"Help! My trainee's asked me to supervise their QI project and I've got no idea what I'm doing!"

Dr Georgia Galloway

ST4 Acute Internal Medicine, Peterborough City Hospital

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Who do you supervise in your role?

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Setting the
Scene…

Position statement | Active | 18/02/25

Left in the lurch: Royal College of Physicians describes resident doctor recruitment crisis in new statement

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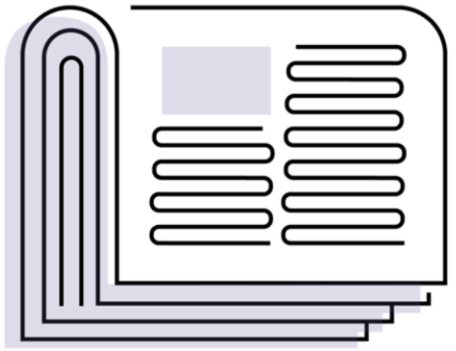
Resident doctors demand expansion of NHS training posts to ensure jobs for UK medics

by BMA media team

Press release from the BMA



Competition for training roles putting ‘immense strain’ on resident doctors

The Royal College of Physicians is calling for a comprehensive review of how doctors and medics are trained.

Storm Newton • Tuesday 18 February 2025 00:01 GMT

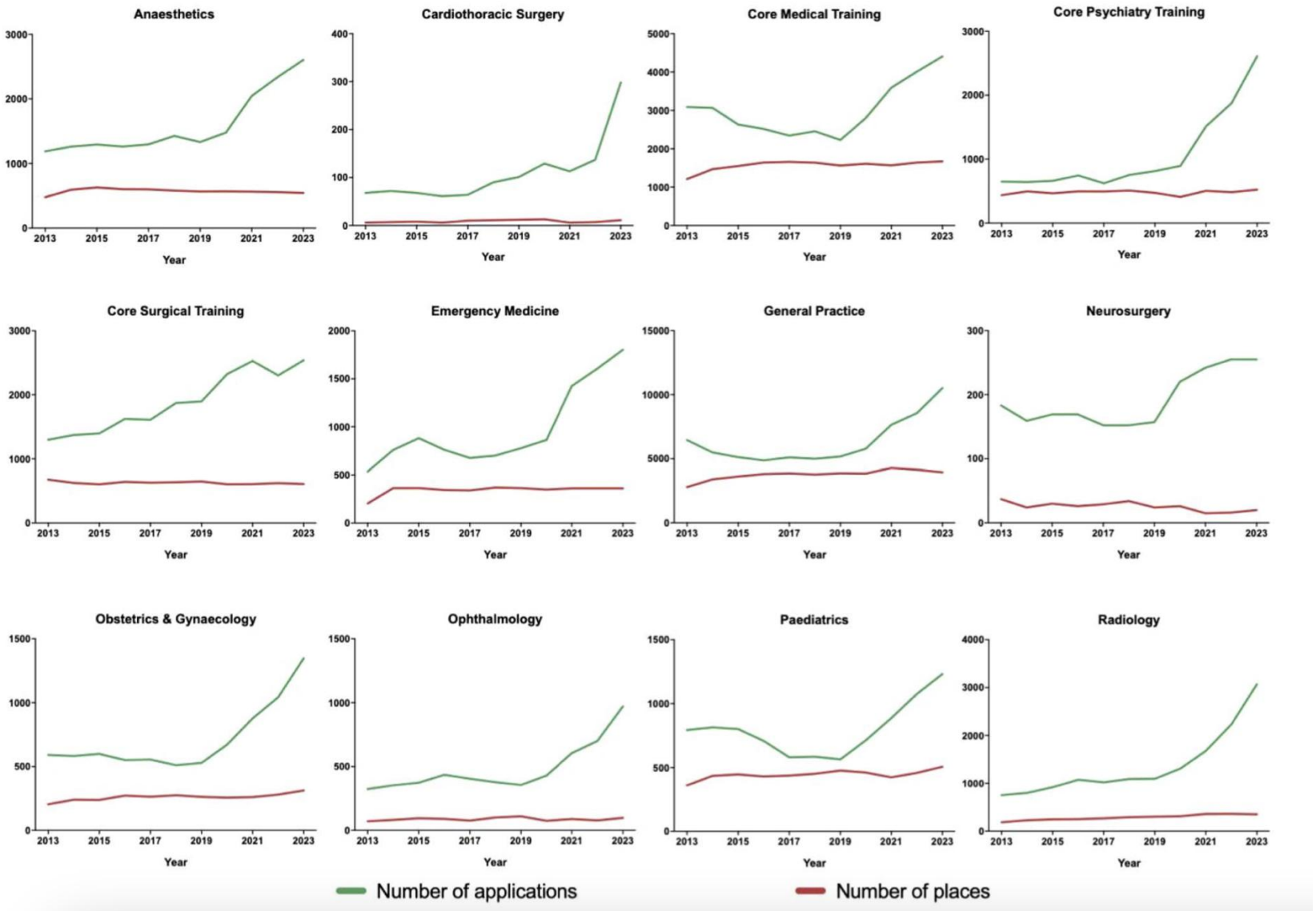
FINANCIAL TIMES

National Health Service | + Add to myFT

NHS training bottleneck leaves doctors in limbo

BMA urges Government to expand specialty training posts for NHS medics

The British Medical Association claims 4.7 applications were made for every post last year, up from a ratio of 1.9 in 2019.



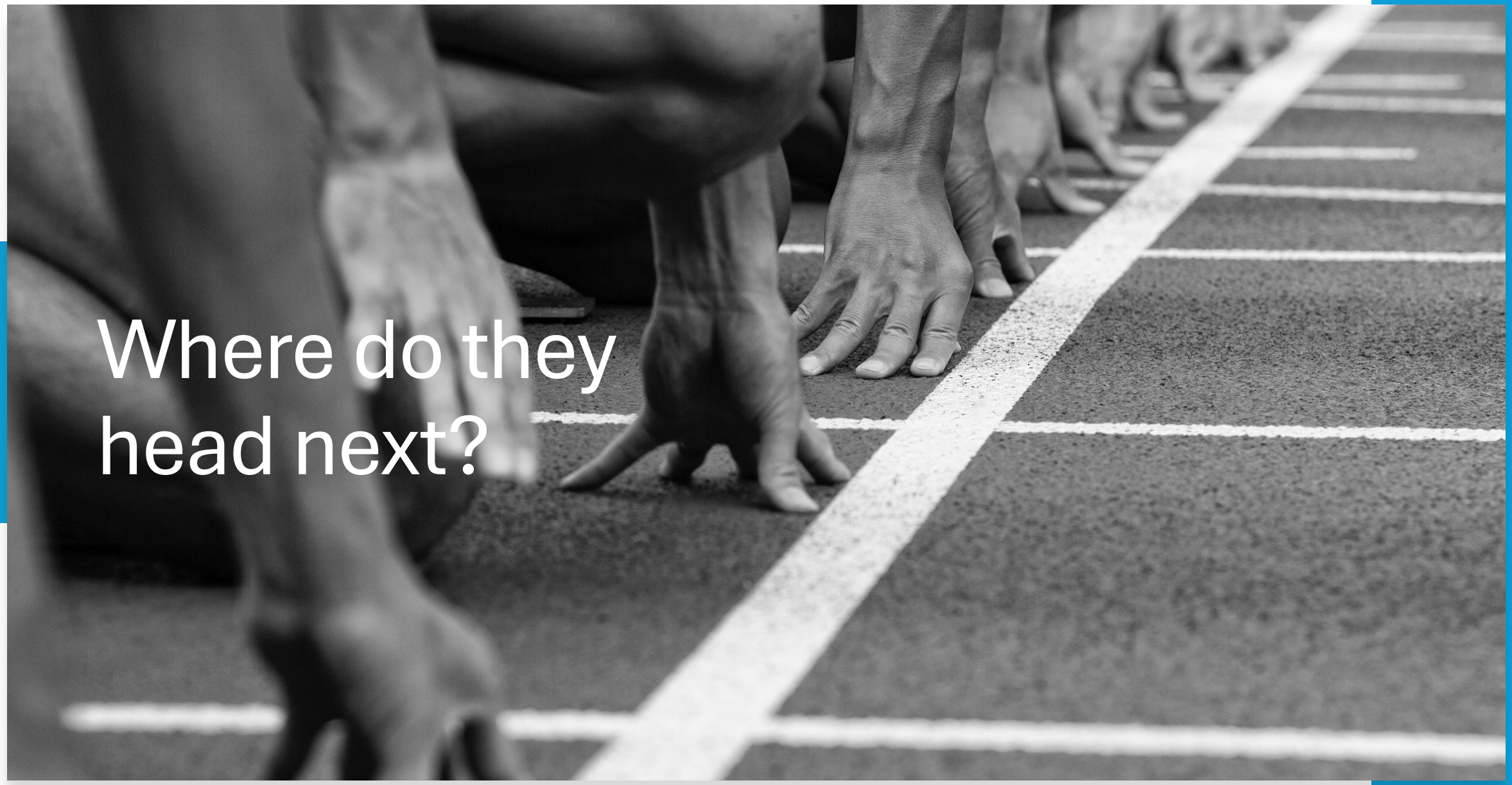
Tomas Ferreira, Escalating competition in NHS: implications for healthcare quality and workforce sustainability, *Postgraduate Medical Journal*, Volume 100, Issue 1184, June 2024

Does the early bird catch the worm? Tick box culture and precocious teaching qualifications for aspiring specialty trainees

by Christopher Donnell and Helen Rogers

How does the increasing emphasis on gaining specific experiences affect trainees in their career progression?

Donnell, Christopher & Rogers, Helen. (2023). Does the early bird catch the worm? Tick box culture and precocious teaching qualifications for aspiring specialty trainees. Faculty Dental Journal. 14. 76. 10.1308/rcsfdj.2023.17.


Where do they
head next?

At the time of application opening (9 January 2025), how many complete quality improvement projects (QIP)/complete audit cycles (that is, first audit/project, action plan and re-audit/assessment to quantify impact of intervention) have you undertaken in the last 36 months (WTE)* of employment (excluding any periods of statutory leave)?

Evidence for no more than a total 3 audits/QIP should be included.

Responses	Scores
None	0
One complete audit cycle. such as, first audit/project, action plan and re-audit/assessment to quantify impact of intervention/QIP)	1
Two seperate complete audit cycles/QIPs	3
Three seperate complete audit cycles/QIPs	5

Area of assessment	Indicators	Score
4. Quality Improvement Project (QIP)/Audit relevant to application level and experience of applicant ***Question: Describe up to 2 projects that demonstrate your involvement in audit/QI and your learning from this.*** ***Marks will be awarded for the best example – i.e. the one that scores the highest according to the criteria.***	No audit/QIP undertaken.	0
	Participation in relevant clinical audit/QIP but did not design or lead audit.	1
	Designed in relevant clinical audit/QIP but did not lead audit.	2
	Evidence of having designed, led and presented a good quality audit/QIP at meeting.	3
	Evidence of having designed, led and presented a good quality audit/QIP at meeting as well as description of a change in practice, as a result.	4

Quality improvement	
Option	**Score available**
Involvement in **all stages** of **two cycles** of a quality improvement project	4

I was involved as Lead in ALL aspects of a surgically themed clinical audit or QI project that has demonstrated change (such as second cycle/closed audit loop)	A	You participated in all stages of the audit/QI project (planning, data collection, data analysis, implementing change and involvement in at least two cycles) The project must be surgically themed

Quality Improvement – Internal Medicine Training		
Option	**Score**	**Notes**
Involvement in **all** stages of two cycles of a quality improvement project	**4**	For example, you participated in all stages of a PDSA cycle (or similar) as well as a further cycle consisting, as a minimum, of data collection and analysis. Involvement in a project where a change/act/action step has not been carried out but only suggestions for change created/presented does not constitute involvement in all stages. Presentation of a project is not an essential stage as not all QI work requires presentation. It is likely that this involved working as part of a team but you must evidence your own role within the QI activity for all stages.

Quality Improvement – Higher Specialty Training		
Option	**Score**	**Notes**
Involvement in **all aspects** of **two cycles** of an original QI project where you can demonstrate a leadership capacity by supervising other members of the team	**4**	In addition to the requirements for the option immediately below, you should be able to demonstrate that you undertook a significant leadership role within the project. This should include designing the project, playing a leading role in the project delivery and supervision of other members of the team.
Involvement in **all aspects** of **two cycles** of a QI project	**3**	For example, you participated in all stages of a PDSA cycle (or similar) or were involved in planning, data collection, data analysis, and change, as well as a further cycle. Presentation of a project is not essential as not all QI work requires presentation. It is likely that this involved working as part of a team but you must evidence your own role within the QI activity for all stages.
Participating in QI activity – this requires Involvement in **one aspect** of a completed, **multi-cycle** QI project **OR** involvement in **two or more aspects** of a **single cycle** QI project	**1**	For example: you were only involved in data collection in a multi-cycle project, OR you were involved in data collection and analysis in a single cycle project. You cannot choose this option if you were only involved in a single aspect of a single cycle project; for example, you only collected data in a single cycle of a project.
none/other: please specify	**0**	This option can be used for anything else you think is relevant that cannot be categorised above. **Please note** that entries under this option **do not gain marks at the application stage**, but may be one of the factors taken into account by interviewers when deciding upon their interview scoring


What can we
do?

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What challenges have you had in supervising QI work?

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1. Recognise needs
2. Ideas
3. Making things happen
4. Bang for their buck

1

Recognise needs

What is helpful?

1

Recognise needs

1. **Curriculum requirements**
2. **Speciality applications & goals**
3. **Evidence**

For Example

QI project plan and report to be completed. Project to be assessed with quality improvement project tool (QIPAT)	Participating in QI activity (eg project plan)	1 project completed with QIPAT	Demonstrating leadership in QI activity (eg supervising another healthcare professional)

JRCPTB

Joint Royal Colleges of Physicians Training Board

Quality Improvement Project Assessment Tool (QIPAT)

Quality improvement	
Option	**Score available**
Involvement in **all aspects** of **two cycles** of an original QI project where you can demonstrate a leadership capacity by supervising other members of the team	4

What is helpful?

- Feeling like a supervisor understands what is needed
- Encouragement to build on experience and gain more skills
- Help to think about application plans early

1

Outcome

Exemplary standard of QIP	QIP topic related to an important clinical problem, detailed and exhaustive methodology applied, appropriate presentation of results with correct interpretation and comprehensive conclusions. Plans for future direction of QIP highlighted. An exemplary QIP. ☒

Open access Quality improvement report

BMJ Open Quality

New take on the post-take ward round: a quality improvement project undertaken in a district general hospital

Georgia Kate Galloway , Sarah Nahin Choudhury

The Royal Society of Medicine

Section of Patient Safety

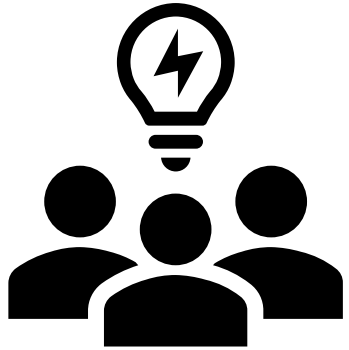
10th annual patient safety students and trainees day

Ideas

Ideas

- **Trainees want ideas!**
- **They want to get stuck in fast**
- **Most common problem trainees come to me with is struggling for ideas**

What is helpful?



NOT COMPLETED OR IN PROGRESS

NA	Society for Acute Medicine Benchmarking Audit 2023 (SAMBA) - *In progress, data collected*
3957	Antimicrobial documentation
4029	Compliance with prescription charts
3985	VTE Audit - *In progress*
NA	WR Documentation in AMUs – *In progress*

COMPLETED – COMPLIANT

THE MONTHLY TAKE

AUDIT SNAPSHOT

COMPLETED – PARTIALLY COMPLIANT

3956	ACU Angina Pathway
4060	Re-audit DVT (Cycle 3)
4008	RBC transfusion compliance
4069	Assessing the role of EWDC in the early discharge of medical patients and ensuring they are appropriately referred and reviewed (Cycle 3)

COMPLETED – NOT COMPLIANT

What is less helpful?

- Going away to think about ideas when you are new in a department
- ‘Help collect data for this audit’
- Ideas that are too ambitious!

Making things happen

Making things happen

1. **Support with change ideas**
2. **Help with involving stakeholders**
3. **Getting things over the line…**

What is helpful?

What do you do to guide trainees?

What is helpful?

- Lists of useful contacts
- Wider MDT discussions/teaching sessions
- Support when time gets tricky

Bang for their buck

Bang for their buck

1. **Presentations**
2. **Publications**
3. **Teaching opportunities**

What is helpful?

- Resources
- Guidance on publications

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SQUIRE
Promoting Excellence in Healthcare Improvement Reporting

A connected community working together to improve health and care quality across the UK

ecosam
THE SOCIETY FOR ACUTE MEDICINE SUSTAINABILITY GROUP

1. Recognise needs
2. Ideas
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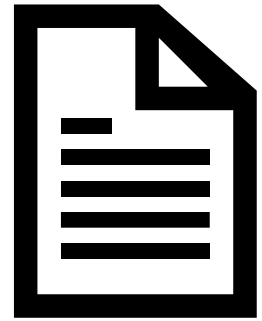
QI Tips and Tricks

1. Initial steps
2. Sustainable QI
3. Tools for the job
4. Next steps

1

Initial steps

- Induction
- Processes in your trust
- Contacts
- Quick fire idea sessions



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How do you gather improvement ideas in your team?

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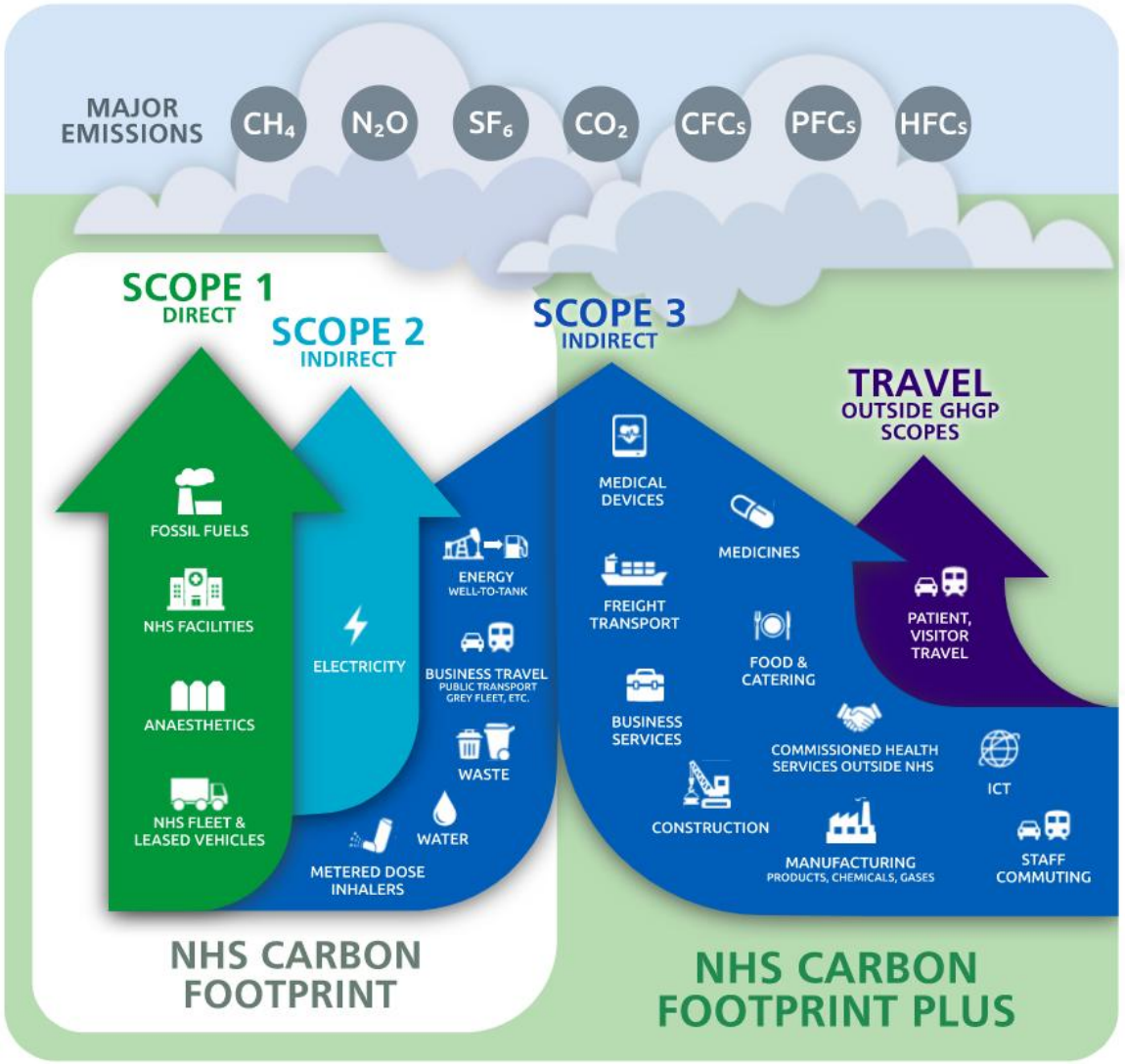
Sustainable QI



1. PREVENTION

Promoting health and preventing disease by tackling the causes of illnesses and inequalities

2. PATIENT SELF-CARE

Empowering patients to take a greater role in managing their own health and healthcare

3. LEAN SERVICE DELIVERY

Streamlining care systems to minimise wasteful activities

4. LOW CARBON ALTERNATIVES

Prioritising treatments and technologies with a lower environmental impact

Mortimer, F. The Sustainable Physician. Clin Med 10(2). April 1, 2010. D110-111.

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The Triple Bottom Line

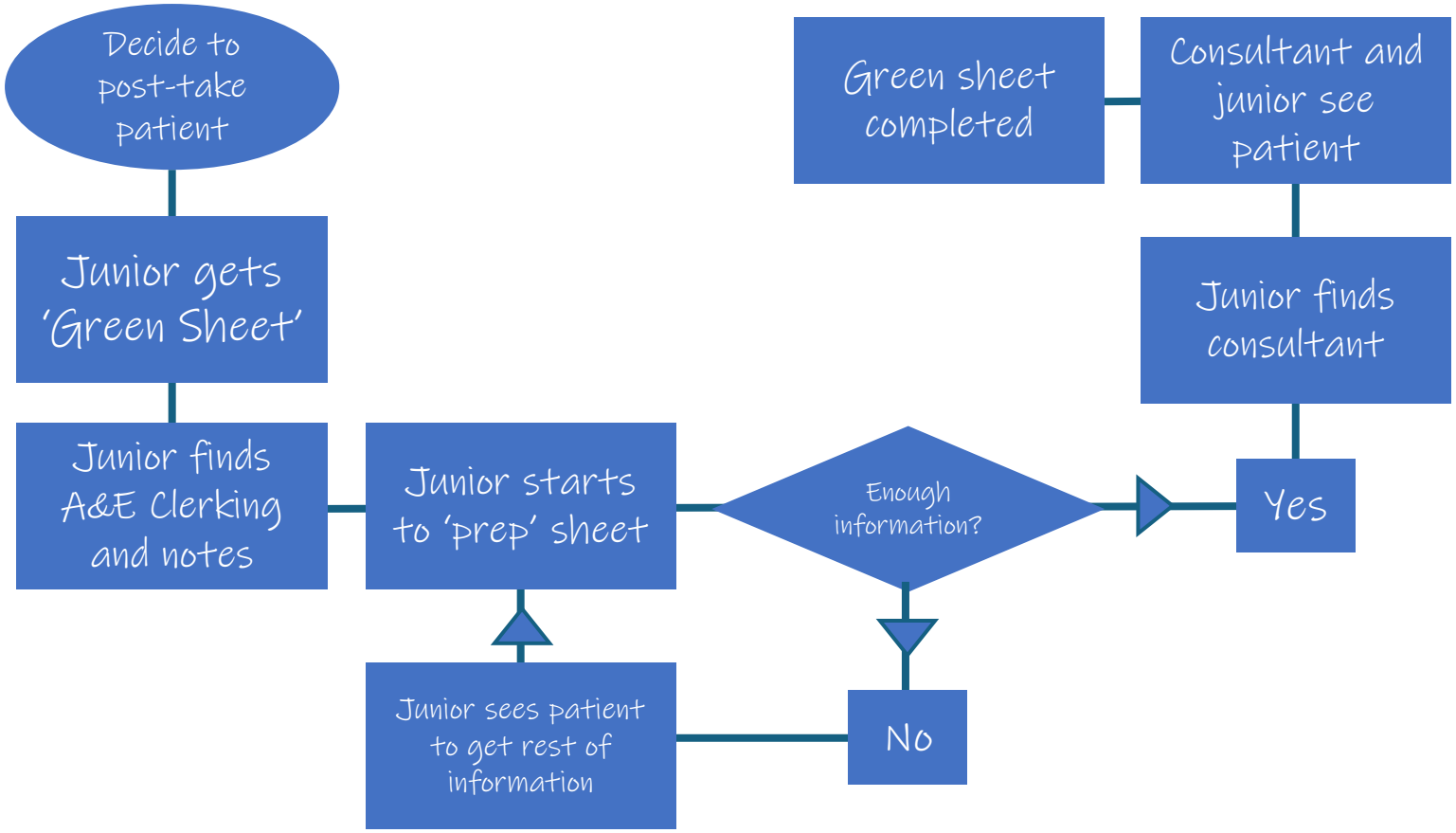
$$\text{Sustainable Value} = \frac{\text{Outcomes for Patients} + \text{Outcomes for the Population}}{\text{Environmental Impact} + \text{Social Impact} + \text{Financial Impact}}$$

Sustainable QI

Have you considered sustainable value in any recent projects in your team?

Tools for the job

Process Mapping



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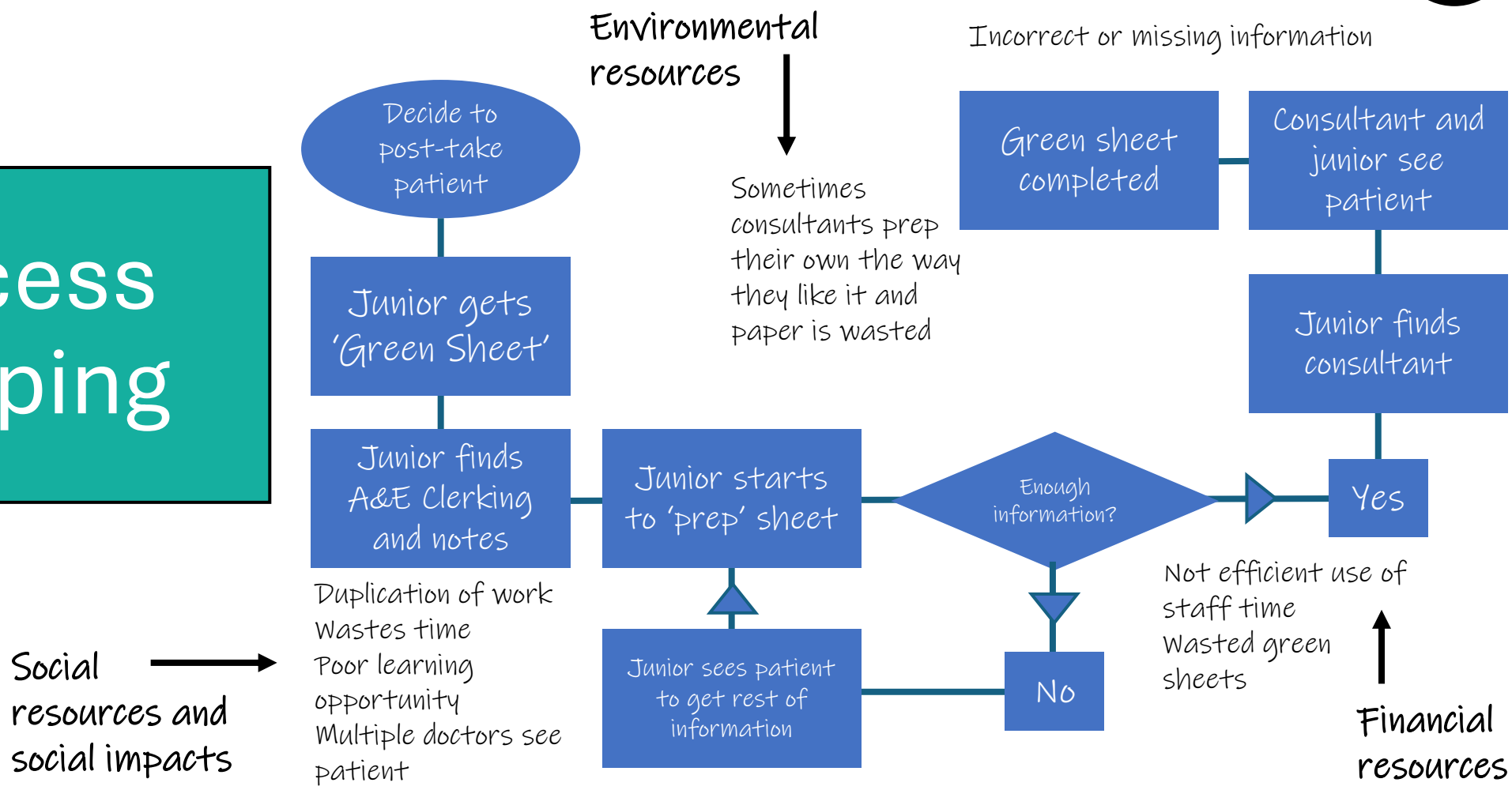
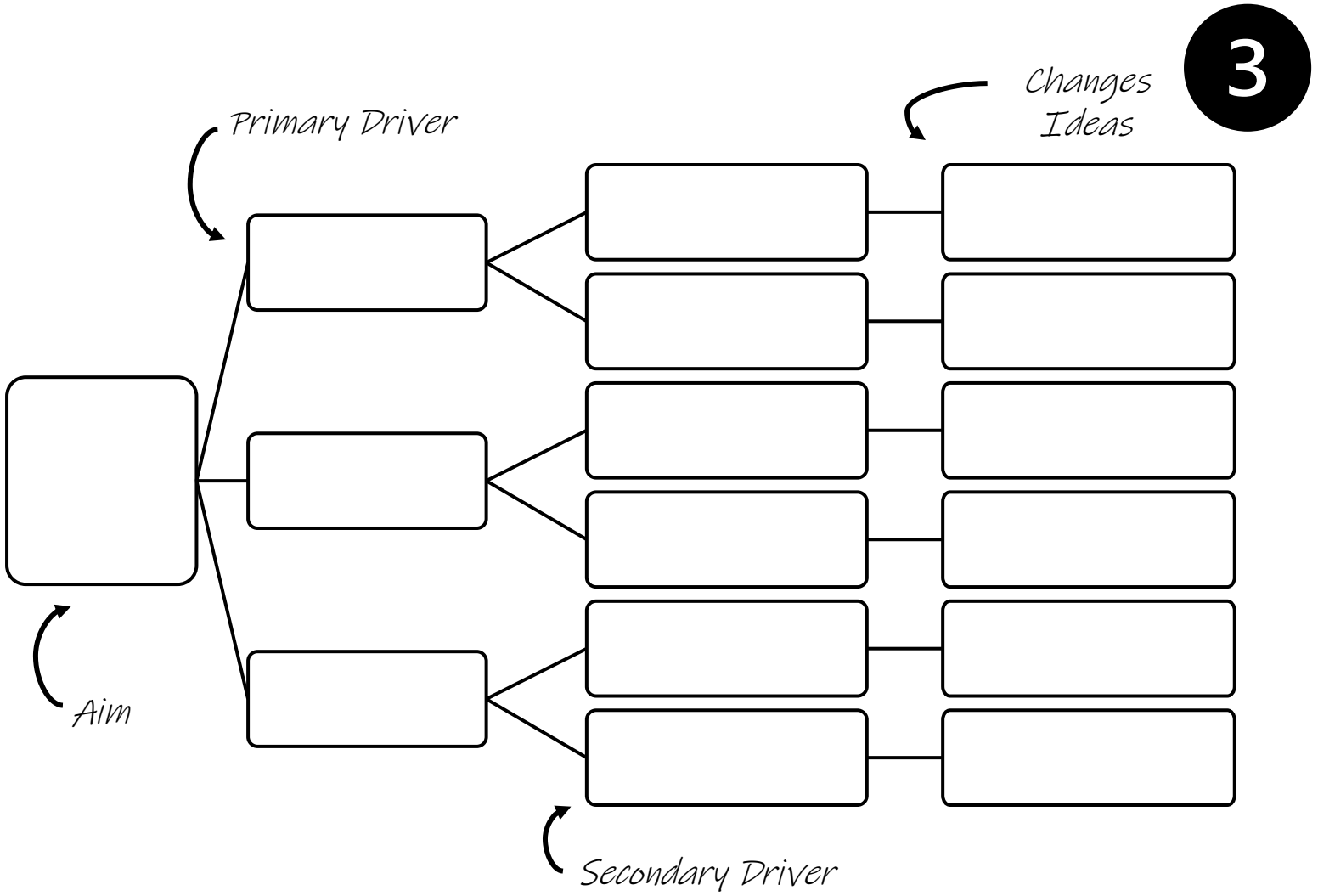


Driver Diagrams



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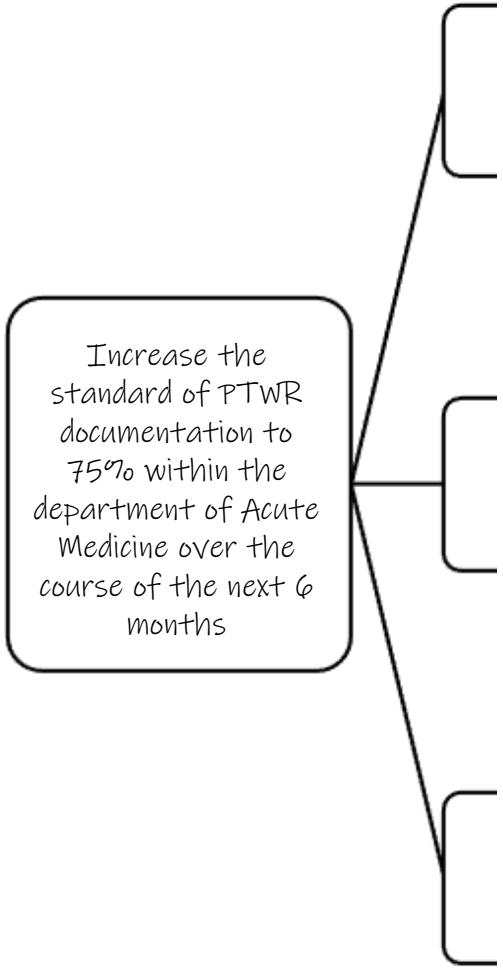

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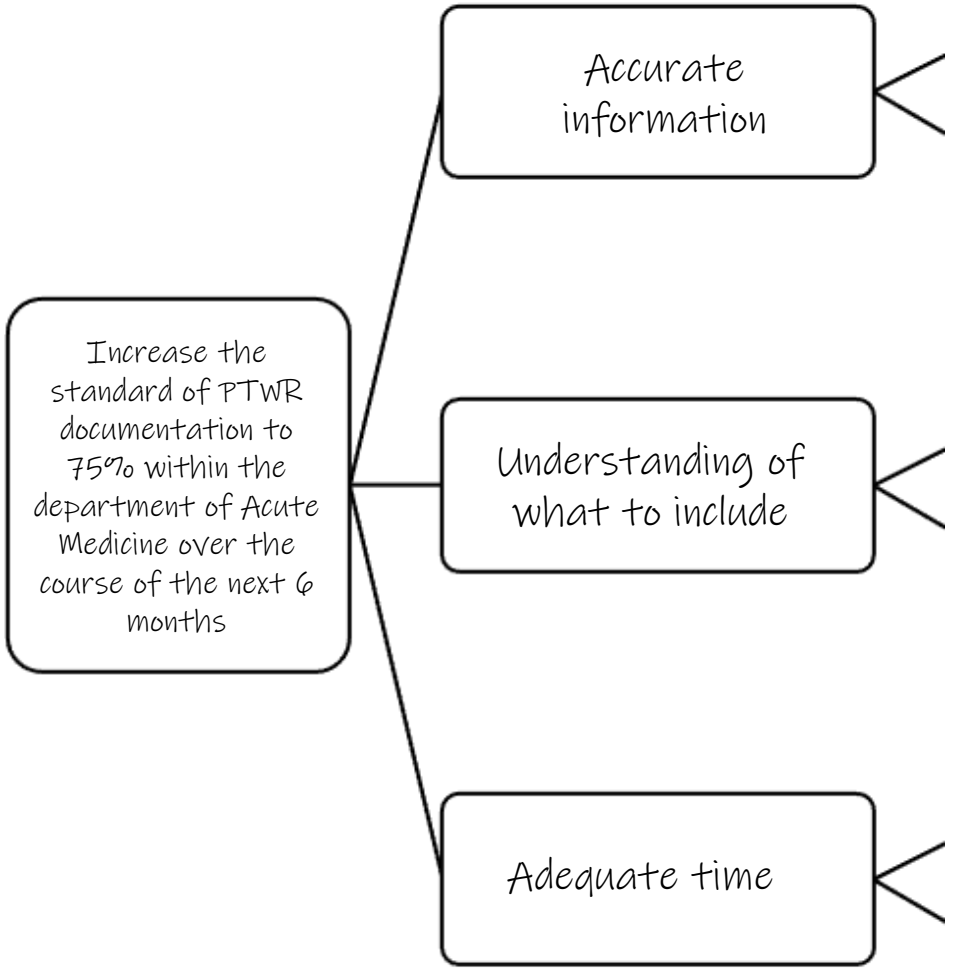

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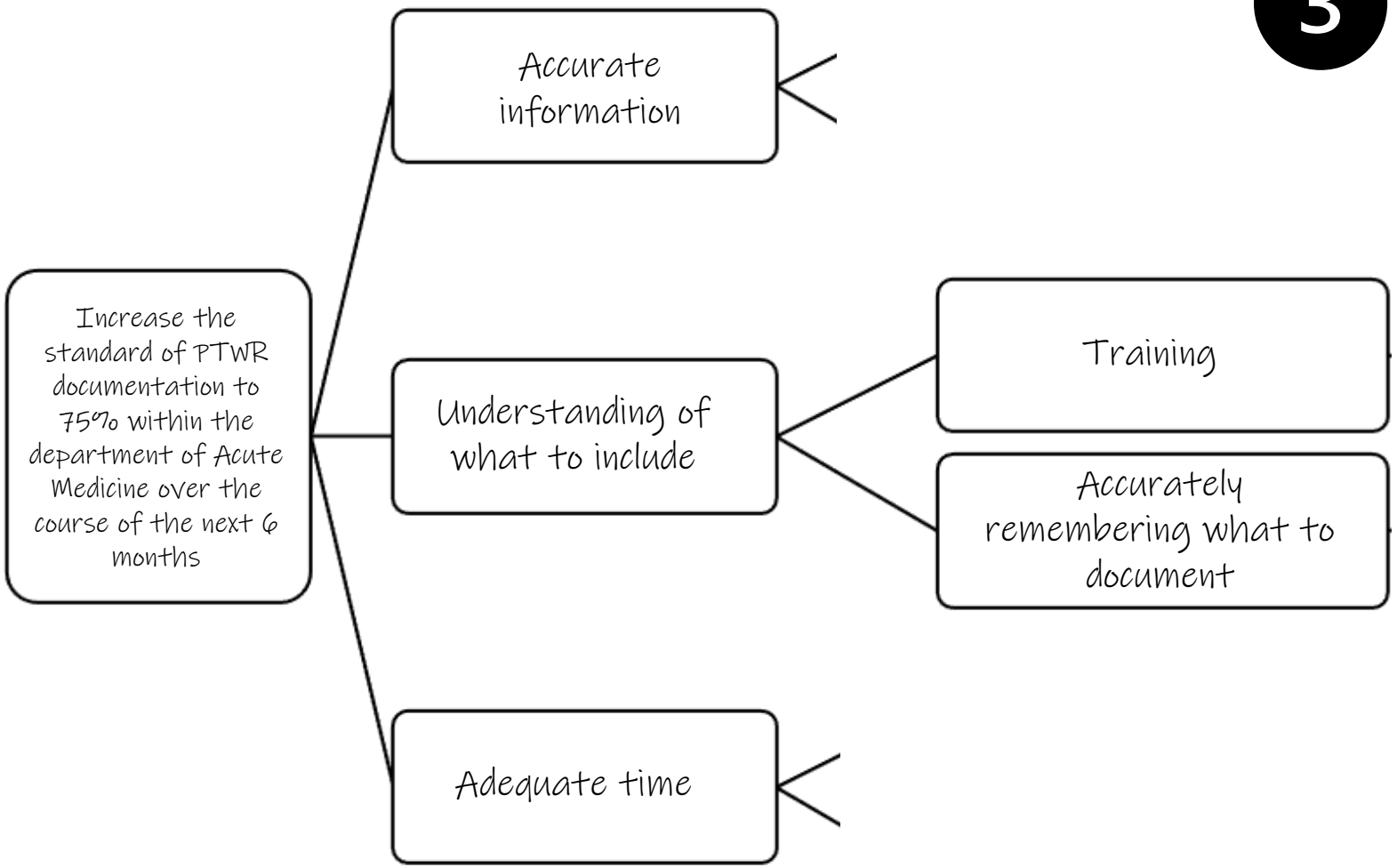

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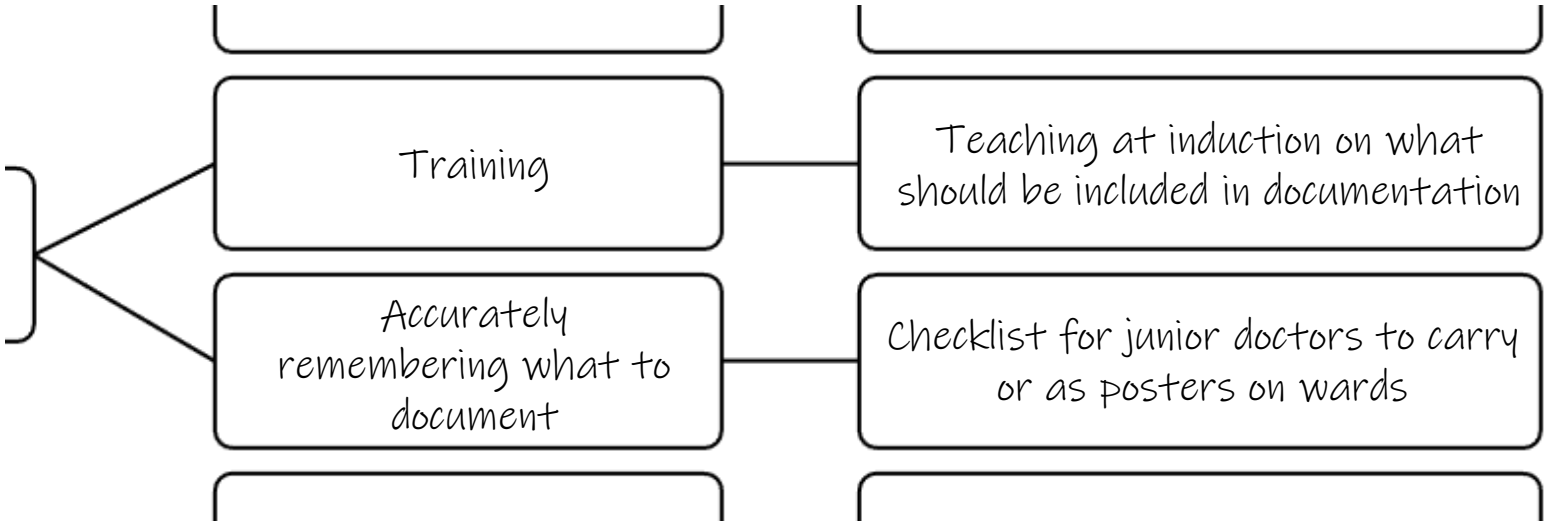


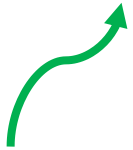
Measuring Impact

$$\text{Sustainable Value} = \frac{\text{Outcomes for patients and populations}}{\text{Environmental + social + financial impacts}}$$

Triple bottom line

Measuring Impact

$$\text{Sustainable Value} = \frac{\text{Outcomes for patients and populations}}{\text{Environmental} + \text{social} + \text{financial impacts}}$$



You can calculate carbon footprints! The **Centre for Sustainable Healthcare** has lots of useful information and tools for this. Just think in terms of resources used/wasted.

Measuring Impact

$$\text{Sustainable Value} = \frac{\text{Outcomes for patients and populations}}{\text{Environmental} + \text{social} + \text{financial impacts}}$$

We want to add social value wherever we can...
Does what you are doing influence the social situation for patients? Or staff? Is the influence positive or negative?
If we change a system, we influence the stakeholders (patients, carers, staff)

Measuring Impact

$$\text{Sustainable Value} = \frac{\text{Outcomes for patients and populations}}{\text{Environmental + social + financial impacts}}$$

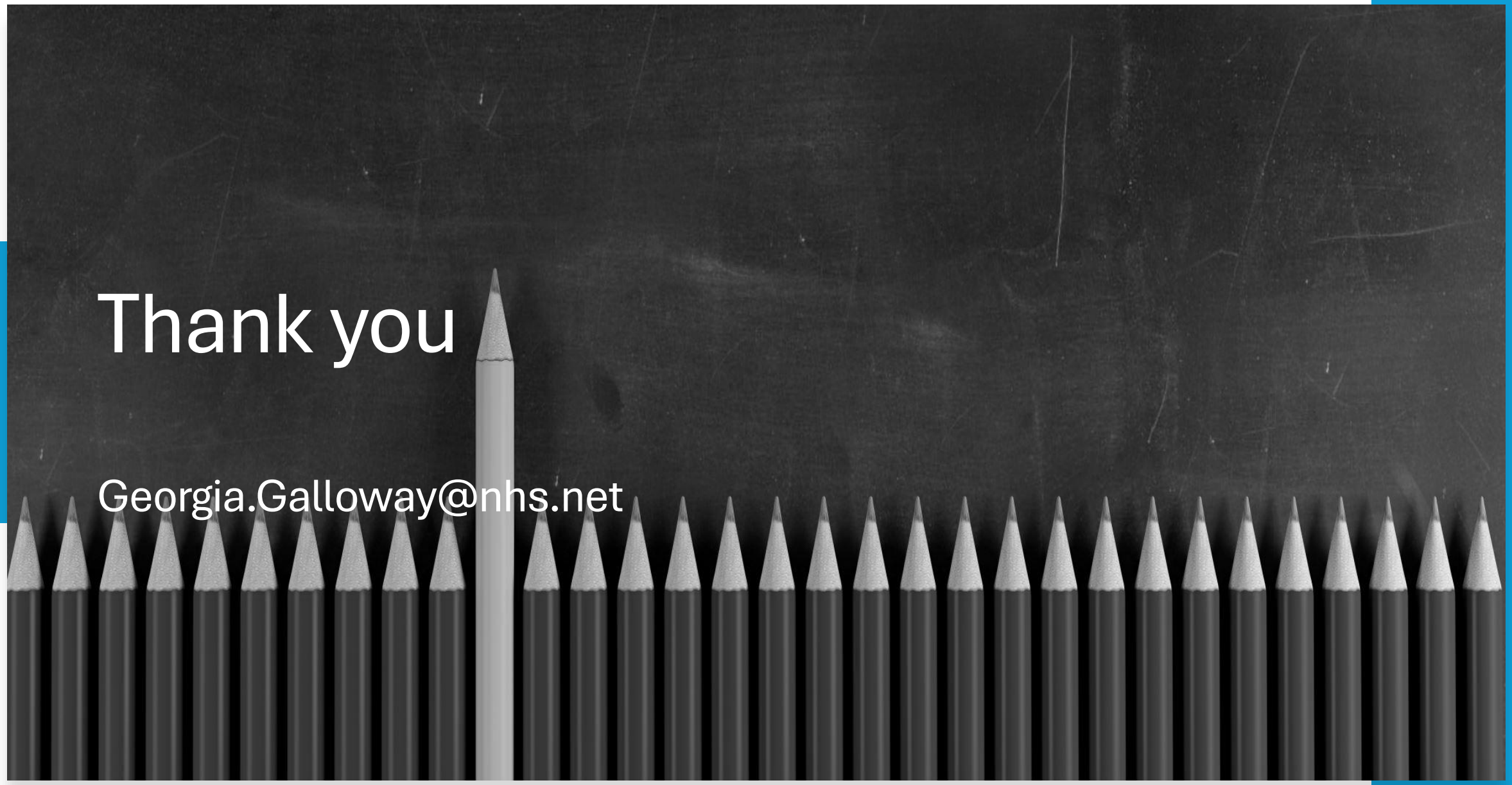
Find out the cost of services. Consider things like utilities as well, and the cost of waste!.

Next steps

- Direct towards presentation opportunities
- Encourage publication
- If keen, consider relevant SIGs and other opportunities

In summary

- Keep up to date on what your trainees need
- Gather ideas, points of contact and resources
- Support towards presentation and publication opportunities



Thank you

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