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**Planning for Quality**

**Template for Developing your Quality Plan**

This document is designed to guide you through the a system diagnostic process to develop a Quality Plan. You will be asked to complete sections of this document in advance of your academy sessions as homework.

**Background**

NHS Lothian is committed to putting Quality Management at the heart of how the organisation continuously improves the quality of the services we provide. Our Quality Strategy (2018-23) describes how we turn this ambition into reality. A key component of this is to equip leaders and managers with the confidence, skills and knowledge to lead and manage Quality in their areas of responsibility.

Quality Management has a number of key components:-

1. **Quality Planning**
* Develop a plan for managing quality based upon a ‘system diagnostic’ to describe rationally what we currently do, why we do it, how well it’s working and prioritised areas for improvement.
1. **Quality Improvement**
* A rapid method for testing improvement ideas using a robust, accessible and structured approach.
1. **Quality Control**
* A method for monitoring processes not presently prioritised for Quality Improvement.

The Planning for Quality Course is particularly focussed on Quality Planning, though the basics of Quality Improvement and Quality Control are covered.

The key output from participants is completion of a system diagnostic shared with your wider team and your Quality Academy cohort. Learning will be structured around the creation of this diagnostic and the final output will offer you the core of a quality plan for your service to work on beyond this course.

**Purpose of this document**

The purpose of this document is to walk you through a ‘system diagnostic’ - the fundamental activity in developing a Quality Plan for your system – which may be a service, Dept or work area.

The document is structured to guide you through the key sequential steps in undertaking this diagnostic.

You must complete sections of this document between Quality Academy sessions and submit updated templates prior to Sessions 2-4.

**Defining your scope**

You should complete this Section at the start of the course

**TASK**

Describe the purpose of your system and the value it adds using language appropriate for your services users. For example: The renal unit provides care for people who may have a problem with their kidneys, or whose kidneys do not work as well as they might. This is for people in Lothian and the Borders. We look after these people in our clinics at RIE and BGH , in our dialysis units and, if necessary, by staying in the RIE.

Define which part of your system will be the subject of your Quality Plan

For example: Within the colorectal service at WGH, there is a colorectal cancer screening programme and part of this requires us to do colonoscopies. This quality plan is focussed on the colonoscopy service from referral to provision of results.

Describe the internal and/or external considerations for working in your system

For example: Working in the RIE ED, the demand comes from GP referrals, the Scottish Ambulance Service and self presenting patients. Similarly, patients may need to be assessed or moved to another part of the healthcare system. Both of these (input and output) are not within the ED’s control.

Note the quality challenges are currently perceived to exist within this sector

For example: In psychological therapies and CAMHS there are significant challenges meeting the waiting times standard.

Who do you need to involve in the work? Include those who might influence the work and where the work might feed into.

**System Diagnostic – Section One - Describe your System as Processes**

You should complete this section after Quality Academy Session 1 and share your updated charter before Session 2.

Key tasks and useful questions and considerations are highlighted below

**TASK**

Work with your colleagues to create a Process Map of your current system.

Please create your process map using one or multiple sheets of paper joined together as needed. You can share it as a photo or series of photos if easier.

 **Considerations and Questions;**

The process map may need to be very detailed (e.g. steps to include detail such as ‘paper referral form is sent to secretary x’) or higher level. If you are unsure, start with the higher level and then add in more detail.

 You need to do this transparently with the people directly involved or impacted upon, in part to ensure they are engaged in the work

Try to include detail on the site at which work is done. For example The ED at SJH consists of 13 cubicles, 3 resus bays, a plaster room. It is currently undergoing building work.

Describe what actually happens – not what is supposed to happen or you would like to happen

How do you know what actually happens? If you asked 10 people, would you get the same responses? If not, capture this in the process map

What should you look at to know how well things are working?

If there is variation or concerns about your processes, where are those discussed? Is there a regular forum/meeting?

**System Diagnostic – Section Two – Use Data to Understand Current Performance, Variation and Quality Concerns**

You should complete this section after Quality Academy Session 2 and share your updated charter before Session 3.

Key tasks and useful questions and considerations are highlighted below

**TASKS**

Identify or gather data describing system outcomes, process performance and balancing measures

Identify or gather data describing service user and staff experiences

Map these data to your process map

Start to identify potential opportunities for improvement

**Considerations and Questions;**

What data are currently available to describe your system and processes? You may not need to use all of those below and there may be others unique to your system.

E.g. Data from a management system – eg Trak, VISION

National data (ISD), UK – eg a Royal College, UK/Scotland level audits

Local audits

Local management data – eg adverse events, complaints, feedback

How are data collected?

What do your data show?

Are there any issues with the quality and accuracy of your data?

Ensure you try to include both quantitative data (numbers) and qualitative data (narrative from people)

Ensure you include process, outcome and balancing measures

Ensure you include all dimensions of quality\* noting the rising concern about environmental sustainability and the linkage to waste

\*Safety, Effectiveness, Person centred, Timely, Efficient, Equitable, Sustainable

**System Diagnostic – Section Three – Pull it all together to build a willing coalition for agreed priorities and build a willing coalition to drive improvement**

You should complete this section after Quality Academy Session 3 and share your updated charter before Session 4.

Key tasks and useful questions and considerations are highlighted below

**TASKS**

Pull it all together, using the sections above to describe your system fully, the opportunities and potential for change to your wider team.

Package this as a presentation for key stakeholders- tell the story of what the planning has found so far.

Agree improvement priorities and begin to explore how others will lead or contribute to achieving these.

**Considerations and Questions;**

Work with your wider team and stakeholders, key questions to address include: -

What are the opportunities for improvement?

Which are highest priority (for Quality Improvement); which lower priority and could be monitored in the short term using Quality Control?

Which require broader/more radical service redesign or another approach?

Is the service sustainable?

What are the constraints? What are the challenges ahead?

What are the next steps?

How will they be led and managed?

Who needs to be involved?

What advice or support would your team like from a) the Quality Academy cohort b) NHS Lothian and its partners

Share the key elements of Sections 1-4 on the Final Day of your Quality Academy Course. We will provide an ePoster template to assist you with this.