

INSTITUTE OF HEALTHCARE QUALITY

# COURSE CATALOGUE

2025-2026



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# INSTITUTE OF HEALTHCARE QUALITY (IHQ)



## ABOUT US

The Institute of Healthcare Quality (IHQ), under the ambit of the National Healthcare Group (NHG) Group Quality Department, was established in 2008 to integrate cluster-wide efforts in developing healthcare professionals to be advocates of and leaders in patient safety and quality improvement.

A concurrent goal is to enhance the capacity of our people in improving quality.





# OUR FRAMEWORK



Our Training Framework comprises a spectrum of patient safety and quality improvement courses. Our classroom-based teaching incorporates didactic teaching interspersed with interactive activities such as games, quizzes and role-plays.

These are complemented by pre- and post-workshop learning activities and assignments.

Participants may also need to complete projects related to the course, to enhance their learning experience beyond classroom work. They can access toolkits specially designed to serve as handy guides.





# OUR FACULTY



Our Faculty has many years of experience in healthcare and is well recognised both nationally and internationally in their fields of expertise.

Skilled in teaching, coaching and mentoring, our Faculty brings along other relevant skills essential for adult learning such as communication, people management, pedagogy and time management.

Our Faculty has also demonstrated the ability to translate theory into practice and the knowledge and experience to guide participants in their healthcare improvement journey.



# REGISTRATION & ENQUIRIES



## NHG INSTITUTIONS

Staff should approach their respective institutions' Human Resource Dept (HRD) for registration.

## NON-NHG PERSONNEL

Staff should email [ihq@nhg.com.sg](mailto:ihq@nhg.com.sg)

## NHG HQ/NHG DIAGNOSTICS/NHG PHARMACY

Staff should submit their registration via iConnect in their respective institutions.

## ENQUIRIES

Kindly visit our website at:

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or email [ihq@nhg.com.sg](mailto:ihq@nhg.com.sg)



# OUR PROGRAMMES



Our Training Framework comprises a spectrum of patient safety and quality improvement courses. Our classroom-based teaching incorporates didactic teaching interspersed with interactive activities such as games, quizzes and role-plays.

These are complemented by pre- and post-workshop learning activities and assignments.





# CLINICAL PRACTICE IMPROVEMENT PROGRAMME (CPIP)

## Building Teams with an Improvement Mindset

### ABOUT THE COURSE

The Clinical Practice Improvement Programme (CPIP), launched in 2002, is designed to help develop clinical leadership in the delivery of evidence-based quality care. It provides a platform for multi-disciplinary healthcare teams to learn ways to lead improvement where gaps are evident in the delivery of care.

The programme provides scientific training in the following areas: understanding patients' needs and diagnosing practice gaps; measuring and understanding variance in practice and processes; developing interventions using plan-do-study-act (PDSA) cycles; collaborating with multi-disciplinary care providers; and designing strategies to sustain change.

### LEARNING OBJECTIVES

**At the end of the programme, participants will learn, understand and apply:**

- Science & elements of quality improvement
- Effective teamwork
- Project management
- Measurement for improvement
- Cost and quality
- Evidence-based medicine and variation in quality improvement work



## TARGET AUDIENCE

- Doctors
- Nurses
- Allied Healthcare Professionals
- Administrators  
(Manager and above)

## COURSE DURATION

Six months. Participants are required to attend ALL 3 sessions (the main workshop, midpoint and final review) and complete an improvement project.

Session 1: Main Workshop – 3.5 days

Session 2: Midpoint Review – 1 day

*(To review teams' progress | 3 months after the main workshop)*

Session 3: Final Review – 1 day

*(To review project outcomes | 6 months after the main workshop)*

## PRE-REQUISITES

There are no pre-requisites for this course.

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# DEVELOPING DRIVER DIAGRAMS

## Building a Theory of Improvement

### ABOUT THE COURSE

A Driver Diagram is a simple and useful planning tool that enables a team to visualise the underlying drivers that are necessary and sufficient for achieving the intended outcome and to identify improvement strategies towards the achievement of the goals for the project.

It is effective in engaging stakeholders or teams to think systematically about the challenges involved or the environment they wish to improve and to develop the strategies or improvement ideas together.

Ultimately, the driver diagram helps the team to understand where they are going in their work or improvement journey, with a clear link between action and effect.

### VISUALISE DRIVERS

**Driver diagrams allows you and your team to:**

- ◆ Understand the system or environment where the improvement takes place
- ◆ Identify and organise their 'drivers' and change strategies
- ◆ Define appropriate measures for monitoring
- ◆ Communicate the shared knowledge and the desired changes visually to various stakeholders in your organisation succinctly





## LEARNING OBJECTIVES

At the end of the workshop, participants will be able to:

- Have deeper understanding of the use of a Driver Diagram and its essential elements
- Demonstrate the know-how in creating a driver diagram by:

- Developing the overall goal statement and high-level measures
- Developing primary and secondary drivers
- Developing measures and their targets
- Implementing pilots and avoiding pitfalls

## TARGET AUDIENCE

Staff who are at a supervisory, managerial level or involved in programmes/initiatives at the system/organisation-level, including:

- **Doctors**  
(Resident/Registrar and above)
- **Administrators**  
(Assistant Manager and above)
- **Senior Nursing & Allied Health Staff**

## COURSE DURATION

0.5 days

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## PRE-REQUISITES

There are no pre-requisites for this course.



# FAILURE MODES, EFFECTS & ANALYSIS (FMEA)

Reaping Wisdom from Failure

## ABOUT THE COURSE

Failure Modes, Effects and Analysis (FMEA) is a team-based, systematic and proactive approach that is used to evaluate a process and / or product.

It helps you to identify where and how a process might fail, as well as assess the relative impact of different failures before they happen.

It is particularly useful in evaluating a new process or product for possible failures prior to its implementation or use and in assessing the impact of a proposed change to an existing system/situation/state.

## LEARNING OBJECTIVES

**At the end of the programme, participants will be able to:**

- Understand how newly designed systems may contribute to errors and how to improve these system processes to prevent, detect or mitigate potential failures
- Scope and scale the areas of concern and identify salient points which contribute to possible failures
- Understand human factors and conditions that contribute to errors
- Identify a strategy / strategies to eliminate or reduce the risks of system failures to providing safe quality care



## TARGET AUDIENCE

Staff who want to take a proactive approach in failure prevention and creating reliable systems especially;

- Doctors
- Administrators
- Nurses
- Ancillary Staff
- Allied Health Professionals

## COURSE DURATION

1 day

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## PRE-REQUISITES

There are no pre-requisites for this course.





# FAILURE MODES, EFFECTS & ANALYSIS (FMEA) MASTERCLASS

Extending the Foundation of FMEA

## ABOUT THE COURSE

This Masterclass is specially designed for participants who want to achieve proficiency in conducting and facilitating the FMEA process.

Participants will develop an in-depth knowledge of the steps in the FMEA process and critical analysis skills essential for the design and evaluation of controls to mitigate potential failures and avoid common pitfalls.

Failure Modes, Effects and Analysis (FMEA) is a team-based, systematic and proactive approach that is used to evaluate a process and / or product.

## LEARNING OBJECTIVES

**At the end of the programme, participants will be able to:**

- Develop skills to lead and facilitate an FMEA
- Be familiar with different types of FMEAs and when to use them
- Have an in-depth understanding of key FMEA process steps
- Understand methodology and principles underpinning FMEA
- Appreciate common operational pitfalls when conducting FMEA
- Learn how to use FMEA as a tool for risk management and continuous improvement



## TARGET AUDIENCE

Staff who want to take a proactive approach in failure prevention and creating reliable systems especially;

Staff participating in and/or facilitating FMEA including;

- Senior Clinicians
- Quality Managers
- Healthcare Administrators
- Nurse Managers

Staff conducting/facilitating FMEA including;

- Risk Managers
- Institution/Department Risk Leads

Staff directing or leading FMEA including;

- Heads of Departments
- Clinical Process Owners

## COURSE DURATION

1 day

## PRE-REQUISITES

1. Completed basic FMEA training (this can be an FMEA workshop by the Institute of Healthcare Quality (IHQ), or equivalent) AND
2. Facilitated/Led/Participated in at least one actual FMEA project.

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# HUMAN FACTORS IN HEALTHCARE

Enhancing the Safety and Reliability of Systems

## ABOUT THE COURSE

This workshop is designed to be modular and progressive.

Each interactive session includes clear learning objectives, theoretical explanations, hands-on activities, and discussions relating to real-world and healthcare situations.

## THE WORKSHOP COVERS:



### MODULE 01

#### Introduction and Overview of Human Factors in Healthcare:

- Understanding human factors and human interactions with systems



### MODULE 02

#### Human Factors Contributing to Error Causation:

- Understanding human abilities, limitations, pre-conditions affecting them and role of biases in decision making



### MODULE 03

#### Human Factors Engineering Concepts:

- Use and Application of SEIPS Model;
- Use of HFACS for Investigations using the Human Factors Lens, HFIX and FACES principles to generate solutions and to evaluate and prioritise solutions generated



### MODULE 04

#### Use of Human Factors in Design / Redesign:

- General Principles in designing for Safety and their application in day-to-day work in healthcare





# LEARNING OBJECTIVES

At the end of the programme, participants will be able to:

- Have a greater awareness of key human factors and relate these to patient safety issues faced by healthcare professionals
- Better appreciate the various systemic factors contributing to safety lapses
- Adopt a more holistic approach towards improving quality and safety using the human factors' lens to investigate and mitigate safety issues

## TARGET AUDIENCE

- **Doctors**  
(Resident/Registrar and above)
- **Nurses**  
(Senior Staff Nurse and above)
- **Administrators**  
(Assistant Manager and above)
- **Allied Health Professionals**  
(Senior allied health staff and above)

## PRE-REQUISITES

There are no pre-requisites for this course.

## COURSE DURATION

1.5 days

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# METRICS MATTER: FUNDAMENTALS FOR THE HEALTHCARE PROFESSIONAL

**What Gets Measured Gets Managed** *(Formerly the Measurement Basic Course)*

## ABOUT THE COURSE

This course aims to provide participants with the knowledge and skills to develop and apply practical measurement and data analysis skills to monitor current system performance and identify opportunities for improvement.

This foundation course provides participants the necessary knowledge and skills for the development of sustainable change.

## LEARNING OBJECTIVES

**At the end of the programme, participants will be able to:**

- ▶ Gain an understanding of the different types of performance management and measurement technique in healthcare improvement
- ▶ Develop a measurement plan with appropriate data collection and analytics tools
- ▶ Develop measures in an area of interest e.g. a proposed improvement project or quality monitoring focus
- ▶ Create useful reports by integrating data and analysis to drive change



## TARGET AUDIENCE

All staff including:

- Doctors
- Nurses
- Administrators
- Allied Health Professionals

## COURSE DURATION

1 day

## PRE-REQUISITES

There are no pre-requisites for this course.

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# METRICS MATTER: PROFICIENCY FOR THE HEALTHCARE PROFESSIONAL

## Going Beyond Basics in Measurement for Healthcare

(Formerly the Measurement Intermediate Course)

### ABOUT THE COURSE

The 'Metrics matter: Proficiency for the healthcare professional' course is a continuation of the 'Metrics matter: Fundamentals for the Healthcare Professional' course and provides healthcare practitioners with a robust and comprehensive approach to the use of data and statistical methods to make informed decisions.

This course aims to elevate participants' knowledge and skills, from a mere understanding of numbers and simple charts to appropriate analysis and application of both qualitative and quantitative data. Participants will learn how to analyse data, understand the implications of values, trends and variation, and apply systems level thinking for performance assessment.

All modules include interesting activities and hands on sessions for better understanding of the subject matter. The key features and topics of this course include the following with their respective learning objectives.

### THIS WORKSHOP COVERS:

#### MODULE 01

##### Revisiting Basics:

- Revise basics of why measure, what to measure, how to use measures, how to analyse and report data, use of simple charts such as run charts

#### MODULE 2A

##### Reliability, Validity and Accuracy of Data

- Understanding Learn and understand how to ensure data accuracy, reliability, validity and consistency by using scientific methods.

## MODULE 2B

### Concepts and Measures of Variation - Spread/Dispersion:

- Apply concepts, use and application of analytic tools to understand measures of spread/dispersion: e.g. Range, Inter-quartile Range, Standard Deviation etc.
- Understand the principles of confidence levels/intervals and commonly used tests of significance

## MODULE 3A

### Statistical Process Control Charts and Its Use

- Understand how to diagnose and manage variation, revisit common cause and special cause variation.
- Develop knowledge and skills on depicting variation using commonly used statistical process control (SPC) charts.
- Know and understand different types of SPC charts for different data types and other, other charts and graphs to study variation.

## MODULE 3B

### Benchmarking and Its Role in Healthcare

- Understand the role of benchmarking in healthcare, its definition, how and when to use different types of benchmarking
- Understand how to select an appropriate source of benchmarking comparative data and how to apply a step-by-step process for benchmarking

## MODULE 04

### Using Qualitative Data in Healthcare

- Understand how and when to use qualitative data, methods of collecting and measuring qualitative data
- Understand how to develop and use surveys and questionnaires for collecting qualitative data and its analysis and reporting.





## MODULE 05

### Performance Measurement at Systems Level

- Learn and understand system performance measures
- Learn how to create metrics, scoring systems
- Learn and understand how to use the Clinical Value Compass, develop Balanced Score Cards (BSC) and Dashboards, including its benefits, differences
- Learn how to improve system performance using Driver Diagrams and its linked measurement indicators

## TARGET AUDIENCE

All staff including:

- Doctors
- Nurses
- Administrators
- Allied Health Professionals
- Quality Management Professionals

## COURSE DURATION

1 day

## PRE-REQUISITES

Participants should have completed the Measuring Metrics: Fundamentals for the Healthcare Professional Course or equivalent.

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HOSPITAL

# MEDICATION SAFETY (BASIC)

## Enhancing Safe Medication Practices

### ABOUT THE COURSE


This workshop offers a broad perspective of medication safety and equips front-line healthcare providers with the basic knowledge and skills for improving medication safety in their workplaces.

Participants will learn how medication errors occur, how to report and learn from medication-related incidents, and how to formulate effective system-level solutions in medication use/handling processes.

### LEARNING OBJECTIVES

**At the end of the workshop, participants will:**

- ▶ Have a broad perspective of medication safety in the processes of medication management and use
- ▶ Be equipped with the fundamental knowledge and skills to:

- 
- Understand why medication errors can occur and know the different types of human errors
  - Understand the importance of recognising, speaking up, proactive reporting, and thorough analysis of unsafe medication practices, medication errors, and near-misses
  - Write an incident report
  - Understand "Just Culture"
  - Learn from errors, improve current processes and prevent recurrence
  - Engage patients and caregivers in safe medication use
  - Use established communication tools for routine patient care scenarios and activities



# TARGET AUDIENCE

All staff including:

- Pharmacy Technicians
- Pharmacy Assistants
- Senior Enrolled Nurses
- Enrolled Nurses

# COURSE DURATION

1 day

# PRE-REQUISITES

There are no pre-requisites for this course.

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# MEDICATION SAFETY (INTERMEDIATE)

## Systems Thinking for Enhancing Medication Safety

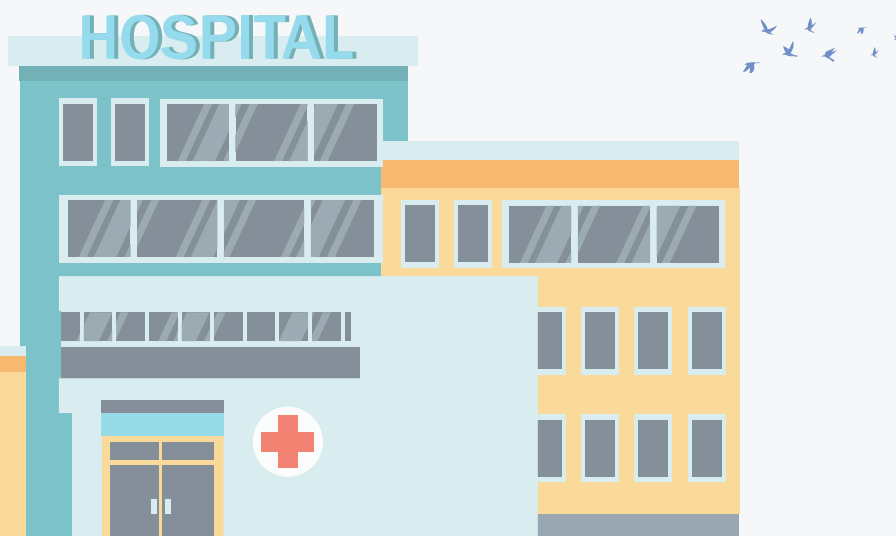
### ABOUT THE COURSE

This workshop differs from the basic medication safety course as it provides an even broader perspective and insight into reliable processes via systems thinking.

Medications are widely used in both acute and chronic patient care settings and are known to be associated with medication errors and adverse drug events, particularly in complex healthcare systems and processes. Hence, medication safety has always been the top priority of healthcare institutions who are committed to provide safe, reliable and quality care.

This workshop seeks to equip healthcare professionals involved in medication management and use with the knowledge and skills to improve medication safety in their workplaces. Participants will understand why medication errors occur, how to report and learn from errors/near misses, and how to formulate effective solutions and measures.

Participants will also learn to improve medication safety via systems thinking, multi-disciplinary team approach and patient / caregiver / engagement in safe medication use.



# LEARNING OBJECTIVES

At the end of the workshop, participants will:

- Have a broad perspective of medication safety in the processes of medication management and use
- Be equipped with the fundamental knowledge and skills to:



- Approach medication errors with systems thinking and understanding of human errors
- Report and learn from medication errors as a learning organisation
- Formulate effective system-level medication safety initiatives and appropriate measures to monitor their effectiveness
- Become an effective multi-disciplinary team member in improving medication safety
- Engage patients and caregivers in safe medication use
- Lead successful transformations in medication safety

## TARGET AUDIENCE

All staff including:

- Quality Managers
- Healthcare Administrators
- Risk Managers
- Institute or Department Risk Leads who participate, facilitate, direct or lead FMEA
- Doctors, Registered Nurses and Pharmacists

## COURSE DURATION

1 day

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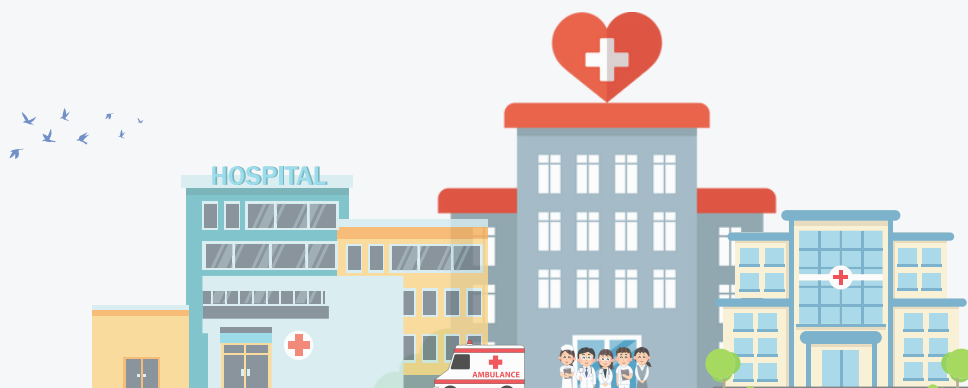
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## PRE-REQUISITES

There are no pre-requisites for this course.





# BECOMING A PATIENT SAFETY LEAD

## Moving Beyond Basics of Patient Safety to Ensure Safer Care

*(Formerly The Patient Safety Intermediate Course)*

### ABOUT THE COURSE

This workshop goes beyond the basics, to equip and expand the pool of Patient Safety Officers or equivalent with adequate knowledge and skills to strongly support organisation leadership in the quest for high reliability and resilience.

Participants will apply the principles of human factors, reliable systems and critical analytical skills to identify unsafe areas and practices, so as to bring about cluster-wide change by creating a culture of safety through collaboratives (large scale cross-institutional Quality Improvement projects) and using relevant tools and techniques to create reliable systems.

Participants will also learn about the links between clinical risks and patient safety as well as the challenges that new technologies bring, impacting safe care and communication.

#### Participants are expected to:

- Read the pre-reading material for all 5 modules
- Complete 2 Self-Assessment Surveys on safety attitude and safety behaviour prior to Module 1
- Complete pre-course assignments for Modules 2, 3 and 4
- Meet their institution's Quality Director or nominee to complete the Module 4 assignment

### LEARNING OBJECTIVES

**At the end of the programme, participants will be able to:**

- Gain insights, knowledge and skills to create patient safety culture and reliable systems
- Understand the importance of clear, concise and standardised communication and teamwork
- Understand the use of systems-based approach in ensuring patient safety

- Understand and apply human factors and models in day-to-day operations
- Understand the approach, knowledge and skills to develop and implement strategic patient safety plans
- Understand the principles of large-scale improvements to bring about necessary cluster-wide changes without compromising patient safety

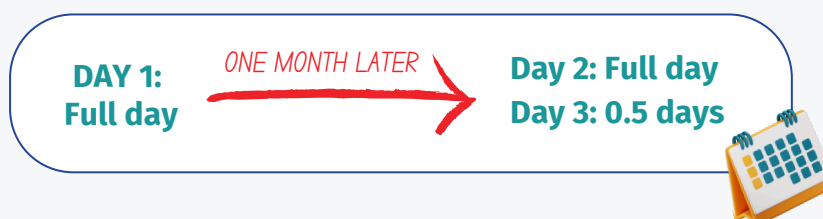
## TARGET AUDIENCE

**All staff including:**

- Staff designated to carry out patient safety officer roles or equivalent and those with potential to lead patient safety initiatives
- Staff who work with quality departments or equivalent
- Staff who are at supervisor or managerial level and are involved in patient safety management or are passionate about patient safety and wish to make their institutions ultra-safe and move towards "Zero Harm"

## COURSE DURATION

2.5 days



## PRE-REQUISITES

1. Participants must have attended a basic Patient Safety Workshop (e.g. Patient Safety Foundation Course and/or equivalent such as the Institute for Healthcare Improvement (IHI) Online Open School Patient Safety Modules).
2. Exposure to patient safety-related work in the institution/hospital is an added advantage.

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# MASTERING PATIENT SAFETY AND QUALITY IMPROVEMENT (PSQI) FACILITATION

Upskilling to Teach and Guide (PSQI) Efforts *(Formerly the PSQI Course)*

## ABOUT THE COURSE

This workshop is designed to meet the needs of new PSQI faculty and facilitators. Persons who are technically adept at performing or delivering on PSQI initiatives are often invited to share their knowledge and experience and to teach others to follow in their footsteps.

The workshop is directed at all newly identified faculty/facilitators who teach and guide PSQI efforts within their institutions or existing faculty/facilitators who desire to hone their participant engagement skills and improve their curriculum design for PSQI courses and activities.

The workshop comprises practice scenarios, follow up guidance and reflections including self and peer assessments. Participants will also have to complete a Learning Portfolio.

### Participants are expected to:

- View pre-reading videos
- Review the Learning Portfolio for individual needs assessment
- Get a Learning Peer/Partner (Mentor) from their institution to provide peer assessment/feedback on their facilitation skills
- Complete Teaching/Facilitation opportunities within their respective institutions, complete their reflections in the Learning Portfolios and submit the completed Learning Portfolio to (IHQ) one week prior to the second session



## THE WORKSHOP COVERS:



### MODULE 1

- Principles of adult learning and coaching (knowing when) practical skills in facilitation (small, medium, large audiences)



### MODULE 2

- Effective classroom management



### MODULE 3

- How to conduct an effective PSQI learning activity (setup, conduct, debrief skills) using case discussion, role play, games and activities scenarios



### MODULE 4

- How to design a new PSQI learning activity: design, plan, operationalise ideas, test and review

## LEARNING OBJECTIVES

At the end of the workshop participants will gain skills and knowledge required to:

- Understand the learner's needs and adult learning pedagogy
- Set up, deliver and debrief classroom activities effectively
- Use PDSA to improve the curriculum
- Convey concepts in PSQI through classroom activities
- Facilitate at QI coaching clinics and for individual project groups

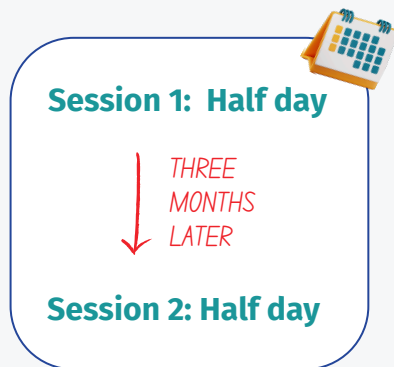
# TARGET AUDIENCE

All staff including:

- Associate Consultants  
(or equivalent and above)
- Senior Nurse Managers/Educators
- Senior Allied Health Professionals
- Administrators  
(senior manager and above, who have a role/interest in coaching, facilitation and teaching)

# COURSE DURATION

1 day



# PRE-REQUISITES

1. Participants must have prior knowledge and skills (at intermediate to advanced levels) in Patient Safety and Quality Improvement.
2. Prior experience in training and basic skills of facilitation in discussion seminars or projects is an advantage.

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HOSPITAL



# QUALITY IMPROVEMENT(QI) ESSENTIALS FOR HEALTHCARE PROFESSIONALS

**The Basic Toolkit for a QI Journey** *(Formerly the QI Tools Course)*

## ABOUT THE COURSE

The 'Quality Improvement Essentials For Healthcare Professionals' course will equip participants with the basic principles and tools needed to support changes in clinical practice and process improvements. It will help participants to advance their personal development, so that they can work more confidently, efficiently and effectively in the evolving healthcare environment.

## LEARNING OBJECTIVES

**At the end of the programme, participants will be able to:**

- ▶ Understand and apply quality improvement principles
- ▶ Learn the basics of quality improvement diagnostic tools: Ideal Team Composition, Flow chart, multi-voting, Ishikawa (fish bone) diagram, Pareto chart and Run chart
- ▶ Understand the Model for Improvement (MFI) and the steps involved in the improvement cycle
- ▶ Develop appropriate solutions/ Interventions and prioritise them





# TARGET AUDIENCE

All staff who wish to learn the basics of Quality Improvement including:

- Doctors
- Nurses
- Administrators
- Allied Health Professionals
- Ancillary Staff

# COURSE DURATION

1 day

# PRE-REQUISITES

There are no pre-requisites for this course.

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our website at:

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# ROOT CAUSE ANALYSIS (RCA)

## Getting to the Root of a Problem

### ABOUT THE COURSE

Root Cause Analysis (RCA) is a comprehensive and systematic methodology that helps participants identify gaps in our healthcare system and processes of care delivery. Specifically, RCA enables participants to examine extensively the underlying contributing factors and tackle the root causes of an identified problem so that the likelihood of the same problem recurring can be reduced.

### LEARNING OBJECTIVES

**At the end of the workshop, participants will be able to:**

- Appreciate the science of human factors and determinants of behaviour leading to problems and safety issues
- Understand the different types of root causes and when Root Cause Analysis (RCA) should be used
- Understand the use of the Human Factors Analysis Classification System (HFACS) model to derive root causes
- Determine how to differentiate between individual and systemic approach to analysing an incident
- Understand principles and process of conducting RCA through case studies
- Develop solutions to eliminate or prevent problems or errors from recurring

## TARGET AUDIENCE

All staff who want to learn the steps and techniques in discovering the root cause of a problem including:

- Doctors
- Nurses
- Administrators
- Allied Health Managers
- Ancillary Staff

## COURSE DURATION

1 day

## PRE-REQUISITES

There are no pre-requisites for this course.

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Or email us at: [ihq@nhg.com.sg](mailto:ihq@nhg.com.sg)



# ROOT CAUSE ANALYSIS (RCA) MASTERCLASS

## Building a Support System for Robust RCAs

### ABOUT THE COURSE

The (RCA) Masterclass Workshop is specially designed for RCA practitioners seeking to deepen their knowledge and channel it towards improving RCA activities - systematic, thorough and consistent - within their institutions.

The workshop focuses intensively on coaching participants to achieve competency in applying the appropriate behaviours, and to demonstrate an effective application of the entire RCA methodology. Case studies will be used for group learning and discussions to impart skills in identifying methodology gaps during an RCA.

### LEARNING OBJECTIVES

**At the end of the programme, participants will be able to:**

- Develop skills to lead and facilitate an RCA
- Be familiar with key steps and QI tools in performing an RCA
- Apply Human Factors to target systemic causes when conducting an RCA
- Learn how to perform appreciative inquiry during the RCA process
- Understand how to develop strong and effective solutions to causes identified
- Learn how to write a RCA report, and use that as a tool for risk management and continuous improvement



## TARGET AUDIENCE

1. Staff involved in conducting and/or facilitating RCA including:
  - Risk Managers
  - Institution/Department Risk Leads
  - Clinical Process Owners
  - Quality Managers
  - Operations
  - Senior Clinicians
  - Healthcare Administrators
  - Nurse Managers
2. Staff identified by their institution or department as a key resource to facilitate or guide future RCA activities

## COURSE DURATION

1 day

## PRE-REQUISITES

1. Participants must have attended an RCA basic training conducted by the Institute of Healthcare Quality (IHQ), NHG or equivalent.
2. Participated in at least 2 RCA activities (either at their institution or cluster level), able and willing to share a completed RCA as part of classroom activities.

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# UNDERSTANDING THE ACCREDITATION STANDARDS IN HEALTHCARE

## Steps Towards Attaining a Desired and Achievable Level of Performance

*(Formerly the SARU Course)*

### ABOUT THE COURSE

This course aims to help staff understand the intent and scientific evidence behind the standards and how to use the standards to guide the processes of clinical care and other supporting functions.

Standards of care, whether national or international, voluntary or mandatory, are important to define what constitutes acceptable level of quality and safe care.

Standards are based on scientific evidences and represent best practices that are widely used by healthcare professionals. The use of standards in daily clinical practice helps to provide better outcomes for everyone in the system, reduce risks and optimise the use of limited resources.

### LEARNING OBJECTIVES

**At the end of the programme, participants will be able to:**

- Understand the intent and scientific evidence behind standards
- Implement standards using shared tips and pitfalls
- Apply standards, including in specific contexts, situations or patient groups where relevant
- Use suggestions provided on how to check for compliance and improvement opportunities after implementation

## TARGET AUDIENCE

All staff including:

- Team Leads
- Managers
- Head of Departments
- Champions for Selected Areas  
(e.g. Medication Management, Facilities Management, Quality and Safety)

## COURSE DURATION

0.5 days

## PRE-REQUISITES

Participants should read the materials provided and familiar themselves with the required standards prior to attending the course.

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# HOSPITAL



# BECOMING A SKILLED AUDITOR

## The Road to Mastering Audit Techniques

### ABOUT THE COURSE

For any healthcare organisation to perform reliably and to achieve its desired outcomes, effective design and execution of processes and systems is essential. Auditing provides a lens to gauge how well processes are carried out in compliance with policies, guidelines or standards of care.

The goals of auditing are not only to ensure services are carried out in accordance with design, but also to help identify potential risks and hazards, and opportunities for improving outcomes and resource use.

### THIS WORKSHOP COVERS:



#### TIER 1: INTRODUCTION TO AUDITING SKILLS (BASIC)

- This basic auditing course will cover generic principles of audit, explain how to plan and execute an audit, cover basic auditing skills and techniques and how to document audit findings.



#### TIER 2: DEVELOPING AUDITING SKILLS

- This intermediate auditing course will cover ways to deconstruct and understand requirements for standards in order to be able to review how organisations comply with standards and to achieve the goals of an audit.
- Process versus Case Studies will be used to guide participants in developing, documenting and execute a comprehensive audit for a particular patient or audit focus area.

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### TIER 3: MASTERING AUDITING SKILLS

This advanced course offers preceptorship and opportunity to develop auditing skills through performance of actual audits. Categories of audit include:

- Two supervised audits where trainees will be guided by trained auditors to audit planning, performing audits including document reviews, observational activities and staff interviews, and writing audit findings. Trainees will receive an evaluation by the IHQ Faculty with recommendations for further development.
- After supervised audits, trainees will perform 3 independent audits within their own institutions where selection of themes and focus areas, audit planning, audit execution and report writing will be performed as part of their own department or institution audit activities. Trainees will be assessed by institution Quality Directors or supervisors.

## LEARNING OBJECTIVES

With the completion of each Tier, participants will be able to:

### ► Tier 1: Introduction to Auditing Skills (Basic)

- Understand and apply general auditing principles
- Develop basic auditing skills and techniques
- Plan and execute an audit, and document audit findings

### ► Tier 2: Developing Auditing Skills (Intermediate)

- Deconstruct and understand the requirements for standards
- Review how organisations comply with standards
- Demonstrate how to develop, document and execute a comprehensive audit for a particular patient or a focus area

### ► Tier 3: Mastering Auditing Skills (Advanced)

- Practice planning audits around specified focus areas
- Conduct audit activities in accordance to an audit plan
- Develop skills in writing audit findings, referencing applicable standards



## TARGET AUDIENCE

- Process owners, managers and senior managers, and team leads, who have oversight responsibilities for a particular system or set of processes (Auditing skills will help them address gaps between design, actual practice and to understand how to ensure compliance or to determine when processes need to be re-designed to suit local contexts)
- Auditors (medical, nursing, allied health staff, operations and administrative staff) who play a role to assist in performing broad-based audits across departments, divisions or institutions

## PRE-REQUISITES

Tier 1: No pre-requisites needed.

Tier 2: Completed Tier 1: Introduction to Auditing Skills or any other external equivalent.

Tier 3: Completed Tier 1: Introduction to Auditing Skills and Tier 2: Developing Auditing Skills.

**Participants must have their applications endorsed by their institution Quality Director.**

*Tiers 2 and 3 require participants to be familiar with some common standards. e.g. Joint Commission International (JCI), Healthcare Services Act (HCSA), etc.*

## COURSE DURATION

Tier 1: 0.5 days

Tier 2: 0.5 days

Tier 3: 5 days

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