

MODULE SPECIFICATION

Module Title:	Enhancing Quality through Transforming healthcare	Level:	6	Credit Value:	20
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Module code:	NHS695	Is this a new module?	Yes	Code of module being replaced:	NHS 661
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Cost Centre:	GANG	JACS3 code:	B700
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Semester(s) in which to be offered:	2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Edna Astbury-Ward
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Leadership and Healthcare Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Graduate Certificate Healthcare Leadership and Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
NA

Office use only

Initial approval June 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims This module aims to enhance the students' knowledge and problem solving skills in the management of service improvement at the delivery point of healthcare. The main focus of the module is care standards and quality assurance processes and strategies.

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

1	Critically review the care standards applicable to their area of management, the origins of these standards and their use.	KS3	KS4
		KS5	KS6
		KS9	
2	Demonstrate a comprehensive understanding of the local quality assurance strategy and the standards to be achieved.	KS3	
		KS5	
3	Evaluate a range of quality monitoring processes and tools.	KS1	KS6
		KS3	KS8
4	Demonstrate problem solving skills through the application of a quality improvement tool to a practice situation.	KS2	KS3
		KS4	KS7
		KS6	KS9
5	Draw upon current policy, literature and research to rationalise the need for change in clinical practice.	KS1	KS4
		KS6	KS10
		KS9	

Transferable/key skills and other attributes

- Exercise initiative and personal responsibility in a management setting;
- Make decisions in complex management situations;
- Communicate information to specialist and non-specialist audiences

- Demonstrate competency in word processing and the presentation of data;
- Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied;
- Manage their own learning

Derogations

None

Assessment:

This module is assessed through a case study and a presentation.

The essay critically examines the context of current standards and quality initiatives within the NHS and demonstrates how a quality improvement tool may be used to enhance service delivery. The student would be expected to critically examine the nature and origins of the quality movement in healthcare and with reference current standard(s) demonstrate how a quality improvement tool may be used to problem solve in a practice context. The students are not expected to have completed the whole initiative but should discuss the progress to date.

The presentation draws upon current policy, literature and strategies to highlight an innovation in practice that the student has implemented.

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

Learning and Teaching Strategies:

Learning strategies being used are a combination of directed and self-directed reading, case discussions, action learning sets, observations and work-based learning, lectures and group and individual tutorials and discussions. Taught material is supported by open learning materials and online resources through the University's VLE.

Syllabus outline:

Local Quality Assurance Strategy and Standards, Local, and National Standards: their origins and use, Fundamentals of Care, clinical indicators and use of Dashboards, healthcare priorities;

Quality: Defining quality, QA systems and processes, research, audit; Quality improvement tools: Quality Impact Assessments, use of Patients and nurse diaries and stories, OCP matrix, PROFIT, PDSA cycle, Fishbone diagrams, Lean Leadership Techniques;

Patient experience: customer care, complaints, patient and public involvement; Nursing Metrics; Transforming Care, Emotional intelligence, performance management, whistle blowing, Quality Assurance Strategy.

Bibliography:**Essential reading**

Barr, J, Dowding, J (2015) *Leadership in Healthcare*. London. Sage Publications.

Barker-Bausell, R (2012) *Healthcare Evaluation*. London. Sage Publications.

Fisher, M, Scott, M. (2013) *Patient safety and managing risk in nursing*. London. Sage Publications.

Gopee, N., Galloway, J. (2013) *Leadership and Management in Healthcare* London, Sage Publications

Marquis, B.L. and Huston, C.J. (2010) *Leadership roles and management functions in nursing: theory and application*. 5th edition. Philadelphia: Lippincott, Williams and Wilkins

Parkin, P.(2009) *Managing change in Healthcare*. London. Sage Publications

[http://www.nelctp.nhs.uk/transforming care/](http://www.nelctp.nhs.uk/transforming%20care/)

<http://www.improvementfoundation.org/>

Other indicative reading

Cole, G.A. and Kelly, P (2011) *Management Theory and Practice* (7th Revised Edition).

London: Cengage Learning EMEA

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