

**PATIENT SAFETY AND QUALITY  
IMPROVEMENT CAPABILITIES  
GROUP**



CLINICAL  
EXCELLENCE  
COMMISSION

Appendix C: Capabilities mapped  
to CEC development programs

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## Appendix C

# Developing patient safety and quality improvement workforce capabilities

There are state-wide programs available to develop these capabilities. These programs are supported by many NSW Health agencies, such as the Clinical Excellence Commission, the Agency for Clinical Innovation, the Health Education and Training Institute and the NSW Ministry of Health.

Some examples of these programs include:

- Clinical Leadership Program (Executive/Foundational)
- Clinical Practice Improvement
- Accelerating Implementation Methodology (AIM)
- Centre for Healthcare Redesign Graduate certificate
- Surgery Redesign Training Program
- Nursing and Midwifery Managers Professional Development Program
- Essentials of Care
- NSW Health Leadership Program
- Root Cause Analysis Training (for team leaders and participants)
- Human Factors Training

These programs are aimed at ensuring there are capable employees and leaders in the Expert, Senior Executive and Improvement Leader groups. Any employee with career aspirations that include a higher level understanding of patient safety and quality improvement approaches and methodology is encouraged to participate.

NSW Health is the largest healthcare organisation in Australia and employs over 140,000 people. It is not possible to develop consistent capability through the pillar organisations alone. The CEC believes strongly in partnering with Local Health Districts (LHD), Specialty Health Networks (SHN) and other NSW Health agencies to drive capability development locally and sustainably.

# CEC Quality Improvement Academy and Patient Safety Programs

The CEC offers many programs to develop individual patient safety management and clinical quality improvement capabilities. These are outlined below.

## Driver Diagram Train the Trainer

### Program aims:

This program aims to teach local quality improvement leads in LHDs, SHNs and other NSW Health agencies on how to train others in how to develop a Driver Diagram, i.e.:

- Coordinate the pre-workshop emails that include pre-reading or other relevant material
- Organise the room set up and materials required to conduct the workshop
- Update relevant program templates for their workshop
- Coordinate the post-workshop evaluation and Net Promoter Score calculation
- Coordinate the 12+ month review of progress and project outcomes
- Discuss the intent behind the presentation slides and express confidence with the content (content knowledge)
- Competently and confidently present the material in the presentation slides (presentation skills)

**Program delivery: Full day, face to face**

### Capabilities

- Utilise Improvement Methodologies (Advanced)
- Think Creatively and Innovatively (Adept)
- Communicate Effectively
- Work Collaboratively
- Commit to Customer Service
- Think and Solve Problems
- Deliver Results

## Executive Clinical Leadership Program

### Program aims:

- Enhance knowledge of contemporary approaches in relation to patient safety and clinical quality systems
- Enhance the skills of clinicians in relation to communication, conflict resolution and team leadership within an environment of health care resource limitation
- Enhance personal and professional clinical leadership skills
- Improve the ability of clinicians to influence the direction of health policy

- Develop the knowledge of clinicians about the workings of NSW Health

**Program delivery: Approximately 12 months, mixed-mode (face to face and online)**

### **Capabilities**

- Utilise Improvement Methodologies (Advanced)
- Think Creatively and Innovatively (Adept)
- Communicate Effectively
- Work Collaboratively
- Commit to Customer Service
- Think and Solve Problems
- Deliver Results
- Manage and Develop People
- Inspire Direction and Purpose

## **Foundational Clinical Leadership Program**

### **Program aim:**

The **Foundational CLP** covers the fundamental aspects of leading improvement initiatives within the NSW Health system. The ultimate aim of the program is to build a cohort of clinical leaders with the skills and commitment to shape a sustainable culture of patient safety, professionalism and positivity within the NSW health system.

**Program delivery: Approximately 12 months, mixed-mode (face to face and online)**

### **Capabilities**

- Utilise Improvement Methodologies (Adept)
- Think Creatively and Innovatively (Adept)
- Communicate Effectively
- Work Collaboratively
- Commit to Customer Service
- Think and Solve Problems
- Deliver Results
- Manage and Develop People
- Inspire Direction and Purpose

## **Clinical Practice Improvement Program**

### **Program aims:**

- Enhancing the knowledge of clinicians about quality improvement theory

- Improving the ability of clinicians to identify causes of process failures within their clinical teams
- Enhancing clinicians' personal and professional leadership skills
- Developing interdisciplinary teamwork
- Equipping healthcare facilities with personnel who can apply improvement methodology to effect change, implement evidence-based practice and address problems identified during root cause analyses
- Designing effective solutions using plan, do, study, act (PDSA) tests of change
- Awareness of micro-system re-engineering, human factors and reliable design principles
- Foundation in measuring for quality using statistical process control charts
- Spreading and sustaining change and improvement
- Developing Healthcare Leaders

**Program delivery: Approximately 12 months, mixed-mode (face to face and online)**

### Capabilities

- Utilise Improvement Methodologies (Adept)
- Think Creatively and Innovatively (Adept)
- Communicate Effectively
- Work Collaboratively
- Commit to Customer Service
- Think and Solve Problems
- Deliver Results

## Improvement Science Using a Driver Diagram

### Program aims:

- To assist participants on how to
  - Define and scope the quality improvement project
  - Identify the project team and sponsor(s)
  - Formulate a SMART Aim Statement
  - Conduct a literature review
  - Brainstorm the 'causes' of the problem and demonstrate the use of the Five Whys technique
  - Build an Affinity Diagram and categorise the 'causes'
  - Define the Primary & Secondary Drivers
  - Devise Measures
  - Brainstorm change ideas (interventions)
  - Assess the priority of change ideas
  - Design a Plan Do Study Act (PDSA) Cycle for one high priority change ideas

**Program delivery: 1 hour online webinar**

### **Capabilities**

- Utilise Improvement Methodologies (Intermediate)
- Think Creatively and Innovatively (Intermediate)
- Plan and Prioritise
- Deliver Results

## **Introduction to Run Charts, Pareto Charts and Basic Measurement**

### **Program aims:**

- To assist participants on how to
  - Navigate and use the CEC Quality Tools web pages
  - Interpret a Run Chart
  - Interpret a Pareto Chart and the 80:20 rule
  - Describe the difference between median and mean
  - Describe the Family of Measures - Outcome, Process and Balancing measures
  - Describe the different types of data: Categorical, Continuous and Attribute data
  - Describe the difference between the Numerator and Denominator
  - Describe when to use a Dual Y Axis Chart
  - Describe how and when to use a Tally Sheet

**Program delivery: 1 hour online webinar**

### **Capabilities**

- Utilise Improvement Methodologies (Intermediate)
- Plan and Prioritise

## **Advanced Measurement and Variation Workshop**

### **Program aims:**

- Enable participants to select appropriate data collection tools for examining data for improvement
- Teach how to create charts using Excel and/or statistical process control software
- Guide how to analyse the charts in terms of improvement approach

**Program delivery: Full day, mixed-mode (face to face and online)**

### **Capabilities**

- Utilise Improvement Methodologies (Advanced)
- Think and Solve Problems

## **Root Cause Analysis (RCA) and RCA Team Leader Training**

### **Program aims:**

- Develop an understanding of the requirement and formal appointment process of Core RCA Team members
- Develop an understanding of the objective of early RCA investigation
- At the end of training, participants will:
  - Know where RCA fits within the Incident Management Framework
  - Understand relevant legislation and policies to support the RCA process
  - Be introduced to Human Factors
  - Understand how Open Disclosure is integrated with Incident Management

**Program delivery: Full day, face to face**

### **Capabilities**

- Manage Clinical Risk (Adept)
- Communicate Effectively
- Work Collaboratively
- Plan and Prioritise
- Think and Solve Problems
- Deliver Results
- Demonstrate Accountability

## **Human Factors Workshop**

### **Program aims:**

- Provide hands-on experience with basic Human Factors methods and research that can be utilised during safety and quality activities
- By completing this course you will be able to:
  - Map incident causation using AcciMap
  - Engage in proactive risk analysis using FMEA
  - Identify performance shaping factors in clinical incidents



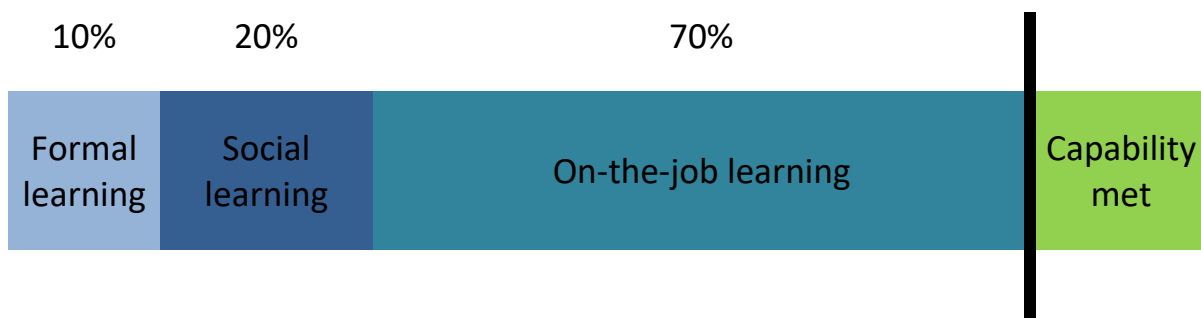
**Program delivery: Full day, face to face**

**Capabilities**

- Manage Factors that Influence Human Performance (Adept)
- Plan and Prioritise
- Think and Solve Problems
- Deliver Results
- Demonstrate Accountability

## Developing capabilities in Patient Safety and Quality Improvement

Although the CEC offers a variety of formal training courses, the CEC also strongly encourages a 70-20-10 approach to capability development. Approximately 70% of capability development should come from practise on the job, trial and error and self-reflection. The next 20% of development should occur through social learning approaches: learning with and through others from coaching, exploiting networks/streams and other collaborative and co-operative actions. Formal training, conferences and courses should comprise approximately 10% of the total time spent developing capability. This is because completion of training or a course does not mean that the employee will be able to demonstrate the capability. Acquired skills must be practised on the job experience to solidify learning.



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