2025 - 2026

SUSQI BEACON SITE RECOGNITION

Your step-by-step guide

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What is a SusQI Beacon site?

A Beacon Site is an institution or organisation that has integrated sustainability into the way they educate and train their learners/staff in Quality Improvement.

Beacon Sites have been established across the UK, the Republic of Ireland, Canada, Australia and New Zealand. They celebrate Sustainable Quality Improvement (SusQI) education in both postgraduate and undergraduate settings, and represent medical, nursing and AHP education.

Aspiring Beacon Site

To encourage and recognise those individuals and institutions, who are working towards the integration of SusQI, either independently, or with the support of the SusQI Academy, we also offer Aspiring Beacon Site status.

Benefits of Beacon Site Accreditation

- Be recognised as a **leader** in the empowerment of staff, and/or students, to design and implement sustainable quality improvement and transformation

- Be **identified** as a Beacon Site on the Centre for Sustainable Healthcare's online map (susqi.org)

- Use the **Beacon Site logo** for internal and external communications and educational/training materials

- Keep **up-to-date** with news from other Beacon Sites via the quarterly e-newsletter

- Share work at a national and international level inc. CSH's annual SusQI showcase

Criteria for Beacon Site Accreditation

Who can qualify as an Established Beacon Site?

Any undergraduate or postgraduate healthcare educator (medical, nursing, AHP) or improvement lead, sustainability lead, clinical manager, may register their department/course or entire institution/organisation. We welcome applications from both healthcare delivery organisations and academic institutions.

You will need to provide:

- a named contact
- details of the QI education and training that is being provided
- evidence showing how sustainability is integrated into this training
- confirmation that your SusQI lead has completed the SusQI self-assessment process

Aspiring Beacon site status

If you are working towards these criteria, either independently, or through our SusQI Academy (see next page), then you can apply for Aspiring Beacon Site status.

The full application checklist for both routes can be viewed in Appendix 1 at the end of this document.
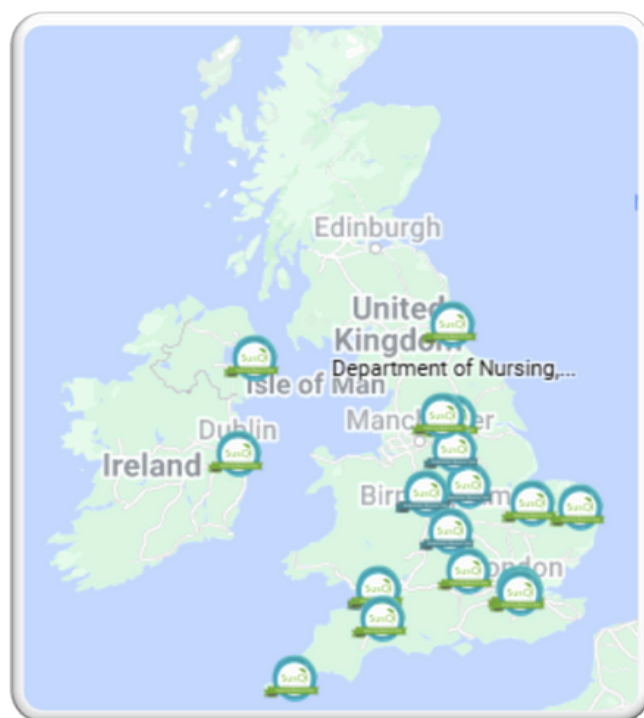
Apply to become a Beacon Site

There is a one-off administration fee of £350 + VAT for applications for both Aspiring and Established Beacon Site status, followed by an annual retention fee of £175 + VAT

Once established as a Beacon Site, this status will be reviewed annually for the first 2 years, and 3-yearly thereafter. This is illustrated in the figure below.

Click **here** to apply for 'Aspiring' Beacon Site status

Healthcare Delivery Organisation
Click **here** to apply and submit evidence for 'Established' Beacon Site status

Academic/Education Institution
Click **here** to apply and submit evidence for 'Established' Beacon Site status

Support to achieve Beacon Site Accreditation

Join the CSH SusQI Academy	Independent route
Membership includes: • CSH SusQI course and CSH Teaching SusQI course or Carbon Footprinting for Healthcare Course • Expert CSH Mentorship • Exclusive access to latest SusQI educator materials • Access to national SusQI Educator forums • Access to a peer network • CSH SusQI showcase event	• Gather the required evidence independently • Open access CSH resources for teaching SusQI are available online - www.susqi.org • Attend the CSH SusQI course

SusQI Academy Membership starts from £4,950 + VAT with discounts available for larger group memberships
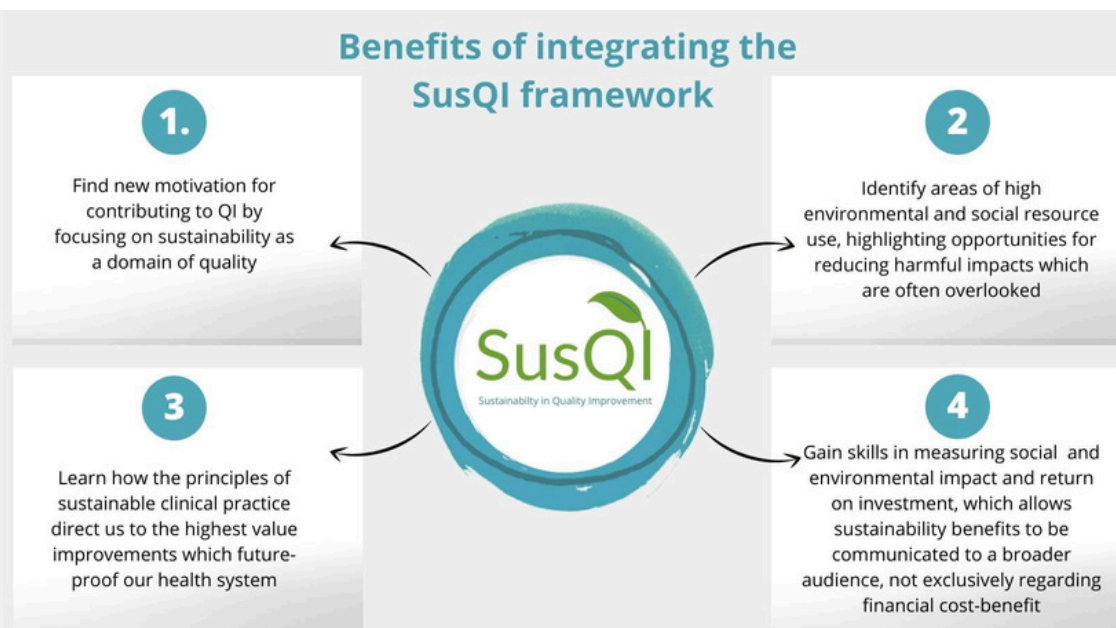
Learn more

Introducing the SusQI Framework

Sustainability in Quality Improvement (SusQI) recognises that there are finite environmental, social and financial resources available to deliver quality patient care.

The overall goal of SusQI is to maximise sustainable value. This means delivering the best possible health outcomes while minimising financial and environmental costs, and adding positive social value at every opportunity.

As in standard cost-benefit analysis, the concept can be expressed as an equation - see below.

$$\text{SUSTAINABLE VALUE} = \frac{\text{OUTCOME FOR PATIENTS AND POPULATIONS}}{\text{ENVIRONMENTAL + SOCIAL + FINANCIAL IMPACTS}}$$
(THE 'TRIPLE BOTTOM LINE')

Benefits of integrating the SusQI framework

1. Find new motivation for contributing to QI by focusing on sustainability as a domain of quality

2 Identify areas of high environmental and social resource use, highlighting opportunities for reducing harmful impacts which are often overlooked

3 Learn how the principles of sustainable clinical practice direct us to the highest value improvements which future-proof our health system

4 Gain skills in measuring social and environmental impact and return on investment, which allows sustainability benefits to be communicated to a broader audience, not exclusively regarding financial cost-benefit

SusQI
Sustainability in Quality Improvement

Benefits of integrating the SusQI Framework

"This framework has radically altered how I approach quality improvement, in how I deliver quality improvement to the students I teach, in my own practice and in how I appraise the work of others"

- Noreen Ryan, Domain Lead for Quality Healthcare, Imperial College London School of Medicine

"Made me more passionate to make a change"

- Student at KCL Florence Nightingale Faculty of Nursing, Midwifery & Palliative care, 2021-2022

"SusQI projects are a great way of team building and putting a spring in the step of the people we work with and give treatment to."

- Mark Wright, Consultant Nephrologist and Haemodialysis Lead at Leeds Teaching Hospitals NHS Trust, July 2022

"SusQI has a transformative impact that guides daily professional practice beyond learning about QI through the development of a sustainability 'lens'"

i] Spooner, R., Stanford, V., Parslow-Williams, S., Mortimer, F., Leedham-Green, K. "Concrete ways we can make a difference": A multi-centre, multi-professional evaluation of sustainability in quality improvement education, Medical Teacher (2022)

SusQI in practice Example 1

Reducing routine blood testing, Frailty and Care of the Elderly Wards Team

Aim: To reduce low value and unnecessary blood testing on Care of the Elderly inpatients.

Outcome: The team successfully reduced testing across 3 wards by 9.8% (from 234 to 211 requests per week).

Clinical
- Reducing risks (bruising and skin damage) of excessive blood testing in elderly population with poorer skin integrity
- Reduced distress/pain during procedures for patients who are vulnerable and/or have cognitive impairment
- Potential to reduce discharge delays and improve patient flow

Environmental (CO_2)
937 kgCO2e per year from reduced consumables and blood processing. Saving equivalent to driving **2,767 miles** (average car).

Financial (£)
£18,444 per year

Social
- Staff and patient agreement that excessive testing was a problem
- Staff gain time to focus on other clinical tasks/patient assessments
- Potential for lab staff to save 4,784 hours a year in processing time
- Less testing will likely improve patient satisfaction

SusQI in practice Example 2

Established Beacon Site

Eliminating low value appointments from the patient care pathway

GREEN TEAM COMPETITION
CENTRE FOR SUSTAINABLE HEALTHCARE

The team developed a new 'very stable' HIV patient pathway, reducing consultant review and phlebotomy testing from 6 monthly to annual review. The change is applicable to 90% of the caseload (855 patients).

Clinical	Annual review is a motivator to improve adherence and releases staff time to engage with unstable patients	
Environmental	25,958 kgCO2e per year, equivalent to driving **74,763 miles**	
Financial	£44,905 per year	
Social	• Patients - more convenient and less time off work • Staff - can dedicate time to higher value work, improved job satisfaction	

CENTRE for SUSTAINABLE HEALTHCARE

NHS
Northamptonshire Healthcare
NHS Foundation Trust

SusQI in practice Example 3

Reducing The Amount of Wasted Food in Hampshire Hospitals Foundation Trust, Catering Team

GREEN TEAM COMPETITION
CENTRE FOR SUSTAINABLE HEALTHCARE

Aim: to reduce food waste across HHFT (food waste data: ~231 tonnes of food in the 2021/2022 financial year).

Outcome: the catering team made significant changes to their menu to add nutritional value to the patient meals, reduce financial waste and environmental impact.

Clinical	At the time of their menu change, mean length of patient stay reduced. While unlikely to be the only contributing factor, menu changes may have enhanced patient recovery.
CO₂ Environmental	143,716 kgCO2e per year, equivalent to driving **424,442 miles** in an average car
£ Financial	**£157,135** per year
Social	• Raised awareness of links between food and environment within the catering team • Project also addressed concerns from staff and patient on reasons for why patients may not eat meals (e.g., portion sizes too large) • Feedback from patients has been extremely positive

CENTRE for SUSTAINABLE HEALTHCARE

Climate action at Hampshire Hospitals

NHS Hampshire Hospitals NHS Foundation Trust

Appendix 1

Evidence to collect - Academic/Education Institution
Application is via <u>our online form</u>

Academic/Education Institution (eg. university, Royal College, QI education provider (AQUA etc)	
Please apply via our online form. <u>You</u> will be asked to fill in the information below.	
Domain	**Information/evidence required**
Contact details	Named SusQI Lead(s), email address, role Has your SusQI lead completed the SusQI Educator self-assessment process? (See appendix 3a and b) Yes/No Do you have institutional or leadership support for applying to become a SusQI Beacon Site. Please note the required permissions should be decided on and confirmed by the applicant? Yes/No
Degree/Course details	Name of each module/course where SusQI has been taught Number of students in cohort Format of teaching (eg. lecture, workshop) Do students have to do/contribute to a SusQI project? Yes: No:
SusQI content in training	Have you written a learning outcome for SusQI learning? **{upload evidence)**
	Have you given an overview of the principles of sustainable healthcare? (yes/no)
	Have you provided a definition of SusQI and the triple bottom line? (yes/no)
	Have you provided an overview of the 4-step SusQI framework? (yes/no)
	Have you outlined how to recognise environmental, social and financial resource use (eg. process mapping/ awareness of carbon hotspots)? (yes/no)
	Have you outlined how to design a change idea using the principles of sustainable healthcare to maximise sustainable value? (yes/no)
	Have you outlined how to measure environmental, social and financial impacts of a change idea, including how to find and collect data? (yes/no)
	Have you provided worked examples of SusQI in practice? (yes/no)
	Have you provided resources for further learning, eg susqi.org? (yes/no)
	Have you added SusQI in project planning/development tools, or into assessment? **{upload evidence}**
Payment	Name and email address of person to invoice, with responsibility for payment

Appendix 2

Evidence to collect - Healthcare delivery organisation
Application is via our <u>online form</u>

<table>
<tr>
<td colspan="2" style="background-color:#FCD659"><u>Healthcare delivery organisation</u>
Please apply via our <u>online form.</u> You will be asked to fill in the information below.</td>
</tr>
<tr>
<td style="background-color:#FCD659">Domain</td>
<td style="background-color:#FCD659">Information/evidence required on our online application form</td>
</tr>
<tr>
<td>Contact details</td>
<td>Named SusQI Lead(s), email address, role
Has your SusQI lead completed the SusQI Educator self-assessment process? (downloadable from https://www.susqi.org/services-3) Yes/No
Do you have institutional or leadership support for applying to become a SusQI Beacon Site. Please note the required permissions should be decided on and confirmed by the applicant? Yes/No</td>
</tr>
<tr>
<td>Course/training details</td>
<td>Name of each course/training package where SusQI has been taught
Number of courses per year and number of participants (approx)
Format of training (eg. online workshop)</td>
</tr>
<tr>
<td>SusQI in practice (optional)</td>
<td>Have you embedded SusQI into the practice of QI at the institution/organisation level? How? (e.g integrated into: project frameworks, organisational definition of QI, Green Plan, strategic objectives, QI awards, flagship QI programmes)</td>
</tr>
<tr>
<td rowspan="10">SusQI content in training</td>
<td>Have you written a learning outcome for Sustainability in QI learning? {upload evidence)</td>
</tr>
<tr>
<td>Have you given an overview of the principles of sustainable healthcare? (yes/no)</td>
</tr>
<tr>
<td>Have you provided a definition of Sustainability in QI and the sustainable value equation? (yes/no)</td>
</tr>
<tr>
<td>Have you provided an overview of the 4-step SusQI framework? Or demonstrated where within your framework sustainability should be considered? (yes/no)
If no, why not:</td>
</tr>
<tr>
<td>Have you outlined how to recognise environmental, social, and financial resource use (eg. process mapping/ awareness of carbon hotspots)? (yes/no)</td>
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If no, why not:</td>
</tr>
</table>

Appendix 3a

SusQI Teaching Competencies
Self Assessment Tool (available here)

SusQI knowledge: background, principles and concepts	I feel confident to teach this to others	I understand this, but do not yet feel confident to teach others	I need to revisit this learning before teaching others
Sustainability in the wider context, including UN climate change goals (e.g. Paris Agreement) and NHS Net Zero targets			
The environmental impact of the healthcare system, including carbon hotspots			
Definition of carbon footprint, including Scopes 1-3			
The definition of sustainability and how it applies to healthcare			
The four principles of sustainable healthcare including examples of each			
The triple bottom line including how to apply it to one example			
Sustainability as a domain of quality			
The four steps of the QI framework, including examples of how sustainability adds value at each step			
SusQI in practice: real case studies			
SusQI knowledge: skills needed for SusQI steps	**I feel confident to teach this to others**	**I understand this, but do not yet feel confident to teach others**	**I need to revisit this learning before teaching others**
Setting Goals: identification and definition of a problem (eg. ABCD approach)			
Studying the System -The process map in SusQI: identifying social, environmental and financial resource use in a pathway -Conducting a calculation of a simple carbon footprint, including how to collect and identify data (eg. carbon emissions, units of healthcare activity) -Identifying the social impacts of a process of pathway on patients & their relatives, staff, the wider community and vulnerable groups			
Design the Improvement -Methods for generating ideas for improvement, including the driver diagram of the principles of sustainable healthcare -Describing how addressing various social determinants of health can generate a high-impact intervention			
Measuring impact -Approach to collecting baseline and post-intervention data for social, environmental and financial outcomes -Use the triple bottom line to summarise or present intervention outcomes			

The Centre for Sustainable Healthcare

Appendix 3b

SusQI Teaching Competencies
Self Assessment Tool <u>available here</u>

Key skills for facilitating	I feel confident to do this	I need to work on this
Create a safe learning environment		
Encourage active participation and learner engagement		
Manage group interaction, including encouraging inclusive participation and responding to moments of tension or conflict		
Build relationships with participants, including awareness of different personality or communication types (eg. those who dominate conversations)		
Facilitate discussion and other exchanges, including: o Clarifying questions o Opening, linking or broadening discussion inputs o Probing or challenging when appropriate o Closing down discussion o Summarising learned points		

About the Centre for Sustainable Healthcare

INSPIRE EMPOWER TRANSFORM

The Centre for Sustainable Healthcare supports the healthcare sector to lead and model climate action. This includes rapid decarbonisation of the health system and development of climate resilient health services with improved connections to green space.

We are well known for work on sustainable healthcare in research and practice, and provide strategic input and consultancy to national and local programmes.

Our Clinical Transformation Programme is designed to mainstream sustainability within clinical areas so that it is integral to the planning of health systems and the practice of healthcare professionals. This is supported by our work in medical education and in carbon modelling of clinical care.

Our greenspace projects, especially the NHS Forest, assist organisations to improve their natural environment and reconnect their staff, patients and the wider community with their local greenspace to benefit their health.

Our work is guided by the principles of sustainable healthcare:

- Prevention
- Patient empowerment and self care
- Lean systems
- Low carbon alternatives