


STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Service Improvement - a collaborative approach				
Module Code	UZYSNA-15-2	Level	2	Version	2.1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Nursing BSc (Hons) Occupational Therapy BSc (Hons) Social Work BSc (Hons) Physiotherapy BSc (Hons) Diagnostic Radiography BSc (Hons) Radiotherapy and Oncology BSc (Hons) Midwifery Foundation Degree in Health Care Practice BSc (Hons) Healthcare Science				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013 September 2019 (v2.1)		Valid to	September 2019	

CAP Approval Date	June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Explore a range of service improvement frameworks 2. Apply a service improvement approach to an event / situation 3. Evaluate the contribution of other professionals, outside agencies, patients and public (service users and carers) to specific situations 4. Identify their personal and professional contribution to the event / situation 5. Analyse the challenges experienced as a professional and the skills required in facilitating a collaborative approach to improving the service and experience for patients and public (service users and carers)
Syllabus Outline	Service Improvement <ul style="list-style-type: none"> • Evidence base for the relationship between effective collaboration and provision of quality services • Introduction to service improvement frameworks • Introduction to situation analysis frameworks

	<p>The Context of Interprofessional and Inter-agency Collaboration</p> <ul style="list-style-type: none"> • The purpose of interprofessional and inter-agency collaboration • The scope and range of policy (international, national, local) • Professional identity and socialisation, issues of power and responsibility • Issues relating to equal opportunities / anti-oppressive practice • Patient and public (service user and carer) perspectives on service provision • Ethico-legal context of collaborative care (duty of care / duty of candour) <p>Organisation within Interprofessional / Inter-agency Collaboration</p> <ul style="list-style-type: none"> • Communication processes within teams – barriers and facilitators • Consideration of location, organisation and dynamics of teams • Partnership / inter-agency involvement for effective team work • Changing landscape of collaborative care (cross professional / cross organisation / cross geographical boundaries) 																									
Contact Hours/Scheduled Hours	A total of 150 hours of student effort, 36 hours of which will be in uniprofessional and then interprofessional workshops and group guided study																									
Teaching and Learning Methods	<p>This module engages with a blended learning approach which has initial set face to face contact hours in uniprofessional groups. It then progresses to mixed interprofessional workshops and guided study and group work on-line.</p> <p>Within this, a selection of core materials using technology enhanced learning approaches (TEL) such as podcasts and appropriate commercially (free license) produced materials will inform the group seminar work and guided study.</p> <p>Independent and placement learning. Students will seek out and identify appropriate learning experiences / illustrations in relation to the identified topic within practice / placement settings.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="480 1615 1374 2011"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>150</td> <td>150</td> </tr> </tbody> </table> 	Key Information Set - Module data										<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	150	150
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The table below indicates as a percentage the total assessment of the module which constitutes

Coursework: Assignment of selected activities.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage			
Coursework assessment percentage		100%	
Practical exam assessment percentage			
			100%

Reading Strategy

Core readings:

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

Further readings:

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills:

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

Indicative reading list:

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Reference

Hean S., Hammick M., Miers M., Barr H., Hind M., Craddick D., (2009) *Evolving Theory in Interprofessional Education Project Report res-451-26-0360*. University of Bournemouth.[Online] Available from: <http://eprints.soton.ac.uk/165575/> [Accessed 14 November 2014].

Books:

Thomas, J., Pollard, K.C. and Sellman, D. eds. (2014) *Interprofessional Working in Health and Social Care: professional perspectives*. 2nd ed. Basingstoke: Palgrave publishing.

Carnell, R. and Buchanan, J., eds. (2009) *Effective Practice in Health, Social Care and Criminal Justice: partnership approach*. 2nd ed.[online]. Oxford: Open University Press. [Accessed 14 February 2013].

Langley. K. and Nolan, T. (2009) *The Improvement Guide: A Practical Approach to Enhancing Organisational Performance*. 2nd ed. [online] San Francisco: Jossey Bass. [Accessed 14 February 2013].

Pollard, K., Thomas, J. and Miers, M. eds. (2010) *Understanding interprofessional working in health and social care, theory and practice*. [Online] London:Palgrave Publishing. [Accessed 14 November 2014].

Journal articles:

(All these articles are available electronically via a 'journal search' on the Library Catalogue).

Baldwin, D.C. (2007) Territoriality and power in the health professions. *Journal of Interprofessional Care* [online]. 21 (suppl.1), pp. 97-107. [Accessed 14 November 2014].

Blickem, C. and Priyadharshini, E. (2007) Patient narratives: the potential for "patient-centred" interprofessional learning? *Journal of Interprofessional Care* [online]. 21(6), pp. 619-632. [Accessed 14 November 2014].

Dwyer, S. (2007) The emotional impact of social work practice. *Journal of Social Work Practice* [online]. 21(1), pp. 49-60. [Accessed 14 November 2014].

Frost, N. and Robinson, M. (2007) Joining up children's services: safeguarding children in multi-disciplinary teams. *Child Abuse Review* [online]. 16 (3), pp. 184-199. [Accessed 14 November 2014].

Garrad, F. (2012) Junior Doctors and Service Improvement. *Leadership in Health Services*. [online] 25(3) pp. 167-169. [Accessed 21 November 2014].

Kuper, A., and Whitehead, C., (2012) The Paradox of Interprofessional Education: IPE as a mechanism for maintaining physician power. *Journal of Interprofessional Care* [on-line] 26 (5), pp. 347-349. [Accessed 14 November 2014].

Lewis, S., Heard, R., Robinson, J., White, K. and Poulos, A. (2008) The ethical commitment of Australian radiographers: does medical dominance create an influence? *Radiography* [online]. 14 (2), pp. 90-97. [Accessed 14 November 2014].

Mackenzie, A., Craik, C., Tempest, S., Cordingley, K., Buckingham, I. and Hale, S. (2007) Interprofessional learning in practice: The student experience. *British Journal of Occupational Therapy* [online]. 70 (8), pp. 358-361. [Accessed 14 November 2014].

McDermott, A. and Keating, M. (2012) Making Service Improvement Happen: The importance of Social Context. *The Journal of Applied Behavioral Sciences*. [Online] 48 (1) pp. 62-69. [Accessed 21 November 2014].

Morison, S., Johnson, J., and Stevenson, M., (2010) Preparing Students for Interprofessional Practice: Exploring the intra-personal dimension. *Journal of Interprofessional Care* [on-line] 24 (4), pp. 412-421. [Accessed 14 November 2014].

Murray-Davis, B., Marshall, M., and Gordon, F. (2011). What do midwives think about interprofessional working and learning? *Midwifery*. [on-line] 27 (3), pp. 376–381. [Accessed 14 November 2014].

Priest, H.M., Roberts, P., Dent, H., Blincoe, C., Lawton, D. and Armstrong, C. (2008)

	<p>Interprofessional education and working in mental health: in search of the evidence base. <i>Journal of Nursing Management</i> [online]. 16 (4), pp. 474-485. [Accessed 14 November 2014].</p> <p>Wally, P. and Gowland, B. (2004) Completing the circle from PD to PDSA. <i>International Journal of Health Care Quality Assurance</i>. [Online] 17-(6) pp. 349-358. [Accessed 14 November 2014].</p> <p>Baldwin, D.C. (2007) Territoriality and power in the health professions. <i>Journal of Interprofessional Care</i> [online]. 21 (suppl.1), pp. 97-107. [Accessed 14 November 2014].</p> <p>Journals: Journal of Interprofessional Care Health and Social Care in the Community Learning in Health and Social Care (available 2002-2009 after which the title ceased publication) Journal of Health and Social Care Improvement</p>
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Part 3: Assessment	
Assessment Strategy	<p>Project module</p> <p>2400 word patchwork portfolio assignment of activities drawing from and informed by module and practice / placement settings experience in relation to service improvement.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2400 word assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2400 word assignment	100%	

If a student is referred / failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.