



## EDUCATION, LEARNING & LEISURE COMMITTEE – 29 AUGUST 2013

### KAIZEN FOR DAILY IMPROVEMENT PROGRAMME PROGRESS AND UPDATE REPORT

#### 1 Recommendations

The Committee is recommended to:

- 1.1 **Acknowledge the improvement programme taking place across the Education, Learning and Leisure service**
- 1.2 **Agree to receive an annual update on the improvement programme, as per the proposal set out in paragraph 2.6**

#### 2 Background / Discussion

- 2.1 Continuous improvement activity, driven by rigorous self evaluation evidence, is integral to the Service's efforts to deliver improved outcomes for the people of Aberdeenshire. It is enshrined within one of the Service's strategic objectives, which is "to encourage a culture of continuous improvement that ensures that our service is high quality, efficient and responsive to people's needs". Kaizen for Daily Improvement (KDI) and other focused Kaizen type activities provides a structured approach that the Service can exploit to engage staff in continuous improvement activities.
- 2.2 Kaizen approaches which aim to address particular improvement issues through a focused and intensive team approach have been employed by the Service since 2005, and have resulted in workable solutions to particular improvement issues being identified and implement. The Education, Learning and Leisure Committee has been informed about these activities through specific reports on each improvement issue. A summary of these is provided in Appendix 1.
- 2.3 Kaizen for Daily Improvement (KDI) approaches have been employed across Service teams since October 2010. The main aim of the KDI programme is to embed a culture of continuous improvement, by engaging staff, in a structured way, to bring about positive change, business improvement and increase staff morale. Within the "KDI Bronze" phase, there is no explicit objective that the improvement will result in cashable benefits – the focus is primarily the embedding of the culture of continuous improvement. In the subsequent "KDI Silver" phase, there is an expectation that the improvement will deliver cashable benefits.
- 2.4 Within Education, Learning and Leisure, 21 teams ( covering 250 staff within Community Learning and Development, Sports and Leisure) have been engaged in the KDI Bronze process, with all but one team having since completed the process. Details of these are provided in Appendix 1. Whilst it is true that these numbers represent a relatively low proportion of the total Education, Learning and Leisure workforce, it is important to note that KDI Bronze provides only one way in which a culture of continuous improvement

can be embedded within the service. Other approaches are also extensively employed across the service, in particular the approaches to continuous improvement, driven by self evaluation, inherent within the “How good is our ...” Quality Framework. As the “How good is our...” approach is central to the Service’s quality improvement framework, such approaches are also increasingly being adopted across the service, beyond the school sector. Nevertheless, where there is not a long term legacy of a continuous improvement culture in place, the KDI Bronze approach will continue to have an important role.

- 2.5 The KDI Silver programme is only started once a team has been awarded bronze status (or where it is clear that the culture of continuous improvement is already clearly embedded). Currently, Education, Learning and Leisure has been involved in one Silver KDI project (jointly with Infrastructure Services) which is looking at Additional Support Needs School Escorts. Further details are provided in Appendix 1.
- 2.6 It is proposed that the Committee should continue to receive specific update reports on individual Kaizen activities, as well as an annual summary report on KDI activity.
- 2.7 The Head of Finance, the Monitoring Officer within corporate Services and the Head of Human Resources & Organisational Development have been consulted on the contents of this report, and have no comments to make.

### **3 Equalities, Staffing and Financial Implications**

- 3.1 An equality impact assessment has been carried out as part of the development of the proposals set out above. It is included as Appendix 2 and no impact has been identified.
- 3.2 There are no specific staffing or financial implications arising from this report.

**Maria Walker**  
**Director of Education, Learning & Leisure**

Report prepared by: G Lennon, Quality Improvement Officer  
Date 1 August 2013

1. Focused Improvement Activity

APPENDIX 1

Date	Improvement Activity	Outcomes	Type of Improvement Activity*
April 2011	To provide more appropriate interventions for children and young people within Aberdeenshire and consequently reduce the number of out of authority placements	<ul style="list-style-type: none"> <li>• Professional development for teachers to improve differentiation of the curriculum to meet individual learning needs</li> <li>• Access to services at earlier stages</li> <li>• Development of Aberdeenshire framework for inclusion</li> <li>• Realignment of existing budget to facilitate implementation of more flexible solutions. During 2011/12, this resulted in reductions of spending on out of authority placements, of the order of £800k</li> <li>• An agreed improvement plan for this area and the appointment of Development Officer to take it forward</li> </ul>	Improvement
May 2011	To develop a strategic approach to planning of services for children with additional support needs	<ul style="list-style-type: none"> <li>• Detailed action plan as per report to EL&amp;L Committee 8 Dec 2011</li> <li>• This led to pathfinder projects being set up in Fraserburgh and Stonehaven to create community resource hubs in each community as part of range of additional support provision</li> </ul>	Improvement
March 2012	To review operation of ASPECTS <sup>1</sup> service	<ul style="list-style-type: none"> <li>• Review of ASPECTS conducted, involving corporate ICT and Aberdeen City</li> <li>• Introduction of new ASPECTS referral system</li> <li>• Coordinator and secondee appointed and service relocated centrally</li> <li>• Revised budget in place</li> <li>• Investment in software with aim of reducing dyslexia related referrals by 80%</li> </ul>	Improvement
December 2012	To review property resources required to meet additional support for learning needs	<ul style="list-style-type: none"> <li>• Savings through early identification and long term planning of potential future building modifications to meet needs</li> <li>• Clear processes to facilitate planning to ensure DDA compliance</li> </ul>	Improvement
May- Sept 2013	To ensure a strategic approach to ensuring positive post school options for all students at 16+	Currently ongoing scoping of improvement work associated with this project – partnership approach involving Aberdeenshire, Aberdeen City, Aberdeen College, NE Scotland College and Skills Development Scotland.	Improvement

<sup>1</sup> Aberdeenshire's peripatetic service staffed by teachers with a specialism in the development and use of ICT for supporting children and young people in the classroom.

\*Kaizen Blitz – Week long intensive Improvement Activity looking at a process  
Improvement – One off Improvement Workshops (Full Day) looking at a process

## 2. KDI Bronze Activity (Involves a structured programme of improvement activity over several months)

Team	Number of staff involved	Date completed
Marr Community Learning & Development	67.5 FTE	6 <sup>th</sup> December 2011
Leisure South – 10 Teams Westhill, Inverurie, Portlethen, Stonehaven, Alford, Bervie, Mearns, Banchory & Aboyne	101	7 <sup>th</sup> March 2012
Leisure Team North – 9 Teams Banff, Macduff, Turriff, Huntly, Ellon, Fraserburgh, Peterhead	89	7 <sup>th</sup> March 2012
Kincardine & Mearns Community Learning & Development	65	24 <sup>th</sup> April 2012
Child Care Strategy team	8	8 <sup>th</sup> November 2012

## 3. Tailored KDI Activity (Involves structured programme of improvement activity over several months for a specific purpose)

Team	Number of staff	Dates participated	Comments
Gordon Primary - Huntly	40 (Cross Section of Staff participated)	May 2011 to November 2011	KDI Activity structure to look at outcome settings from previous HGIOS inspections (No award Given as not all areas covered )
Educational Psychology Team	25 (Cross Section of Staff participated)	September 2011 to February 2012	KDI Activity structure to look at Team Working and utilisation of administration

## 4. KDI Silver Activity

One Silver KDI project has been conducted and signed off (Feb 2013). This project sought to address any inefficiencies associated with the provision of escorts on the Council Additional Support Needs services. There was some evidence that there may be considerable unproductive vehicle mileage was being incurred in transporting the escorts. The project was to identify alternative options and recommend the most appropriate solution. As a result of the improvement activity, potential cashable savings were identified. However, the proposed solution has not been implemented as the project also found that there were also considerable operational and reputational risks associated with it. The project did produce outcomes in terms of a new electronic form to replace the previous paper based system for requesting an Escort, and the distribution and communication of new and consistent guidance for Escorts, parents and drivers, as well as the identification of training needs for those involved.

## EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education, Learning and Leisure
Section	Policy and Resources
Title of the activity etc.	Kaizen for daily improvement programme progress and update report
Aims of the activity	As per report title
Author(s) & Title(s)	G Lennon QIO
Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Internal data has informed the development of the Service’s approach to use of KDI and Kaizen type activity
Internal consultation with staff and other services affected.	Managers of staff involved in KDI and other Kaizen activities were consulted in preparing the report
External consultation (partner organisations, community groups, and councils).	No external consultation has taken place as this is an internal improvement management process
External data (census, available statistics).	Appropriate external data will be considered in relation to specific Kaizen activities an KDI Silver projects
Other (general information as appropriate).	KDI and other Kaizen activity supports the Service’s strategic objectives for continuous improvement

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Any equalities issues will be identified and considered in respect of each specific Kaizen or KDI Silver activity and an EIA will be completed as and when considered appropriate

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger			Yes	
Age – Older			Yes	
Disability			Yes	
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Gender – male/female			Yes	
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	
Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

**Stage 6: What are the positive and negative impacts?**

Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.		

**Stage 7: Have any of the affected groups been consulted?**

If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	
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**Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?**

These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale

**Stage 9: What steps can be taken to promote good relations between various groups?**

These should be included in the action plan.	These will be specific to individual Kaizen and KDI Silver projects
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

Within the refreshed KDI programme equalities information is included in the resources materials to enable equalities considerations to be integrated into developing the scope of each improvement activity

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

These will be identified, as appropriate, in relation to specific individual Kaizen and KDI Silver projects

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	Because equalities has been integrated within the Council’s KDI programme resources materials, this provides the opportunity to ensure that equalities issues are given due regard when service improvements are being developed	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	N/A	
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen
	N/A	

\* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

N/A

Stage 14: Sign off and authorisation.				
Sign off and authorisation.	1) Service and Team	EL&L, Policy & Resources Team		
	2) Title of Policy/Activity	(if appropriate)		
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: G Lennon Position: QIO Date: 01-08-2013 Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Date:		
	5) Authorisation by Director or Head of Service	Name: Wilf Weir Position: Head of Policy & Resources Date:	Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.			Date:
7) EIA author sends a copy of the finalised form to: eia@abdnshire			Date:	
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:	

