

Module specification

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Module Code	NHS7E8
Module Title	Inspiring Practice through Quality Improvement
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100281
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Post Graduate Diploma in Community Specialist Practice (District Nursing)	Core
MSc Community Specialist Practice	Core

Pre-requisites

All students must be NMC registered nurses (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme.

Breakdown of module hours

Learning and teaching hours	30 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	30 hrs
Placement / work based learning	70 hrs
Guided independent study	100 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

Module aims

This module will enable students to embrace innovative and immersive technologies to extract data appertaining to their caseload. On evaluation of the data, they will identify an area within clinical practice to lead a quality improvement initiative. Students will actively engage with their team, working in partnership with others to lead the change.

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

1	Capture and critically and evaluate data relating to an aspect of caseload audit, engaging with innovative and emerging technology. (SPQ proficiencies 5.11,5.15, 6.6, 6.5, 7.3)
2	Lead a quality improvement programme, selecting an improvement methodology, collating, presenting results and justify improvement actions. (SPQ proficiencies 6.2, 6.3, 6.8, 7.10)
3	Collaborate and co design new initiatives that continually drive service improvement whilst acknowledging resource issues and budget responsibility. (SPQ proficiencies 5.6, 5.7, 5.8, 5.12, 5.15, 7.2, 7.5, 7.6, 7.7, 7.9, 7.10)
4	Critically discuss how co production with key stakeholders contributes to the effective development of an improvement project. (SPQ proficiencies 6.2, 6.3, 6.5, 6.6, 6.8, 7.2, 7.3, 7.5, 7.6, 7.7, 7.10)

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.

Formative Assessment:

Students will present their initial data related to their potential quality improvement for discussion within the class.

Summative Assessment:

Students will present a quality improvement initiative to their peers and people who use services (PUSC's) through design and development of a poster. The poster will include a justification for the initiative based upon data drawn from their caseload. The student will acknowledge partnership working to influence change. Students must address all learning outcomes within the poster design. The poster presentation will be 20 minutes coupled with a ten-minute discussion.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3 & 4	Presentation	100%

Derogations

The student must pass all assessment elements in order to pass the module. No compensation is allowed.



Additional Requirements

All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

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.

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, key readings, reflective activities or other appropriate learning activities, will be made available on the Virtual Learning Environment. Timetabled ‘live’ seminars/ sessions may be held 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

- Change theory
- Models of effective change management
- Barriers to change.
- Political and economic trends to influence current/prospective nursing services.
- Budget responsibility
- Balancing risk and resource allocation
- Risk reporting and action plans
- Innovative and emerging technology/databases/scheduling tools
- Capturing, storing, and evaluating data
- Collaboration and co design
- Creating and developing new initiatives/service improvements
- Working in partnership to support and influence change.
- Poster design and presentation.

Indicative Bibliography:

Essential Reads

Academi Wales (2023) – Learning Resources & Publications
<https://academiwales.gov.wales/>

Academi Wales (2018) Sowing Seeds: Managing Change Successfully

Ellis, P. (2022), *Leadership, Management & Team Working in Nursing*. 4th ed. London: Sage Publications. See Chapter 7 Improving Care & Change Management.

Janes, G. and Delves-Yates, C. (2023), *Quality Improvement in Nursing*. London: Sage Publications.



Other indicative reading

Barr, J. and Downing, L. (2022), *Leadership in Healthcare Practice*. 5th ed. London: Sage Publications.

Gopee, N. and Galloway, J. (2017), *Leadership and Management in Healthcare*. 3rd ed. London: Sage Publications.

