



# Improvement Leaders' Programme

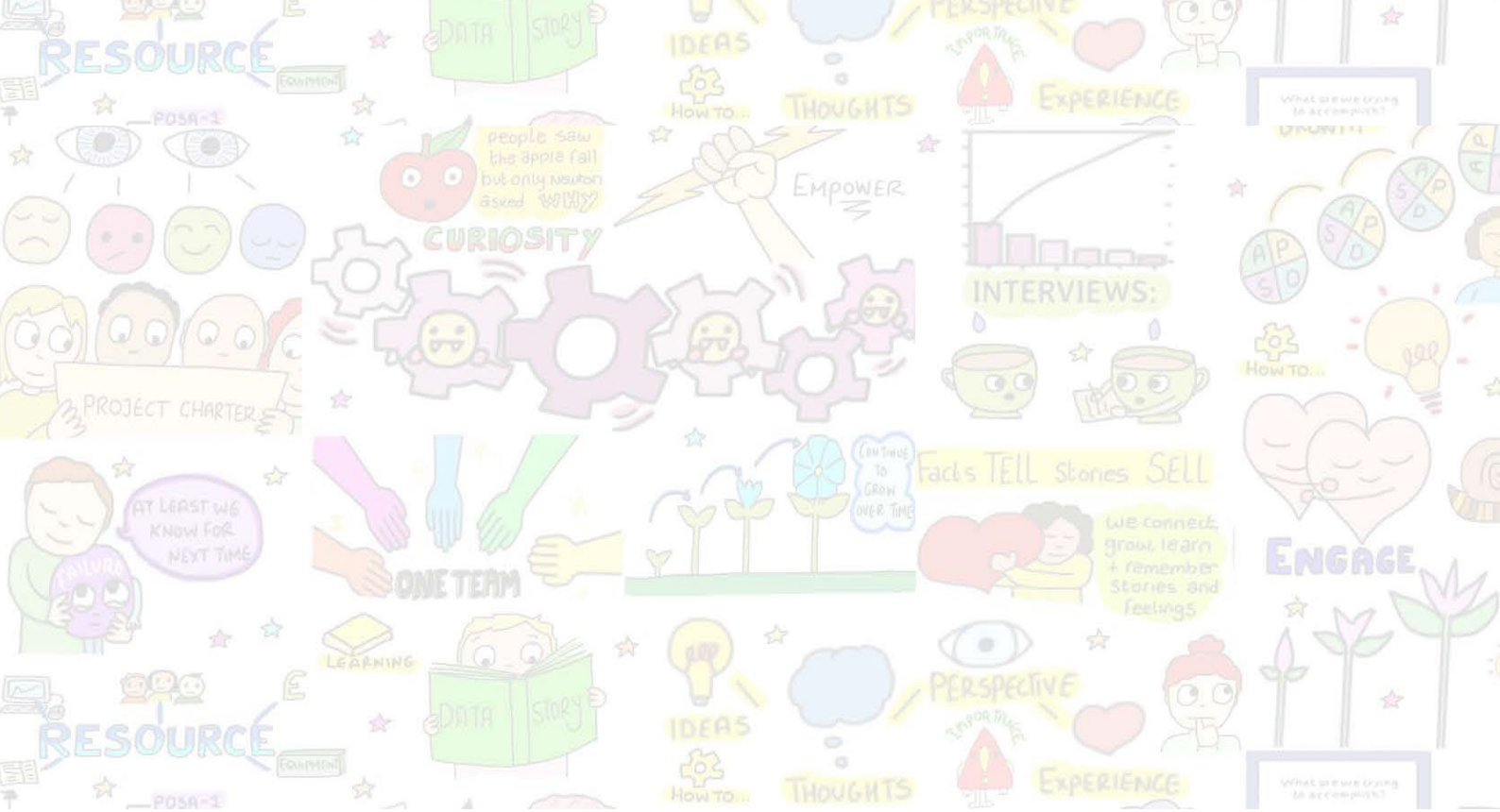
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## Participants' Guide

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EAST LONDON NHS FOUNDATION TRUST

QUALITY IMPROVEMENT DEPARTMENT  
9 Alie St, London, E1 8DE








# Day 5

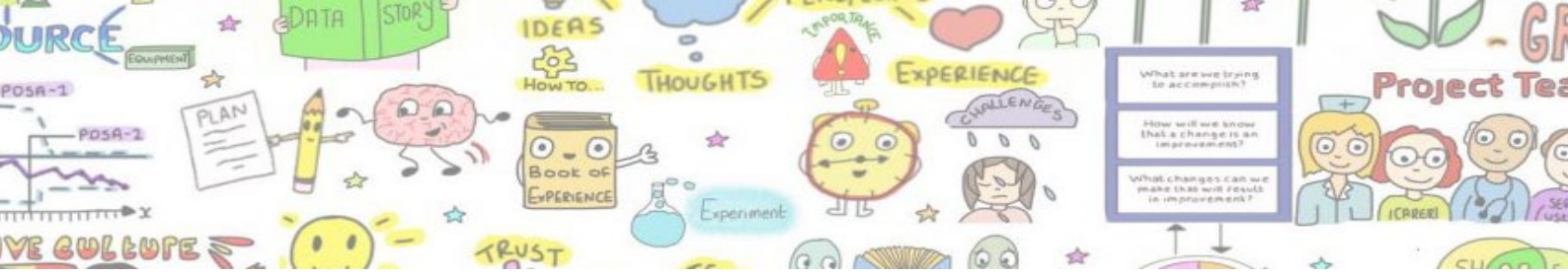




# Participant Guide

Each module of the Participant Guide contains the following information:

	<p><b>LEARNING OBJECTIVES</b> The expected knowledge and skills participants will gain by the end of each module.</p>
	<p><b>KEY CONTENT</b> Key content covered during each module.</p>
	<p><b>RESOURCES</b> A list of resources used during each module.</p>
	<p><b>TRAINING ACTIVITIES</b> A list of exercises done by participant's during each module.</p>
	<p><b>ASSESSMENT AND TAKE AWAY WORK</b> An assessment of key information covered during each module.</p>



## Day 4

# Welcome and Introductions

This is a quick way to get the meeting information in case you are trying to join from another device

Keep an eye on the green 'dot' this is your internet connection status

If you are unable to hear audio at any point, you can join via telephone until we can get you some help – *Please note this is an example number only.*

Please ensure to keep the 'Mute' checked at all times, unless you are speaking.

We encourage you to keep your videos on at all times to maintain interactions throughout the day.

We recommend you keep these the 'participants' & 'Chats' tab open throughout the day to interact with the group.

**NHS East London NHS Foundation Trust**

## Audio

**Step 2. Click on settings**

**Step 1. If you are unable to hear audio at any point, you can check the settings of your device – by clicking the 'Carat' symbol.**

**Step 3. Click 'Test'**

**NHS East London NHS Foundation Trust**



## Video/Background

Step 2. Select your background of choice.

If you want to remove the background then repeat the process and select 'None'

Step 1. If you would like to change your background, you can do so by clicking the 'Carat' symbol and selecting settings or change virtual background.

### Troubleshooting

If you are losing connection or your system is slowing down, then please 'de-select' all available options.



## Participants/Chat

In the 'Participants' tab you can see a few options available. You can 'raise your hand' & you can see your 'mute status'

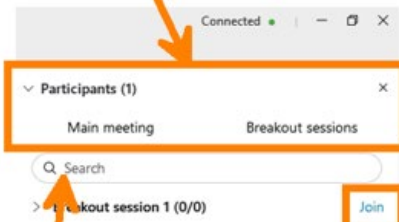
Please ensure that when you are sending messages in the 'Chat', you select the option 'Everyone'. Unless you intend to send a message 'Privately' then ensure that you have selected the person correctly.





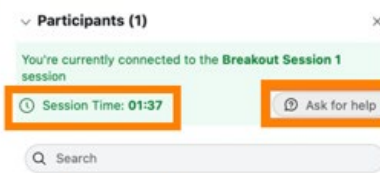
When we open up the breakout rooms, you will notice that the 'Participants' section now contains the 'Breakout Sessions' feature.

## Breakout Room



You can quickly search which breakout rooms you are looking for here.

Click here to 'join' the room



Once you are in the room, you can see the session time and you can 'ask for help' if you need any assistance.



If you want to leave the breakout session, then select then click 'Leave session' - You will then go back to the main room.










## My Notes



Module 5.1

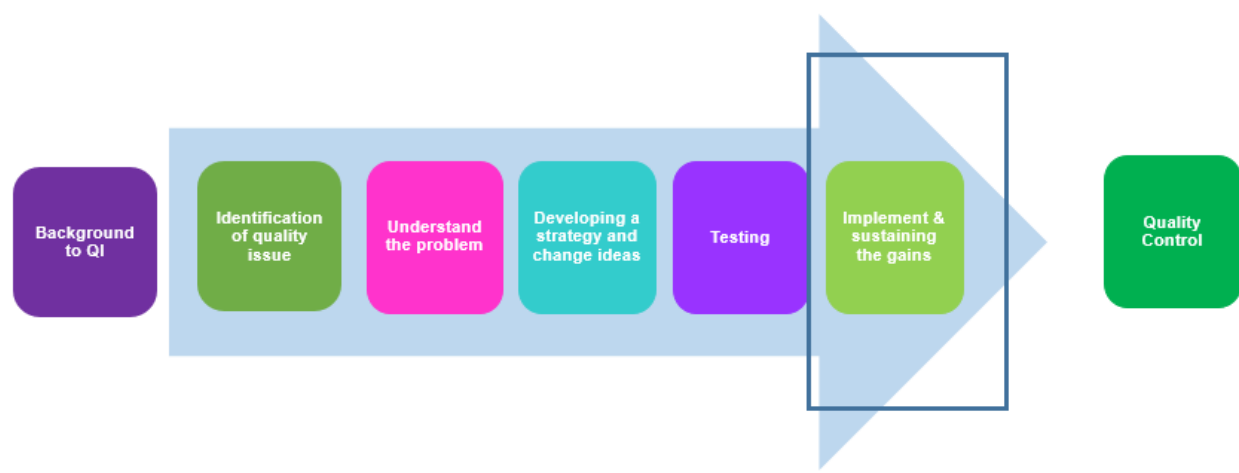
# Quality Control and Implementation

	<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Understanding Implementation</li> <li>• What is implementation: testing vs implementing</li> <li>• When to implement</li> <li>• How to implement</li> <li>• Quality Control</li> <li>• An introduction to the basics</li> <li>• 3 steps to Quality Control</li> </ul>
	<p><b>KEY CONTENT</b></p> <ul style="list-style-type: none"> <li>• Implementation</li> <li>• Quality Control</li> </ul>
	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> </ul>
	<p><b>TRAINING ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
	<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>





## Implementation and Quality Control



## Testing vs Implementation for quality improvement work

### Testing

*"Learning if a change will result in an improvement"*

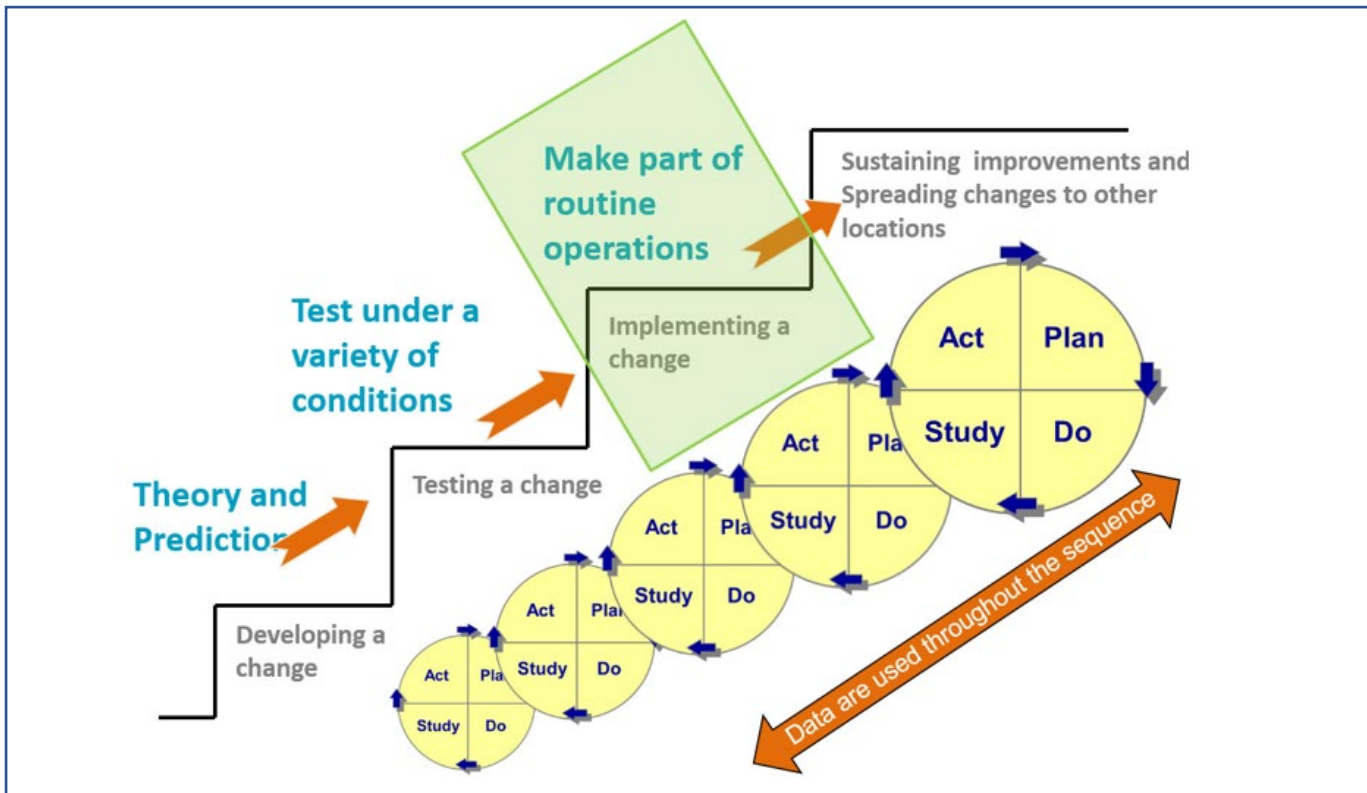




# Testing vs Implementation for quality improvement work

## Implementation

*“How to make the change an integral part of the system”*



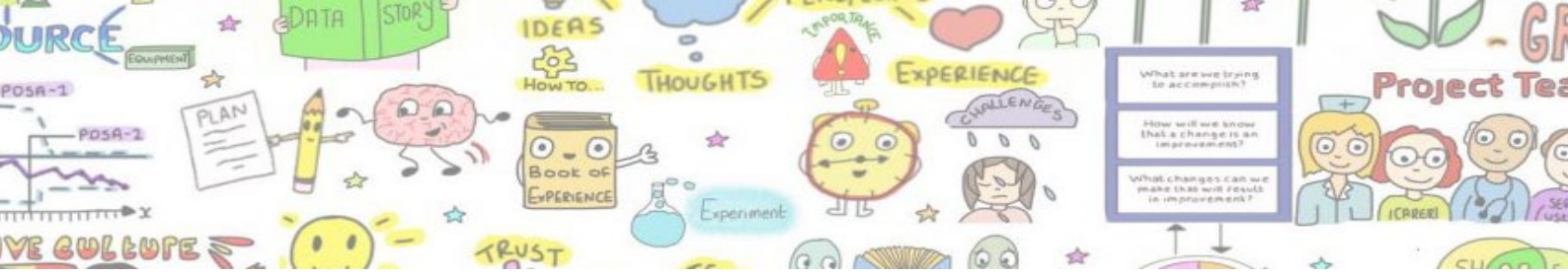


## Conditions for implementing a change

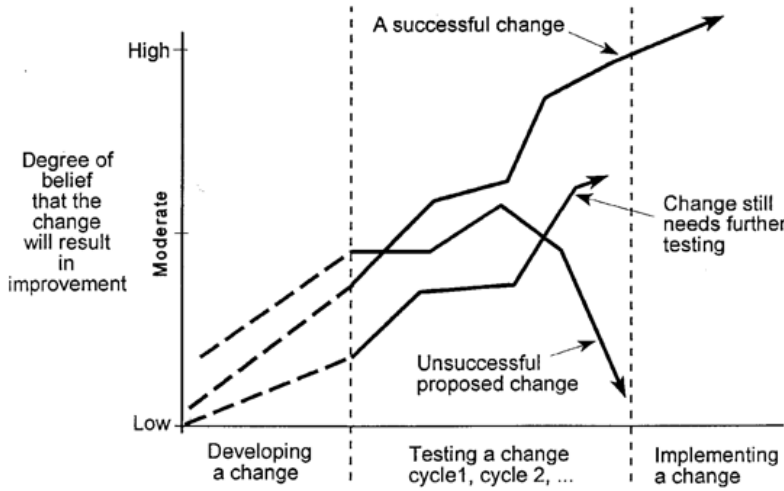
Current Situation		Resistant	Indifferent	Ready
Low degree of belief that current change idea will lead to Improvement	Risk of not succeeding large	Very Small-Scale Test	Very Small-Scale Test	Very Small-Scale Test
	Risk of not succeeding small	Very Small-Scale Test	Very Small-Scale Test	Small Scale Test
High degree of belief that current change idea will lead to Improvement	Risk of not succeeding large	Very Small-Scale Test	Small Scale Test	Large Scale Test
	Risk of not succeeding small	Small Scale Test	Large Scale Test	<b>Implement</b>



**Note the conditions for Implementing a change!**



## Question 3 - When to implement?



### Concept of "Degree of Belief"

Not a calculation but a concept

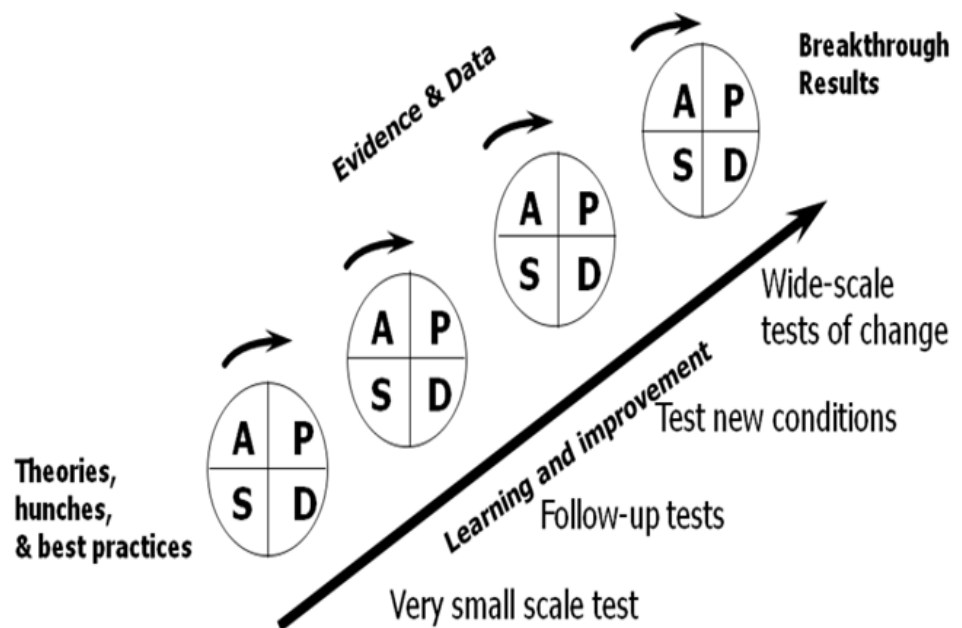
The extent to which prediction can be supported by evidence

Similarity in conditions where evidence came from and where we are going to use the idea

## When to Implement?

### Gold Standard:

"Satisfactory prediction of the results of tests conducted over a wide range of conditions is the means to increase the degree of belief that the change will result in improvement."





## Key areas to consider when implementing a change:

### 1. Standardisation

Establish specific practices to guide the new change idea

### 2. Documentation

Detail how the new procedures, practices will work

### 3. Measurement

Have a way of knowing over time whether performance is maintained

### 4. Staff Education, Training & Induction Processes

How will you educate the staff on the new change?

### 5. Managing resource implications

Will new equipment, training etc. need to be purchased to make the change business as usual?

### 6. Addressing social dimension of change

Think about the human factors/psychology associated with change

## Example: Safety Huddles

### 1. Standardisation

*Agree standard means of conducting safety huddles- 'Standard Work'*

### 2. Documentation

*Document the standard work in ward/ service policies, induction handbook*

### 3. Measurement

*Charting number of safety huddles done each week/bi-weekly/monthly*

### 4. Staff Education, Training & Induction Processes

*Train staff in how to participate in and lead Safety Huddles especially new starters*

### 5. Managing resource implications

*No resource implications*

### 6. Addressing social dimension of change

*Being clear to all staff about why we believe safety huddles help. Revisit at away days.*



## Over to you...

1. Standardisation

2. Documentation

3. Measurement

4. Staff Education, Training & Induction Processes

5. Managing resource implications

6. Addressing social dimension of change

[Click here for standardisation template](#)

## Implementation Planning Tool

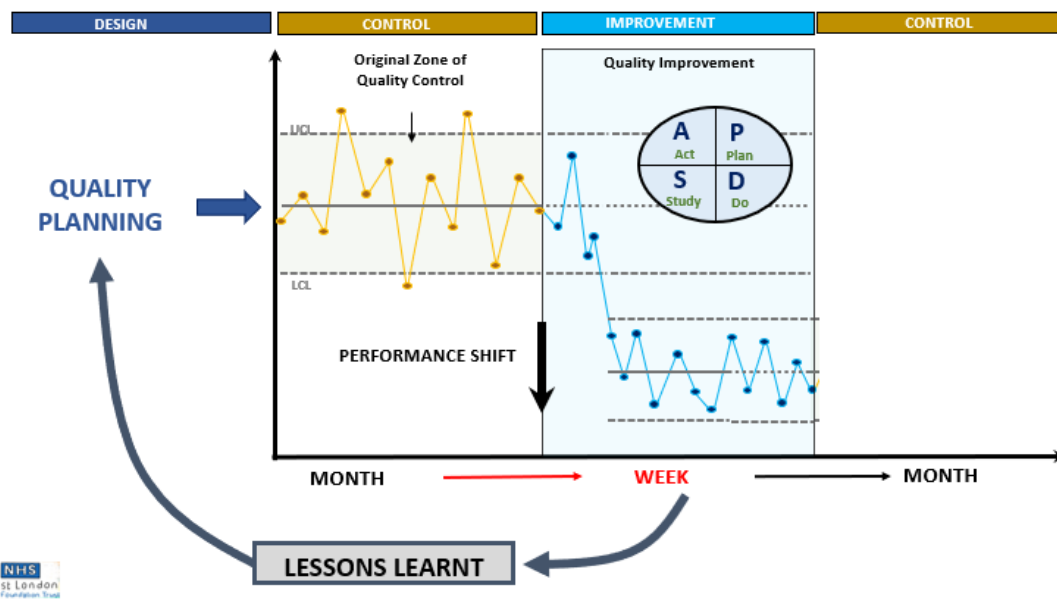
<p><b>Implementation Action Plan</b></p> <p>Team: _____</p> <p>QI Project: _____</p> <p>Date: _____</p> <p><b>1. Standardisation &amp; Documentation:</b></p> <ul style="list-style-type: none"> <li>To what extent have you (planned/used) the new ways of working, developed through your project?</li> <li>Where are these new ways of working written down &amp; saved?</li> <li>Have relevant policies been updated?</li> <li>What is your process for keeping new ways of working fresh and reflective of new knowledge?</li> </ul> <p>Any outstanding actions to complete this area?</p> <p>_____</p> <p><b>2. Measurement &amp; Quality Control:</b></p> <ul style="list-style-type: none"> <li>What is your system for knowing whether level of performance is maintained? This may be ongoing measurement over time (e.g. using Quality and Performance Dashboards), oversight of team data or periodic audit</li> <li>Where will you discuss this data if there is deterioration?</li> </ul> <p>Any outstanding actions to complete this area?</p> <p>_____</p> <p><b>3. Staff education/ training / induction / support processes</b></p> <ul style="list-style-type: none"> <li>How are new ways of working integrated into HR processes noted above (think about current team members and new team members, including whole MDT)</li> </ul> <p>Any outstanding actions to complete this area?</p> <p>_____</p>	<p><b>4. Are there any ongoing resource implications associated with the new ways of working you have developed through this project (e.g. do you need funding for any resources?)</b></p> <ul style="list-style-type: none"> <li>If so, have you established how these will be met and agreed with senior managers if necessary?</li> </ul> <p>Any outstanding actions to complete this area?</p> <p>_____</p> <p><b>5. Maintaining engagement across your team</b></p> <ul style="list-style-type: none"> <li>What actions have you taken to support the engagement and leadership of this work across the whole team?</li> <li>What forums have you used to build engagement in the project?</li> <li>What forums could you use to keep an eye on the issue, as a whole team?</li> </ul> <p>_____</p> <p><b>6. How would you re-engage the team in the issue if performance deteriorated and staff started to go back to old ways of working?</b></p> <p>Any outstanding actions to complete this area?</p> <p>_____</p>
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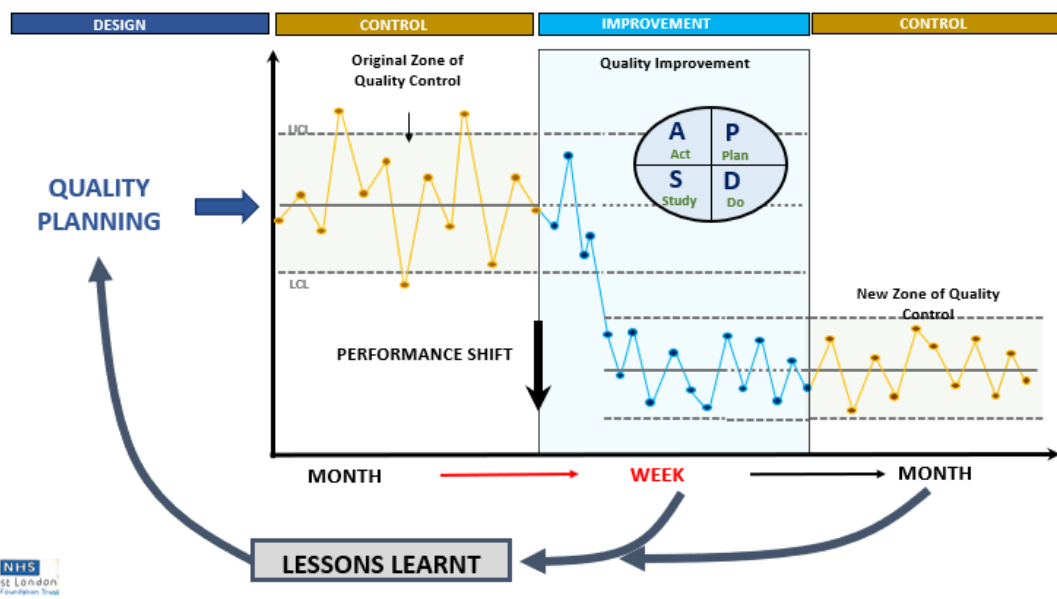
[Click here to open template](#)



# What is Quality Control (QC)?



# What is Quality Control (QC)?





## Three Key Steps to moving projects into Quality Control

Step 1

Pre-requisites for Quality Control



Implement successful change ideas into standard work

Establish measures

Establish new level of performance/quality goal

Step 2

Setting up the ELFT Quality Control Feedback Loop



Step 3

Using the ELFT Quality Control Feedback Loop



ELFT Quality Control Feedback Loop

Review

Evaluate actual performance

- How are we doing?
- What is the data saying?



Act on the difference

- Identify problem
- Diagnose Cause
- Follow the escalation plan to take action on the difference

Respond

Reflect

Do we need to act on the difference?

Compare actual performance to the new performance level

- Are we within the threshold?

## Steps 2: ELFT QC Feedback Loop

Step 2

Setting up the ELFT Quality Control Feedback Loop



ELFT Quality Control Feedback Loop

Review

Evaluate actual performance

- How are we doing?
- What is the data saying?

Act on the difference

- Identify problem
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Respond

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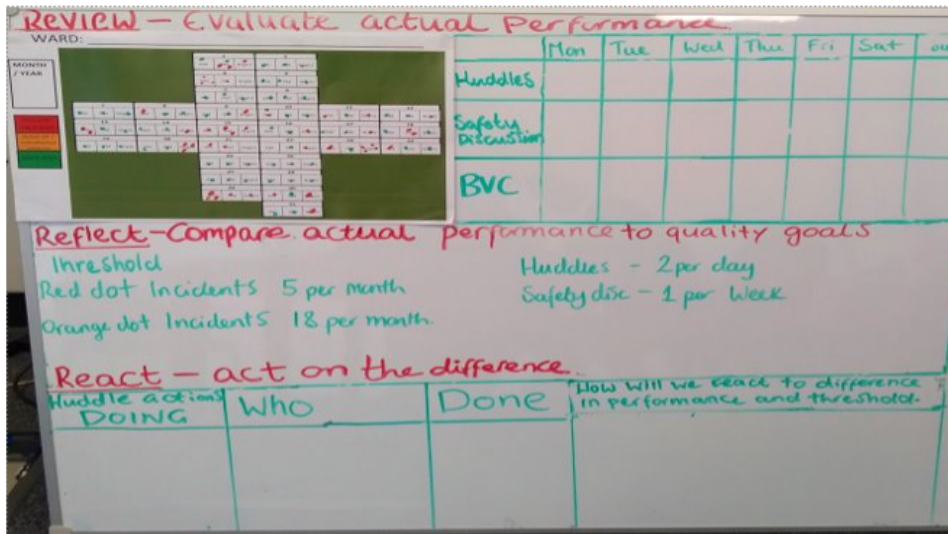




## Step 3 Using the Quality Control feedback Loop: The importance of Visual management

What is our current level of performance?

Is it outside of agreed control limits?



What action will we take when those limits are exceeded?

Identify issue, diagnose, escalate to action



Safety Cross -- ELFT

## Why is Visual Management important?

1. Makes **important** information **visible to all** (2 second rule)
2. Presents information in an **easy to understand way** so that anyone can follow them easily
3. Designed to allow quick recognition of the information being presented to **increase the response time**










## My Notes

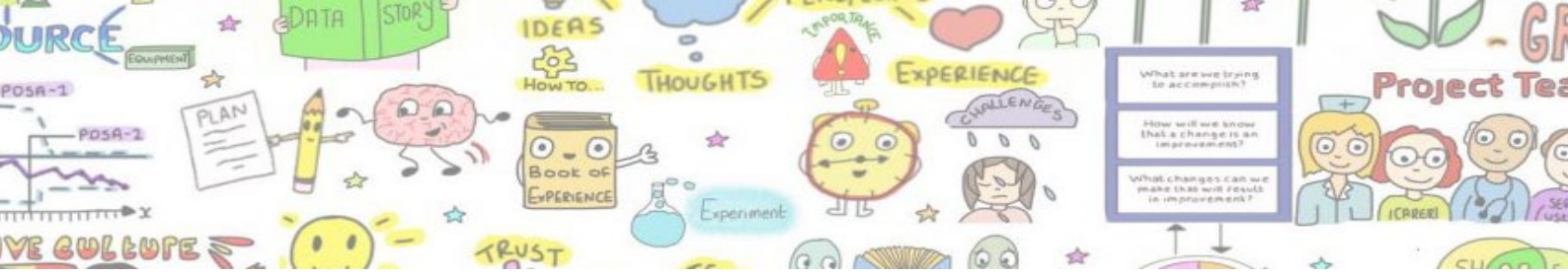
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**Module 5.2**

# Storytelling for Improvement Work

	<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of storytelling for improvement work</li> <li>• Understand some approaches to tell stories about your project</li> <li>• Develop a story for you project</li> </ul>
	<p><b>KEY CONTENT</b></p> <ul style="list-style-type: none"> <li>• Storytelling</li> </ul>
	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> </ul>
	<p><b>TRAINING ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
	<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>



***“Statistics and data have an important place in monitoring and understanding services and facilitating improvement...***

***...but the right story can also have the power to motivate and change minds.”***

Source: <https://www.health.org.uk/newsletter/power-storytelling>



## TELLING YOUR STORY

WWW.CELFT.NHS.UK @CELFT.OI



This isn't an or choice, both can be used together to create a powerful narrative

Chip et al (2007) *Made to stick: Why some ideas survive and others die*





## Types of stories to consider

1. **Purpose Story** – A big picture story that conveys a big idea.
2. **Example or Proof stories** – Illustrate how others overcame a similar problem and had a successful outcome.
3. **Cautionary stories** – Sharing mistakes, pitfalls and lessons learnt.
4. **Teaching stories** – Focusing on 'how' something was achieved and can be replicated.
5. **Inspirational stories** – Focusing on values that describe the 'why'.
6. **Everyday stories** – Make you more relatable to your audiences



## Some key principles for telling effective stories:

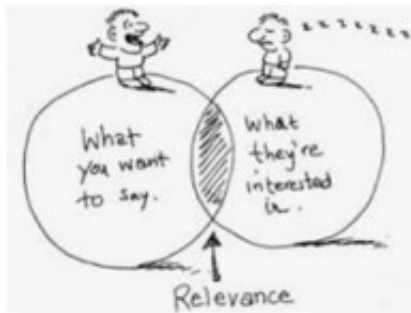
- 1) **Involves only a few people.** Stories are more affecting when they involve fewer people. This is why charity fundraising appeals often focus on one child and not whole communities
- 2) **Engages emotions or curiosity** in a way that makes people care and/or want to know more
- 3) **Paints a picture in words** using a few descriptive details
- 4) **Leads to some form of resolution** – barriers overcome, or a transformation made
- 5) **Carries a central message.**

Source: <https://www.health.org.uk/sites/health/files/Using-storytelling-in-health-care-improvement.pdf>

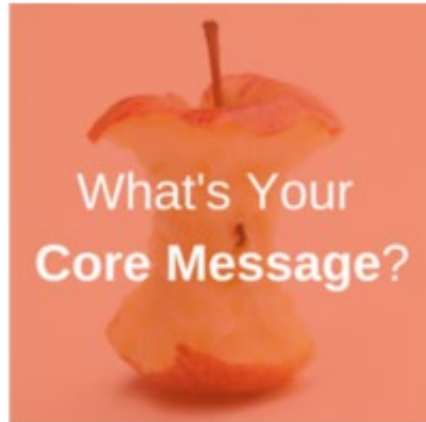




## Some key tips...



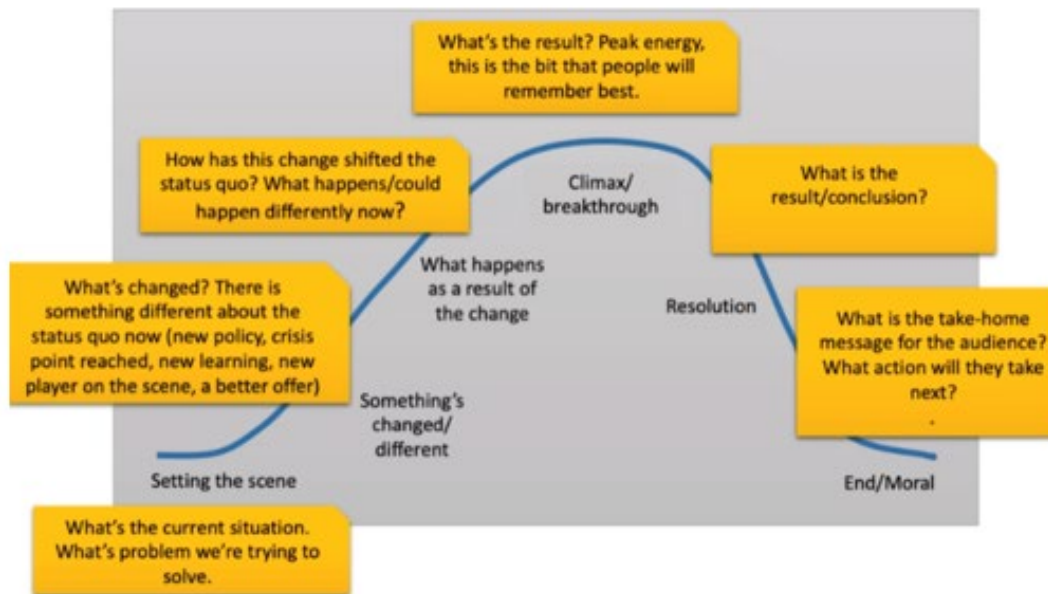
Know your audience



Define your core message



What is your call to action?





## Mediums for telling improvement stories

**QI Essentials**  
with @DrAmarShah

There is a wealth of quality improvement evidence & resources available. However, finding the right evidence for your specific situation can be challenging. This guide provides a structured approach to finding and using evidence effectively. It covers the types of evidence available, how to search for it, and how to evaluate its quality and relevance. The guide is designed to be a practical resource for anyone involved in quality improvement.

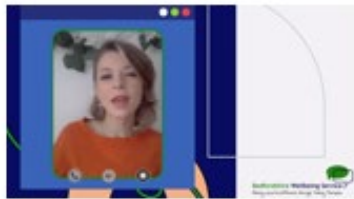
Category	Method of Use	Typical use of Evidence in Text
Primary	Full Report	Quality improvement interventions
Secondary	Summary	Quality improvement interventions
Tertiary	Review	Quality improvement interventions



Blogs

Posters

Spoken Word



Vlogs/Videos



Tweets



**YOUR STORY CAN HELP OTHERS IN THEIR JOURNEY**

**ENGAGE ROLE MODEL**

Your improvement story is relevant. Become a role model + inspire others.

What was your aim? What did you best/try? What did you discover? What were the challenges? What did you learn? Share it.

**Journey**

EVERY STEP COUNTS  
YOUR LEARNING MATTERS

**WE ALL HAVE SOMETHING INTERESTING TO SHARE**

**WELCOME!**

Service users, admin, carers or medical staff. Everyone has something to share. Every improvement story is welcome.

# TELLING YOUR STORY

WWW.QIELFT.NHS.UK @QIELFT\_UK

Posters make your story more visible. Use online formats (websites, social media, Trust blog) + online formats (slides/posters) to share your learning.

**SPREAD THE WORD**

**KEEP IT SIMPLE**

Think about your audience: use language everyone understands. Support your story with evidence: data, maps, diagrams, photos + charts.

Share your story across wards, departments + hospitals. Sharing with your local community can help with recovery. Connect with your local network.

**WELL BEING**

LOCAL NEWS BY LOCAL PEOPLE





## My Notes

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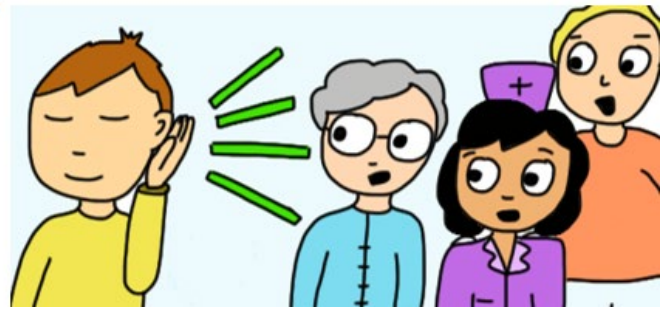
## Module 5.3

# Action Learning Set

## Storytelling

- You will be put into breakout rooms of 3 people
- One person **tells their story** and shares their poster (5mins)
- The others share **how the story inspires them** (5mins)
- Repeat for each group member

(30mins)



## Steal Shamelessly

- You will be put into breakout rooms with a facilitator
- From the stories you've heard, share what **you might like to try** in your project

(15mins)





## My Note



## Appendix 1 Spiral Journaling

<p>One thing I learned from the teaching this morning...</p>	<p>One thing I learned about myself today...</p>
<p>What one tool I will use to understand the problem...</p>	<p>What will help me to succeed in completing the action period work?</p>