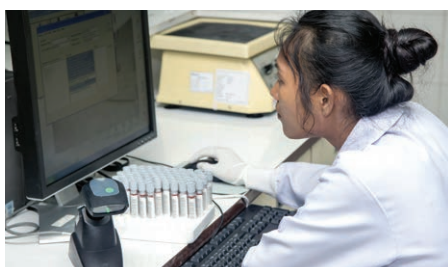


# Continuous Quality Improvement (CQI) Practitioner

**Level 4**

Skills Training UK is a leading independent apprenticeships training provider with a proven track record in partnering with NHS Trusts.

We are committed to helping you understand and use the opportunity of the Apprenticeship Levy to develop and deliver training which effectively supports your plans for patient-centred care and CQI.



Skills Training UK's CQI apprenticeship training programmes will ensure your staff have the knowledge and skills to embed a systematic approach to improving quality of care and outcomes for patients.

## What is the CQI Practitioner Apprenticeship – Level 4?

We have designed the Level 4 CQI Practitioner Apprenticeship to support NHS Trusts' continuous quality improvement strategies. It is based on the Improvement Practitioner Level 4 Apprenticeship Standard which is widely embraced by Science, Technology, Engineering and Manufacturing (STEM) sectors.

It uses a blend of CQI and Six Sigma, project and change management principles and tools to identify and lead the delivery of change.

On completion of their training the Level 4 CQI Practitioner will typically lead smaller projects and/or play a key supporting role in a larger programme – tackling issues that may require swift problem solving, or re-occurring challenges that require in-depth analysis and the implementation of a range of effective and sustainable countermeasures.

They will be able to identify potential opportunities to make improvements, diagnose issues, propose solutions and implement changes and controls.

They will also be able to coach teams and share best practice in continuous quality improvement.

## Duration

Typically this apprenticeship will take 14 to 18 months to complete.

## Training and Support from Skills Training UK

Each staff member has a dedicated trainer-assessor who will visit them within the work place at least once per month in order to support their learning, development of competency and generation of evidence. The knowledge modules are delivered through formal teaching sessions and are supported between visits with information, advice, guidance and academic progress support. The trainer-assessor will work with the learner and their manager in order to ensure successful progression against all elements of the apprenticeship.

## Eligibility

The entry requirement for this apprenticeship will be decided by each employer.

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## << Requirements: Knowledge, Skills and Behaviours

Below are examples of what the Level 4 Improvement Practitioner includes.

### Knowledge

- Team formation and leadership – decision making techniques e.g. consensus, authority rule, majority rule
- Project management – e.g. business case, risk analysis and management, toll-gate reviews, work breakdown structure
- Presentation & reporting – presentation templates, message mapping, case for change
- Change management – e.g. stakeholder identification, analysis and management (RACI), change curve, Business value of Six Sigma improvement methods – 8D, practical problem solving
- Project selection and scope –  $Y=f(x)$  equation (outputs are the result of inputs), business scorecard and cascade
- Problem definition – Cost of Poor Quality, problem analysis models such as Is/Is Not
- Process mapping and analysis – swim lane, value stream map, performance metrics
- Data analysis – basic tools e.g. spreadsheets and pivot table analysis, statistical analysis software
- Process capability & performance – capability analysis – continuous data for normal distribution
- Root cause analysis – key principles e.g. symptoms, failure-mode, potential/verified cause
- Experimentation – active versus passive analytics, design of experiments, experiment plan
- Identification and prioritisation – selection and prioritisation matrix, Failure Mode and Effects Analysis

### Skills

- Compliance – work in accordance with organisational controls and statutory regulations
- Communication – speak and write clearly, influence others, question effectively. Plan and deliver meetings presenting insight to engage audiences
- Coaching – observe, listen, use questioning, provide feedback and spot learning opportunities
- Project management – e.g. define, sequence, plan and schedule activities with phases and milestones

- Change management – sponsorship contract, surface and manage resistance, build compelling narratives for change, assess change impact
- Principles and methods – select and apply a structured method and appropriate improvement tools engaging with subject matter experts to deliver business benefits
- Project selection and scoping – support the identification of improvement opportunity and the scoping of these projects
- Problem definition – problem/ opportunity statements
- Voice of the customer – e.g. support application of techniques to identify and prioritise customers
- Process mapping and analysis – e.g. process map to measure and analyse flow and value
- Lean tools – seek in-process waste through understanding of value within the value stream
- Measurement systems – plan, carry out and assess results of a measurement system study

### Behaviours

- Drive for results – continuous drive for change and encourages others to deliver results
- Team working – awareness of own and others' working styles. Creates high performing team
- Professionalism – promotes a moral, legal and socially appropriate working manner, aligns behaviours to the organisation's values. Maintains flexibility to needs of project
- Continuous development – proactively seeks and acts on feedback and has a desire for development. Adapts quickly to working with new situations/stakeholders/challenges
- Safe working – ensures safety of self and others, speaks out to challenge safety issues

### End Point Assessment

To successfully complete the apprenticeship, the learner needs to pass an independent End Point Assessment which consists of three distinct assessment methods:

- Multiple Choice examination – to assess knowledge elements of the standard
- Project report, presentation and questioning – to assess knowledge, skills and behaviours in the standard
- Professional discussion, underpinned by the log completed during the apprenticeship