1. **Do I need to know everything about quality improvement before I start?**

While enthusiasm about improving patient care is fundamental to joining a collaborative, you shouldn’t worry about not knowing about quality improvement (QI) methodology just yet. You will be taught by an expert faculty throughout the collaborative on all elements of the model for improvement, which is the methodology we follow on the breakthrough series collaboratives.

2. **What will I gain from being part of the collaborative?**

Previous collaborative cohorts have not only learned about the model for improvement, they have also learned a lot about themselves. The purpose of a collaborative is to equip healthcare professionals with a knowledge of QI and also the confidence to embed these new skills in future QI projects in their organisation. Each learning session is also CPD-accredited.

3. **What will my organisation or wider team gain from this?**

Upskilling delegates in QI will have a direct impact on your organisation. Running improvement projects often results in improved productivity, reduced waste and variance, and an enhanced patient experience. A key element of the collaborative is engaging patients in improvement – so by taking part, delegates will have a greater understanding of the patient role in improvement.

4. **How much does it cost, and who pays for this?**

The exact cost per team will be on the recruitment flyer that will have been distributed with this FAQ document. The typical cost is around £1,000–3,000. This cost covers a team of four people to attend each of the three learning sessions, benefit from RCPQI and faculty teaching support throughout the course of the collaborative and have access to a wide range of RCPQI materials that will benefit your improvement journey. RCPQI benefits from having funding partners for many of our collaboratives who subsidise the cost (this means they will fund around half of the cost of running a collaborative), which in turn reduces the cost payable per team. The funding partners we typically engage with are national patient organisations and pharmaceutical companies – if you would like specific information on our funding partners, please get in touch.

5. **How much work will I need to do in between learning sessions?**

In between learning sessions, teams enter an action period where you put in to practice what you have learned at the learning sessions. We recommend that teams meet every 2 weeks to progress their projects, and make rapid, small changes that will see quick results. Each team must also have a 1-hour coaching call with a faculty member during each action period.

6. **Where will the learning sessions be based?**

Location information will be on your recruitment flyer. If it’s not confirmed on there, RCPQI will be waiting to find out which teams apply before confirming a location to ensure geographical fairness.

7. **I’d like to know more about what it’s like to be part of a collaborative**

Along with this FAQ document you should have been sent a case study from one of our most recent collaborative teams, who can give you their take on being part of a collaborative. If you haven’t received this, please get in touch and we’ll send it over.

8. **Who should be in my team?**

This will depend on the topic of the collaborative but in most cases, we advise a wide range of colleagues to be involved in your team. Have a think about who in your organisation will be enthusiastic about your improvement project and able to make change happen – those are your team members! We also strongly advise having a patient or carer as part of your team.

9. **Do I need a patient representative on my team at every single learning session?**

It is strongly advised but not mandatory. We teach most of the theory on patient involvement in our second learning session so if they can only attend one learning session, we would suggest learning session 2.

10. **Can I have more than four people in a team?**

Unfortunately, due to venue capacity we are rarely able to invite more than four team members to each learning session. We recommend that you have a wider improvement team in your organisation, and perhaps consider rotating the team members who attend each learning session, depending on their skillset.