

Core Concepts of Quality: QI > Quality Thinking

Time Commitment

4 days, 9am-5pm



How is this course taught?

In person

Location

LSBU's Southwark Campus



Overflowing with original ideas highly relevant to current primary and secondary care



A step back from day-to-day discussion about quality improvement and its methods and seeks to reframe the assumptions on which improvement work often rests



A different approach to 'Quality Thinking'



Overview

This short course takes a fresh approach to Quality Improvement (QI) in healthcare, moving beyond traditional methodologies to introduce systemic Quality Thinking. Designed for professionals seeking to deepen their understanding and impact, this course provides practical frameworks and tools to drive meaningful and sustainable quality improvements. Participants will explore the historical and contemporary contexts of quality, examine systemic influences, and challenge dominant quality paradigms through interactive discussions and case studies.

Entry Requirements

The course welcomes anyone involved in improving quality (Safety, Effectiveness, Patient-Centredness, Timeliness, Efficiency, and Equitability) in healthcare settings in primary and secondary care domestically and internationally. Including practising clinicians, leaders, quality practitioners and patients involved in improvement work.

This course would be beneficial to:

- Clinicians and healthcare leaders involved in quality improvement
- NHS and private healthcare professionals
- Quality practitioners and improvement leads
- Patients and advocates engaged in healthcare improvement work
- Organisations seeking a systemic approach to quality enhancement

What does this course cover?

This course explores:

- Core concepts of quality and their contemporary relevance
- Frameworks for identifying and acting on systemic quality challenges
- Methods to critically assess and refine current quality models
- Practical approaches to improving safety, effectiveness, efficiency, and patient-centered care
- Peer-based critique of principles derived from global healthcare systems and research

Core Concepts of Quality: QI > Quality Thinking			
1: Core Concepts	2: Sources of Failure Demand	3: Seeing Systems	4: Quality Thinking
<p>Tackling the common misinterpretations and assumptions surrounding quality theory.</p> <p>Core quality theory:</p> <ul style="list-style-type: none"> • Founding developments and intentions. • Key interpretations. <p>Variability:</p> <ul style="list-style-type: none"> • The promise of reducing variability. • Variability tensions and achieving the right balance. <p>Utilisation:</p> <ul style="list-style-type: none"> • The fractious relationship between demand and capacity. • Capacity detractors. • Introducing and understanding Failure Demand. 	<p>Sensing and acting upon the sources of Failure Demand – the cost of poor quality</p> <p>Through case examples* and other forms of evidence, we explore four powerful domains for reducing failure demand:</p> <ul style="list-style-type: none"> • Defragmenting to Integrate. • Supporting Human Systems at Work. • Avoiding the Specialist, Generalist and Citizen Muddle. • Understanding Need. <p>© Anderson-Wallace & Downham 2024</p>	<p>Learning the skills to view the problems of quality systemically – moving from treating symptoms to responding to deeper contributory factors.</p> <p>Using different accounts of problems of quality, we use systemic frameworks to understand:</p> <ul style="list-style-type: none"> • How to 'see systems' and understand their impact on how work is done. • Recognise common systemic conditions that influence issues of quality. • Create plans to begin to act upon quality systemically. 	<p>Surfacing the dominant ideas that shape our current model of care and considering their applicability in relation to the challenges of healthcare today and tomorrow.</p> <p>Through critique of case examples from global high performing health systems, we identify the principles of quality thinking in action and consider their impact on the vast failure demand, the costs of poor quality, and our current models of care.</p>

Four expertly designed and facilitated modules available individually or together as a comprehensive programme aimed at creating more effective approaches to improving Quality. * including participant's local challenges

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What will participants achieve?

By the end of the course, participants will have achieved:

- A deeper understanding of Quality Thinking and systemic improvement methodologies
- Practical skills to critically assess and refine quality models
- The ability to identify and respond to systemic influences on healthcare quality
- Confidence in applying advanced quality improvement frameworks to real-world scenarios

Who teaches this course?

Nick Downham

A leading expert in healthcare quality, systems thinking, and organisational development. Nick has extensive experience working with frontline teams and leadership across primary and secondary care, both domestically and internationally. He has played a pivotal role in shaping some of the largest quality improvement and leadership programs in the NHS. Passionate about driving systemic change, he co-authored *Improving Quality in Healthcare – Questioning the Work for Effective Change* (2024, Sage) alongside Murray Anderson-Wallace.

Murray Anderson-Wallace

A healthcare professional with a background in mental health services and psychological therapy, Murray is a qualified groupwork practitioner and systemic consultant. He has provided strategic guidance to national healthcare quality programs and networks worldwide. With a career spanning complex socio-cultural and ethical challenges in healthcare, Murray is a highly respected voice in quality improvement. He co-authored *Improving Quality in Healthcare – Question the Work for Effective Change* (Sage) and *Networks in Healthcare: Managing Complex Relationships* (Emerald) with Professor Becky Malby.

Dr Rebecca Myers

A seasoned executive director, clinician, and organisational development specialist with over 40 years of experience in and around the NHS. Rebecca has held senior leadership roles across the NHS, social services, and voluntary sectors, including eight years as a director. Her expertise includes transformation, integrated care, and emotionally supportive workplace cultures. She is a facilitator for Schwartz Rounds with the Point of Care Foundation and holds a Doctorate in Management focused on risk and emotional labour in healthcare. She co-authored *Courage in Healthcare – A Necessary Virtue or a Warning Sign*.

How will this course be taught?

This course has a highly interactive and experiential learning approach, including:

- Group discussions and peer-based learning
- Case studies and real-world application exercises including participants' local challenges
- Film, audio, and simulation-based insights
- Practical frameworks to apply within participants' own work environments

If you are interested in learning more about this short course, please email lsbushortcourses@lsbu.ac.uk.