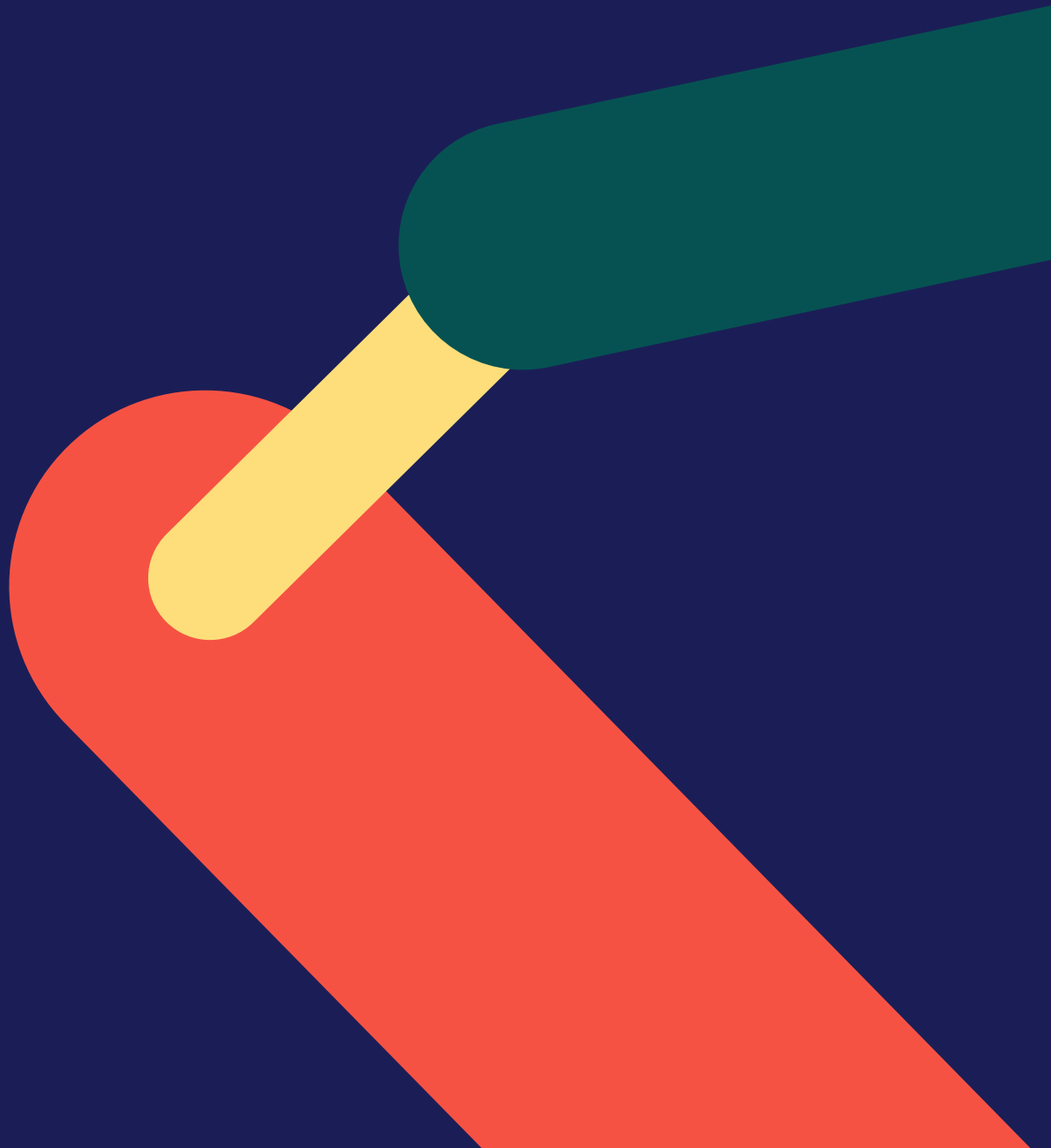
Foreign, Commonwealth & Development Office

The PSC

Policy Implementation through Project Delivery

Full Participant Pack



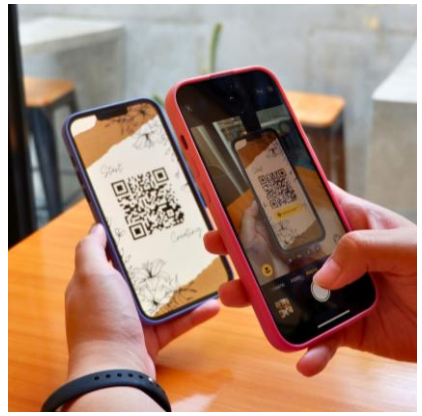
Welcome!

PRE-COURSE SURVEY

Before we get started, please complete the following form to rate your confidence with different elements of project work.

- **Link to pre-course survey: https://forms.office.com/e/tLDjG1GF7R**
- **You can also follow the QR code** below to access the form:

You can scan the QR code with a **mobile device camera** to access the form



Welcome to the programme

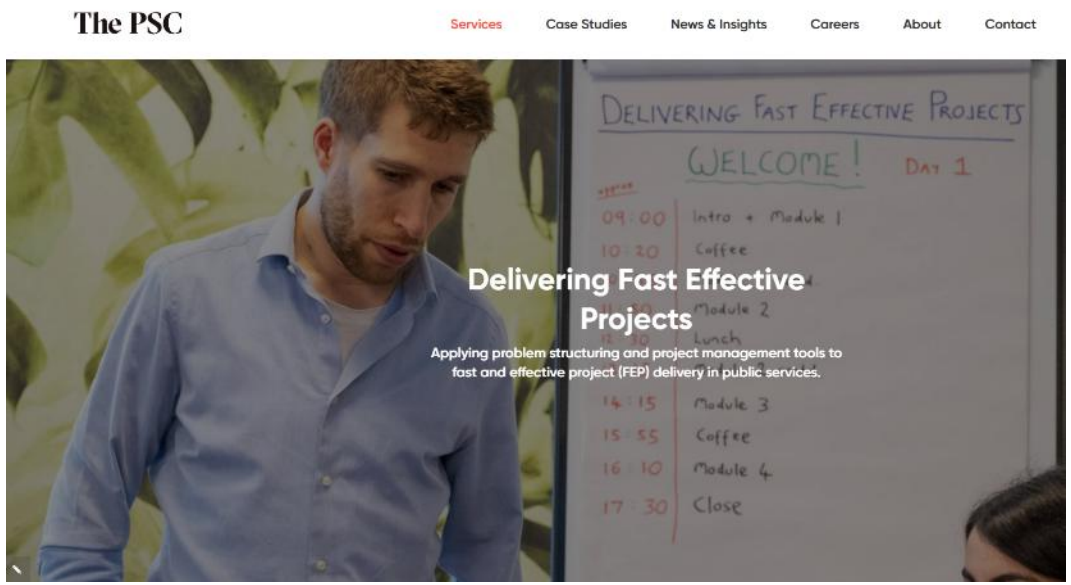
INTRODUCTIONS

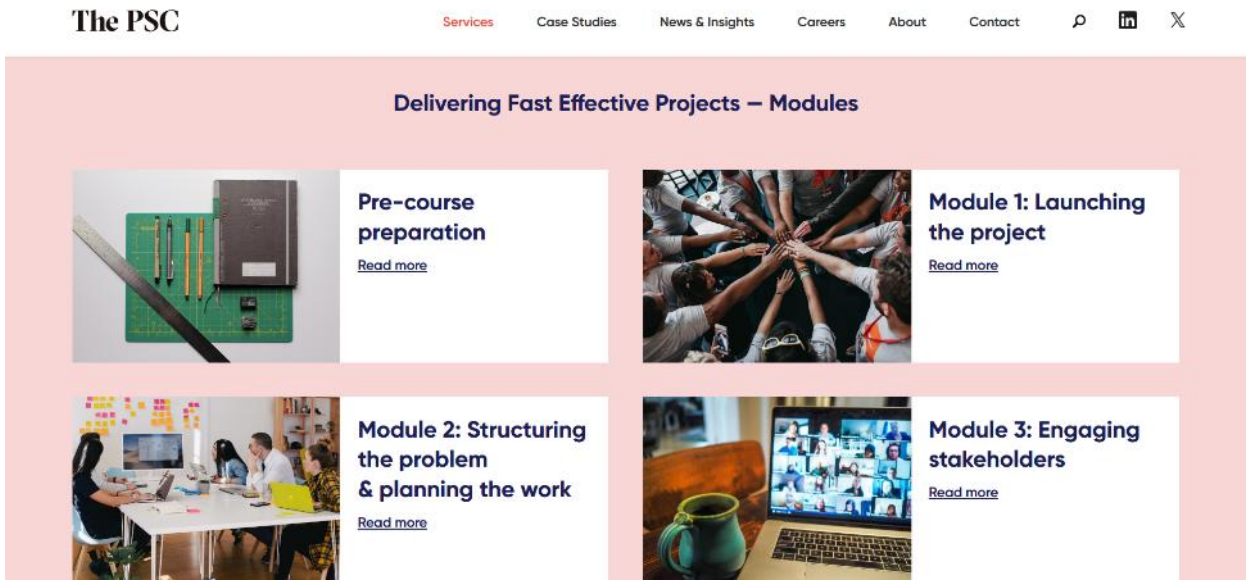
Housekeeping:
Breaks, MS Teams,
Use of Cameras

Who are you?
What's your role?
What are you
excited to learn?

Course materials and templates can be found on The PSC website

GUIDE TO THE PSC WEBSITE





The relevant course materials, including handbooks, Microsoft Excel exercises and downloadable tools, are all available here: https://thepsc.co.uk/page/policy-implementation-through-project-delivery.

We will now pause and show you how to navigate the website!

Policy Implementation through Project Delivery

PROGRAMME AIMS

- This programme introduces a **practical toolkit** for **delivering effective policy projects, at pace**
- Over two days, you will apply that toolkit through a live **case study**, using structured problem-solving to move from problem definition to recommendation
- We will cover tools to help you **define the problem, structure the work, analyse evidence, compare options, plan implementation and communicate clearly**
- The course is designed to be **hands-on**: you will practise using the tools rather than just hearing about them
- You will leave with a stronger understanding of **how to approach fast-moving project work in a clear, structured and evidence-led way**
- Further practice is key to turning these tools into part of your everyday **problem-solving toolkit**

Course agendas

Day 1
Introduction and set-up
Welcome to course
M1 **Kick-off & scoping a project**
Break
M2 **Structuring the problem**
Lunch
M3 **Data & analysis**
Break
M4 **Generating hypotheses**
Daily feedback
Close

Day 2
Introduction to Day 2
M5 **Options appraisals & modelling**
Break
M6 **Implementation planning**
Lunch
M7 **Communicating recommendations**
Break
M8 **Process improvement & PDSA cycles**
Close

Contents

This module will prepare you to define and launch the project

OBJECTIVES AND INTRODUCTION

After this module, I will be able to:

- Understand the project context and what the team has been asked to deliver
- Write a strong basic question to guide the work
- Use a Problem Definition Sheet to set out a project on a page
- Use a project kick-off meeting to test and strengthen project definition

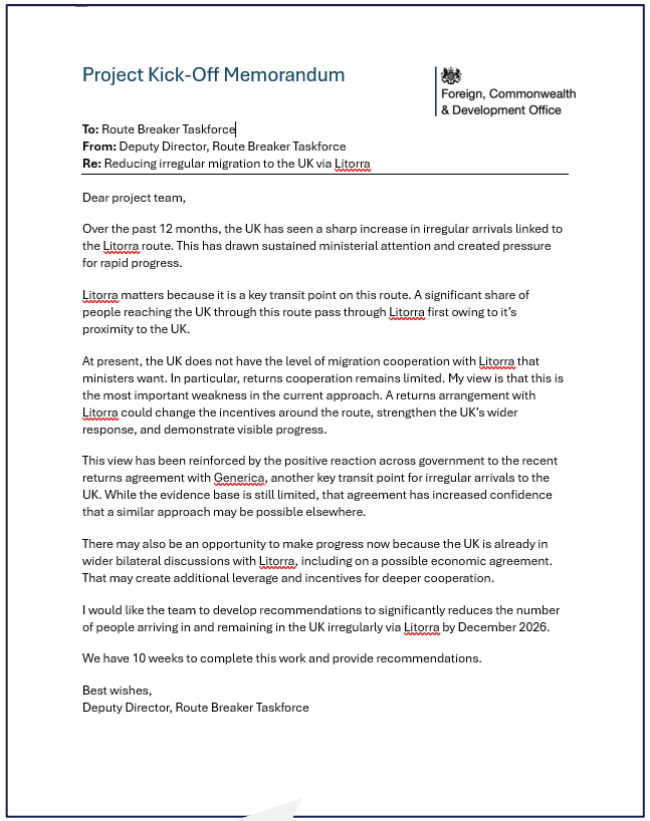
This module includes:

- Defining the project
- Kicking off the project

Your project for the next two days is...

CASE STUDY

- You are part of a FCDO **Route Breaker Taskforce**
- Your focus is **Litorra**, a **key transit country on an irregular migration route to the UK**
- **Arrivals via this route have risen sharply** in the last 12 months
- You have **10 weeks** to develop recommendations for action to reduce irregular migration to take into **bilateral talks with Litorra**
- **The context is complex**: HMG is already engaging Litorra ahead of bilateral talks, but cooperation is limited and incentives are mixed



Project Kick-Off Memorandum

Foreign, Commonwealth & Development Office

To: Route Breaker Taskforce
From: Deputy Director, Route Breaker Taskforce
Re: Reducing irregular migration to the UK via Litorra

Dear project team,

Over the past 12 months, the UK has seen a sharp increase in irregular arrivals linked to the Litorra route. This has drawn sustained ministerial attention and created pressure for rapid progress.

Litorra matters because it is a key transit point on this route. A significant share of people reaching the UK through this route pass through Litorra first owing to it's proximity to the UK.

At present, the UK does not have the level of migration cooperation with Litorra that ministers want. In particular, returns cooperation remains limited. My view is that this is the most important weakness in the current approach. A returns arrangement with Litorra could change the incentives around the route, strengthen the UK's wider response, and demonstrate visible progress.

This view has been reinforced by the positive reaction across government to the recent returns agreement with Generica, another key transit point for irregular arrivals to the UK. While the evidence base is still limited, that agreement has increased confidence that a similar approach may be possible elsewhere.

There may also be an opportunity to make progress now because the UK is already in wider bilateral discussions with Litorra, including on a possible economic agreement. That may create additional leverage and incentives for deeper cooperation.

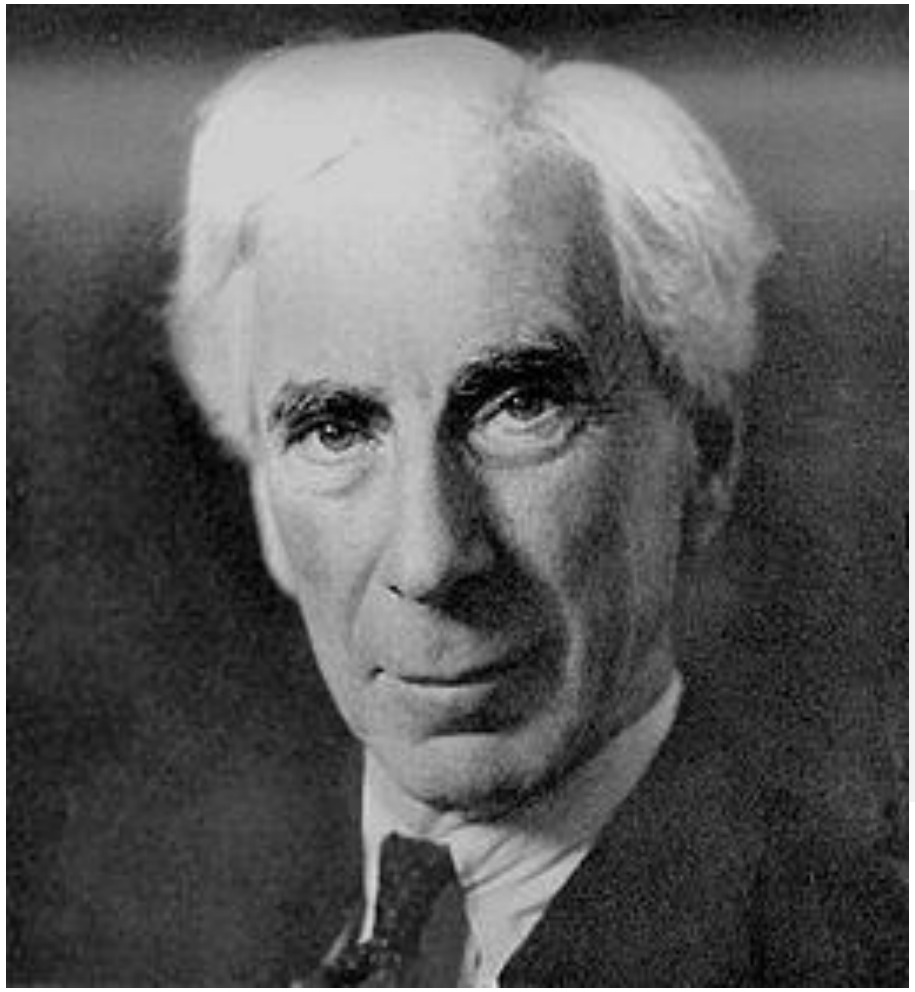
I would like the team to develop recommendations to significantly reduces the number of people arriving in and remaining in the UK irregularly via Litorra by December 2026.

We have 10 weeks to complete this work and provide recommendations.

Best wishes,
Deputy Director, Route Breaker Taskforce

To be read in conjunction with the kick-off memo

Establish the fundamental question to be resolved



"The greatest challenge to any thinker is stating the problem in a way that will allow a solution"

Bertrand Russell, British philosopher (1872-1970)

The Problem* Definition Sheet ('PDS')

- A Problem Definition Sheet sets out on a single page the question to be addressed and the important parameters of the project.
- They are helpful in ensuring everyone starts from the same understanding and agreement.

The problem statement needs to show the underlying question, and not a solution for it.

1. Basic question to be resolved	
2. Stakeholders, decision makers and project resourcing	3. Desired outputs and criteria for success
4. Scope of the work (in/out)	5. Outline timings and milestones
6. Context/ background	7. Constraints and risks/ dependencies/ interfaces

*Problem = question: something that requires a solution

The Problem Definition Sheet sets out your project on a page

PROBLEM DEFINITION SHEET (GUIDANCE)

1. Basic question to be resolved

Be as specific as possible and, within this, as succinct as possible. The question should be time bound and refer to a specific organisation, department, or process. Describe the underlying question that the project is aiming to answer, so you can use it to shape your analysis and test your hypotheses.

2. Stakeholders, decision makers and project resourcing

- Who are the project lead, sponsor and project mentors?
- What type of **project governance** is needed to monitor quality, decide on plans and provide external challenge, for example, a project board or steering group?
- Who are the **key stakeholders** with whom you must engage? Where do you expect the most support for this project to come from?
- Who are your **delivery partners** (e.g. information team)?
- Who has **lived experience** of the question/problem to be resolved?

3. Desired outputs and outcomes

- What **specific end products** are required?
- What are the **outcomes** (quantitative or qualitative) that will ultimately show the project has been successful? If final success of work won't manifest in short-/medium- term, what interim outcomes can be used to evaluate success?

4. Scope of the work

- What's **included** within the project and what's not?
- If it is **out of scope**, is it being reviewed elsewhere?

5. Outline timings and milestones

- When are the project steering groups or **end of phase reviews**?
- When are the **key deliverables due**?

6. Context / background

Why is the work being done now?

7. Constraints and risks / dependencies / interfaces

- Outline the key likely **risks / constraints** to the project and any interaction with other projects or work.

Best practice tips for writing an effective basic question

Your basic question is the **north star** for the project. It shapes your analysis, keeps the team focused, and helps you judge whether the work has actually answered the problem.

Worked example

How can the Ministry of Justice build more prisons?

1. Keep it problem-focused and, where possible, solution-agnostic

A good basic question should describe the **problem to solve**, not lock you into one answer too early.
- **Why?** It keeps your thinking open until you have evidence.
- **Weaker:** *How can the Ministry of Justice build more prisons?*
- **Stronger:** *How can the Ministry of Justice **reduce prison occupancy**?*

2. Make it time-bound

A good basic question should make clear **when** success is needed by.
- **Why?** It creates a clear end-point and makes the project feel real and deliverable.
- **Weaker:** *How can the Ministry of Justice reduce prison occupancy?*
- **Stronger:** *How can the Ministry of Justice reduce prison occupancy **by March 2028**?*

3. Be specific

A good basic question should be precise about the **organisation, issue and measure of success**.
- **Why?** It helps everyone understand exactly what the project is trying to achieve.
- **Weaker:** *How can the Ministry of Justice reduce prison occupancy by March 2028?*
- **Stronger:** *How can the Ministry of Justice reduce prison occupancy **to 90% of usable capacity** by March 2028?*

Final polished version

How can the Ministry of Justice reduce prison occupancy to 90% of usable capacity by March 2028?

Here's a draft PDS for a Ministry of Justice question – what can you learn?

PROJECT: ADDRESSING PRISON OVERCROWDING

1. Basic question to be resolved

How can the Ministry of Justice reduce prison occupancy to 90% of usable operational capacity by March 2028

2. Stakeholders, decision makers and project resourcing

- Project sponsor: MoJ / HMPPS senior leadership
- Key decision makers: Lord Chancellor / Justice Ministers, HMPPS Executive Team
- Key stakeholders: prison governors, probation leadership, judiciary, Parole Board, HM Inspectorate of Prisons
- Delivery partners: MoJ analysts, HMPPS operational teams, prison estate / capacity planning teams, legal and policy teams

3. Desired outputs and outcomes

Outputs:

- Set of evidence-based recommendations for reducing occupancy
- Support to implementation planning once recommendations are agreed

Outcomes:

- Qualitative: high-level of confidence from senior stakeholders and experts that recommendations are sound
- Quantitative:
  - Final: 10% reduction in prison occupancy by March 2028
  - Interim: 5% reduction in prison occupancy by March 2027

4. Scope of the work

In scope:

- Options to reduce prison occupancy in the short and medium term
- Demand-side levers: sentencing, remand, recall, release, community alternatives
- Supply-side levers: additional capacity, estate management, more effective use of existing places

Out of scope:

- Fundamental redesign of the criminal justice system
- Long-term prison estate reform beyond the timeframe of this project
- Broader social drivers of offending, except where directly relevant

5. Outline timings and milestones

- Evidence-based recommendations – *August 2026*
- Wave 1 initiatives – September 2026
- Wave 2 initiatives – March 2027
- Wave 3 initiatives – September 2027

6. Context / background

- Prisons in England and Wales are operating at around 98% occupancy.
- This is above the 95% level at which HMPPS says it can run the estate efficiently.
- Overcrowding affects safety, staffing, access to services, rehabilitation and wider system performance.
- For this project, the target is to reduce occupancy to 90% to ease current pressures and provide headroom for future demand.

7. Constraints and risks / dependencies / interfaces

- Public protection risk: some occupancy-reduction options may be seen as increasing risk
- Political sensitivity: sentencing, release and prison-building decisions are highly contentious
- Legal / policy constraints: some options may depend on legislation, judicial practice or parole decisions
- Delivery risk: short-term measures may relieve pressure temporarily without fixing the underlying demand-capacity gap

In small groups, develop a problem definition sheet using the template provided on the next slide

EXERCISE I: WRITING A PROBLEM DEFINITION SHEET

- Focus on Box 1 – "Basic question to be resolved"
  - If this is proving difficult (and it often is!) then first have a go at Box 6 – "Context". And then return to Box 1.
- When you finish Box 1, move next to Box 3 – "Desired outputs and criteria for success"
- After you finish Boxes 1 and 3, continue through the rest of the Problem Definition Sheet
- N.B. There may be gaps or areas on your PDS where you need further clarification – feel free to highlight where this is the case. There may be an opportunity to ask our DD questions later…

25 minutes

Problem definition sheet (TEMPLATE)

1. Basic question to be resolved:

2. Stakeholders, decision makers and project resourcing
- xx

3. Desired outputs and outcomes
- xx

4. Scope of the work
- xx

5. Outline timings and milestones
- xx

6. Context
- xx

7. Constraints and dependencies/interfaces
- xx

EXAMPLE SOLUTION: Problem Definition Sheet

PROJECT: ADDRESSING IRREGULAR MIGRATION VIA LITORRA

1. Basic question to be resolved

How can the UK significantly reduce the number of people arriving in and remaining in the UK irregularly via Litorra by December 2026?

2. Stakeholders, decision makers and project resourcing

- Project sponsor: Deputy Director, Route Breaker Taskforce
- Project team: Route Breaker Taskforce
- Key decision makers: relevant ministers / senior officials across HMG
- Key stakeholders: Litorran government, UK departments involved in migration and border policy, wider HMG teams engaged on the bilateral relationship
- Delivery partners: policy, operational, legal, analytical and diplomatic teams
- Governance: taskforce reporting line with regular senior check-ins / steering discussions

3. Desired outputs and outcomes

Outputs:

- Set of evidence-based recommendations for reducing irregular migration via Litorra
- A clear proposal and supporting narrative for ministers to take into bilateral talks with Litorra

Outcomes:

- Senior stakeholders have confidence that recommendations are credible and deliverable
- Recommendations support a significant reduction in people arriving in and remaining in the UK irregularly via Litorra by December 2026

4. Scope of the work

In scope:

- Options to reduce irregular arrivals linked to the Litorra route
- Options to increase returns cooperation linked to Litorra
- Assessment of feasibility, impact and deliverability of different options

Out of scope:

- Irregular migration routes not materially connected to Litorra
- Fundamental redesign of the wider UK migration system
- Long-term structural reforms outside the timeframe of this project
- Detailed implementation beyond high-level delivery planning

5. Outline timings and milestones

- **10-week taskforce window** to develop recommendations
- Analysis and initial options development – weeks 1–4
- Testing and refinement of recommendations – weeks 5–8
- Final recommendations and proposed bilateral package – week 10
- Bilateral talks with Litorra – immediately following completion of the project

6. Context / background

- Irregular arrivals linked to the Litorra route more than tripled, rising from 3,100 in 2022 to 11,200 in 2025. This has drawn sustained ministerial attention and created pressure for rapid progress. Litorra is a key transit country on this route, but current migration cooperation – especially on returns – remains limited. The UK is also in wider bilateral discussions with Litorra, which may create opportunities for deeper cooperation. Bilateral talks are planned in 10 weeks, creating a near-term opportunity to table proposals on migration cooperation

7. Constraints and risks / dependencies / interfaces

- Litorra has mixed incentives and may not move quickly without stronger UK leverage
- Progress may depend on cooperation across multiple UK teams and with the Litorran government
- Some options may be legally, politically or operationally difficult to deliver
- Delivery may depend on action beyond the direct control of the taskforce

Once you are happy with your draft PDS, it is important to test it with your project sponsor.

PROJECT KICK OFF MEETINGS

- A **project kick-off meeting** allows you to:
  - **Confirm that your understanding of the project matches theirs**
  - **Resolve any gaps or unanswered questions** from developing the PDS
  - **Surface any early hypotheses, concerns or priorities** that should shape your approach
- **In short: use the meeting to sharpen your understanding of the project before the work begins**

In small groups, use your Problem Definition Sheet to prepare for a project kick-off meeting with your Deputy Director

EXERCISE 2: PROJECT KICK-OFF MEETING

- Your team has developed a Problem Definition Sheet
- In your groups, prepare for a short meeting **to present your PDS to your Deputy Director**. You should be ready to:
  - Briefly summarise your draft **basic question**, scope and intended outputs
  - Highlight any areas where you want to **check your understanding**
  - Ask targeted questions to clarify **priorities, constraints, stakeholders or success criteria**
  - Listen carefully for any sponsor views or assumptions that may need to be explored further during the project
- **Timing**
  - **10 minutes**: group preparation
  - **5 minutes per group**: meeting with the Deputy Director (We will aim to hear from **2–3 groups**)
  - **10 minutes**: plenary debrief

30 minutes

Use the prompts below to guide your reflection

USE ADAPTIVE ACTION TO REFLECT ON YOUR LEARNING

What?

- What did you notice in your learning?
- What surprised you?
- What's different to what you've learnt about this before? What's the same?
- What are you feeling about this cycle of learning?

So What?

- So what could this mean?
- So what are the implications for you, for your project, for your role?
- So what are your options for action?

Now What?

- Now what will you do?
- By when?
- How will you know when you've got there?

Contents

Where are we in the case?

CASE RECAP

- Over the past **three years**, irregular arrivals linked to the **Litorra route** have more than tripled, rising from **3,100 in 2022** to **11,200 in 2025**.
- **Litorra** is a key transit country on this route. The UK is already engaging Litorra, but current migration cooperation – especially on **returns** – remains limited, and Litorra has **mixed incentives** to act on this issue.
- **Wider bilateral talks with Litorra are expected in 10 weeks.** Your team has been asked to develop a **credible recommendation** on how the UK can significantly reduce the number of people arriving in and remaining in the UK irregularly via Litorra, in time to **inform those discussions**.
- Your team has developed an initial **Problem Definition Sheet** and tested it with the **Deputy Director**, who indicated that a **returns arrangement with Litorra** looks like one of the most promising routes to explore.
- The **Deputy Director** also noted that a recent returns agreement with **Generica** has increased confidence across government that a similar approach may be possible, and that the forthcoming **bilateral talks** may create an opportunity for **deeper cooperation**.

Module 2 will prepare you to structure your problem and prioritise your time

OBJECTIVES AND INTRODUCTION

After this module, I will be able to:

- Breakdown problems in a structured way
- Apply techniques to prioritise the most important lines of enquiry

The module includes:

- Breaking down the problem with issue trees
- Assessing analytical priorities with 2x2 matrices

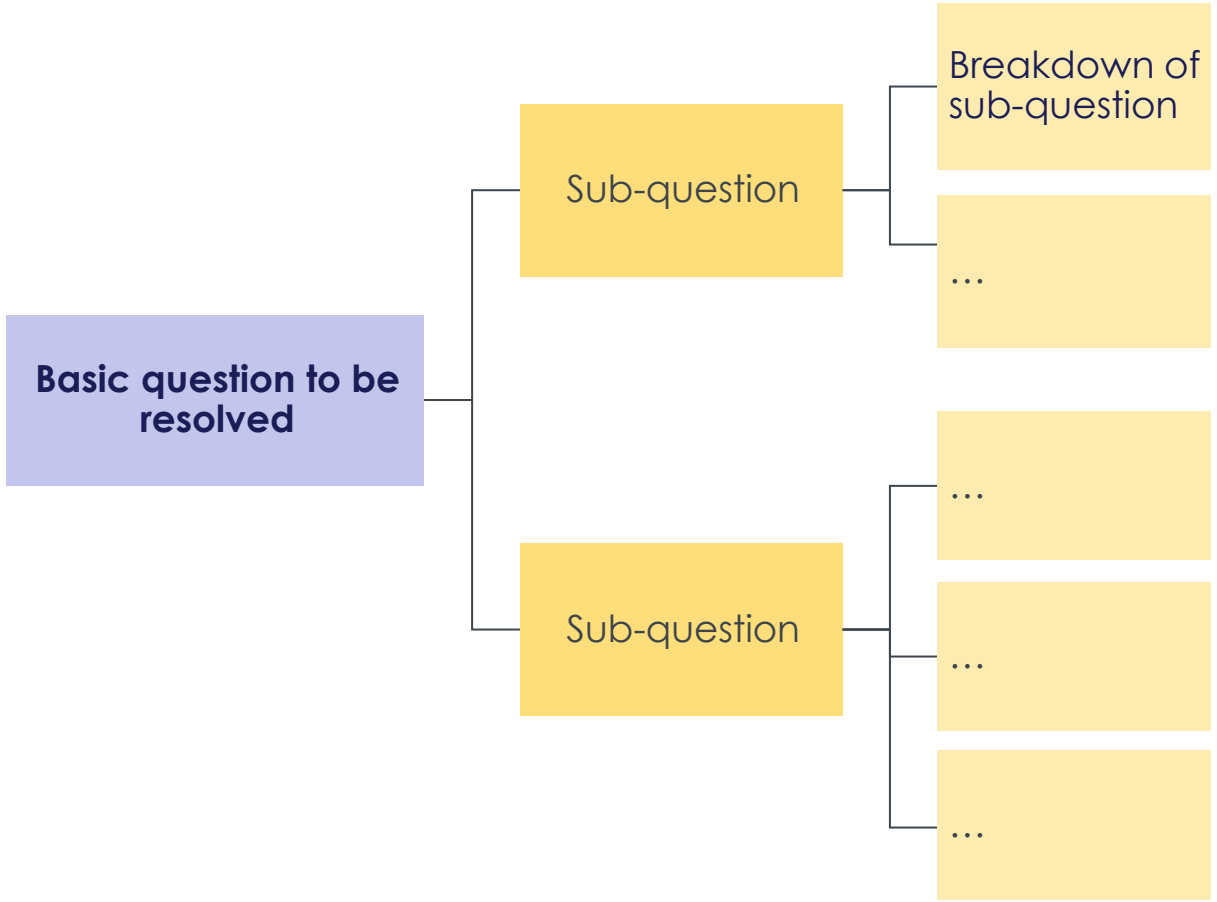
You can use an issue tree to disaggregate your question into effective workstreams

ISSUE TREES - INTRODUCTION

Why are issue trees important?

Once you've written the problem statement, the next step is to break the problem down into manageable chunks. The issue tree helps you to:

1. Break the work down into clear, separate workstreams
2. Give you confidence that you've looked at the full extent of the project



*Issue = question: Do not confuse with issues on a risk log, or an arising operational issue

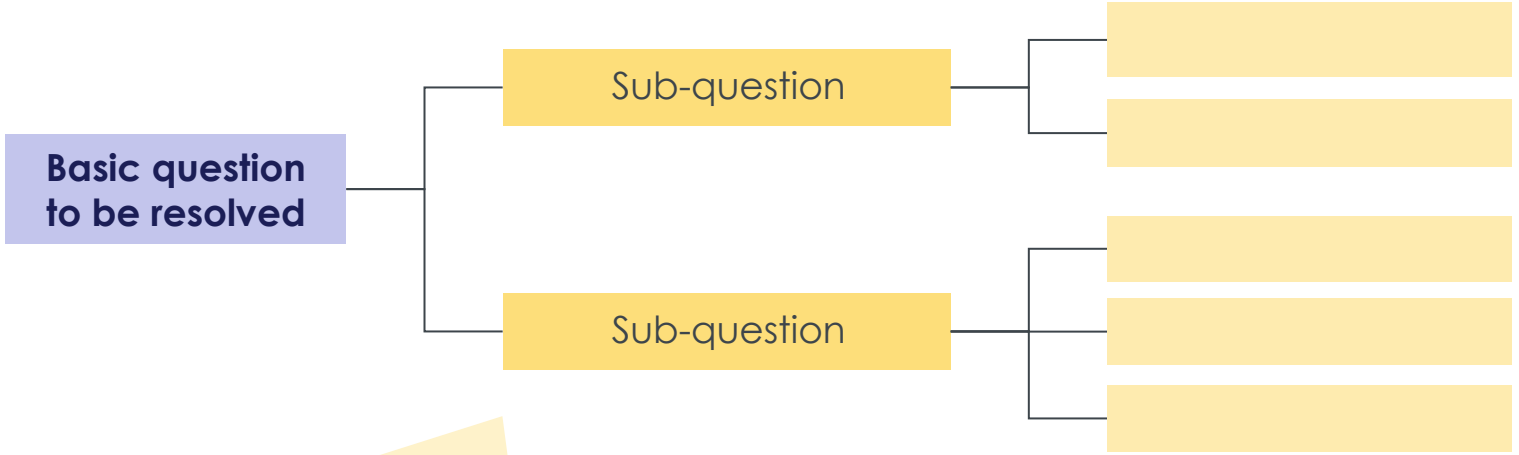
An issue tree sets out the 'basic question to be solved', and breaks it out into increasingly more specific questions

HOW ISSUE TREES WORK

An Issue Tree sets out the 'basic question to be resolved', and breaks it down into increasingly more specific questions.

The right-hand side of an Issue Tree shows a set of areas of potential experiments / solutions / analyses / workstreams

An Issue Tree works by setting out the 'basic question to be resolved' on the left-hand side of the page, then breaking out this question into increasingly more specific questions as you go from left to right



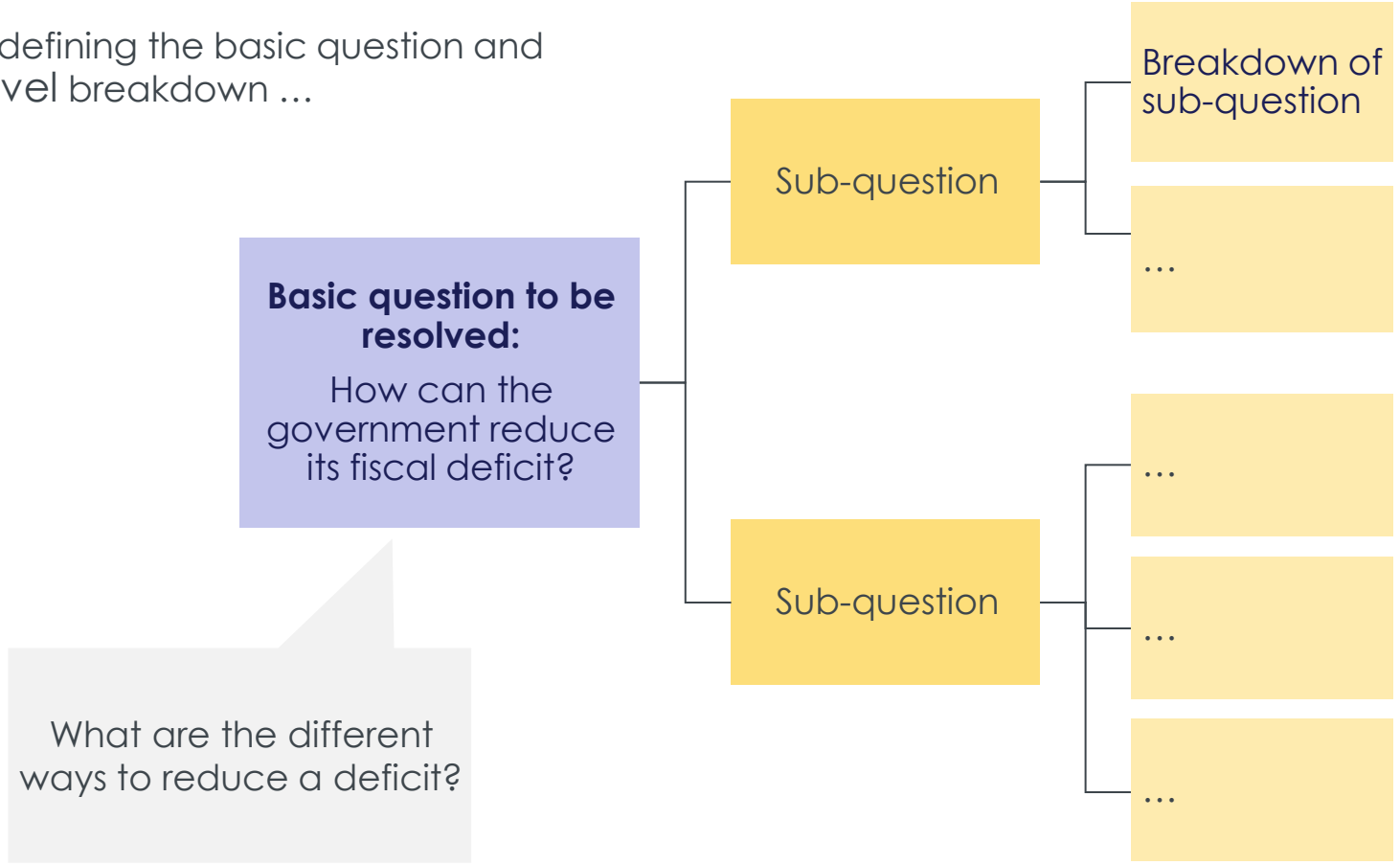
Good Issue Trees have questions at each level (vertical cut through the Tree) which:

a) can be answered without reference to other questions in the same level (**M**utually **E**xclusive questions)
b) when taken together, add up to the question to the left (**C**ollectively **E**xhaustive questions)

Start your issue tree by defining the basic question, and think about your first level breakdown

ISSUE TREE EXAMPLE (FISCAL DEFICIT)

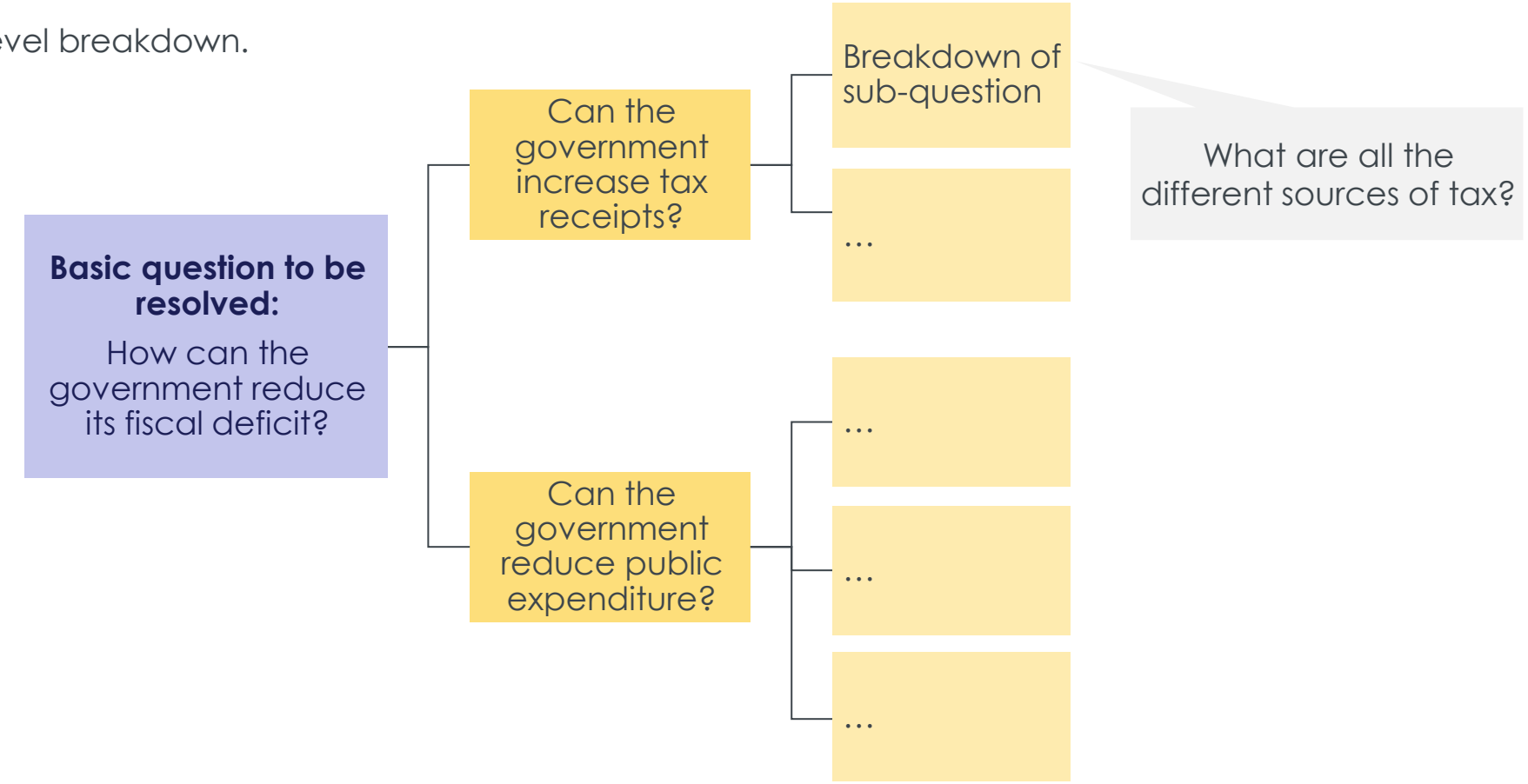
Start your Issue Tree by defining the basic question and think about your first-level breakdown …



Then work through your second level breakdown

ISSUE TREE EXAMPLE (FISCAL DEFICIT)

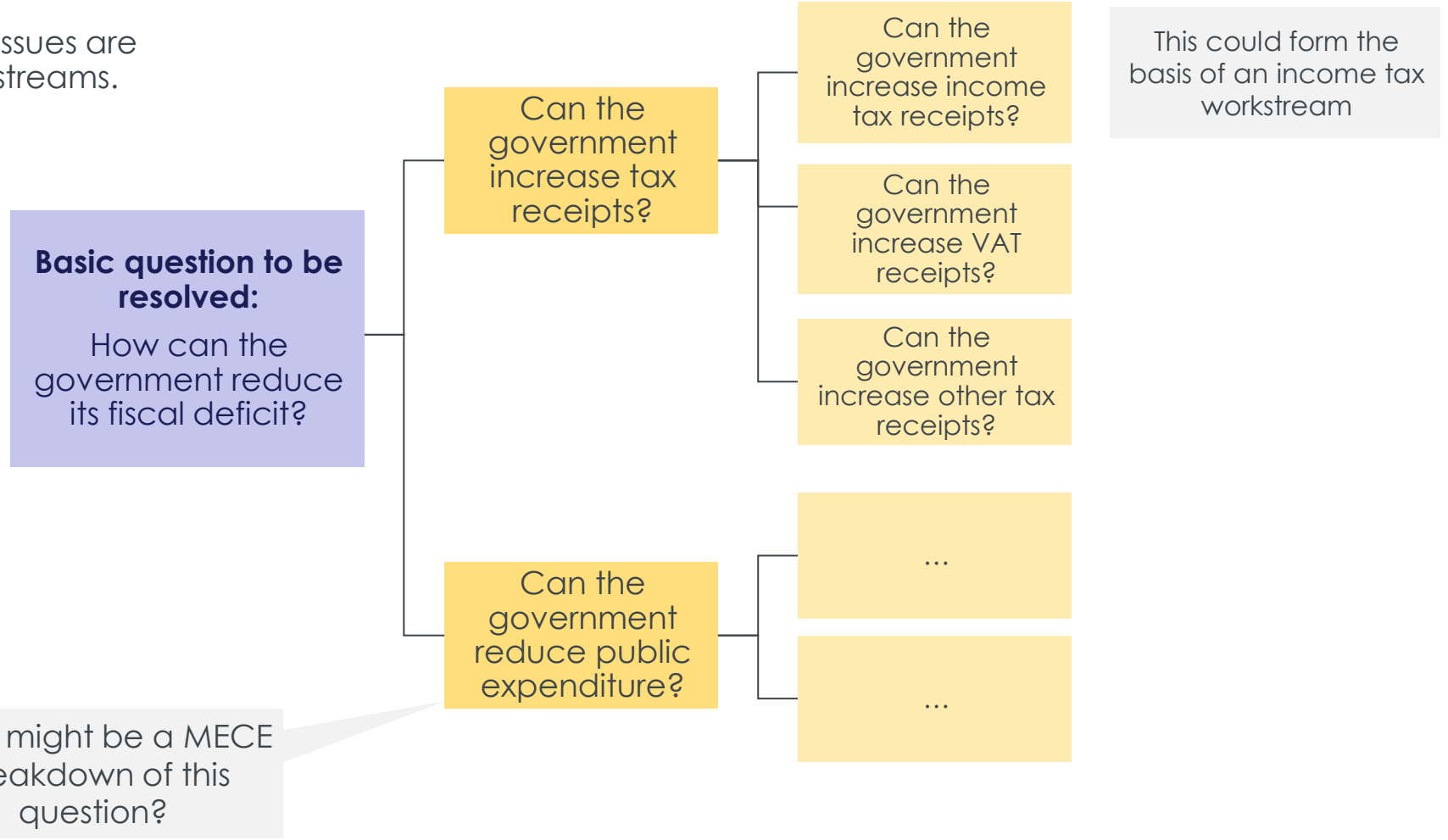
…then work through your second-level breakdown.



Stop breaking down when your sub-issues are sufficient to drive independent workstreams

ISSUE TREE EXAMPLE (FISCAL DEFICIT)

Stop breaking down when your sub-issues are sufficient to drive independent workstreams.



What happens if an issue tree is not MECE?

MECE ISSUE TREES

	Implications if not
Mutually Exclusive	▪ Workstreams become tangled together, with minor changes to one part of the answer affecting other parts of the problem solving
Collectively Exhaustive	▪ Important analyses may be missed

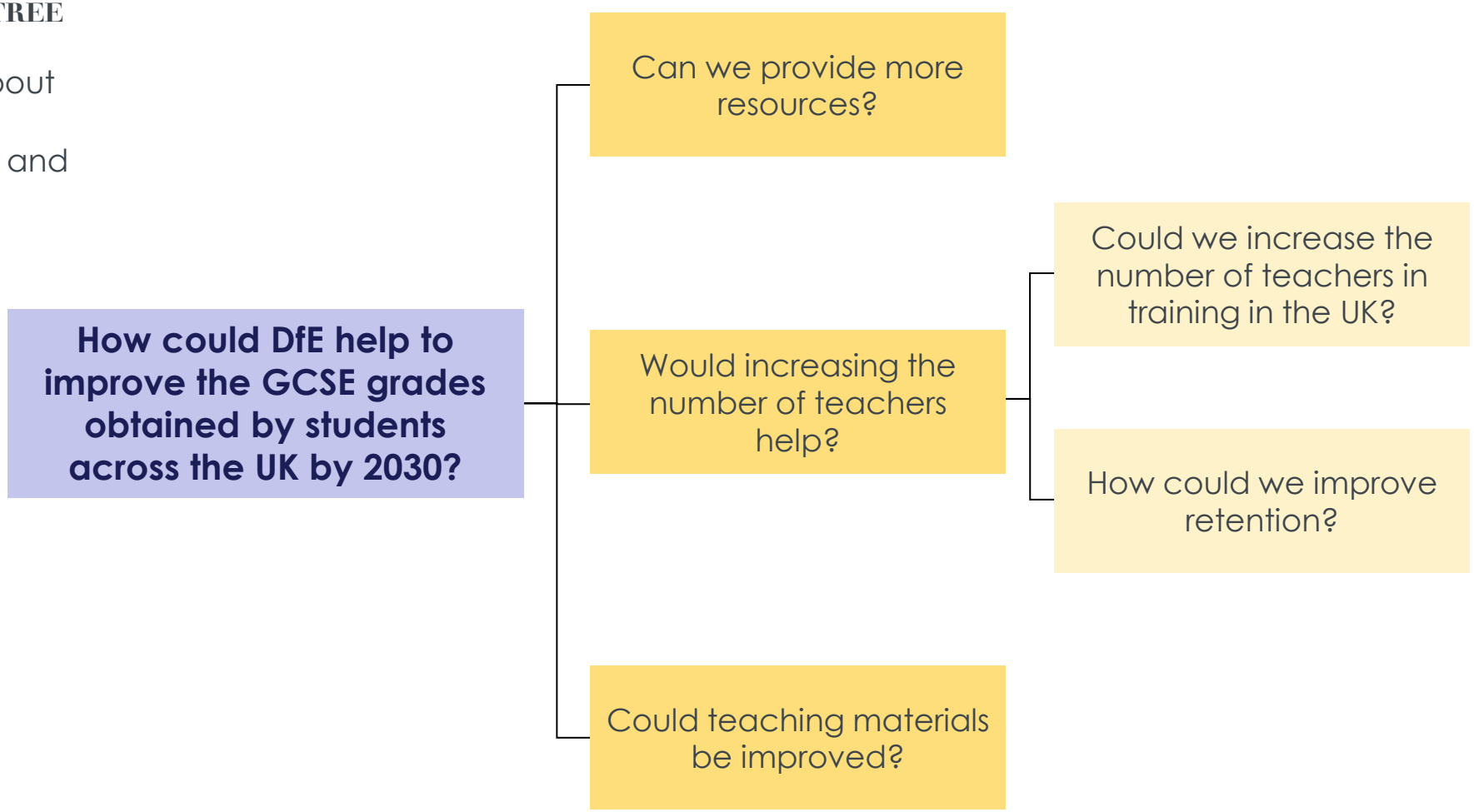
Conversely, a MECE issue tree implies that:

- All the questions at the right hand side collectively add up to the 'basic problem to be solved', without overlapping
- You have reached the right level of disaggregation when the questions are specific enough to assign resources to them

What's weak/ineffective about this tree? Is it MECE?

WORKED EXAMPLE: A WEAK ISSUE TREE

- What is weak or ineffective about this Tree?
- Is it 'MECE' (Mutually Exclusive and Collectively Exhaustive)?



 Source: Illustrative team analysis

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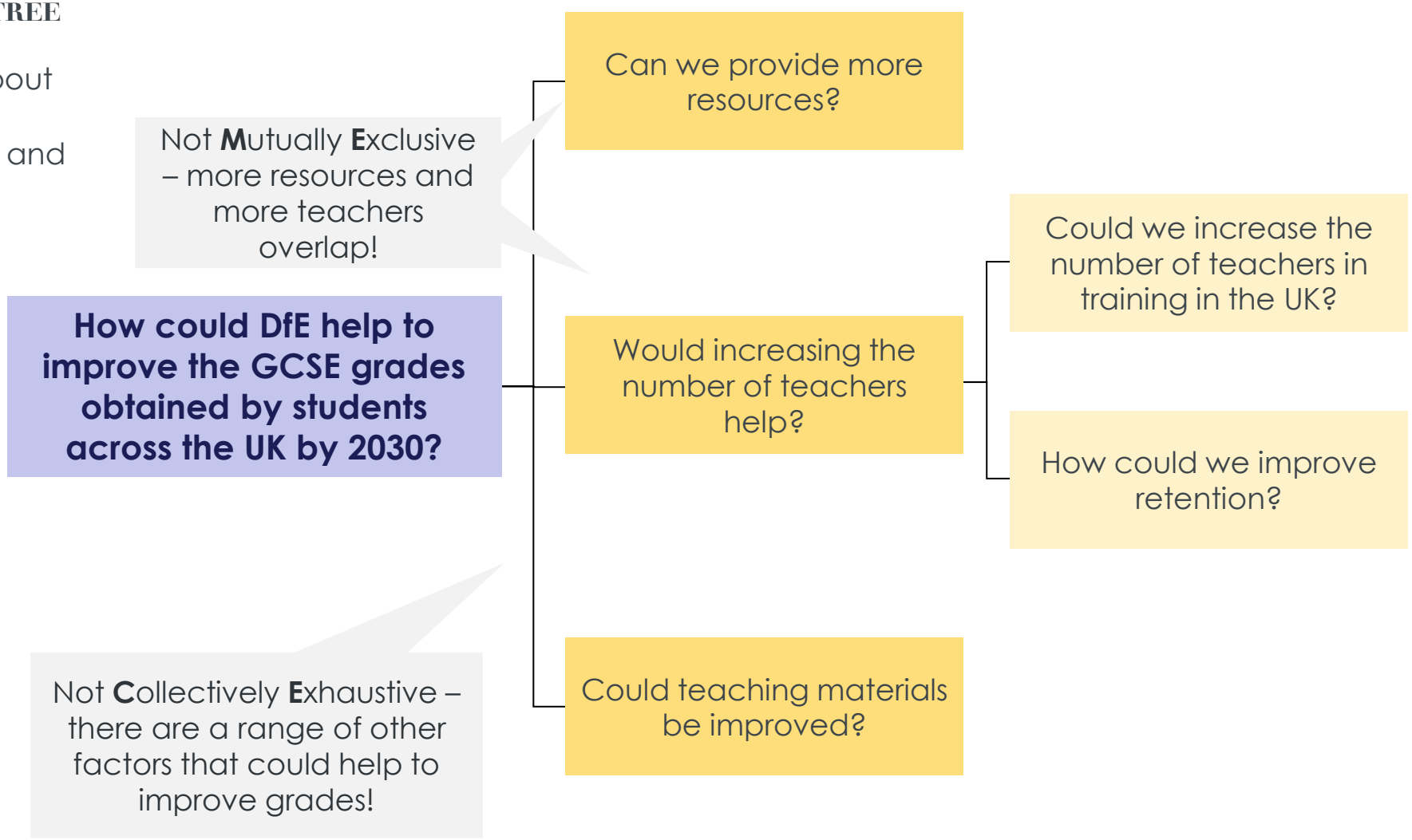

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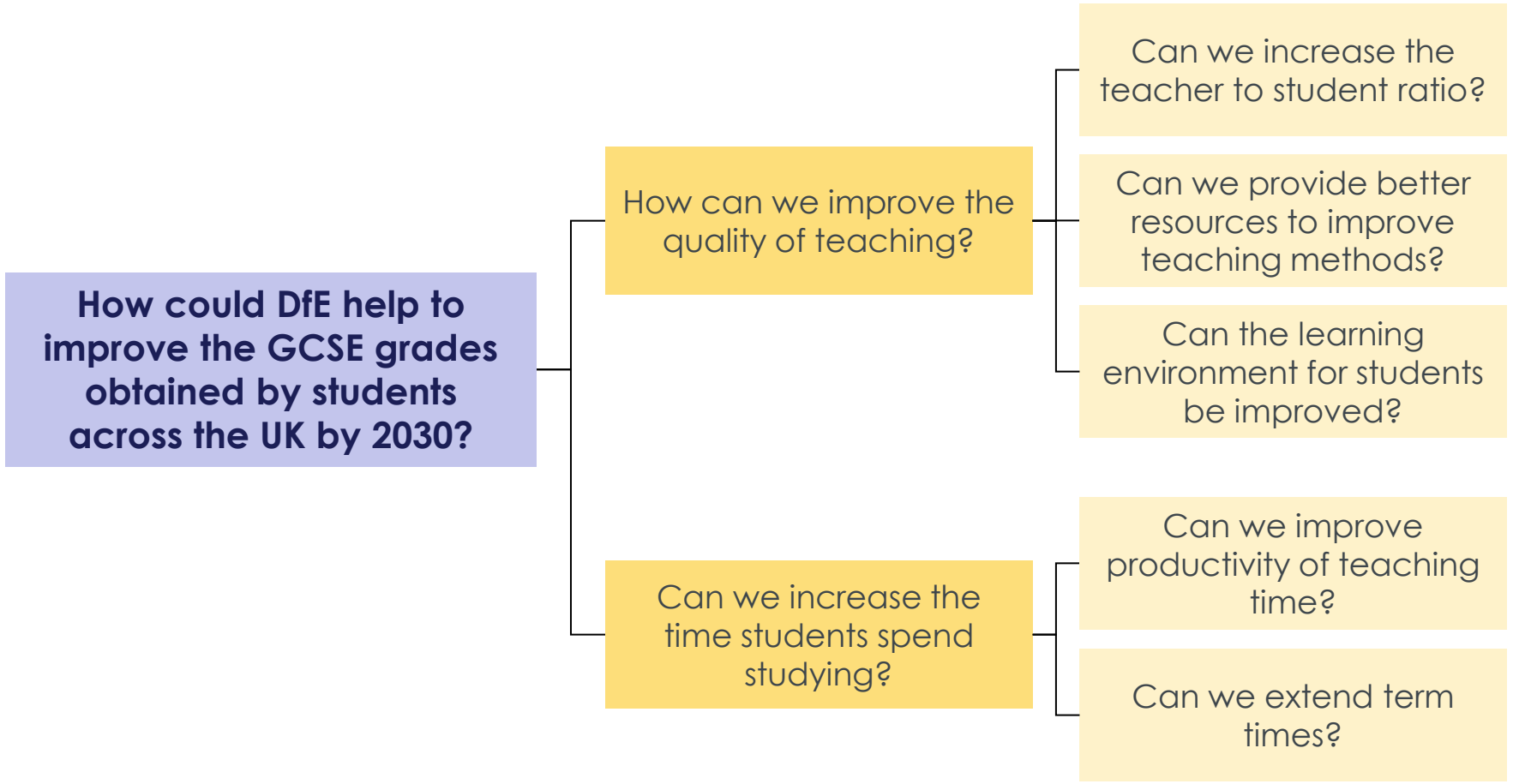
Is this one stronger / more effective? Why?

WORKED EXAMPLE: A STRONG ISSUE TREE



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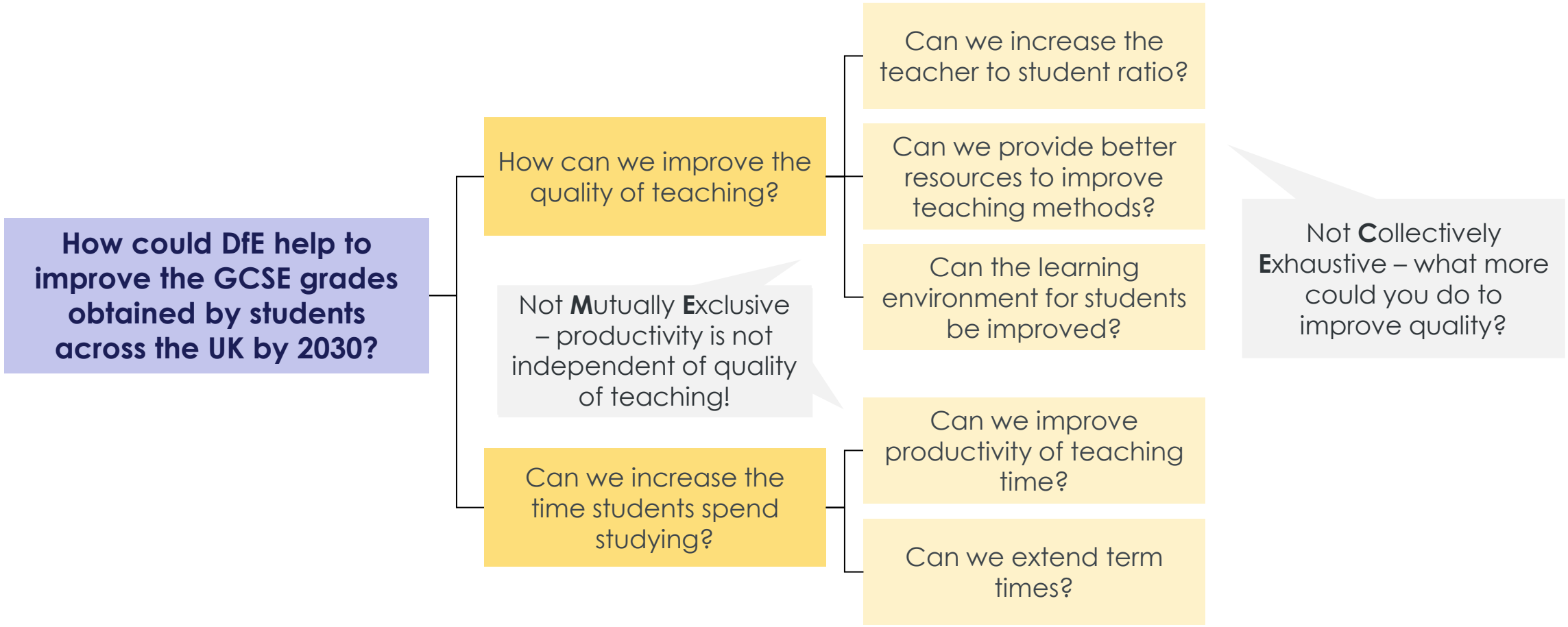
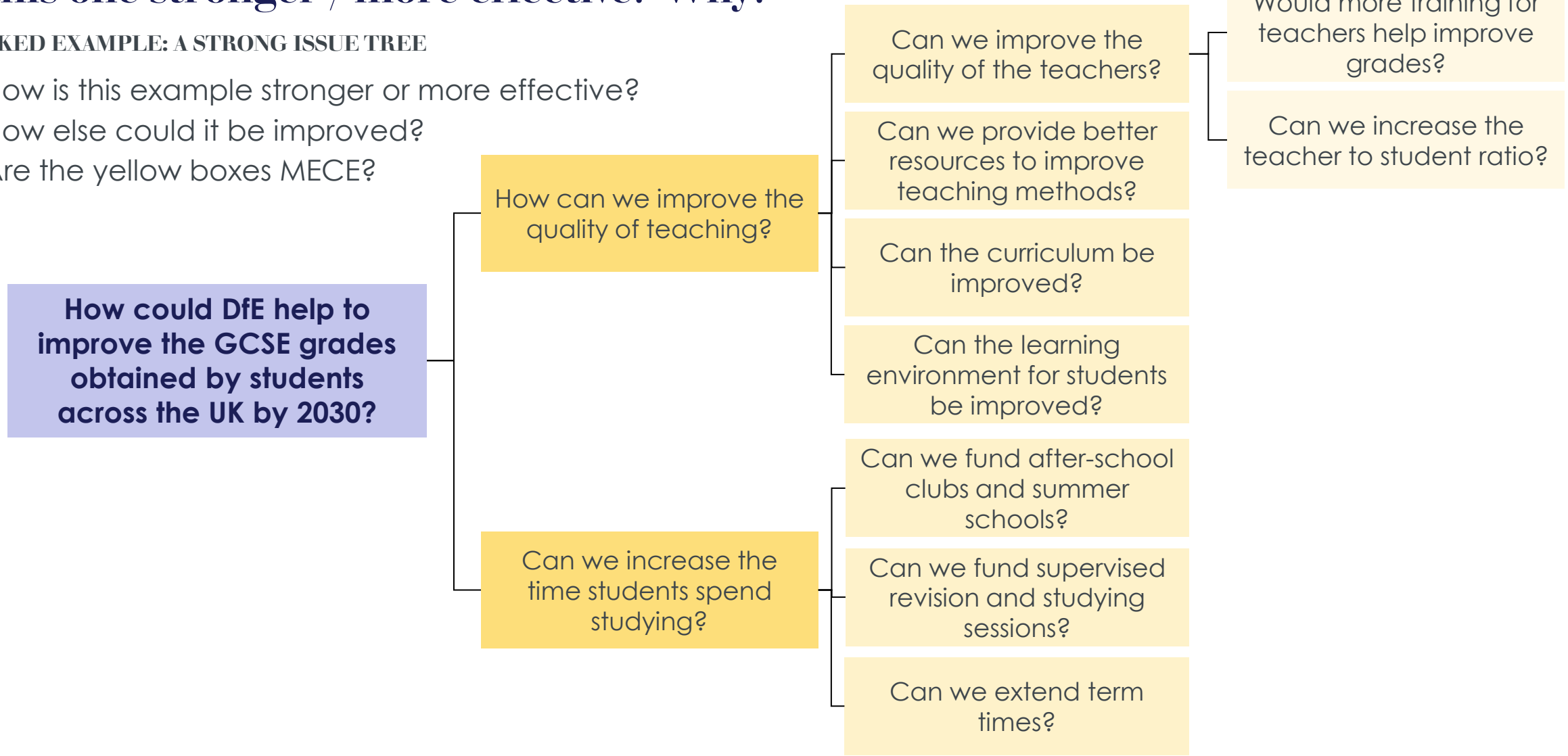


Source: Illustrative team analysis

Is this one stronger / more effective? Why?

WORKED EXAMPLE: A STRONG ISSUE TREE

- How is this example stronger or more effective?
- How else could it be improved?
- Are the yellow boxes MECE?



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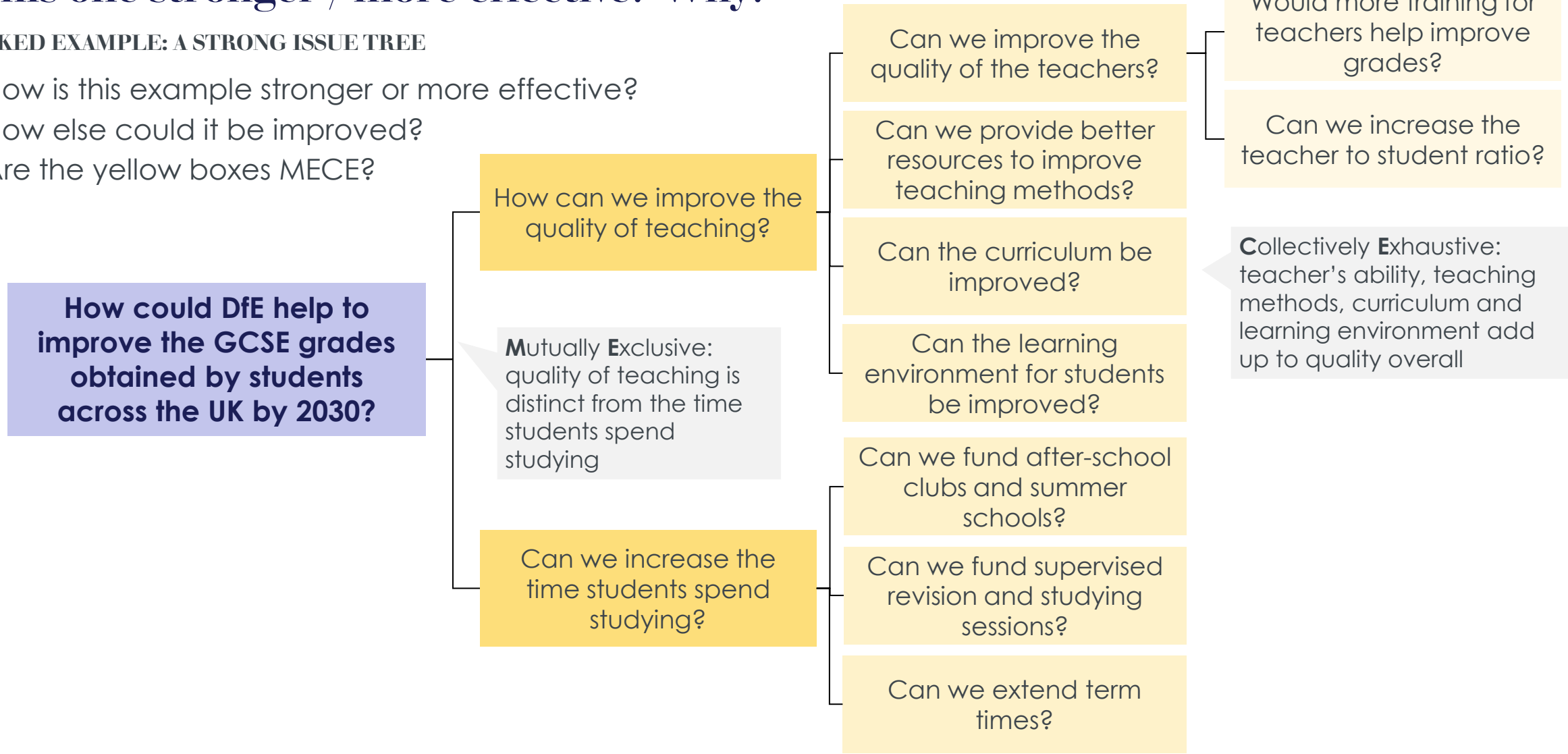

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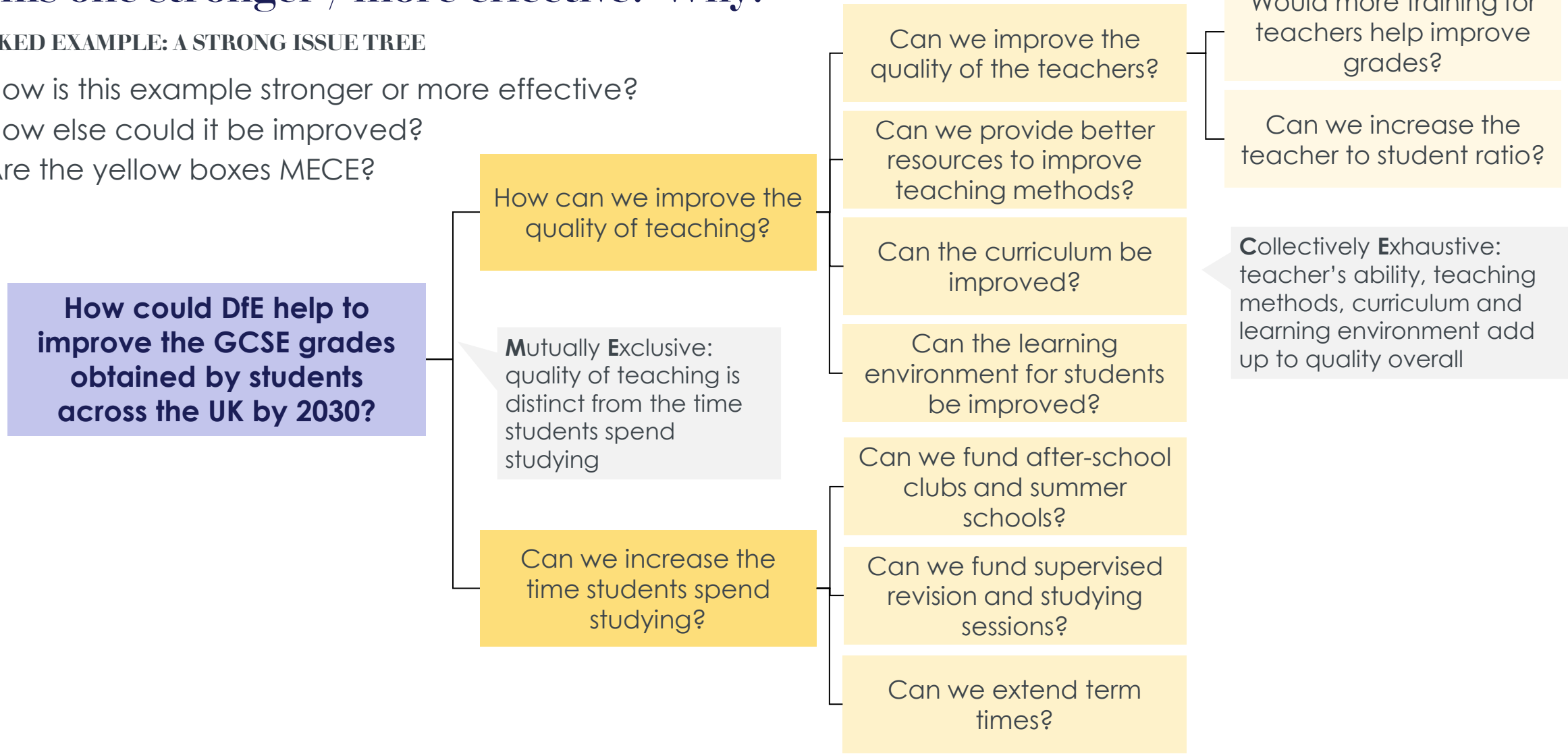

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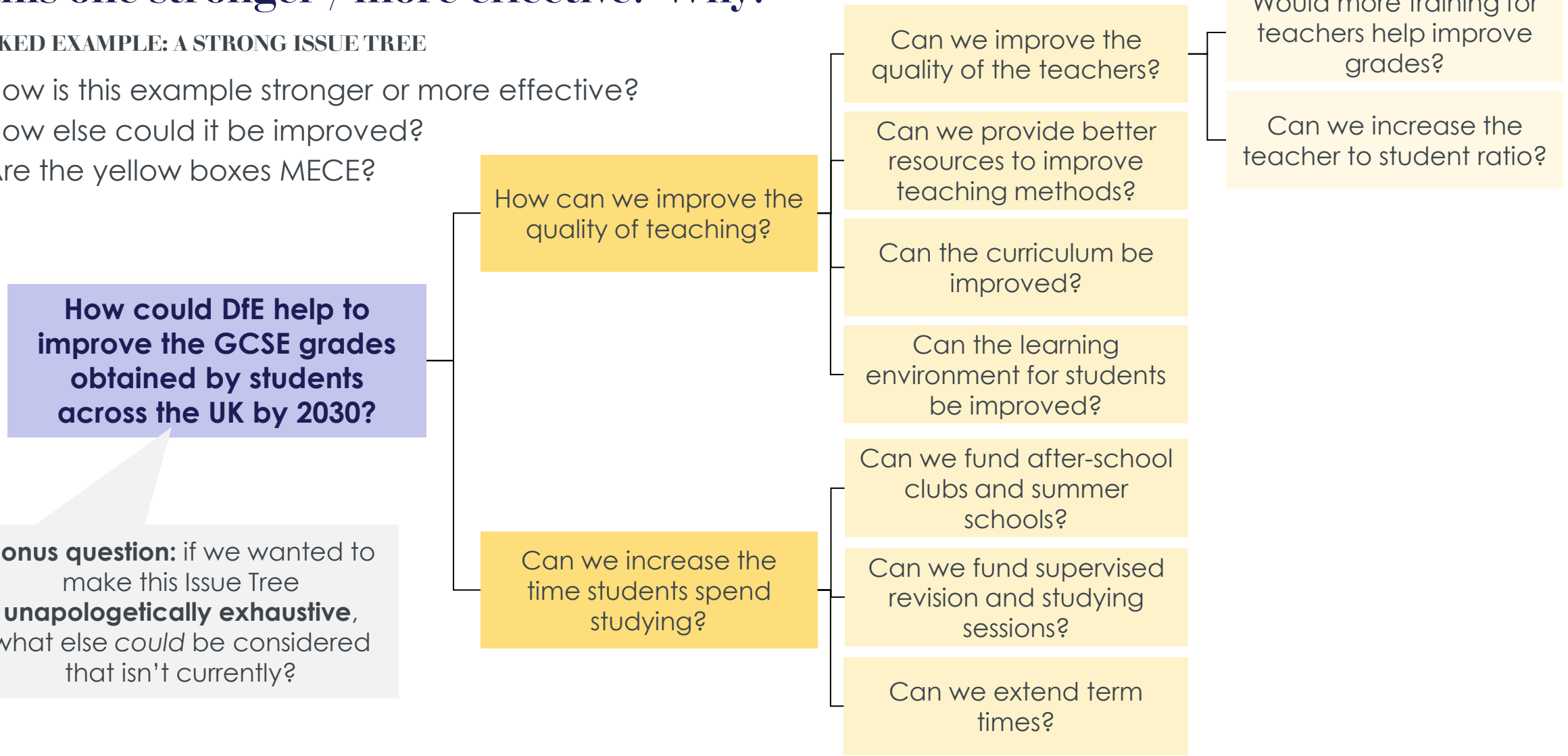
WORKED EXAMPLE: A STRONG ISSUE TREE

- How is this example stronger or more effective?
- How else could it be improved?
- Are the yellow boxes MECE?



Bonus question: if we wanted to make this Issue Tree **unapologetically exhaustive**, what else *could* be considered that isn't currently?

Source: Illustrative team analysis

A few things to keep in mind when using issue trees to structure your work

ISSUE TREES KEY POINTS

1. **There is no single right answer** – although it is important for the tree to be MECE, it does not need to be perfect and there are multiple "right answers"
2. **Don't go beyond ~4 levels of the tree** – if you have many levels, you've probably gone into too much detail
3. **Use established frameworks to ensure MECEness** – if the problem is on profit, the first level should probably be 'revenues' and 'costs'
4. **Issue Trees are useful in making your case to stakeholders** – not to present to them, but to demonstrate thinking

In small groups, try developing your own issue trees to break down the basic question for the Litorra

EXERCISE 1: CASE STUDY – DISAGGREGATING THE PROBLEM WITH AN ISSUE TREE

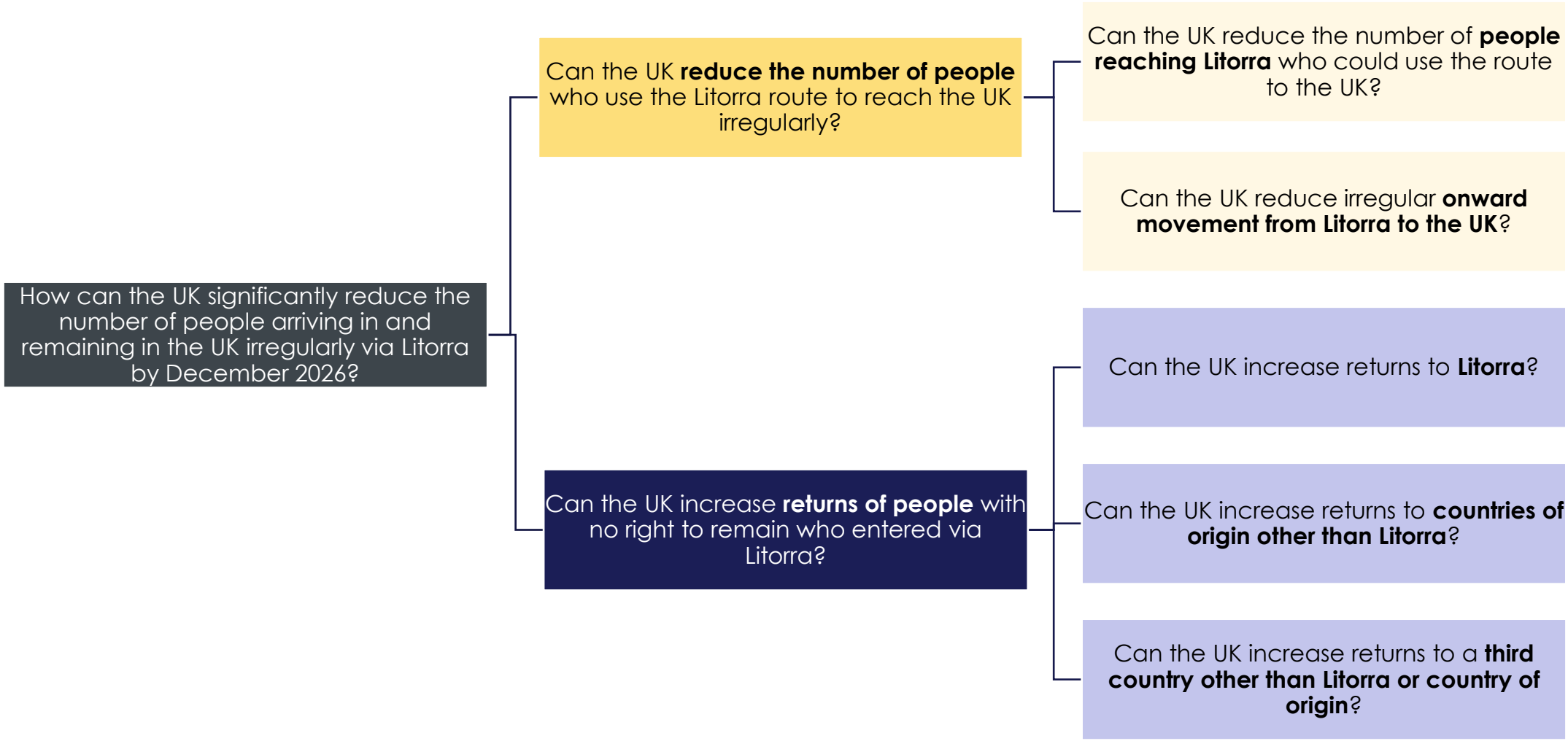
In pairs or small groups:

- Try developing your own issue tree to break down the question:
  - **"How can the UK significantly reduce the number of people arriving in and remaining in the UK irregularly via Litorra by December 2026?"**

20 minutes in small groups; 5 minutes together

EXAMPLE SOLUTION:
Week 1 project issue tree – draft for review

EXERCISE 1 (S)

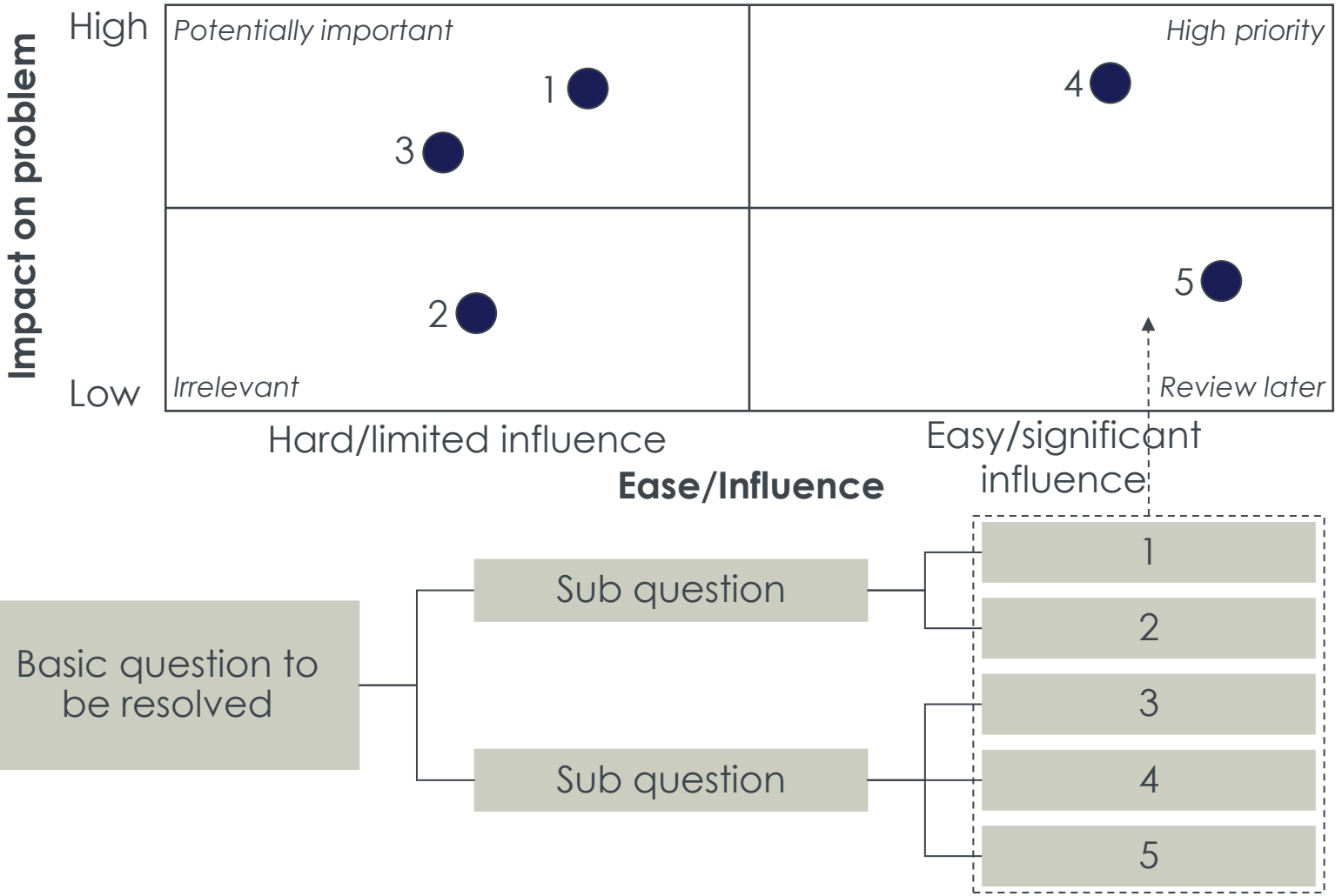


You are unlikely to have the time/resources to address all of the actions in your issue tree, so will need to prioritise...

PRIORITISATION TOOL

Creating an issue prioritisation matrix

1. Develop a set of prioritisation criteria that are most appropriate to your project – e.g., timing vs impact, impact vs level of control, impact vs effort to assess
2. Develop a matrix using the criteria and take each question from the issue tree and put on the matrix
3. Focus your team's time on the questions that are most impactful and timely/within control (the top right hand corner of the matrix)



Use prioritisation to help you focus your activities

TIPS FOR PRIORITISING

- **Prioritise ruthlessly** – to make sure the team is focused on the aspects that matter most
- Use simple tests to **determine impact** when prioritising. If a back-of-the-envelope calculation shows that an area of cost is known to be small, don't waste time analysing how small – it won't matter
- Don't forget to include the **high impact analyses** required later in the problem solving– although they can wait a while, they still need to be done

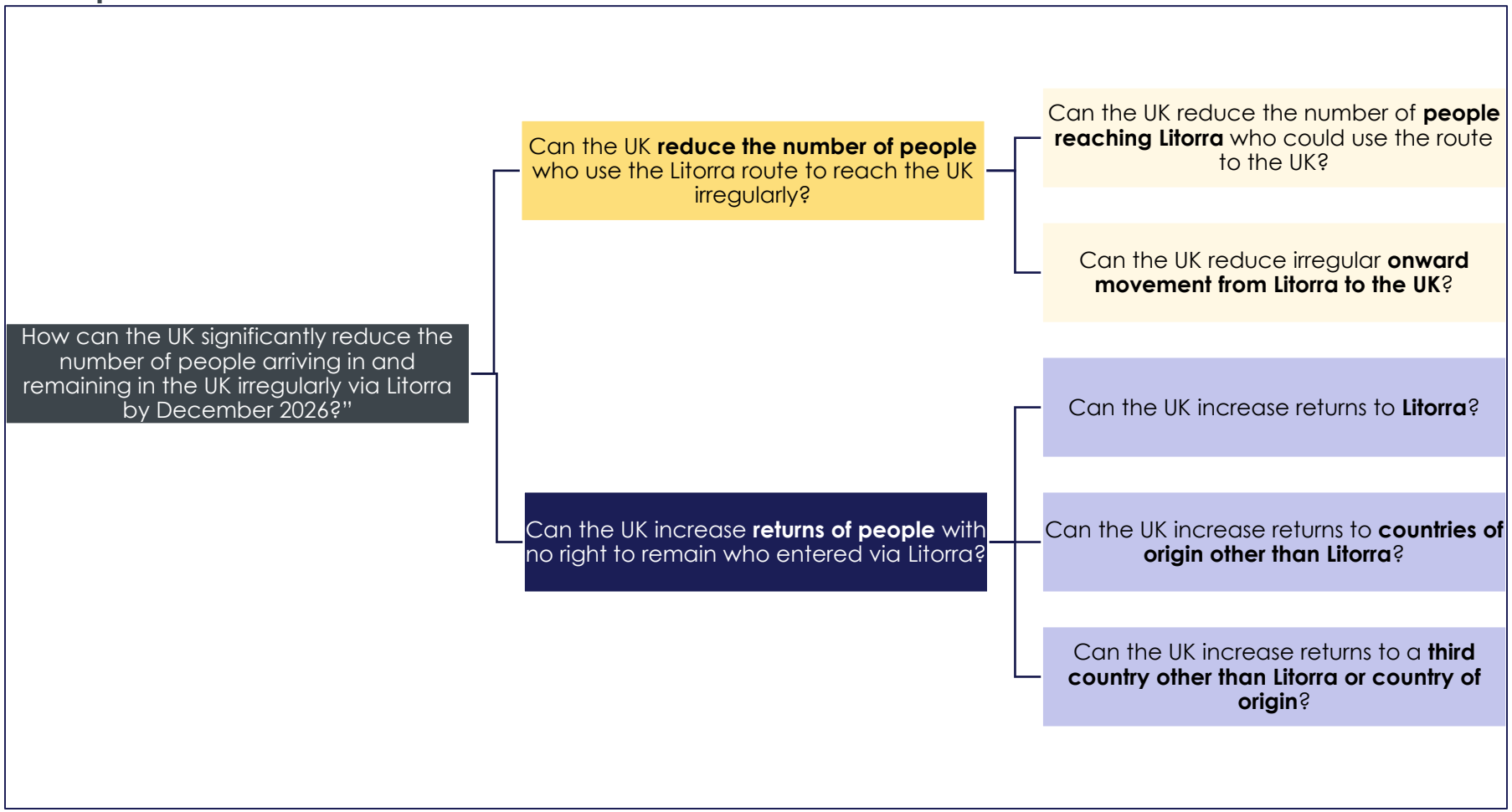
Develop a prioritisation grid for the issue tree from exercise 1

EXERCISE 2: PRIORITISING ISSUES

- Have a go at using the matrix to prioritise your issues
- Either use your own issue tree from the previous exercise, or the example
- Start by agreeing your two prioritisation criteria (e.g. impact/ease) for your 2x2 matrix
- Then assess each of your most-detailed sub-questions against these criteria, and plot them onto the matrix

10 minutes in small groups;
5 minutes together

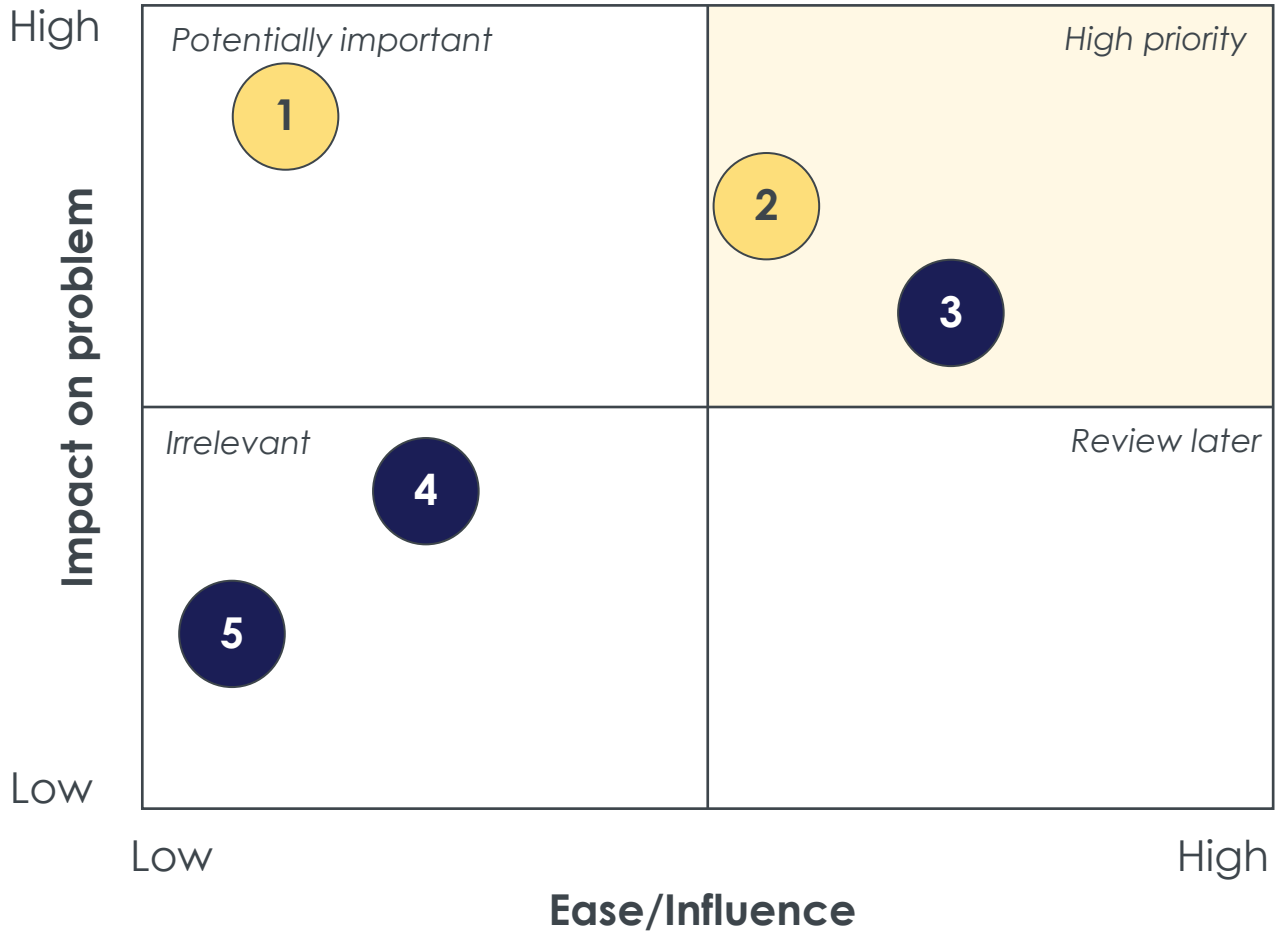
Example Issue Tree



EXAMPLE SOLUTION: Prioritisation matrix

EXERCISE 2 (S) – 1/2

#	Question
1	Can the UK reduce the number of people reaching Litorra who could use the route to the UK?
2	Can the UK reduce irregular onward movement from Litorra to the UK?
3	Can the UK increase returns to Litorra?
4	Can the UK increase returns to countries of origin other than Litorra?
5	Can the UK increase returns to a third country other than Litorra or country of origin?



EXAMPLE SOLUTION: Prioritisation matrix

EXERCISE 2 (S) – 2/2

#	Question	Impact	Relative influence
1	**Can the UK reduce the number of people reaching Litorra who could use the route to the UK?**	**High** *Reduces the upstream pool of people who could go on to use the Litorra route.*	**Low** *The UK has limited direct control over who reaches a transit country in the first place.*
2	**Can the UK reduce irregular onward movement from Litorra to the UK?**	**High** *Directly cuts arrivals on the Litorra route.*	**Medium** *The UK has plausible levers through bilateral engagement, operational cooperation and wider pressure on Litorra.*
3	**Can the UK increase returns to Litorra?**	**Medium/high** *Reduces those remaining in the UK and may shift incentives across the Litorra route more broadly.*	**Medium/high** *Aligns with current bilateral discussions and the Deputy Director's hypothesis based on Generica example.*
4	**Can the UK increase returns to countries of origin other than Litorra?**	**Medium/low** *Reduces those remaining in the UK and may shift incentives, but only for certain nationalities rather than the route as a whole.*	**Low** *Dependent on many countries, documentation processes and case-by-case cooperation.*
5	**Can the UK increase returns to a third country other than Litorra or country of origin?**	**Low/uncertain** *Could reduce those remaining in the UK, but route-level impact is uncertain and likely depends on scale and credibility.*	**Low** *Legally, politically and operationally difficult to put in place quickly.*

Use the prompts below to guide your reflection

USE ADAPTIVE ACTION TO REFLECT ON YOUR LEARNING

What?

- What did you notice in your learning?
- What surprised you?
- What's different to what you've learnt about this before? What's the same?
- What are you feeling about this cycle of learning?

So What?

- So what could this mean?
- So what are the implications for you, for your project, for your role?
- So what are your options for action?

Now What?

- Now what will you do?
- By when?
- How will you know when you've got there?

Contents

Where are we in the case?

CASE RECAP

- Irregular arrivals linked to the **Litorra route** have risen sharply, more than tripling from **3,100 in 2022** to **11,200 in 2025**. **Litorra** is a key transit country, but migration cooperation – especially on **returns** – remains limited, and the UK has only a **10-week window** to develop a credible proposition ahead of forthcoming **bilateral talks**.
- Your team has been asked to develop recommendations on how the UK can significantly reduce the number of people arriving in and remaining in the UK irregularly via **Litorra by December 2026**, in time to **inform those discussions**.
- From speaking to the **Deputy Director**, you know they see a **returns arrangement with Litorra** as one of the most promising routes to explore, while remaining open to other approaches if the evidence supports them.
- Having broken the problem down, your team has prioritised **two key lines of enquiry**:
    1. **Can the UK reduce onward movement from Litorra to the UK?**
    2. **Can the UK increase returns to Litorra?**
- The next step is to use **data analysis** to test these two ideas in more detail and assess where the strongest evidence for action lies.

Module 3 will focus on gathering data for analysis

OBJECTIVES AND INTRODUCTION

After this module I will be able to:

- Use Excel functions to format and analyse data
- Define analytical tests and run analysis
- Generate from data analysis – and understand the difference between calculating numbers and drawing conclusions

The module includes:

- Introduction to Excel functions and formatting
- Defining analytical tests
- Data analysis: testing the two lines of enquiry
- Generating insight from data

Even if you don't use Excel day to day, having a basic grasp of how it works is essential for interpreting analysis confidently and asking the right questions. We'll also cover commissioning and insight generation – skills that are just as relevant for those commissioning analysis as for those doing it.

Why do we use Excel?

ANALYSIS VS MODELLING

- **Quantitative analysis: what is happening now?**
  - Answering questions such as "how many", "what proportion", "how frequently"
  - Calculating averages, variation, correlations

Covered in module 3

- **Modelling: what would happen if…?**
  - Projecting into the future
  - Testing alternative scenarios
  - Considering uncertainty / sensitivity

Covered in module 5

We'll split into **three breakout rooms** for this module:

- **Group 1: Beginner** – for anyone who wants more support with Excel. You'll try the core exercises (1.1 & 1.2), then work through them step-by-step with faculty.
- **Group 2: Some experience** – for anyone comfortable having a go independently. You'll work through the core exercises (1.1, 1.2, & maybe 1.3) at your own pace, with faculty on hand if needed.
- **Group 3: Confident user** – for experienced Excel users. You'll work independently on more challenging exercises (1.4 & 1.5) designed to stretch your skills.

Complete the exercises on Tab "1.1 Formatting"

EXERCISE 1.1: FORMATTING IN EXCEL

Groups 1 & 2

Fill & font colour

Wrap text

Borders

Number formats:

- **Number of decimal places**
- **Thousand commas**
- **Decimal places**

Conditional formatting

Use the Excel workbook
"Excel – Participant Workbook – The PSC"

Complete the exercises on the tab "1.1 Formatting"

Feeling confident already?
Have a go at "1.3 Adv"

15 minutes

Complete the exercises on Tab "1.2 Functions"

EXERCISE 1.2: USEFUL EXCEL FUNCTIONS

Groups 1 & 2

= (tells Excel to calculate a result)

Algebraic functions: +, -, *, /

SUM

COUNT

MIN

MAX

AVERAGE

IF

COUNTIF

SUMIF

Use the Excel workbook
"Excel – Participant Workbook – The PSC"

Complete the exercises on the tab "1.2 Functions"

TIPS:

- Start every function by typing =
- Double click the fill handle to copy a formula downwards
- For "IF" functions try using a "helper cell" instead of hardcoding

20 minutes

Next steps in the case...

CASE PROGRESS

Returning to Litorra case:

- Your team has **two prioritised lines of enquiry**:
    1. **Can the UK reduce irregular onward movement from Litorra to the UK?**
    2. **Can the UK increase returns to Litorra?**
  - You have access to **two datasets**:
    1. **Quarterly data on the Litorra route**
    2. **Quarterly data on returns to Generica**, a country where a **returns agreement** was recently signed
- Before opening Excel, your team want to spend some time clearly defining the questions they want to answer by running analysis on these datasets

Before you run analysis, be clear about three things

DEFINING ANALYTICAL TESTS

Defining analytical tests is an important skill – **even for people who are commissioning rather than carrying out analysis**. Good analysis starts with asking the right questions. Without direction, analysis risks being **too broad, too complex, or irrelevant**.

Before you open a spreadsheet, be clear about three things:

1. **Hypothesis: what do we think might be true?**
   State the assumption or emerging view you are trying to confirm, challenge or size.
2. **Analysis: what would we calculate or compare?**
   Identify the measure, trend, rate or comparison that would give you a useful answer.
3. **Decision rule: what result would confirm or change our view?**
   Agree what finding would strengthen, weaken or challenge this line of enquiry.

In small groups, use the dataset extract below to define the analytical test

EXERCISE 2: DEFINING ANALYTICAL TESTS

Using the **Litorra arrivals data**, agree how you would test this line of enquiry before opening Excel.

For this line of enquiry, answer:

- **Hypothesis:** what do we think might be true?
- **Analysis:** what would we calculate or compare?
- **Decision rule:** what result would confirm or change our view?

10 minutes in small groups; 5 minutes together

Line of enquiry 1: Reduce irregular onward movement from Litorra to the UK

Litorra arrivals data

Year	Quarter	Irregular arrivals to Litorra	Irregular arrivals to UK via Litorra
2022	1	2,400	700
2022	2	2,600	820
2022	3	2,800	880
2022	4	2,500	700
2023	1	2,700	950
2023	2	2,900	1,150
2023	3	3,100	1,400
2023	4	2,800	1,300
2024	1	2,600	1,050
2024	2	2,800	1,100
2024	3	3,000	1,200
2024	4	2,700	1,150
2025	1	3,400	2,200
2025	2	3,600	2,800
2025	3	3,800	3,200
2025	4	3,500	3,000

Applying this to our two lines of enquiry

EXERCISE 2 (S)

Line of enquiry 1: Reduce irregular onward movement from Litorra to the UK

- **Hypothesis: what do we think might be true?** The rise in UK irregular arrivals via Litorra may be driven more by a higher share of people moving onward from Litorra to the UK than an increase in people reaching Litorra.
- **Analysis: what would we calculate or compare?** Compare trends in irregular arrivals to Litorra with irregular arrivals to the UK via Litorra, and calculate the route throughput rate: UK arrivals via Litorra ÷ arrivals to Litorra.
- **Decision rule: what result would confirm or change our view?** If UK arrivals have risen much faster than arrivals to Litorra, and the throughput rate has increased materially, that would strengthen the case for focusing on onward movement. If both have grown at similar rates, the issue may be more upstream.

Line of enquiry 2: Increasing returns to Litorra

- **Hypothesis: what do we think might be true?** A returns agreement with Litorra could help reduce the number of people arriving in and remaining in the UK irregularly, based on the Generica example.
- **Analysis: what would we calculate or compare?** Compare returns to Generica before and after the agreement, both in absolute terms and as a share of irregular arrivals to the UK via Generica.
- **Decision rule: what result would confirm or change our view?** If returns increased substantially and represented a meaningful share of irregular arrivals, that would strengthen the case for a returns-led approach. If returns increased but remained a small proportion of arrivals, returns may be useful but unlikely to be sufficient as the main strategy.

Analysis tells you what is happening – insight tells you what it means

SYNTHESISING INSIGHT

Your analyst has carried out the analysis for you. But numbers on their own don't make insight – you need to move from **calculation to conclusion**.

Calculating is answering "what do the numbers say?"

- What are the totals, rates, and trends?
- How have things changed over time?

Synthesising insight is answering "what does this mean, and what should we do?"

- What **story does the data tell** when you look across both analyses together?
- Does the **evidence support or challenge** the starting hypothesis?
- What are the implications for **where you want to go next**?

Your analyst has carried out the analysis for you

SYNTHESISING INSIGHT

Litorra departures analysis	2022	2023	2024	2025
Litorra irregular arrivals	10,300	11,500	11,100	14,300
UK irregular arrivals via Litorra	3,100	4,800	4,500	11,200
YoY % change – Litorra irregular arrivals	n/a	12%	-3%	29%
YoY % change – UK irregular arrivals via Litorra	n/a	55%	-6%	149%
Route throughput rate (UK arrivals via Litorra ÷ Litorra arrivals)	30%	42%	41%	78%

EXERCISE 2.2 (S)

Generica returns analysis	Before agreement (Q1 2023 – Q2 2024)	After agreement (Q3 2024 – Q4 2025)
Total returns	230	630
Average quarterly returns	38	105
Absolute increase in avg quarterly returns	n/a	67
% change in avg quarterly returns	n/a	174%

Irregular arrivals to UK via Generica	12,400	13,500
Returns as % of irregular arrivals	2%	5%

In small groups prepare your top 3 insights to brief the Deputy Director

EXERCISE 3: SYNTHESISING INSIGHT

Drawing on the findings from your analyst, work in small groups teams to prepare:

- Your **top 3 insights from the data** – not just what the numbers show, but what they means for the case
- **What would you say to the Deputy Director**? How would you present the evidence clearly and respectfully – especially where it challenges their starting view?
- What would you want **to do next?**

Remember: the Deputy Director's starting hypothesis is that a returns arrangement with Litorra is the most promising route to impact. Your job is to let the evidence guide the advice.

10 minutes in small groups; 5 minutes together

SOLUTION
Exercise 3

EXERCISE 3 (S)

1

1. The rise in UK irregular arrivals via Litorra is mainly driven by more people moving onward from Litorra to the UK

- The number reaching Litorra has grown modestly (+29%), while UK arrivals via Litorra have more than doubled (+149%)
- The route throughput rate has risen from 41% to 78%, suggesting the key issue is what happens after people reach Litorra

2

2. The Generica example suggests a returns agreement could help, but only at the margins

- The agreement increased average quarterly returns by 174%, but returns still represented only 5% of irregular arrivals after the agreement
- This suggests returns could reduce the number of people irregularly arriving and staying in the UK, but is unlikely to be sufficient as the lead strategy

3

3. The most promising line of enquiry is disrupting onward irregular movement from Litorra to the UK

- The analysis points towards measures that reduce successful onward journeys from Litorra
- A returns agreement may still be useful, but as a supporting lever rather than the primary focus

Use the prompts below to guide your reflection

USE ADAPTIVE ACTION TO REFLECT ON YOUR LEARNING

What?

- What did you notice in your learning?
- What surprised you?
- What's different to what you've learnt about this before? What's the same?
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Now What?

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Contents

Where are we in the case?

CASE RECAP

- With **bilateral talks with Litorra expected in 10 weeks**, the team has been asked to develop a **credible recommendation on how to reduce irregular arrivals to the UK via the Litorra route**.
- You developed an **issue tree** and prioritised **two lines of enquiry**:
    1. **Reducing onward movement from Litorra to the UK** and
    2. **Increasing returns to Litorra**.
- Your initial **data analysis** suggests that a **returns agreement with Litorra alone is unlikely to deliver the scale of reduction needed** – returns volumes from comparable agreements have typically been modest relative to overall flows.
- This means the team also needs to **seriously consider measures to reduce irregular onward movement from Litorra to the UK** – this currently looks like the **higher-impact line of enquiry** based on the data.
- The **Deputy Director's** initial hypothesis – that a **returns deal** is the answer – may still be relevant, but it does **not look sufficient on its own**.
- The team now wants to **structure its emerging thinking as a hypothesis** – to clarify what it believes, identify what still needs to be tested, and pinpoint where additional work is needed.

Module 4 will help you develop hypotheses to clarify your thinking and synthesise recommendations efficiently

OBJECTIVES AND INTRODUCTION

After this module I will be able to:

- Recognise the importance of constantly articulating and developing hypotheses
- Use a hypothesis tree to structure and test emerging thinking

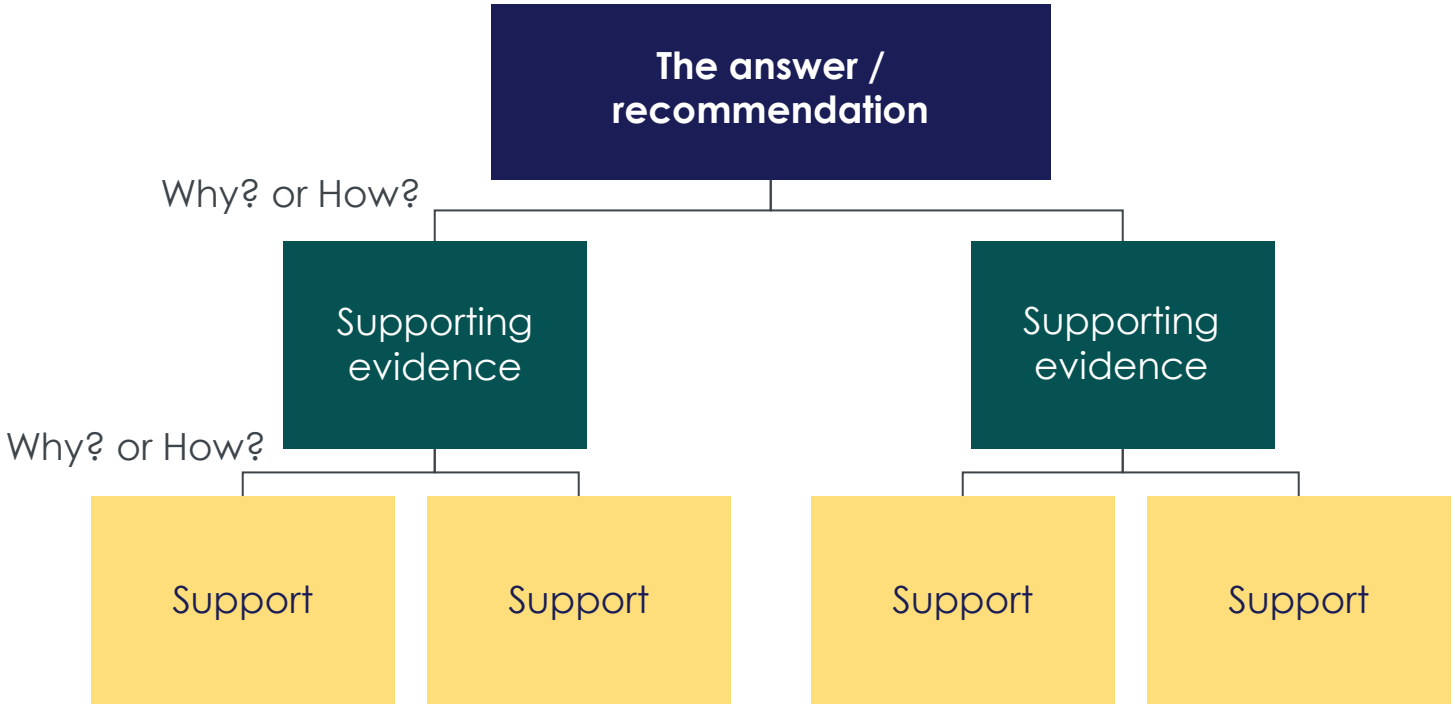
The module includes:

- Introduction to hypothesis trees
- Applying hypothesis thinking to the Litorra case

Hypothesis Trees help us order our thinking by proposing a likely answer to a question and laying out the supporting evidence

HYPOTHESIS TREES – INTRODUCTION

- Hypothesis trees are used to **help organise our thoughts** into answers or recommendations, and to lay out the **supporting evidence** for that answer
- They are especially useful when you have an **emerging hypothesis** but **incomplete or ambiguous evidence**
- The hypothesis tree helps you work out **what would need to be true to prove your hypothesis** – and exposes the **gaps in your logic** that need further work

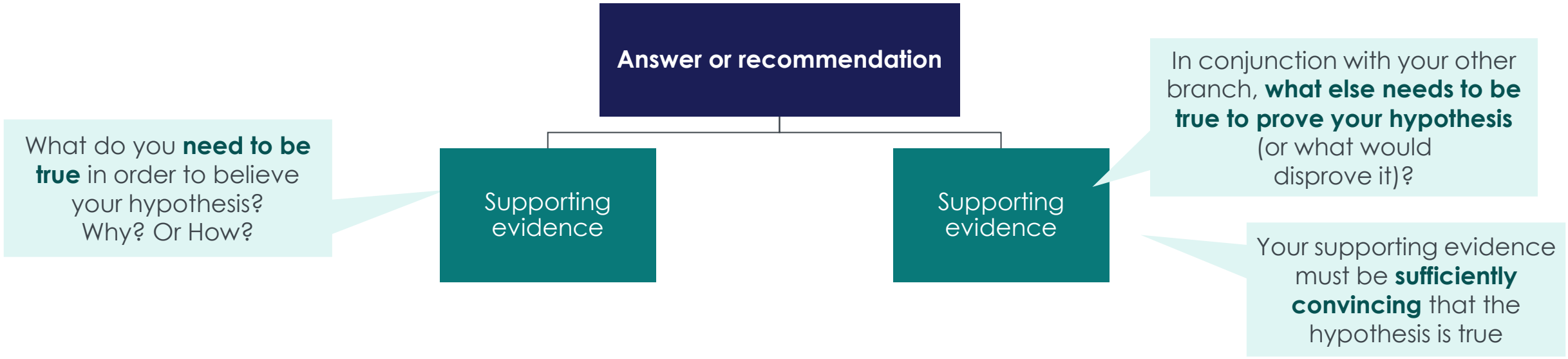


We develop a Hypothesis Tree by asking "Why do we believe this?" at each level until it's self-evident or it is a statement you can test

DEVELOPING A HYPOTHESIS TREE

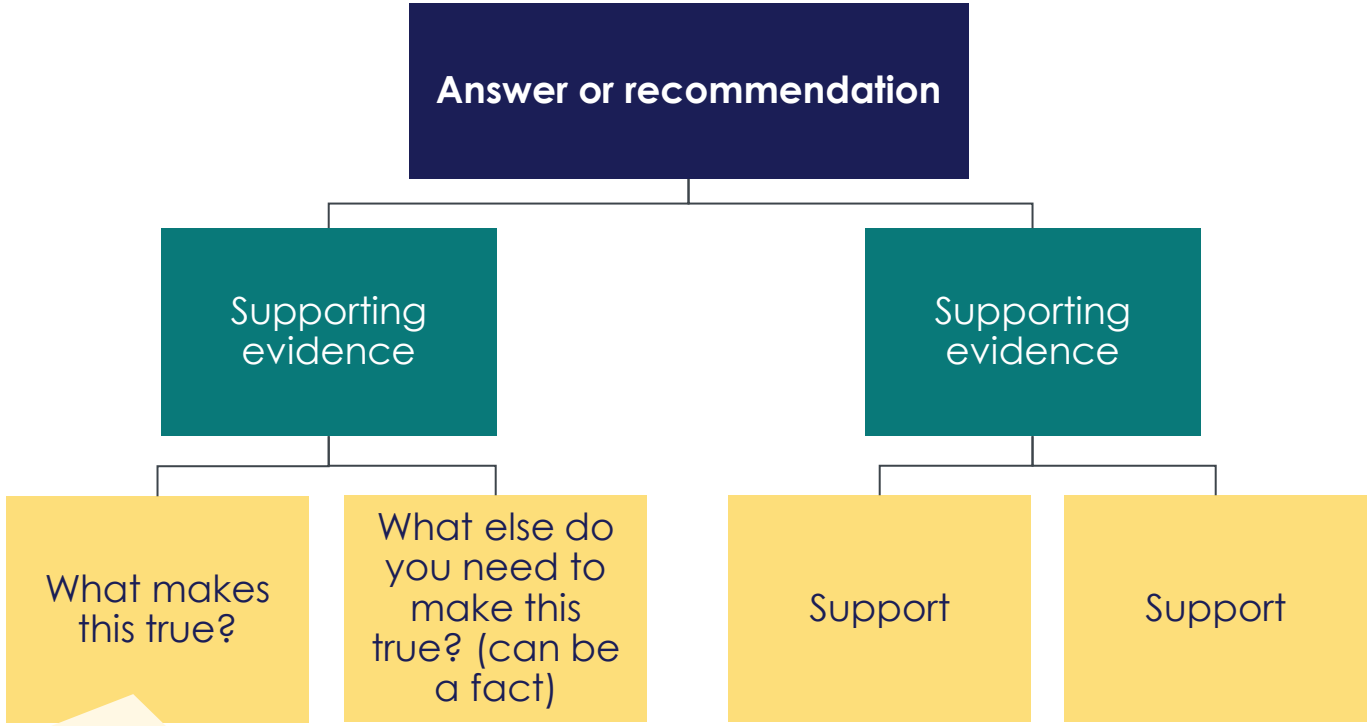
We develop a Hypothesis Tree by asking "Why do we believe this?" at each level until it's self-evident or it is a statement you can test

DEVELOPING A HYPOTHESIS TREE



We develop a Hypothesis Tree by asking "Why do we believe this?" at each level until it's self-evident or it is a statement you can test

DEVELOPING A HYPOTHESIS TREE

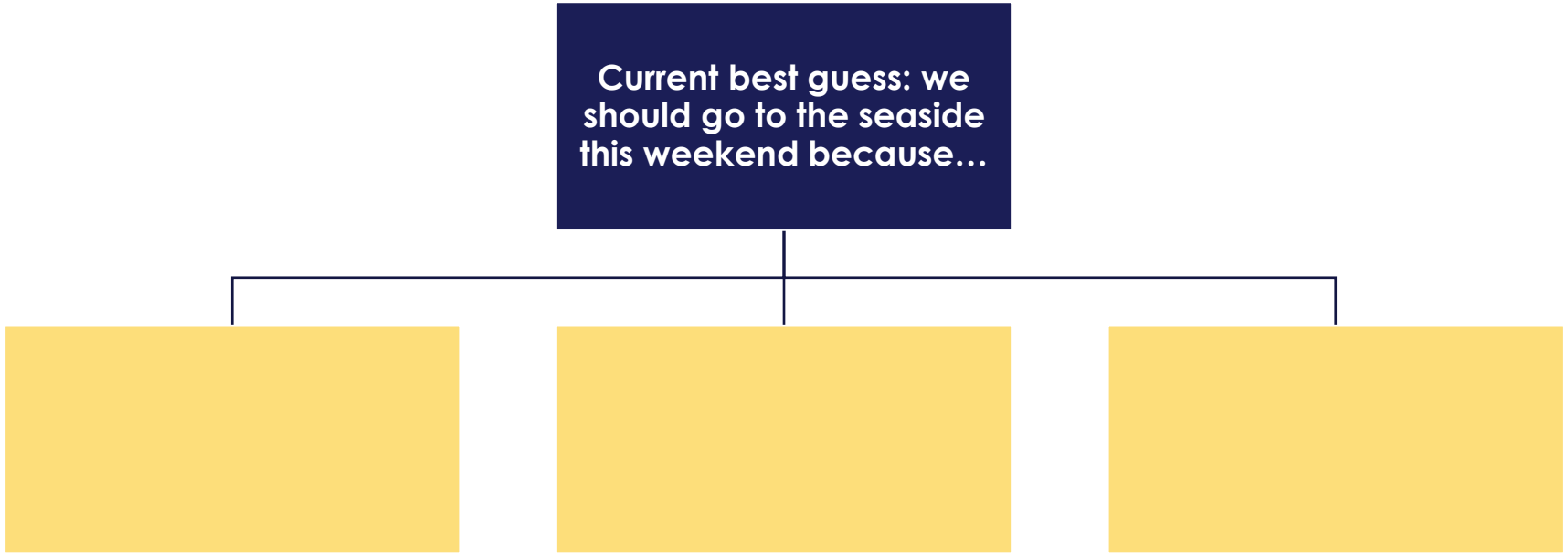


You know you've reached your lowest level when you are either **stating facts** that are self-evident, not opinion / drawn conclusions, or points which you are **planning to test** through your work

- Ideas at **any level** in the pyramid must always be a **'summary' hypothesis** based on the ideas grouped below

We all propose solutions and use facts to support them every day in the hypothesis tree form

QUESTION: WHAT SHOULD WE DO THIS WEEKEND?

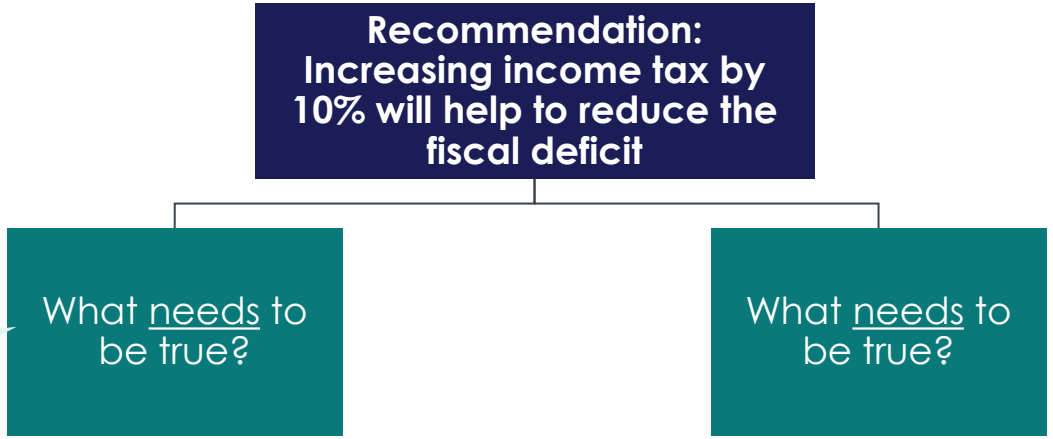


Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE

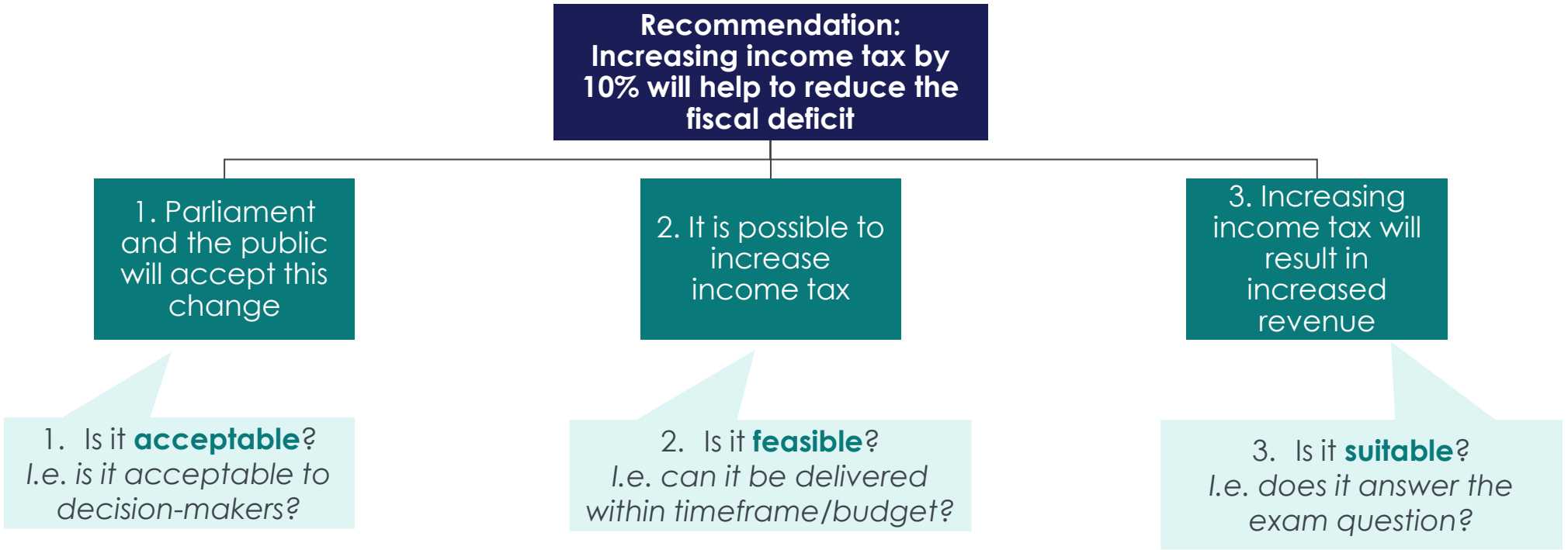
A helpful framework to use for your first level is:

1. Is it **acceptable**?
2. Is it **feasible**?
3. Is it **suitable**?



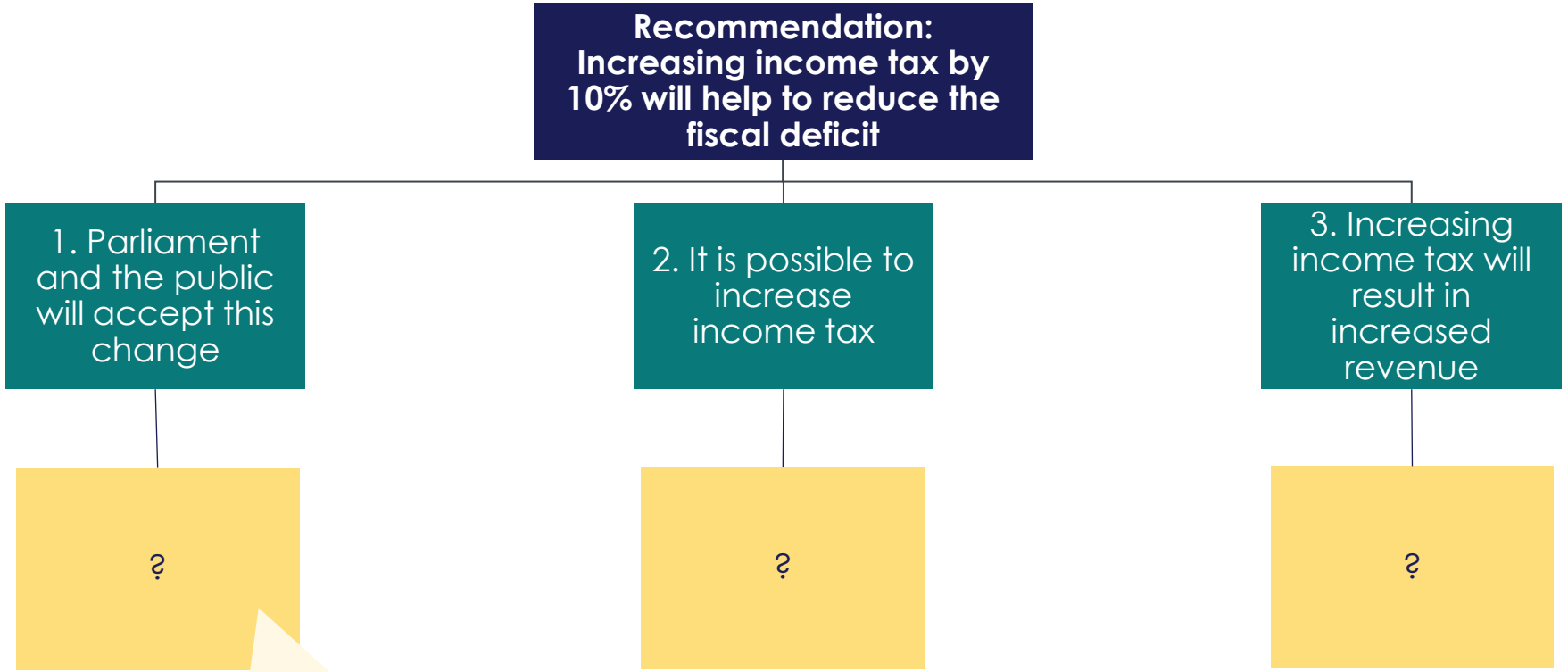
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



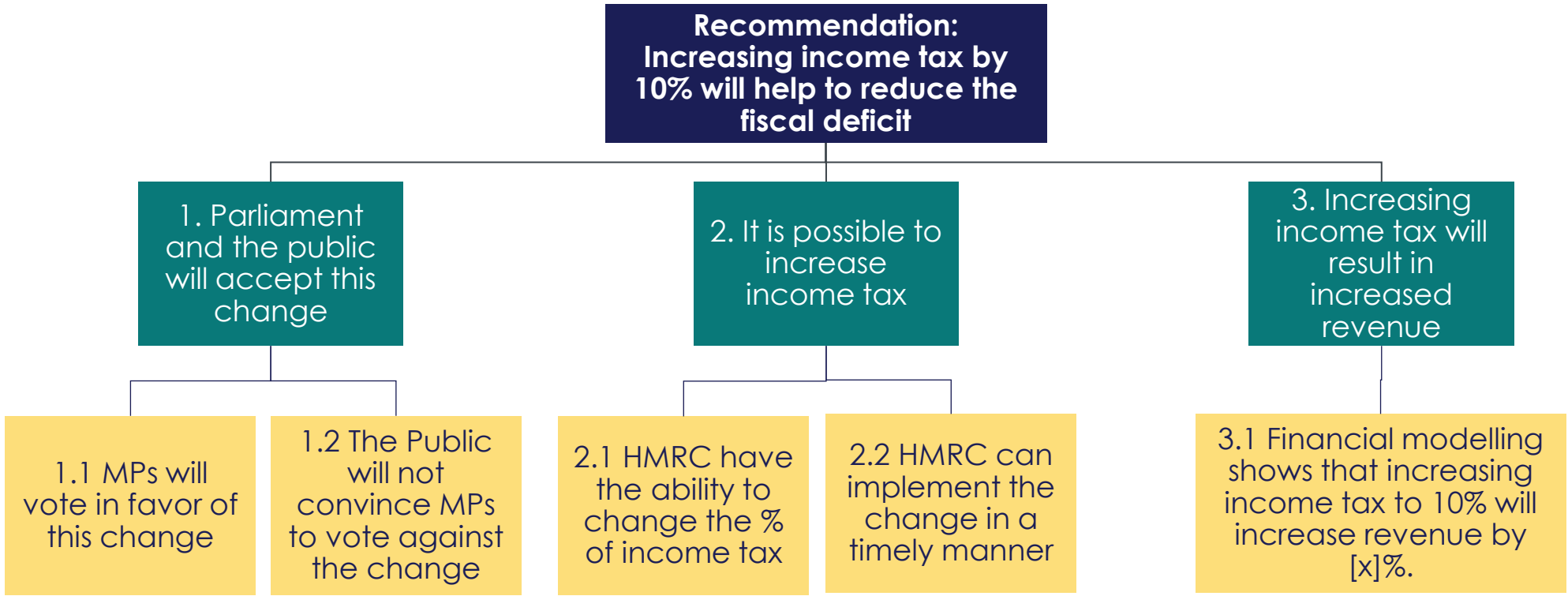
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



Illustrative example: Reducing fiscal deficit

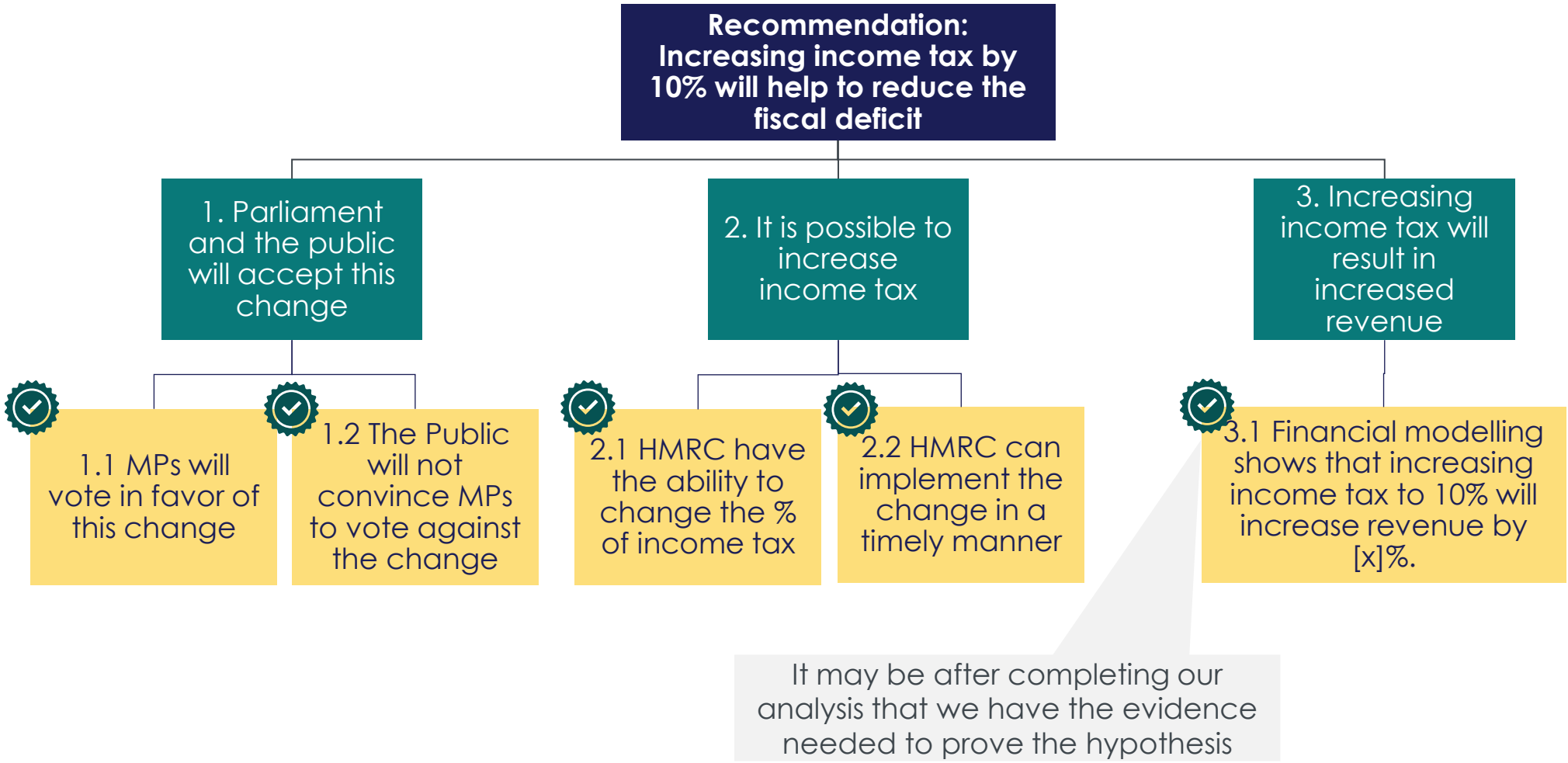
DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



You would now need to answer: **Are these statements true?**
You would now go away and complete the required analysis to either prove or disprove the statements

Illustrative example: Reducing fiscal deficit

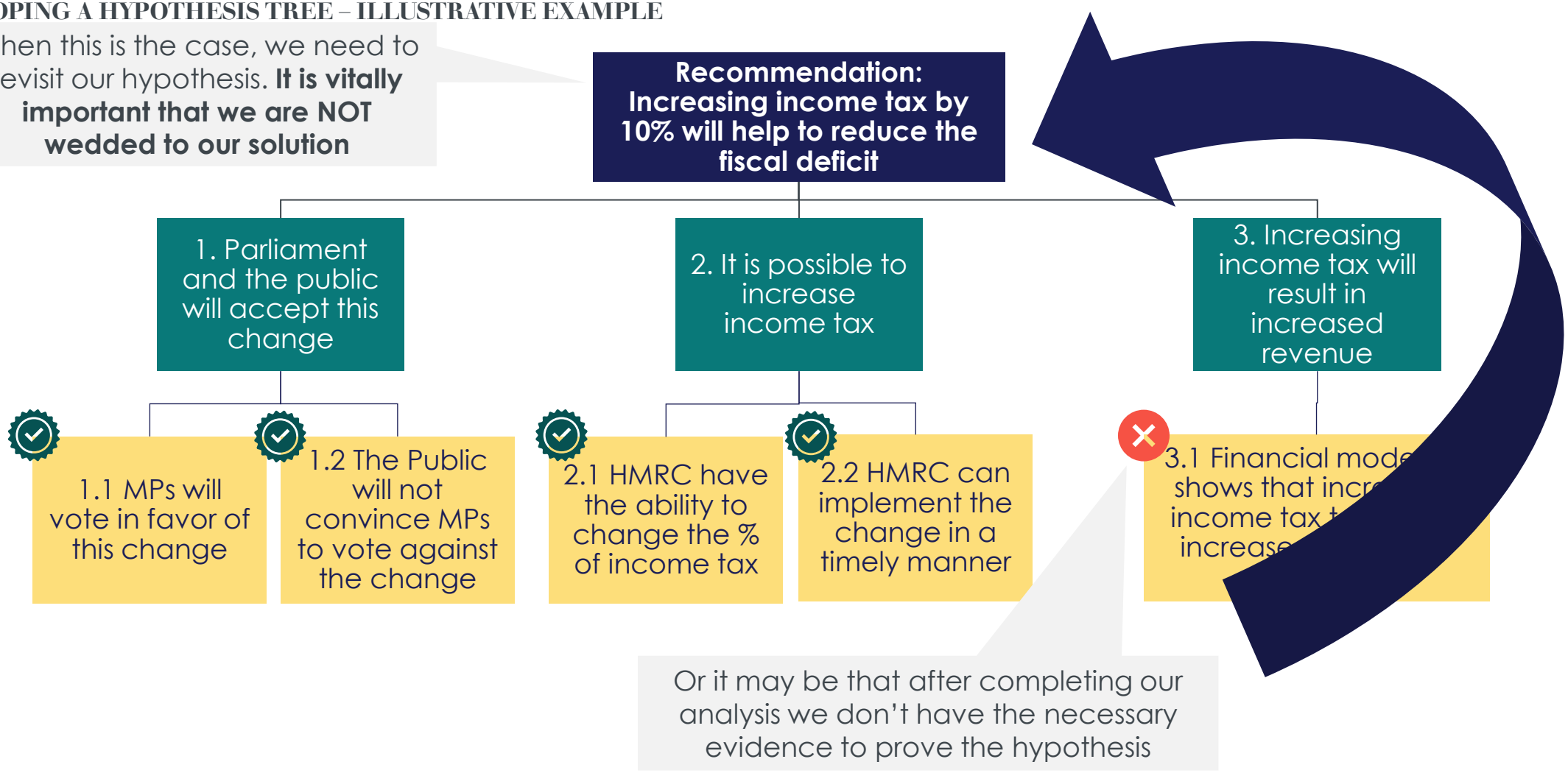
DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE

When this is the case, we need to revisit our hypothesis. **It is vitally important that we are NOT wedded to our solution**



Hypothesis testing is common in many professions

HYPOTHESIS TESTING EXAMPLES

Hypothesis testing in criminal justice

Hypothesis testing and medical diagnosis

How do criminal investigators use exhaustive vs hypothesis based processes?

EXAMPLE 1: HYPOTHESIS TESTING AND CRIMINAL JUSTICE

When investigating a crime, what steps do investigators take that are exhaustive, for example, not hypothesis-based)?

What steps do investigators take that are **hypothesis-based**?

Once hypotheses are formed, **how are these tested** in the criminal justice system?

How do GPs diagnose their patient's illness?

EXAMPLE 2: HYPOTHESIS TESTING AND MEDICAL DIAGNOSIS

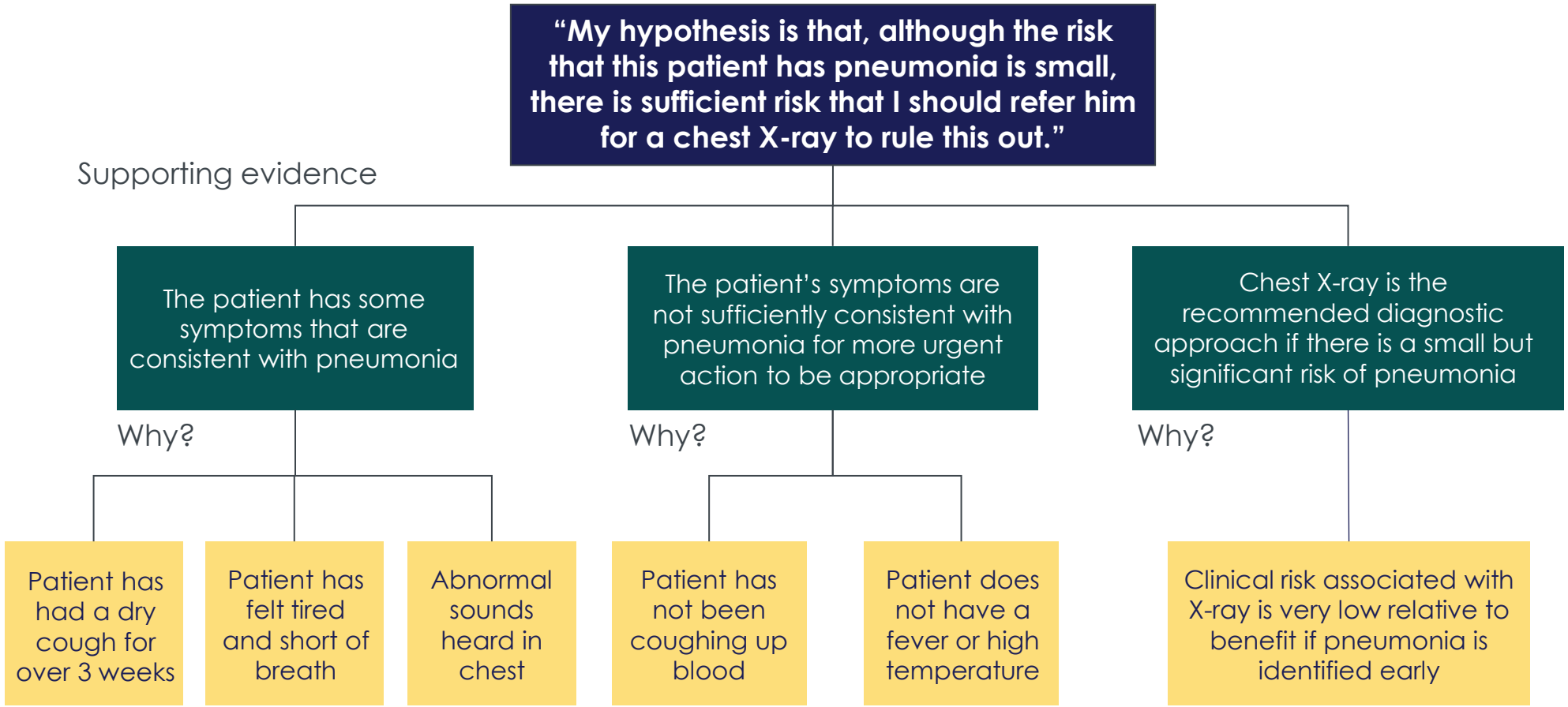
A 50-year-old man sees this advert (left) and visits his GP, stating that he has a cough that he has had for more than 3 weeks, and that he is worried that it is not getting better

How might the GP **diagnose the cause** of the problem?

What hypotheses might the GP test, and how might they **test these**?

The GP can use a Hypothesis Tree to rule out an unlikely (but serious) diagnosis

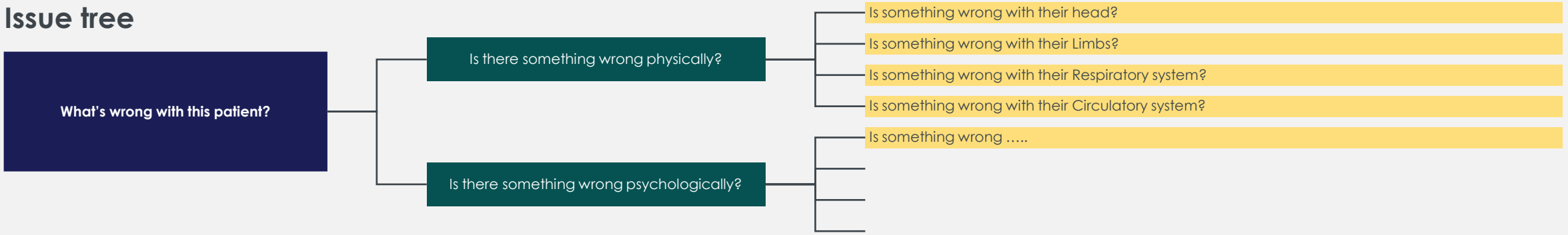
HYPOTHESIS EXAMPLE: MEDICAL DIAGNOSIS RISK



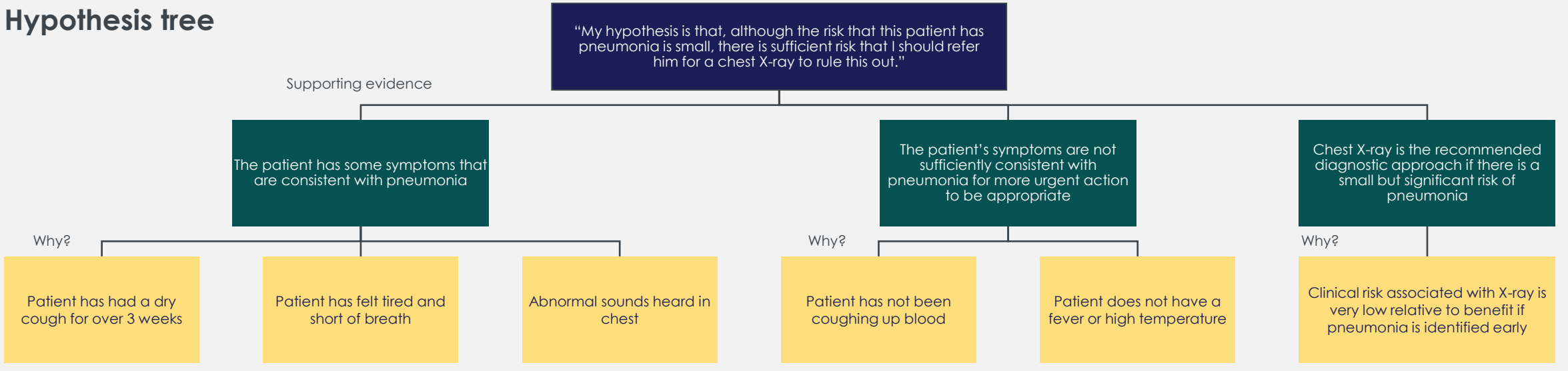
Using purely an issue tree on its own would take more time and effort than using a hypothesis based approach

ISSUE VS HYPOTHESIS TREES: MEDICAL EXAMPLE

Issue tree

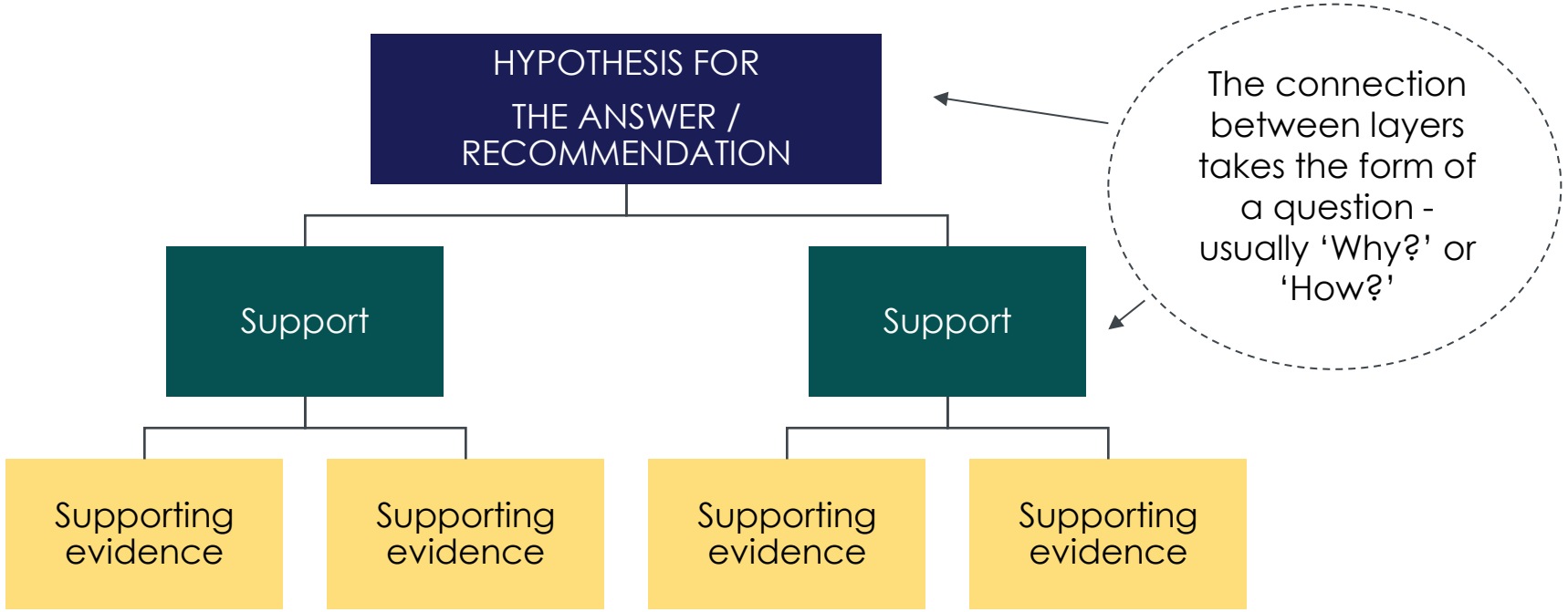


Hypothesis tree



Recap: How to structure a hypothesis tree

HYPOTHESIS TREES - INTRODUCTION



1. Ideas at any level in the pyramid must always be summaries of the ideas grouped below
2. Ideas in each grouping must always be the same kind of idea
3. Ideas in each grouping must always be logically ordered

Now, create your own hypothesis tree

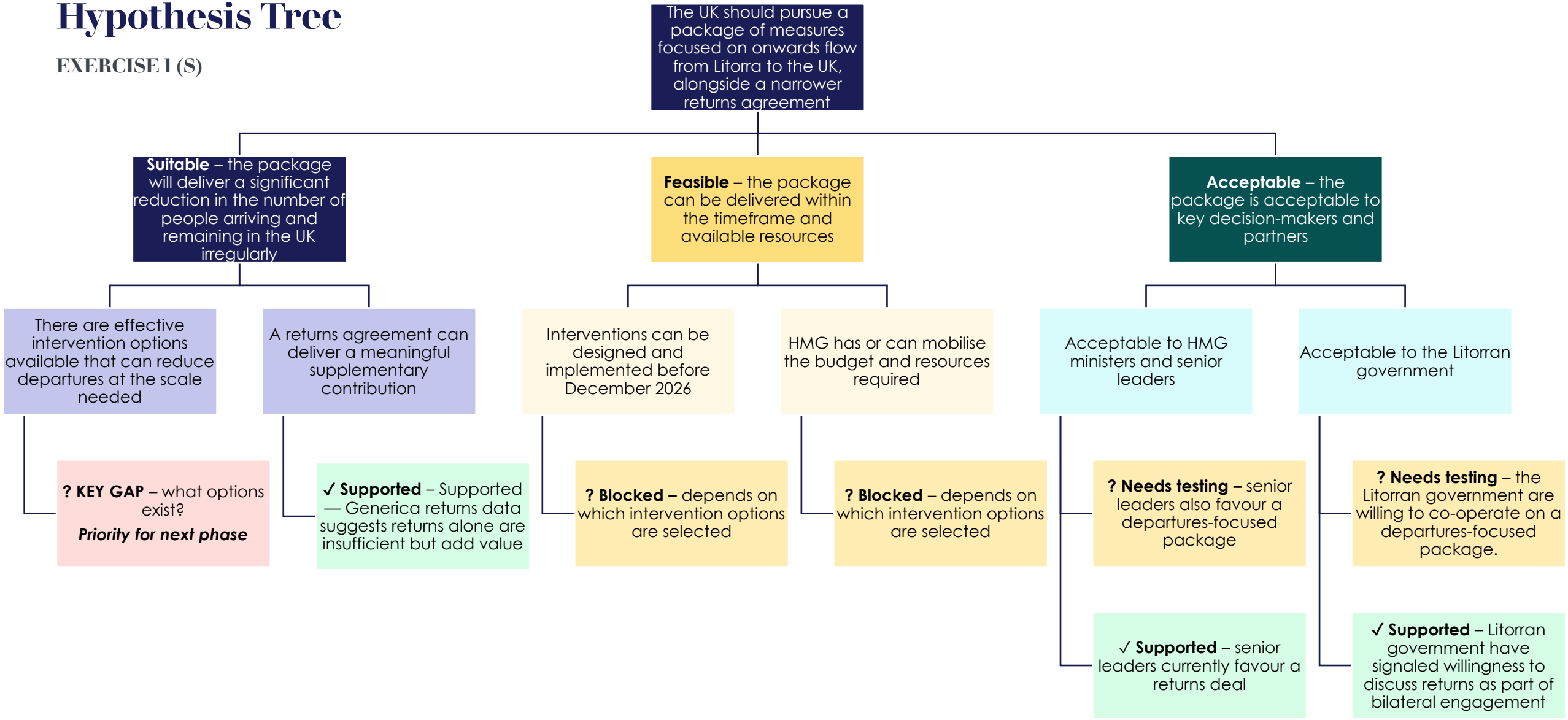
EXERCISE 1: HYPOTHESIS TREES

- Based on the case so far you want to create a hypothesis tree which addresses this question:
  - **How can the UK significantly reduce the number of people arriving in and remaining in the UK irregularly via Litorra by December 2026?**
- Your team's emerging hypothesis based on what you know so far is:
  - **The UK should pursue a package of measures focused on onwards flow from Litorra to the UK, alongside a narrower returns agreement**
- Use a hypothesis tree to structure this – what would need to be true for this to work?
- **If you have time:** try colour-coding your tree to distinguish between evidence you already have and gaps you still need to test:
  - **Green** – we have evidence to support this
  - **Yellow** – we need to go away and test this
  - **Red** – we need to test this and it's a priority

20 minutes in small groups;
5 minutes together

EXAMPLE SOLUTION: Hypothesis Tree

EXERCISE I (S)



Use the prompts below to guide your reflection

USE ADAPTIVE ACTION TO REFLECT ON YOUR LEARNING

What?

- What did you notice in your learning?
- What surprised you?
- What's different to what you've learnt about this before? What's the same?
- What are you feeling about this cycle of learning?

So What?

- So what could this mean?
- So what are the implications for you, for your project, for your role?
- So what are your options for action?

Now What?

- Now what will you do?
- By when?
- How will you know when you've got there?

Day One
WRAP-UP

Course agendas

Day 1
Introduction and set-up
Welcome to course
M1 **Kick-off & scoping a project**
Break
M2 **Structuring the problem**
Lunch
M3 **Data & analysis**
Break
M4 **Generating hypotheses**
Daily feedback
Close

Day 2
Introduction to Day 2
M5 **Options appraisals & modelling**
Break
M6 **Implementation planning**
Lunch
M7 **Communicating recommendations**
Break
M8 **Process improvement & PDSA cycles**
Close

Before you go home....

END OF DAY 1 TASKS

Please share

- One memorable tool or insight from today's training
- One outstanding question, tool, or area you would like to revisit tomorrow

Day 2 introduction & teach back

Course agendas

Day 1
Introduction and set-up
Welcome to course
M1 **Kick-off & scoping a project**
Break
M2 **Structuring the problem**
Lunch
M3 **Data & analysis**
Break
M4 **Generating hypotheses**
Daily feedback
Close

5 mins, in pairs

Select a topic that you think you need to revise, your partner should spend two minutes explaining it back to you

Course agendas

Day 1
Introduction and set-up
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Break
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Close

Contents

Where are we in the case?

CASE RECAP

- Your team is part of the **FCDO Route Breaker Taskforce** focused on **Litorra**.
- You defined the question: **"How can the UK significantly reduce the number of people arriving in and remaining in the UK irregularly via Litorra by December 2026?"**
- With **bilateral talks with Litorra expected in 10 weeks**, the team has been asked to develop a **credible recommendation** in time to **inform those discussions**.
- You developed an **issue tree** and prioritised **two lines of enquiry**: **(1) reducing onward movement from Litorra to the UK** and **(2) increasing returns to Litorra**.
- Your initial **data analysis** suggests that a **returns agreement with Litorra alone is unlikely to deliver the scale of reduction needed** – returns volumes from comparable agreements have typically been modest relative to overall flows.
- This means the team also needs to **seriously consider measures to reduce onward movement from Litorra to the UK** – this currently looks like the **higher-impact line of enquiry** based on the data.
- The team then structured its emerging thinking as a **hypothesis**: that a package focused on **reducing onward movement from Litorra to the UK**, supported by a **returns agreement**, could significantly reduce irregular arrivals linked to the route.
- The key gap now is whether there are **credible interventions** that could reduce **onward movement from Litorra to the UK at sufficient scale**.

Module 5 will help you compare options in a structured way

OBJECTIVES AND INTRODUCTION

After this module I will be able to:

- Understand why options appraisal is useful when comparing multiple plausible options
- Design an options appraisal structure, including identifying options, criteria and weightings
- Use a Pugh matrix to compare options

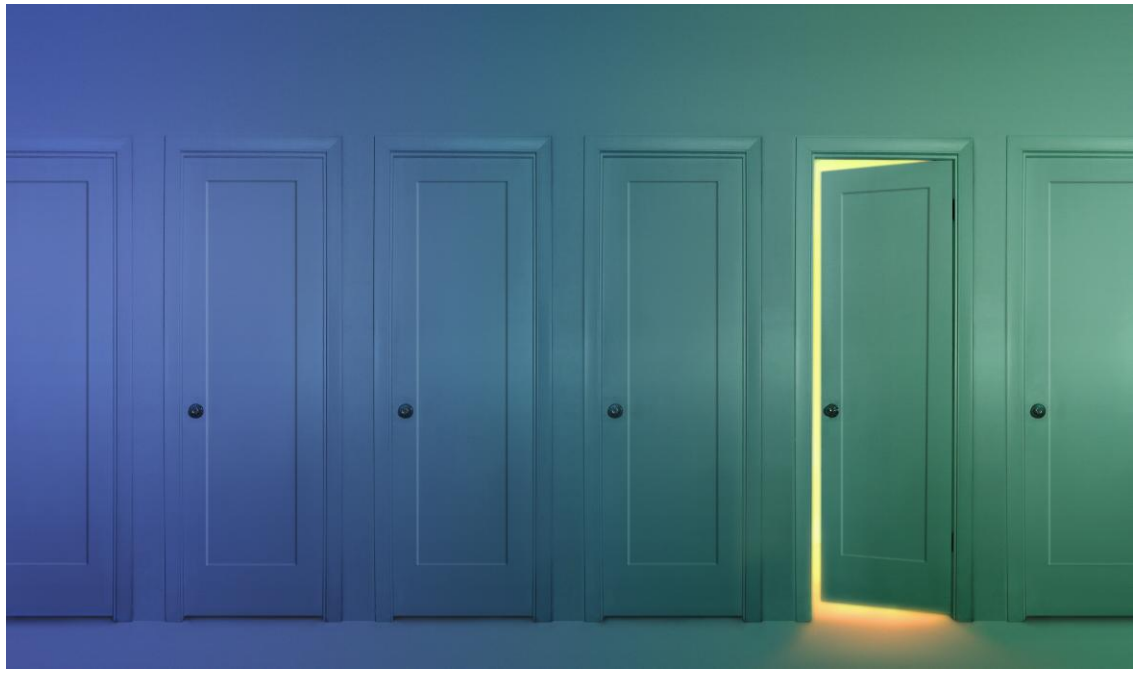
This module includes:

- Introduction to options appraisal
- Designing a Pugh matrix
- Exercise: creating an outline options appraisal structure

Why do we need an options appraisal?

OPTIONS APPRAISAL USE

- When teams **face several plausible options**, they need a structured way to compare them.
- An options appraisal provides a **consistent way to compare options** by:
  - agreeing the **criteria** that matter most
  - applying those criteria **consistently across all options**
  - making **trade-offs** explicit
  - bringing together **different types of evidence**, including both quantitative and qualitative evidence
  - helping teams explain **clearly and transparently** why one option is preferred over another
- Without an options appraisal, teams risk:
  - comparing options inconsistently
  - focusing on the loudest or most familiar option rather than the strongest one
  - overlooking important trade-offs, risks or constraints



Agree which options to work with, then detail each option and test its suitability, feasibility and acceptability

DEVELOPING THE OPTIONS – HOW?

1. **Agree (with key decision makers) which options should be taken forward**

2. **Develop objective criteria to compare options.** Bear in mind:

   - **Suitability:** how well does this option address the basic question from your PDS?
   - **Feasibility:** how easy will it be to deliver this option(e.g., cost, time to implement, conflict with other policies)?
   - **Acceptability:** will this option be acceptable to decision makers, or stakeholders who can influence decision makers?

3. **Agree weighting for each of the criteria** – not all criteria are created equal

4. **Assess each option against the criteria:**

   - **Quantitative assessment:** carrying out analysis (e.g. cost-benefit; demand-capacity modelling)
   - **Qualitative assessment:** best practice research; speaking to experts or key stakeholders; looking at comparative examples or case studies

5. **Test your assessment widely with key stakeholders** (and if you think an option should be discounted, say so)

A Pugh Matrix can be used to give a semi-quantitative evaluation of multiple factors for a range of options

EVALUATING OPTIONS: PUGH MATRICES

- A Pugh matrix will provide a semi-quantitative evaluation of each idea or option – you will be able to rank them according to the final score
- This ranking depends on the weightings you select – if you change the weightings you will get a different result
- You can use this tool to challenge your thinking as well as to prioritise your ideas

Ideas / Options **Criteria / Considerations**	Weighting	1. Increase productivity of existing wards	2. Expand into mothballed wards	3. Build new ward	4. Build new department	5. Outsource additional demand
Time to delivery					+ 2	+ 1
Longevity of solution					- 1	- 1
Disruption						
Financial impact						
Overall Benefit						

Your weightings could be based on rankings (1, 2, 3, 4) or a set scale (e.g. 1-10). Instead of weighting you may have '**pass or fail**' criteria

Use a simple scoring system to capture differences e.g. - - to ++ or -2 to +2

Example: Where should Oldtown University allocate the funding it received from a recent donation

PUGH MATRICES: WORKED EXAMPLE

It is worth repeating: this ranking depends on the weightings you select – if you change the weightings you will get a different result

This table records your weighting and scores, but does not contain the calculation for the overall benefit – you will need to do that elsewhere.

Criteria / consideration	Weighting	Increased tutor salary	Increased contact hours	New student bar	Digital learning system	Marketing Campaign
Tutor satisfaction	25%	3	2	-2	0	0
Student satisfaction	20%	2	3	3	2	-1
Increase in students	30%	0	2	3	1	3
Environmental impact	15%	0	0	-2	-1	-1
Speed of change	10%	3	3	0	1	2
Overall Benefit						

What options has the team identified?

CASE PROGRESS

- Drawing on discussions with **country teams**, **operational and enforcement colleagues**, **subject matter experts**, and examples from **other migration routes**, the team has developed a list of plausible options for **reducing onward movement from Litorra to the UK**.
- The team has identified **four broad intervention options** to explore in more detail:

1. **Strengthen controls in Litorra before departure**
   Make it harder for people to leave Litorra for the UK route in the first place
2. **Disrupt organised immigration crime networks**
   Target the smugglers, facilitators, false documents, logistics and finance that enable journeys
3. **Disrupt journeys en route**
   Work with partners to identify and stop movement at key transit points along the route
4. **Deter would-be travellers from attempting the journey**
   Reduce demand through communications, visible enforcement and stronger consequences

- The team now wants to use an **options appraisal** to compare these interventions and identify which could make the **biggest practical contribution** to reducing irregular arrivals linked to the route.

What factors would you include? How would you agree them? What process would you suggest for deciding?

EXERCISE 1: FACTORS TO BE INCLUDED IN THE EVALUATION OF OPTIONS

- 10 minutes of discussion in groups of the following questions:
  - What criteria should be considered when evaluating the different options?
  - What weighting should be applied to the different criteria?
  - Who should be consulted to confirm criteria and weighting?

10 minutes

- Create a basic/outline Pugh Matrix listing the factors to consider when evaluating options, whether to use weightings and, if you choose to, what weightings you would give them

10 minutes

- 10 minutes of plenary discussion on conclusions

10 minutes

EXAMPLE SOLUTION: Pugh matrix

EXERCISE I (S)

Criteria / consideration	Weighting	1. Strengthen controls in Litorra before departure	2. Disrupt organised immigration crime networks	3. Disrupt journeys en route	4. Deter would-be travellers from attempting the journey
Impact on onward movement from Litorra to the UK	50%				
Significant impact by December 2026	*Pass or Fail*				
Feasibility/degree of UK influence	15%				
Cost/resource requirement	15%				
Acceptability to ministers / wider HMG	10%				
Acceptability to Litorra and international partners	10%				
Overall Benefit	**100%**				

The team now wants to model the anticipated impact of each option on UK arrivals

NEXT STEPS WITH THE CASE

- To complete the options appraisal, the team needs to assess the **first two criteria in the Pugh matrix**: (1) the projected impact of each option on **onward movement to the UK**, and (2) whether each option can deliver a **significant reduction by December 2026**.
- The team has **commissioned analysts to model the projected impact** of each of the four options on monthly UK arrivals via Litorra, assuming an intervention '**go-live' date of August 2026**.

Why do we use Excel for modelling?

ANALYSIS VS MODELLING: MODELLING

- **Quantitative analysis: what is happening now?**
  - Answering questions such as "how many", "what proportion", "how frequently"
  - Calculating averages, variation, correlations

Covered in module 3

- **Modelling: what would happen if…?**
  - Projecting into the future
  - Testing alternative scenarios
  - Considering uncertainty / sensitivity

Covered in module 5

- What is a model?
  - A representation, imitation or prototype
  - Can be used to project what would happen if conditions remained as they are, or if certain conditions change
  - Can be used to try out different configurations and options and see how this affects an output
  - Can be used to test uncertainty or sensitivity

You don't need to build a model – but you do need to know what good looks like

COMMISSIONING AND INTERPRETING MODELLING

As a commissioner of modelling, you are the person who will use the outputs to make or inform a decision. That means you need to be confident that the model is sound – even if you never look inside the spreadsheet.

1. Be clear about what you need Before any modelling begins, agree the question the model should answer, the options to be tested, the time horizon, and what "good enough" looks like. A model built to the wrong specification wastes everyone's time

2. Insist on written assumptions Every model rests on assumptions – about behaviour, timing, costs, external factors. These should be documented in plain language, not buried in formulae. If you can't see the assumptions, you can't challenge them.

3. Understand the logic, not the formulae You should be able to follow the model's reasoning in plain English: "We took X, applied Y, and got Z." If the modeller can't explain the logic without jargon, that is a red flag – not a sign that the model is sophisticated.

4. Know the limits Every model simplifies reality. Ask what's been left out, what would change the answer most, and how confident the modeller is in the result. A model that claims certainty is almost certainly wrong.

Insist on a wiring diagram for any modelling that you commission – this can help you make sense of the logic that underpins the model

MODEL WIRING DIAGRAM: THE DIFFERENT ELEMENTS OF A MODEL

1 **The starting data** – real-world figures or baseline information that the model builds on.

2 **The 'what ifs'** – the choices or scenarios we want to test, such as growth rates, costs, or demand changes.

Inputs:

Baseline data

Assumptions:

	1	2	3
Variable 1	5%	10%	15%
Variable 2	5%	5%	5%
Variable 3	0%	0%	0%
Variable 4	10%	10%	10%

Calculations / Engine:

Scenario: 1

	Current	Forecast
Pay costs	–	–
Non-pay costs	–	–
Revenue	–	–
Surplus	–	–

Outputs:

Surplus by scenario

	Forecast
Scenario 1	–
Scenario 2	–
Scenario 3	–

3 **Where the model does its work** – combining baseline data and assumptions to test 'what if' questions and calculate results.

4 **The answer** – results or forecasts that show what might happen under different scenarios.

Your analyst has completed the modelling – here are the results

EXERCISE 2 — INTERPRETING MODELLING RESULTS

10 mins in small groups
5 mins plenary

Option	Projected monthly arrivals (Dec 2026)	% reduction in Dec run-rate vs baseline	Projected total arrivals (2026)	Projected total arrivals (2027)
Do nothing	560	0%	11,200	12,700
Strengthen controls in Litorra	319	-43%	9,294	6,432
Disrupt organised crime networks	235	-58%	8,629	5,743
Disrupt journeys en route	476	-15%	10,535	9,453
Deter would-be travellers	532	-5%	10,978	7,893

For discussion:

- How do the options compare in terms of relative **impact on onward movement from Litorra to the UK**?
- Which two options pass the "**significant reduction by December 2026**" test, and why?
- What are your **three key insights** from the modelling that you would present at a programme board?

EXAMPLE SOLUTION: Interpreting Modelling Results

EXERCISE 2 (S)

Option	Projected monthly arrivals (Dec 2026)	% reduction in Dec run-rate vs baseline	Projected total arrivals (2026)	Pass/Fail: Reduction by Dec 2026?
Do nothing	560	0%	11,200	
Strengthen controls in Litorra	319	-43%	9,294	**Pass**
Disrupt organised crime networks	235	-58%	8,629	**Pass**
Disrupt journeys en route	476	-15%	10,535	**Fail**
Deter would-be travellers	532	-5%	10,978	**Fail**

Use the prompts below to guide your reflection

USE ADAPTIVE ACTION TO REFLECT ON YOUR LEARNING

What?

- What did you notice in your learning?
- What surprised you?
- What's different to what you've learnt about this before? What's the same?
- What are you feeling about this cycle of learning?

So What?

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Contents

Where are we in the case?

CASE RECAP

- With **bilateral talks with Litorra expected in 10 weeks**, the team has been asked to develop a **credible recommendation to reduce irregular arrivals to the UK via Litorra.**
- Your initial **data analysis** suggested that a **returns agreement with Litorra alone is unlikely to deliver the scale of reduction needed**. Greater impact is more likely to come from **reducing onward movement from Litorra to the UK**.
- The team therefore developed a working **hypothesis**: that a package focused on **reducing onward movement from Litorra to the UK**, supported by a **narrower returns agreement**, is the most credible route to achieving significant reduction by **December 2026**.
- Using an **options appraisal** the team identified a range of plausible interventions and concluded that **two initiatives currently look like the clearest front-runners**:
    1. **Strengthen controls in Litorra before departure**
    2. **Disrupt organised immigration crime networks**
- The next step is to move from **which options look strongest on paper** to **what is most realistic to deliver in practice** – what would be required from **HMG** and **Litorra**, where the biggest uncertainties remain, and what would need to happen first to make implementation credible.

This module will focus on successful implementation

OBJECTIVES AND INTRODUCTION

After this module I will be able to:

- Assess delivery feasibility and prioritise where to focus first
- Build the stakeholder support needed to deliver and sustain change
- Deploy work planning tools in a robust yet proportionate way
- Define balanced KPIs to monitor change

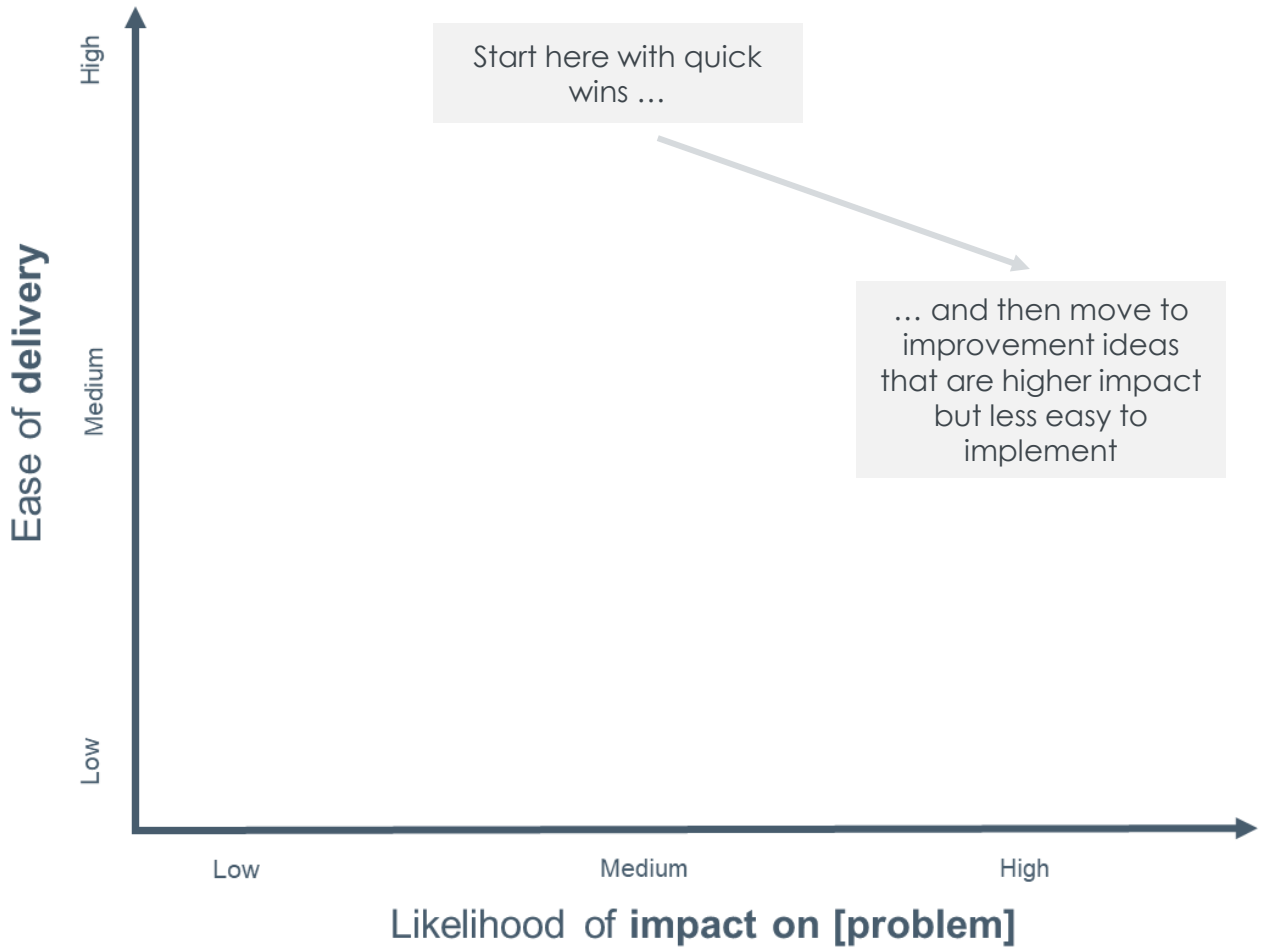
This module includes:

- Assessing delivery feasibility with prioritisation matrices
- The "influence model" of behavioural change
- Boat Charts and work planning tools
- KPIs and monitoring change

You will often need to prioritise between a range of options or improvement ideas

PRIORITISING CHANGE

- **Prioritisation matrices** were introduced in Module 2
- The key point is that the **criteria should be chosen to fit the decision you are trying to make**
- Criteria you could use include:
  - **impact on the problem**
  - **ease of delivery**
  - **timing**
  - **level of control or influence**
- Top tips for prioritising change:
  - Be clear about **what decision you are trying to make** before choosing your criteria
  - Be honest about where your judgements are based on **strong evidence**, **partial evidence** or **assumptions**



How would you assess the delivery feasibility of these options?

EXERCISE I: ASSESSING DELIVERY FEASIBILITY

- As a group, read through the qualitative evidence provided for the four proposed options to reduce onward journeys from **Litorra** to the UK
- Plot each option onto a 2x2 matrix using these criteria:
  - **anticipated ease for HMG**
  - **anticipated ease for Litorra**
- Discuss as a group which options look most feasible to progress now

10 minutes as a group

What does the evidence suggest about the delivery feasibility of these options?

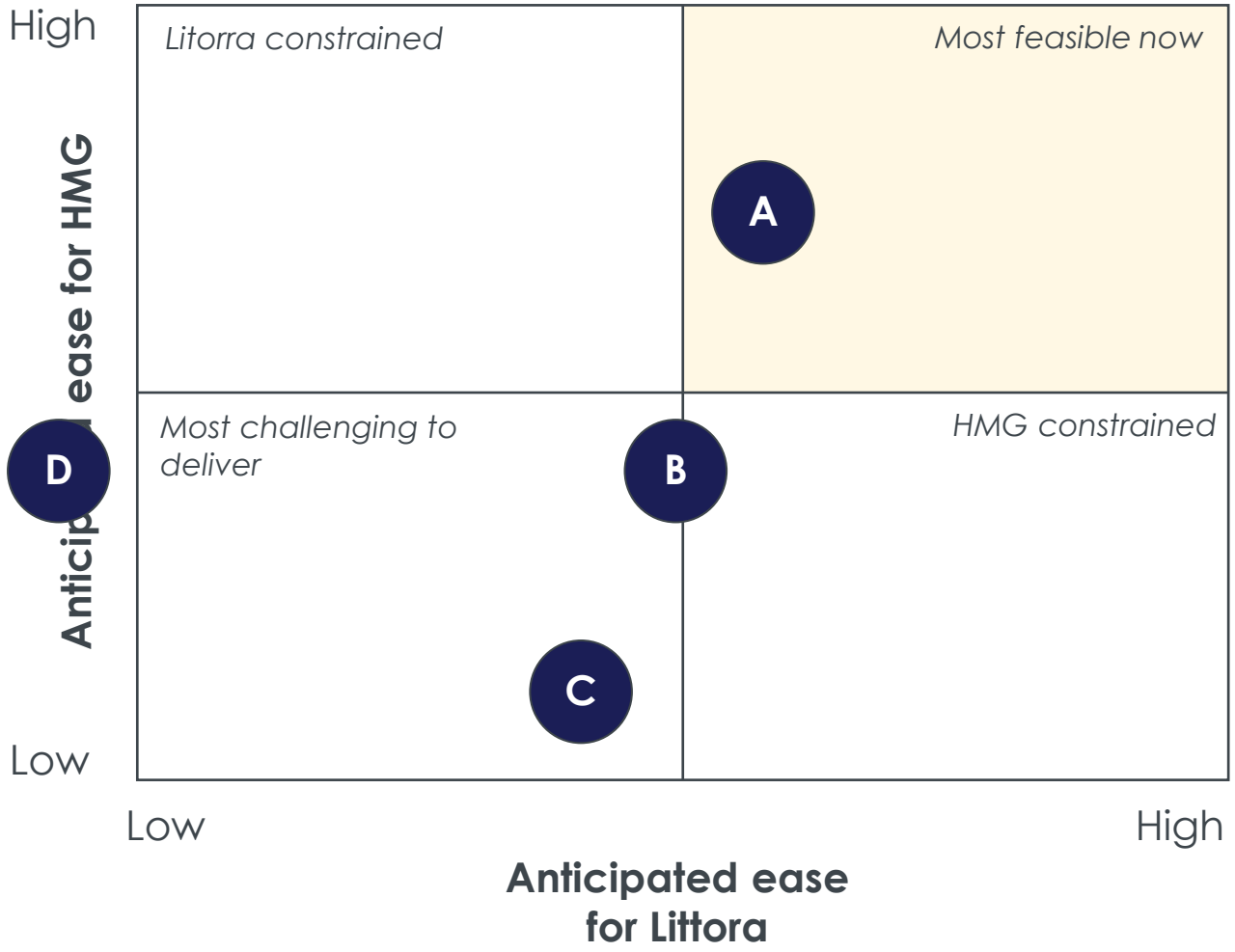
EXERCISE I: ASSESSING DELIVERY FEASIBILITY

#	Option	Anticipated ease for HMG	Anticipated ease for Litorra
A	**Strengthen controls in Litorra before departure**	HMG has a relatively clear view of what support this could involve, including technical advice, training, equipment support and operational engagement. Similar capacity-building offers have been used elsewhere, so this looks comparatively straightforward for the UK to mobilise, even if it would still require funding and cross-Whitehall coordination.	This would require Litorran agencies to change frontline practice, sustain tighter checks at departure points and accept a more active UK role. That is a meaningful ask, but it looks achievable in principle if the political will is there.
B	**Deter would-be travellers from attempting the journey**	HMG could draw on existing communications, policy and visible-enforcement tools, but making this credible would still require a reasonably coordinated package rather than a simple standalone campaign. This looks manageable, but likely more involved for the UK than the controls option.	This would probably require Litorra to support some visible local activity if the deterrence message is to be credible. That looks possible in principle, but would still require a moderate level of cooperation and follow-through from the Litorran side.
C	**Disrupt journeys en route**	HMG would probably need to work through multiple partners rather than mainly through bilateral UK–Litorra channels. That suggests substantial diplomatic and coordination effort, and a less direct route to delivery, making this one of the more demanding options for the UK side.	The direct effort required from Litorra may be lower than for some other options, because much of the action would sit with transit partners further along the route. Litorra would still need to share information and support a wider cross-route approach, but the burden on them may be more moderate than heavy.
D	**Disrupt organised immigration crime networks**	HMG has existing law-enforcement, intelligence and sanctions-style tools that could contribute, but meaningful disruption would still require close coordination across operational, intelligence and diplomatic teams. This gives the UK a plausible route to action, but it is likely to be more demanding than the first two options.	The likely level of effort from Litorra is harder to judge. Success would depend on whether Litorran authorities are willing and able to act consistently on facilitators, finance, false documents and local enablers. There are examples elsewhere of this working, but in this case the level of sustained Litorran effort required may be significant and remains uncertain.

EXAMPLE SOLUTION: Feasibility prioritization matrix

EXERCISE I (S)

#	Option
A	Strengthen controls in Litorra before departure
B	Deter would-be travellers from attempting the journey
C	Disrupt journeys en route
D	Disrupt organised immigration crime networks



EXAMPLE SOLUTION: Feasibility prioritization matrix

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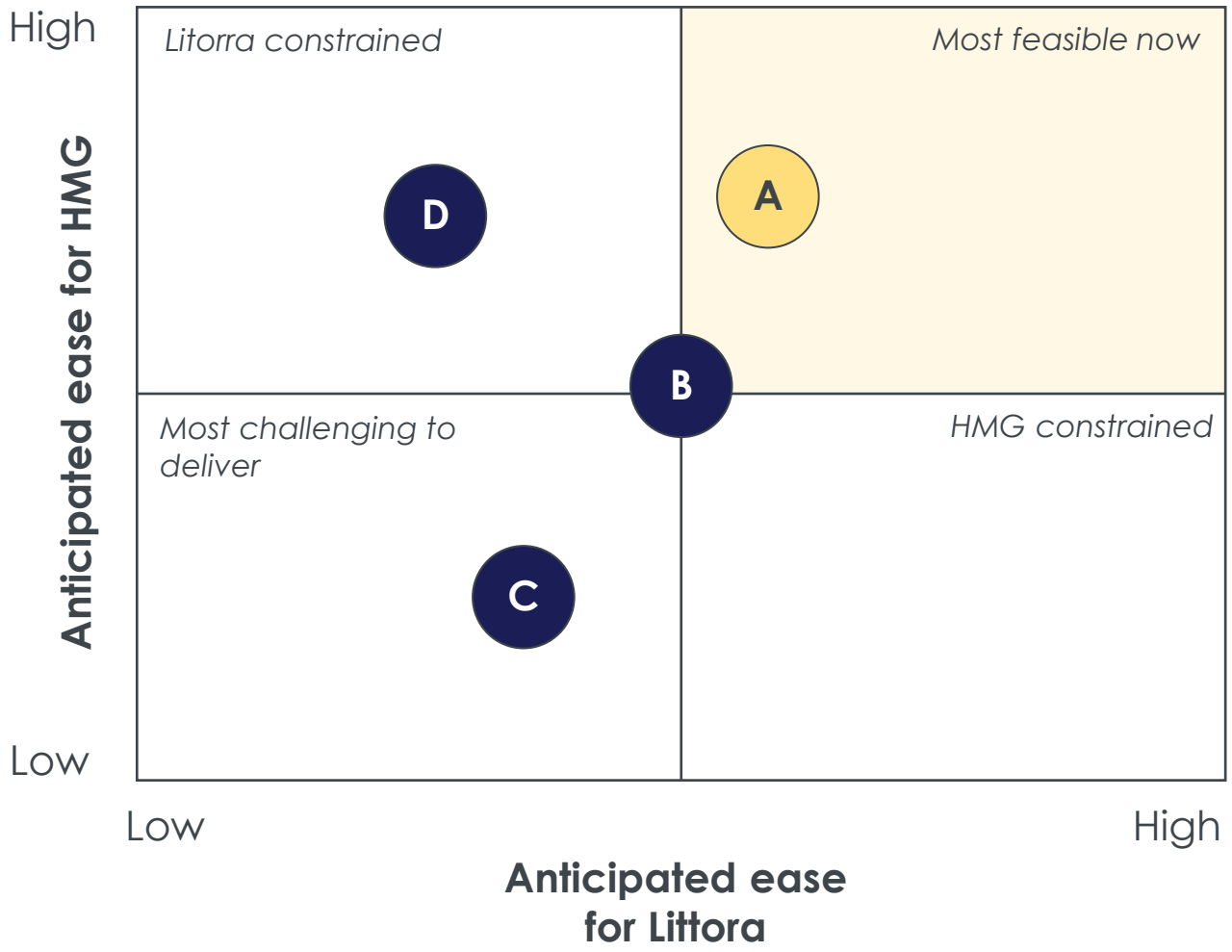
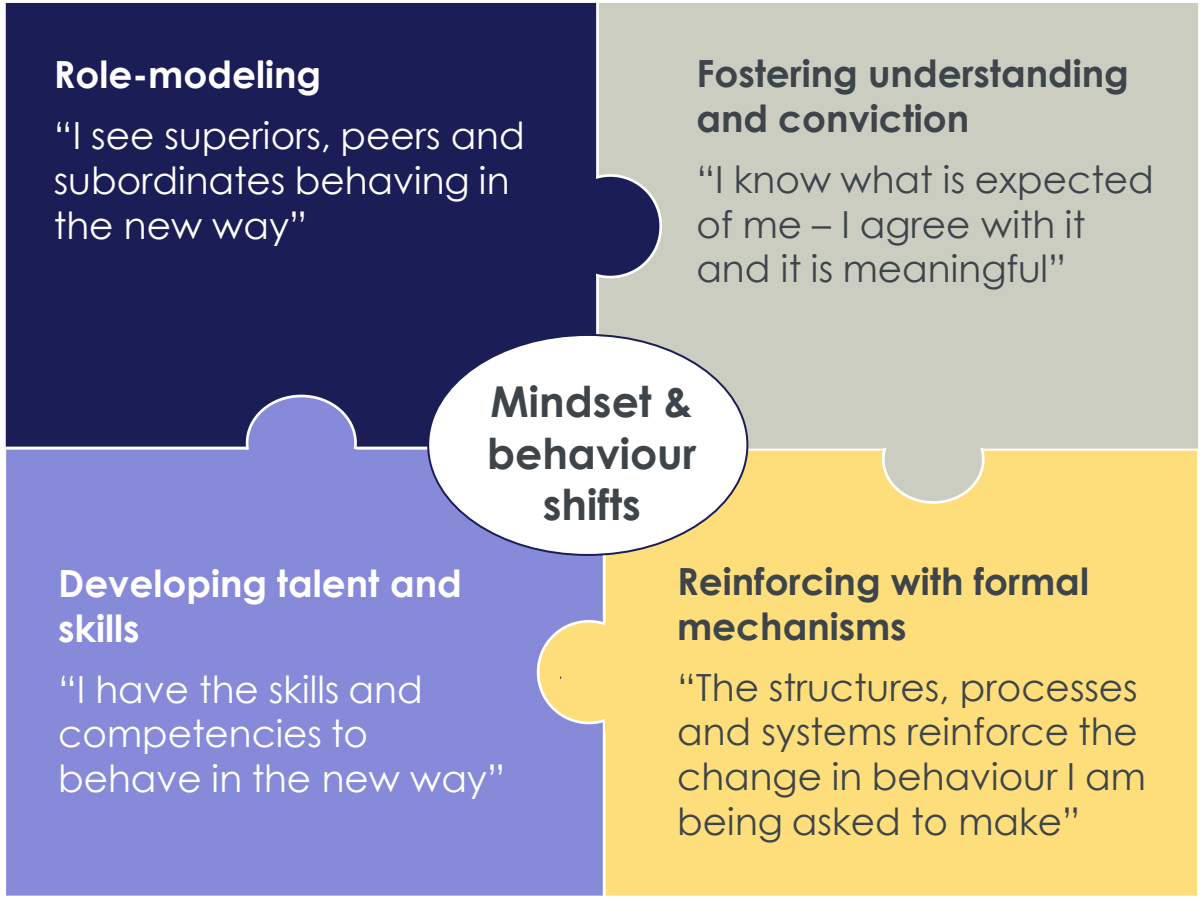


The Influence Model gives four components that must be in place to shift mindsets and behaviours

THE INFLUENCE MODEL: COMPONENTS OF EFFECTIVE CHANGE

"I will change my own behaviour if…"



Lasting change is unlikely unless all four pieces are in place

Source: John Drew et al, Journey to Lean: Making Operational Change Stick, p201, Fig 10.3.

Each component can be broken down into a number of more actionable categories

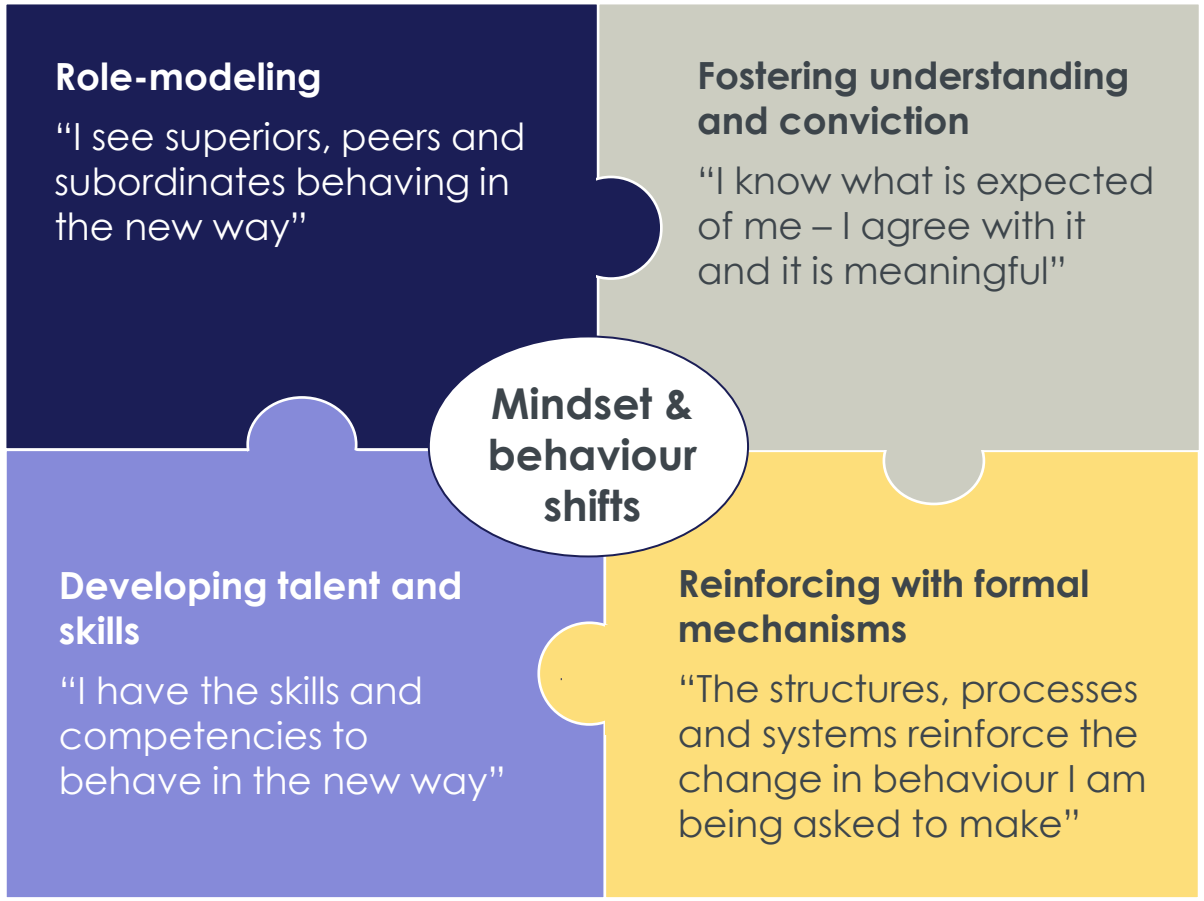
THE INFLUENCE MODEL: ACTIONS FOR CHANGING BEHAVIOUR

"I will change my own behaviour if…"

Component actions

- Leadership embodying the change
- Getting opinion-shapers on board
- Peer interactions

- Talent management
  - Hiring
  - Replacing
  - Retaining
- Learning
  - On-the-job development
  - Training
  - Action learning



Component actions

- Story development (includes all the key elements – e.g., values, strategy, case for change)
- Story delivery (across relevant levels – e.g., organisational, employee, functional)

- Organisation structure
- Targets and metrics
- Management processes
- Business processes
- Rewards, recognition and consequences
- Information systems

Source: John Drew et al, Journey to Lean: Making Operational Change Stick, p201, Fig 10.3.

In small groups have a go at applying the influence model to the case

EXERCISE 2: APPLYING INFLUENCE MODEL

- In the previous exercise, the team agreed that **strengthening controls in Litorra** before departure is one of the priority option to progress.
- However, this option will only work **if the Litorran government changes its behaviour** in practice – for example by increasing operational focus, deploying resources, sharing information, and acting consistently against irregular departures.
- In small groups, use the Influence Model to answer:

What would need to be true for the Litorran government to change its behaviour and actively support stronger pre-departure controls?

15 minutes in small groups; 5 minutes together

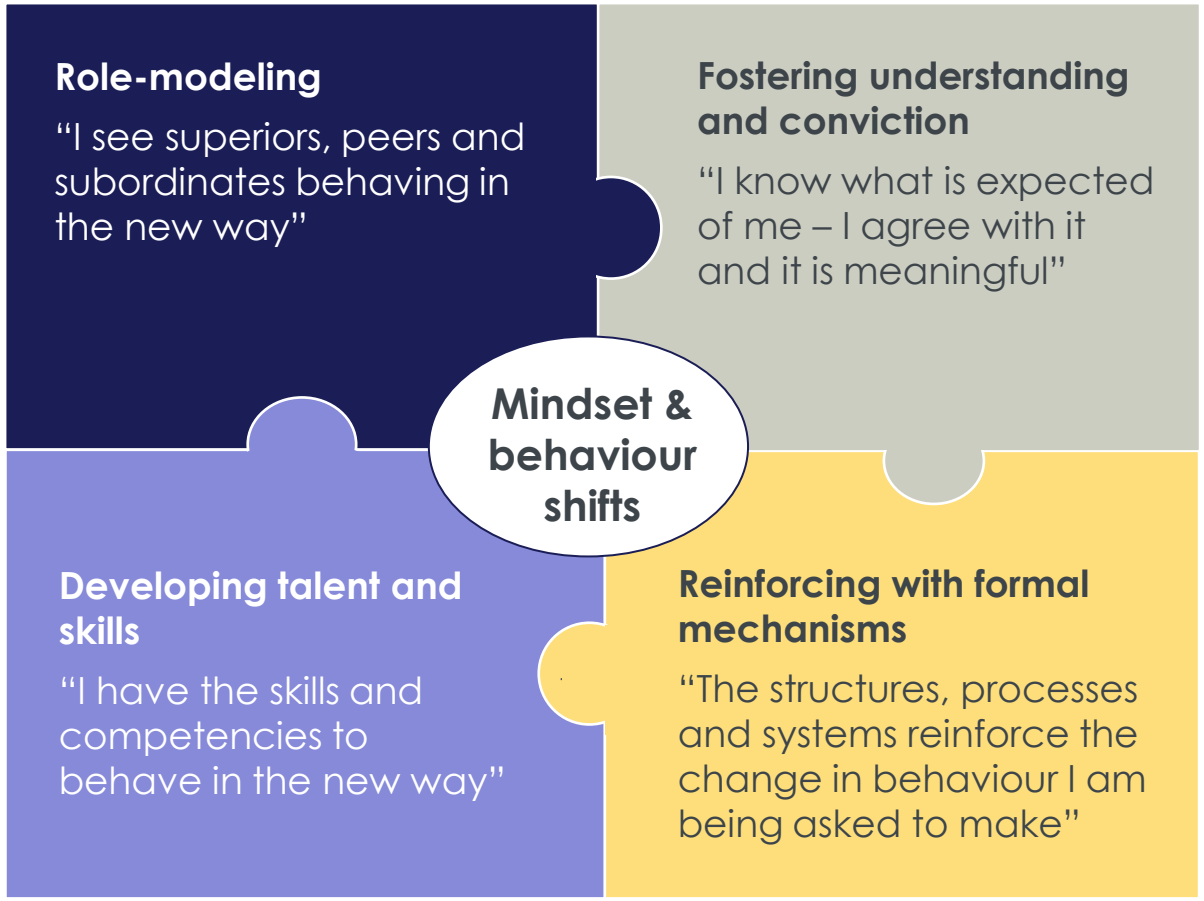
EXAMPLE SOLUTION;
What would need to be true for the Litorran government to change its behaviour and actively support stronger pre-departure controls?

EX 2 (S)

"I will change my own behaviour if…"

- Keep UK messages consistent across ministers and officials
- Secure visible backing from senior Litorran figures
- Identify influential officials who can champion delivery
- Ensure operational leaders reinforce the priority with frontline teams

- Provide targeted training for teams managing departure points
- Support practical delivery gaps, such as equipment or data-sharing



- Develop a clear case for why stronger controls matter to Litorra, not just the UK
- Link the ask to wider bilateral benefits and reduced criminal exploitation
- Tailor the message for ministers, senior officials and operational teams
- Avoid framing this as a one-sided UK demand

- Incentivise through wider bilateral agreement

The PSC Source: John Drew et al, Journey to Lean: Making Operational Change Stick, p201, Fig 10.3.

You will need to decide whether a waterfall- or agile-style delivery approach will best meet your needs before planning

WATERFALL-STYLE DELIVERY

- Work is **planned in detail upfront**
- Delivery happens in **clear, sequential stages**
- Plans are relatively stable, with change managed through formal controls
- Progress is tracked against the agreed plan and milestones
- Best suited to **well-understood problems** where requirements are unlikely to change.

AGILE-STYLE DELIVERY

- Work is planned at a **high level** initially
- Detail is added iteratively – **in the open** – as delivery progresses
- Work is delivered in **short cycles**, with frequent review and adjustment
- Plans are expected to change as learning emerges
- Best suited to **complex or uncertain problems** where early feedback is valuable

A boat chart – or project plan on a page – is often a sufficiently detailed workplan for agile-style projects, and a useful project summary for waterfall-style projects

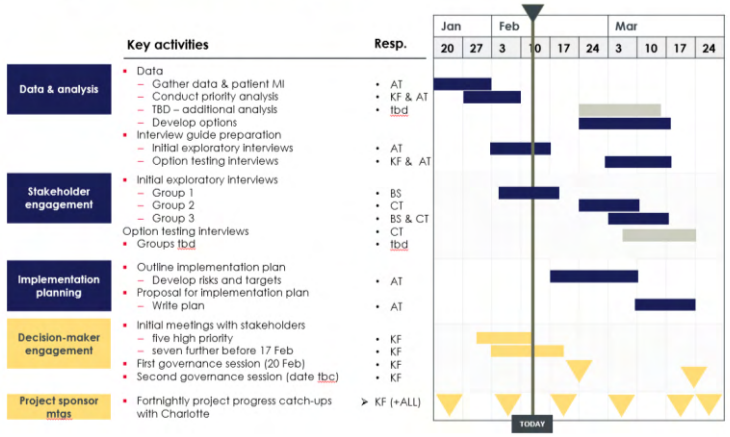
EXAMPLE 'BOAT CHART' PROJECT WORKPLAN

	September	October	November	December	January
	Stage 1: Set-Up	**Stage 2: Diagnosis and Option Development**		**Stage 3: Option Development and Review**	**Stage 4: Recommendations and Report Development**
Estimated Duration	**1-2 weeks**	**~1.5 months**		**~1 month**	**2-3 weeks**
Key activities	▪ Understand context ▪ Establish team working relationships ▪ Identify key stakeholders ▪ Put in data requests ▪ Set up interviews / fieldwork	▪ Conduct interviews with key stakeholder groups (see separate slide for initial list) ▪ Gather data and patient MI ▪ Determine analytical priorities and conduct analyses		▪ Collate and review findings ▪ Conduct follow-up interviews as appropriate	▪ Share recommendations ▪ Work with Steering Group to: – Influence key decision-makers – Develop outline action plan for implementation
Key meetings	▪ First Steering Group meeting ▪ Kick off working team meeting	▪ Workshop to test and improve initial findings (October 21) ▪ Steering Group (first week of November)		▪ Workshop to develop options (early November) ▪ Steering Groups (first week December)	▪ Final Steering Group (last week December) ▪ Workshop improve options and agree recommendations (second week December)
End products	▪ List of interviewees / fieldwork ▪ Interview guides ▪ Data request	▪ Initial findings report diagnosing strategic challenges		▪ Emerging recommendations report, including: – Interim list of options, with associated financial impact – SWOT analysis / risk assessment of delivering each option	▪ Final report

TIP: Start from the bottom right, then work up and across!

More detailed workplans may be required for the different stages of your project if using a waterfall-style approach, but not always

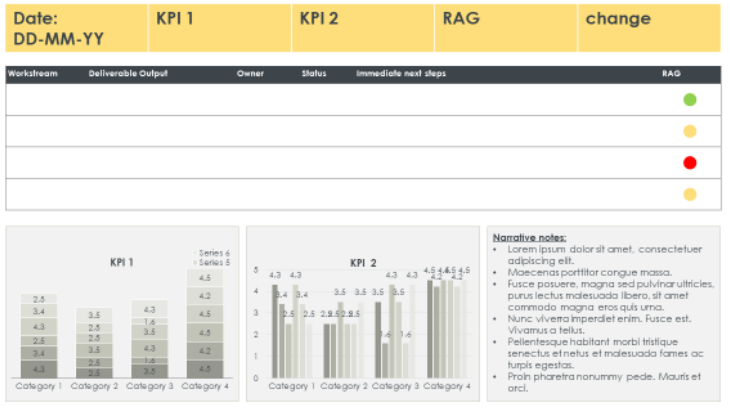
Simple Gantt workplan



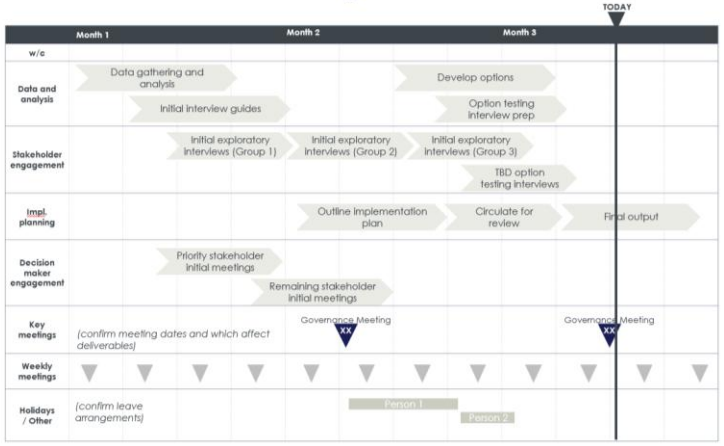
Timeline

Regardless of whether you are applying a waterfall- or agile-style approach, **aim to use the minimum / simplest format necessary for planning and monitoring your project work**

Data and deliverables Tracker



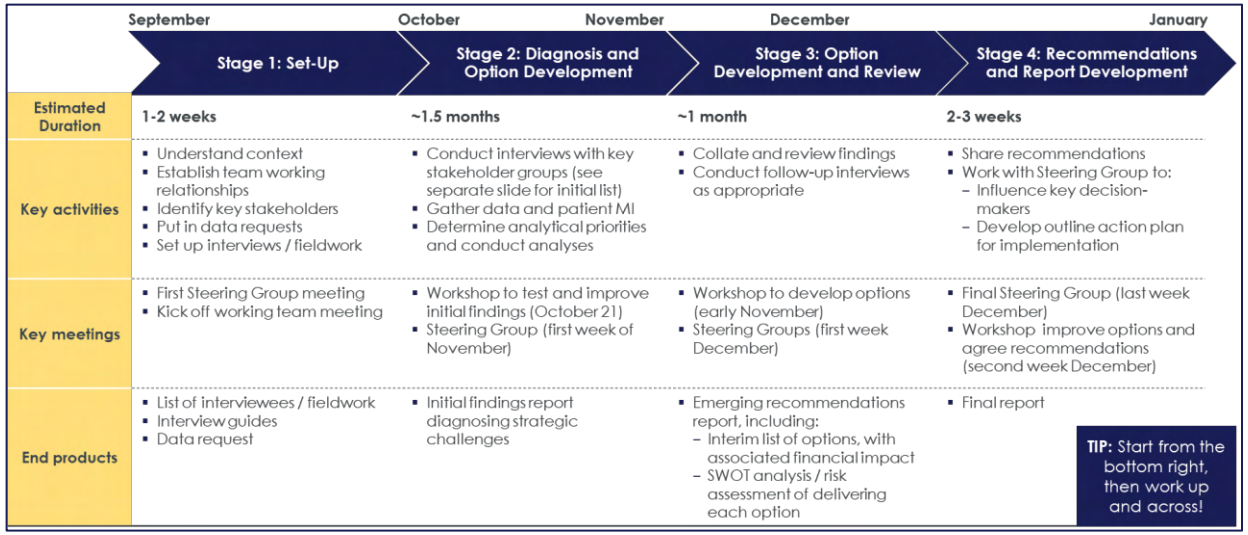
Labelled Gantt work-plan



Individually create a Boat Chart workplan for the case – or a project or piece of work you are working on now, or have been involved with in the past

EXERCISE 3: BOAT CHART

- Have a go at preparing a **Boat Chart** workplan for the case, or a project or piece of work you are working or now, or have been involved with in the past
- To write or check them, start with the **final end product** (bottom right), then work backwards through the phase end products, and then upwards in each phase through the meetings and activities.
- We'll wrap-up with some **plenary discussion**



20 minutes individually
5 minutes plenary

Use a balanced set of indicators to understand whether implementation is working

CHOOSING INDICATORS

- When tracking implementation, it is tempting to focus only on the **final outcome**
- But final outcomes are often delayed, noisy and affected by factors outside the project's control – it's therefore important to select a **balance set of indicators**
- Example: ***Will introducing a new pre-check and triage process reduce passport processing times?***

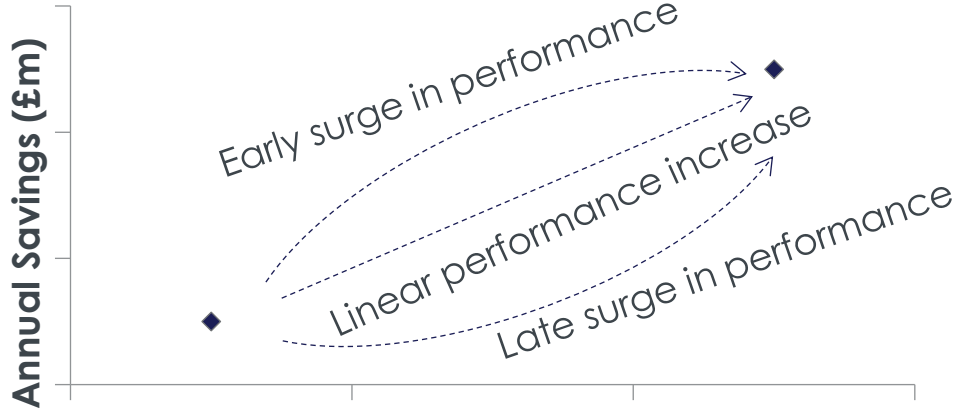
Indicator type	What it tells you	Example indicator
Delivery / process indicator	Is the change being implemented as intended?	% of applications routed through new triage process
Leading indicator	Are there early signs the outcome may improve?	% of applications receiving first review within 2 working days
Lagging indicator	Has the final outcome improved?	% of passports issued within the target service standard
Balancing indicator	Is the change creating unintended consequences?	% of applications requiring rework because information was missed at pre-check

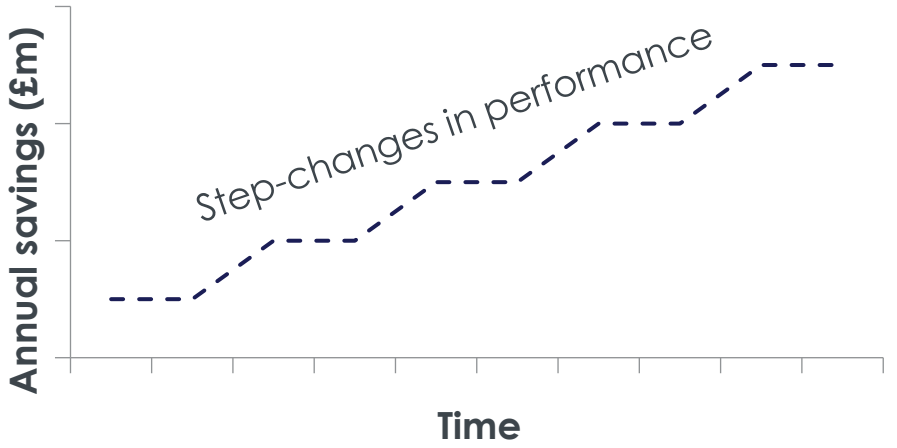
Only using lagging indicators is like only looking in the rear-view mirror

Once you have defined your KPIs, set out expected performance trajectories

SETTING TRAJECTORIES

- A trajectory is the expected path from the **current baseline to the target**.
- Having a trajectory helps you helps you avoid two common problems:
  - expecting final outcomes to **improve too quickly**
  - **missing early warning signs** that implementation is off track
- Different trajectories:
  - **Early surges** in performance (caused by, e.g., implementing quick wins)
  - **Late surges** in performance
  - **Linear** performance increase
  - **Step-changes** (caused by, e.g., specific interventions at set points in time)





Put the right structures in place to track benefits and act on what you learn

PROCESSES AND STRUCTURES TO TRACK AND MONITOR BENEFITS

- Once you have chosen your indicators, you need a simple **benefits management approach**. This means agreeing:

Question	What to define
What will we measure?	The small set of KPIs / indicators that matter most
What is the baseline?	Current performance before the change starts
What is the target?	The level of improvement expected
What is the trajectory?	How and when performance is expected to change over time
How will we collect the data?	Data source, calculation method and owner
Who will review it?	The person or group responsible for tracking progress
How often will they review it?	Weekly, monthly, milestone-based, or another rhythm
What decisions will it trigger?	Whether to continue, adapt, escalate or stop activity

Use the prompts below to guide your reflection

USE ADAPTIVE ACTION TO REFLECT ON YOUR LEARNING

What?

- What did you notice in your learning?
- What surprised you?
- What's different to what you've learnt about this before? What's the same?
- What are you feeling about this cycle of learning?

So What?

- So what could this mean?
- So what are the implications for you, for your project, for your role?
- So what are your options for action?

Now What?

- Now what will you do?
- By when?
- How will you know when you've got there?

Contents

Where are we in the case?

CASE RECAP

- Over the course of the project, you have tested the **Deputy Director's** initial hypothesis that a returns deal might be the main answer.
- The evidence has increasingly pointed towards a package focused on **reducing onward movement from Litorra to the UK**, with returns playing a **supporting role**.
- The team has compared options, modelled likely impact, and started to think through what **successful implementation** would involve in practice.
- **Bilateral talks with Litorra are planned for next week**, and the **Deputy Director** has asked for a recommendation based on the work so far to **inform the UK position** for those talks.
- The task now is to turn the team's analysis and insight into a **clear and compelling recommendation**.

This module looks at generating hypotheses to translate analysis into "so what" insight, as well as covering effective communication of these insights

OBJECTIVES AND INTRODUCTION

After this module I will be able to:

- Translate analyses into insight, extracting the "so whats" of each analysis/ piece of information
- Appreciate that not all data needs to be included in the final recommendation, only what is relevant
- Understand how to communicate recommendations effectively and in tailored ways for the audience

This module includes:

- Forming and articulating recommendations
- Situation-Complication-Question-Answer storytelling approach
- The Pyramid Principle
- Techniques for compelling written and visusal communication

Now is the time to turn the team's analysis into a compelling recommendation for the Deputy Director

EXERCISE I: DEVELOPING A RECOMMENDATION

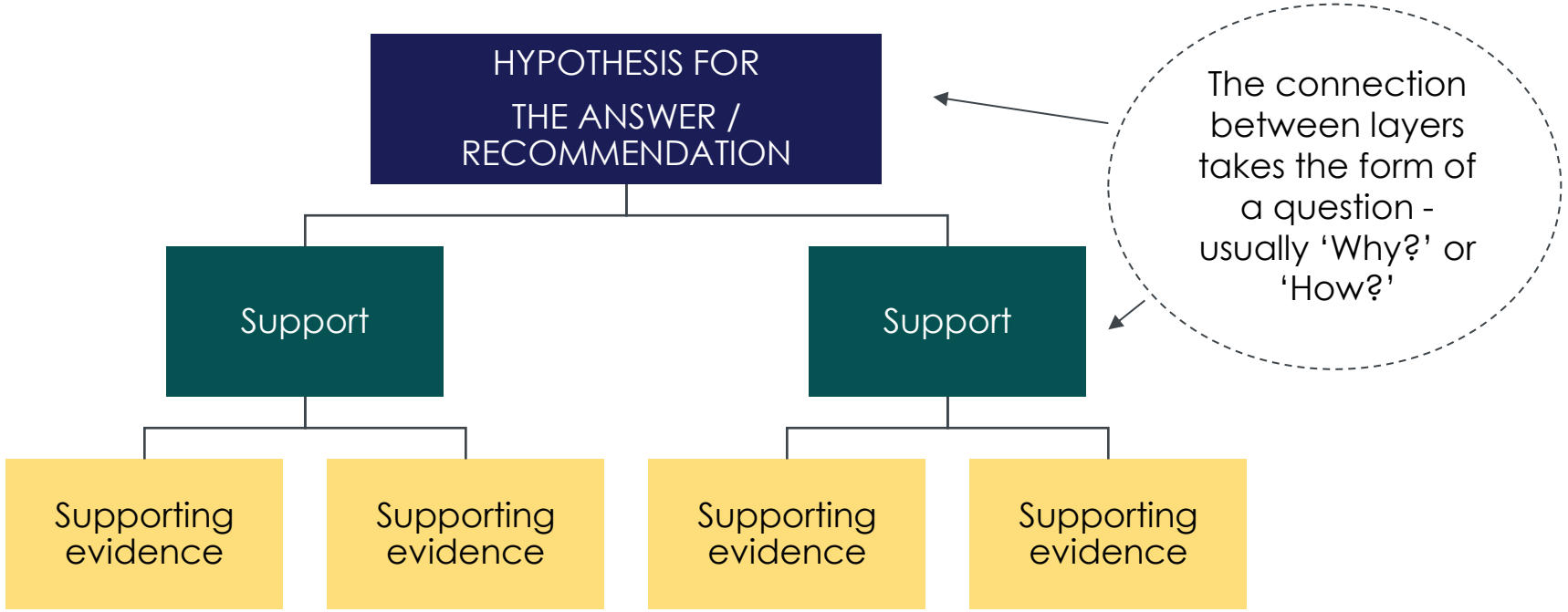
In small groups:

- Review the key insights, evidence and conclusions generated across the case so far
- Use these insights to develop a recommendation for the Deputy Director to help inform the UK position for the upcoming bilateral talks with Litorra
- Be ready to explain:
  - what the UK should prioritise
  - why this is the strongest recommendation based on the work to date
- But before we start, a quick recap on **how to structure and communicate recommendations clearly using the hypothesis tree**

35 min

Recap: How to structure a hypothesis tree

HYPOTHESIS TREES - INTRODUCTION



1. Ideas at any level in the pyramid must always be summaries of the ideas grouped below
2. Ideas in each grouping must always be the same kind of idea
3. Ideas in each grouping must always be logically ordered

Evidence – current state analysis

LITORRA DEPARTURES ANALYSIS

Litorra departures analysis	2022	2023	2024	2025
Litorra irregular arrivals	10,300	11,500	11,100	14,300
UK irregular arrivals via Litorra	3,100	4,800	4,500	11,200
YoY % change – Litorra irregular arrivals	n/a	12%	-3%	29%
YoY % change – UK irregular arrivals via Litorra	n/a	55%	-6%	149%
Route throughput rate (UK arrivals via Litorra ÷ Litorra arrivals)	30%	42%	41%	78%

GENERICA RETURNS ANALYSIS

Generica returns analysis	Before agreement (Q1 2023 – Q2 2024)	After agreement (Q3 2024 – Q4 2025)
Total returns	230	630
Average quarterly returns	38	105
Absolute increase in avg quarterly returns	n/a	67
% change in avg quarterly returns	n/a	174%

Irregular arrivals to UK via Generica	12,400	13,500
Returns as % of irregular arrivals	2%	5%

Evidence – scenario modelling

PREDICTED IMPACT OF OPTIONS TO REDUCE SUCCESSFUL ARRIVALS TO THE UK VIA LITORRA

Option	Projected monthly arrivals (Dec 2026)	% reduction in Dec run-rate vs baseline	Projected total arrivals (2026)	Projected total arrivals (2027)
Do nothing	560	0%	11,200	12,700
Strengthen controls in Litorra	319	-43%	9,294	6,432
Disrupt organised crime networks	235	-58%	8,629	5,743
Disrupt journeys en route	476	-15%	10,535	9,453
Deter would-be travellers	532	-5%	10,978	7,893

Evidence – delivery feasibility (1/2)

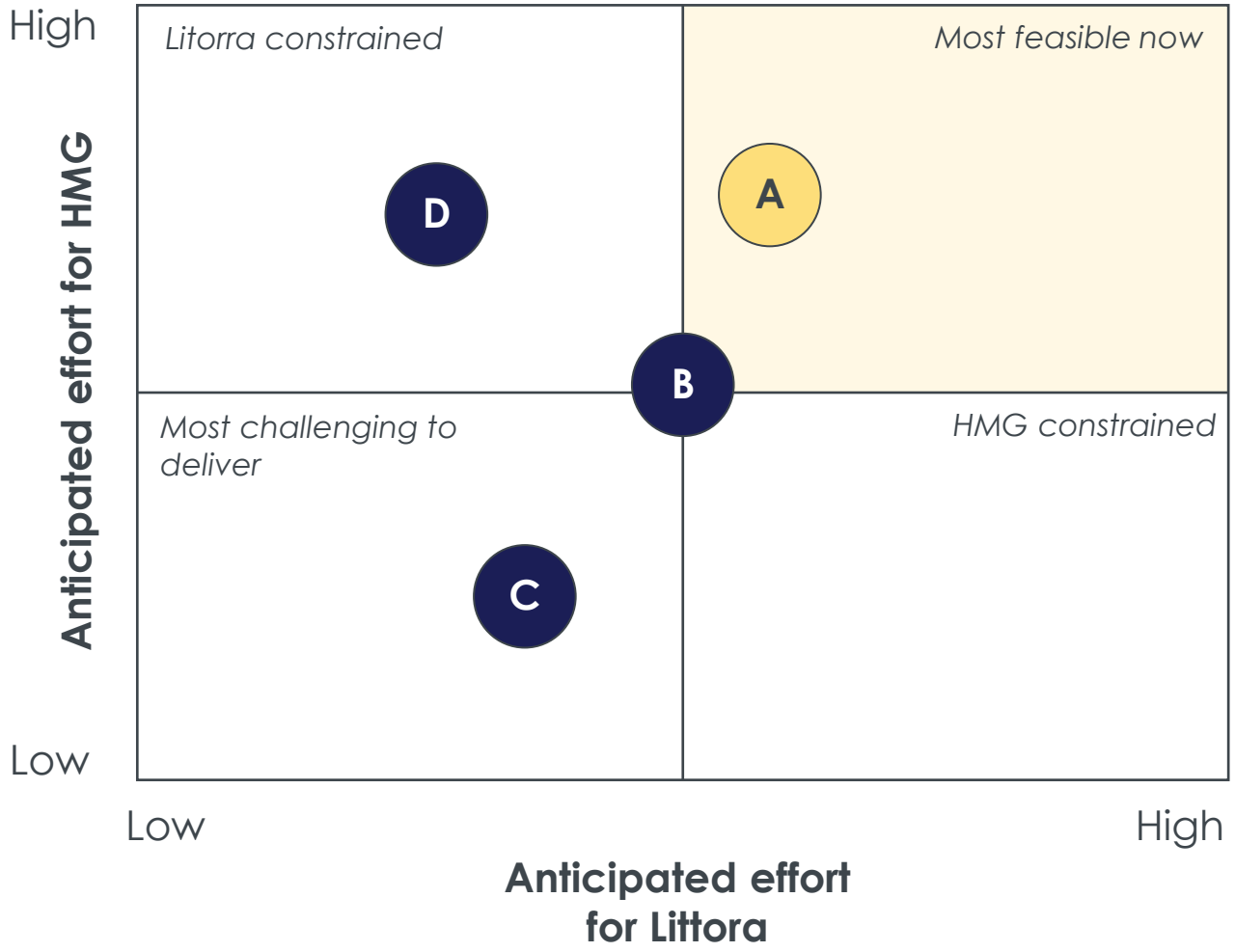
ANTICIPATED FEASIBILITY OF OPTIONS TO REDUCE SUCCESSFUL ARRIVALS TO THE UK VIA LITORRA

#	Option	Anticipated effort from HMG	Anticipated effort from Litorra
A	**Strengthen controls in Litorra before departure**	HMG has a relatively clear view of what support this could involve, including technical advice, training, equipment support and operational engagement. Similar capacity-building offers have been used elsewhere, so this looks comparatively straightforward for the UK to mobilise, even if it would still require funding and cross-Whitehall coordination.	This would require Litorran agencies to change frontline practice, sustain tighter checks at departure points and accept a more active UK role. That is a meaningful ask, but it looks achievable in principle if the political will is there.
B	**Deter would-be travellers from attempting the journey**	HMG could draw on existing communications, policy and visible-enforcement tools, but making this credible would still require a reasonably coordinated package rather than a simple standalone campaign. This looks manageable, but likely more involved for the UK than the controls option.	This would probably require Litorra to support some visible local activity if the deterrence message is to be credible. That looks possible in principle, but would still require a moderate level of cooperation and follow-through from the Litorran side.
C	**Disrupt journeys en route**	HMG would probably need to work through multiple partners rather than mainly through bilateral UK–Litorra channels. That suggests substantial diplomatic and coordination effort, and a less direct route to delivery, making this one of the more demanding options for the UK side.	The direct effort required from Litorra may be lower than for some other options, because much of the action would sit with transit partners further along the route. Litorra would still need to share information and support a wider cross-route approach, but the burden on them may be more moderate than heavy.
D	**Disrupt organised immigration crime networks**	HMG has existing law-enforcement, intelligence and sanctions-style tools that could contribute, but meaningful disruption would still require close coordination across operational, intelligence and diplomatic teams. This gives the UK a plausible route to action, but it is likely to be more demanding than the first two options.	The likely level of effort from Litorra is harder to judge. Success would depend on whether Litorran authorities are willing and able to act consistently on facilitators, finance, false documents and local enablers. There are examples elsewhere of this working, but in this case the level of sustained Litorran effort required may be significant and remains uncertain.

Evidence – delivery feasibility (2/2)

ANTICIPATED FEASIBILITY OF OPTIONS TO REDUCE SUCCESSFUL ARRIVALS TO THE UK VIA LITORRA

#	Option
A	Strengthen controls in Litorra before departure
B	Deter would-be travellers from attempting the journey
C	Disrupt journeys en route
D	Disrupt organised immigration crime networks



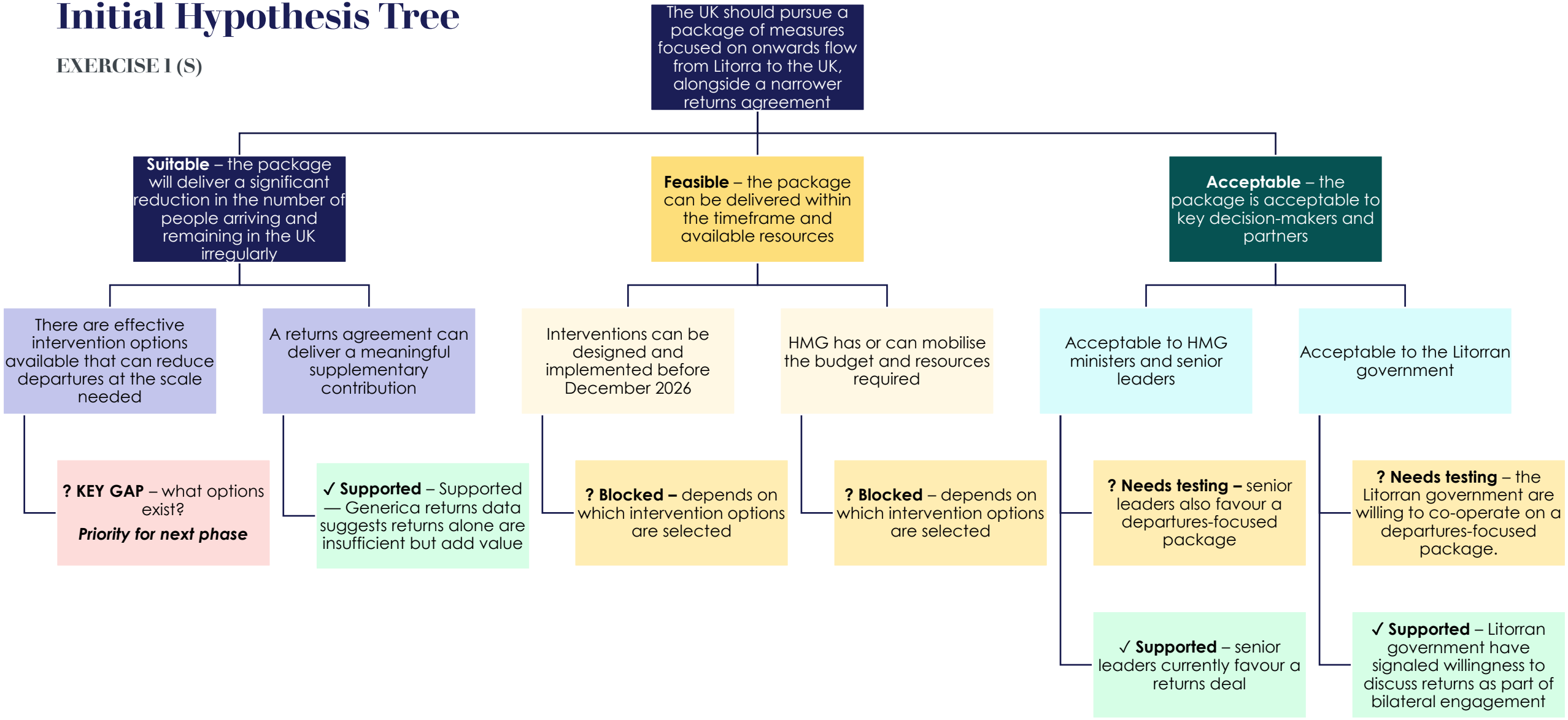
Evidence – wider context and stakeholder signals

QUALITATIVE EVIDENCE

- The **Deputy Director's** starting view is that a **returns arrangement with Litorra** is the most promising route.
- A recent returns agreement with **Generica** has increased confidence across government that a similar approach may be possible elsewhere.
- Migration cooperation with **Litorra** remains limited, and **Litorra has mixed incentives** to act on this issue.
- Wider bilateral talks with **Litorra** may create an opportunity for deeper cooperation, particularly as part of a broader package of engagement.
- The evidence from the data challenges a **returns-first** strategy: returns may be a useful supporting lever, but not sufficient as the primary response.
- Modelling suggests that **strengthening controls in Litorra** and **disrupting organised immigration crime networks** offer the strongest projected reductions in onwards travel from Litorra to the UK by **December 2026**.
- Feasibility analysis suggests that **strengthening controls** currently looks easier to deliver than **organised crime disruption**, which appears more uncertain in practice.

EXAMPLE SOLUTION: Initial Hypothesis Tree

EXERCISE I (S)



Storytelling approach #1

SCQA

Situation, Complication, Question, Answer

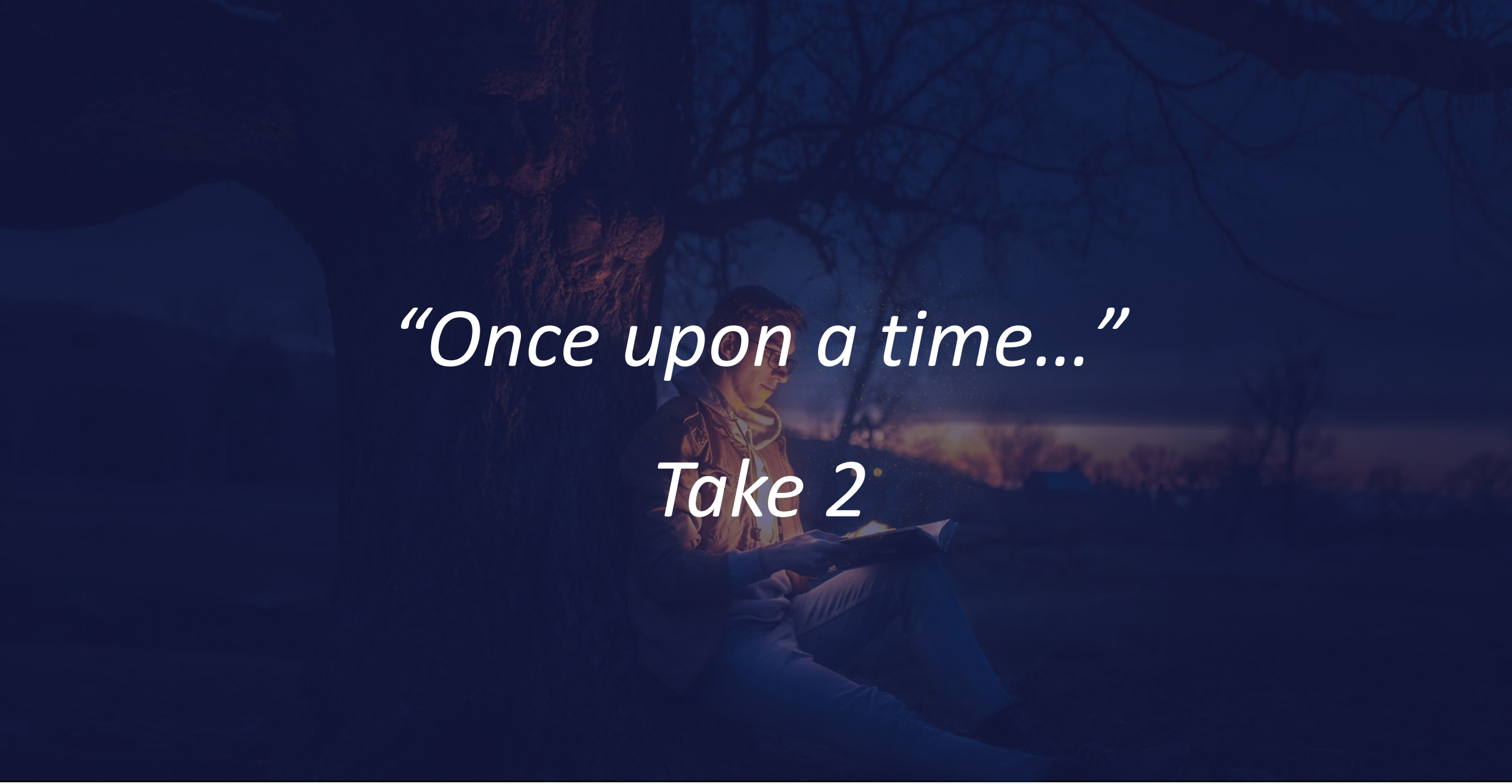
SCQA provides a clear and compelling structure for storytelling because it mirrors the way in which humans naturally process information

Situation	• setting context
Complication	• creating tension
Question	• prompting curiosity
Answer	• delivering resolution

SCQA has many uses:

- a daily check
- a conversation in a queue
- an email structure
- executive summary
- presentation introduction

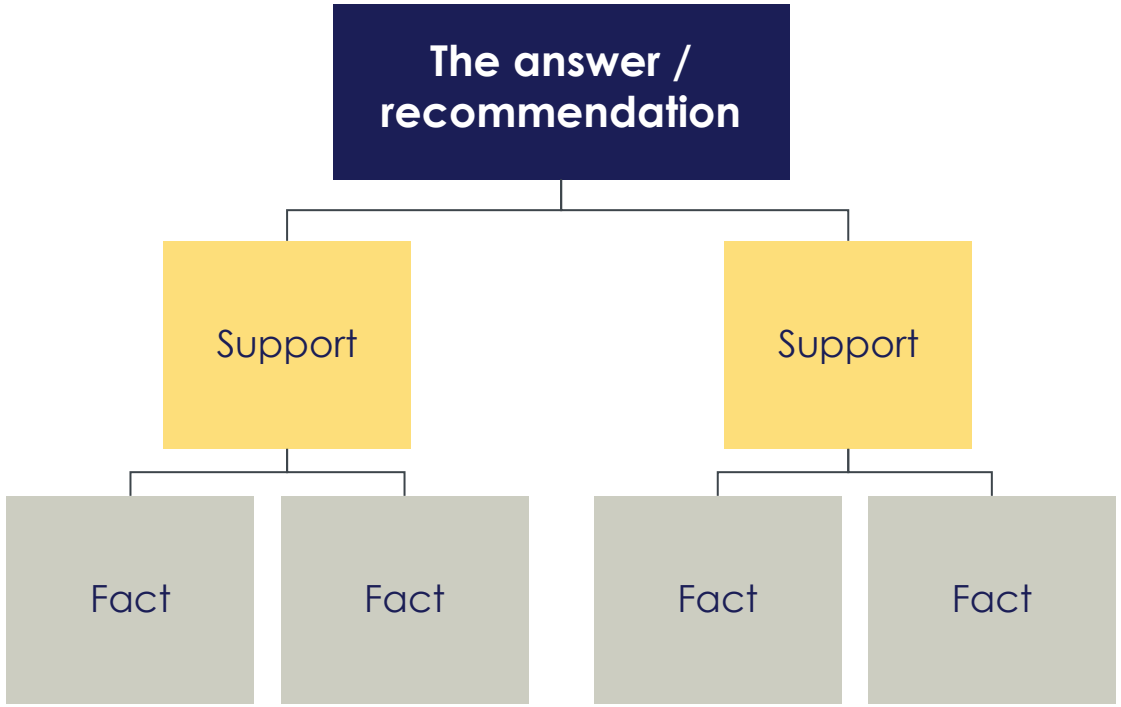
Source: adapted from 'Beyond Bullet Points' by Cliff Atkinson


“Once upon a time…”
Take 2

Storytelling approach #2

Pyramid Principle and inductive .v. deductive arguments

The Pyramid Principle starts with the key message and builds arguments top-down, which aligns with how audiences absorb and retain information



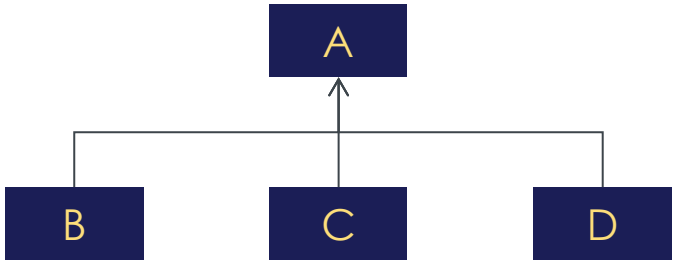
Source: adapted from 'The Pyramid Principle: Logic in Writing and Thinking' by Barbara Minto

Deductive and inductive types of argument represent two very different ways of telling the same story

Deductive

- Step-by-step sequence
- Common for analysis
- Essential if context is needed for recommendation
- Risk of TLDR

Inductive



- Starts with the 'so what?'
- Common for capturing attention
- Useful to give different levels to different audiences
- Takes effort to do really well

Inductive sentences work well for 'insight' messages – they quickly grab the viewer's attention, and make comprehension easier

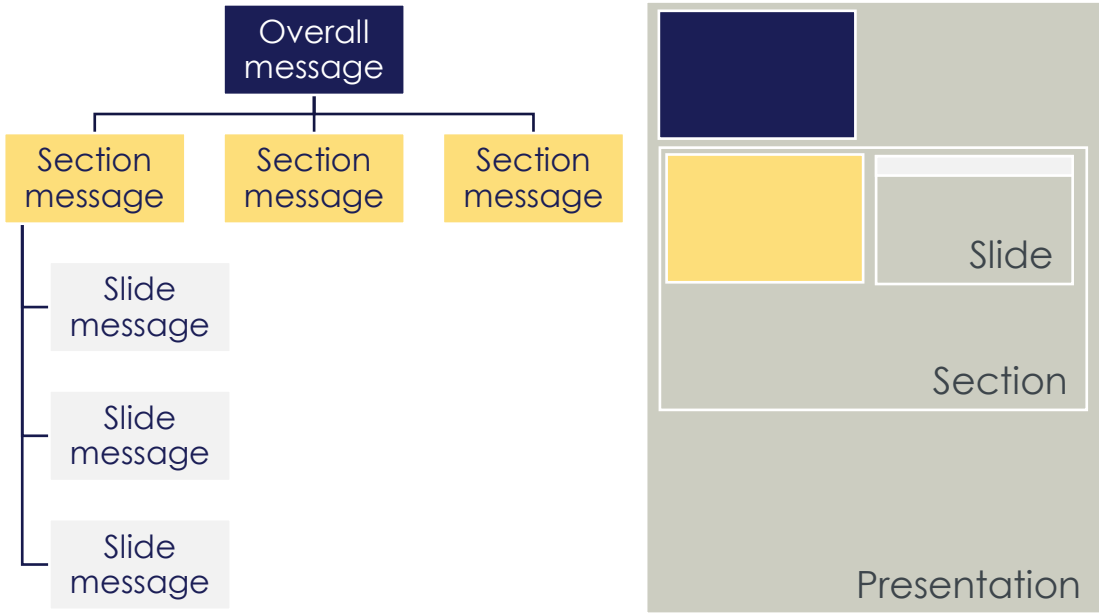
Deductive sentences	Inductive sentences – 'insight messages'
Where in the tropics could an English army doctor have seen much hardship and got his arm wounded? Clearly in **Afghanistan**	Watson has just returned from **Afghanistan**, as he's an English army doctor with an injured arm who has recently been to the tropics.
Although the risk that this patient has lung cancer is small, there is sufficient risk that I should **refer him** for a chest X-ray to rule this out.	I should **refer him** for a chest X-ray to rule out lung cancer – although the risk that this patient has lung cancer is small it is sufficient to justify an x-ray.
The main barrier to setting up a self-administration programme is the **low number** of eligible patients.	The **low number** of eligible patients is the main barrier to setting up a self-administration programme.
Based on the lower costs, and better alignment with other strategic initiatives, the **centralised model option** is recommended, despite the lower responsiveness.	The **centralised model option** is recommended, based on the lower costs, and better alignment with other strategic initiatives, despite the lower responsiveness.

'flip' sentences with the 'so what?' response first, then the supporting information

Start paragraphs, sections, chapters and documents with insight messages to quickly grab the reader's attention and make skim-reading easier

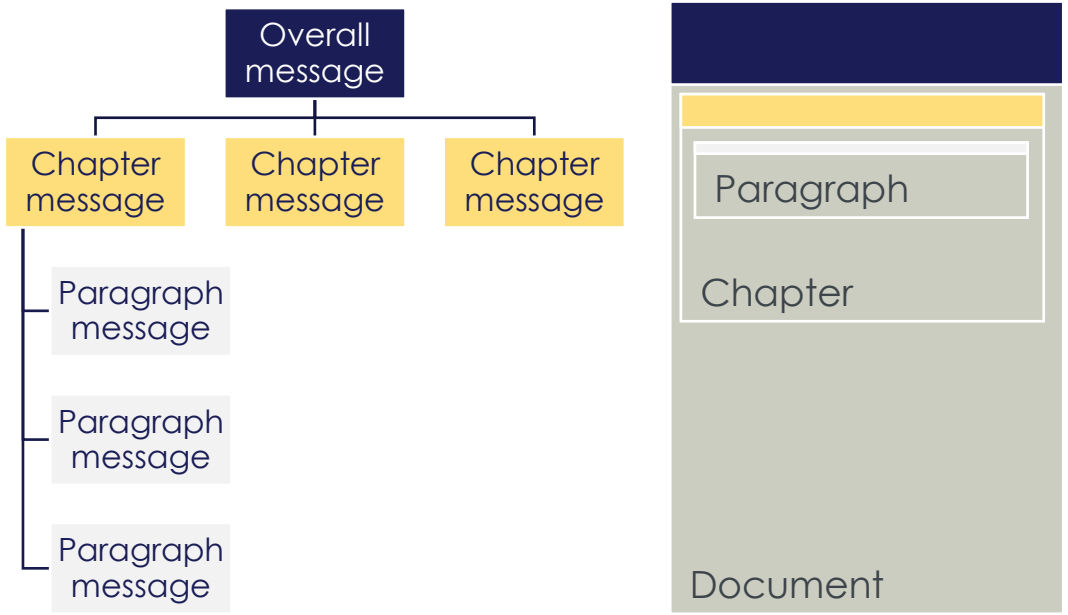
Presentation structure

1. Plan one message per slide, one slide per message
2. Start sections/chapters with their key insight(s)
3. Start the whole document with the key insight
4. If sending as pre-read, start with an executive summary. If only presenting 'live', then finish with one



Written document structure

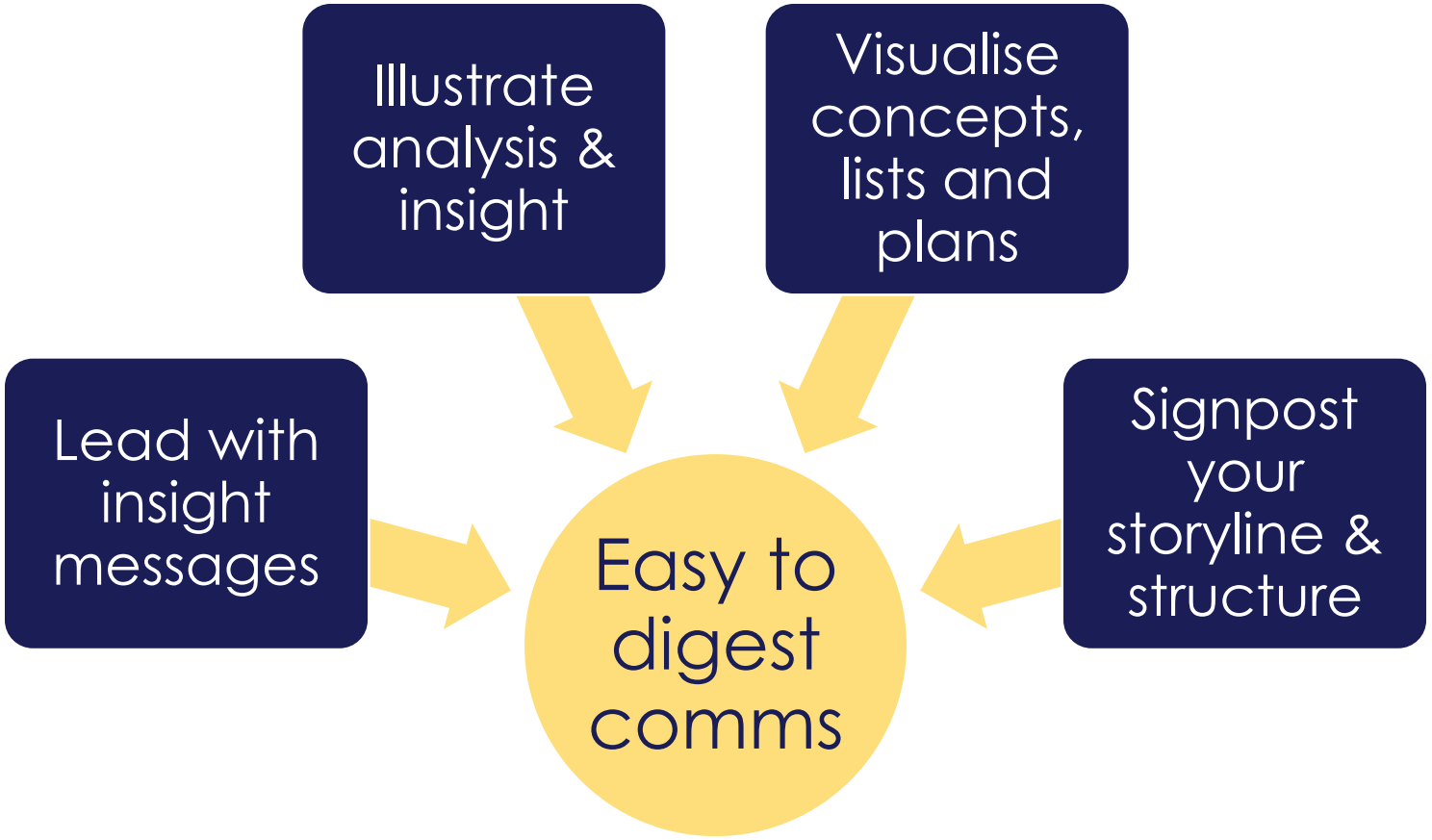
1. Start paragraphs with their key insight
2. Start sections/chapters with their key insight(s)
3. Start the whole document with the overall key insight
4. Start with an executive summary using SCQA



Storytelling approach #3

Compelling written & visual communication

Once your storyline is clear, you'll need to add text and illustrations depending on the format (more text in a document, more illustrations in a slide-pack)

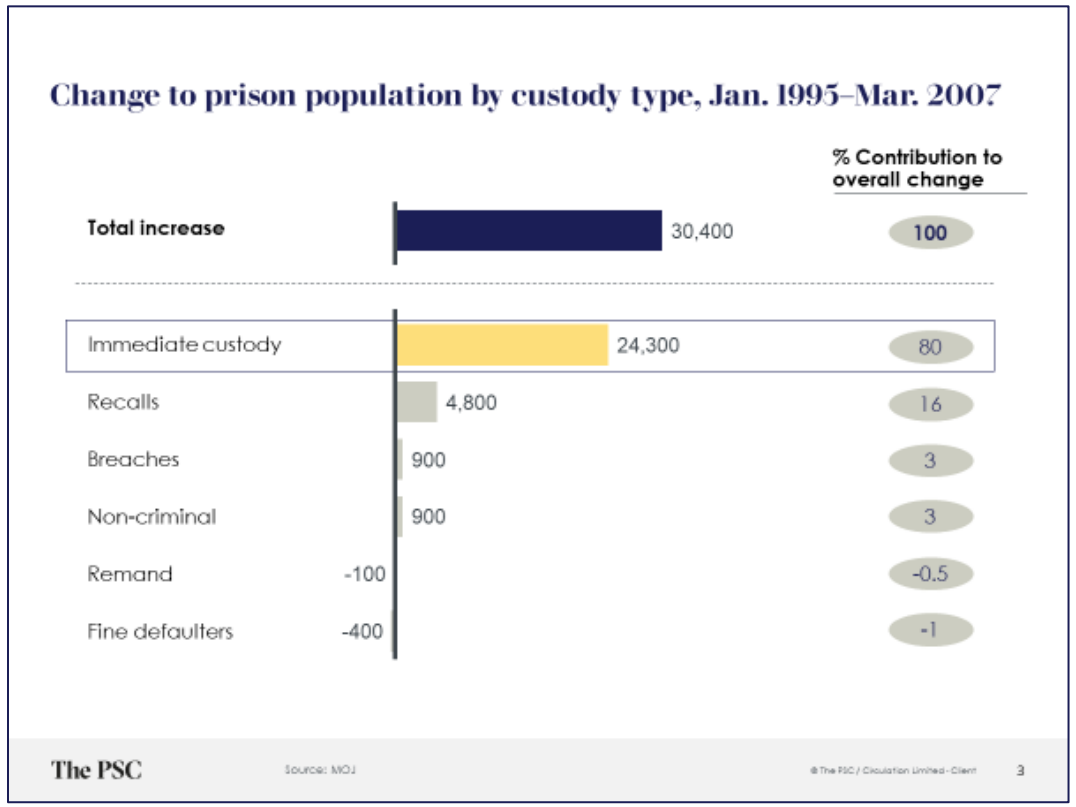


"Do the hard work to make it simple"
GDS design principle 4*

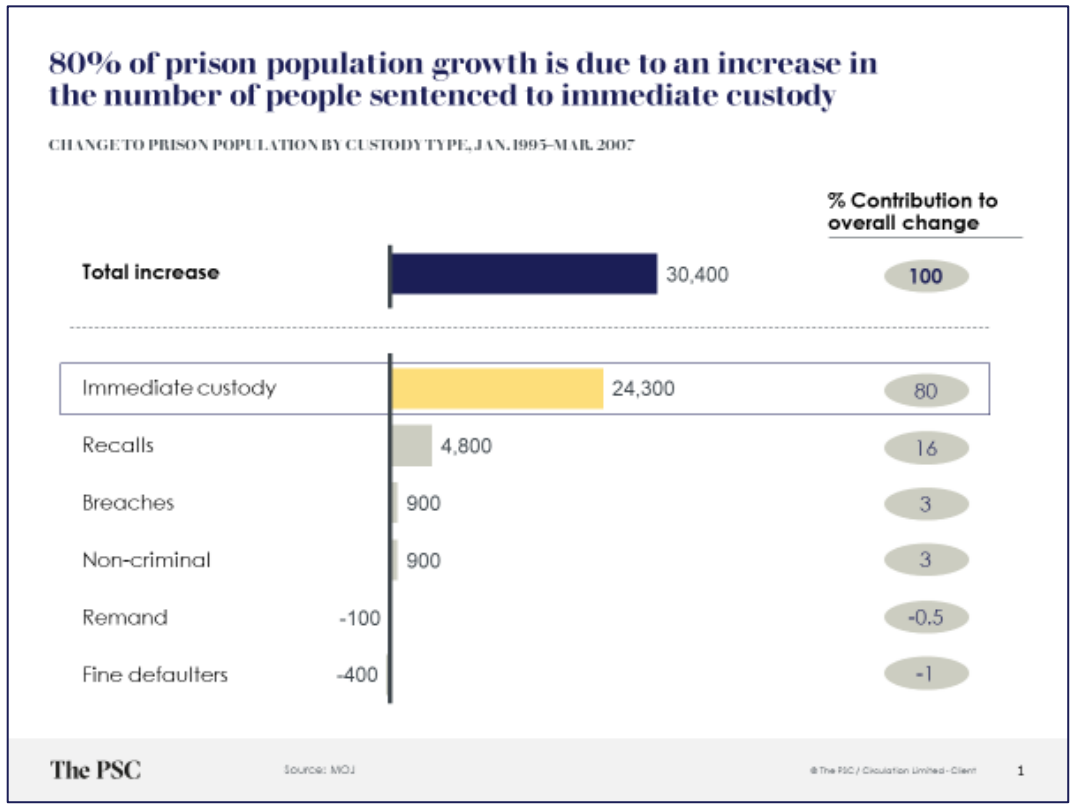
*https://www.gov.uk/guidance/government-design-principles

For presentations, create one slide for each 'key message' and write that as the slide headline if sharing for pre-reading or reference

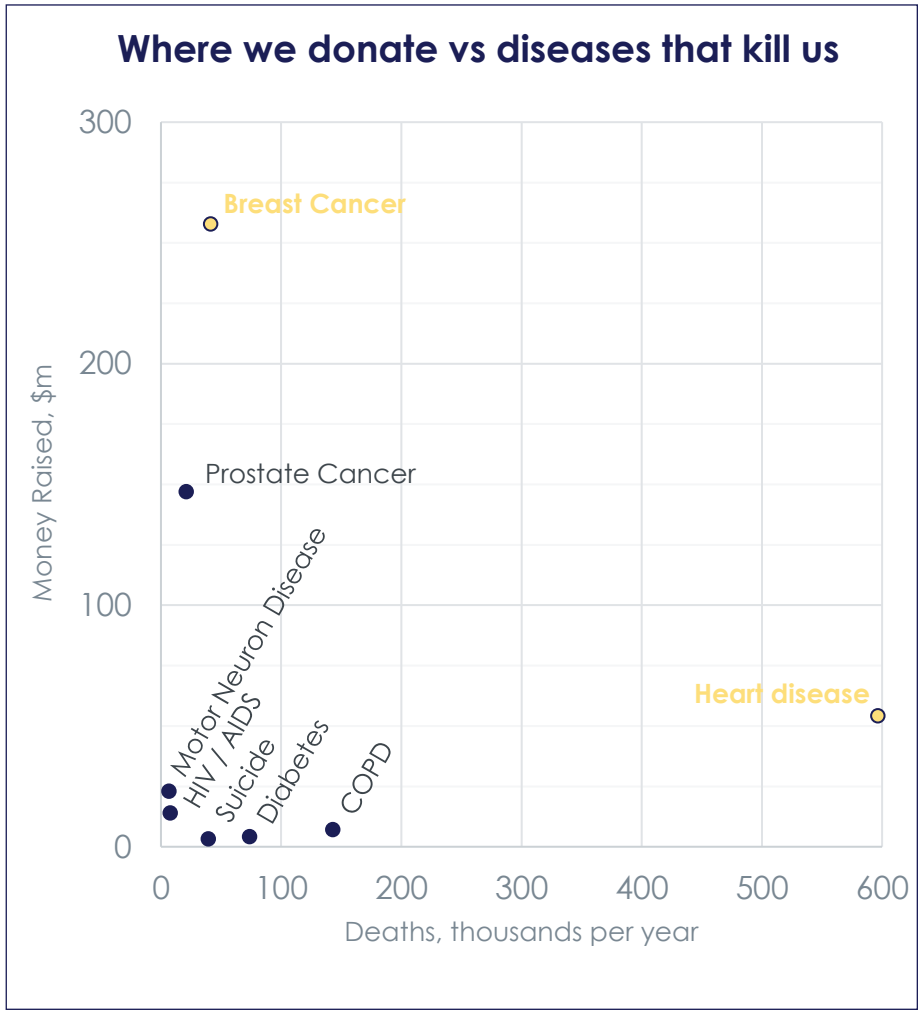
Without explicit key message



With explicit key message



Create a visual that is the simplest possible illustration of that 'so what' message, and use colour to 'code' the key insight



Source: https://www.vox.com/2014/8/20/6040435/als-ice-bucket-challenge-and-why-we-give-to-charity-donate,
based on Death statistics from 2011 CD report, Money raised from listed charities

Which of these are easiest to read, or get a sense of when skimming? When would you use each one?

VISUALISING CONCEPTS, LISTS AND PLANS

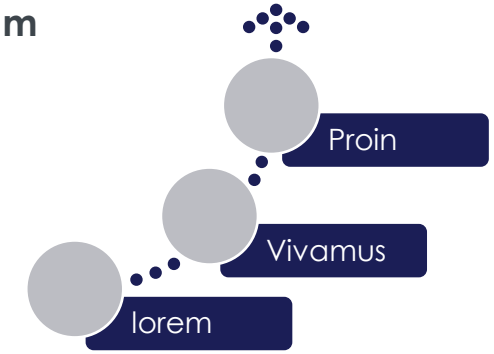
Prose paragraphs

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna. Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra nonummy pede. Mauris et orci.

Bulleted List

- Lorem **ipsum** dolor
- Maecenas **porttito**r.
- Nunc **viverra** imperdiet
- Vivamus a **tellus**
- Pellentesque **habitant**
- Proin pharetra.

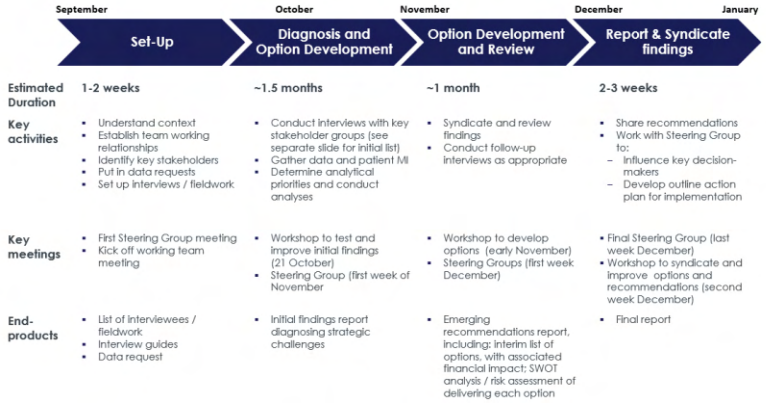
Diagram



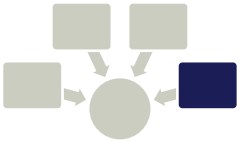
Table

	Outcomes	Actions
Lorem	ipsum	• Lorem ipsum dolor • Maecenas porttitor.
	porttitor	• Nunc viverra imperdiet • Vivamus a tellus
Vivamus	a tellus	• Vivamus a tellus • Pellentesque habitant • Proin pharetra.
	Pellentes	• Maecenas porttitor. • Vivamus a tellus

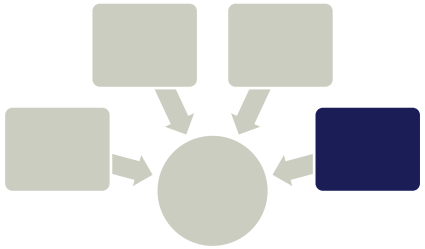
Plan



Which of these visual formats, visual mini-trackers, numbering and text styles have been used in this course – what did they do?



SIGNPOSTING STRUCTURE & STORY



Lorem ipsum

Nunc viverra

Vivamus a **tellus** erraturm
Pellentesque habitant

1.
2.
3.
4.

- Module 1 – Launching the project
- Module 2 – Structuring the problem and work planning
- Module 3 – Engaging stakeholders
- Module 4 – Developing hypotheses
- Module 5 – Gathering data and conducting analysis
- Module 6 – Creating high-performing teams
- Module 7 – Process improvement & Plan Do Study Act (PDSA)
- Module 8 – Modelling and options appraisal
- Module 9 – Planning for change
- **Module 10 – Developing and communicating recommendations**
- Module 11 – Closing the project

MODULE 10

EXERCISE 2: PREPARING A PRESENTATION

Now is the time to prepare your team's presentation for the Deputy Director.

Make sure to include some kind of visual aid.

Good luck!

30 min

Use the prompts below to guide your reflection

USE ADAPTIVE ACTION TO REFLECT ON YOUR LEARNING

What?

- What did you notice in your learning?
- What surprised you?
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- What are you feeling about this cycle of learning?

So What?

- So what could this mean?
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Now What?

- Now what will you do?
- By when?
- How will you know when you've got there?

Contents

Where are we in the case?

CASE RECAP

- The team has presented its recommendation to the Deputy Director who **accepted it** as the basis for the UK position in the upcoming bilateral talks with Litorra.
- The bilateral week has now begun. The talks cover a range of issues, including cooperation on **irregular arrivals to the UK via Litorra**.
- However, **the first day of talks has gone badly**. The UK team has low confidence that the week will end in agreement on this issue.
- You have been asked to help the team **improve how the talks are being run** so as to increase the likelihood of reaching an agreement by the end of the week.
- The task now is to use **rapid Plan-Do-Study-Act cycles** to test changes, learn quickly, and improve the UK's approach before the talks conclude.

This module focuses on fast experimental cycles, and is a chance to practise hypothesis thinking

OBJECTIVES AND INTRODUCTION

After this module I will be able to:

- Apply **plan-do-study-act (PDSA) cycles**
- Use **rapid tests** to help improve a process

This module includes:

- Plan do study act (PDSA) cycles
- Exercise: improving the UK approach during the Litorra talks

PDSA is based on the scientific method of iteratively testing hypotheses, until the obstacle is overcome

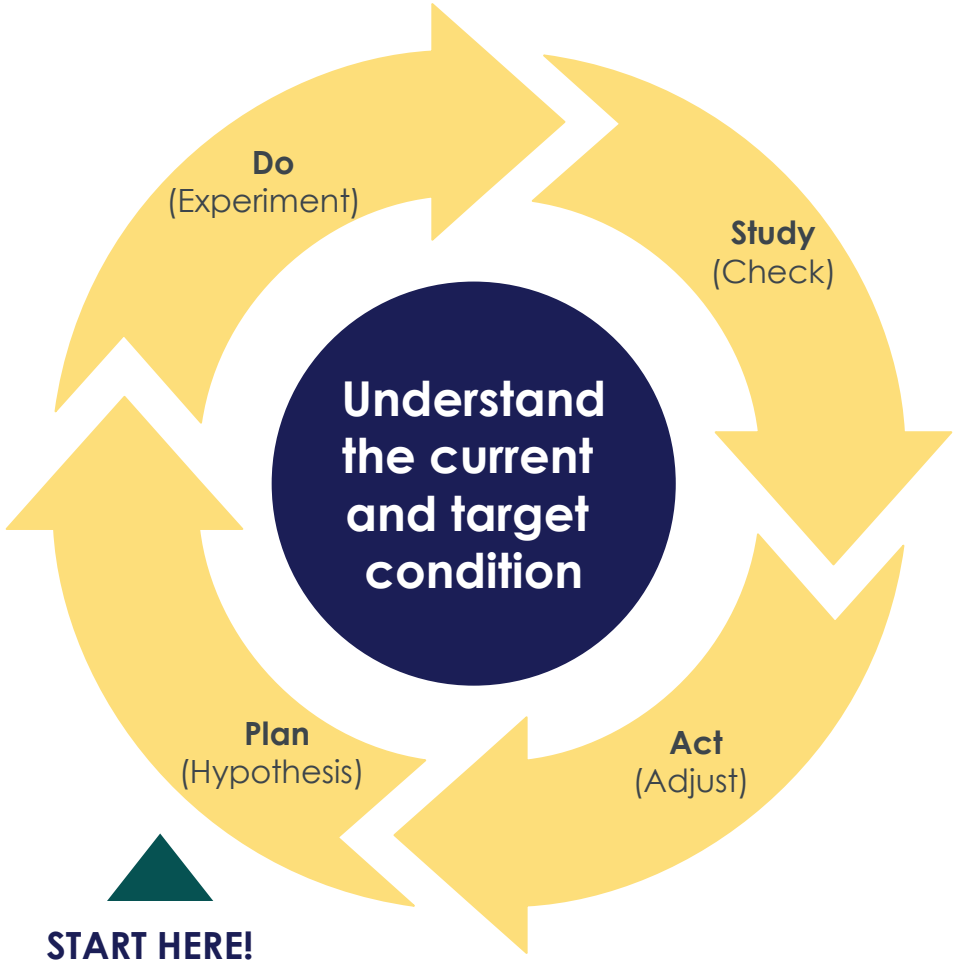
PDSA: PLAN, DO, STUDY, ACT

"I have two jobs – one to deliver care, one to improve the delivery of care"

- Consultant, NHS Trust

- Trial the change
- Record any problems
- Observe the impact of your change (the new "current condition")

- Check if the impact / results matched your predictions
- If not, study what actually happened, and the root causes of under-performance

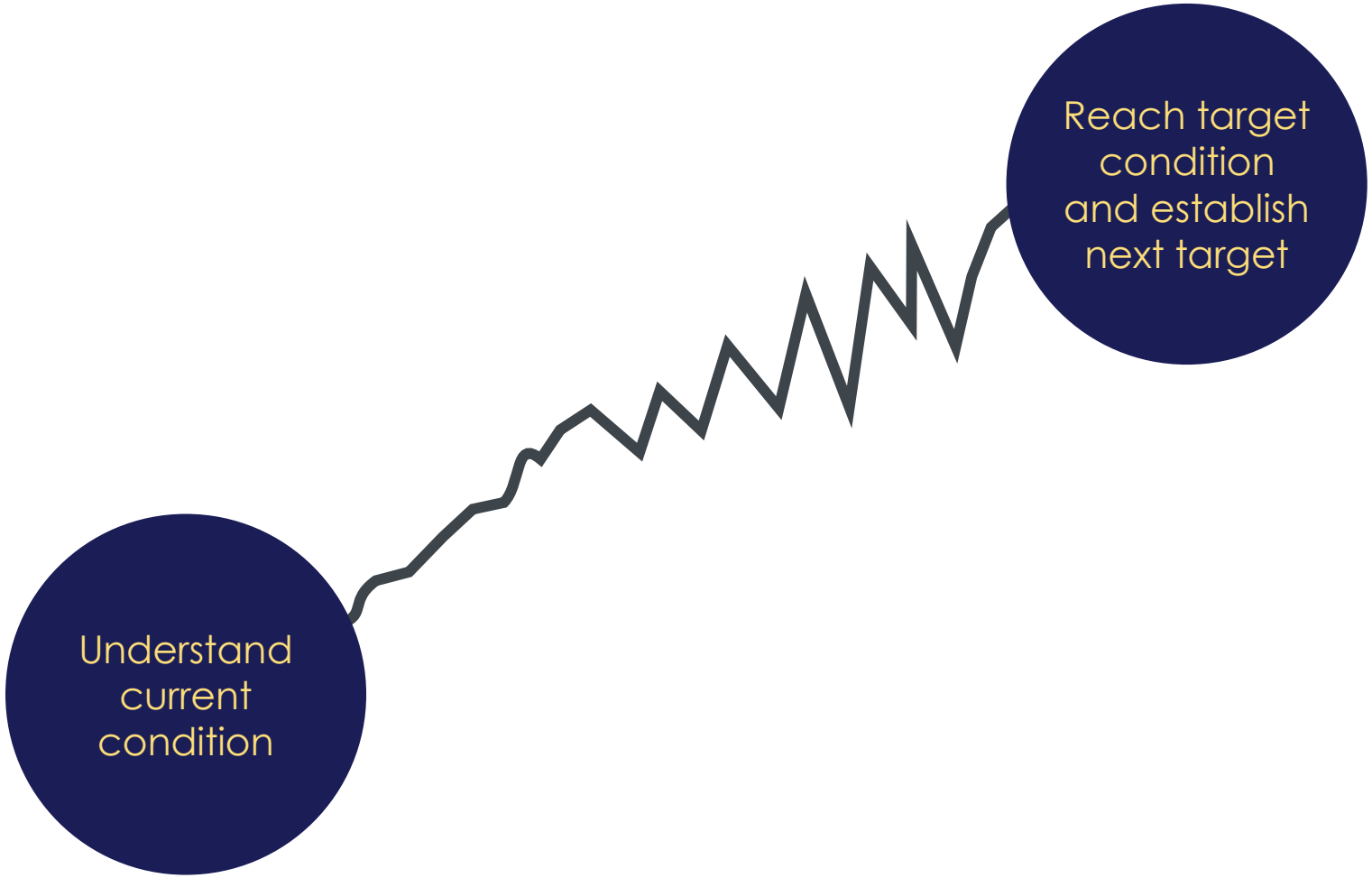


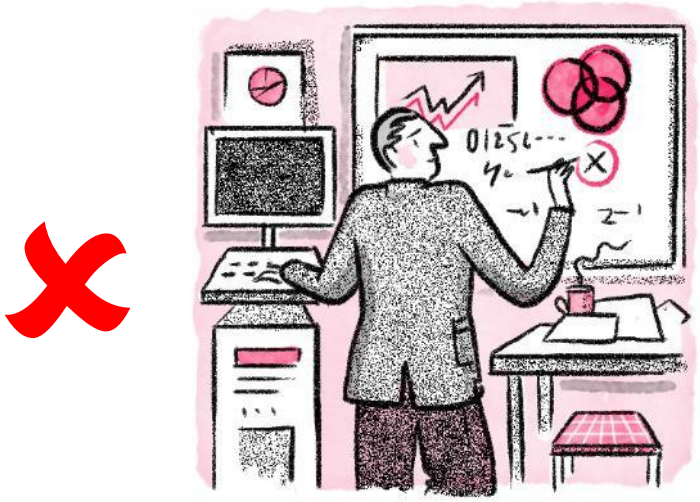
- Confirm the objective
- Clarify your "test" – what's the problem/obstacle/root cause you will impact and predictions that impact
- Plan the trial (what, who, when, where)

- **Adopt** – if effective, standardise, embed and share
- **Adjust** – if not, could you adjust the change and PDSA again?
- **Abandon** – if not, pick something else to PDSA instead

Your improvement plan will be an “agenda of experiments” targeting the causes of your performance gap

EXPERIMENTS RARELY GO TO PLAN...





Look for activities which do not “add value” and might be reduced or eliminated

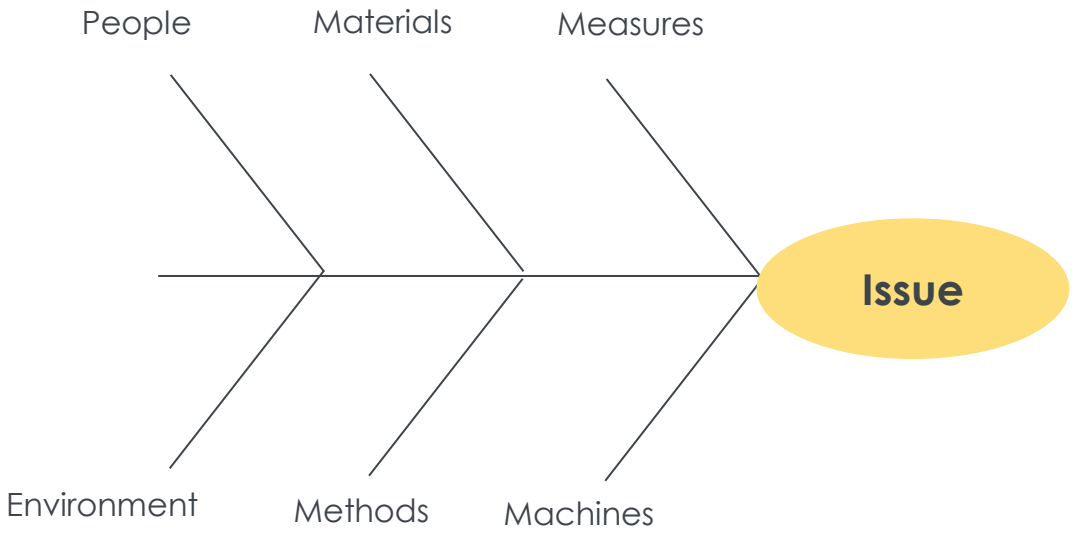
WASTE IDENTIFICATION: ‘TIMWOOD’ EXAMPLE

Transportation	Unnecessary movement of work	Parts, papers or cases passed between locations or teams before action
Inventory	Work waiting to be processed	Components, applications or clearance requests building up in a queue
Motion	Unnecessary effort by staff	Staff walking to find tools, or searching systems for information
Waiting	Delays before work can continue	A machine, case or submission sitting idle awaiting input or approval
Over-production	Producing more than is needed	Making extra stock, or producing reports that are not used
Over-processing	Doing more work than is necessary	Adding unnecessary checks, polish, detail or duplicate data entry
Defects/Rework	Errors that need correcting	Faulty products, incomplete forms or submissions returned for correction

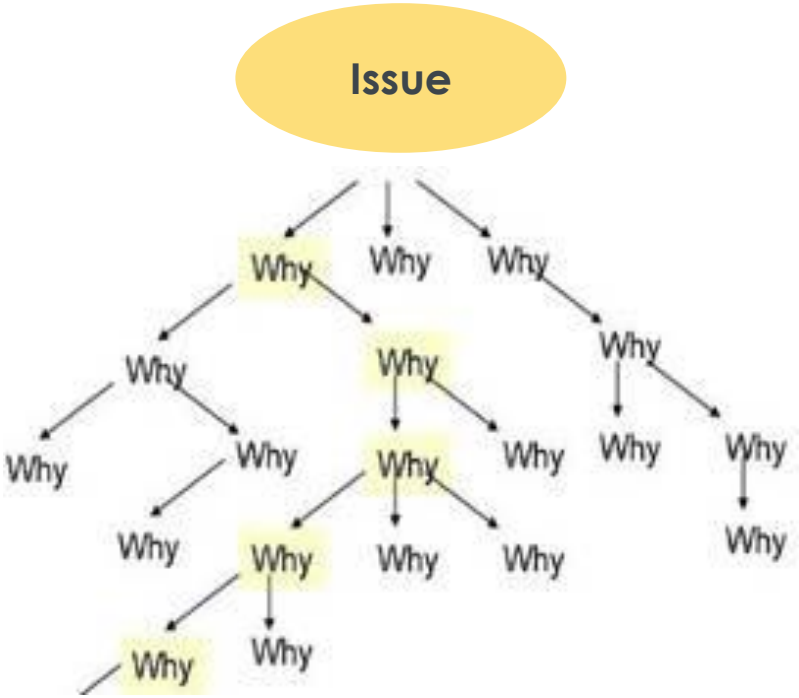
Use root cause analysis to understand the underlying reason why a problem occurs

ROOT CAUSE ANALYSIS

1 Ishikawa (Fishbone Diagram)



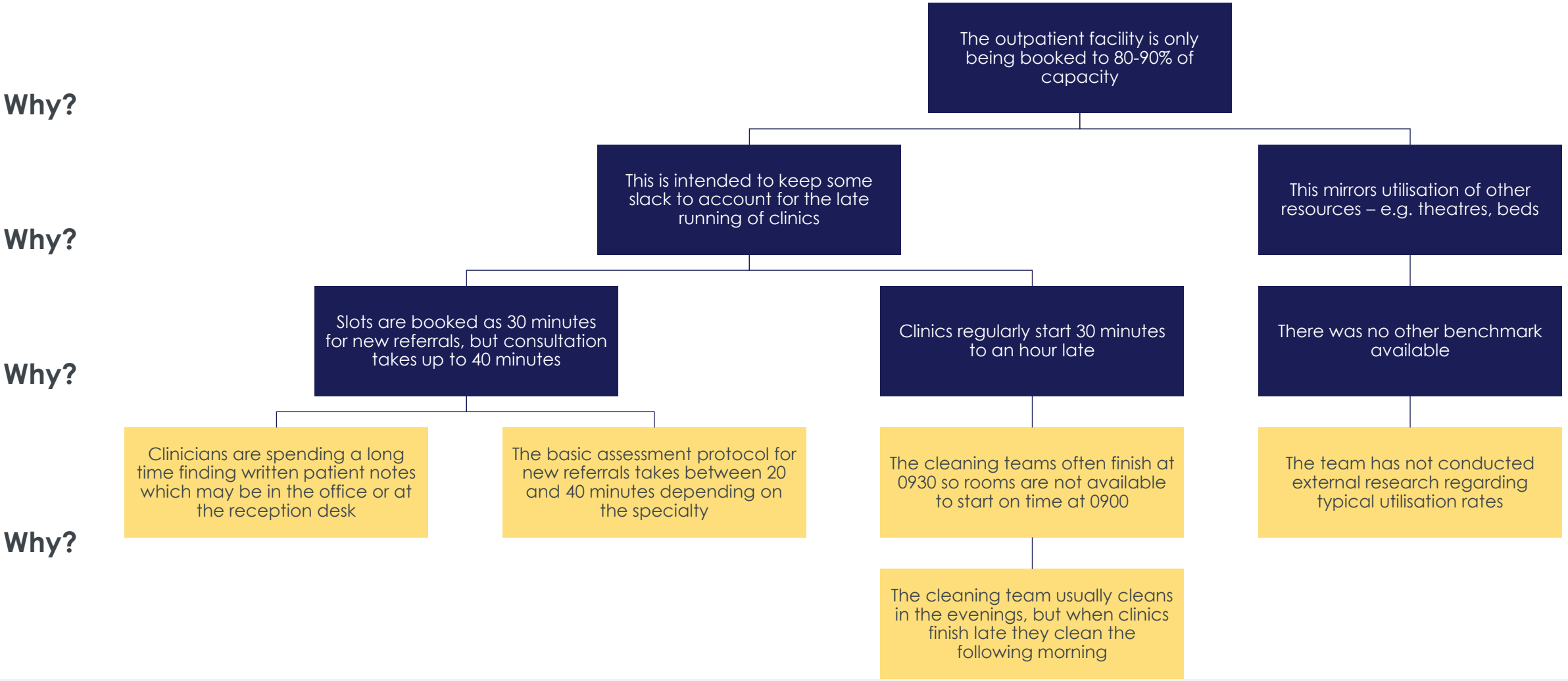
2 5 Whys



Fixing the symptom solves today's problem. Fixing the root cause solves it in the long term.

Why is this outpatient facility only being booked to 80-90% capacity?

EXAMPLE: ROOT CAUSE ANALYSIS

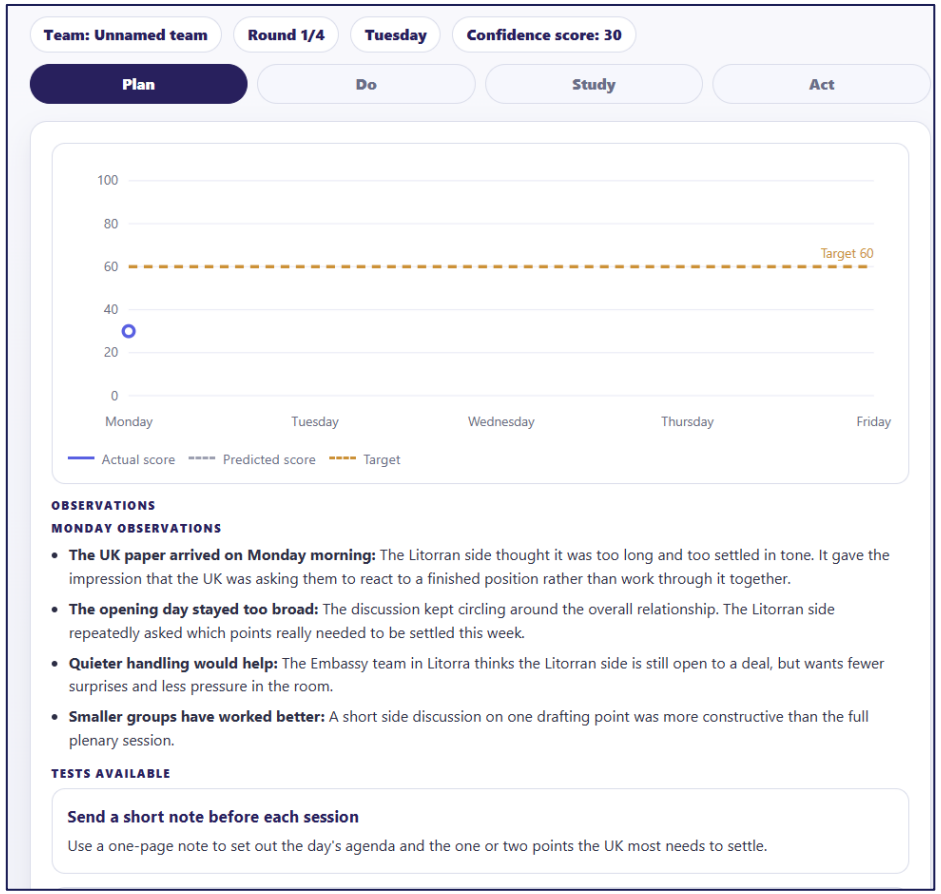


Exercise: using PDSA cycles to improve the UK approach during the Litorra talks

20 minutes

EXERCISE I: PDSA CYCLES

- You will now play a **game** in which your team acts as the UK side during a difficult week of bilateral talks with **Litorra**.
- The first day has gone badly. Your task is to use **rapid PDSA cycles** to test changes to the UK approach and improve the chances of reaching agreement by the end of the week.
- **Each day of the talks is one round** (**four rounds** in total).
- **In each round, you will:**
  - **Plan** a change to test
  - **Do**: see how it affects the talks
  - **Study** what happened
  - **Act**: **adopt, adapt or reject** the change
- **Objective:** improve the UK's approach through the week and get the talks across the line.
- Record your confidence score at the end: **highest score wins!**



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Day Two
WRAP-UP

Course agendas

Day 1
Introduction and set-up
Welcome to course
M1 **Kick-off & scoping a project**
Break
M2 **Structuring the problem**
Lunch
M3 **Data & analysis**
Break
M4 **Generating hypotheses**
Daily feedback
Close

Day 2
Introduction to Day 2
M5 **Options appraisals & modelling**
Break
M6 **Implementation planning**
Lunch
M7 **Communicating recommendations**
Break
M8 **Process improvement & PDSA cycles**
Close

What have you taken from our two days together?

GROUP DISCUSSION

Please share:

1. A valuable insight from the course
2. Something you will commit to doing differently in the future

Before you leave....

END OF FINAL DAY TASKS

- Complete the following feedback form to rate your confidence with different elements of project work, and provide feedback on the overall training course
  - **Link to post-course survey: https://forms.office.com/e/6FCEfRRCW5**
  - **You can also follow the QR code** below to access the form:

You can scan the QR code with a **mobile device camera** to access the form