Assessment/marking criteria

How to assess learning.

Introduction

Quality improvement is a skill best learnt through practice, which is why when teaching SusQI we try and structure the learning around realistic scenarios or project ideas.

It follows therefore that the assessment of QI teaching should also look at how QI methods are applied in practice.

The AoMRC's 'Better training for Better outcomes' says that a curriculum in quality improvement activity should underpin all training stages of a doctor and that quality improvement activity should be integral to appraisals.

It also adds, 'Assessment drives learning; therefore to properly embed quality improvement within education and training it must be capable of being robustly assessed…at postgraduate level much more emphasis is placed on assessment in the workplace, as this is where the vast majority of education and training takes place. The majority of experts from across the continuum agreed that workplace-based assessments or assessed projects would be the best methods for assessing quality improvement. This makes sense as it is essentially a practical skill.'

Evaluation of teaching

We have developed a questionnaire to help evaluate SusQI teaching. This aims to understand if your workshops have effectively equipped learners with the necessary knowledge and capabilities as well as informing their attitudes to how this may be applied in the future. The questionnaire can be accessed here.

Assessing application of learning

Ideally, when SusQI is integrated into existing QI teaching it will become part of the established assessment criteria for QI projects. Whatever the QI methodology used it is essential that in all QI we should be moving to considering the triple bottom line (environmental, social and financial) and when assessing the improvement we would expect at least a discussion around the potential measurement of all these elements.

Below is a possible marking scheme for a SusQI project. It may be inappropriate or unnecessary to include every element in assessment of a particular project - if an element has not been included then the reasoning for this should be explained within that section.

The marking criteria are broken down into foundation, intermediate and advanced levels but can easily be adapted to your own context. The criteria draw heavily on the SQUIRE 2.0 Guidelines, students and assessors are encouraged to access the original guidelines at http://www.squire-statement.org, particularly if thinking of publishing the work.

Learners must achieve all the criteria in any level to be accredited at the level

	Foundation Level	Intermediate Level	Advanced Level
Background ● **I**s there at good reason for this project being chosen?	Reason for the project is articulated	Reason for the project is articulated and justified / evidenced	Reason for the project is articulated, justified / evidenced, and is discussed in relation to national or local priorities

Aims ● Is the aim SMART? ● Does it answer what, who, why and how?	A project aim is suggested.	A project aim is suggested that is specific, measurable, achievable, relevant to the problem, and time-bound.	A project aim is suggested that is specific, measurable, achievable, relevant to the problem, and time-bound. It has been discussed and optimized in relation to the problem/ population and context.
Methods ● Did they employ established quality improvement strategies including (but not limited to) 　● Stakeholder needs/ priorities analysis & engagement 　● Co-design, appreciative inquiry, behaviour change 　● Process / flow analysis 　● Driver diagrams / fishbone diagrams 　● PDSA cycles / action research 　● Strategies to embed and / or spread change	The project uses established quality improvement strategies including stakeholder engagement.	The project uses established quality improvement strategies including stakeholder engagement. The methods are justified and appropriate for achieving the stated project aims.	The project uses established quality improvement strategies including stakeholder engagement. The methods are justified and appropriate for achieving the stated project aims. The methods are described in sufficient detail for the project to be replicated.
Measurements ● How is progress measured? ● How is the data collected? ● Was a plan made to assess change?	Identifies measures for processes and outcomes including social and/or environmental impacts.	Identifies measures for processes and outcomes including social and/or environmental impacts and gives a convincing rationale for their choices.	Identifies measures for processes and outcomes including social and/or environmental impacts and gives a convincing rationale for their choices. Identifies ways to critique the accuracy and completeness of the data and mitigate potential limiting factors.

Results & analysis • What was achieved as a result of the effort? • Analysis of impacts on sustainable value, as described in the SusQI framework: patient and population outcomes, environmental, social and economic impacts Example to clarify terminology: • Project outcomes = number of falls prevented • Clinical outcomes = potential lives saved, fractures avoided, days of pain avoided. • Population outcomes = outcomes in relation to national falls inequalities & priorities • Environmental impacts = carbon footprint of admissions / appointments / medications avoided (from lookup tables) • Social impacts = patient's loss of confidence / autonomy / productivity, pain, distress; staff hours of additional work; family/carers days off work, distress, time spent caring • Economic impacts = cost of admissions, operations, medications	Health outcomes and social/environmental +/- financial impacts are presented.	Health outcomes and social/environmental +/- financial impacts are clearly presented and discussed, including evolution over time in response to changes in the intervention(s).	Health outcomes and social/environmental +/- financial impacts are robustly calculated, clearly presented and discussed, Including evolution over time in response to changes in the intervention(s).

Discussion • Reflection on the results, and on the project's processes.	Discusses key findings. Strengths and limitations of the project presented.	Discusses key findings, including relevance to the rationale and specific aims. Strengths and limitations of the project presented.	Discusses key findings, including relevance to the rationale and specific aims. Strengths and limitations of the project discussed in relation to the literature. Discusses nature of the association between the intervention(s) and the outcomes.
Conclusions • Implications for practice and further research.	Comments on the usefulness of the work and implications for practice or further research.	Comments critically on the usefulness of the work and implications for practice or further research. Comments on the potential to embed/spread lessons from the project.	Comments critically on the usefulness and limitations of the work and implications for practice or further research. Articulates a plan to embed and/or spread lessons from the project.