

Quality Improvement (QI) Fellows

Health Education England – working across the South West (HEE-SW) is delighted to announce a training secondment opportunity to work with our senior staff on quality improvement and this post also will fund a postgraduate qualification PgCert in Health Services Improvement with Exeter University. The knowledge and skills acquired through this post will also provide leadership experience to a successful doctor in training. It is anticipated that at the end of the tenure, the QI fellows will be equipped to promote and disseminate learning in QI, with aims of improving patient safety, experience and efficiency in NHS.

Five posts (drawn from core/ higher speciality and GP VTS training programmes) are available on a 12 month full time fixed term contract from August 2017 or LTFT with negotiation. The start date will be dependent on successful negotiations with the employer, but an anticipated date would be around August 2017. The trainee will then return to the training programme, assuming satisfactory ARCP progression.

Job Description

It is anticipated that the successful post-holders will spend 2 days (0.4WTE) on QI, lead on a quality improvement project (QIP) and gain a PgCert in Health Services Improvement. The remaining sessions (0.6 WTE) will be spent working in their existing clinical speciality.

Successful appointees will be mentored and taught QI methodology by Mr Rob Bethune, Colo-rectal Consultant and QI lead from the Academic Health Science Network (AHSN), Dr Wai Tse, Associate Dean for QI and Simulation, Dr Tom Pelly, Associate Postgraduate Dean for Foundation and Excellence, the Severn GP School and Dr John Edwards, GP Associate Postgraduate Dean for Assessment.

Flexibility will be given to the QI project depending on the interests and experience of the individual post holder. Appointees may choose to lead on a QIP project either with Mr Rob Bethune from AHSN, with another QIP Champion, Associate Dean, or with their TPD/ Supervisor in their own Trust. Post holders will be encouraged and supported to present posters and/ or papers at conferences and events. A list of QIP champions can be found on - <http://www.peninsuladeanery.nhs.uk/about-us/quality-improvement-projects-qips/>

For any questions please contact Dr Wai Tse, Consultant and Associate Dean.
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- The trainee will work two days a week (0.4 WTE) on their current salary terms, while continuing to spend the remainder of their clinical time working within their current employer (subject to employer agreement) and participating in contractually agreed out of hours commitment. The 0.4 of their salary will be paid to their employer for the time they spend on the QI project so there is a seamless process.
- Applicants wishing to continue their less than full time contract arrangements will be considered, but would still be required to undertake 0.4 WTE for the Postgraduate Medical Education Office, reducing the clinical commitment accordingly.
- The Postgraduate Medical Education Office secondment would not be recognised for clinical training and as a consequence we will agree to an extension to the agreed training contract.
- This exciting opportunity is available to core, GP VTS or higher speciality trainees who already hold a training number in the Peninsula and Severn education catchment areas of Bath, Bridgewater, Bristol, Cheltenham, Cornwall, Exeter, Gloucester, North Devon, Plymouth, Swindon, Taunton, Torbay, Weston-Super-Mare and Yeovil.
- They must be trainees currently working, or about to undertake a rotational year of work, within the South West Peninsula/ Severn training footprint. At the time of commencement of the seconded post the trainee must be fully registered with the GMC with a minimum of 12 months remaining on their training contract to be eligible.
- The secondment opportunity is not subject to an employment contract with the Postgraduate Medical Education Office; it will be regarded as an OOPE to the trainee's training programme. The applicants are encouraged to read the OOPE policy on the Peninsula & Severn websites.
- The successful applicant will hold an honorary contract with the Postgraduate Medical Education Office and continue to be employed by their Trust.

Person specification

- A GMC registered doctor working within the geographical responsibility of the Severn/ Peninsula Postgraduate Medical Education Office training programmes.
- Our working days can be flexible, dependent on the clinical commitment, but the trainee is expected to be available to work in the Peninsula or Severn Postgraduate Medical Education Office on those two days; appropriate IT facilities will be provided.
- We are looking for an enthusiastic trainee who is able to manage their own time effectively and who wishes to use this opportunity to develop their QI and leadership

skills, so that they will be well placed in the future to lead on QI and disseminate QI learning and ethos.

- We are looking for an individual with excellent communication skills, capable of team working, maintaining confidentiality and a desire to succeed with the various challenges that the role presents.
- The culture of the Postgraduate Medical Education Office is one of support, openness and providing equal opportunity to everyone; those working for us are expected to show empathy and courtesy at all times.
- Only trainees on a RITA C or ARCP outcome 1 will be considered.
- All trainees in core, higher specialty and GP VTS trainees are eligible to apply if they fulfil the above criteria.
- Selection will be by a Postgraduate Medical Education Office interview process.

Importance of Quality Improvement (QI) in NHS

The global burden of disease and challenges of safe and accessible health services means that more than ever practitioners need skills for developing, testing, evaluating and implementing evidence-based health care in highly complex situations. Patient safety is at the forefront of the minds of all healthcare professionals. Events of the last few years have taught us the importance of safe, compassionate care and how all involved in the provision of healthcare must make it their responsibility to ensure the highest quality of care. By identifying and improving on inefficiencies and potential compromises in patient safety, all healthcare professionals can play their part in maximizing quality in the healthcare environment.

QI consists of systematic and continuous actions that lead to measurable improvement in health care services and the patient outcomes. In the NHS, quality improvement is about achieving the following priorities:

- Improving safety and reducing avoidable harm
- Delivery patient-centred services and improving patient and family experience of care
- Improving clinical effectiveness and demonstrating delivery of best outcomes of care
- Improving efficiency and productivity – reducing wait times and waste
- Demonstrating improvement
- Demonstrating an organisation that listens and learns

Importance of Quality Improvement (QI) in Training

HEE-SW strongly supports QI in training. The Peninsula Quality Improvement Group is a specific group within the HEE-SW (Peninsula) governance framework, comprising primarily of clinicians from health care organisations within the South West Peninsula. Our mission is to promote quality improvement by facilitating training and uptake of quality improvement projects amongst trainees in the Peninsula region, with aims of improving patient safety, experience and efficiency.

The remits of the group are to:

- Improve the quality of care for patients by delivering a better health and healthcare workforce, through the education, training and personal development of all staff and trainees.
- Promote quality improvement and support changes that will lead to better patient outcomes (health), better system performance (care) and better professional development (learning).
- Support a culture of seeking quality improvement, making this an intrinsic part of everyone's job, every day, in all parts of the system.
- Support trainees to undertake quality improvement work with aims of improving patient safety, experience and efficiency.
- Offer training to facilitate uptake of quality improvement projects
- Set up a quality improvement website

Severn Postgraduate Medical Education also offers guidance on their website at this link:

<http://www.primarycare.severndeanery.nhs.uk/training/trainees/quality-improvement-in-primary-care-guide-for-gp-trainees/>

QI for Trainees

There is increasing emphasis on improving quality within healthcare and also a move to encourage clinicians to lead this drive. Doctors' training must therefore tackle the need for skills in quality improvement and leadership. Involvement in QI projects/ activity is already a mandatory item on the curriculum for most training schemes, for example, the "Learning to Make a Difference" programme in Core Medical Training. It is also an important part of any portfolio or job application, not even mentioning revalidation. Following CCT, evidence of involvement in Risk Assessment, Patient Safety and Quality Improvement activity will help to maximize the chances of gaining a Consultant post.

The Medical Royal Colleges draft report 'Quality improvement - training for better outcomes' has endorsed the principle that every health care professional must have access to QI training. There is the recognition of strategic infrastructure recommendations to

establish QI core support teams within providers, involvement of patients at all levels to design, prioritise, deliver and evaluate QI, a programme of education to assist regulators and commissioners, championing by executive teams, national mentorship scheme and better sharing and dissemination of QI learning in NHS.

Postgraduate Certificate in Health Services Improvement, Exeter University

The programme has been designed for those clinicians who wish to engage actively at the forefront of evidence-based practice but who are not primary researchers within their place of work. The focus is on evidence gathering and interpretation (as a consumer of research) and on the translation of that evidence in to practice (as a leader of change for service improvement). Opportunities are provided through assessed tasks to: debate the value and effectiveness of health services research, undertake and interpret systematic reviews, reflect on own capability as a facilitator of change and develop a business plan for quality improvement and/or organisational development within diverse healthcare contexts.

The programme is well-defined with four integrated and mandatory 15 credit modules (see below) at Masters level that can be studied part-time within one year, leading to an award of a Certificate pending satisfactory progress. Each module is run over a four week cycle where the first week is spent working on introductory activities using a Virtual Learning Environment, the second week is spent in Exeter for the face to face teaching week (this takes place on the dates advertised), with two further weeks of personal study to consolidate your learning. The core values and principles of the programme are underpinned by those of the NIHR CLAHRC in the South West (<http://clahrc-peninsula.nihr.ac.uk/>) and the South West Peninsula Academic Health Science Network (www.swahsn.co.uk).

Module	Description	Credits	Academic lead
Core Concepts in Applied Health Services Research	Every discipline is built upon certain core concepts and accepted approaches for researching (methodology) and explaining the world (theories). The interdisciplinary endeavour of health services research is no exception, and spans the full range of qualitative and quantitative approaches. So this introductory course will cover many of the key concepts and theories relevant to researching health care, including the principles and practice of patient and public involvement.	15	Dr Rob Anderson
Implementation Science	Using evidence to inform change in health and social care requires knowledge about both effectiveness and implementation. In this module, Exeter researchers at the forefront of Implementation Science will prepare you to critically appraise the evidence and theory that will enable you to develop an implementation strategy in practice.	15	Dr Mark Pearson
Evidence Synthesis	On this course you will examine how to frame and identify	15	Dr Huiqin

in Health Services Research	uncertainties in clinical practice, identify which review method is most appropriate for a review question and type of evidence and develop demonstrable competencies in all the necessary steps of systematic reviews/evidence syntheses.		Yang
Leading Change in Health Services	Using Quality Improvement to deliver evidence-based change in practice requires significant leadership skills. This leadership is crucial for bringing together practitioners, managers, and service users in efforts to improve health care. In this module, Exeter clinicians and academics will prepare you to critically bring together Quality Improvement, routine data, communication techniques, and reflective practice to develop your own leadership strategy.	15	Dr Mark Pearson

Tuition fees for 2016/17 for UK/EU students are £2,575 for the four modules. This will be paid by HEE-SW.

Read more at:

<http://www.exeter.ac.uk/postgraduate/taught/medicine/healthservicesimprovementpgcert/#Overview>

Further information about the course can be obtained from Dr Mark Pearson, Senior Research Fellow in Implementation Science, NIHR CLAHRC South West Peninsula, University of Exeter Medical School.

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Academic Health Science Network (AHSN) and QI

The AHSN (<http://www.swahsn.com/>) is a regional body set up to spread innovation and improvement across the Peninsula region. It runs a Patient Safety Collaborative and the post holder will have the opportunity to become involved in regional quality improvement activity. Rob Bethune is a clinical advisor for the patient safety collaborative and he would mentor the post holder within the AHSN for two days a month. This would involve:-

- Helping run and coordinate quality improvement meetings for all frontline staff
- Attending regional strategy meetings
- Being a participant on regional quality improvement training events

This part of the role will give the post holder a broad understanding of the wider health system and will bring many opportunities to publish and present.