

# 'Learning To Make a Difference' for our patients



Learning to Make a Difference is supported  
by The Health Foundation



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# Learning To Make a Difference

## The aim of the pilot

What are we trying to accomplish

How will we know that a change is an improvement

What changes can we make that will result in improvement

A (supervised) trainee completes a quality improvement 'Learning To Make Difference' project (LTMD) within a 4-6 month training post



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What are we trying to accomplish

## Our Purpose:

- To develop and *embed new skills*, learn some simple and practical QI techniques ...to take forward in their clinical practice and apply to future projects
- *To enable* the trainee to be able to see the valuable and meaningful role a junior doctor can play in quality improvement
- To emphasise *learning and development*



# How will we know that a change is an improvement ?

What are we trying to accomplish

How will we know that a change is an improvement

- Junior doctors are started on a pathway for life long evaluation and quality improvement of the service they deliver
- Continuous service development is seen as an important part of medical professionalism
- At Trust level : QI becomes an integral part of clinical audit and the QIPP agenda



# What change can we make which will result in improvement ?

What are we trying to accomplish

How will we know that a change is an improvement

What changes can we make that will result in improvement

- Offer trainees the option of undertaking a QI project as an alternative to an audit
- Trainee – led *small scale change can make a difference* to the quality of their practice, their team work and their patients
- *Learning by doing can make a difference* to trainee's understanding of how to make change happen and their confidence to deliver improvements in practice

# How did we get started?

## Building will

Clinical leadership  
Fit with RCP Quality Strategy  
Engaging the DH, QIPP, NHSIII and key stakeholders  
Funding from the Health Foundation and the RCP

## Shaping the idea

Which deaneries will pilot ?  
Should we run training sessions?  
How much detail for the tool kits ?  
When to run the pilot?  
Sources of expertise and practical help



# Executing the plan

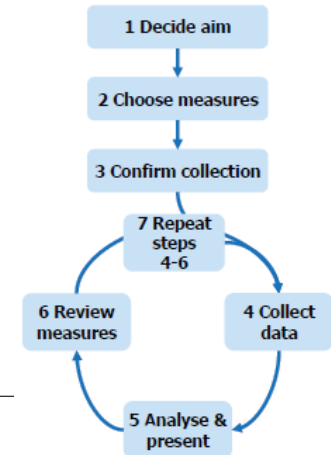
Building the infrastructure for delivery:

- QI Tool kits for trainees, supervisors and deanery leads
- Worked examples and templates
- Trainee-led ideas
- Complete within 4-6 months
- QI mentors for each deanery
- LTMD web site
- LTMD Newsletters
- LTMD trainee film

## Learning to make a difference

### Pilot 2010

Information for Trainees



<b>PLAN</b>	<p>Define the objective <i>what do I want to accomplish?</i> SMART – <i>specific, measurable, achievable, realistic, timely</i></p> <p>Plan to answer questions: Who, What, When, Where, why? <i>What improvement ideas do I have?</i> Plan your time</p> <p>Plan for collection of data: Who, What, When, Where? <i>How am I going to measure the impact?</i></p> <p>What are the definitions for the measures I will be using? How will I measure the baseline? How will I set a target? How will I measure my progress? Record your progress through the project on the progress template</p> <p>Predictions : What do you expect to see and why? What consequences may there be? Could the change make something worse?</p>
<b>DO</b>	<p>Carry out the change or test and record what happened Use a run chart to record the pattern of data that you can observe as you make changes</p> <p>Document problems and unexpected observations Begin analysis of data</p>
<b>STUDY</b>	<p>Complete analysis of data and record your results</p> <p>Compare the data to your predictions What did you learn ?</p>
<b>ACT</b>	<p>What modifications are needed?</p> <p>Are we ready to make another change? Outline plan for the next cycle</p> <p>Keep refining the change until it is ready for broader implementation and embed in every day practice</p>

Deanery	Number of projects	Number of trainees
Kent, Surrey and Sussex	8	10
North Western	8	11
Oxford	24	29
SE Scotland	3	7
Yorkshire and Humber	3	4
<b>Total</b>	<b>46</b>	<b>61</b>

- 'Very impressive group of projects'
- 'Moving to see so many SHOs bringing and putting ideas into practice to improve patient care'
- 'I was so impressed by the standard of the work and the presentations. I was also really pleased to see how passionate people were about developing and taking practice forward, and very reassuring for the future of our patients.'



## LTMD PROJECT EVALUATION: The learning

- QI language is foreign to most trainees and supervisors.
- Face to face, personalised approach at trust level works in getting started and completing projects
- Examples of QI projects make sense of the process
- The trainees and supervisors want to implement QI projects and feel this is the way forward
- Important to make link between QI, QIPP and the clinical governance agenda at trust level
- Professional leadership and central support critical
- Getting the local supporting infrastructure is crucial in delivering effective projects



# Our recipe for success

- Need all 4...enthusiasm, commitment, engagement *and* knowledge
- Consultant QI champion, Trust level
- Face to face personalised approach
- Trainee ideas with MDT involvement
- Small scale change and not get hijacked
- Aligned with trust objectives
- Resource supported: tool kit, web site, project examples, films, RCP/PTB lead
- Formal presentation



# Next steps....the spread

- Trainees should be offered the choice of completing a QI project or a clinical audit within a training year.
- For trainees completing a clinical audit, a QI approach should be used in the 'implementing change' part of the clinical audit cycle.
- A coherent framework and infrastructure focused on the junior doctor



# The next steps..

- Provide professional leadership and central support from the RCP/JRCPTB
- Encourage the natural spread of LTMD
  - All CMT
  - Support deaneries & trusts
  - Website
- Develop the infrastructure to deliver the QI approach effectively
  - Identify QI champions
  - Training



# The next steps.....

## ■ Build and develop partnerships with others

Academy of Medical Royal Colleges

HQIP

British Medical Journal

Scottish Patient Safety Programme

NHS Education for Scotland

DH 'Better Training, Better Care' and/or 'Agenda for Change' and/or Medical Programme Board/MEE

The Health Foundation

The NHS Institute for Innovation & Improvement

ST3+specialties

Other royal colleges and professional bodies

## ■ Curriculum change



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# What does this mean in practice?

Aim	How?	Time-frame
All core medical trainees in Oxford Deanery do a QIP	Provided with QI support, resources and supported by a supervisor	2011-2012
Each trainee to think of a potential improvement idea (work on own, in small group)	Think about what frustrates you, what is bothersome, what is your department where you are working or the trust's quality agenda Multi-disciplinary team approach	Sept/Oct 2011
Each trainee to start to develop an understanding of the framework	Read the LTMD tool kits, review the website and learn about QI projects already done	Sept/Oct 2011
Getting started	Face to face with Dr Vaux Identify your supervisor	Oct/Nov 2011
Complete project May 2011	Present regionally with potential national presentation	May/Jun 2012

# Learning to make a difference website

<https://sites.google.com/site/lmdproject2010>

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