

Module Title:	Leading quality improvement in healthcare	Level:7	Credit Value:	20
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Module code:	NHS7A4D	Is this a new module? Yes	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	2	With effect from:	September 18
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School:	Social & Life Sciences	Module Leader:	Joanne Pike
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Scheduled learning and teaching hours	66 hrs
Guided independent study	134 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Health Sciences	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Healthcare Leadership)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Advanced Clinical Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites

Office use only

Initial approval November 17

APSC approval of modification Enter date of approval

Version 2

Have any derogations received SQC approval? Yes No

27/04/20 – Admin correction module code

20/04/21 – Updated module leader, addition of MSc Advanced Clinical Practice in programmes offering the module

Module Aims

This module aims to prepare students to lead a quality improvement project within their clinical practice. The main focus of the module is how to bring about successful change using the processes, tool and techniques associated with quality improvement.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically analyse current policy, literature and research to rationalise the need for an improvement in clinical practice	KS1	KS4
		KS6	KS9
2	Critically evaluate and apply a variety of tools to identify the root causes and contributing factors of an issue in clinical practice	KS2	KS3
		KS7	KS5
3	Apply quality improvement methodology to resolve an issue in clinical practice and evaluate its use	KS2	KS3
		KS4	KS7
4	Undertake basic data analysis and have an understanding of variation and its application to quality improvement methodology	KS6	KS4
		KS10	
5	Develop a deep and critical understanding of the role of a change agent including engaging and motivating a healthcare team to bring about an improvement in clinical practice	KS7	KS2
		KS3	
6	Design and evaluate reliable processes within the student's clinical practice, taking into account complexity, error chains and human factors	KS3	KS2
		KS8	KS9
		KS10	

Transferable/key skills and other attributes

Demonstrate highly developed professional written and verbal communication skills;
 Exercise initiative
 Demonstrate the ability to make decisions in complex situations
 Demonstrate the ability to manage risk
 Demonstrate independent learning ability
 Demonstrate competency in word processing and the presentation of data
 Demonstrate competency in the use of libraries, databases and the internet as sources of information

Derogations

The following derogation will apply for students undertaking the MSc Health Sciences (all routes): Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

Assessment:

This module is assessed through a poster presentation and an essay. The poster presentation is a visual display of the student's quality improvement project, including any relevant data. The essay critically examines current evidence and healthcare policy relating to the student's chosen subject, thus providing a rationale for the need for change. The student would then demonstrate how the change was managed using the 6 step quality improvement process (identifying a project, root cause analysis, setting an aim, setting measures, identifying changes and testing changes using PDSA cycles). Finally the student would reflect on the process and their role as a leader and change agent.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Essay	80%		3,000
2	1,2,3,4,5	Presentation	20%		15 minutes

Learning and Teaching Strategies:

The teaching and learning strategies employed would involve a series of lead lectures supported by facilitated group discussions and smaller group exercises to demonstrate key learning points. Students will also have opportunity to practise using the tools and techniques of quality improvement in a safe and supportive learning environment in the classroom. Students will be offered a mentoring session in their workplaces by a colleague experienced in leading quality improvement. The use of moodle will provide a blended learning approach to learning.

The Module Leader will ensure that international students have an assignment brief that recognises the context of their healthcare system.

Syllabus outline:

Engagement; root cause analysis tools: Pareto, 5 whys, process mapping and Ishikawa; the model for improvement including run charts, SPC and PDSA cycles; innovation; system thinking tools: pre-mortem and driver diagrams; lean in healthcare; reliability, safety and human factors, definitions of quality, person centred care.

Bibliography:

Essential reading

Care Quality Commission (2017) *Driving improvement. Case studies from eight NHS trusts*. Newcastle. Care Quality Commission.

Cole, G. A. and Kelly, P (2015) *Management theory and practice*. 6th Edition. London: Cengage Learning.

Health Foundation (2014) *Person Centred care made simple. What everyone should know about person centred care*. London. Health Foundation.

Other indicative reading

Gantz, N. (2010) *101 Global leadership lessons for nurses. Shared legacies from leaders and their mentors*. Sigma Theta Tau International. Indianapolis.

The Health Foundation (2016) *Quality improvement made simple. What everyone should know about quality health care improvement*. London. Health Foundation.

Mullins, L J. (2011) *Essentials of organizational behaviour*. 3rd Edition. Harlow. Pearson Education.

Parkin, P. (2009) *Managing change in healthcare using action research*. London. Sage Publications.

Nolan A (Ed) (2007) Productive Ward. *Health Services Journal Annual Supplement* 19 April 2007.

Welsh Assembly Government (2009) *Free to Lead, Free to Care: Empowering ward sisters/charge nurses Ministerial Task and Finish Group*. Cardiff: WAG.

<http://www.qaproject.org/methods/resqa.html>

Relevant government policy documents and guidelines