

Module code: MOD004058	Version: Date Amended:
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1. Module Title
Driving Improvement in the Healthcare Workplace

2a. Module Leader	2b. Department	2c. Faculty
Null	Department of Leadership and Management	Lord Ashcroft International Business School

3a. Level	3b. Module Type
5	Standard (fine graded)

4a. Credits	4b. Study Hours
30	300

5. Restrictions			
Type	Module Code	Module Name	Condition
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Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description
<p>Ideas about doing things better in organisations stem largely from the early days of the quality revolution with the pioneering work of Juran and Deming paving the way for the work of Donabedian and Ovretveit in a health care context. It can be argued that Improvement, as a set of concepts and principles is a natural successor to notions embodied within Total Quality Management but for modern day healthcare organisations notions of improvement represent a key organisational focus that guide the work of healthcare practitioners and those who play an active role in supporting practice. Arguably the most fundamental concept of improvement is that improvement requires change (although it should be recognised that not every change equates to an improvement). As a result of this premise, changes made to practice and service delivery must be tested and studied (often using a variety of models and approaches that are applicable to the given context) to determine whether changes adopted improve the overall standard and quality of care. In this module you will focus on developing your knowledge about improvement and developing in particular your understanding of models, tools and methodologies that can be applied in organisational contexts to bring about improvement. There will be a number of formative assessment methods that will be drawn upon including case study analyses and reflection on improvement narratives from a wide literature base. The summative assessment will take the form of a considered and analytical review of the focus and impact of implementation of improvement methodologies.</p>

6b. Outline Content
<p>Indicative content will include: - Quality and organisational efficacy: principles and concepts - Fundamental concepts of improvement - Tools for improvement including the role of PDSA Cycles; Process Mapping; Lean Thinking and Innovation - Measurement: The role of data in organisations and statistical process control - Change in organisations: what happens to people and what impact change has on practice / processes - Sustainability of improvement</p>

6c. Key Texts/Literature
<p>Ashworth RE, Boyne GA & Entwistle T (2010) Public Service Improvement: Theories and Evidence, Oxford University Press Berwick DM (2008) The Science of Improvement, JAMA, 299 (10) Mar12 1182-1184 Grol R, Baker R & Moss F (2004) Quality Improvement Research: Understanding The Science of Change in Health Care, BMJ Books, London. NHS Institute for Innovation and Improvement (2008) Quality Improvement: Theory and Practice in Health Care, NHS III, Coventry NHS Institute for Innovation and Improvement (2005) The Improvement Leaders Guide Series (General Improvement Skills; Process & Systems Thinking & Personal and Organisational Development) NHS III, Coventry Ovretveit J & Gustafson D (2005) Leading Improvement, Journal of Healthcare Organization and Management, 19(6) 413-460</p> <p><i>Last Updated:</i></p>

6d. Specialist Learning Resources
None

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Reflect on improvement concepts and determine their application for usage in varying healthcare situations and contexts
2	Knowledge and Understanding	Evaluate the use of improvement methodologies to bring about improvement based on specifics of the context in which they will be applied
3	Intellectual, practical, affective and transferrable skills	Utilise analytical and evaluative skills to make effective choices about the appropriateness of actions for improvement
4	Intellectual, practical, affective and transferrable skills	Develop self-regulating and effective interpersonal skills based on a sound understanding of self-knowledge

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2016/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	12	1-4	Delivered in an initial block
Other teacher managed learning	36	1-4	Ongoing electronic support and surgeries
Student managed learning	252	1-4	Through the application of theory whilst experiencing healthcare employment
TOTAL:	300		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	100 (%)	Fine Grade	30 (%)
Details:	CRITICAL REVIEW 6000 WORDS				
Critical Review of the impact of improvement tools and their implementation in healthcare practice.6000 words.					

**In order to pass this module, students are required to achieve an overall mark of 40%.
In addition, students are required to:**

(a) achieve the qualifying mark for each element of fine graded assessment of as specified above

(b) pass any pass/fail elements