Demand, Capacity & Flow QI Collaborative

Learning Set 2

20 October 2025

Demand, Capacity & Flow
Quality Improvement Collaborative

RC PSYCH
ROYAL COLLEGE OF PSYCHIATRISTS

NATIONAL COLLABORATING CENTRE FOR MENTAL HEALTH

Housekeeping

- No fire alarm tests are planned for today.
- Toilets are located to the right of the lifts on level 1 and the ground floor.
- Lunch will be from **12:20 - 13:10** and will be served in **Room 1.6** (just outside the main auditorium).
- **Room G5** is available if anyone needs to take a break at any point or needs some space on their own.
- If you need to take a phone call or attend to an email during a presentation, please kindly leave the room.
- Please keep walkways clear - tuck in chairs and bags.

Our shared Principles

Collaborative learning – *Make the most out of the session, whatever that looks like for you.*

Respect privacy – *Protect carefully the privacy of the storyteller. Ask what parts, if any, you can share with others.*

Approach with kindness and curiosity – *We've all been through stuff so let's look after each other in this space.*

Diversity of views – *respecting different viewpoints and experiences and being okay with sometimes disagreeing.*

Language is important – *If you want to improve culture, the way you speak to and about the people around you needs to support the building of trusting relationships.*

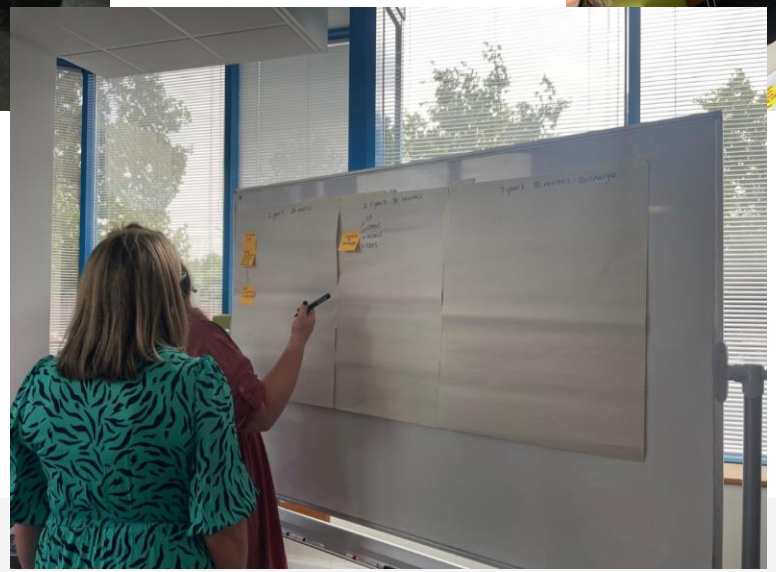
Be kind to yourself – *take breaks if needed, use our quiet space*

Today's Agenda

Time	Item
10:00 – 10:10	Welcome and housekeeping
10:10 – 10:20	Think about a question/challenge you'd like support with today from other teams
10:20 – 11:05	Co production & lived experience session
11:05 – 11:15	**BREAK**
11:15 – 12:20	DC&F teams share their progress and learning so far
12:20 – 13:10	**LUNCH**
13:10 – 13:55	PDSA in Action
13:55 – 14:05	**BREAK**
14:05 – 14:45	Working on your projects
14:45 –15:00	Close
15:00 –15:30	Time with the coaches – optional

Since the last learning set (July)…

Starting Driver diagrams



Visits & Coaching Calls

Finalising process maps

Since the last learning set (July)…

Teams have been working on their aims and driver diagrams….

AIM STATEMENTS

90% of children and young people referred for an ADHD assessment will have a completed assessment with outcome of the diagnostic decision making shared with the family within 15 weeks from the point of accepted referral

TEWV, Harrogate and North Allerton CAMHS ADHD

By October 2026 Reduce time waiting with no contact or meaningful intervention by 50%:

- **Increase ops to navigate or receive autism related support**
- **Improving service efficiency and communications to clients**
- **Reduce overall time waiting for meaningful intervention**

Dorset Adult Autism Service

Reduce the average wait time from referral and allocation to worker by 60% (71 days to 28 days)

Rotherham, Doncaster & South Humber, North Lincs CAMHS

Since the last learning set (July)...

Headline news!

10 minutes

If your project was a newspaper story tomorrow – what would the headline be?

- What challenge would make it to the front page?
- What question would you want other teams input on?

1. Write your headline on flipchart paper – use big bold font
2. Add a question you'd like input on from other teams – you'll share it in a later session
3. Make it newsworthy!

Example headlines for inspiration:

"On the Road to Co-production"

"Great ideas, Just Missing Measures"

"Aim? What Aim!?"

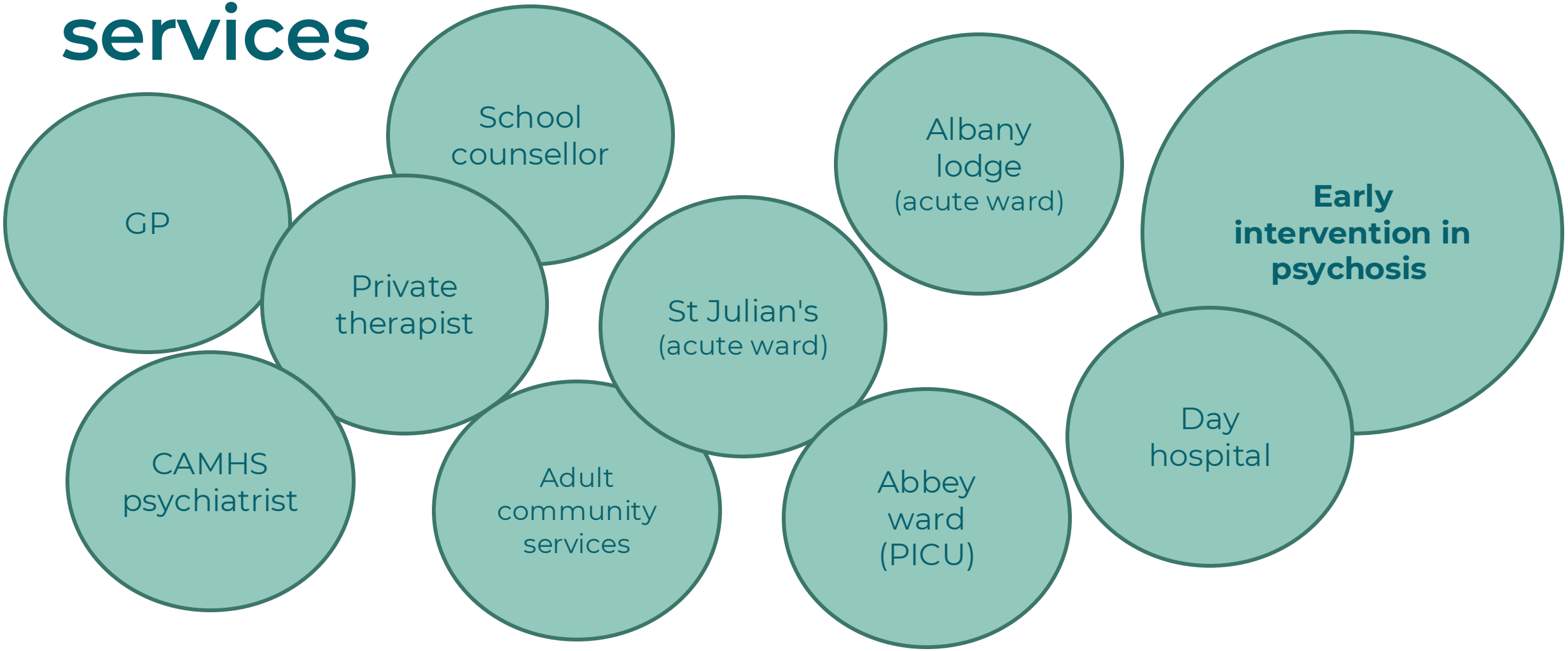
"Seagul Eats Driver Diagram!"

Lived experience involvement

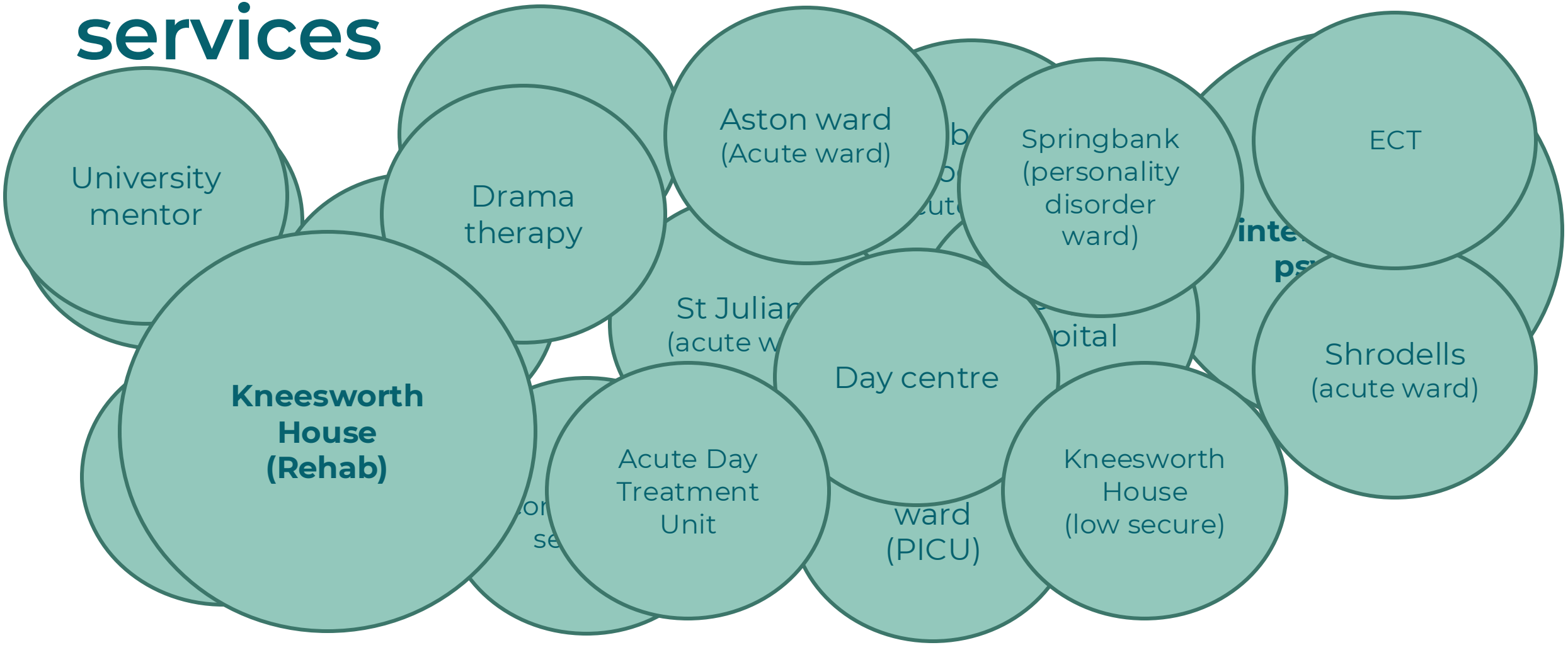
Lucy Jenkinson
Patient representative, NCCMH

A bit about me

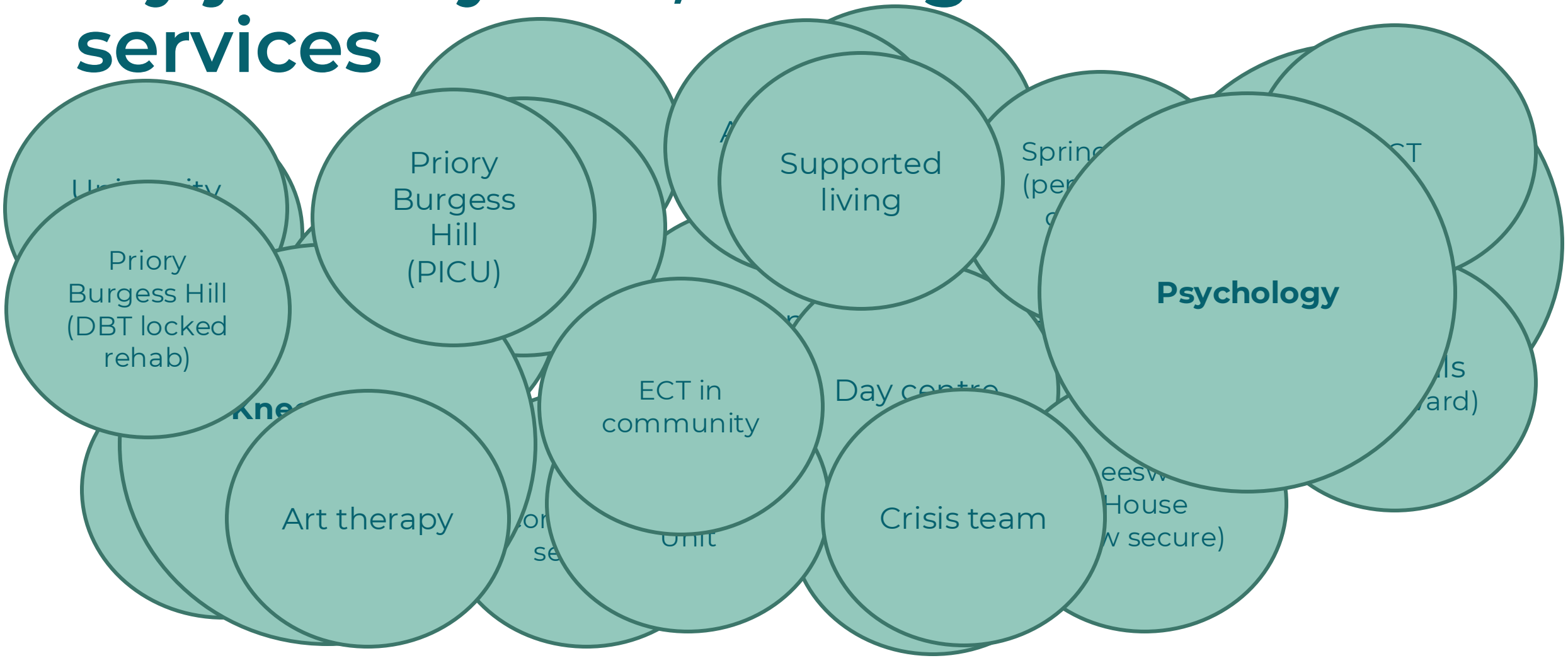
My journey into, through and out of services



My journey into, through and out of services



My journey into, through and out of services



What could have made the journey easier

- Not having to repeat my story over and over again.
- Having a continuous care coordinator or an effective handover.
- Psychoeducation early on to better understand my diagnosis.
- More clarity on what the journey would look like.

How are you involving people with lived experience in your projects?

- Involve people who are going through or have been through your service as equal partners.
- Changes will not only work better, but faster and more effectively
- Being involved in projects has really helped me, and get a better understanding of how teams work

Team sharing

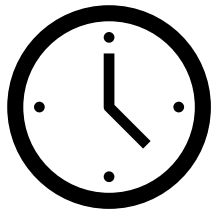
How have you been involved in the project so far, and how do you see your role informing the work going forward?

What are some of the things that teams can do to make it easier for people with lived experience to get involved in QI work?

Tim and Helen

Experts by experience, Hertfordshire PATH Team

Where are you at with involving people with lived experience in your projects?



20 minutes

Please discuss with your team where you are at, and what actions you can take to make it easier for people with lived experience to get involved in this work

There is a worksheet on your table to guide you through these questions

Please share one (or more) action(s) you are taking forward

Comfort break

11:05 – 11:15

Sharing your work so far

Clem
Quality Improvement Coach, NCCMH

Team sharing progress and learning so far

- You will be sat with another team who you can learn from: to offer each other advice and suggestions about how to move your project forward.

- These are informal sessions to reflect, offer encouragement and build connections.

Team sharing progress and learning so far

15 minutes

Team A:

- Provide an overview of your service, bottlenecks and where you've got to so far in the project
- Present the question or challenge that you produced in the morning session

Team B:

- Listen and make notes on the worksheet provided

Team sharing progress and learning so far

10 minutes

Team B:

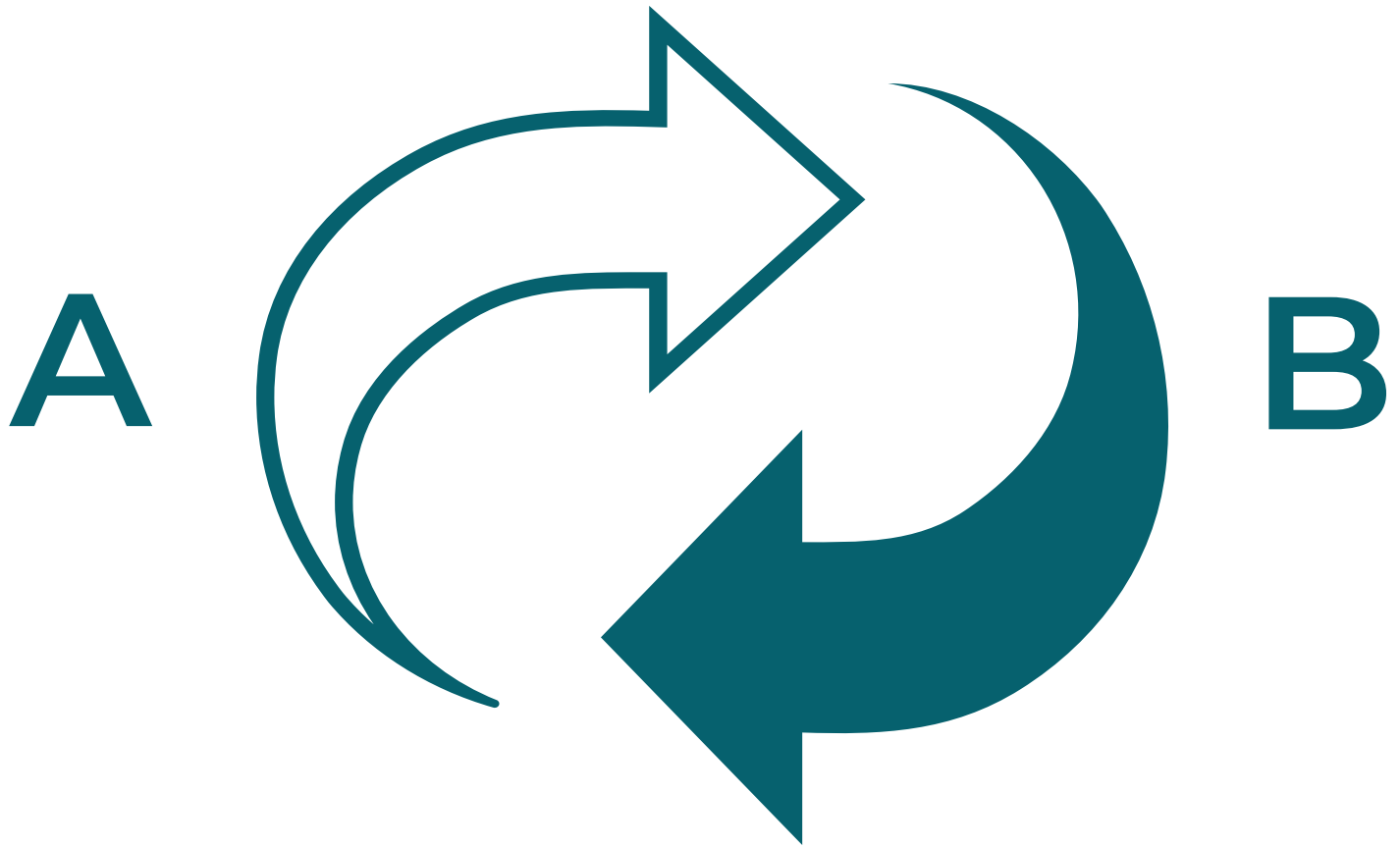
- Offer perspectives, ideas, suggestions to help team A to move forward

Organisation	Team	Room location
Tee, Esk, and Wear Valleys NHS Foundation Trust	North Yorkshire and York CAMHS	Main room Group 1
Hertfordshire Partnership University NHS Foundation Trust	Children and Young People Mental Health Community Services – ADHD complex pathway	
Hertfordshire Partnership University NHS Foundation Trust	Dacorum Adult Community Mental Health Team	Main room Group 2
Nottinghamshire Healthcare NHS Foundation Trust	MH Psychological Waits Team	
Hertfordshire Partnership University NHS Foundation Trust	Children and Young People Eating Disorder Team	Breakout room 1.1
Hertfordshire Partnership University NHS Foundation Trust	PATH Early Intervention in Psychosis Service (Adult)	
Hertfordshire Partnership University NHS Foundation Trust	Watford Adult Community Mental Health Team	Breakout room 1.2
Dorset Healthcare University NHS Foundation Trust	Community Adult Autism	
Rotherham, Doncaster, and South Humber NHS Foundation Trust	North East Lincolnshire CAMHS	Breakout room 1.3
Navigo	Young Minds Matter (CAMHS)	
Central and North West London NHS Foundation Trust	Westminster CAMHS	Breakout room 1.4
Manchester University NHS Foundation Trust	Manchester CAMHS	

Prompts for teams offering support

- How can the team develop their aim?
- How can this be meaningful for staff, patients and carers/families?
- What could they measure?
- Can you suggest change ideas?
- How can they involve people with lived experience more?

Teams swap roles



Feedback from teams

10 minutes

- Any reflections from getting support and advice from other teams?
- What is an action that you are going to take into the next session?

Lunch

12:20 – 13:10

Served in room 1.6

Plan-Do-Study-Act (PDSA) cycles in action

Clementine Fitch Bunce and Rachael McGowan

QI Coaches, NCCMH

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Model for Improvement

Aim

What are we trying to accomplish?

Measure

How will we know that a change is an improvement?

Changes

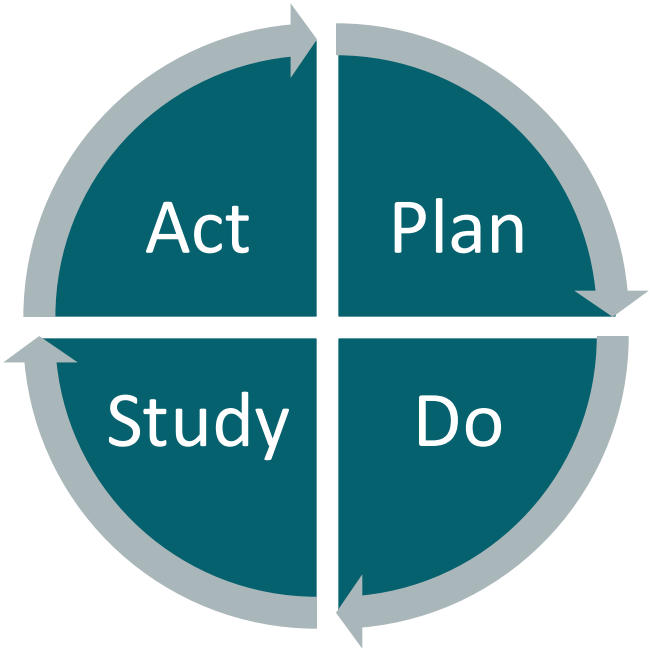
What change can we make that will result in improvement?

Plan
Do
Study
Act
cycle

Plan-Do-Study-Act (PDSA) cycles

When do we use PDSA cycles?

- We use PDSA cycles when we are testing change ideas



What is a change idea?

- Not a theory or concept, but **an action**
- Something a team could realistically do
- As tangible and specific as possible
- Could you plan out how to make it happen quickly?

Examples of concepts and change ideas

Theory/Concepts	How?	Change ideas
Improve team communication	→	Introduce a weekly huddle
Improve staff training	→	Introduce monthly training sessions on the new software
Make care plans more useful	→	Introduce a short summary at the beginning of each care plan to highlight key information
Reduce time spent on admin	→	Use AI tool for populating report template

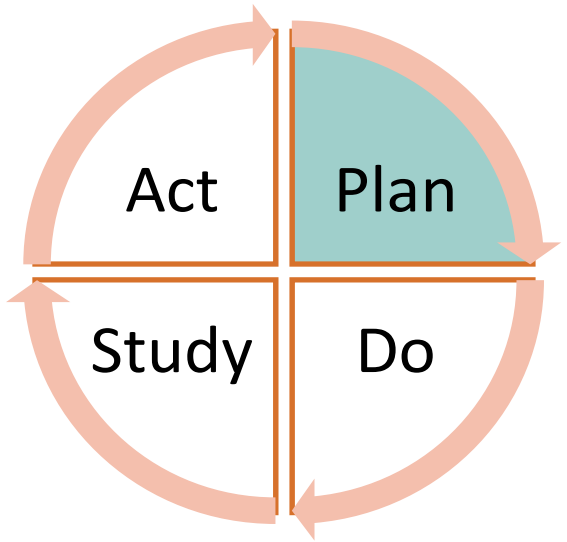
PDSA cycle

What's next?

What might happen if we try something different?

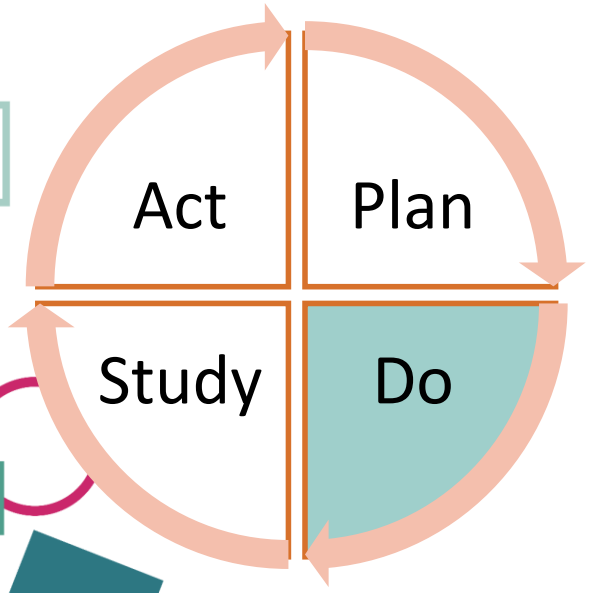
Let's try it!

Did it work?



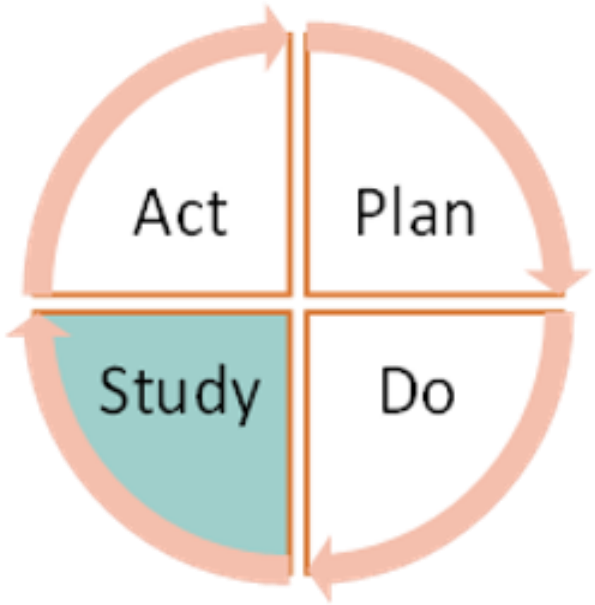
PLAN: the test you will carry out

- Develop a plan to test the change (who, what, when, where)
- Make a prediction of what may happen
- How will you know if it did this? What data do you need?



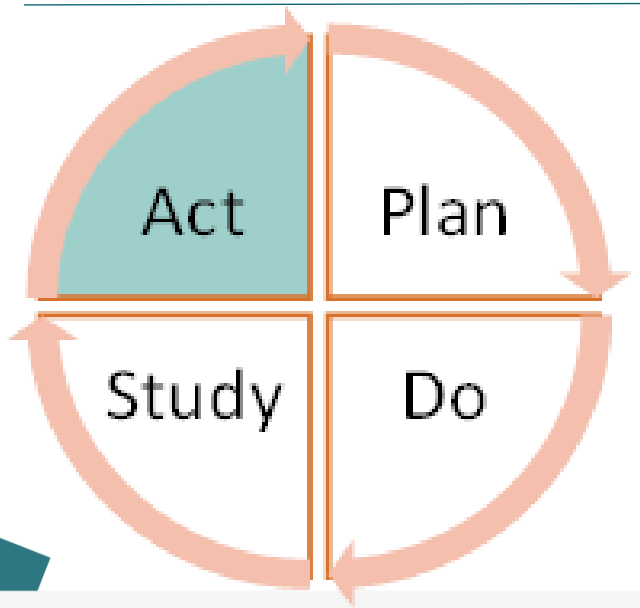
DO: Run the test on a small scale

- Carry out the test
- Document any problems/observations you make
- Collect the data



STUDY: Compare results to predictions

- Complete, as a team, your analysis of the data
- Compare the data to your prediction
- Summarise and reflect on what you have learned



ACT: What next?

- Adapt, adopt or abandon the change idea, depending on your findings.
- Prepare a plan for the next PDSA.

PDSA worksheet

(See full PDSA guidance in the Annex)

Organisation and team name:
Change idea:
PDSA cycle number:
Objective of this cycle *(What are you trying to learn from this PDSA cycle?):*
1. Plan *What do you want to know/learn? What can this idea help improve? What do you think will happen when you run this test and why?*
Questions and predictions Q1. Prediction: Q2. Prediction: Q3. Prediction Q4. Prediction:
Plan to run the test *Who will lead and take actions forward to make it happen?* *What are you going to do?* *When will you start?* *How long will you run this test for?* *Think about equity – will this idea benefit all the groups you care for? (e.g. autistic people, marginalised groups, people from different ethnicities). What adaptations do you need to make to meet their needs, who do you need to involve to better understand their needs?*

Plan for collecting data *What will you measure? (Based on your prediction)* *How often will you measure this?*
2. Do *Describe what happened. What data did you collect? What observations did you make?*
3. Study *Review the results/observations and compare them to your predictions*
Prediction: Result/reflections: Prediction: Result/reflections:
4. Act *Based on what you learnt from the test, plan your next step.* *(Will you make changes and continue testing? Or are you ready to implement? Or will you abandon this idea and try something different?)*

Annex: PDSA Guidance

The Plan-Do-Study-Act (PDSA) cycle is a useful tool for documenting a test of change. Running a PDSA cycle is a way to test change ideas — you develop a plan to test the change (Plan), carry out the test (Do), observe, analyse, and learn from the test (Study), and determine what modifications, if any, to make for the next cycle (Act).

In most improvement projects, teams will test several different changes, and each change may go through several PDSA cycles as you continue to learn. Keep a file of all PDSA cycles for all the changes your team tests. Fill out one PDSA worksheet for each change you test.

Instructions

1. Plan: Plan the test, including a plan for collecting data
- State the question you want to answer and make a prediction about what you think will happen
- Develop a plan to test the change. (Who? What? When? Where?)
- Identify what data you will need to collect and how you will collect it

2. Do: Run the test on a small scale.
- Carry out the test.
- Document problems and unexpected observations.
- Collect and begin to analyse the data.

3. Study: Analyse the results and compare them to your predictions.
- Complete, as a team, your analysis of the data.
- Compare the data to your prediction.
- Summarise and reflect on what you learned.

4. Act: Based on what you learned from the test, make a plan for your next step
- Adapt (make modifications and run another test), adopt (test the change on a larger scale), or abandon (don't do another test on this change idea).
- Prepare a plan for the next PDSA

A PDSA in Practice

What you need:

- A table of no more than seven people
- 1 Chocolate orange (one per team)
- A ‘PDSA in Practice’ worksheet (one per team)
- Assign a scribe and timekeeper per team

A PDSA in Practice

What you're going to do:

- Complete task on next slide as fast as possible
- Timekeeper to record how long it took to complete task on worksheet against PDSA cycle 1
- When all teams have finished cycle 1, you'll have some time to reflect on the attempt and plan for cycle 2
- If you try something different, record what the plan was on your worksheet (only make ONE change per round)
- We'll aim for at least three rounds.

A PDSA in Action – THE TASK

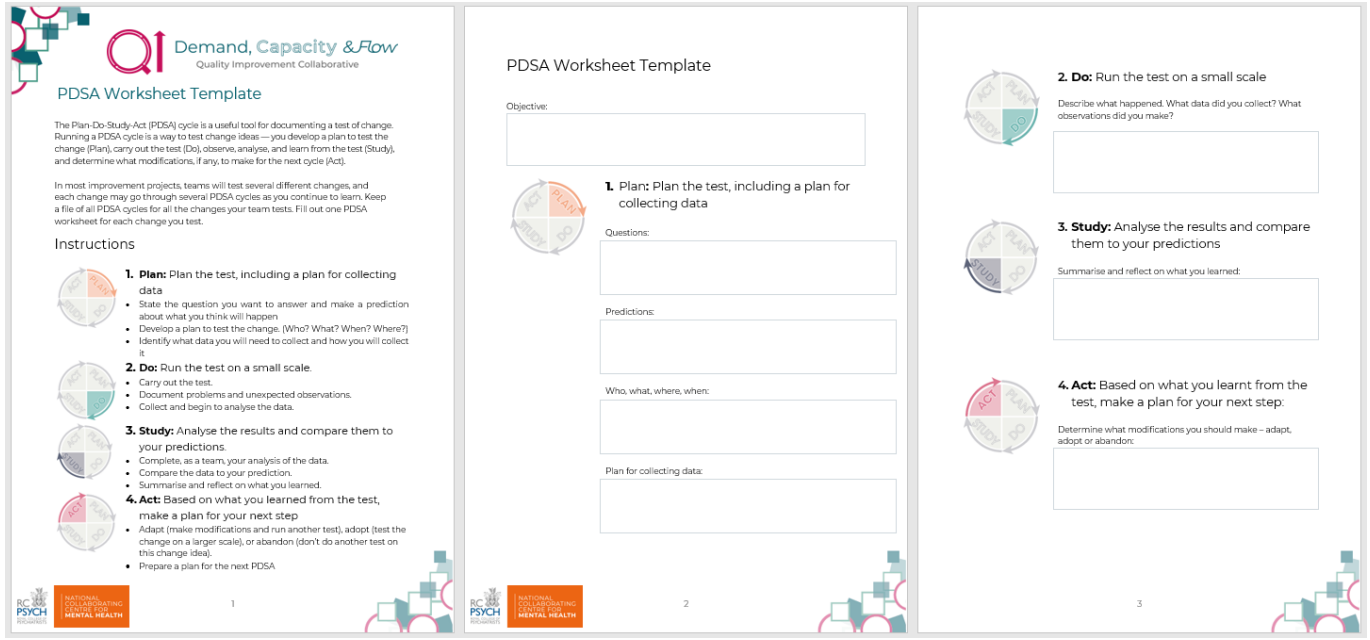
All team members (excluding timekeeper) to touch the chocolate orange on your table in chronological order of date and month of your birthdays

Top tips:

- Make sure the change idea you are testing is specific and tangible.
- Do not underestimate the importance of planning each PDSA cycle …
- But don't get stuck trying to create the 'perfect' plan, it just needs to be good enough to try the idea out.
- Only make one tweak to the test per PDSA cycle, otherwise you won't know what change had an effect.
- It's ok to abandon some ideas after testing them. What did you learn from this that can inform other tests of change.

Planning a PSDA cycle

- Pick one of your change ideas.
- Start to complete the ‘Plan’ section of the PDSA worksheet.
- Remember…a change idea is specific, tangible and a clear action!



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PDSA Worksheet Template

The Plan-Do-Study-Act (PDSA) cycle is a useful tool for documenting a test of change. Running a PDSA cycle is a way to test change ideas — you develop a plan to test the change (Plan), carry out the test (Do), observe, analyse, and learn from the test (Study), and determine what modifications, if any, to make for the next cycle (Act).

In most improvement projects, teams will test several different changes, and each change may go through several PDSA cycles as you continue to learn. Keep a file of all PDSA cycles for all the changes your team tests. Fill out one PDSA worksheet for each change you test.

Instructions

1. **Plan:** Plan the test, including a plan for collecting data
   - State the question you want to answer and make a prediction about what you think will happen
   - Develop a plan to test the change. (Who? What? When? Where?)
   - Identify what data you will need to collect and how you will collect it
2. **Do:** Run the test on a small scale.
   - Carry out the test.
   - Document problems and unexpected observations.
   - Collect and begin to analyse the data.
3. **Study:** Analyse the results and compare them to your predictions.
   - Complete, as a team, your analysis of the data.
   - Compare the data to your prediction.
   - Summarise and reflect on what you learned.
4. **Act:** Based on what you learned from the test, make a plan for your next step
   - Adapt (make modifications and run another test), adopt (test the change on a larger scale), or abandon (don't do another test on this change idea).
   - Prepare a plan for the next PDSA

1

PDSA Worksheet Template

Objective:

1. **Plan:** Plan the test, including a plan for collecting data

Questions:

Predictions:

Who, what, where, when:

Plan for collecting data:

2

2. **Do:** Run the test on a small scale

Describe what happened. What data did you collect? What observations did you make?

3. **Study:** Analyse the results and compare them to your predictions

Summarise and reflect on what you learned:

4. **Act:** Based on what you learnt from the test, make a plan for your next step:

Determine what modifications you should make – adapt, adopt or abandon:

3

Analyse your data

- You have a worksheet to collect your data
- Plot the scores on the graph below


let's go!

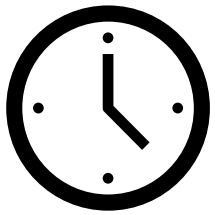
Comfort break

13:55 – 14:05

Working on your project

Anna Roach and Josh Bailey
Quality Improvement Coaches

Working on your project



30 minutes

- This is time for you
- There are worksheets to guide:
  1. Finalising your aim and measures
  2. Developing your driver diagram and change ideas
  3. Running your PDSA
- If helpful, please mix and discuss with other teams
- Please consider your commitment bubble from the earlier session

Share one take away from the session today

Close

Emily Cannon
Head of Quality Improvement, NCCMH

Knowledge Hub

- A platform for all members of teams on DC&F to share updates about their projects, as well as sharing their learnings from the work.

- The group aims to facilitate peer-to-peer learning and collaboration, provide a central space for sharing resources and enable a space to share information, queries and receive advice/ insights from peers and programme leads.

- QI coaches will be inviting and encouraging members of their teams to join the group over the next few weeks.

Feedback

- We value your feedback as this helps us to continue to improve these events and ensure topics covered are meaningful and relevant to you.

- Please use the QR displayed here, or the paper copies on your tables.

Optional drop-in sessions

15:00 – 15:30	**Time with the QI team to discuss your project**