**Application to be an Improvement Coach**

Thank you for taking an interest in this initiative to develop a network of Improvement Coaches across the Trust. Please see the Gold Level – Improvement Coach Description document for details of expected knowledge, experience, attributes and responsibilities.

The applicants self -assessment section of this document will help you determine whether you meet the criteria and the ‘knowledge, skills, experience” table on the subsequent pages will help us determine the future training needs of the group.

Completed applications are to be submitted to ghn-tr.gsqia@nhs.net

## 1. General Information

**1a. Name:** **1b. Division:**

**1c. Specialty/ Department:** **1d. Role:**

**1e. Staff Group** *(e.g. AHP/Nursing & Midwifery/Medical & Dental/A&C)*

**1f. Email contact: 1g: Telephone / Bleep:**

**1h. Cohort no.**

## 2. Description of current role and involvement in Quality Improvement

## 3. Summary of improvement experience and achievements:

## 4. Previous Quality Improvement training or equivalent *(Course name, organisation and dates)*

## 5. Previous Coaching training or experience *(include course name, organisation and dates)*

## 6. Current Quality Improvement interests:

## 7. Why are you applying for this course?

## 8. Describe how you intend to use the learning gained through this training within your department/specialty/division?

## 9. Are there any Silver QI projects happening in your area that you want to coach?

## 10. The Q Community

**It is expected that all Improvement Coaches will apply to join the Q Community as part of this course and your ongoing professional development and networking.**

**9a. Are you already a Q Community member?** (If No, this will not affect your application)

Yes No

**9b. If yes, have you used the network? (e.g. learning/participating/sharing)**

## 11. Personal commitment *(to be completed by applicant)*

I confirm I will attend all sessions required to complete the Improvement Coach programme and my commitment to the role of Improvement Coach to help support and embed sustainable quality improvement initiatives within the Trust.

Applicant Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Applicant Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## 12. Manager’s support and commitment *(to be completed by Line Manager)*

I confirm my support for this application, and authorise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to attend all sessions required to complete the Improvement Coach programme. I also confirm my commitment to supporting their role as an Improvement Coach, including time required to carry out the responsibilities of their role in helping to support and embed sustainable quality improvement initiatives within the Trust.

Manager’s Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Manager’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Applicants Self-assessment**

**a. Level of Improvement Experience, Skills and Knowledge:**

We envisage that the improvement coaches will be at the practitioner or advanced practitioner level as outlined below

|  |  |
| --- | --- |
| **Level** | **Description** |
| **Foundation Level*****(will be considered)*** | able to:* discuss benefits of quality improvement for patients, staff and organisations
* describe their role and responsibility for improvement of services;
* explain general principles of quality improvement, the most widely used methodologies;
* identify a problem which could be improved through quality-based approaches and anticipate issues arising;
* contribute to quality improvement initiatives and projects
 |
| **QI Practitioner** | more able to:* use knowledge of quality improvement principles and practices for improvement of day to day service delivery;
* initiate, plan and manage quality improvement projects
* apply understanding of human dimensions of change to projects;
* collaborate with others to apply quality improvement within practice;
* share knowledge and experience of quality improvement with colleagues;
 |
| **Advanced Practitioner Level** | more able to:* coach and mentor colleagues in quality improvement implementation;
* use broad and deep knowledge of quality improvement theories and methodologies to lead, teach and support service improvement
* critically appraise merits and limitations of quality improvement methodologies
* design, manage and facilitate quality improvement projects
 |

Note:

Those at foundation level will be considered if supported by their Specialty/ Department, match the remaining eligibility criteria and subject to completing the identified QI training.

***Please indicate the best match to you***

|  |  |
| --- | --- |
| **Level** | **Self-Assessment*****(Tick relevant box below)*** |
| **Foundation Level** |  |
| **Practitioner Level** |  |
| **Advanced Practitioner Level** |  |

**b. Specific knowledge, skills and experience of QI:**

The following framework is provided for applicants to assess their own level of experience, skills and knowledge with respect to some key improvement methods and tools

The individual assessments will help us to understand the ***range of expertise*** in the future coach network as well as to ***identify further development needs.***

For each category the assessment should be made based on the following descriptions:

|  |  |
| --- | --- |
| **Level** | **Description** |
| No knowledge | Not heard about this before |
| Awareness | Understand the method/ tool but not used |
| Practitioner | Have actively used the method/ tool |
| Advanced/expert | Have deep understanding and experience to teach others/ lead others in its use |

We understand that very few people will have experience of all methods and tools so we have identified some specific categories for self-assessment. Please complete the table below by ticking the relevant category for each tool/ method:

|  |  |  |
| --- | --- | --- |
| **Phase** | **Methods/Tools** | **Self-Assessment** |
| **No knowledge** | **Aware** | **Practitioner** | **Expert** |
| **1. Define the problem** | Root Cause Analysis: |  |  |  |  |
|  5 Whys |  |  |  |  |
|  Fishbone/ Ishikawa Diagram |  |  |  |  |
|  Force Field Analysis |  |  |  |  |
|  Affinity Diagram |  |  |  |  |
|  Process/Value Stream Mapping |  |  |  |  |
| Failure Mode and Effects Analysis (FMEA)  |  |  |  |  |
| Safety Culture/Climate Assessment |  |  |  |  |
|  Pareto Analysis |  |  |  |  |
| Trigger tools e.g. Global Trigger Tool |  |  |  |  |
| Spaghetti Diagram |  |  |  |  |
| Patient experience data |  |  |  |  |
| Staff experience data |  |  |  |  |
| **2. Develop a Shared Purpose** | Leadership and Influencing |  |  |  |  |
| Strategy deployment |  |  |  |  |
| Leading Improvement  |  |  |  |  |
| Human Dimensions of Change |  |  |  |  |
| Habits of Improvement |  |  |  |  |
| Project Management (incl. A3 thinking |  |  |  |  |
| Human Factors  |  |  |  |  |
| Effective Meetings |  |  |  |  |
| Big room' method |  |  |  |  |
| Building a project team |  |  |  |  |
| Stakeholder identification & engagement |  |  |  |  |
| Action Learning |  |  |  |  |
| Coaching Skills |  |  |  |  |
| Project Charter |  |  |  |  |
| **3. Plan the Changes** | Lens of Profound Knowledge |  |  |  |  |
| Model for Improvement |  |  |  |  |
| Lean/Six Sigma |  |  |  |  |
| Theory of Constraints |  |  |  |  |
| Change Management Theory |  |  |  |  |
| Demand and Capacity |  |  |  |  |
| Experience Based Co-Design (skills in facilitation of co-production) |  |  |  |  |
| Positive Deviance |  |  |  |  |
| Creative thinking and tools |  |  |  |  |
| Logic model/Driver Diagram  |  |  |  |  |
| Reliable design |  |  |  |  |
| Prioritisation Matrix |  |  |  |  |
| Planned Experimentation |  |  |  |  |
| Benefits Planning |  |  |  |  |
| Process templates  |  |  |  |  |
| **4. Measure Improvement** | Model for Improvement  |  |  |  |  |
| Understanding variation |  |  |  |  |
| Measurement for Improvement |  |  |  |  |
| Run charts |  |  |  |  |
| Statistical Process Control  |  |  |  |  |
| Balanced scorecards |  |  |  |  |
| Quantitative evaluation design |  |  |  |  |
| Qualitative evaluation design |  |  |  |  |
| **5. Implement, Embed, Sustain** | Project/Action Plan |  |  |  |  |
| Systems thinking |  |  |  |  |
| Communications plan |  |  |  |  |
| Communication skills (verbal/written/presenting) |  |  |  |  |
| Risk and Issues management |  |  |  |  |
| Reporting |  |  |  |  |
| NHS Sustainability Model |  |  |  |  |
| NHS Spread and adoption tool |  |  |  |  |
| Writing business cases |  |  |  |  |
| Return on investment Calculations |  |  |  |  |
| Standardisation and reliability |  |  |  |  |
| Error Proofing |  |  |  |  |
| Social movement theory |  |  |  |  |

**Thank you for your interest.**