University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Quality Enhancement in Practice					
Module Code	UZWSRF-30-2		Level	2	Version	1
Owning Faculty	Health and Life Sciences		Field	Acute and Critical Care Adult Nursing		
Contributes towards	FdSc Health and Social Care Practice					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	01/09/2013		Valid to	01/09/2019		

CAP Approval Date	21/11/2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an understanding of current quality issues in health and social care practice (Component A) • Discuss quality indicators and the implications for the service user, acknowledging diversity (Component A) • Identify the role of the assistant practitioner in quality improvement (Component A) • Explore the process of standards setting, monitoring progress and taking action (Component A) • Explore the change management process and the role of the assistant practitioner (Component A) • Identify and discuss literature, research and policy relating to quality and quality improvement initiatives (Component A) • Reflect on your own practice and involvement in quality improvement and evaluation (Component A) • Demonstrate learning through development and presentation of a poster (Component A)
Syllabus Outline	• Quality' – what is it and why is it important to health and social care. • Understanding the link between quality and safety • Identifying the national and local context, and drivers for service and quality improvement such as CQUINs, quality metrics, performance measures • How do we measure quality (review of quality metrics including the

	difference between structure, process and outcome indicators)
	• Exploring user involvement and its role in improving services
	• Ethical issues to consider in user involvement
	• Methods of obtaining user feedback/involvement
	• Understanding the audit cycle and service improvement processes
	• Identifying best practice
	• Accountability and responsibility
	• Setting standards and benchmarks
	• Implementing change and understanding challenges
	• Understanding change management theories
	• Measuring change
	• Theories of leadership and role modelling
	• Why diversity matters to health and social care.
	• Planning and running projects, including poster compilation

Contact Hours	• This module will use a total of 300 hours of study time of which an average of 72 hours will represent scheduled learning, and 228 hours will represent independent learning. It will be taught across semesters 1 and 2.
	
	 • The 72 hours scheduled learning could be used as follows:
	
	     o Lectures 21 x 3 hours
	     o Individual tutorials 2 x 1 hour
	     o Seminars 7 x 1 hour
	     o Group and/or individual tutorials could also be used, but these are part of the programme-wide academic tutoring provision, and therefore are not classed within individual module contact hours.
	     o NB this breakdown of scheduled learning is an indicative example only, and is subject to change dependent on delivery location.

Teaching and Learning Methods	The teaching and learning strategies for the module acknowledge the importance of student centred learning. There is an appreciation that students come with vastly differing clinical experience and that this experience can be utilised effectively and shared throughout the learning process. The emphasis is that students are responsible for their own learning. This philosophy acknowledges that adult students in particular are usually highly motivated individuals, with particular abilities and needs that they are able to define. **Scheduled learning** includes lectures, seminars, individual tutorials, and assignment supervision. Introductory lectures may be supported by seminars and workshops where specific elements of learning can be focused on and used to generate exploration and deeper consideration of differing perspectives. Scheduled sessions may vary slightly depending on the college of delivery. **Independent learning** includes hours engaged with essential reading, completion of guided study, and assessment preparation. Students will be guided to topic areas for specific lecture, seminar and/or workshop preparation, and independent study related to the module content. It is suggested that session preparation could take on average 1-2 hours per week.
Key Information Sets Information	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.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

NB the above breakdown of KIS learning hours is an indicative example only, and is subject to change dependent on delivery location.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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			0%	
Coursework assessment percentage			0%	
Practical exam assessment percentage			100%	
			100%	

| **Reading Strategy** | **Essential Reading** will be clearly indicated at the point of need or with notice for preparation, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module due to the wide variety of relevant texts and literature available, but printed study packs and electronically available texts may be used, and clear guidance as to the required level of depth of detail in terms of reading will be given. The module handbook will include guidance to key literature, and how literature can be accessed, including the large number of useful resources and publications available via key databases and websites.

Further Reading will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources to locate a variety of relevant literature (including current research in the appropriate fields). This will ensure that students become more familiar with the library systems, database searching methods and a variety of relevant literature specific to the module and relevant areas of interest. Many resources can be accessed remotely via the library systems. Assignment reference lists are expected to reflect the range of reading carried out.

Access and Skills
Students are expected to be able to independently identify and retrieve appropriate reading, and will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the |
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	module where appropriate, and guidance as to how literature can be accessed. All students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will have been introduced at the start of their course, and this module offers an opportunity to further develop information skills introduced at level 1. Additional support will be available through the library 'my skills' study area via the Library Services web pages, UWE library telephone enquiries line, and through library attendance and workshops available through UWE and the college of study.
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. However, CURRENT advice on readings will be available via other more frequently updated mechanisms including the module handbook or other resources such as Blackboard/VLEs. Department of Health (2008) *High Quality Care for All: NHS Next Stage Review Final Report*. London: DH. Department of Health (2010a) *Essence of Care,* TSO, London Department of Health (2010b) *The Nursing Roadmap for Quality*, TSO, London Grant L, Proctor T (2011) Measuring quality: how to empower staff to take control. *Nursing Times*; 107: 7, Mahmud, T (2012) Better patient feedback, better healthcare' McSherry, R., and Warr, J., (Editors) (2008) "An introduction to excellence in practice development in health and social care." Maidenhead, McGraw- Hill.* (available electronically via the library). McSherry, R., and Warr, J., (Editors) (2010) "Implementing excellence in your health care organization: managing, leading and collaborating" Maidenhead, McGraw-Hill.* (available electronically via the library). Moore, C & Childs, L (2011) A tool to identify falling care quality. *Nursing Times*; 107, 49/50; 14-16. Moullin, M (2002) 'Delivering Excellence in Health and Social Care. Quality, excellence and performance measurement' Buckingham, Open University Press Powell, A, Rushmer R, & Davies H (2009) Effective quality improvement: recognising the challenges, *British Journal of Healthcare Management;* 15(1): 17 – 21

Part 3: Assessment	
Assessment Strategy	- Assessment will comprise of a 30 minute defended poster presentation to two academic assessors (not student peers) - at least one assessor must be from the module teaching team. This 30 minutes will be divided into 10 minutes for poster presentation and 20 minutes for defence through structured questioning by the academic assessors. - Poster defence as a means of assessment provides an opportunity for students to demonstrate skills of organisation and prioritisation of information. The poster defence also requires students to articulate and justify their learning orally which is complementary to other forms of assessment in this programme. - For example, the assessment could ask students to answer the question: 'reflect on your role in enhancing quality in your area of practice', covering the following key sections:

	○ Identify a quality indicator appropriate to your area of practice - how does it fit in the national profile of quality indicators? ○ How is this indicator currently measured and why is it important to service user care? ○ Review of current literature - what does the literature say about this quality indicator? ○ Reflect on current practice and compare to best practice in the literature - where are the gaps, and why is best practice not being achieved? ○ Identify ways in which the service could be improved - what is your role in this, what are the challenges to implementation? - Opportunities for formative assessment will exist for the assessment strategy used. Formative feedback will be available from peers and/or tutors in verbal and/or written form depending on the formative methods used, and students may be formatively assessed during their engagement in the module delivery sessions or a rehearsal poster presentation opportunity with their peers. - Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored. - All students will engage with personalised and/or group tutorials held as part of the academic tutoring process. These can be used to focus on the development of student skills relevant to the assessment method.

Identify final assessment component and element	**Component A**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 30 minute defended poster presentation	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 30 minute defended poster presentation	100%

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.