

Module specification

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| Module Code | NHS7C5 |
| Module Title | Innovation and Improvement in Practice |
| Level | 7 |
| Credit value | 20 |
| Faculty | FSLS |
| 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 |
| PG Cert Compassionate Leadership | Core |

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 | 21 hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 179 hrs |
| Module duration (total hours) | 200 hrs |

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| For office use only | |
| Initial approval date | 22/09/21 |
| With effect from date | September 2021 |

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| For office use only | |
| Date and details of revision | 17/09/2021 – added MSc Health Sciences to programme titles August 2023 – AM2 to modify assessment strategy from Sept 2023 Dec 2024 – addition of PG Cert Compassionate Leadership |
| Version number | 3 |

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:

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|---|--|
| 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 (100%)

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. (**4000** words)

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1 | 1 - 4 | Written Assignment | 100 |

Derogations

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, all 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.

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