

# Introducing a structured quality improvement training programme to improve improvement culture

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## Aims

The aim is to improve culture around quality improvement (QI) in our department. QI methodology is increasingly applied to healthcare but knowledge varies and teaching is poor, especially for consultants. QI benefits staff, who feel valued and listened to, and patients, by improving systems and improving teams which lead to better outcomes. QI is encouraged by our deanery and trust, and is on many curriculums.

## Methods

To understand the problem, we reviewed what was available and curriculum requirements, and used a baseline survey. The survey shows that trainees may be more familiar with QI and the traditional model where a consultant supports trainees may need to be adapted. A programme was proposed that teamed up trainees with clinical project supervisors and QI champions.

Several Plan, Do, Study, Act (PDSA) cycles were completed. Initially a single presentation was given to the department at a clinical governance day with contact details of a QI sponsor for support. The following year, specific projects and clinical leaders were identified and paired up. A single QI teaching session and bimonthly action learning sets were run and QI advice offered throughout. The current programme splits the teaching into two sessions, with increased focus on understanding the problem initially, evening action learning sets and advice availability.

## Results

Since its introduction, the programme has increased the attendees of QI teaching, the successful projects being completed and presented at local and regional meetings. A further survey shows that culture has improved.

## Conclusion

Formalising the teaching has encouraged and improved QI projects within the department, giving experience to both trainees and consultants. Support has allowed projects to include more QI methodology which increases the chances of a sustainable change. A register of projects would provide further benefit with 45% of

people suggesting this as a further improvement while further education is still desired. ■

## Conflict of interest statement

None

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