

# A quality improvement project on improving staff engagement with SI training and incorporating the patient voice

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## Background

Our London Trust has been running a Serious Incidents (SI) course for several years, open to all hospital MDT staff.

The course covers

- Internal governance processes in investigating SIs
- Duty of Candour discussions and processes
- External processes: Inquests and Fitness to Practice
- Support for staff after an SI

The launch of the new National Patient Safety Syllabus in 2020 augments the importance of further developing this course.

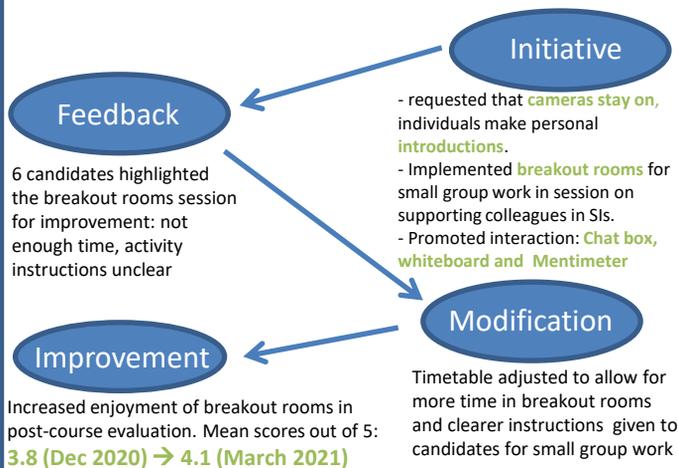
## Aims

We implemented an improvement project for our existing course with the aims of:

- 1) **Increasing candidate engagement and interaction over the virtual platform (Zoom).** This was identified as an area for improvement based on our experience of changing established teaching programmes to the virtual platform during the COVID-19 pandemic.
- 2) **Enhancing learning through the introduction of the patient voice to the course programme.** Patient involvement in SIs is an important improvement area and a key policy in the new Patient Safety Incident Investigation Framework.

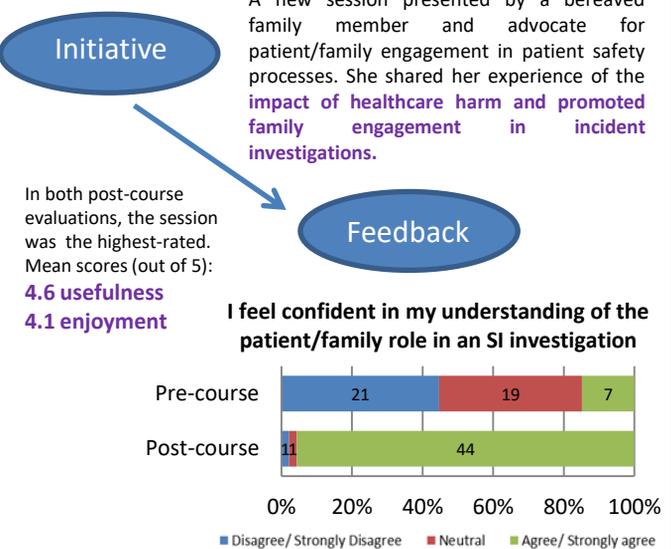
**Methods** We used QI methodology and Plan-Do-Study-Act cycles to instigate change across 2 iterations of the course programme in December 2020 and March 2021. Assessments of the changes were carried out through candidate online pre- and post-course questionnaires.

## Results



**Conclusion: We were able to increase interactivity of the learners over a virtual platform with the use of breakout rooms, Mentimeter and Whiteboard. We adapted the session to ensure the timings and instructions were appropriate. This improved candidates' enjoyment of the course.**

## Patient Voice



**Conclusion: a session delivered by a family member about SIs was positively received by the candidates and enhanced their learning.**

## Lessons Learnt

Training on SIs and patient safety is crucial for healthcare staff, and we have used several interventions to enhance staff learning about SIs. We have demonstrated that a QI approach to improving participant engagement, and incorporating the patient voice, adds impact and value to the learning programme and should be continued in future programmes.

**References**

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