Using data to improve children's care and protection

- From CELCIS, Micky Anderson, Carol Ann Anderson, and Alexander McTier
- Caroline McConnell, data lead at East Dunbartonshire
- Scott McCallum, service manager at Midlothian
- Pamela Hoey, social work manager at Argyll & Bute
- Craig Kellock, children's and families analyst at Scottish Government
- Kerstin Jorna, senior officer at Dundee

I'm Micky Anderson, I am Data Lead at CELCIS, and I'm fortunate to be joined today by the rest of our data team, so we'll have Carol Ann Anderson and Alexander McTier, - some of you out there probably know them already, but you'll meet them as we go through the day,- sorry, the 90 minutes. We're extremely fortunate to be joined by colleagues from local and central government, to talk about their direct experience today. We'll introduce them properly as we move through the agenda today, but a big welcome to Caroline, Scott, Pamela, Kirsten and Craig. Thanks for making the time today to share your experience. So 2020, it feels like a year we should all be trying to forget. But what we're going to try and do today is pull some positives from the wreckage of 2020. And we'll look at important developments, progress, and positive

change around data, so it won't all be a gloom and doom hopefully we'll be looking for those things that worked during the year and celebrating those. So let's run through the agenda for today.

So first of all, I'm going to set the scene and just highlight a few kind of key developments from last year. We're then going to move on to Alex, who's going to introduce the Child Protection minimum data set, and talk to Caroline about that and her experience of bringing that data set into a local authority. After that, we'll have Carol Ann introducing the PACE program, which was CELCIS' Permanent Care Excellence Program, which finished in July last year, and Carol Ann will be speaking to Scott and Pamela, who were both PACE leads in some of our local authority areas. And then I'll be asking Kirsten to share some of her experiences about implementation work in Dundee. Kirsten has quite a broad range of experience and we'll probably touch on some of that as well. And I'll finish with a talk with Craig, from government to look at the national data collections. You might know, at the end of the year, there was a review of the children Social Work returns, and also during the year the SOLACE, COVID data set, and that was put in place very rapidly.

So when we're talking about data today, CELCIS has a real interest in data with a purpose. You may have been aware of previous events we've had around data to make a difference, and it's a real theme for us to talk about practical data. So today really it's about data to inform decision making, and it's hard to overstate the importance of some of these decisions. When we're talking about children in need of care, and protection, we're talking about the state intervening in family lives, so it's really important that we get these decisions right, and that we use as much information as possible to help us make those decisions. So it is decision making really and data informed decision making really as our theme for the day in some respects. So we're fortunate to have examples of data decision making at three different levels today, actually. So if you think about it, first of all, if you think about the child, and the decisions that are made around that child, were thinking initially about data to inform decision making directly around that case. So it's information about the child, the family, the circumstances, and trauma experienced. And that data can be used to support where it's difficult for a child to have a voice, we can actually represent the child through data to some degree at that individual level.

So the data we'll look at today in Dundee, and also in their PACE program is very much about that individual level data. Taking it up a level to aggregate data, we will then look at some local authority level data, where data again, we're making informed decisions. But at this level, we're using it to decide which service provision, demand - looking at, kind of variation across areas and things like that. So at that kind of service level, again, looking at data informed decisions, we'll be looking at the child protection minimum data set, which operates at that level. Taking it up a level again, if you think about all those services out there, we want to pull that information together nationally to get a picture of how we're performing as a country. And then that's where I'll be speaking to Craig about pulling data together, at the national level, and how that is used to inform decisions about policy development, demand, variation across the country and things like that. So three levels really of data to inform decision making. Now, in an ideal world, if we're getting the first bit, right, all that data around the child, it would naturally feed into better data within local authorities, within other agencies, and then that would lead to better data at government level. So if we get the basics, right, you could see how it could kind of flow upwards into a

better national picture. The problem is we don't live in that ideal world. Scotland isn't quite there yet.

So a few just a few key points I want to make about last year. If you take your minds before the storm, actually, at roughly this time last year, and we had the launch of The Promise and the outcomes of the Independent Care Review, and in data terms, there were some really interesting observations from that. So I'm just going to read a couple of the things and from that. In the Care Review, the strong statements that were made about data included that we have a broken system in which current data is fundamentally flawed and it cannot be relied on to support good decision making on its own, and relate that to the themes I've already raised about decision making today, - that's a pretty strong statement about data in Scotland. It goes on to say an individual's journey of care is not represented in data collection. The data collected on the care system, in inverted commas, reflects the system and its processes and outcomes, rather than the experience of children and young people that move through it. So it's a really kind of critical message there about what data is for. The Care Review outcomes really, what they're focusing on is early intervention. It's not about better data really, on

children who are in care, it's getting better data to help stop children getting into care. So it's about that upstream action to prevent escalation. So it's quite a lot for us, I think, to reflect on in terms of data and those observations from the Care Review. We're in a position really for we should be trying to get data right for every child to guide intervention at the earliest stage possible to prevent escalation.

Okay, so I mentioned already the SOLACE, COVID vulnerable children dataset that was introduced during the year. I just want to make one point about that, before we pick up on it a bit later. If you think about the usual process for government to collect data from the sector, it's usually through the children's social work statistics and the CLAS returns, It can take about three years, for an idea for a change to CLAS, to actually find its way into the referral be collected and be analysed at government and then published. So three years, maybe from government being interested in a bit of data, to actually having it in front of them, and sharing that with the sector. The SOLACE data was up and running within a couple of weeks. So we went from, if you think about it, we went from annual information going to government to weekly information

being provided to government, and critically published by government so we all could see it on a weekly basis. Now that data was far from perfect - is far from perfect, and that has raised all kinds of issues. I'm acutely aware of the pain that it has caused in the sector. But look at the opportunities there too. And look at the change that we managed to achieve, and in response to a crisis. And so again, something maybe to learn from that about frequency of data and responsiveness. So, the final thing I want to touch on is the review of children's social work statistics, which took place in November, as part of our CELCIS response to that, we had a look at the returns that are made in England and Wales, and I'm afraid that Scotland compares very unfavorably and to those returns, in terms of how the information collected reflects journeys through systems. And again, reflecting back to what The Promises about that. So the English return - the Children in Need return - It captures information from first referral to Social Work services, right through processes after that. In Wales they collect the children receiving care and support census which gathers data for every child with a care and support plan, so there's data for those who received support, but aren't involved in child protection

or aren't involved in the care system. So you can see that that they have approached this idea of capturing information on the journey of children in a different way to we have in Scotland. I would argue that we need a fundamental change in how we collect data in Scotland. And we need a step change. But I'm acutely aware that there are challenges in doing that. So my final points really are just about some of those constraints. Today is about celebrating some of the things that have worked well in Scotland, and looking at some examples of people trying to make a difference with data. But I just want to reflect first of all on the sector as a whole in terms of constraints that are really constraints in terms of people. Data resources and local authorities are stretched to the limits. Practitioners and local authorities and managers are responsible for data inputting, and again, you know that is time that is needed for other things. So I don't think the balance is right between the burden in terms of data collection and what you get back as practitioners and managers. At government as well, there's limited capacity for analysis. And we also have this unfortunate situation where the institutional memory of government is very short. So sometimes changes are introduced. And then people change. And

we tend to forget why things were introduced in the first place. So I think there are some issues just about continuity and things like that, and then issues around people in the sector generally.

Second thing is about processes. A key characteristic of Scotland, with our 32 local authority areas and other agencies involved, in protecting children, is the variation across the country. It is just huge. In our PACE work, we find all kinds of differences in terms of threshold for intervention, approaches to assessments, report writing, decision making preferred legal routes used, and timings of reviews and things. So it's a massive challenge in Scotland when we're thinking about standardization. And finally, in terms of constraints, almost two thirds of our local authorities are using social work information systems that are effectively out of date. A lot of local authorities aren't in a position at the moment, financially, to purchase more up to date systems. So it's just something to bear in mind. Now, these systems, I was involved in putting one and actually a local authority almost 20 years ago, and it's still there running. So just think about the data environment has changed and how we interact with data, and how, over those last 20 years.

So, having raised all those constraints, I'm now going to put them to one side and ask you to do that as well, because we wanted to look at some of the positive things that we can pick up from the last year. So I'm going to stop there. Today is about the art of the possible I guess, I'm going to pass over to Alex to speak about the child protection minimum data set.

Thank you, Micky. And good morning, everyone. I'm Alex McTier and I'm part of the CELCIS data team. Over the next 15 minutes or so I'll be introducing and talking about the Minimum Dataset for Child Protection Committees, along with Caroline McConnell, from East Dunbartonshire Council. Firstly, there'll be many of you for which the Minimum Dataset is unfamiliar. So, as a quick orientation, at its core, there are 17 indicators that are collected quarterly, that enable local areas to get a better understanding of their child protection processes, and the children subject to them. The 17 indicators are there to be consistent and boost that consistency and standardization across the country around what is collected and address some of that variation that Micky referred to. But it's more than just a set of indicators and this is important. If just a set of indicators, that can build and lead to variation in how

they're implemented. So the resources also include an Excel Workbook that support local areas to collate, and then present their data through suggested charts and tables on how to share the data. And also a Report Template that local areas can then use to lift up the key findings, the key data, the key charts and tables, to their committee members and it is designed to be accessible, concise and informative for committee members.

So thinking back, a lot of progress has been made. In 2019, that that was the year that we really spent time developing, testing, refining the Minimum Dataset package, if you'd like to refer to it as that. And then once we were confident in its usability, then we sought to share it across the country via workshops with all committee areas. So the foundations to the work were done in 2019. Then, in 2020 it has been terrific to see that despite COVID and the pressures that have come from it, so many areas across Scotland have started to use it. And for me, that's really a testament to the work that we at CELCIS as well as our test partners have put into it to make sure it is as user friendly as possible. So it's here that we're keen to get Caroline's views on her experience of using it within Eastern

Dunbartonshire and also the impact it's had. So I'll hand over and welcome Caroline.

Morning everyone.

In terms of our experience of the Minimum Dataset and the introduction of it within East Dunbartonshire, I can say it's probably been a really positive development for us. Overall, it's been really well received by our CPC. And I think this has really helped us to embed the process within our information subgroup which really highlighted the need for a multi-agency analysis within this group to be much better than it previously was. This has been really key to the process. In terms of the data itself, we had to implement new ways of recording, new management processes, new Carefirst *(Social Work IT/management information system)* activities, really to meet the needs of the Minimum Dataset. And I think this has probably lead to us having a more robust understanding of our data. We have implemented recording of initial core groups, potential attendance at these, and referrals to SCRA from case conference. These were areas that, although they were probably recorded in case notes or in minutes, we weren't able to pull this information electronically in any kind of

worthwhile way. So this has made this part of the Minimum Dataset really worthwhile for us.

There were also a number of local indicators in our original quarterly report that we had developed over a number of years. And it was probably our first question to CELCIS, what can we do with this data? We find this date really helpful locally, and we don't want to lose it. And fortunately, with the help of CELCIS, we've been able to include some of this data. Examples of this would be in risk factors recorded at investigation stage, we implemented this quite early, and to our quarterly report. And we've found that really helpful as a local authority to look at what's really coming through our door in terms of Child Protection. And I suppose being a small authority, and our number of registrations being lower than other authorities, to have those risk factors at the investigation stage is really helpful in terms of getting to grips with what is actually happening within our local area. We've also added sources of investigations, so having the agencies that are responsible for their initial referral. And this really ties back to the multi-agency analysis within the group and helps the agencies understand a bit about where our referrals are coming from, where

our investigation sources are. And looking into that in a bit more detail and what that's about. We look at our conversion rate of investigations to case conference. And we also include professional attendance and report submission at case conferences. So these are all local indicators that CELCIS were able to develop our own Workbook and we include these in our quarterly report.

Yeah, so we were trying to make this conversational, but I think the lag makes it a little bit tricky. But, I was going to ask Caroline, about a key fundamental aspect of the Minimum Dataset: that it's quarterly data. So interested to get the East Dunbartonshire perspective of how the quarterly data is used alongside the weekly COVID-related SOLACE return that to government and the data that provides and also the annual return that you develop through the social work systems to government. So how does the quarterly interact with the other data?

The quarterly data, I think, allows us to analyze much more up to date data, and it's more relevant for the CPC in terms of taking actions forward. But the data validation that takes place for the Minimum Dataset is,

however, very helpful in terms of the annual return. It picks up on issues much quicker, we get these resolved within our local recording system. So the balance of quarterly reporting in terms of data validation is really good, but the annual return continues to let us analyze on a full year basis, which is really important, and also allows the comparison with other authorities for relevant indicators. So that is still key to what we do in terms of benchmarking data. So I think that the quarterly data does definitely feed into the annual and there is a place for both of them.

I think probably just to mention at this point, as a CPC, we did however agree that the Minimum Dataset would be presented six monthly rather than quarterly though. We felt that this gives us time to scrutinize and discuss the Minimum Dataset and the detail that's needed, rather than being presented quarterly and not covering it fully. So we continue to produce a quarterly report. It's fully analyzed or multi agency subgroup, but we only take it to CPC every six months. If there's any issues identified within the quarterly report, then we would take a technical note up to the committee anyway. So we do consider it quarterly but formally report it six monthly and that may be helpful for other

authorities, particularly smaller authorities I think like ours. And so it's worthwhile considering that and weighing up. We did do the first couple of reports presented quarterly but we felt we're getting more out of them going six monthly.

Thanks, Caroline,

I think you've explained and brought to life how the Minimum Dataset is a is a standard package, but it can be used flexibly in terms of bringing in additional indicators, or in terms of the frequency of daily reporting up to your committee. But to make greatest use of making sure that data collection, at least some analysis is happening on that quarterly basis, I'm just going to finish off with a bit of a forward look, because we've reflected on 2020. But in terms of 2021, and looking ahead, from a CELCIS or national perspective, I think there are certainly three key areas of work I am keen to put across to today's audience. So firstly, that we've got to make sure that the Minimum Dataset and the indicators contained within it really align with the new National Guidance for Child Protection, which is due to be published later this year or later this spring by the Scottish Government. And there's also scope to

continue to support local areas around how they're analyzing and sense-making the data so that it isn't just a data collection exercise and presenting the data, but they're actually really getting the meaning out of it and the implications for local services and decision making. And then slightly to the side, we know that a similar, quarterly data set is planned around Adult Support and Protection. And I think it's important that we think about how the two can, not necessarily come together, but at least work together to provide us with a better understanding of public protection level around some of the key themes emerging and how that impacts on local services. So that would be my national take. But Caroline any from a local perspective, and East Dunbartonshire perspective, any key pieces of work that you would like to see progress and be prioritized in the coming year and beyond?

I think in terms of the Minimum Dataset and impact on service provision, I think the scrutiny questions within the Minimum Dataset and highlighting the implications for the Child Protection Committee has really helped us focus on particular areas for further discussion. We've used it to highlight training needs for staff, we've updated our consultation framework for children and

families who are involved in the CP process. They've also ensured that local service provision is targeted to the risk indicators that have been evident in a Minimum Dataset. And some examples of this would be how we use our women's aid service, or families affected by alcohol and drugs recovery service. So these have been some of the questions and issues that we've taken to the CPC, and really kind of scrutinized the data in the sense. One of the questions we've been considering as a local authority, and probably over the last year is using the SOLACE data. We look at that weekly within a public protection liaison group but we've also been looking at other data and our Minimum Dataset has formed part of that and we're really thinking about how to we make the comparison of data nationally. And we've started discussions with a comparator local authority and we're looking at redacting our Minimum Dataset just now for sharing. And we've set that up on our own through our own contacts, but I know our Chief Social Work Officer was keen to look at some kind of information sharing agreement around about this. And I suppose the question for us would be whether CELCIS and the Scottish Government could provide some input and some assistance on us. We also feel that it's key that

Transcribed by https://otter.ai

our report moves more towards including qualitative data rather than just data itself and becomes really, really more meaningful. So I think that's some of the key areas that you would see locally in terms of taking the minimum data set forward and improving it more.

Thank you, Caroline. So that's a very quick 15 minute conversation around the Minimum Dataset. And thank you for Caroline for showing East Dunbartonshire's perspective and experience of using it. Before I hand over to Carol Ann, if you did want more information around the Minimum Dataset then the resources are open access. When I talked about the Excel Workbook, etc, and the report templates and the list of indicators are all open access on our website and can be found there. But now I'll hand over to Carol Ann, so we can hear about the PACE program.

Good morning, everyone I'm Carol Ann Anderson, One of the data analysts at CELCIS. I would just like to take a couple of minutes to give a brief introduction of the PACE program for those who haven't heard of it. In 2012, the Scottish Government commissioned the Center for Excellence for Children's Care and Protection, better known as CELCIS, to support local

authorities and key partners to reduce the time it was taking for children in need of care and protection to have a safe, settled and secure home. This home could be with parents, other family members and foster care and residential care or with prospective adopters. The CELCIS team supported local areas to use quality improvement methodology to understand how the current systems were operating and then to test new ways of working in a small way to build evidence that these changes were in fact improvements to their systems. These improvements to the system would in turn improve decision making and outcomes for infants, children and young people. The permanence and excellence program better known as PACE was established and provided direct support to local authorities and partner agencies, with the aim of enabling more effective and efficient decision making and identifying and sharing good practice. The PACE program used the quality improvement methodology as a framework for introducing measuring and sustaining improvement in permanence. This approach was shown to be effective specifically in the area of permanence, and fitted with the Scottish Government's wider strategy for public service reform. Data measurement was an integral and pivotal part of the

improvement process, and was used in the PACE program to track each child on their journey to physical, emotional and legal permanence allowing local learning to support the process of change. Data was critical to evaluate and guide improvement. Without data, we often make assumptions. It was challenging to get data, especially data that would guide improvement - some information management systems don't lend themselves to detail extraction, and what seems like an easy task becomes a time consuming manual task. In other areas, there were no dedicated data roles in local authorities to support the collation and analysis of data. But when we got sufficient data to understand how the system was working, it got people on board they wanted to know more, highlighting areas for change and then monitoring the impact. A picture paints 1000 words, therefore it was significant that the data was displayed visually. We used run charts, bar charts and timelines. Behind the data is a story about each child's journey. Timelines provided that visual story from placement movements change in social worker, school moves as well as other significant events. The data provided the hard evidence which aided the motivation to change. So to get better understanding of the learning

challenges and differences data made to children's permanence journey, I'd like to introduce you today to Pamela Hoey area manager in children and families at Argyll and Bute Health and Social Care Partnership, and Scott McCallum service manager in Children's Services at Midlothian Council. Both were actively involved and leaders of the PACE program in their respective areas. So I'd like to thank them for joining us today. So we are aware that data was key to the improvement journey, but on review what have we learned from the data gathered for PACE? So if I could turn to Scott first. Scott, prior to PACE commencing, I met with you and one of the other managers to discuss the Midlothian data. And before we even get started I noted improvement. We've got a wee slide I think we could share it here as well. So I am just wondering, Scott, if you could tell us a wee bit more about this?

Yeah, thanks Carol Ann. Yeah, what you're looking at on the screen just now is the children who are accommodated in Midlothian, probably going back to 2011 right up until the end of 2019. We knew we had a problem. And about 2014 you can see the huge variation in decisions that were made for children in the care system. So every dot here represents a child

Transcribed by https://otter.ai

and up the side is the length of time it was taking for the children to be referred to a permanence LAC review. So up until February 2015, huge variation in the time it was taking. So what we had we done over the course of 2014, we developed a permanence policy and a flow chart and launched in February 2015. And you can see the difference that made. I don't know if Julian can hover over where the dots become a bit more consistent around about a 10 month mark.

So we knew when you shared that with us, Carol Ann that demonstrated to us that we could make a difference and that developing practice and improving process would have a positive impact on the length of time children spent in the care system without having a decision made. So when that was shared with us that gave us real momentum, motivation, it really gave us an impetus to improve further. Okay, moving on to November 2017. You can see when PACE was introduced in Midlothian and we introduced a number of practice developments that included introducing a leaflet that was shared with parents at that point a child was accommodated. Introducing a two week planning meeting after the 72 hour review, we would need to have a two week planning meeting. And we

brought in an additional three month LAC review. And you can see from the data that things improved further. So that that demonstrated to us that gathering this data - and I have to give a shout out to Janet Penman, I understand Janet's in and on the call this morning, Carol Ann you always said to us that the data we were gathering was sophisticated and allowed us to better understand where we needed to improve and develop our practice.

Thanks Scott, it was quite early on in my PACE journey as well, so to come into Midlothian and see improvements so early on was fantastic before the pace program was actually up and running in Midlothian. And I think it was heartening to see so early on the data being useful, helpful and for you to see that the data was going to show a change for you as well.

Can I just come to Pamela now? So Pamela in Argyll and Bute you were using a tracker as a data gathering tool. Can you tell us a bit more about the tracker and how you utilized it to gather data?

Yes, when we first joined the PACE program, and we did have a tracker in place, we were drawing the information from our Care First system. But when we worked with Carol Ann and with Kirsty, we understood that we were gathering far too much information, we were gathering every piece of information. And actually, we couldn't make sense of it. It wasn't giving us a clear picture for our children and young people. So we had to basically start again, we learned from other authorities Carol Ann and Kirsty were able to share with us, you know what actual key information we actually required. We got a bit smart and we tied that in with the national returns the CLAS returns, you know, so we were gathering information that we needed. So we learned from other authorities, I think Midlothian we can thank you for that. And maybe got those key things. And we started again, we set up a new tracker. And we were relying on a Care first system which was pulling information that social workers were inputting. So we were relying on that being up to date. And we found out that that actually wasn't the case. And a lot of that information was out of date. So we didn't have a dedicated data lead or a data analyst. And then that became the focus of securing that and once we got that into place, and I'd

like to give our thanks, a shout out to Caroline Bird, because without her we wouldn't be where we are, she knew what to do, she got that set up. And then with our new tracker, we're now able to gather the information we need and we can actually track every individual child successfully and have a true reflection.

Thanks very much for that Pamela. If I could just stay with yourself. So can we touch on the challenges that I've mentioned. We knew that every area had challenges. Can you tell us about the challenges that you've had locally within Argyll and Bute and how you actually overcame them?

Yes, Argyll and Bute geographically is a very large authority, we've got four areas. So standardization in practice for us was probably something that we formed quite early on. And as I said before, getting that data lead and being able to standardize that, having the data lead inputting the information. So what we did was, we basically realized that, you know, the collecting of data was best left to the people who understood it and to the data leads, and it was more of an administration role. And so the monthly tracker meetings were introduced, with the data leads

attending that so, while we were having these monthly tracking meetings and the focus and as you know, securing the permanency plan for each child, the data analyst is joining that meeting. But her focus is making sure that information recorded in Care First, which we draw from is correct, and she uses that meeting to ensure that any information that's missing, we can use that meeting to also update that. So it was about that standardization from the 4 areas of Argyll and Bute and pulling that together to that monthly meeting and getting that focus. And actually getting correct information of every children person on the system has been a priority as well as obviously the social work processes that we have to secure.

I love the way you make that sound so simple, Pamela, but it was incredible to actually work with you to see the development within the local authority, as you've mentioned, as well, the work from Caroline and how it was all pulled together. But I think it was just the dedication from each and every person that was involved to make this work. Finally, then, are we still using data? This is the big question we all ask. Could you tell us how data's making a difference specifically to a child or family. Scott can I come to you? Are you

still using it, are you doing anything new, if you could share that with us?

Yes, we're still using data Carol Ann. We have a six weekly permanence overview group that tracks all children who are in the system and awaiting a decision. We understand what children are approaching permanence LAC. We are aware of children now being referred to permanence LAC. And have since been referred to the adoption panel. And we are aware of children that are sitting kind of pre court or actually in court. We know exactly what children have drifted beyond the 30 weeks that we have set ourselves for a permanence decision. And we're using timelines. I attended a youth workshop almost four years ago now and a manager from Aberdeen City Council, I think they had done a presentation of timelines. And I thought they were absolutely brilliant. And we introduced them last year into Midlothian and social workers and operational managers love them and we have developed that into open mapping meetings for children. For cases that are stuck, or perhaps where there is a bit of conflict around the contact and children's hearings perhaps being reluctant to reduce contact, those kind of

scenarios, we are using data, we develop timelines, present that to children's hearing and that's making a material impact on the lives of children in the care system.

Thanks Scott, I really appreciate that. I think what is great to hear is often as we know programs can be introduced, and they may work at the time, but I think the whole point of quality improvement is that we weren't just going in with a particular program we where going in with a framework that was obviously looking to support and data as we said earlier was integral to making the quality improvement framework possible and work. You needed to know what improvements were happening and I think what's really great is that when we referred to the first slide that you'd seen changes that you had made within Midlothian right at the start. And you actually could physically see the data -those changes you had made had made a significant impact. So to hear that the data is still key to day-to-day business is great that it's still helping and also as well when you discuss the timelines is something you're actually developing further. You mentioned in there that it was something you had heard about four years ago, and four years on

it is something that you are bringing into practice, that's obviously helping you to review your children. Pamela, if I can turn to yourself and just maybe ask the same question there - is there other ways that you are using that data and have used data to help you in Argyll and Bute?

Thanks, Carol Ann. Yes, our data gave us a picture and made us understand the children who are care experienced and where they are looked after. And it was very clear that the large majority of our care experienced were placed with family and their permanency plans were to secure them through a kinship order. So that directed us to you know, that's what we needed to look at. And at that stage permanency plans for children who were with family, were going to the approval and matching panel, which was adding, because you're having to complete, you know, in depth reports, etc, we'll not go into that detail, but it was adding a lot of time on to securing that plan that wasn't required. So what we did was, we looked at that, and that's when we then set up a separate kinship panel, which has the correct thresholds, that were able to move that through quicker, and we have evidence that we've been able to

secure children with family members with a legal order in a significantly shorter time. And that was because the data directed us that that's where we could achieve the most significant impact. The other area that the data lead us to, it was quite clear that we had a significant delay in getting a legal meeting. And at that point that was chaired by locality manager. And actually, when we looked at it, they didn't really have the availability, it was hard to get that sorted. And so we made a practice change and our policy changed and our care assessment reviewing officers took on that role. And again, we have evidence that we were able to get the legal meetings as part of the meeting scheduled in and there's not a delay in waiting. So again, the data led us to that, it isn't probably what we initially thought were our priorities, to reduce the time scale, but actually the data led us to evidence and the areas where we could clearly do it, and actually have evidence that, that this has been the case. And just to say, you know, I've moved on, I've changed roles, and I was really delighted to be part of a meeting this week. The senior manager for resources is actually in continuing to improve the kinship panel, and actually there are further changes to enhance that happening.

So it's still going on, and it's the thanks to support we had initially that we are able to do that.

Thanks, Pamela. It's great to hear the updates from you and we appreciate the time. I think more than anything, again, just to reiterate the fact that as Micky mentioned that the program finished back in July. And just to touch base with you today and just hear how the program is still or the quality improvement methodology is still sitting there and still working with you. And like you said, Pamela, the data has highlighted areas that you maybe didn't think actually needed any attention – bits of the system that weren't quite working. So I think if anything, the data has allowed you to look at something and then drill down to see where there is a delay. So, I would just like to thanks to Pamela, and Scott, for your time today for sharing your experiences. And, just to say, if there are any questions, as Micky said at the start, if you could pop them in the Q & A box, and Pamela and Scott if you wouldn't mind taking a few questions at the end. So thanks again.
And I'll just pass you back to Micky.

Transcribed by https://otter.ai

Thanks, Carol Ann. Fascinating to hear some of the things that are still going on in the PACE areas. And great to see a run chart as well, although I understand that maybe some people out there couldn't see that. But if you can't see any of that, we have lots of information on PACE on the CELCIS website. And if you want to see examples of run charts and things like that, then they're all there and all that material is there. And it's a great way actually to when I was saying earlier about how we aggregate individual journeys, the run charts are great way to see lots of children's journey, well parts of children's journey side by side. Okay, so moving on with the agenda - the next part is for me to introduce some Kirsten Jorna, who probably doesn't need too much introduction to a lot of you. Kirsten has been working in and around data in Dundee City Council since 2008. And so Kirsten has been involved in PACE work there. She's been involved in child protection work there. But I'm going to ask her some questions actually about her work on implementation and improvement work in Dundee. So Kirsten, if I could ask you, where has data had the most impact and Dundee?

Good morning, everyone. And thank you, Micky, for your introduction. Data recently Yes, as in everywhere else had the biggest impact from SOLACE actually and the quick weekly checking of data and looking at hidden harm, but I'm here to speak about a wider program called ANEW which is addressing neglect and enhancing wellbeing. And without going into details one aspect, one very core aspect of it is improving family engagement and team around the child processes. And so downstream from looked after children, and upstream rather from looked after children and child protection. And oddly perhaps for this group, the biggest impact has been through early case studies, where our changes made such a significant difference in the qualitative data coming out of it made such a difference that senior managers are happy to take it to elected members and to boards and so on to say this program is really worth supporting, because it's making genuine changes to the lives of children, who then don't end up in child protection are looked after processes.

Thanks, Kirsten. So again, a bit like him, Carol Ann asked Midlothian, could you tell us a bit about some

challenges you faced locally, and how you overcame those?

Yes, the biggest challenge with case studies, of course, is to show how it impacts on the wider population. Because while you have the individual child, you can't really see the evidence school wide never mind population wide. We overcame that by using a logic model and working backwards and saying, so if this is the outcome we want, what needs to be in place? So that early on, our assumption can be that changes we make early on for so and so many children will have a similar outcome one or two years down the line. The other big challenge has been to find reliable outcomes indicators. And I think you all know this is the Holy Grail, we're still all chasing, there is no really one reliable health and wellbeing our emotional wellbeing indicator, which we can use in Scotland. The way we've overcome that, because that's what we would want to measure, wouldn't it? Like on the run chart we want to want to see how for all the children the health and wellbeing is improving. And the way we've overcome that is really taking a faceted approach and a whole basket of indicators to show the more complex picture.

Some really interesting observations there about early intervention to prevent escalation and which ties in really well with some of the observations from The Promise actually. So that's really interesting. Also, that notion about data not just being about numbers, and data being about experience and how we capture that. And, again, really critical. I think Scott mentioned that too. So next question we asked you, Kirsten was could you give us an example of, or could you tell us how, you could improve data locally, to meet the needs of children and families?

Yes, I think what we need to do and what only we learned was enhanced through SOLACE is very frequent feedback. So if we get regular frequent feedback, rather than, say, annual reports on how a program is doing, that seems to make the biggest difference. So in the case of these children, to be able to feed back for them, so many children are now entering one process or another, but the small steps really are what is making a difference. For staff, for instance, we are learning what is making a difference in the lives of children by improving the team around the child process and we introduced observation

sheets. So the staff immediately got feedback on how the team around the child was working, they could then improve it and they could be part of our larger logic model of if all team around the child processes improve, we assume then outcomes for children down the line are going to improve. Sorry, does that make sense? It's very hard to do all this in in just very few minutes.

Yes. It is hard, but again some really interesting insights there, Kirsten. So I'm going to ask you for some examples of where data locally in Dundee has made a difference for a child or a family, and also where an example of data has actually helped practitioners. When we were preparing for this yesterday, Kirsten, you were telling me about ownership of data, how it's so important for data not just to be seen as the job of the person who gathers data in a local authority, but how we feedback to practitioners and managers, and make sure that the shared ownership and visibility of data. And once we see that, and we see it making a difference and the impact it has. So to go back to my question on that Kirsten, just to remind you, it was about examples of

data making a difference for children, the family, and also for practitioners.

So for a child or a family as part of the engagement at the beginning, we would ask them, you know, somebody preparing with them for a meeting would ask them how they felt about the meeting. And they could circle their emotions, we had a blob tree diagram, for those of you who know it, so they would circle as sort of, you know, crossed arms and hunched or fearful. And we again, asked them afterwards how they felt. And they would often show an image of two people with shoulders round each other, with their arms around each other's shoulder, which, of course is lovely, they felt supported, they were smiling, they were happy, they were relaxed. That was how they felt about the process. And what was important was to have it black and white, because they could then remember how they felt beforehand. The same was true for the action plan, which we used in the team around the child process. It was a very simple action plan, which was co-produced, genuinely co-produced on the table or on a wall if the school had smart board with the family. And what they could see were the actions they had agreed to do last time, may have

been circled by a child or commented on by a child. And they would see things like attendance measure, which is one of the most common reasons why children end up in team around the child is low school attendance, and a little bit going up or down, hopefully going up in most cases. And if they saw that their action had got a smiley sticker by the child or said this action never made a difference, I didn't like this action, they then could use that the written down format to create the new action plan that seemed to make a huge difference for families because they said, 'Oh, now I know why I'm doing this. Now I know what made the difference. I and my child are being listened to'. And of course, if then because they'd been hit hard again and again in the past people would get on to them, in essence knock on their doors and say why isn't your child at school, so they then saw the hard data improving. That combination made a massive difference. And the same, of course was true for the staff, because they could see exactly the same thing happening. So the interventions they were doing in schools, they could see whether or not that was making a difference to attendance, but it could also see where other concerns were happening. And if I have time, I would like to mention one more example

where data made a big difference for staff. Another tool we introduced was called the early concerns map where a head teacher and the deputy head teacher for a week would write down what concerns came to their attention. And it was very simple. It was where did it take place, was it the classroom the playground or whatever. Who was it? What did they do about it? How did they record it? So the teacher and head teacher, at the end of the week, had a very simple data sheet. And what it confirmed were some things such as they said, I have forgotten the day, but say a Thursday has always been a really manic day. And to write on the Thursday that noted down far more concerns, they now had the evidence and knew they had to do something about that it - that hunch was confirmed. They also saw that the same child raised concerns for both of them the same day, there was some duplication that so they could improve the process, but they also had immediate learning from it. And the biggest learning was to communicate with each other about those things in the middle of the school day. So in the longer term, it would save them time of duplication, but it would also be far more effective for the child or family, if always the same person reacted to the concern. So that was a very simple way of using

data and feeding it back immediately. So much so that they now said, well, they do it every few months or so they do a weekly sheet and see what comes out of it. And it was the regular looking at data, I think overall is my summary answer. It's the regular looking at data, feeding back data to people who can do something about it. You know, not just any old people, that seems to make the biggest difference for both families and practitioners, and then managers, etc.

Thanks so much for your observations, Kirsten, and I could listen to you all afternoon. And I think we could probably have a session just on your experience in Dundee with some of these things. And, again, there's a bit more information on the new project on the CELCIS website. So if anybody wants to follow up, you could look there. So, the theme kind of coming through from all our participants, so far for me is about the motivation that you get when you can actually observe change, and how data can play a role in that. That I think, is really crucial to hang on to. So we're going to move on to our final participant of the day. And so we're going to move to central government. No. And I'm going to invite Craig Kellogg, from the stats team at government, and who's the

Transcribed by https://otter.ai

person that receives the CLAS return, the looked after return of government, to join us and I'm going to ask him a few questions as well. So a first question we put to Craig was, we have mentioned the COVID SOLACE data that's collected regularly. And so question we put to Craig was how is that actually used in government? And what impact has it had?

Hi, Micky, thanks for that introduction. And so the SOLACE data that we have heard quite a bit about already this morning, was designed to be used nationally, and locally. And so ministers see this data every week, and are scrutinizing it as are policy colleagues across government, and I'll just give a couple of examples of how it is used within government. So an example was in analysis of that weekly data when providing advice to ministers in developing emergency legislation in the pandemic response. And within Scottish Government the data has been used by leaders to understand resource pressures, and to take into account along with other information about how to allocate resources within government throughout the pandemic. And, of course, the data also informs the work of the children and families Leadership Group, which is chaired jointly by

Scottish Government and COSLA. And the group's using it alongside other intelligence to monitor and identify issues nationally and locally. And that group receives regular updates on the data from my colleagues. And the groups are keen to understand detailed the issues highlighted by the data and it's prompting really useful discussions within that forum. And of course, as we've heard the data is used locally by chief officer groups to understand emerging issues in local areas.

Thanks, Craig. I am going to roll the next couple of questions together, so you can answer these. We asked you what you learned from the data collection? And also, if you were doing it again, what would you do differently.

So, firstly, in terms of process, I've been really struck and impressed by the resourcefulness and ability of partners to develop and turnaround these reports at PACE. Micky has picked up on that point in his introduction, it was the first piece of work that I was involved in when joining the team last April. And all came together really quickly all in the first week thanks to a really impressive collaborative effort. I feel

like it's helped me understand the impacts that have been felt by children and families, but also how services were responding. So we're also seeing data which hasn't been collected or analyzed nationally in the past. So for example, rates of contact with professionals, some earlier measures of child protection activity. So the data has shone a light on issues such as high rates of contact, where professionals have changed or been maintained, as restrictions have eased have been tightened where schools have closed and be reopened. It doesn't provide a complete picture. I don't think that's possible, as Micky said, our annual statistics don't provide a complete picture. And so that wasn't possible, given the pace and frequency with which it's developed and been updated. I think that leads me on to your second question, which was what would we do differently if we were to do this again. And I think it really is worth recognizing the pace at which it happened. And I think given the same set of circumstances, so everyone locked in for the first time, and at the same time constraints, the answer is probably wouldn't do much differently. And if we could wind the clock back to March, April last year, that's not to say that there's nothing that can learn from the

Transcribed by https://otter.ai

experience, so I think the overall experience as analysts within Scottish Government throughout the pandemic, so looking beyond that, the weekly data on vulnerable children, but the other regular monitoring, which has gone on as well, it's really highlighted the importance of gathering and being able to quickly use and rapidly develop management information close to real time. And when you compare it with the old world, the lead in time in the production of values. We've been doing this for almost a year, and there's no doubt it's a resource. And I think this comes back to the point that Micky made in this introduction about development of IT systems, I think that could really drag some improvement and efficiency in this sort of work. So I think, in terms of either reflecting on what we could do differently, it's worth reflecting on what would enable us to do this in a more sustainable way. I'm thinking specifically about how this function, which is a relatively new function sits alongside more routine established data collection and monitoring activity, which goes on, for example, in our annual statistics, and to think about the point which Micky also mentioned earlier on about the need for more rapid or more responsive data. So I think that probably answers your questions, but I just think, a reflection

Transcribed by https://otter.ai

on it would be is this set of indicators, what we need to fully understand issues relating to potential harm and safety, are there different types of data that we need to see in order to do that.

Yes, thanks, Craig. It's useful to be reminded as well, about your baptism of fire at Scottish Government. You know, to come into that was quite a challenge. I think the SOLACE data, I mean, it has been useful for the sector, but it also inspires fear. Because, in a sense, government's appetite has been whetted a bit by it, and as you say, it creates, I suppose, a worry about an expectation of more regular data, and when we think about all those resource issues that we've talked about that is a wee bit of a concern, so it's really useful to hear about that Craig. I'm going to now turn to the children's social work statistics review, which was done in November. I know you've just put out some information from the consultation exercise about that. But I reflected earlier that I think a step change is needed in Scotland in terms of how we think about information around children in need of care and protection. And I think the national collection can have an impact on that. And it can help drive behavior out there, and ensure what is important to some degree.

Transcribed by https://otter.ai

So I guess what I want to find out really is what are the next steps now, in terms of that review? And how does it fit more broadly with government aspirations for data in the sector.

So as you said, last week, we published a report detailing the findings of that data consultation, where we were seeking views from users of our statistics on data collections and the statistics that we publish. So if you're signed up to our mailing list, you've probably seen it, but if not, we're happy to share a link. So for the most part, what the report is setting is an actual description of what we heard in the consultation, and also described what the process will look like for planning and prioritizing developments to those statistics in the future. So those will be overseen by a steering group, which will meet for the first time in the Spring. And I think the consultation has highlighted, and your earlier comments may have highlighted an important role for that group, which is a more strategic role to think about how developments and children's social work statistics fit with wider developments in the sector, and how we as producers of the suite sets that should be connected to those other developments. The group will consider how we're addressing the data

issues identified by The Promise, for example, to better enable data linkage, and to ensure the experiences and outcomes of children are represented in the statistics in a way that they aren't at the moment. And the group will consider how we actually use this as a first step in engaging with the users of our statistics. So who do we engage with more broadly? How do we take into account the perspective of children and young people in that work as it develops? And beyond making incremental improvements, which I will say a bit about, what are the most significant developments that we need to consider. So I see a role for a steering group overseeing that. I'll say a little bit about improvements we're looking at the moment. So I'm pleased to say that we are close to agreeing details of how we will introduce geographical data to these collections that will enable us to do some area deprivation analysis for the first time, and together with other data that we collect will provide another route to enable linkage to other datasets. And in the short term, we're also looking at data on continuing care, after care and permanence to improve quality in those areas. Other priorities for us to look at is how we capture data on experiences of children, for example, the reasons children become looked after or why

placements end or breakdown, and what's the information on participation of young people in decision making meetings? All these sort of measures of participation and experience, which at the moment we don't have much on, and various other things which are detailed in the report.

Okay, Craig, I think within that you mention about how you're responding to that data deficit that was identified in The Promise. So thanks very much for your contribution there. Again, that will be a worry to the sector, as well as encouraging that the government is looking at additional areas where data could be collected, because of course, we'll always come back to the resource issues out there, and how we could organize ourselves to produce this additional information. I don't think there'd be any argument about the need for it. It's just how we can actually go about doing that.

I guess what COVID shown us as well, is that when we put our minds to something, it's amazing what can be achieved. And, you know, so a wee bit of a lesson for all of us from that. Okay, so can I thank all panelists for contributing. We're going to now move to a

question and answer session. And I know some of you have been putting questions in as we go. So I'm going to put Alex on the spot. If that's all right, Alex, if you could pick one question from some of the ones that have been asked already, and we could maybe put that to the group. And we'll all have a look through now and see if there's any other questions we think we can deal with now. So if there's anything burning for you do get it into the question and answer bit. If we don't deal with it now, and we have only got about 15 minutes left, if we don't deal with it now, then we can pick it up and respond to that. And so we'll move on to question and answers before we close, if that's okay.

Thanks, Micky. Yes, I'm just clicking through the question and answers. So in no particular order, there's a couple that relate to the Minimum Dataset work. And some I can't answer and so maybe more for the group here. But one of the questions is around to what extent does the Minimum Dataset inform the weekly returns through the SOLACE dataset? So that's probably a question that Craig could help answer. And that as the second question is that one that came from Maria was around the extent to which children and young people have been involved in the development

of both datasets. And I might just kick off on that one and say, that's a very fair question. And a real challenge. I think, particularly around the Minimum Data set, it's responding to, in the main process data, and thinking about how we can enhance practice and the response to children and families through the different stages of the child protection process. We fully recognize that the there is a dearth in terms of indicators that relate to the participation of children, and not just children, their families as well. We've given an initial nod to that to around the extent to which they're attending key decision making points, like the child protection case conferences. But I think, as alluded to particularly in that last conversation, we need to be a lot more sophisticated around the participation and voice of children and young people, and their experience of those different processes. I thought Kirsten's talk around how to capture the views of children in relation to the team around the child processes - and that can relate to younger children as well as older children - provide some real examples of that. If I hand over maybe to Craig around the interface, perhaps between the Minimum Dataset and the SOLACE weekly return.

Sorry, I was having trouble with my mute button. Hopefully, that's, that's working there. And if I could pick up as well, there's a couple of questions the SOLACE weekly return and its future, so I'll try and pick up a couple of those. And so a question about the frequency of it, how that compares with the CLAS. And Alex has mentioned, the minimum data set as well. And also a general question around the likely duration and future of it, so I'll pick up on that as well. I will start with that. The future of that return is being considered by a group led by or involving the improvement service, Public Health, Scotland, and Scottish Government reporting to the Children and Families Leadership Group. And there's a workshop for those considerations in March, so I don't have anything to announce, except to say that it is being considered at the workshop in March, and I have a question here about the frequency of SOLACE reporting compared to the CLAS and what differences that are between the two. So they do at the moment feel like bespoke pieces of work. And they are to an extent, but the reflection I wanted to put out, was how the two could become connected and if we look at the experience across other areas of government there's been quite a bit of variation in that experience throughout the

pandemic, and we've done pretty well, but it's been a big resource strain at the same time. So I guess the question I would like to leave hanging is what would it take to reduce that resource burden while also being able to deliver something a bit more sustainable, and, and to be somewhat more responsive.

I think it's quickly coming to me, I'm going pick out another question and not a stupid question in any way. And it's probably more for the PACE colleagues. So Carol Ann's got her hand up I can see around this is what is the difference between the timeline and a chronology. So if I hand over to Carol Ann on that one.

Thanks, Jenny for your question. And as Alex said, there's no apologies required, as I see it, every day is a school day. Chronologies are a written document, there's lots of words, and runs to lots of pages, and often the child can get lost in amongst all those words, so a chronology is usually, a written document about events that happen in a child's life. What I should say is the timeline is not a replacement for the chronology. But what the timeline is, is our visual that brings the child to the forefront, so we start to also lose all those words and very much focus on that specific child's

Transcribed by https://otter.ai

journey. The best way to explain the actual timeline is to see a visual so a wee plug for our PACE website. There is information on the PACE website, specifically two webinars, one with my colleague Micky, and one other colleague Linda telling you about timelines, and it does explain a bit about the differences as well between timelines and chronologies. And also a webinar from myself there about how to compile a timeline and also just some general information, I think that there is a blog there from my colleague, Linda as well about timelines. So hopefully that answers your question there, Jenny.

Okay, back to me. So I got a couple of questions around capacity, and I guess, analytical capacity in local areas. And I think that's a key trend that runs through - we're collecting a lot of data. And we have plans to collect even more data. And I think it's how we ensure that there is analytical capacity here. So I might hand over to maybe Caroline and Kirsten around how that can be built locally. But I think from my perspective, when we were sharing the Minimum Dataset work across the country, and we had a series of workshops with all committee members and across the country, I think what struck me was that, and

probably testament to the number of people on the webinar today, there is a lot of interest in data. But I think a lot of people have points to make, it might not be familiar with statistical data, or doing the technical bit of doing run charts, etc. but people do feel invested in data. And they can provide the wider insights and wider intelligence to make sense of that data. So I think it's just thinking it's not necessarily, a whole new team, whole new resources that need to be in place, but it's trying to build on the interest that a lot of colleagues within local areas and partnerships will have and try and lift that up so they're really making sense of data. But maybe I'm trying to look for a hand here from either Kirsten or Caroline, who might want to come in here. Caroline's coming in first, around the local perspective on building that capacity.

I suppose what we found through the implementation of the Minimum Dataset was that we have very much moved away from making the document a data only written by myself, single agency document that's not analyzed in any way by anyone other than data colleagues within social work. So we very quickly knew that our current quarterly report that we were writing

was very much like that, and we found it really difficult over the years to move that on.

So, we have really used our CP lead officer as key to that process, so very much involved in the report very much involved in the analysis of it, but also the link into for myself and to the CPC about taking some of the issues forward. I also spoke about the use of the multi-agency meeting so that we've got that analysis and that's another area that we really struggled with prior to the Minimum Dataset. So what we do now is, our information subgroup of the CPC has a dedicated meeting so when a Minimum Dataset report is written by myself in draft, we then take it to a specific group that only looks at that during that time. So we make sure that there is time set aside for that multi-agency analysis. And I think that has really helped not only embed the process, but also put more responsibility on other agencies to move away from the single agency type of report. And, obviously, in terms of capacity that has helped me, because the burden is no longer just on a data analyst within social work. So in terms of the Minimum Dataset, that's how it has kind of helped us.

I agree completely, Caroline, for the Minimum Dataset, we've also got a subgroup and that is working really brilliantly, so I will not repeat what you said. And for the SOLACE, I was very fortunate to get a graduate trainee, starting just as the SOLACE data started. So some of the regular thing has come from an additional resource in Dundee. Just really, really fortunate. And I think this is an appeal, which I think a few of us have made is where the data fits. So the SOLACE and the Minimum Dataset actually have a lot of overlap. So it's helpful and people have discussed it regularly through the SOLACE already. So that's helpful, it is just where additional indicators come in to look at with the Minimum Dataset for something that can be done across Scotland would really help and maybe drop something that isn't needed. So we don't get swamped. That would be very helpful.

Yes, did it again. There are some questions around what people in local areas have done in response to the COVID crisis and detail around that so as well as that national collection. Is there anything you've observed locally about the impact of COVID?

And in terms of the, you know, we spoke about the SOLACE weekly data and very quickly I was pulled into that last year. And we have a public protection liaison group that met weekly at this time, and the information was analyzed in really great detail at that point in time. It's now moved to fortnightly, although it is still analyzing the data. And I suppose for us, for me to see that our Chief Social Work officer sits on that alongside other colleagues. And to see our data getting analyzed to such extent is actually quite heartwarming. Because a lot of the time that information that, you know, we produce reports, we do lots of work, but we never really fully understand if it is getting used. So to see this information getting analyzed, in great detail has been good for us. And I'm involved in the meetings so I'm able to answer lots of questions. But I speak to a lot of colleagues as well who are working on the ground about what this data does actually mean so our duty referrals coming in: what's happening with them what pressure is us putting on us you know, when we've been able to identify issues round about more complex cases, the shutdown of schools and what impact that's had, we've had interesting conversations about young people absconding and not just from LAC placements, but from home and being

Transcribed by https://otter.ai

reported missing to the police. And we've done a wee bit of individual work around about that and what that means for local authorities. So I think it definitely has helped us highlight certain areas that may look concerning and I suppose it does it on very quickly because it's supported weekly. So that's probably just some of the areas that it's helped us.

Thanks so much for that Caroline. Okay, so that's our 90 minutes up, folks. So can I first, on behalf of everybody out there and CELCIS, thank our contributors. So thanks, Scott, Pamela, Caroline, and Kirsten, and Craig. And in the background, I'd like to thank Julian, who's helped set up the event today, and also the Comms team at CELCIS, who have been doing the work in the background about publicity. We will be actually asking you for some feedback. So we'll be sending out something to you, and for some feedback on the event. And we'd be interested to get your thoughts in the format that we've used today. I think it's been a wee bit clunky at times. And I know some things haven't worked particularly well. And my fat fingers haven't helped either. So be interesting to get some thoughts on that. I'd also be very interested in getting your thoughts on whether you think it's worth

having more of these sorts of sessions. And I want to give a shameless plug for a community of practice, that CELCIS is hoping to set up around data. So if you're interested in that, it would be great if you could volunteer you're of interest to us. In these GDPR days, we can't use information you give us for one thing for another very easily. So we'll be looking for expressions of interest and to join a community of practice. And through that, we would hope to share sessions looking at specific topics, maybe that might be of interest to you and things like that. So, shameless plug over, I think, we'll draw the meeting to a close there. And thank you all around the country for taking the time to join us. And I hope you found it of interest. And so we'll stop there. Thank you very much.