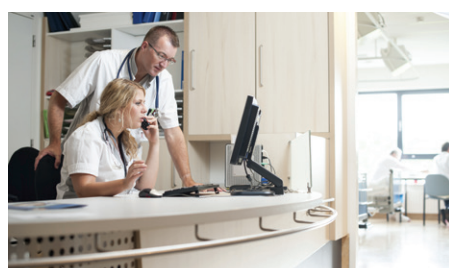


# Continuous Quality Improvement (CQI) Leader

**Level 6**

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.



## What is the CQI Leader Level 6 Apprenticeship?

We have designed the Level 6 CQI Leader Apprenticeship to support NHS trusts' continuous improvement strategies. It is based on the Improvement Leader Level 6 Apprenticeship Standard which is widely embraced by Science, Technology, Engineering and Manufacturing (STEM) sectors.

On completion of their training the CQI Level 6 Leader will be able to successfully develop and provide leadership of improvement strategy and support the delivery of the organisation's goals.

They will be able to coach and mentor Improvement Specialists in advanced analysis and provide broad and deep technical expertise on the advanced Lean and Six Sigma principles.

They work closely with all functions of the business to support the setting and achievement of business goals, often accountable for Improvement activities within the largest-scale and highest priority programmes of work.

## Duration

Typically this apprenticeship will take 18 to 24 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. It is typically Improvement Practitioner Level 5 or equivalent.

## Requirements: Knowledge, Skills and Behaviours

Below are examples of what's required for Level 6 Improvement Leader.

### Knowledge

- Strategy development: Policy deployment principles and Hoshin Kanri Porter's 5 forces, SWOT, PESTLE, Ansoff's growth matrix, GE-McKinsey matrix
- Business benefits: Net present value, activity based costing

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- << ● Team formation & leadership: Team types and constraints, dysfunctional teams, emotional intelligence, reinforcement strategies
- Self-development: Latest thinking in Continuous Improvement and Operational Excellence
- Presentation and reporting: Single page reporting – A3 thinking
- Project selection and scoping: Business performance metrics
- Measurement systems: Audit Measurement System
- Data analysis – statistical methods: Regression (multiple & binary logistic), forecasting and queuing theory
- Experimentation and optimisation: Monte Carlo and Discrete Event simulation. General Linear Model

### Skills

- Strategic deployment of continuous improvement: Lead the development of improvement strategy. Analyse current state and identify opportunities. Develop deployment plans considering key enablers.
- Business benefits: Identify, quantify and communicate financial and non-financial benefits
- Team formation and leadership: Use appropriate tools and techniques to identify, diagnose and resolve sources of under-performance and conflict within teams
- Capability Development: Design, source and evaluate learning interventions. Facilitate multi-functional workshops.
- Project management: Plan and manage an improvement programme with appropriate levels of governance. Reporting, escalation, audit and risk management/mitigation
- Reviewing projects and coaching others: Provide guidance for structured project reviews. Identify, diagnose and resolve project performance issues
- Change management: Assess the effectiveness of change and identify opportunities to improve outcomes
- Principles and methods: Clearly communicate the importance of appropriate method-selection to others
- Project selection and scoping: Establish guidelines for project identification and prioritisation
- Voice of Customer(VOC): Coach others on the importance of understanding VOC

- Process mapping and analysis: Apply process thinking to identify opportunities to improve business and process performance and maintain ongoing process control
- Lean concepts and tools: Easily translate and communicate fundamental Lean concepts for application to a wide range of business functions.
- Process capability and performance: Make recommendations on how an organisation can drive improvement through the selection of tools and metrics
- Root cause analysis: Guide and coach others in planning to ensure efficiency of approach
- Experimentation, optimisation and simulation: Support the building of mathematical models and exploitation of these
- Identification & prioritisation: Develop a Creative Thinking strategy to support improvements
- Data analysis – Statistical Process Control: Make recommendation to drive sustained improvement through the application of Statistical Process Control
- Benchmarking: Develop a benchmarking strategy to support an improvement programme

### Behaviours

- Drive for results: Be a primary advocate for Improvement and Operational Excellence, a role model for others, focused on improving customer experience and delivering benefits
- Team Working: Actively seeks opportunities for improving team performance and coaches others to resolve under-performance issues
- Professionalism: Demonstrates personal resilience. Challenge, influence & engage seniors
- Strategic Thinking: Drives future thinking for themselves and others. Actively seeks out new ideas, opportunities methods and tools.
- Safe Working: Recognises opportunities to improve safe working practices

### Independent End Point Assessment

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

- Professional discussion, underpinned by portfolio of evidence
- Dissertation, presentation and questioning