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Title: Final thoughts and self-sufficiency - PACE Programme

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You are watching a webinar about the PACE programme from the delivery team in CELCIS at the University of Strathclyde. PACE is a Quality Improvement programme aiming to reduce drift and delay in permanence planning for looked after children. These webinars were recorded in the spring of 2020, so please be aware that key changes in legislation, guidance and practice may have occurred since this time.

(KD) Hello and welcome to this webinar on final thoughts about the PACE programme and other thoughts about self-sufficiency of your Quality Improvement programme.
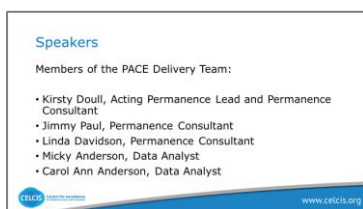
(KD) I'm Kirsty Doull a permanence consultant and acting team lead at CELCIS, and I'm joined today by members of the PACE delivery team.

(JP) I'm Jimmy Paul, permanence consultant.

(LD) Hello, I'm Linda Davidson, permanence consultant.

(MA) Hi, I'm Mickey Anderson, data analyst.

**(CAA)** Hi, I'm Carol Ann Anderson, data analyst.

(KD) So today, we're going to talk a wee bit about the key things we have learned from delivering PACE across Scotland, and we're also going to reflect a little bit on some of the things we might have done differently.

We hope this will help you, and us, in thinking about things we really need to be attending to when we start a new Quality Improvement project.
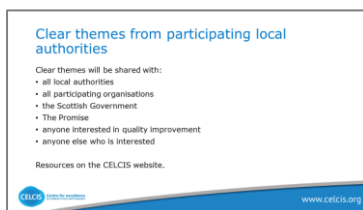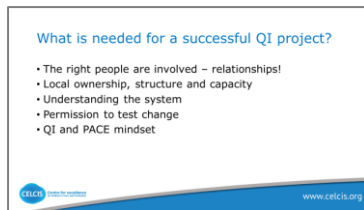

(KD) So we're going to talk a wee bit about some of the emerging themes that we've found from working with 27 local authorities across Scotland. We hope that this will be helpful if you are a practitioner or a leader within a local authority, and we hope will provide some useful information for the Scottish Government, and really anyone who's interested in starting a Quality Improvement project.

We also hope it gives you some food for thought and some key links with fulfilling The Promise from the Independent Care Review. I should also say that some of the materials we talk about are also available on the CELCIS website.
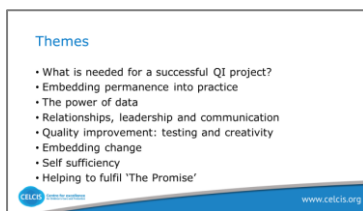
(KD) We've noted here, some of the key themes, and we're going to talk a wee bit about each of these in turn.

I'm now going to hand over to Jimmy to talk us through what is needed for a successful Quality Improvement project.

What is needed for a successful QI project?

- The right people are involved – relationships!
- Local ownership, structure and capacity
- Understanding the system
- Permission to test change
- QI and PACE mindset

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(JP) There are a number of things that we noted over the years of doing PACE that are really crucial for a successful QI project.

The first thing is that the right people are involved and that we have really good relationships between those people; and that is relationships *within* teams (a social work team for example), but also relationships *across* teams. So PACE, for example, we worked with social work, local authority legal teams, CHS, SCRA, health, education, and third sector. The basis for change really needs to be strong relationships across those agencies. So that's really the foundation.

The next thing that we noted that's really important was strong local ownership. So we, for example, worked as consultants with areas where people owned the change that they needed to see, they made sure that they had ownership over the meetings that were happening and the changes that they were testing. There was a strong sense of local ownership, making sure that PACE and this QI project was built into the local structure. So we at CELCIS didn't impose a way of working on local authorities, we made sure that it fit with a local structure, and there was strong governance and reporting within that.

We also know that capacity is crucial. So setting aside meetings and purposeful meetings, at a regularity that is helpful for different areas was really important too. So at the start of PACE, we had meetings, often fortnightly, and over time as we became more slick in what we were doing, and the priorities of PACE changed, we reduced that frequency. But those meetings was still very purposeful.

The third thing was making sure that we understood the system. We use QI tools to understand, to visualise the system, to understand what we were doing and what we will then do differently. Process mapping was key to that.
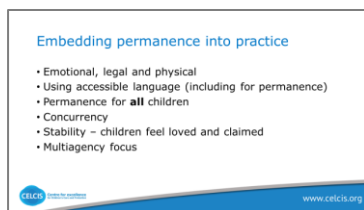
The fourth thing is the permission to test change; making sure that practitioners working directly with families and children have that permission to test change. We know that John Swinney often says that we have the green light to test changes. To start small and to scale up, to make sure that we're capturing the learning - that was really important as well. That permission coming, if you like, from the senior people in the organisations, to make sure the senior people are supporting those testing those changes.

The fifth and final thing we'll note for this slide, is having a QI mind-set and having a PACE mind-set. That needs to be at every level of the organisation, that needs to be at every level of how PACE is working, or the QI project is working in the local authority and across all agencies.

I wonder if there are any other reflections from anybody else before we move on to the next point?

(KD) I think one of the things that I've maybe reflected on that we could have done differently was that we could have had the multi-agency involvement from partner agencies, that you spoke about there, Jimmy, I think we could have been a bit more planned and purposeful in that. At the very beginning, we were quite clear that we would have liked a representative from all agencies to be at all meetings, and I think as time went on, we realised that that maybe wasn't a good use of everybody's time and that planning the involvement in a really purposeful way meant that people became really engaged.

(KD) Linda is now going to talk to us a wee bit about embedding permanence into practice.

Embedding permanence into practice
• Emotional, legal and physical
• Using accessible language (including for permanence)
• Permanence for **all** children
• Concurrency
• Stability – children feel loved and claimed
• Multiagency focus

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(LD) So why is embedding permanence in practice so important?

The PACE programme came about after two research projects carried out by SCRA, the Scottish Children's Reporters Administration. In 2011 and 2015 they looked at how long it was taking children to move through the permanence process.

What they identified was significant drift and delay, as it was taking, for most children, approximately 2.4 years to get from the point of first becoming looked after to legal permanence. So there was some urgency around our planning for children, which is why PACE came into being. Permanence planning for children, we believe, is just as important as child protection processes.

Developing a permanence mind-set is about safety, stability, and ultimately security for children. There are four routes that children can take to that permanent destination: they can return or remain safely at home, so permanence is for all looked after children; they can move to family or a

kinship setting; and, through the legal process of gaining a permanence order for the child; or, the last route is adoption.

One of the ways of developing a permanence mind-set through the PACE programme has to be to change the language that we use to make it much more accessible and child-centred for parents, children, and all those that work in the system, and understanding what we mean by permanence, and using the permanence language rather than some of the existing bureaucratic processes to explain the journey for the child.
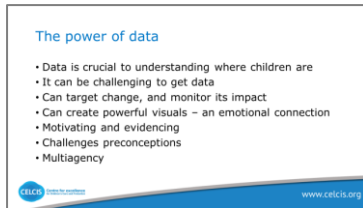
Concurrency is just one model aimed at trying to reduce the time that's involved in drift and delay, particularly for very vulnerable infants. We have completed a further webinar, if anyone is interested, on concurrency. But essentially, it means getting children to the stability of a relationship earlier by dual approving foster carers as also prospective adopters. I know there are a number of local authorities that have looked at that and maybe describe that more as parallel planning or twin tracking in Scotland.

Stability is so important for all children; for some children in the PACE programme, getting to that relationship where they feel loved and claimed has meant remaining in their current setting. So for some children, that means remaining in a residential care setting or remaining in a foster care setting. It's not just about children getting to a legal decision.

All children need a positive outcome and I think embedding permanence into practice has to be a multi-agency focus. If we're talking about changing the language and changing the way we look at permanence, and maybe the priority that we give it, then it's really important that all agencies that have worked in the PACE programme are on board with understanding what we mean, and are motivated to make changes to get each child to a relationship that will make them feel safe, secure, and provide them with stability.

Are there any other comments, or things that we feel we could have done differently?

(JP) One of the things that we learned across doing PACE, and something we did a few years into PACE, was to develop national aims. So we developed the four national aims, and it was crucial that we did that. We learned lots and we got to a point of realising that we could do this and it would be helpful. I suppose, learning for other QI projects, if we were to start again, it would be helpful to have those aims from the outset.

The power of data

- Data is crucial to understanding where children are
- It can be challenging to get data
- Can target change, and monitor its impact
- Can create powerful visuals – an emotional connection
- Motivating and evidencing
- Challenges preconceptions
- Multiagency

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(KD) Now over to Micky and Carol Ann, they are going to talk to us about the power of data.

(MA) Right, we're now just going to consider data, which is obviously the best part of Quality Improvement. If you're not convinced about data, when you start a project, you should be by the end of it.

It is difficult to overstate the importance of data to Quality Improvement, because if you think about it, when you're setting a name, you need to know how your system is currently functioning, so that you can set a name that is sensible and realistic and works for you locally.

One of the fundamental questions asked in Quality Improvement is: how do we know if change is an improvement? And again, you can't answer this if you don't have data to show you if all those changes you're doing are actually having some impact and allowing you to achieve that aim.

Now, what we found when we looked at the PACE programme, was that we needed to know what all the children were in the care system, and what we actually found was that there isn't a care system as such, there are multiple systems and children in different types of placements. For example, children looked after at home, children in kinship, can experience very different processes to those who are going through to the 'normal' permanence route through fostering and adoption. So understanding where all your children are in the process is critically important.

(CAA) It can be challenging to get data, as it hasn't been readily available or accessible in the local authorities that we've been working with. Local authorities all have an Information Management System however, data hasn't been easy to extract from these.

As Micky's just touched on as well, we have a number of various looked after children in different placement types. So not all the data is held in the Information Management System, and some has been held on spreadsheets.

(MA) Understand your systems. That then allows us to focus attention on the parts of the system where change is likely to have most impact. So once you understand your system, you should see where those pressure points are. If you're thinking of drift and delay for looked after children, you can focus in on where you could have most impact on that drift and delay

by targeting your change. And if we come back to the question of 'how do we know if change is an improvement?' we can monitor the impacts of all those tests of change that you undertake to see if they are actually making a difference.

(CAA) We've created powerful visuals with the data. We've tracked and visualised children and their journey to physical, emotional and legal permanence. Data has been visualised in the form of run charts and bar charts.

We've used run charts, for example, to show the time from a child or children been accommodated away from home to the looked after and accommodated review. We also have created timelines to visualise significant events or a period of time in a child or a group of siblings' life. Whether it be a social worker, a manager, a panel member, or even a sheriff, the visuals have created an emotional connection with these children or the child, and these individuals have had an empathy and an understanding of their life. For instance, the visuals have shown a number of placement moves before the age of five, or parental non-attendance for contact.

(MA) When we do have evidence that change activity is having an impact it motivates and enthuses those people that are involved in the process, because you then have evidence that all the things you're doing are actually having an impact for children and young people.

It also allows you to see if change is being sustained over time, because you could take your eye off the ball and move on to look at something else and the improvement you've made could fall away. So having evidence is motivating and it allows you to track your improvement and to keep an eye on it.

(CAA) Where there was a lack of data, preconceptions were formed by many local authorities, such as the length of time a child had been accommodated away from home to legal permanence being granted. But when data became available is significantly shaped the thinking of local authorities as to what they needed to change and what parts of the system weren't working as well as they had first thought.

The challenge is to ensure that meaningful data continues to be produced and that it's a platform for use, whether that be team meetings, management meetings, or to support a decision making for a child or children.

(MA) There's really important multi-agency aspect to data as well. In that, although we focus primarily on social work processes because they're the primary data holder for children and the care systems, when we looked at

social work data it allowed people from other agencies to appreciate the journey that those children have experienced, and the length of time it took for some of those processes within social work.

Where data could be combined, for example, where school attendance and attainment data could be put together with that information from social work systems, it tended to build a fuller picture of the experience for children and young people moving through the care system.

So I think generally, the data that we used in a multi-agency setting brought awareness of everybody involved on the power of the data.
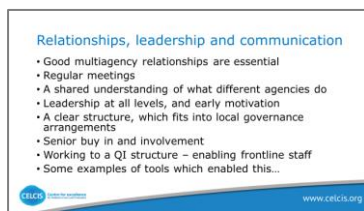
(JP) So relationships, leadership and communication.

So we've heard some themes that are running across this presentation, and the learning from PACE, that really good relationships are essential. This is echoed in the Scottish Independent Care Review and The Promise. It's something that we can't overstate. Really good multi-agency relationships are essential to a QI project, they were essential to PACE: getting to know each other, challenging those preconceptions; these are all things we've heard already.

I spoke earlier, too, about the importance of regular meetings, and making sure that not only are they regular, but they're purposeful. So there might be disparity between one area and the next and how frequently they meet. But as long as that is purposeful for that local authority, that is absolutely fine.

Having a shared understanding of what different agencies do, building that through a relationship, is crucial. So again, we're not speculating about what other agencies do, or what their processes look like. By bringing people together, we can build clarity on that and make sure that, as Micky explains, this isn't a care system. It's a care set of systems that don't always smoothly work together. By bringing people together to understand how we work, we can make sure that this does work more smoothly in service of infants, children, young people and families.

Making sure that we have leadership at all levels is crucial as well. So if you are a frontline practitioner, for example, leadership to you might be generating tests of change, and testing these tests of change, and capturing the learning and sharing that with your team. Leadership at a

more senior level might look like enabling those practitioners, to test changes, to clear the way for those changes to be scaled up when the time is right. So making sure that we're embracing leadership at all levels, and that it was in service of this project, was really important.

Also, working with those who have that early motivation. So at the start of PACE, there were often people who are more keen to be involved, more keen to drive PACE in their areas, working with that, getting those quick wins - and as Micky and Carol Ann spoke to earlier - using data to understand what those quick wins are, and what success looks like, that was really crucial too.

Having a clear structure, which fits into local governance arrangements was really important. So again, and I spoke to this point earlier, we're not imposing a system or a way of working into a local authority, or into an area, we're making sure that it fits with what already exists. In many areas, it was a corporate parenting strategic group that was reported to by an operational group. That was part of the structure to make sure that there was that leadership at every level, and we have really good quality communication between those levels.

Having that senior buy-in can't be overstated too, and their involvement. And often, there were times when change was tested, it needed senior support to make sure that it could be tested and scaled up in other areas of a local authority, for example. Their buy in is crucial to making that happen.

Working to a QI structure, and enabling those frontline staff is the result of really good quality relationships, high quality and distributed leadership, and excellent communication. We've got some examples of tools, which really enabled this to happen, and one of the really important things was child and parent friendly leaflets, which explains what permanence is in really clear, accessible language. Linda spoke earlier about the importance of accessible language, not just between agencies, but of course between services and children and families. This leaflet is one example of a tool which enabled high quality communication. Other areas have built communication boards in offices, where staff are co-located, to make sure that that has the most up to date data, the most up to date test of change, and the things that were being tested in different areas and tried to make sure that there was clarity for all agencies around how that was working.

Another example of making sure the child is at the centre of their journey, and being really clear with communication, is using a child-centred checklist for CHS chairs. That was tested in several local authorities and, by doing that, the children were at the very centre of their hearings. They spoke very, very positively about the impact of being at the centre of their

hearing, and they felt that not only were they communicated with as a result of all of this casework, they felt more empowered.

(KD) I think one of my reflections is that senior leadership buy in, and in fact buy in for anyone involved in the PACE programme, is not a one-off event. That we have to be continually be checking in with senior leaders and those involved in the PACE programme, just to make sure that everyone is still on that same page, to reiterate the purpose of it and how it's going to benefit the children we serve. That we don't just see it as a one-off thing we do at the beginning of a project, but that we need to keep doing it throughout the project, and tying in with governance structures as a good way of doing this.

(JP) I think you're spot on Kirsty. Absolutely. In relation to that, and something else that I would stress as well. It often took us a little while to fit PACE into those governance structures. A piece of learning that I will take forward and suggest to anyone looking to undertake a QI project is to really understand how your QI project can fit into those local structures. So map what they look like, talk with those about making sure that there is a standing agenda item and there is frequent discussion. That was really helpful when we're able to do that in PACE areas.
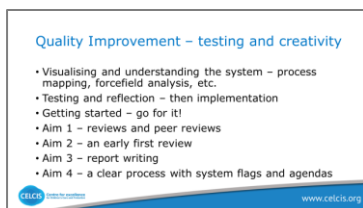
(KD) I'm now going to talk a wee bit about Quality Improvement, and in particular, about testing and creativity.

One of the main ways that we found useful and coming up with change ideas, was spending quite a bit of time visualising and understanding the current systems that children move within, and that practitioners work within, day in day out. For example, process mapping, where we literally stand up with post it notes, and we talk about what happens, who's involved, what's the next decision making point.

We also we also looked at force field analyses, where we spent a lot of time drilling into: what are the things that help us, and what are the things that hinder us, at certain points in the process? And doing this with frontline practitioners is a really valuable way of really getting into the nitty gritty about what the key barriers and challenges are in the systems.

So testing new ideas is clearly a key part of it, and to do that we use the Model for Improvement. In particular, the PDSA: the 'plan, do, study, act' cycle. For that we started very small with our idea; for example, one social

worker and one child, and then we studied what that test told does. And for that we looked at data, and we wanted to look at a quantitative data - for example, can we show it in a run chart? But we also wanted to collect qualitative feedback data as well. And from that practitioner, for example, did the test take too long, did they feel it improved practice? And also crucially from children and families as to how that felt for them, if that was applicable. Then we needed to decide whether we wanted to continue testing in this way, or whether we wanted to adapt the test slightly for the next cycle, using what we learned, or whether we felt, actually, we learned enough from it and it wasn't fit for our purpose, and we needed to abandon it.

One of the things we found that was quite interesting was that sometimes there was a bit of nervousness about starting testing. I think that can be because it just feels quite unusual. And for that we often found it was very helpful to do a bit of a plan - so that everybody knew exactly who was doing what and crucially why - and also just to remind that senior leaders had bought into this, and that we absolutely had the permission to go and do something differently. That was the benefit of starting testing on a very, very small scale because it lowers the risk.

We've just noted on the last four bullet points there some of the key change ideas and themes that we were thinking around in relation to each of the aims. So Aim 1 was about reviewing plans for children who had been looked after at home on a compulsory supervision order for two years or more. And many areas finds that a good way of doing this was through various models of peer review.

For Aim 2 one of the key change ideas that we found very successful was having an earlier looked after child review at two weeks from the date the child becomes accommodated. We found this was very useful in talking about permanence, and by permanence including a return home to parents at a very early point. It was also very useful in terms of setting timescales for necessary parental capacity assessments to be completed, and also crucially, in outlining the support that parents would have. For Aim 3 we found that a lot of the change ideas focused around report writing to get to panels, and for that we utilised a lot of change ideas around mentoring and support for practitioners and also having dedicated time to complete these reports.

For Aim 4 some of the key ideas were around having a very clear process in order to get from your panel to lodging and application in court, and again, this focused quite a lot on report writing and the relationships between social workers and solicitors.

(KD) We're now going to turn back to Linda to talk us through a wee bit about embedding the change and keeping the child at the centre of everything we do.
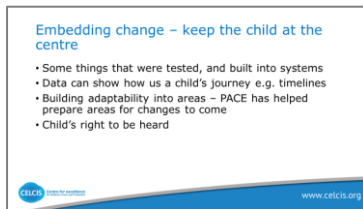
(LD) Most Quality Improvement projects are about challenging the way we do things. Asking questions, and particularly, is there a better way of doing things?

So in relation to the PACE programme, much of what we've learned, actually resonates with the findings of the Care Review, which Jimmy will speak to. But things like the child's right to be heard, the language we use, early intervention, being able to see the child's journey have all been things that local authorities have looked at and much of that has been embedded into changes within their practice.
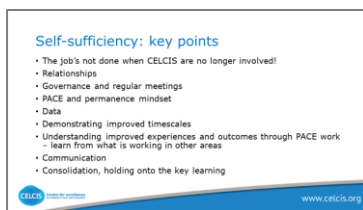
Many things were tested. So we've learned a lot about some of the permanence issues that local authorities have. I don't think any of us would think that the permanence issues for children in Scotland have been resolved yet. But much progress has been made in testing and changing language, changing the way data is collected, and how it's interpreted, changing practice, and certainly changing lots of the procedures that have been in place previously. So for many local authorities as Kirsty's just said, holding a two week review, after a child becomes looked after away from home has become business as usual. The review process for Scotland has been challenged through the PACE programme, in terms of timescales and how appropriate those timescales are in terms of supporting a child's journey.

There's been lots of testing, learning and changes made, which we'll be able to find on our webinars. One of them is also about timelines, and being able to see a child's journey. The data work in PACE has really enabled local authorities, often for the first time, to see where their children are, how long they've been there, and what their experience has been to date, which has been hugely powerful.

Building adaptability into areas; so PACE has helped prepare us for some of the changes to come. Encouraging the workforce, to be really curious, to challenge the way things are for children, and to be very creative and coming up with solutions about how to improve outcomes for children.

We very much hope that local authorities will maintain a permanence mind-set and a sense of urgency around a child's journey once they become looked after, whether at home or away from home. Some local authorities have actually ensured that they deliver training around permanence for the same period of time that they deliver training around child protection. So in one local authority staff have five days child protection training, but they also now have five days permanence training. We really want the workforce to remain curious, challenging and creative going forward, and to make sure that they keep the child's right to be heard and their wellbeing at the centre of permanency planning.

(JP) I think one of the other things we've learned in terms of embedding change is the importance of bringing people together from different areas to build and sustain relationships but also progress. In the Highlands and Islands, we brought together a community of practice that work together to share their practice, talk about the challenges that they faced and to make steps to address those. Of course, in the later years of PACE, we built the collaborative way of working, so we bought together leads from five different areas. So there was a bit more leadership locally, in terms of what we were doing, but the focus was on building connections across local authority areas and that really helped to build, embed and sustain change.

Self-sufficiency: key points
- The job's not done when CELCIS are no longer involved!
- Relationships
- Governance and regular meetings
- PACE and permanence mindset
- Data
- Demonstrating improved timescales
- Understanding improved experiences and outcomes through PACE work – learn from what is working in other areas
- Communication
- Consolidation, holding onto the key learning

(KD) I'm just going to talk a wee bit about self-sufficiency.

It's very important to note that the job is not finished when sadly, the CELCIS team are no longer involved, and it's so important to keep the PACE and Quality Improvement work going. As you've heard us say quite a lot today relationships are absolutely key to everything we do within Quality Improvement and undertaking a project like PACE.

Governance and regular meetings are just one way of doing this, and governance, as we alluded to before, is really important if you can tie that in within your existing structures. And also in looking at how your PACE or permanence Quality Improvement work can fit in with other service priorities and other improvement work going on within your local authority or health and social care partnerships. And having regular meetings of your leads groups and or your aims groups is really important. This helps to keep the PACE and permanence mind-set alive in everything you're doing.

Another way of doing that, as a very simple thing is having PACE as a standing agenda item in a lot of your key meetings, that can be a real help. As we've spoken about already, data, data, data; you must keep the focus on data, it's so important for analysing how children are moving through your system. Crucially, we need this to know if your changes are in fact, improvements.

As you continue with your improvement work, it's really important to learn from what is working well from pockets or localities within your own area, but also what is working well from other local authorities and health and social care partnership. That way we can all learn from each other and improve outcomes for children.

Another key thing to think about when you're thinking about self-sufficiency is communication. This can obviously take a variety of forms, and it can mean keeping in touch within your local authority with your partner agencies, with the people who are directly involved in your PACE work, but also crucially with people who aren't, and children and families, in order to get from them the real challenges, the real issues, that they would like to see addressed. And there are many ways of doing this, again, tapping into what is already working well in your area is one of the best things to do. One of our PACE areas has also created a PACE email inbox so that anyone can email ideas to that inbox.

So those are just a few ideas there. I should also say that we have we'll have a document on our website that's specifically focused on self-sufficiency. Jimmy is now going to talk us through about how PACE might help us to fulfil [The Promise of the Independent Care Review](#).
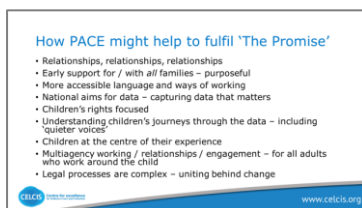
(JP) Thanks, Kirsty. So we know The Promise is the report that came out from the Independent Care Review which secured cross-party and cross-sector buy-in. The report talks about how it is not naive to focus on relationships much more than we do and I know we've really hammered home that point today - relationships, relationships, relationships. But how are we focused on this everything we do? And in terms of building relationships, with families, with children, but also with each other, and how we work together. PACE has shown a way to do this, to really focus on relationships through a QI project.

I would say that building relationships is never a done thing, it's always a work in progress. So how can we continue to focus on relationships?

Talking about early support, working with families, and making sure that is purposeful, that's been crucial. It's been something that we've tested lots of different changes for throughout PACE, and something that The Promise says that we need to do much more of in the future of care. So making sure that we're working alongside families; maybe it feels like families are less being scrutinised and worked on, but working with and alongside those principles are really important in The Promise. Through PACE, we've done some of that.

Using more accessible language and having ways of working that are more accessible, that's really difficult because, as Linda said earlier, it's a challenge to do that and it's a concerted effort to talk about permanence and what permanence means. As Micky said earlier, we do have a set of systems that don't always work together in the smoothest of ways. So it's extremely challenging to do these things but The Promise tells us that we need to do more of them. So finding ways, creative ways, to be accessible in our language and ways of working is something that PACE has done and that is really about the quality of relationships and the quality of communication.

Having national aims for data, and capturing data that really matters to staff and also to children and families is crucial. And of course, PACE built the four national aims, guiding each area in terms of how we should focus and what we should work on, and making sure that areas were collecting the data so that they could regularly report on that. We need to see more of that as we move to realise The Promise in Scotland.

Being focused on children's rights; a children's rights focus has to be absolutely central to everything we do. This was a key focus of PACE, making sure that children's views are right at the centre.

The next bullet point talks about understanding children's journeys through data. The Promise tells us that we in Scotland have struggled for a long time to understand what they call the 'quieter voices'. So those who may be infants, those who may be non-verbal, and those who may have experiences of certain types of care, such as informal kinship care. These are groups of people that say they haven't routinely felt heard in the past. We need to find ways to do this, and we've spoken about how through data, we can, for example, visualise journeys so that for these different groups, we can understand what their experiences are, and seek to improve them. So PACE has found some ways to do that which will contribute to The Promise and the future of care in Scotland.

Children being at the very centre of their experience. So The Promise talks about the importance of meaningful participation, children being at the very centre - and the word 'voice' is used - making sure that we hear voice in the range of ways that voice can be shared. Again, for those who are non-verbal, or those who are infants, we need to think creatively about what that means and how we capture experiences, making sure children are at the centre of their experience. Again, through PACE, we found lots of different ways to achieve that; some of those tests of change mentioned earlier in this presentation, and others in our other webinars.

Working in a multi-agency way, in relationship with each other, and having strong, high levels of engagement for all adults who work around the child is really important. The Promise talks about how we need to "hold the hands of the adults who hold the hands of children", and again, through PACE, by bringing people together and by working towards common ground, we helped to achieve that.

The final bullet point on this slide is that The Promise acknowledges very explicitly that the process is complex; specifically, legal processes are complex, and it is important that we unite behind change. PACE helped to do that, again, by bringing people together, identifying issues and taking steps to achieve that. That ethos, that adaptability and the ability to work together and work towards a common goal, is something that PACE has done really well in 27 different areas and we'll need to see more of as we move to realise The Promise.

(LD) I was just wanting to say that I think there's an awful lot of our work that probably overlaps as well with the [Permanently Progressing](#) research carried out - which is still ongoing by Stirling University - and their exploration really of outcomes for children over time who become looked after under the age of five.

(JP) Excellent point and a really good link.
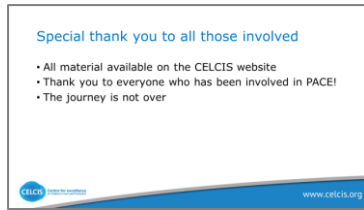
(KD) So we would just like to say a big thank you to everyone who has been involved in the PACE programme over the last few years.

Just to note that the materials that we've spoken about and other webinars on PACE and Quality Improvement and permanence are available on the CELCIS website.

But crucially, the journey is not over. So we wish you well with your future improvement work, and we hope that this webinar has been helpful to you.

Thank you!

Linked resources

CELCIS Knowledge Bank:
https://www.celcis.org/knowledge-bank/

Independent Care Review and The Promise:
https://www.carereview.scot/

Scottish Children's Reporters Administration – Research:
https://www.scra.gov.uk/resources_articles_category/research/

Permanently Progressing:
https://www.stir.ac.uk/about/faculties/social-sciences/our-research/research-areas/centre-for-child-wellbeing-and-protection/research/permanently-progressing/