

Notes

- Intended audience – clinicians.
- This slide set has an explanatory notes page for each slide.
- The intention is that they are adapted and adopted for local use.
- Please acknowledge the BACCH/BACAPH origins as part of the B-BISS programme, when used.
- The accompanying advocacy guide is here:
BACCH: <https://www.bacch.org.uk/resources/bacaph-and-bacch-advocacy-guide>
BACAPH: <https://www.bacaph.org.uk/advocacy-guide>

CHAMPIONING THEIR FUTURE: a Guide for Child and Family Advocacy



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Web addresses

BACAPH: <https://www.bacaph.org.uk/advocacy-guide>

BACCH: <https://www.bacch.org.uk/resources/bacaph-and-bacch-advocacy-guide>

Advocacy. Module content.

- **Introduction – a recap**
 - NHS plans.
 - Understanding policy
 - Recap life course pathways and mechanisms of action of determinants.
- **Professional values and behaviours**
 - Training capabilities
- **4 stages of advocacy.**
 - Clarity of purpose
 - knowledge
 - advocacy strategy
 - learning

Recap: 2019 and 2025 NHS Plans - key points.

2019

- new model of care designed on **pathways**
- includes **proactive prevention**
- **population health management**

2025

- Healthiest generation ever.
- 3rd mantra **“from intervention to prevention”**.
- **Devolved decision-making** – closer to communities.
- Requires **clinical leadership**.



Understanding 'policy'.



- The term 'policy' describes an explicit organisational or systems proposed course of action.
- It applies beyond government and politics, to all organisations that are involved with the planning, delivery or improvement of services.
- Policy may therefore relate to a range of areas that provide opportunities for advocacy. This includes:
 - legislation (and regulations to interpret legislation),
 - macroeconomic policy – where the money goes!
 - service standards
 - public or professional education and
 - establishing a relevant research agenda to better understand a health issue.



Advocacy definitions and interpretation



WHO

- Advocacy is *'a combination of individual and social actions designed to gain political commitment, policy support, social acceptance and systems change for a particular health goal or programme'*.

GMC guidance and RCPCH Progress Plus

- The core curriculum states the capability as being *'able to utilise local, national and international health information in order to advocate for systems and policies which promote health and improve equity'*.

Advocacy within Integrated Care Systems

- Encompasses all activities to influence policy and practice that improve wellbeing and resilience for individuals, groups and communities i.e. the ways that a system works.
- Advocacy has many elements, ranging from:
 - improving the determinants of health,
 - ensuring cultural competence within service delivery
 - policies that improve equity of access, experience and outcomes of services
 - Legislative changes

Progress Plus. Professional values and behaviours

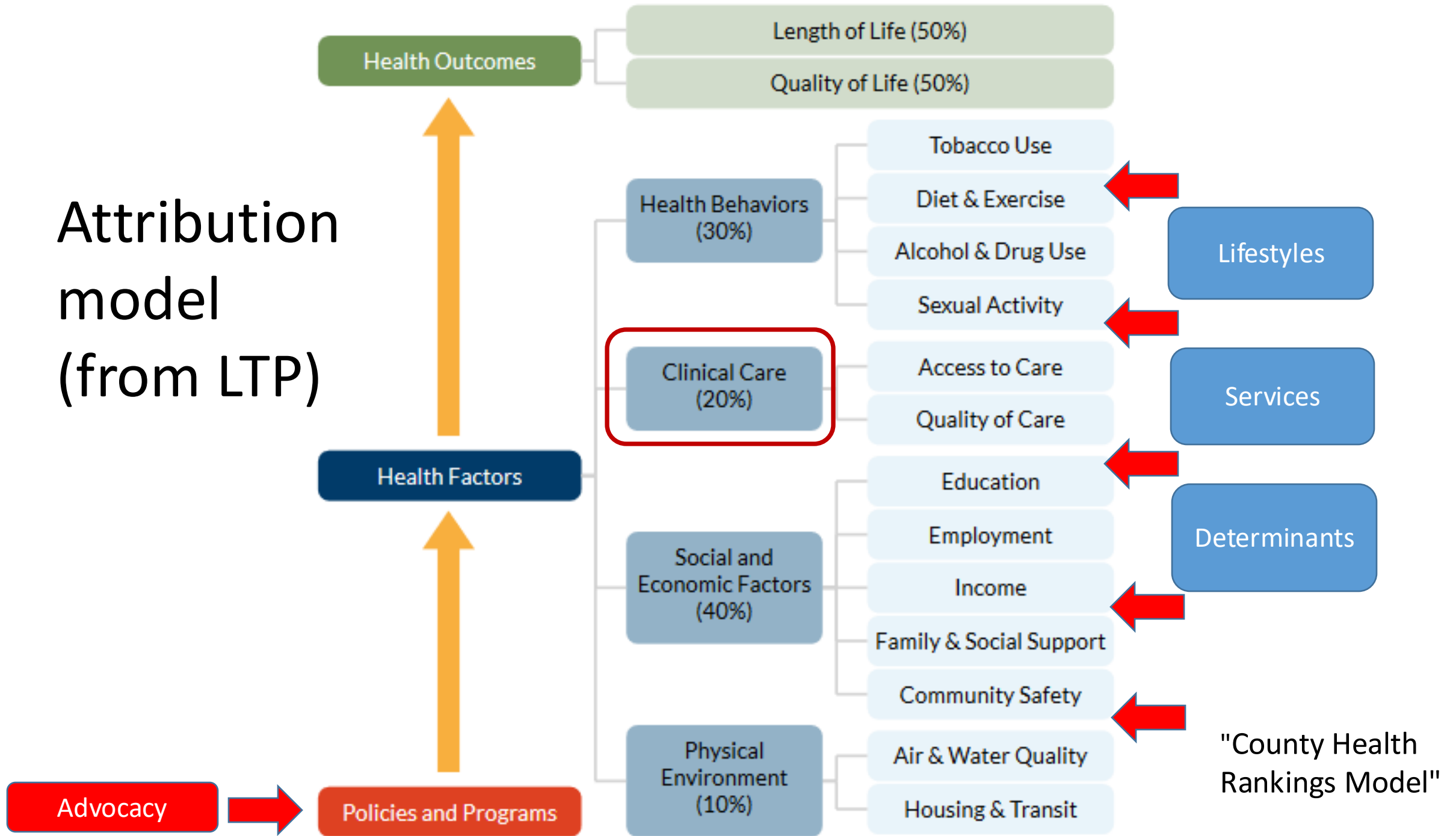


- *Identifies opportunities and shows commitment for child health advocacy in their daily practice, including examples of injustice, empathy and political influences.*
- *Succinctly and objectively communicates the wider needs of the child and family both verbally and in writing, with clear recommendations and their justifications.*

Why is advocacy important to clinicians?

- Advocacy can tackle the wider health determinants outside the clinical setting.
- Improving lifestyles/behaviours and health determinants also contributes to improving equity and health outcomes of services.
- A life course pathways approach represents the cumulative exposures to health determinants over time.
- Advocacy is a fundamental element of Population Health Management.

Attribution model (from LTP)





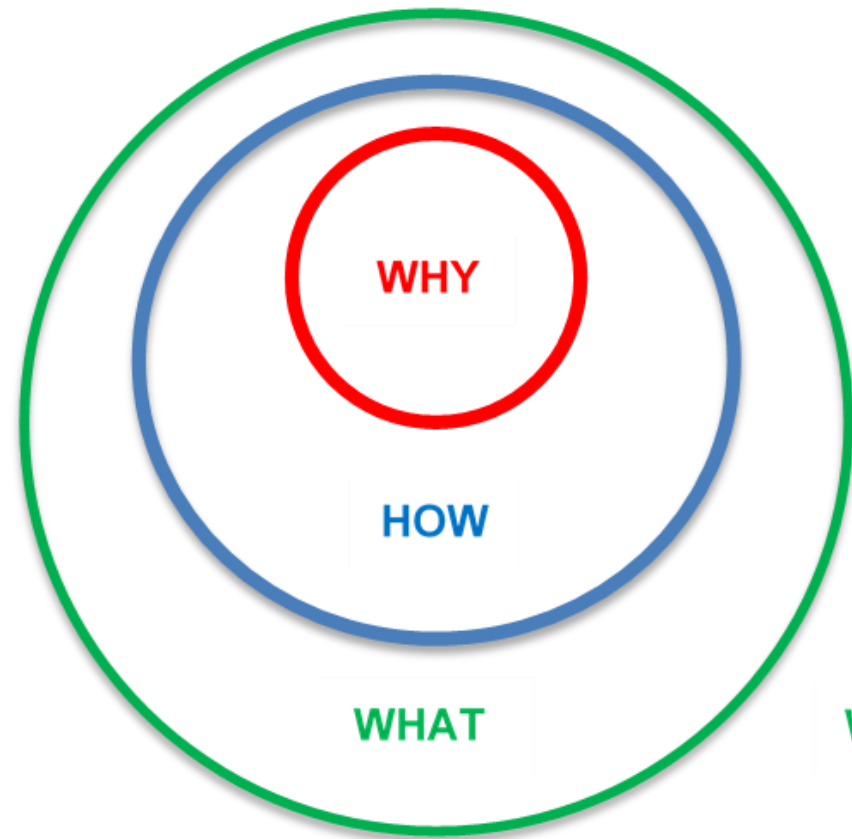
The 4 stages of advocacy

1: Clarity of purpose – what needs to change?

- *Identify a clear focused goal with a precise and tangible outcome.*
- *Develop a compelling case.*
- *Identify and divide your audience*
- *Know both sides of the argument.*



Develop a compelling case - example e-scooters



WHY – *your purpose*

Save lives and severe injuries

HOW – *your strategy*

Legislation an e-scooter ban

WHAT – *your result*

Reduced hospitalisation

E-scooters - epidemiology

Identify a clear focused goal – your purpose

- *With a precise and tangible outcomes,*
- a topic that people can relate to, or are concerned about,
- that you are involved with and possibly expert in,
- ideally with colleagues who are passionate,
- for which there is good evidence and
- with a clear way forward.



Develop a compelling case - the reasons

Who benefits?

- Clinical
 - Family
 - Societal
 - Cost-benefit
-
- What has been tried?
 - Why now?



Bicycles
Sitting + riding



Scooters
Standing + balancing

- Lower CoG
- Stable
- Big wheels
- Good brakes
- Luggage carrying
- Cycle training available
- Legal

- Higher CoG
- Unstable
- Small wheels
- Poor brakes
- Back packs
- No training
- Illegal (private owned)

2: Knowledge – understand the strategic use of evidence and political mapping

- *Stakeholder engagement.*
- *Assemble the evidence.*
- *Understand political mapping.*
- *Tailor your presentation to audience needs.*



Identify the stakeholders

- Both for and against, who will be potentially be impacted
- Beneficiaries CYP + parents
- Clinicians
- Managers
- Commissioners
- Local leaders
- National leaders



Develop alliances

Assemble the evidence.

- Clinical experience
- Burden for families
- Burden to services
- Burden on society
- What works
- Reasons why
- Effects of interventions
- Learning from elsewhere.



Know both sides of the argument.

FOR BAN

Poor design
Personal safety
Safety of pedestrians
NHS costs
Education for TBI
No health benefits

AGAINST BAN

Cheap transport
Convenience
Poor people benefit most
Equity
Commercial loss

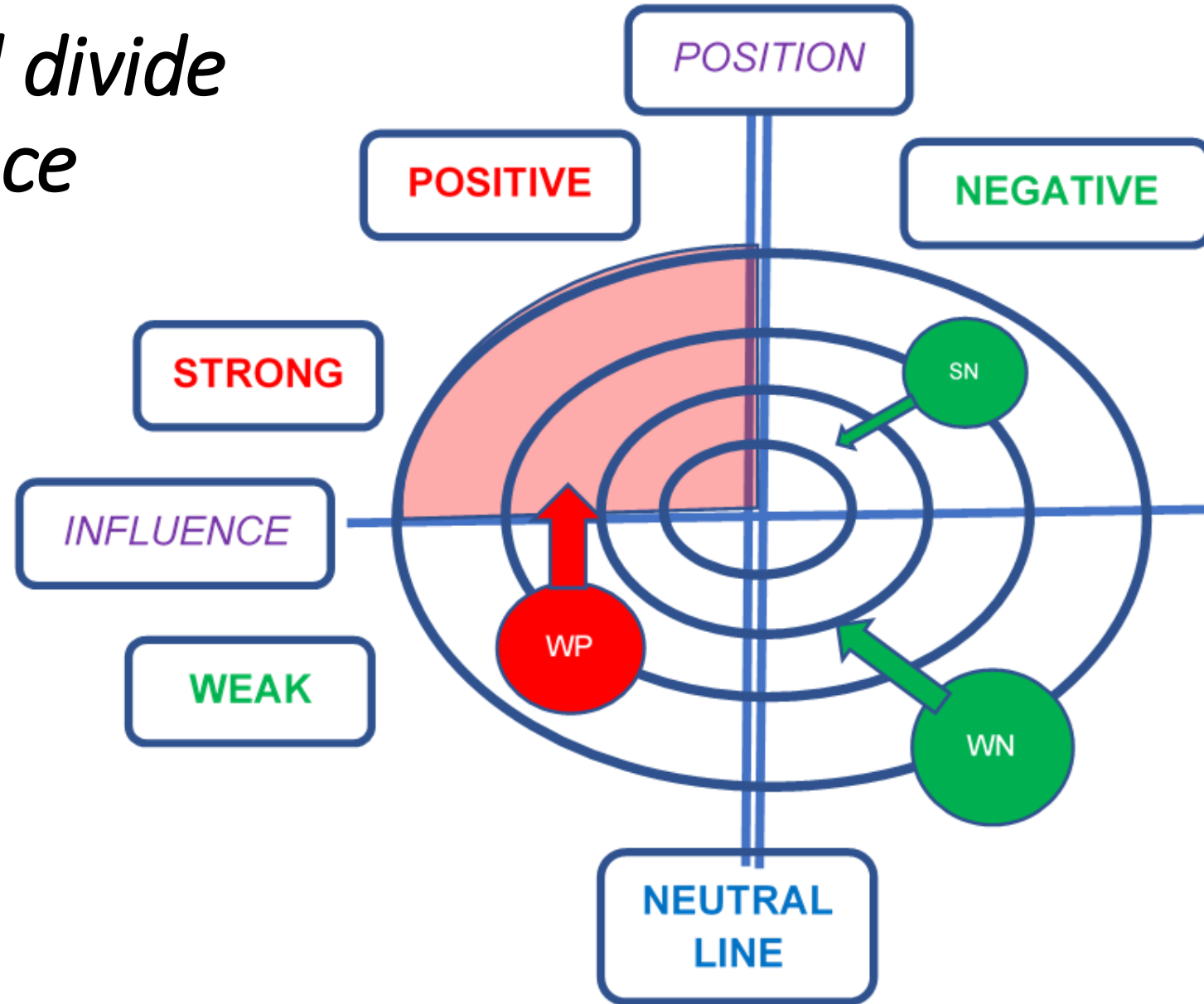
Bicycles be better!

Understand political mapping.

- Political mapping is the process of defining and illustrating the positions of individuals and organisations in relationship to a statement.
- The proposal statement is your advocacy purpose/goal.



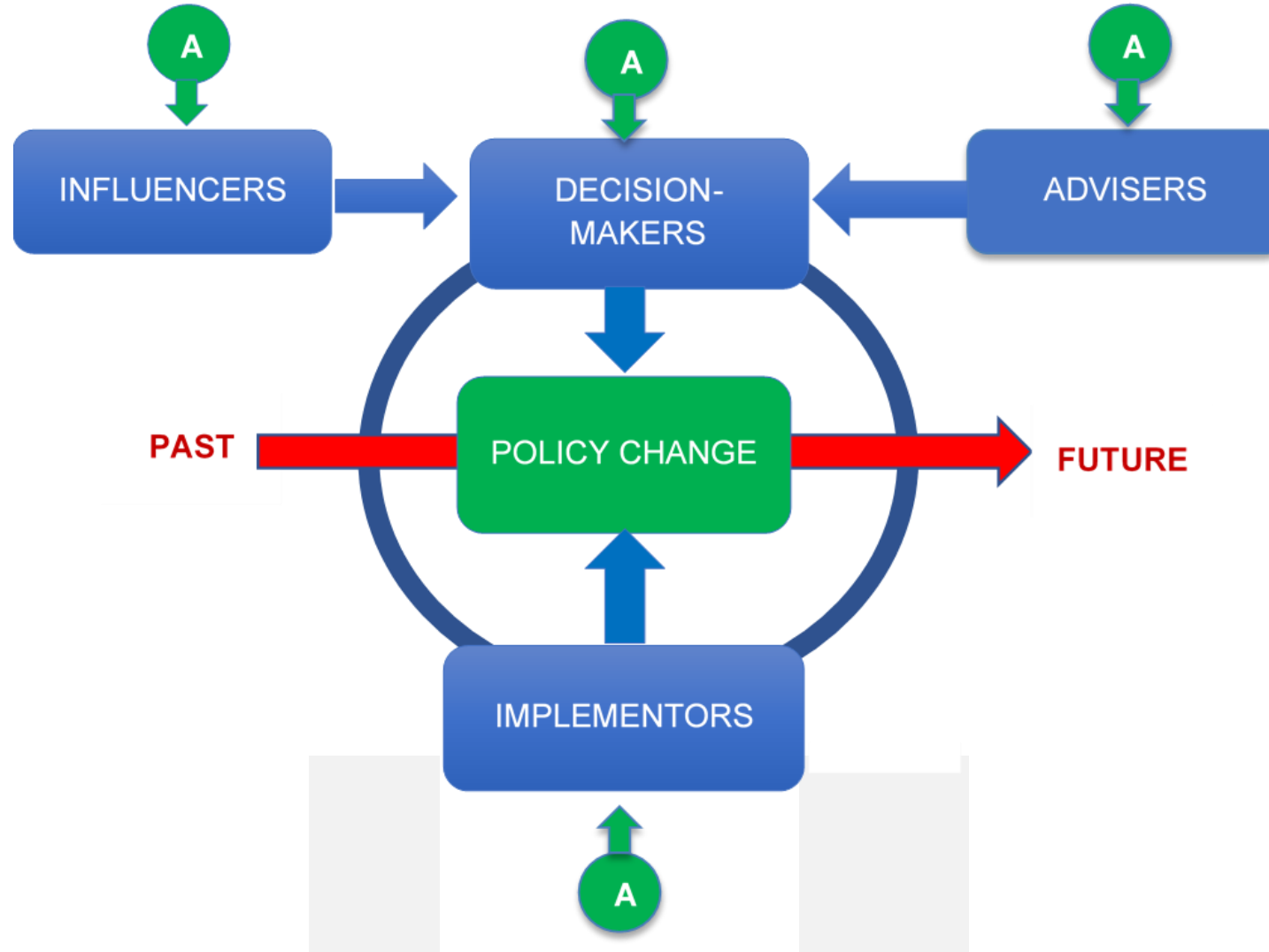
*Identify and divide
your audience*



Tailor your presentation to your audience.

- Intention – influence the weakly negative
- Strengthen the weakly positive
- Undermine the strongly negative

Seek advocacy opportunities



3. Interventions – strategy advocacy into action

- ***Marshal your resources.***
- ***Value team wellbeing.***
- ***Ensure congruence and credibility.***
- ***Target timings.***
- ***Effective media engagement.***



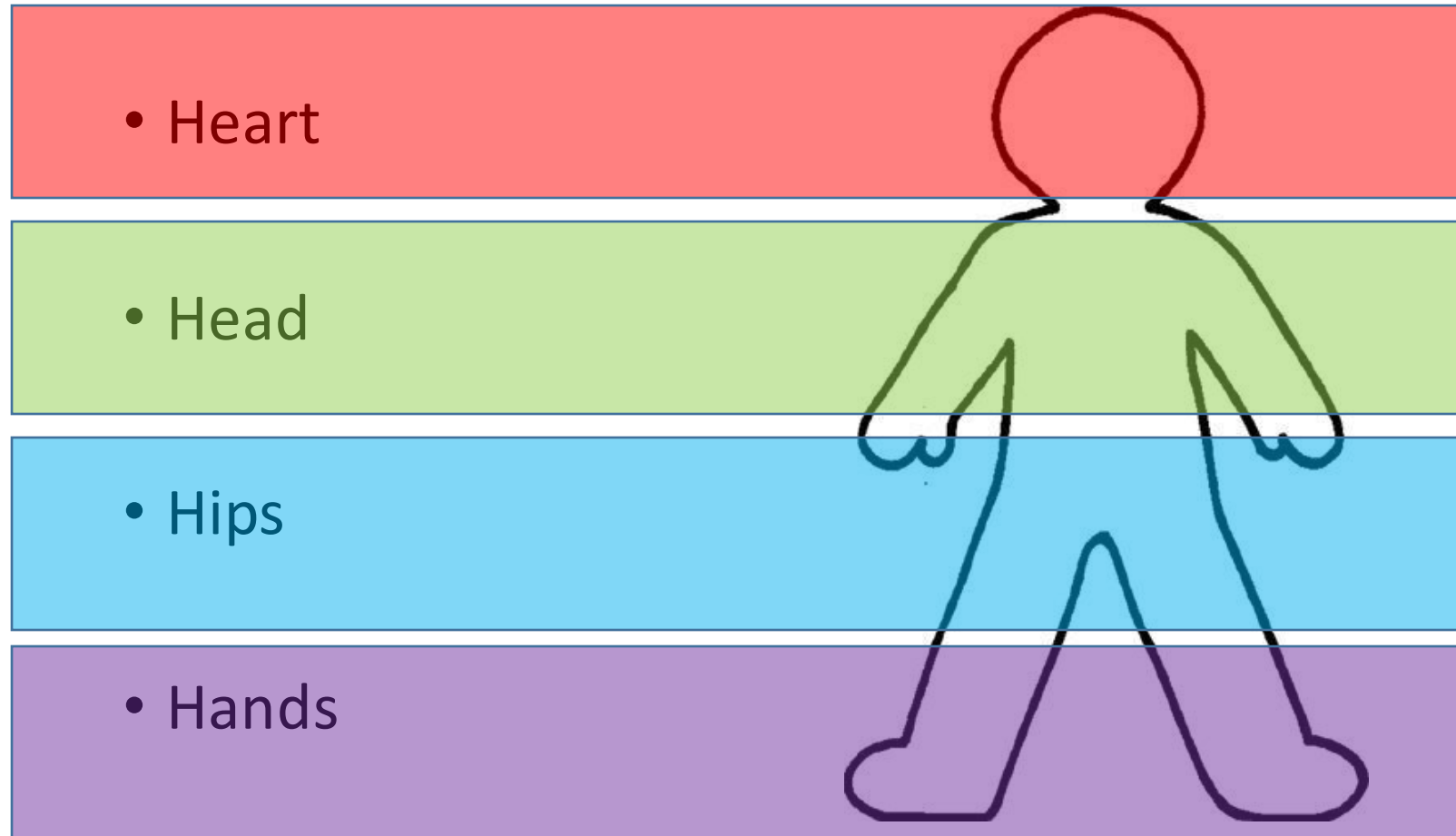
Marshal your resources.

- **Staff** – a team with the right beliefs, attitudes and skills.
- **'Stuff'** - the practical stuff office space, Internet access, campaign materials, day-to-day support
- **Systems** - how the advocacy campaign will be managed-who does what and when
- **Space** - and time to share ideas and progress, planning ahead

Value team wellbeing.

- Initially, often volunteers, driven by passion.
 - Easy to become over invested.
 - Campaign may need different skills at different times.
 - Need the flexibility.
-
- Beware burnout, consider a role for mentoring

Ensure congruence and credibility



Target timings.

- Newsworthy narratives.
- Anniversaries.
- Political points.
- Social media discussion



Effective media engagement.



3Vs

Verbal (the words used),

Vocal (tone, pitch, and speed of voice)

Visual (body language and gestures).

- Message
- Justification
- 'Hooks'
 - Fascinating facts
 - Memorable images
 - Sonorous sound bites
- 'Preparation', 'Practice', and 'Performance',!

5 C's

Clarity,

Conciseness,

Consistency,

Credibility, and

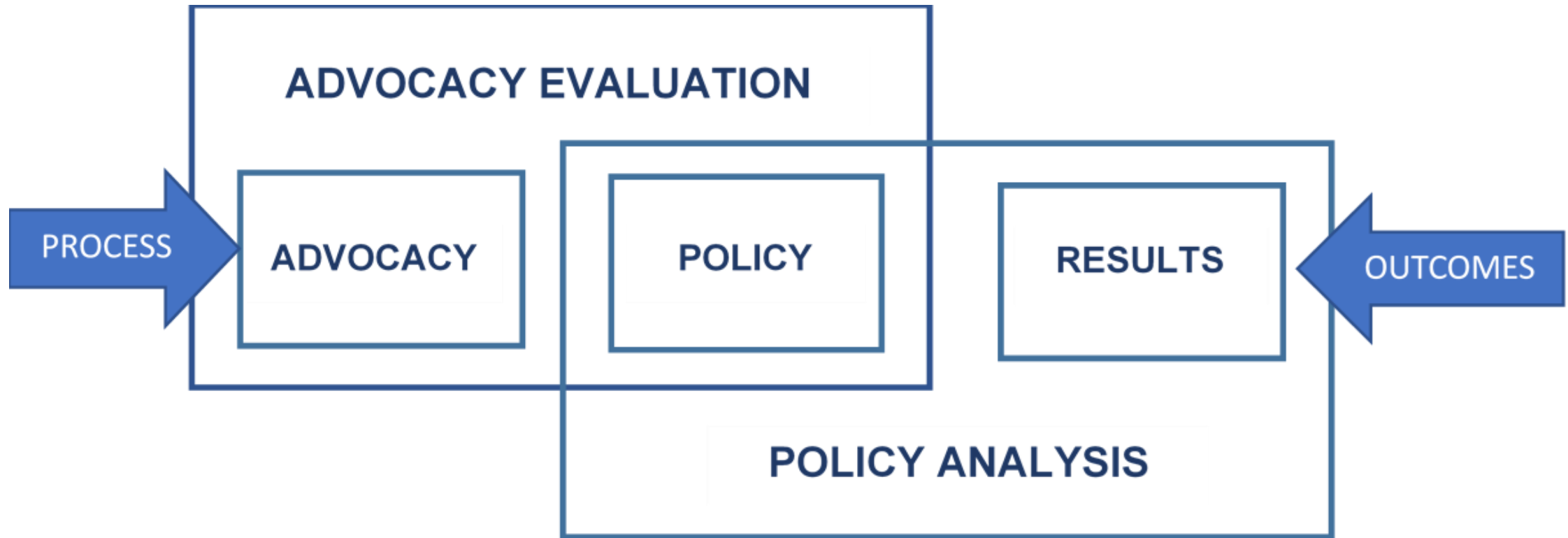
Connection–

4. Evaluation – shared learning should inform current plans and benefit future campaigns

- *Identify what worked and what didn't.*
- *Determine which factors affected outcomes.*
- *Share learning to benefit future campaigns.*
- *Identify your next priority.*



Evaluation



Share learning to benefit future campaigns

- Learning from leaders.
- Capturing strengths and weaknesses
- Sharing insights
- Thinking next steps

Examples of success....

- Soft landings under public playground equipment
- Letter writing to parents after clinic consultations
- Development of children's palliative care services
- Introduction of neonatal otoacoustic emissions hearing screening
- Back to sleep campaigns
- Sugar reduction in processed foods
- Free school meal programmes
- Child restraints on medicine containers

Conclusions

- Advocacy. The time is right!.
- The capability is underdeveloped in clinicians.
- Tackling determinants is essential for improving service outcomes.
- Start small and succeed! Then
- Share your experience.



Thank you

Now let us all be
champions for children

[B-BISS web address](#)

Supplementary slides

WHAT

- What (exactly) do I want to achieve?
- What are the facts?
- What would happen if no decision was made or solution found?
- What do I need in order to find a solution?

WHY

- Why do I want to achieve a solution?
- Why did the problem or opportunity arise?
- Why do I need to find a solution or way forward at all?
- Ask 5 Whys

HOW

- How will the situation be different?
- How relevant is the information I am gathering?
- How can I find out more?
- How can I involve relevant people?

WHERE

- Where did the issue arise?
- Where does it impact?
- Is the "where" important?
- If so, why?

WHO

- Who am I trying to please?
- Who cares about this situation? Who is affected?
- Who is involved (information, help, action)?
- Who needs to be informed?

WHEN

- When did the issue arise?
- When do we need to act?
- By when must it be resolved?

GMC position – training implications

Doctors in training must be aware of and demonstrate:

- the factors affecting health inequalities and the social determinants of health
- the relationship of the physical, economic and cultural environment to health
- basic principles of public health, including population health, promoting health and wellbeing, work, nutrition, exercise, vaccination and illness prevention

GMC - applying the principles of promotion

- Engaged with public health interventions,
- Providing person-centred care,
- Applying principles of health systems and global health risks
- Recognising the potential hazards of health care interventions
- Knowing how to manage, support and develop the health of local populations through:
 - community engagement
 - family and community-based interventions
 - multicultural aspects of delivering evidence-based, sustainable healthcare.