



Quality Coach

Evaluation Guide

Quality Coach Development Programme



Quality Coach



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Introduction

Welcome to the Evaluation Guide for the Quality Coach Development Programme.

There are two parts to this guide. The first part outlines a suggested framework for evaluating the experience, delivery, benefits, and outcomes of the programme. The second part covers delegate assessment.

This guide has been designed for individuals or teams who are running the Quality Coach Development Programme in their organisation or system. Typically, both evaluation and assessment is led by the Programme Leader, with support from their faculty.



Part 1

Programme Evaluation

Evaluation is a key part of the delivery of any education and development programme.

It is important to understand whether the energy and investment in training results in a tangible return on investment for individuals, services, and the organisation. This evaluation framework has been developed using the Kirkpatrick model of evaluation.¹ In this model there are four distinct levels of evaluation:

- 1 The **reaction** of the delegates to the programme. For example: Did they like the training? Did the training meet their expectations? Did they think the faculty delivered the content clearly and answered questions fully?
- 2 The **learning** of the delegates. For example: Have they developed their expertise and knowledge around the subject matter? Has their mindset changed?
- 3 The **behaviour** of the delegates upon completing the programme. For example: Are they applying their new knowledge and putting their learning into practice? How and where are new skills being used?
- 4 The **results** of the programme. For example: Were the outcomes of the programme met? How has the organisation benefitted?

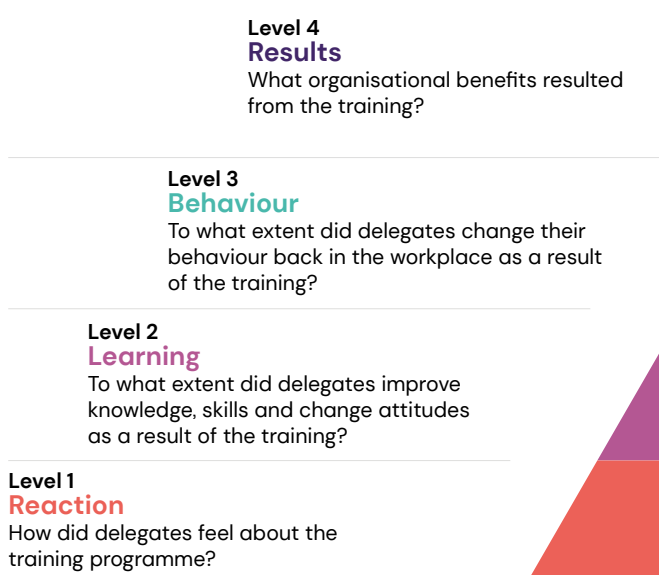


Image adapted from Boland et al (2020)²

1 Kirkpatrick, D. L. (1994). *Evaluating training programs: the four levels*. Berrett-Koehler.
 2 Boland J., Brown M., Dueñas A., Finn G. and Gibbins J. (2020). How effective is undergraduate palliative care teaching for medical students? A systematic literature review. *BMJ open*.



It is important to acknowledge that the complexity of evaluation increases with each level. Level 1 is very easy to put in place, given it requires little time and energy from all parties (delegates, faculty, programme leader). Similarly, Level 2 is relatively easy to put in place, but requires more time to complete and evaluate. Levels 3 and 4 are not easy, especially when factoring in the time constraints, however they provide valuable insights into the wider benefits of the programme.

The Kirkpatrick model makes clear that the detail and depth of evaluation should be based on the level of resource (such as time) allocated. Therefore, it is suggested

that you start with Level 1 and progress to levels 2, 3 and 4 as time permits. You may wish to consider how the information from the evaluation will be used. Is it enough for you and your organisation to be assured that there was a positive reaction to the sessions and that some learning has been attained? If so, levels 1 and 2 are enough.

That being said, completing all four levels will enable you, the faculty, the sponsor and the organisation to better understand the value and outcome of delivering the programme. It is your decision how far you go with this. In this framework we provide suggestions in support of evaluating all four levels, outlined in the sections below.

LEVEL 1

Reaction

What is this level of evaluation?

This level explores each delegate's experience of the individual training sessions and the programme in its entirety. It is important to learn about what they did and didn't like, to support you in adapting your delivery going forward and to provide useful feedback for the faculty.

How do you use this level?

There are two different forms to help evaluate this level.

1 Session feedback

A simple feedback form can be used to ask for feedback at the end of each taught session. For the pilots this was shared digitally using MS Forms, but this could be completed on paper.

See [appendix 1](#) → for the session feedback form.

2 Programme feedback

A longer feedback form, which should be given to delegates at the end of the programme. This form is useful in understanding the experience of the entire programme including the administration, support and communication around the programme. This data can be used to further improve delivery of the programme for future cohorts.

See [appendix 2](#) → for the programme feedback form.

When should you use this level?

The session feedback should be collected at the end of every session (excluding the welcome session). Without changes the programme is delivered over eight sessions; therefore, there would be eight individual session forms that each delegate should complete.

The programme feedback should be collected once, at the end of the programme.

LEVEL 2

Learning

What is this level of evaluation?

This level explores each delegate's learning around improvement coaching. This is a useful measure of success for your quality improvement (QI) faculty, as it helps to understand where the biggest gains in learning are and where more work is needed.

How do you use this level?

Learning is evaluated through the completion of a self-assessment tool. Delegates complete the tool at three key stages of the programme (pre-, mid- and post-programme) and the analysis of the responses will enable you to track any improvements in the scores for each question.

The tool contains 16 questions for delegates to score themselves against. In the suggested structure below they score themselves against their self-reported ability and confidence for each question. The justification for this approach is that some coaches may feel less confident than they are able in undertaking a specific task.

See [appendix 3](#) for the self-assessment tool.

When should you use this level?

Delegates should complete this self-assessment before the programme begins (or at the latest after the welcome session), during the programme (at the mid-point) and after the programme ends.

You should analyse the data at the mid-point (typically between sessions 4 and 5 if there are no changes to the programme). Data from the analysis will help you identify where further work is needed for learning inside and outside of the classroom. Of course, not all of the content will have been taught at this point, so you may not see much change in some domains (for example measurement, given this is covered in session 6).

LEVEL 3

Behaviour

What is this level of evaluation?

This level explores whether delegates have changed their behaviour relating to QI and QI coaching. Evaluating behaviour change is a more complex task. However, by doing so you will gain useful insights into whether delegates are applying the theory in practice. Here we begin to see the impact of the programme itself, outside of the classroom.

How do you use this level?

There are two key methods we recommend to evaluate this level:

1 Reflective log completed by each delegate

This log encourages delegates to reflect on their learning, successes, challenges, and progress throughout the programme. Delegates should discuss their reflections with their mentors on a frequent basis. At the end of the programme this log can be reviewed with the mentor in order to reflect on their own behaviour change in QI and QI coaching. There are two key forms of reflection that could be covered in the reflective log: reflection on learning, and reflection in practice.

See [appendix 4](#) for further detail on tools for reflection.

2 360 degree feedback

360 degree feedback asks people working with the delegate to provide confidential, anonymous feedback on their approach, attitudes and behaviours relating to QI and QI coaching. This can be collected through short interviews or through qualitative surveys. The people you may seek feedback from could include:

- The teams the delegate is coaching
- Their mentor
- Their manager and/or colleagues
- Their fellow coaches on the programme
- The programme faculty

See [appendix 5](#) for suggested questions in support of using 360 degree feedback.



When should you use this level?

The reflective log should be used from the beginning of the programme, throughout and beyond the programme. The reflection on behaviour change could be done at various stages such as:

- Mid-point
- End of the programme
- Six months after completing the programme and/or shortly after ending coaching support with a team.

You may wish to ask delegates to reflect at all of these stages, or just one.

The 360 degree feedback could be collected at similar points. However, more focus is often given to this method after the teaching has concluded.



LEVEL 4

Results

What is this level of evaluation?

This level focuses on evaluating whether there are any organisational benefits as a result of the Quality Coach Development Programme. The aim is that by adopting this programme, the organisation will experience a positive shift towards building and embedding a culture of continuous improvement. The hypothesis is that by creating more local champions and experts in quality improvement, more staff will be supported and empowered to do QI work. Often those who commission or sponsor the programme are interested in this level, given it can be used to provide evidence of 'return on investment'.

How do you use this level?

There are different approaches that you may wish to adopt in evaluating the results of the programme. We strongly encourage you to use existing measures and frameworks for this level, including:

- Primarily for NHS organisations, although will likely be of value to other organisations: The NHS staff survey, such as responses to the question 'I am able to contribute towards improvements at work'. There is a well-established correlation between staff involvement in improvement and better patient outcomes.³ Therefore you may wish to also explore other key staff responses from the staff survey, for example: 'I feel secure raising concerns about unsafe clinical practice'. See [NHS staff surveys website](https://www.nhsstaffsurveys.com/results/local-results/)⁴ for most recent data
- Key performance indicators and other metrics reported in the organisation which focus on key outcomes and experience data. For example, has the patient experience improved in services with a Quality Coach?
- Any existing cultural and/or maturity assessments relating to improvement or quality
- Measures of improvement activity such as the success of QI work and projects through platforms such as Life QI.⁵ For example, how many projects score a 4.0, 4.5 or 5.0 for their outcomes per year?

3 West, M. and Dawson, J. (2012). Employee engagement and NHS performance. The King's Fund.

www.kingsfund.org.uk/sites/files/kf/employee-engagement-nhs-performance-west-dawson-leadership-review2012-paper.pdf

4 www.nhsstaffsurveys.com/results/local-results/

5 www.lifeqisystem.com/

Beyond this, you may also wish to design and implement a more bespoke evaluation yourself. This may be a broad assessment of maturity, culture, quality etc. across the organisation, or it may be targeted to areas with Quality Coaches. We have provided a short list of recommendations for your consideration:

- Evaluating how the organisation approaches QI at a senior (board) level through a maturity assessment. [This BMJ article \(2017\)](#)⁶ outlines a useful tool, which helps to understand how mature a provider is in relation to QI. It can be adapted for use at a more local level (such as divisions, directorates, federations, etc.) in support of understanding the impact of QI coaching

- Social network analysis exploring how people connect to QI. Example from [Warwick Business School \(2022\)](#)⁷
- Maturity assessments related to quality management systems and quality improvement.

There are other existing frameworks that may help you in support of this work; you may wish to adapt and use them to best fit the evaluation approach of your organisation.

When should you use this level?

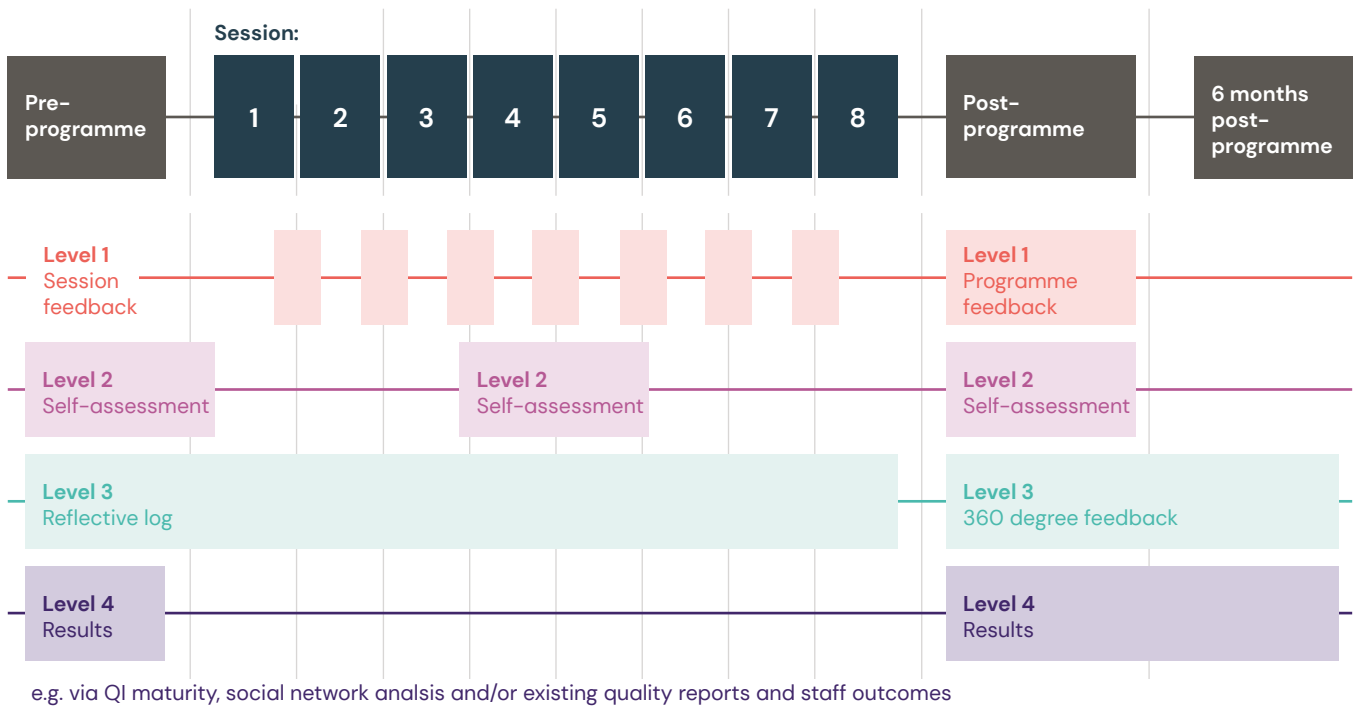
Deciding when to evaluate organisational benefits as a result of the programme will depend on the methodology used. However it is advisable to assess the organisation's position both before the start and after the programme has concluded.

6 Jones L., Pomeroy L., Robert G. et al (2017). How do hospital boards govern for quality improvement? A mixed methods study of 15 organisations in England. *BMJ Quality & Safety*. <https://qualitysafety.bmj.com/content/26/12/978>

7 Warwick Business School (2022). Report on Leading Change Across a Healthcare System. https://warwick.ac.uk/fac/soc/wbs/research/vmi-nhs/reports/report_-_leading_change_across_a_healthcare_system_22.09.2022.pdf

Evaluation level timeline

The timeline diagram below gives an overview of when you should use each level of evaluation.





Part 2

Delegate Assessment

For the Quality Coach Development Programme, the Programme Leader (along with necessary stakeholders) can decide whether/how your organisation would like to:

- Undertake an initial assessment of applicants to the programme
- Use formative assessment before, during or after the programme
- Undertake summative assessment at the end of the programme
- Apply assessments for specific or all delegates.

We would suggest having some form of assessment for the programme; however, this is not a prerequisite of achieving 'Quality Coach' status. Assessment can determine where to target guided facilitation and appropriate teaching, along with necessary learning strategies. Depending on the group you may wish to do this as 1:1, small or whole group assessment. This is important to allow delegates to thrive in the areas they are confident in, but also provide strategies to address areas of development in coaching and QI.

Assessment may be in the form of formative or summative assessment, outlined in detail below. We have provided below some suggestions of types of assessment you may wish to consider. You can choose whether you want to use many, few or none of them – this could depend on your faculty's experience of assessment and the delegates on the programme.

Initial assessment of delegate suitability for the programme

You may wish to evaluate each delegate's suitability in joining the Quality Coach Development Programme. An initial assessment of their understanding of and experience in improvement is useful in deciding if now is the right time for them, as well as providing insights into the intensity of support they may require as a budding coach. Initial assessments can allow you and the faculty to make appropriate recommendations about and adjustments to the programme and anticipate what support each delegate may need.

This assessment can be formalised, such as through the assessment of improvement knowledge and skills (e.g. through portfolio, presentation, knowledge tests, interviews) or informal. An appreciation should be given for each delegate's background and experience in healthcare.

Formative assessment

The [Council of Chief State School Officers \(CCSSO\)](#)⁸ in America recently adopted the [following definition](#) of formative assessment:⁹

'Formative assessment is a planned, ongoing process used by all delegates and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes, and support delegates to become more self-directed learners.'

CCSSO FAST SCASS Austin, Texas, June 2017.

The [Centre for Innovation in Education at the University of Liverpool](#)¹⁰ states that: 'Formative assessment improves student outcomes including increased academic performance, self-regulated learning and self-efficacy, with formative feedback having been shown as the single most important factor in learning'.^{11, 12}

Additional benefits of formative assessment are that the faculty and mentors are able to identify any gaps in delegates' knowledge and establish their level of understanding at the end of each session, and/or at various points throughout the programme. This enables the faculty to adapt the content or delivery of future sessions.

Formative assessment can take the form of (not exhaustive):

- a Diagnostic assessment
- b Analysis or interpretation of delegate interaction during the taught sessions and/or group activities
- c Self-assessment
- d Reflection or logbook of learning
- e Peer-to-peer teaching
- f Mentorship conversations.

You are not expected to undertake all forms of assessment. These are provided as various suggestions that you may wish to adopt, should you implement delegate assessment.

8 <https://ccsso.org>

9 <https://www.gettingsmart.com/2017/09/01/better-formative-feedback-work-worth-doing-in-a-place-worth-being/>

10 <https://www.liverpool.ac.uk/centre-for-innovation-in-education/resources/all-resources/formative-assessment.html>

11 Broadbent J, Panadero E, and Boud, D. (2017). Implementing summative assessment with a formative flavour: a case study in a large class. *Assessment & Evaluation in Higher Education*.

12 Hattie J. and Timperley H. (2007). The Power of Feedback. *Review of Educational Research*.

a Diagnostic assessment

Diagnostic assessment is related to specific knowledge, skills and techniques needed for coaching QI. It may happen at the beginning of the programme and subsequently when the need arises. You may wish to do this, for example, when a delegate is struggling with the content and has started to disengage with the programme, or when a learner is excelling and needs to be stretched.

Furthermore it can assist you and the faculty to:

- personalise learning
- develop learning aims, objectives and outcomes
- make links to progression routes.

Reviews or assessment at mid-point and/or at the end of the programme can help delegates to understand and value their learning by enabling them to gain constructive feedback from mentors or the faculty, and use this information to:

- identify progress against learning objectives
- make judgements about their achievements to date
- negotiate next steps, such as further learning objectives and how these might be met.

b Analysis or interpretation of delegate interaction during the taught sessions and/or group activities

A common strategy adopted in support of formative assessment involves faculty members paying close attention to the discussions, questions, tasks and engagement of each individual delegate in the classroom. By actively considering what delegates are saying and doing, you can often infer their level of understanding and interest in the subject matter. Using this information, the faculty (including mentors) can proactively provide support to delegates, where needed. Similarly, for those who are excelling in the classroom, you may wish to provide more challenging tasks or opportunities in order to maintain their interest and engagement.

The group-based activities are a very helpful tool in understanding how well delegates understood a concept or tool. By reviewing the tool (e.g. via Mural or flipchart paper) you can decide whether further focus on this subject is required. Remember, not all delegates are the same and so a blanket approach may not be helpful; instead, you may wish to provide more targeted support to delegate(s) through

mentor(s) and/or self-directed learning.

If you have a large faculty to deliver the programme content, you may find it helpful to provide some form of handover between sessions. This may be a written handover (e.g. via email) or verbal (e.g. in a weekly faculty catch-up). In the pilot of the programme content, the faculty found it helpful to use both to ensure good communication and planning for each session. The handover could summarise the end-of-session debrief and could include:

- What went well in the session
- What could have been better
- Any topics that delegates found more challenging
- The 'stars of the day', i.e. those who excelled and shone in the classroom
- Those who struggled more
- General comments to handover.

c Self-assessment

In self-assessment, a delegate evaluates their own work, and thinks about their own learning. This enables them to make sense of what is taught, relate it to previous knowledge or experience, and use this for new learning. Learners report that this practice enables them to take greater responsibility for learning, think more critically and deeply, as well as apply new skills.¹³ Ultimately, self-assessment enables delegates to set their own aims and objectives, and be responsible for their own learning.

Self-assessment can be insightful throughout the programme because it can allow the delegate to autonomously:

- assess their own progress objectively
- formulate self-learning objectives

- recognise and review their understanding
- grow in confidence
- plan their future learning or actions.

Additionally, it can allow the faculty or mentor to understand the delegate's consciousness of their competency with regards to coaching and QI principles, and can be used as a guide for mentorship conversations. A self-assessment tool is detailed in Part 1 of this Evaluation Guide, in support of Level 2 analysis. You may wish to use this tool in support of delegate assessment as well. Insights from the self-assessment can thus be discussed with their mentor.

See the [Institute of Commercial Management website](#)¹⁴ for further reading.

d Reflection or logbook of learning

'Reflection is a process which helps you gain insight into your professional practice by thinking analytically about any element of it. The insights developed, and lessons learned, can be applied to maintain good practice and can also lead to developments and improvements for both the professional and their service users.'

[Health and Care Professions Council \(2021\)](#)¹⁵

'Reflection is defined as the process of engaging the self in attentive, critical, exploratory and iterative interactions with one's thoughts and actions, and their underlying conceptual frame, with a view to changing them and a view on the change itself.'

[Nguyen et al \(2014\)](#)¹⁶

Reflection can take many forms and we all have our preferences for how we reflect. There are some suggested templates and tools in the handbook in support of maintaining a reflective log – delegates should be encouraged to use any method that works for them. In addition to these tools, they may also wish to use:

- A diary and notes of Quality Coach meetings
- A learning journal
- Notes from taught content
- Practice coaching scenarios with delegate peers, faculty or mentors
- Observed or joint coaching sessions, with delegate self-reflection and mentor/faculty formative or constructive critical feedback.

13 Andrade H.L. (2019). A critical review of research on student self-assessment. *Frontiers in Education*.

14 <https://www.icm.education/blog/using-effective-self-assessment-in-teaching-and-learning>

15 <https://www.hcpc-uk.org/standards/meeting-our-standards/reflective-practice/what-is-reflection>

16 Nguyen, Q. D. et al (2014). What is reflection? A conceptual analysis of major definitions and a proposal of a five-component model. *Medical education*.

e Peer-to-Peer teaching

This could be in multiple formats; for example in the form of videos, presentations, or practical sessions. In the current programme we have suggested an All Teach, All Learn session towards the end of the programme – this has many benefits. Firstly, each delegate gets used to the informal teaching process that often happens with coaching QI work.

Secondly, it creates a repository of content that delegates can use with improvement efforts. In addition to the All Teach, All Learn sessions, delegates also participate in 'Teachback' tasks. In these activities, a small group of delegates deliver just-in-time training to their peers on the programme on a given topic.

f Mentor conversations

Mentors are well placed to assess delegate engagement and knowledge around the subject matter. The Programme Leader may wish to consult with mentors throughout the programme in support of formative assessment. Guidance is provided in the Trainer Guide on how to conduct mentor conversations.

Summative assessment

Summative assessment is used as a formal method of assessment usually at the end of a programme of learning. It can benchmark delegates against the expected criteria or learning outcomes of the programme. It can also make delegates accountable to the programme. Summative assessment for this programme may include one or a combination of the below:

- A presentation outlining their experiences of coaching QI, including any progress to date with the team(s) they have been supporting
- A portfolio of work explaining their role in supporting teams to improve
- A critical reflection on their new role as a Quality Coach (written, oral or both)
- An abstract submission for a conference.

These are suggestions; there are many different strategies you may wish to use in support of summative assessment.



Part 3

Appendices

APPENDIX 1

Session feedback

Please provide feedback on today's session. The information you provide is anonymous and will be used to help us understand what went well and what can be improved.

1 What session did you attend today? _____

2 Overall, how satisfied are you with the training today?

- Very satisfied Somewhat satisfied Neither satisfied nor dissatisfied Somewhat dissatisfied Very dissatisfied

3 Were the expectations for today's training met?

- Yes If partially or no please explain why...
 Partially _____
 No _____

4 Please rate how well the facilitators did on the following:

	Very well	Well	More or less	Very little	Not at all
a Explained the purpose of the session today					
b Presented concepts in a clear and easy-to-understand way					
c Maintained my interest throughout the training					
d Encouraged delegate participation					
e Thoroughly answered questions from delegates					

5 What in particular did you enjoy about today's session?

6 How could today's session be improved?

APPENDIX 2

Programme feedback

Please provide feedback on the programme in its entirety. The information you provide is anonymous and will be used to help us understand what went well and what can be improved.

Faculty and delivery

1 Communication from the faculty relating to the programme was timely and helpful

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

2 I felt supported as a new Quality Coach throughout the entire programme

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

3 I found the coaching circles were beneficial to my development as a coach

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4 I found the teachback activities (in-session group teaching) were beneficial to my development as a coach

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

5 The faculty were enthusiastic about what they were teaching

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

6 The faculty were knowledgeable about all of the subject matter in the programme

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

7 I had sufficient contact with my mentor

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

8 I received helpful feedback from my mentor and the faculty about my progress in the programme

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

9 I found other delegates helped me understand the programme and its content better

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

10 Overall, the tasks set during the sessions were useful

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

11 Do you have any comments, suggestions, feedback or reflections on the faculty and/or the delivery of the programme? What went well? What could have been better? What ideas do you have?

Content and resources

12 There was a sufficient range of content and topics in the programme to help meet my needs as a new Quality Coach

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

13 The content covered in the programme was pitched at the right level

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

14 The slide sets for the programme were clear and easy to understand

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

15 The handbook for the programme was clear and easy to understand

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

16 Which topics/sections of the programme were highlights for you and why?

17 Which topics/sections of the programme did you not like/enjoy and why?

Overall feedback

18 The programme was well organised

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

19 Information leading up to the start of the programme was sufficient and helpful

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

20 It was clear what I was required to do throughout the programme

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree



21 Please rate the frequency of the sessions

- Too often
- Just right
- Not often enough

22 I found the overall workload for the programme was appropriate

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

23 Overall, the programme met my expectations

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

24 The programme enabled me to perform in my new Quality Coach role

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

25 Do you have any other comments you would like to add?

26 Finally, how would you rate this course? (1 = very poorly, 10 = excellent)

-										+
1	2	3	4	5	6	7	8	9	10	

APPENDIX 3

Self-assessment tool for delegates

This tool has been created to help you assess your current abilities in QI coaching. This is not a test and the data you provide is anonymous, so please be honest with your responses.

Are you completing this before, during or after the programme?

Before During After

Please enter a memorable date (e.g. a birthday) and keep a note of it (in your handbook perhaps)

This is just to allow us to connect individual survey responses to track any changes/improvements in your results. Results remain anonymous.

Please rate your ability and confidence to independently undertake the following.

Score yourself from 1 to 5 (1 being no ability/confidence, 5 being very high ability/confidence)

1 Coach an improvement team from the start to completion of their QI work

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

2 Reflect on QI work you are involved in (as a leader, coach, member), drawing on your experience and the experience of others

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

3 Recognise and adapt to emotional behaviours to create and maintain effective relationships with QI teams

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

4 Explain your role as a Quality Coach to a team doing improvement work

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

5 Explain the role of a Quality Coach in your organisation and how this fits with the wider QI approach to develop improvement capability

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

6 Ensure improvement work aligns to existing local and strategic priorities and adapt work as required

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

7 Support and advise teams and individuals on how to involve patients in a meaningful way in QI work

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

8 Support a team to effectively engage with stakeholders throughout their QI work

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

9 Coach a team through the measurement of their QI work

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

10 Link context, culture, and climate with all improvement work that you coach, and support teams to recognise the role of context in QI work

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

11 Teach QI concepts as part of a coaching conversation

Confidence	1	2	3	4	5
Ability	1	2	3	4	5



12 Coach teams to develop a change theory aligned to their analysis, the context and available information

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

13 Coach QI teams through the people side of change, including identifying challenges, resistance and overcoming barriers to change

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

14 Re-energise and motivate teams after a stalled effort

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

15 Pursue opportunities for growth and further development as an improvement professional

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

16 Create a support network to help you with your improvement work

Confidence	1	2	3	4	5
Ability	1	2	3	4	5

APPENDIX 4

Tools for reflection for delegates

Sometimes the experience of doing something (e.g. applying a QI tool or technique) is not enough in order to learn.

'Without reflecting on this experience it may quickly be forgotten, or its learning potential lost.'

Gibbs (1988)¹⁷

Delegates are expected to reflect on their learning, successes, challenges and progress. They should be encouraged to keep a reflective log where they can document both their reflection on learning and their reflection in practice, during and after the programme.

The handbook provides tools to support delegates with reflection throughout the duration of the programme and beyond. Reflective tools have been segmented into reflection on learning and reflection in practice.

1 Reflection on learning

- Gibbs reflective cycle
(page 57 of the handbook)
- SWOT analysis
(page 59 of the handbook)
- Stinky fish
(page 60 of the handbook)

2 Reflection in practice

- Schon reflective tool
(page 61 of the handbook)
- CIA model
(page 63 of the handbook)

These tools are provided as a recommendation of how delegates could reflect, should a reflective log be used. If they have their own strategies for reflection, then they should be encouraged to use these wherever possible.



¹⁷ Gibbs, G. (1988). *Learning by doing: a guide to teaching and learning methods*. Further Education Unit, Oxford Polytechnic.

Learning outcomes to guide reflection

One helpful strategy to support reflection on learning is to use the programme learning outcomes to guide reflection at key stages of the programme.

Early on in the programme delegates could consider the following learning outcomes:

- Understand the concepts of coaching improvement and the difference between coaching and advising
- Explain their role as a Quality Coach to different stakeholders

Midway through the programme delegates could consider the following learning outcomes:

- Promote an environment that encourages team members to contribute equally to the development of improvement work
- Assimilate QI knowledge and facilitation skills that support teams to progress through the different stages of QI work
- Help teams to explore barriers and enablers relating to their QI work, in support of the sustainability of interventions

Towards the end of the programme delegates could consider the following learning outcomes:

- Advocate for meaningful involvement in QI work and advise teams on methods for involvement
- Coach a team to identify, collect and interpret data in support of their improvement work
- Apply creative problem-solving methods and behaviour change concepts to support teams to revive a stalled effort

After the programme delegates could consider the following learning outcomes:

- Critically analyse their own limitations and the limitations of coaching
- Coach an improvement team ensuring robust application of QI methods and principles.

Using each learning outcome as a prompt, delegates could reflect on how capable and confident they feel in meeting this outcome. The tools for reflection on learning outlined at the beginning of this appendix may be useful. Delegates may wish to use other tools – this is encouraged. These are just provided as a simple guide.

APPENDIX 5

360 degree feedback questions

Questions for teams being coached

- Describe how [coach] has supported you in your QI work from your first session through to today
- What topics/aspects of QI have they supported you with the most?
- What topics/aspects of QI have they not been able to support you with?
- Has [coach] developed your QI knowledge and skills, and if so, how?
- What do you think they need to learn more about, or further develop as a Quality Coach?

Questions for their mentor

- What are [coach]'s biggest strengths?
- What key assets from their work or life experience do you think they bring to QI coaching?
- How has [coach] developed in their QI coaching knowledge and skills since starting the programme?
- What are their key areas for development?
- What opportunities are available to them that they should know about?

Questions for their manager/colleagues

- What changes, if any, have you noticed in [coach]'s approach to problems?
- What changes, if any, have you noticed in how [coach] supports colleagues with issues?
- What QI activity takes place in your team? Has this changed?
- Have you and your team learned anything new around improvement? If so, what?

Fellow coaches

- What are [coach]'s biggest strengths?
- What key assets from their work or life experience do you think they bring to QI coaching?
- What do you think they need to learn more about, or further develop as a Quality Coach?

Faculty

- What are [coach]'s biggest strengths?
- How has [coach] developed in their QI coaching knowledge and skills since starting the programme?
- What are their key areas for development?
- What opportunities are available to them that they should know about?

For additional information contact
clcht.continuous.improvement@nhs.net or the Q Community

The *Evaluation Guide* is part of the wider Quality Coach Development
Programme © resource bundle. For more information visit:
<https://q.health.org.uk/resource/quality-coach-development-programme/>

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