

Module code: MOD004064	Version: 1 Date Amended: 23/Oct/2013
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1. Module Title
Driving Quality Improvement in Healthcare Professional Practice

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

3a. Level	3b. Module Type
7	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 improvement stem largely from the early days of the quality revolution with the pioneering work of Juran and Deming paving 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. Arguably the most fundamental concept of improvement is that it requires change (although it should be recognised that not every change equates to an improvement!). As a result of this paradigm, 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 work context) to determine whether changes adopted improve the overall quality of service. A key focus for this module is the theory / practice emphasis that enables the learner to understand some key concepts surrounding improvement (in a short intensive study week) followed by a substantive placement in a work based setting applying these concepts; understanding the context of the organisation; identifying a mutually agreed achievable plan for improvement; working with teams to bring about improvement; disseminating plans for improvement to the work-based setting and acting as an effective change agent. Summative assessment will focus on a portfolio that focuses on a description of the work based setting; contextual information on the area for improvement; the range of tools chosen to bring about improvement; a reflection on the ways in which the plan for improvement will be implemented / disseminated. A second summative assessment will focus on the impact on (in terms of gains in knowledge, skills and experience) of the learner in completing the plan for improvement in the chosen work-based setting. Employability skills are embedded in this module, in that it is based in the workplace and focuses in real world business challenges and solutions. Skills developed will include communication, process analysis, business research, and process improvement planning.</p>

6b. Outline Content
<p>- Evaluating organisation cultures, structures and practices - The development of thinking on quality, organisational efficacy; organisational climate and culture and concepts of improvement - Tools and methodologies for Improvement (including the role of PDSA Cycles; Process Mapping; Lean Thinking & Innovation) - Effective Approaches to the Consultancy Process - Using project management principles to map out improvement plans and actions - Frameworks for Leadership - The leaders role in managing people and processes in managing sustainable organisational change - Sustainability and its impact on change management - Evaluation; concepts, approaches and methodologies</p>

6c. Key Texts/Literature

Ahleigh M & Mansi A (2012) The Psychology of People in Organisations, Financial Times/Prentice Hall, London Ashworth RE, Boyne GA & Entwistle T (2010) Public Service Improvement: Theories and Evidence, Oxford University Press Cope M(2003) The Seven Cs of Consulting: The Definitive Guide to the Consulting Process, FT Prentice Hall, 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 Noakes S, Major I, Greenwood & Goodman M (2003) The Definitive Guide to Project Management: The Fast Track to Getting the Job Done on Time and on Budget, Prentice Hal, London Ovreteit J & Gustafson D (2005) 'Leading Improvement, Journal of Healthcare Organization and Management', 19(6) 413-460

Last Updated:

6d. Specialist Learning Resources

N/A

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	Identify and use appropriate improvement tools in order to map and analyse a healthcare process, making recommendations for improvement
2	Knowledge and Understanding	Develop an improvement plan including consideration of all stakeholder groups
3	Intellectual, practical, affective and transferrable skills	Reflect on the tools used, the improvement plan proposed; the experience of driving it through with the employer and their personal development associated with the process

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	0	N/A	N/A
Other teacher managed learning	72	1-3	Delivered through an initial 12 hour intensive block, followed by electronic support and surgeries throughout the semester
Student managed learning	228	1-3	Completed during placement period
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	1,2	50 (%)	Fine Grade	30 (%)
Details:	PORTFOLIO 3000 WORDS				
Compile a portfolio of evidence that illustrates improvement action in a work place setting. Coursework with 3,000 word equivalence					
011	Coursework	3	50 (%)	Fine Grade	30 (%)
Details:	COURSEWORK 3000 WORDS				
Critically reflect on the knowledge skills and experience that has been gained in managing an improvement project. Coursework with 3,000 word equivalence					

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