**Quality Improvement Practitioner**

**Learning**

**Programme**

**Learning Session 4**

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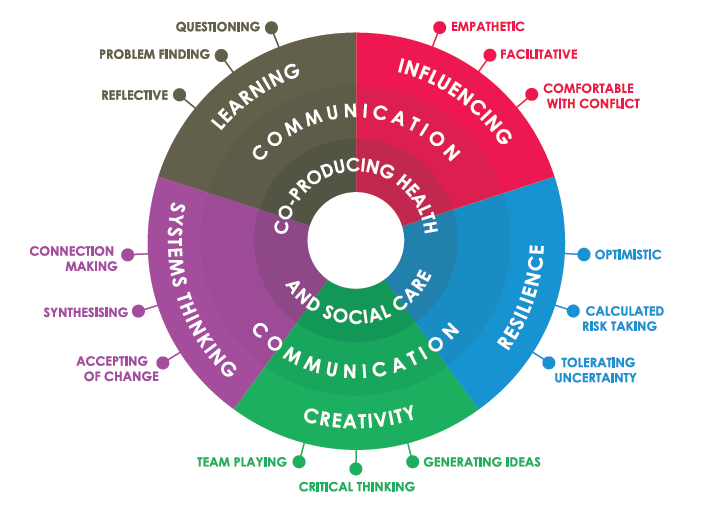
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**Programme Outcomes and Habits of an Improver**

**Programme Outcomes**

* Develop confidence & capability in Quality Improvement
* Lead an improvement project
* Develop skills to teach others

**Habits of an Improver**

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Lucas, B (2015) The habits of an improver. Available at: <http://www.health.org.uk/sites/default/files/TheHabitsOfAnImprover.pdf>

**Features of Testing, Implementation and Spread**

*Many of these features are common to different stages of an improvement project. The lists below summarise the most typical features of each stage.*

**Testing**

* Failure is a useful, natural part of the improvement process.
* Choose changes that do not need a long process of approval.
* Change is not permanent.
* Learn what works in your system.

**Implementation**

* The change becomes part of the routine operation of the unit.
* Develop unit-wide processes and infrastructure to maintain the improvement.
* Assign accountability for maintaining the improvement in the unit.
* Create education and training for the unit.

**Spread**

* Provide mentors as a resource for people in the target population.
* Identify the target population for the change outside the unit.
* Identify key audiences within the target population.
* Work out how to explain the benefits of a change beyond the unit.
* Generate tools and resources to help make a change easy to adopt or adapt beyond the unit.

**All**

* Use PDSA cycles
* Make predictions and identify whether those predictions are met.

**Implementing Questions (to support ‘new’ to normal’**

Before you consider implementation of a change consider whether you have:

* Completed testing under differing circumstances?
* Measurement showing sustained improvement in a test site?
* Confidence that this is a positive change?
* Changed support structures, processes and systems to incorporate the new work?
* Removed structures, processes and systems that are no longer required?

Some specific things to consider in detail to prepare for implementation are:

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| **Clear description of the change(s)** | * What are the ‘key ingredients’ of the intervention? * What steps (in what order) are needed to make the new way work? Are the steps supported by a process map? * Which (if any) interacting processes need to change? |
| **Top Tips from testing** | * How has learning from testing been captured? Were changes to culture required? |
| **Narrative** | * What inspiring examples of the approach and its success can be shared to build ‘will’? * How will we share these stories? |
| **Numerical data** | * What annotated time-series (run) charts, relating changes made to improvement seen, are available? |
| **Training** | * What training in the new approach(es) is in place? |
| **Measurement Plans** | * What (process and outcome) measures will we continue to gather to support the work? * How will data be collected and shared? |
| **Supports and Resources** | * What permanent support structures are required? Includes policies, timetables, contracts etc * What materials & equipment, required to make the change routine, need to be reliably available? (e.g. learning resources/ forms) |
| **Review and on-going testing** | * How will we keep our changed process under review? * How do we build knowledge (e.g. of PDSA) to help those involved keep testing adaptations to the work? * How will we record further changes? |

Be aware that implementation:

* Is often the least fun, most important stage – without it the old way creeps back in
* Needs leadership to support and sustain

**Implementing a Change**

**Common ‘restraining forces’ include:**

* ‘We’ve met our goals’.
* Assumption that the improvement would hold without further work.
* Resources shifted to other priorities.
* Lack of senior management support.
* Failure to learn about implementation through PDSA cycles.
* Infrastructure not in place.

**Influencing stakeholders**

***Create the will***

* Create dissatisfaction with the current state.
* Communicate project progress and direction regularly.
* Communicate confidence in success.
* Embrace the messiness of life.

***Provide information on why the change is being made***

* Empathise with anxiety – don’t expect to eliminate it.
* Show how the change supports aims of the department or organisation.
* Put the change in historical perspective.
* Link the change to the needs of patients, family, carers, community.
* Reframe the change as an opportunity.
* Provide a channel for questions and comments.

***Provide specific information on how the change will affect people***

* Share results from testing and implementation cycles.
* Be prepared for questions.
* Study rational objections and be prepared to address them.
* Include members of the team who were involved in test cycles in presentations to wider stakeholder groups.

***Get consensus on resources and other support for implementation***

* Prepare a project plan with clear timescales.
* Ask senior stakeholders to publicly support the change.
* Express confidence in those being asked to carry out the change.

***Publicise the change***

* Use stories, pictures.
* Summarise key points and agreements when they occur.
* Show appreciation for those developing, testing and implementing change

**Implementation Planning**

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| **Component of Implementation** | **Consider** | **Lead** | **PDSA Cycle #** | **Objective of PDSA cycle** |
| **Standardisation** | * *Map the new process* * *Standardise key steps in the process* * *Clarify individual responsibility/authority* * *Define some simple rules to guide practice* |  |  |  |
| **Documentation** | * *Assign responsibility for keeping it up to date* * *Use for ongoing education and training* |  |  |  |
| **Training** | * *Formal or informal* * *Broader and more long-term than for testing* * *Link training to the service need* |  |  |  |
| **Measurement** | * *Plan visible measurement of key outcome measures* * *Plan measurement of key process steps* * *All measurement over time* |  |  |  |
| **Resourcing** | * *May require more resources than testing* * *Plan resource request and allocation* * *Plan ongoing ownership* |  |  |  |

**Facilitating Spread (through adaptive integration)**

**Prepare the soil**:

* Leadership commitment and constancy of purpose
* Awareness of a need/dissatisfaction with current picture
* Constant communication to build awareness of ideas that seem to meet the need
* Recognise & embrace complexity
* Emphasise importance of testing in each new context (area/year group/ school) to allow adaptation
* Build the capacity to test

**Prepare the seed:**

* Be clear about what is proposed. Have a ‘seed’ package containing: a description of the key ingredients of the change; inspiring stories and (time-series) data relating interventions to improvement

**Plan for Adoption / Spread**

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| **What?** | What are essential ingredients/key components?  What adaptations are permitted/ necessary? |
| **How?** | What are your spread processes and reporting structures? |
| **Who?** | What scale? Which teams? What places? Which people? |
| **When?** | Time Frame and time line for Spread |

**Some ‘How’ questions**

* What role do existing communication and reporting mechanisms have in progressing to Spread?
* What infrastructure/resources are needed (paperwork, IT support?)
* What training and support is needed to make the idea happen, and to enable testing and local re-shaping
* What role will local Line Managers be expected to play?
* Whose role will it be to collate data across other teams? How will data be shared?

**Beat the 7 Spreadly Sins!**

* Don’t do one big pilot, then pause to reflect and rollout: test adaptations in each site
* Don’t have local heroes who you expect to do it all
* Don’t just rely on vigilance and hard work: sustain gains and support with infrastructure
* Don’t be rigid: allow local adaptation (of non-key components) to get integrative adoption
* Don’t make the initial test team the spread team
* Don’t measure everything, quarterly: focus – little and often
* Don’t spread without first having a reliable process