

# **Evaluating the University of Salford and Salford Royal NHS Foundation Trust Quality Improvement Programme (SalQual Programme)**

## **Background**

The need for nurses and other healthcare practitioners to apply quality improvement methodology (QI methodology) within their everyday practice is becoming more prevalent in the NHS and is a key requirement of staff employed by Salford Royal NHS Foundation Trust. Concurrently, leadership is a key driver for ensuring the effective delivery of global health and social care reform (Leigh et al. 2013, Leigh et al. 2014) and these leadership drivers are explicit requiring the healthcare leader to embrace change and improvement and deal with advances in technology (Mahon et al. 2009). Furthermore the range of healthcare professionals working in partnership and in collaboration to lead on excellent patient/client care and improvement is a key message from the leadership contemporary evidence base (West et al. 2015).

## **Aim/focus of the innovation**

A joint programme facilitated by Salford Royal NHS Foundation Trust and the University of Salford School of Nursing, Midwifery, Social Work & Social Sciences has been developed to develop undergraduate student nurses QI and leadership knowledge and skills.

## **Objectives of the programme**

By participating in the programme students will:

- Enhance their understanding and application of QI methodology
- Apply QI tools and techniques for the benefit of patient care
- Work as a team to enhance quality and to measure the difference that they have made
- Develop their confidence in presenting the outcomes from their quality improvement
- Support their development as a registered nurse through developing their leadership skills

## **Structure of the Programme**

This programme adopts a blended teaching and learning approach consisting of students watching short video pieces (via University of Salford Blackbaord site), attending taught sessions, learning through participation, action learning and reflection.

The programme is running throughout the students undergraduate programme of study and is being piloted with September 15 Undergraduate Nursing MA Programme and with those students who are placed at Salford Royal NHS Foundation Trust. The programme will take place when students are on placement. The programme also builds on reflections made by the programme team of a cohort of 3<sup>rd</sup> year student nurses who have also attended the programme.

The QI programme is structured around the Salford Multi-dimensional model for leadership development (Leigh et al. 2015) which is an evidenced based model created by a team of academics from the University of Salford School of Nursing, Midwifery, Social Work and Social Sciences (figure1).

**Figure 1 Salford Leadership Model**



## Methods used to assess the Innovation

Students are asked to participate in a range of activities that enhance their knowledge and skills of quality improvement and leadership and these include watching short video's, participating in real world' work based QI and leadership learning opportunities and reflecting on their experiences (see table 1 for an example of activity). Students are also encouraged to seek the views of their mentor, practice education lead and multi-professional team on how to adopt QI methodology into their everyday role and seek ways to be exposed to how quality patient care is measured.

**Table 1 Sample of Student Activity**

### Activity 1:

Speak to 3 people in the clinical learning environment about their view on Quality Improvement:

1. Your mentor
2. Your ward / clinical area ward manager / matron
3. A patient in your ward / clinical area

We will reflect on this and discuss on the (Date)

Students reflect on their participation and their application of theory to practice and this is an iterative process with the programme team structuring the programme around the student's needs.

Students have also been invited to provide formal feedback on the programme:

1. The timing of the QI programme sessions in relation to your overall pre -registration nurse education programme and in relation to your theory days (i.e too late in the day too early)
2. Factors that supports your participation in the programme
3. Factors that hinders your participation in the programme
4. Whether the programme has influenced your thinking in terms of making changes in practice

5. Relevance of the programme to your learning needs and role of the nurse when delivering quality patient care

### **Key Findings**

Students have been able to identify what Quality Improvement means from the viewpoint of multiple stakeholders and the implications of this on patient care.

The programme team reflect on the impact of student nurses contributing to the trusts Better care, lower cost programme through identifying areas for improvement. The student's ideas were shared with the Trust Executive Team with the students invited to attend future quality improvement initiatives.

Findings demonstrate the positive impact of partnership working between HEI and practice and in the development of student's leadership and quality improvement from the start of their programme of study.

### **References**

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