

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module code	NHS7C5
Module title	Innovation and Improvement in Practice
Level	7
Credit value	20
Faculty	SLS
Module Leader	Alison Lester-Owen
HECoS Code	100246
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Professional Practice in Health	Core (also to be offered as a Stand Alone Module)
MSc Health Sciences	Option

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	21 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	0 hrs
Placement / work based learning	0 hrs
Guided independent study	179 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	22/03/21
With effect from date	September 2021
Date and details of revision	17/09/2021 – added MSc Health Sciences to programme titles
Version number	1

Module aims

This module aims to prepare students to lead a quality improvement project within their workplace. The main focus of the module is how to bring about successful change using the processes, tool and techniques associated with service improvement. Students will be encouraged to reflect upon how innovative practice can positively impact on service transformation, driving up quality and improving outcomes. Innovation, change management and the quality care agenda will be significant themes throughout the module.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Understand basic data analysis and collection methods, and how it can be used to affect sustainable service innovation and improvement.
2	Critically evaluate and apply the principles of change to the process of innovation, to include opportunities to overcome barriers and resistance to change
3	Propose innovative approaches within their area of practice/ speciality/ workplace which utilises evidence, demonstrates co-production, and develops a progressive culture within the practice setting
4	Critically analyse current policy, literature and research to rationalise the need for improvement in practice

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Module Assessment:

The assessment strategy is designed to provide students with the opportunity to demonstrate their understanding of the contemporaneous issues facing a specific area of health and social care delivery, and how innovative new approaches could be implemented to transform the quality of service delivery.

Assessment One (75%)

A Service Improvement Plan. The student must use supporting evidence to critically analyse the opportunities to improve an aspect of service provision. The service improvement plan must discuss the evidence base for the innovation, consider potential barriers to the implementation and how these will be overcome, outline the impact of the improvement, and identify how service impact will be measured. (2,500 words)

Assessment Two (25%)

The student must select an appropriate medium to communicate-

1. What their improvement is,
2. Why their improvement plan was selected
3. How it was/will be implemented and evaluated.

The selected format must be appropriate to be used to facilitate communication within their area of work, and a rationale for the choice of format must be provided (eg- poster, video, pictorial, voiced over power-point).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2,4	Written Assignment	75%
2	3	Presentation	25%

Derogations

The following derogation will apply for students undertaking the MSc Professional Practice in Health:

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. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

In addition, both assessments must achieve a mark of over 40% to pass the module.

Learning and Teaching Strategies

This module will be delivered via a 'blended learning' approach. Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, group tasks, workbooks, key readings, reflective activities or other appropriate learning activity, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Timetabled 'live' seminars/ sessions may be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student.

Indicative Syllabus Outline

- Exploring the challenges for modern healthcare provision
- Identifying opportunities to improve quality
- The concept of quality from differing perspectives
- Innovation and service redesign in practice
- Analysis of barriers to change

- Negotiating, influencing and managing change

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

[Improvement Cymru](#)

[The Health Foundation](#)

Other indicative reading

The Health Foundation (2013) [Quality improvement made simple. What everyone should know about quality health care improvement- Quick Guide.](#) London. Health Foundation.

The Kings Fund (2017) [Caring to Change- How Compassionate Leadership can Stimulate Innovation in Health Care](#)

The Health Foundation (2019) [The Improvement Journey](#)

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.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas. [Click here to read more about the Glyndwr Graduate attributes](#)

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency

Organisation

Leadership and Team working

Critical Thinking

Emotional Intelligence

Communication