	Potential for using participatory ‘case-studies’ of examples of interesting practice – e.g. pilot of a combined ‘action learning set – improvement’ approach used in health and social care.

Knowing that the map presentation could only convey the ‘top line’ of the CAR group activities, WWS asked one CAR group from each of the four CPPs to prepare a four-minute presentation to explain how they were working: **Zooming in on the Map**. These were presented as examples, not exemplars: one size of CAR does not fit all, and each project has unique features. The presenters were briefed in advance (**Appendix 4**) to explain ‘warts and all’ their CAR work with WWS so that all participants could learn from their experiences. The presentations were concurrent and participants rotated around the four presentations in groups. They were briefed to listen to the presentation, ask questions for three minutes to delve deeper, and then take one minute to write a **learning point**. The presentations are briefly described below, including materials produced by the presenters, followed by a summary of participants’ learning points, including in **Box 3** some quotations.

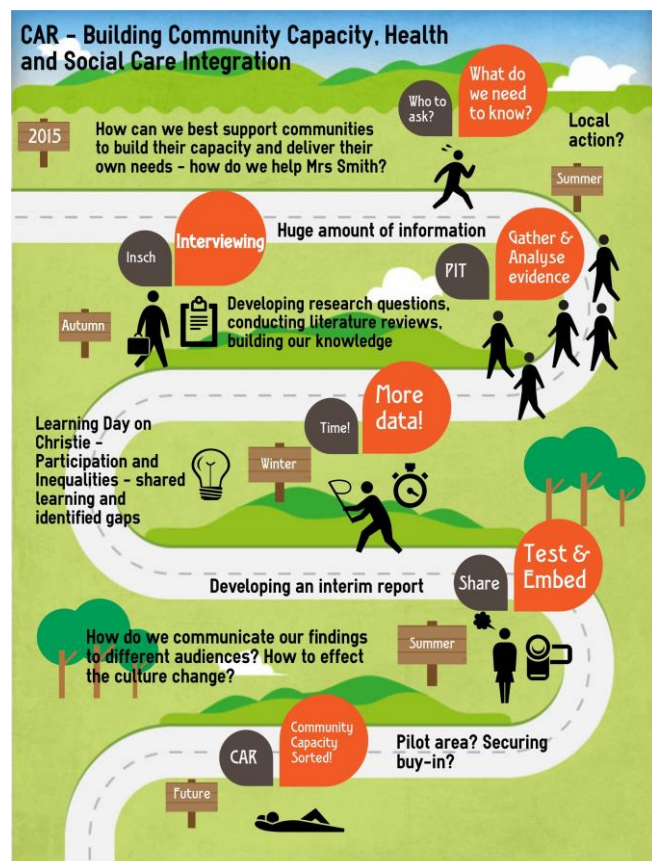


Four Collaborative Action Research projects

a. Aberdeenshire: Sophie Humphries (Aberdeenshire Community Planning Partnership) and Alison McPherson (Aberdeenshire Voluntary Action) talked about their **CAR Inquiry Team work to deepen understanding of community capacity building in health and social care integration** by studying a community links worker approach.

Aberdeenshire key learning points:

- the importance of the role of the ‘influencer’ – establishing a key person to drive the CAR Inquiry Team work forward;
- having the right people in the PIT team including someone good at project management;
- good communication between the PIT project and other CPP partners is essential;



- the emphasis on relationships in CAR work – a reason why it might be difficult to replicate;
- working at the right pace and being driven by need and capacity not external factors such as the committee cycles of local authority;
- CAR in Aberdeenshire has moved from research to a way of designing and delivering services;
- CAR has spread and is now influencing other service areas, for example community justice;
- the group is also working on ways of linking community capacity to statutory service provision.

b. Fife: Julie Dickson (Fife Council CLD) talked about the work in Kirkcaldy adapting local services to respond to benefit sanctioning. **The welfare reform CAR group is trying to improve data and knowledge sharing between agencies** to create a local support system for people in need.



Our Research Question

How can we improve our knowledge of what data is available across partner agencies in Fife?

How can we use this to:

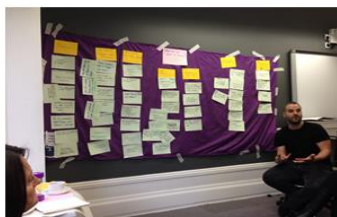
- prevent people from being sanctioned?
- better support those who have been sanctioned?



Fife key learning points:

- challenges around real or perceived ownership of data and ownership of ‘the story’ by services and how this can get in the way of progress;
- the importance of values (“*How can other CPP officers here learn from Fife about how to convey values to CPP officers dealing with e.g. data/income rationalisation?*”);
- the helpful timing and alignment of their welfare reform CAR group, which fitted with the Fairer Fife agenda.

c. Glasgow: Evelyn O’Donnell (Glasgow City Council) and Kim Soliman (Foundation Scotland) talked about their **CAR Group work to devise an evaluation framework for Participatory Budgeting** in Glasgow.



DECIDING WHAT TO MEASURE?



REVIEWING THE LESSONS LEARNED

- Identify key learning points:
- Is it possible to incorporate evaluation and use this to lessen the burden on everyday work?
- How do we build equality & diversity into evaluation?
- How do we identify measures at the design stage to capture longer-term impact
- Need to balance quantity and quality

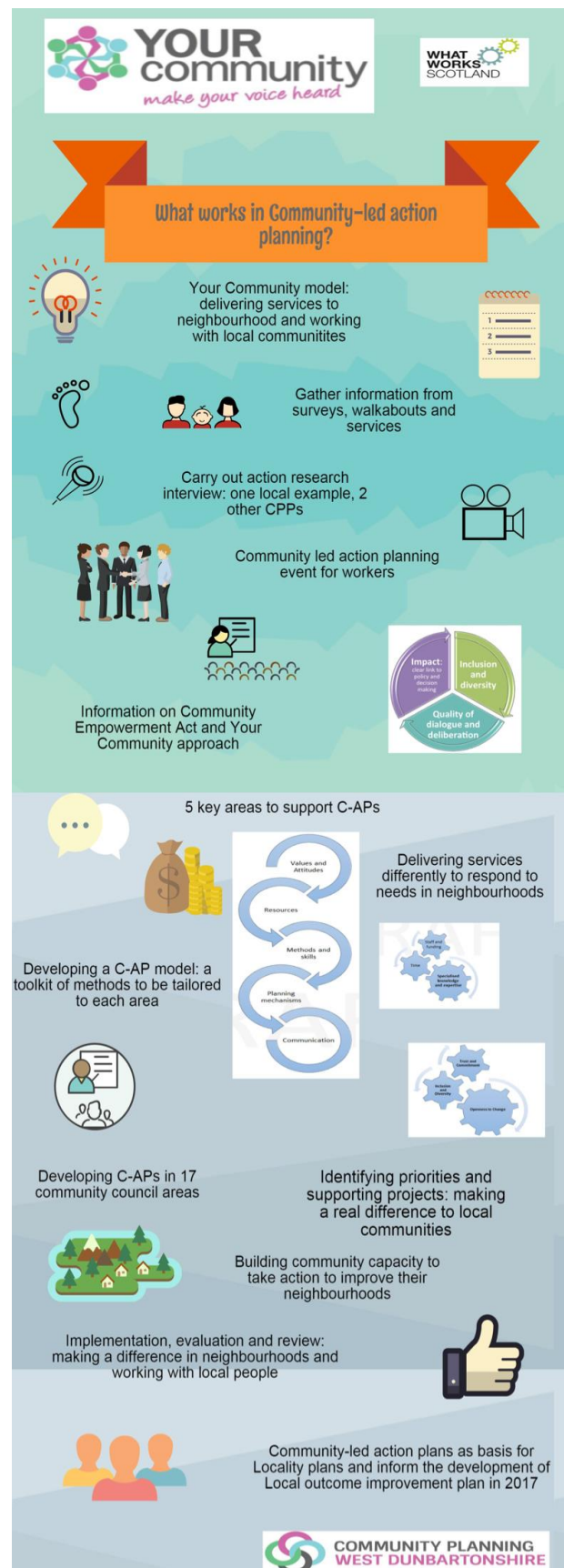
Glasgow key learning points:

- having the right people in the CAR group;
- taking time for reflection and review on local and wider evidence on approaches to evaluating PB (“Importance of reflecting, reviewing and re-adjusting”);
- the helpful timing and alignment of PB as a topic – a central current theme for the City Council;
- value in the role of WWS as an external critical friend.

d. West Dunbartonshire: Suzanne Greer (Communities Coordinator for Community Planning, West Dunbartonshire Council), shared the findings from **Collaborative Action Research on meaningful and effective approaches to community-led action planning** in West Dunbartonshire.

West Dunbartonshire key learning points:

- challenges in how to balance learning for improvement through CAR with making improvement in practice;
- applying CAR in practice and implementing change while at the same time undertaking research and development;
- pressure to deliver a service can interfere with the process of CAR, particularly the need for reflection. These competing pressures can leave staff feeling overwhelmed;
- negotiations at the strategic level of the Community Planning Partnership in the set-up phase of CAR are essential.



Box 3: Participant learning on doing CAR in CPPs

“Time is a recurring theme – time to reflect, time to engage, time to develop new approaches.”

“We work differently as a PIT than we do operationally – much less protective, more data sharing. What a CPP should be is how a PIT works.”

“How do we share data and collective evidence with a focus on “making a difference”?”

“Challenge current practice and assumptions! Make waves!!”

“Dialogue, Dialogue, Dialogue.”

3. Drivers and barriers to Collaborative Action Research in CPPs

The WWS team asked if there were any deeper themes spanning the four presentations, including deeper drivers and barriers to CAR in multi-agency partnerships. Participants then moved tables to discuss the theme that most resonated with them. There were three themes:

a. Sustaining CAR. This group discussed how to sustain CAR, develop CAR groups, and ensure commitment from members. Some CAR groups had struggled to recruit enough members, or to gain members who were able to commit to the process of on-going meetings and inquiry work. Practitioners compared their different approaches: those CAR groups which had formed through senior management delegating staff to the group; those which comprised a very small core group and then advertised specific details of their membership needs and responsibilities; and those which were still in a forming and developing phase. Some practitioners had found managing and leading their CAR group challenging, requiring different skills than their existing work, and applying them in a new context.

b. Disconnect between strategic priorities and community-led working. This group discussed several tensions. One was between formal recognition at senior levels that projects and programmes need to be community-led - a process which takes time - contrasting with senior level pressure to get quick outcomes or to put plans on a website quickly. The group also asked what happens when community-defined needs and professionally-defined needs clash – how is this resolved? They pointed out that when the community is asked to take decisions they need a process to access information and evidence that is reasonable for them to take an



informed decision. Participants noted that these types of tension may increase with the changed rights and duties of the Community Empowerment Act.

c. Data sharing. This group discussed a number of challenges in sharing data. Operational teams did not necessarily see data sharing as core work, and how they managed, stored and collected data may be particular to their service. Data was held in a number of differing formats and geographies. Data can be difficult and time-consuming to translate so that it can be used across agencies, and it can be hard to get buy-in from services to get involved in data sharing, especially when they may not see a quick end result from the process. There may be fear or reluctance of partners to share data



for fear of criticism of their performance, and although a lot of data is already publicly available, there is a fear that it will not be interpreted correctly. The group noted different approaches by CPPs to data sharing. Whilst some had well-established research teams which had invested time and resources into creating shared data sets that could be used to inform strategic planning and budgeting, in others the analytical capacity was dispersed across different services and departments.

B. Public service reform in Scotland: four emergent themes

Whilst facilitating CAR activities in the four CPPs, WWS is simultaneously researching the broader aim of WWS – to use evidence to transform public services for all of Scotland’s communities to flourish. In **Explaining and exploring four themes**, the four WWS Research Associates each explained an emerging theme, drawing on evidence from their work with the CAR groups. For the first time practitioners collectively heard how WWS was learning from its work with them. WWS wanted to find out whether and how the four emergent themes resonated with participants, to achieve some ‘face validity’ for the findings² – how they resonated with practitioners doing public service reform. WWS facilitated concurrent group discussions: participants could vote with their feet and join any one thematic dialogue. Each discussion used a set of questions to enable WWS to get feedback from participants. The emergent themes, questions and participant responses are summarised below.

Emergent theme 1: What is WWS learning from its Collaborative

Action Research work? The idea of double loop learning³ was used to identify some of the learning WWS is gaining from pursuing CAR with such a wide range of CPP partners. A distinction can be made. ‘First loop’ learning in CAR groups is focused on addressing practical issues in terms of use of evidence. ‘Second loop’ learning seeks to understand the underpinning values and context of the CAR group members and their work and can lead to more radical change. The first loop is easier to achieve than the second; but the second loop may ultimately be more important for public service reform.

- *In what ways is your CAR work seeking to:*
 - *Improve services?*
 - *Reflect on wider issues, opportunities and what is actually happening?*
- *Does the idea of ‘double loop learning’ seem useful to your CAR work and/or your ‘day job’?*



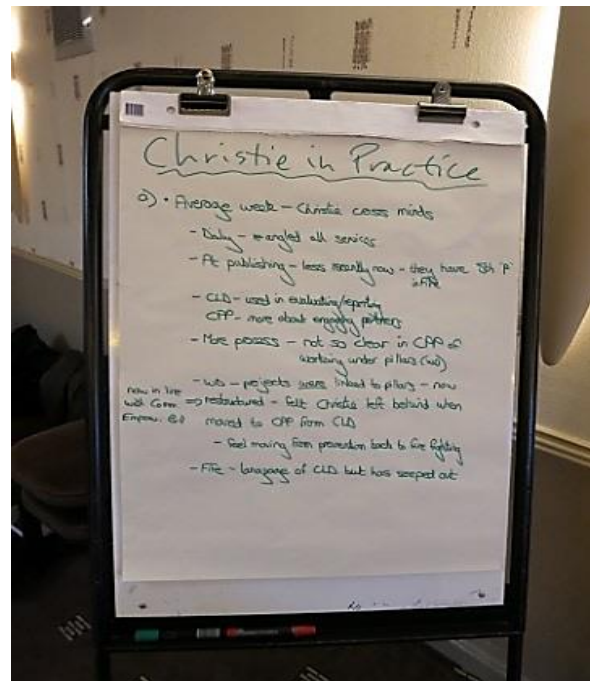
Participant responses: Participants saw loop one as improvement and systems change and loop two as the bigger and wider picture; the social, economic and political context; ethos and values; and imagining new directions and strategies. In the CAR Model it was important to recognise the political dimension, including how to engage political representatives with the model of working.

² Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

³ Argyris, C., Putnam, R., Smith D.M. (1985). *Action Science: Concepts, Methods, and Skills for Research and Intervention*. San Francisco: Jossey-Bass.

Emergent theme 2: Christie in Practice.

There is limited evidence of the Christie Commission (2011)⁴ principles being put into operation. Through its CAR work, WWS is witnessing the complex and messy reality of public services trying to put the purity of Christie into practice. WWS is seeing some evidence of contradictions experienced by public services trying to follow Christie's participation pillar, and some evidence of unevenness within local partnerships. WWS also perceives a missing link for the Christie Commission report in relation to the role of leadership in implementing public service reform locally.



- *What impact are the four Christie **pillars** having in your work?*
- *How much are the Christie **approaches** influencing your work?*
- *To what extent do these issues in relation to Christie resonate with your work:*
 - *How are participation contradictions or synergies experienced?*
 - *Is uneven partnership development experienced? If so, how?*
 - *In what ways are professionals empowered to lead on Christie-consistent approaches locally?*

Participant responses: Participants said that whilst the Christie pillars were predominant when first published, the Community Empowerment Act was now becoming more salient for some. Reduced budgets also meant that there was now a sense of “moving from prevention back to firefighting”. Although performance in public services had become more prominent due to Christie, partnership working was confirmed as uneven in practice, with not all partners equally involved or equally contributing. The loss of key individuals in public service delivery caused problems, including a lack of knowledge transfer when people moved on. There were three further themes:

- Partnership rhetoric versus reality: the reality is complex groupings of organisations, with diverse goals and uneven power and resources, which makes partnership working difficult.

⁴ Christie Commission (2011). *Report of the Future Delivery of Public Services, by the Commission chaired by Dr Campbell Christie*. Edinburgh: Scottish Government.

- The importance of individuals to public service reform: at the end of the day, public service reform needs individuals to lead, but how is this leadership best nurtured by public services? And what leadership styles are most effective – for example facilitative or authoritative?
- Community Empowerment Act: is there a risk that with the focus on this new Act, the breadth of the Christie Commission principles may become overlooked?

Emergent theme 3: Building on sand? Through its CAR work, WWS is seeing tensions between public services trying to work in a collaborative, partnership-based, long-term, localised and preventative way within a context of managerialism, efficiency gains, metrics, short-term contracts and reductions of services and staff.

- *Do you recognise the impact of managerialism on your work addressing wicked issues?*
- *Can you think of any local practices or structures that help reduce the tensions?*

Participant responses: The metaphor of ‘shifting sands’ resonated with participants, who are experiencing little sense of control and ‘change fatigue’. The use of temporary contracts negatively impacted on partnership work and on the community’s confidence in public services. *“The third sector needs new contracts, and sometimes doesn’t feedback honestly about the issues in the programmes because of need to secure further contracts”; “building partnerships, developing trust, takes time – but we are not given this”; Glasgow’s Thriving Places is a ten-year commitment so officers “can confidently say ‘we’re here for ten years’.”*

There were two further themes:

- Co-production
 - Affected by short-termism.
 - Impacts on communities.
 - Impact not just at CPP level.
- Time makes a difference
 - Having ability to make time commitment makes a difference to partnerships.
 - In partnerships make sure you have organisational commitment, not just an individual’s commitment.

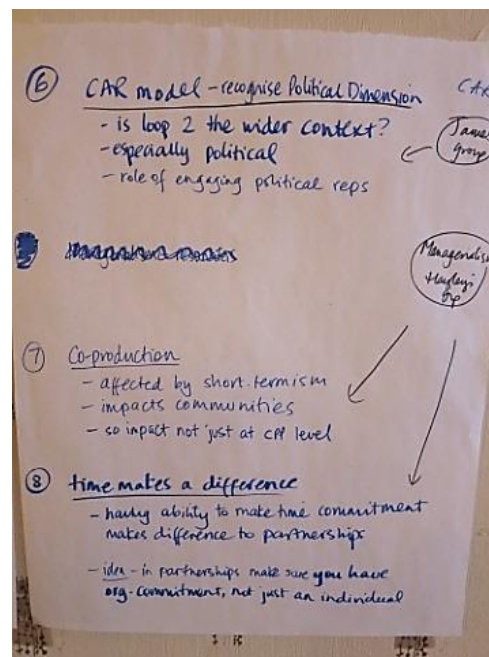
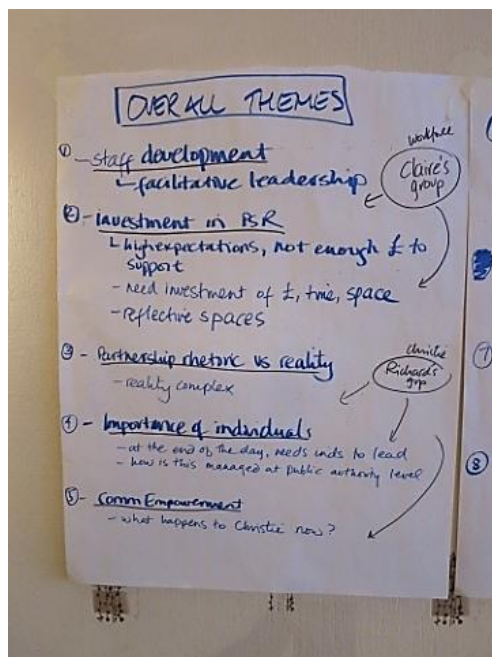
Emergent theme 4: Workforce and Leadership. Through its CAR work, WWS is seeing tensions in making working in public services understandable, manageable and meaningful due to hierarchies, time pressures and pressures to deliver, in a context of budget cuts and repeated rounds of service restructuring.

- *Do these challenges resonate with your experiences? Are there any important issues that have been missed?*

- What do you feel is already working in terms of changing workforce, management and leadership practices?
- What more could be done to support the workforce?

Participant responses:

- There is a need for investment in public service reform in order to do it well. There is a risk of high expectations, with not enough money to support effective change. Investment includes money, time, and reflective spaces for people expected to create successful reform as part of their work.
- Staff development: is there a role for nurturing facilitative leadership styles?



The role of WWS is to incorporate the full feedback on the emergent themes from participants in Perth, alongside further empirical evidence and related academic literature, into the findings from the CAR workstream. Anonymous evaluation comments suggest that participants responded positively to being included in these discussions, stating that they “enjoyed” these sessions, found them “thought-provoking and interesting” and would like to “share with colleagues” who did not attend.

C. Fostering a Community of Practice and nurturing participants-as-impactful-researchers

1. Developing a Community of Practice

The WWS team sought to build sufficient time and flexibility into the event for participants to spend time together discussing the detail of their CAR group projects, both in and out of the formal programme. Throughout, participants were urged to be alert to CAR group projects in other CPPs from which they could learn or with which they had something in common – the topic, the CPP partners involved, any resonant CAR group tensions, or any methods of finding or generating evidence. Through this WWS sought to give participants a chance to cross-fertilise and develop relationships: **developing a Community of Practice**.

Each CPP discussed their learning from the Zooming in on the Map exercise, collectively considering how the four presentations resonated with their own WWS-related work in terms of topic, group membership, activities, methods used, and anticipated outputs and outcomes. Participants then shared these connections with the whole group. This facilitated process sought to enable participants to identify others in the room that they needed to connect with, and to get to the point of being able to phone each other after Perth: capacity-building to develop a Community of Practice.



Five weeks after Perth, WWS asked participants how many participants from other CPPs they had subsequently been in touch with. Seven of the twenty-one responded; they had a maximum of eight contacts and a minimum of one, a mean of 2.5 contacts per respondent. It was several weeks after the event that WWS gained consent to share email addresses across all participants, which delayed this element of cultivating a Community of Practice.

2. Providing space for reflective practice

As participants had become increasingly evidence-aware and research-sensitive through working in their CAR groups, WWS was keen to build on this by providing the time and further promoting the importance of reflective practice. WWS provided two reflective worksheets for participants to spend ten minutes recording their own learning, twice during the event. WWS was clear that this was for participants to take away and that WWS would not see it. The first reflective worksheet (**Appendix 5**) gave participants a structure capturing their learning from Day One, including specifying the

difference that working through CAR makes, identifying new contacts made, and structuring how they would make an impact from being at the event when back at work. The Day Two worksheet (**Appendix 6**) asked participants to focus on what they had learned about the Christie Commission and the context of Public Service Reform that helps to inform their work; how they would feed this learning back to others in their CAR groups and at work; and what they had learned which would help them to drive through their work with WWS in 2016.

Depending on professional background and training or workplace cultures, some practitioners were accustomed to reflective practice in their work. For others this was an unfamiliar activity. This meant that it was challenging for some practitioners to sit and work through the reflective worksheets. However, in the anonymised feedback forms practitioners identified having *“time to reflect”* as a positive experience from the event. One practitioner stated that their take-away knowledge from the event is the importance of *“valuing the time spent for reflection and building relationships – learning not to rush”*, whilst others stated that the event *“Increased awareness of my role as a reflective participant”*, and the *“importance to take time to reflect on practice as you don’t always allow the time to do this”*.

3. Enabling post-event impact and collaboration

The twenty-one CAR group members in Perth were only a small sample of all those involved in the CAR groups across the four case site CPPs. So, all participants were briefed in advance that they would be expected to **make an impact back in the CPPs** by preparing in Perth to feed back their learning from the event and influence CAR group colleagues or strategic individuals in their CPP. Participants were asked to bring laptops or tablets to draft blogs or short reports or send emails, or to use smartphones to make videos to convey their learning back to the workplace, preferably in real time. This process sought to allow each participant to use the most effective method for them to have impact. Each CPP group also discussed and devised ways in which they could collectively use their learning at the event to influence people back at work; and discussed how to use local facilitators and overcome local barriers to pursuing their CAR work. A summary of post-event activities is below.

Fife: The group identified the need to share more widely and communicate with key senior practitioners in their workplace. Some of the practitioners wrote a blog when they returned to Fife, and an associated paper which they presented at the Fife Partnership Executive Group shortly after returning from Perth. Information from the event was also added to the Knowledge-Hub group. The policy team wrote a short piece about the CAR work in Fife CPP newsletter to assist the PITs in recruiting new members and to generally highlight and communicate the WWS work across their area. Information from the event was also added to the What Works Scotland: Fife Knowledge Hub Group. The policy team wrote a short piece about the CAR work in Fife for FISH (intranet) and fifedirect (CP website)

Glasgow: After the event, insights from Perth were shared in CAR group meetings, and Perth participants emailed each other to consider what further actions to take in terms of collectively influencing the CPP.

Aberdeenshire: The group highlighted the value of the space for reflection across the two days and key shared learning on the role of the third sector; the importance of building a core group; and seeking to work outside of ‘silos’ and build up local partnerships. In order to share their learning more widely across Aberdeenshire CPP, Health and Social Care Partnership and third sector networks – and likewise WWS networks – they generated a ‘piktochart’ after the event to capture their experiences: <https://magic.piktochart.com/output/11814615-wws-car-learning-report>

West Dunbartonshire: Following the event, reflections on the discussions and insights from Perth were shared in CAR group meetings. However, some staff posts were uncertain and one participant left her job through voluntary redundancy. A request was made by participants at the Perth event to the local CP manager to organise a session for the full Communities Team in West Dunbartonshire with Oliver Escobar on dialogue and deliberation to enrich community engagement and partnership working. The proposal is to use this session improve dialogue approaches within community-led action planning.

4. Training and development for participants

Participants finished the event with training and development provided by experts from three other WWS workstreams. Participants could attend either *Dialogue or deliberation to enrich community engagement and partnership working*, facilitated by Oliver Escobar (1.15 - 4.00pm); or attend two seminars: *Designing evaluation to fit with your needs*, led by Peter Craig (1.15 - 2.30pm) and *How to spread ‘what works’ in public service delivery*, led by Nick Bland (3.00 - 4.00pm).

Twelve participants attended Oliver Escobar’s session; ten attended the two other sessions. Some participants had to leave early for childcare or travel purposes and missed Nick Bland’s session – a learning point for WWS as it increasingly co-produces events.

Paolo Freire : ‘Knowledge emerges only through invention and re-invention’



D. Conclusion: how practitioners work with evidence and engage in public service reform

- i. **CAR groups do not all form in the same way or work in the same way.** However, the innovative approach used by WWS for university researchers to support groups of practitioners in CPP partners through a mix of support with research design, facilitation, research methods training, and assistance to work with and generate evidence, seems to support practitioners to progress on public service reform in discrete areas. Whilst appearing resource heavy, **CAR provides a good model to drive through public service reform** and develop new evidence-informed initiatives. To maximise the benefit of this, there is a need for **leadership and managerial support across CPP partners** to both allow their staff to work in this planned way, using and generating evidence in groups together, and to create the conditions for spread and sustainability of outcomes from those CAR groups.
- ii. Participants at the Perth event persistently told WWS that **having time to reflect and plan** what they are trying to do at work is very rare, and is very helpful for doing their difficult work in delivering public services together. Allowing practitioners this space is an essential contribution to public service reform, particularly so in CPP contexts which inherently constitute multiple public services, third sector organisations, and community groups, each of which contains diverse and changing individuals who need to work out how to work together effectively. Communication between individuals, partners, and agencies requires respectful consideration and time investment to ensure that partnerships develop which enable dialogue and deliberation, better shared working, and space for effective contributions.
- iii. The concept of being able to form and develop as a Community of Practice resonated with participants. Communities of Practice are *'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly'* (Wenger, 2006). **There is an open space for professionals working on shared topics, concerns, needs or outcomes into cross-CPP Communities of Practice.** In Communities of Practice professionals can learn together, and work through the 'backstage' elements of doing public services work, developing with honesty and empathy together in the inevitably messy space that is putting public service reform and the Christie pillars and approaches into action locally and across the country. Facilitative leadership and the development of skills in research and reflective practice will support cross-CPP Communities of Practice to increasingly improve how they work with evidence.
- iv. **How can the public services and third sector CPP partners in Scotland become configured as learning organisations?** Working with evidence demands this. Learning is an essential concept to enable individuals and organisations to take the risks of trying new ways of working which public service reform and Christie are asking. They need to be allowed to learn from what works and what doesn't work, how and for whom, as they experiment with new interventions.
- v. **CPPs may have unique topics, priorities and problems, but they have common challenges.** Many of these struggles centre on issues of working with social complexity, with competing reform programmes, and trying to improve day-to-day ways of working. It is impossible to generalise about 'CPP X' or 'CPP Y'; like universities, each CPP is a complex mixtures of small and large projects, with some common elements and some elements of distinction.

vi. In partnership working between different individuals and organisations it is increasingly apparent that **personal and organisational values play an important role in the effectiveness of collaborative activities**. Surfacing, understanding and identifying the values which underpin the choices of projects pursued by CPP partners is a key part of building the foundation of a partnership. Finding common ground to understand the underpinning social purpose of public service work requires surfacing of values. Doing this can remind all partners of the ultimate purpose of doing public service work: prioritising issues to tackle to enable all of Scotland's communities to flourish.

Acknowledgements

Many thanks to all twenty-one participants from the four CPPs.

Particular thanks to the presenters from the four CPPs: Suzanne Greer, West Dunbartonshire Council; Evelyn O'Donnell (Glasgow City Council) and Kim Soliman (Foundation Scotland); Julie Dickson (Fife Council); Sophie Humphries (Aberdeenshire Community Planning Partnership) and Alison McPherson (Aberdeenshire Voluntary Action). Thanks to the Queens Hotel, Perth; and to Howie's Bistro, Perth. Thanks to all members of the WWS team involved in the event, in particular to Lynda Frazer for event management; to Jane Cullingworth and Kirsty Deacon (WWS Ph.D. students) for transcription; and to Nick Watson, Chris Chapman and Nick Bland from WWS for thorough comments on the draft report. Thanks also go to the senior officers in the various public services and third sector organisations in the four CPPs for their on-going support to their staff who are involved with CAR activities with What Works Scotland.

Appendix 1 – evaluation by participants and future learning for WWS

Social media. A Twitter feed was set up for the event.

Photographs and tweets can be found at #WWScollab.

A ‘**soundbites wall**’ was set up on which participants wrote comments during the event:

- Length of time it takes to get it right
- Importance of physically bringing people together in order to build better relationships and understanding
 - need time for this to happen
 - can this happen when projects short-term funded?
- PIT helped people make connections across boundaries
- Value of having space to reflect
- WWS forced us to take time to review that we wouldn't have done as community planners.



At the event end, participants completed anonymised evaluation forms. They were also emailed to those that left before the end, with a total of 18 out of 21 completed. (Learning point: The emailed evaluations were more fully completed).

Most of the feedback was positive with all respondents stating that they agree or strongly agree that: the event was enjoyable, the event was useful, they know more about the CAR projects in other CPPs, and the venue and food were of good quality. Similarly, the majority of respondents also feel that the event was pitched at the right level, they were able to influence WWS findings, and feel better prepared for their own CAR work. Attendees also suggest ways to improve the 2017 national retreat and offer some general learning for the WWS team.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
The Event was enjoyable				7 (39%)	11 (61%)
The Event was pitched at the right level for my needs			2 (11%)	7 (39%)*	9 (50%)
<i>*One person rated between agree-strongly agree; calculated as agree</i>					
There was sufficient time for discussion		7 (39%)	1 (5.5%)	9 (50%)	1 (5.5%)

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
I found the Event useful <i>*One person rated between agree-strongly agree; calculated as agree</i>				8 (44%)*	10 (56%)
I now know more about the CAR projects in the other CPPs <i>*One person rated between neutral-agree; calculated as neutral</i>			2 (11%)*	11 (61%)	5 (28%)
I now know more about the CAR projects within my own CPP <i>*One person did not answer this question; percentages calculated out of 17</i>	1 (6%)	1(6%)	3 (18%)	8 (47%)	4 (23%)
I feel better prepared for my local CAR work			2 (11%)	13 (72%)	3 (17%)
I increased my understanding of public service reform <i>*One person did not answer this question; percentages calculated out of 17</i>		1 (6%)	4 (23%)	10 (59%)	2(12%)
I feel that I was able to influence the WWS research findings			4 (22%)	12 (67%)	2 (11%)
The information supplied before the Event was helpful <i>*One person rated between agree-strongly agree; calculated as agree</i>		1 (6%)	4 (22%)	9 (50%)*	4 (22%)
The venue/facilities were appropriate to the activities			2(11%)	10 (56%)	6 (33%)
Lunch and refreshments were of good quality				5 (28%)	13 (72%)
Evening meal and restaurant were of good quality			1 (6%)	4 (22%)	13 (72%)
Accommodation was of good quality		1 (6%)	4 (22%)	7 (39%)	6 (33%)

Learning for future events

Practitioners reflect positively on their experience at this retreat and observe a friendly and lively atmosphere including dynamic, lively and informative sessions.

Key positive reflections include:

- Opportunity for networking
- Spending time to get a broader understanding of CAR and Christie reforms
- The time to reflect on own practice and WWS work to date
- On-going communication between sites and better communication within sites

- Sharing experiences helps people to problem solve and manage their own CAR work
- Events such as these can help build confidence, create positive working arrangements, re-energise work
- Enjoy the idea of creating a Community of Practice
- Genuine interest across the practitioners in the work taking place in other sites, and the WWS research associate findings for the wider WWS research questions.

WWS Research Associates will continue to seek to adapt and develop a CAR model with the practitioners, and note the importance of continuing to share and feedback learning on all aspects of the CAR research approach. One practitioner made a specific comment about ‘academic speak,’ which raises an issue for WWS to consider about use of language and terminology, how it shares learning, and how it continues to adapt theoretical and policy learning to connect well with the practitioners with whom WWS is working.

WWS also received some practical suggestions which it can draw on for further improvement:

Logistics and retreat sessions: Although the event included a mixture of methods of interaction and presentation, some practitioners would have liked slightly less PowerPoint presentations and more table work or alternative presentation approaches. Specific feedback on presentations also included a need for more handouts with presentations, more information on other sites in advance, microphones for quieter presenters, and shortening day two. In this retreat we incorporated presentations on the other WWS workstreams on the afternoon of day two. Feedback on the content of these sessions was mainly positive with some suggestions on how to improve the timing and set-up arrangement to improve energy levels, and the link between previous sessions and attendees’ day to day roles. **At the 2017 retreat WWS may need to consider how best to include sessions from other workstreams, the purpose, and the format that these sessions take.**

Practitioner role: Each WWS retreat seeks to build on the last and it is good to know that some respondents would like to see more presentations from the practitioners in the room and opportunities to share work with other CPPs (and slightly less from WWS team members), suggesting an increased confidence and ownership in the CAR processes taking place in each locality. Some respondents (39%) state that they would like the next retreat to include more room for discussion. Many specific comments suggest more space for networking and asking questions to individuals from other CAR sites. **When organising the next retreat WWS may need to consider how to balance sharing and learning across sites and the feedback from some practitioners that they would like more time within their CAR groups to work together and communicate. The feedback appears to be split between those who valued the learning from elsewhere and those who would have liked more time with their own CAR group.**

Retreat approach: There is still some disagreement about the use of a two-day overnight retreat approach. Some like the time away from day to day work whilst others raised concerns about overnight stays and how retreat attendance may clash with care responsibilities. The evaluation told WWS that participants loved the event food, but we needed to do better on the hotel rooms – not everyone got a great night’s sleep. Much of the positive feedback from the event focusses on the

lively atmosphere and improvement in terms of collaboration and discussion across the sites. This is likely to be an outcome of having time to develop relationships in formal and informal settings across the sites. Nevertheless, **towards the end of the WWS programme in 2017 it may be useful for WWS and retreat attendees to jointly reflect on the retreat model and the impact on learning.**

Overall the feedback from the event was positive and suggests that the WWS activities both during the event and with the case site partners in the CAR groups is having an impact.

Box 4: sample quotations from the evaluation forms

“The event had an uncanny way of building confidence. This time there was a sense of coming together of all the groups as one whereas at the last event there was more a feel of competition.”

“Apart from the poor night’s sleep in a single bed, I thought the event was brilliant. I learned a lot. Thanks.”

“Appreciated the time out and would be keen to participate in future sessions to build upon this.”

“Made the link with our own policy team and now have a shared understanding of how we can best use each other’s skills – WWS facilitated this.”

“I have gained confidence in my presentation, research and reflection skills. I also feel more confident on applying a collaborative action research approach to developing new work within the CPP.”

Appendix 2 – participant invitation

What Works Scotland (WWS) is inviting a small number of practitioners working with us in Glasgow, Aberdeenshire, West Dunbartonshire and Fife CPPs to join us at [the Queens Hotel](#) in Perth for an overnight collaborative learning event in Perth on Tue 23 and Wed 24 February 2016. The event will be a chance for you to achieve the following:

- To understand and influence national-level learning emerging from the WWS work with the four CPPs;
- To increase your understanding of the Collaborative Action Research/Collaborative Inquiry process being led by WWS;
- To identify facilitators and barriers to implementing changes in your CPP as a result of your local work with WWS;
- To learn about the local work being done with WWS by fellow practitioners working in the three other CPPs – and for them to learn from your WWS-related work;
- Intensive training to enhance your skills in community engagement and partnership working.

The event will allow attendees from the four CPPs to embark on the exciting process of learning from each other about the work that you are doing with WWS at a local level. This early milestone will also be an opportunity for you to understand and influence what WWS is starting to learn from our work with you. The event will include training, on the afternoon of Day 2, on skills and knowledge that will enrich your community engagement and partnership working.

As this is a collaborative learning event, all participants will learn from each other, including us at WWS. What we are seeking from you is a commitment to sharing your emerging learning from your work with WWS with other participants; a commitment to learn from them; for you to input into the emerging WWS research findings; and for active participation in training. We will want you to do some preparation before the event, but this will not be onerous. The event will be strongly facilitated so that everyone gets the most out of it.

Appendix 3 – event programme

What Works Scotland Collaborative Learning Event

23 & 24 February 2016

Queens Hotel, Perth

Day One

Learning outcomes from the Event:

- To understand and influence national-level learning emerging from the WWS work with the four CPPs;
- To increase your understanding of the Collaborative Action Research/Collaborative Inquiry process being led by WWS;
- To identify facilitators and barriers to implementing changes in your CPP as a result of your local work with WWS;
- To learn about the local work being done with WWS by fellow practitioners working in the three other CPPs – and for them to learn from your WWS-related work;
- Intensive training to enhance your skills in community engagement and partnership working.

10.00 – 10.30	Registration in Balmoral Room, coffee and pastries
10.30 – 11.30	Chair for event: Nick Bland Welcome on behalf of WWS: Professor Nick Watson Getting to know you... Introduction to the day What makes for a productive conversation? A question of ethics
11.30 – 11.50	Break and mingle
11.50 – 12.50	Principles and practices of collaborative action research
12.50 – 1.50	Lunch
1.50 – 3.15	Making a map Zooming in on the map
3.10 – 3.35	Break: tea and coffee available all afternoon from now.
3.35 – 4.35	Developing a Community of Practice
4.35 – 4.50	Reflective practice
6.30 - 9.00pm	Dinner at Howie's Bistro

Day Two

9.15 – 9.30	<p style="text-align: center;">Arrival in Balmoral room Tea/Coffee available on arrival</p>
09.30 - 9.45	Warming up for our day
9.45 – 11.05	Explaining and exploring four themes emerging from the WWS research in the four CPPs
11.05 – 11.25	Break
11.25 – 12.15	<p>Reflective practice</p> <p>Making an impact back in the CPPs</p>
12.15 - 1.15	Lunch
1.15 – 4.00	<p>Seminars – EITHER:</p> <p><i>Oliver Escobar: a. Dialogue and deliberation to enrich community engagement and partnership working (Balmoral room)</i></p> <p>OR:</p> <p><i>b. Two seminars (Kensington Room):</i></p> <p><i>Peter Craig: Designing evaluation to fit with your needs (1.15– 2.30)</i></p> <p><i>Nick Bland: How to spread ‘what works’ in public service delivery (3.00 – 4.00).</i></p>
2.30 onwards	<p>Breaks: Tea/coffee available all afternoon from 2.30pm at entrance to Balmoral room (please beware of noise affecting Oliver’s session)</p>
4.00 - 4.30	<p>Next steps and next needs</p> <p>Evaluation</p>
	Home

Appendix 4 – event presenters’ pro-forma

Pro-forma for presenters from CPPs at the What Works Scotland National Event 23-24 February 2016.

Thank you for agreeing to present your Collaborative Action Research (CAR) work with WWS at our National Event. The below pro-forma aims to help all presenters to consistently and concisely describe their work with WWS. We hope that you will share your completed pro-forma with other participants from other CPPs at the event, so that they can learn from your work. It will also help you with planning a short talk to small groups of participants at the event to convey your work.

Detail of your presentation

There will be 20-30 people at the event. There will be one presentation from each of the four CPPs attending, including your presentation. We will divide participants up into four smaller groups who will hear one presentation at a time. The group will circulate, so that you will give the same talk four times, and the group as a whole will hear all four examples. We would like you to talk for only 3-4 minutes about the work that you have done with WWS, and to talk about the difficulties (if any) as well as the good stuff and benefits. In the presentation we would like you to take the group ‘warts and all’ into your work with WWS. This is crucial so that we can all learn from what we are trying to do through our Collaborative Action Research in all four CPPs. Each group will have 3-4 minutes to ask you questions about your work with WWS.

We would like you to think about how you would like to present your discussion (based on the content of your Proforma) to the participants. For example you might use a very brief power point, a handout, a poster, an infographic, video clip, photos, cartoon, an object or other method to share your work.

Do talk to your WWS Research Associate so they can advise you with your pro-forma, or help with the format for your presentation. **Please aim to get your pro-forma and presentation complete and to your Research Associate by lunchtime on Fri 19 February 2016.**

Many thanks again for your collaboration in this event.

Name of CAR group/PIT group	
Aim of group/Research question/Problem addressing	
CAR group members (names, organisations, and job titles)	
CAR group activities so far (e.g. number of meetings, evidence considered)	
Research methods used (e.g. review of policy literature, reading academic literature, exploring data, conducting a survey, interviews, focus groups)	
Expected future activities (e.g. projected end date, number of meetings, spreading your learning)	
Expected outputs from the CAR group (e.g. report, framework, presentation)	
Expected outcomes from the CAR group (the real-world changes that you anticipate making as a result)	
Any other important features of your CAR project	

Appendix 5 – Reflective Questionnaire 1

- 1a. What is different about working with WWS through a CAR process than my regular working practices?
- 1b. What is similar about working with WWS through a CAR process to my regular working practices?
2. At this event, have I found out about any specific evidence, research ideas or research sources that are useful to me? If so, what are they?
- 3a. To improve how the CAR work is progressing in my area, what messages do I need to share with people who aren't here today?
- 3b. In order to maximise the impact of our work with WWS, what do I need to do more of/less of/start doing/stop doing when I return to work?
4. What are the names and contacts for the useful future partners I've met from the other case sites?

Appendix 6 - Reflective Questionnaire 2

1. What have I learned about the things that will help me drive through my work with WWS in 2016?
2. What have I learned about the Christie Commission and the context of Public Service Reform that helps to inform how I think about and do my job?
3. Who should I share these contextual insights about Christie and public service reform with?
4. What other messages do I need to share with people back in our site? How can I/we do this?