



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Leadership for Quality Enhancement in Practice				
Module Code	UZTSU6-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing 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	January 2017		Valid to	2023	

<b>CAP Approval Date</b>	15 November 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of current quality issues, indicators and processes in health and social care practice, acknowledging the implications for the service user (Component A)</li> <li>• Examine ways in which service users and carers can contribute to service improvement (Component A )</li> <li>• Apply ethical and legal principles to quality and leadership (Components A and B)</li> <li>• Analyse theories of leadership and change management, in health care policy and practice as it relates to quality improvement (Component B)</li> <li>• Demonstrate knowledge and understanding of the impact of contrasting leadership styles on health and social care practice (Component B)</li> <li>• Reflect on strategies that promote effective team work across professional boundaries (Components A and B )</li> <li>• Identify the role of the practitioner in quality evaluation and improvement and reflect on your own practice. (Component A)</li> <li>• Discuss strategies that support continuing professional development of self and others (Component B)</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Effective leadership: Theories, practice and role modelling. Understanding peer supervision, support and review.</li> <li>• Management of change Measuring change Understanding change management</li> </ul>

	<p>theories</p> <ul style="list-style-type: none"> <li>• Developing and empowering colleagues, the patient or client, family, parent and carer. Creating a positive environment for learning</li> <li>• Quality' – what is it and why is it important to health and social care. Identifying best practice Understanding the link between quality and safety. Governance in Health and Social Care</li> <li>• Identifying the national and local context, and drivers for service and quality improvement such as CQUINs, quality metrics, performance measures</li> <li>• Exploring user involvement and its role in improving services Ethical issues to consider in user involvement Methods of obtaining user feedback/involvement</li> <li>• Accountability and responsibility</li> </ul>																									
Contact Hours	<ul style="list-style-type: none"> <li>• 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.</li> </ul>																									
Teaching and Learning Methods	<p>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.</p> <p><b>Scheduled learning</b> 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.</p> <p><b>Independent learning</b> 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.</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="459 1592 1369 1984"> <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">Number of credits for this module</td> <td>30</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>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	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
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**Coursework:** Written assignment  
**Practical Exam:** presentation,

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		50%	
Practical exam assessment percentage		50%	
		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 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.

Barr, J. and Dowding, L. (2016) Leadership in Health Care 3rd ed. London: SAGE Publications Ltd

Department of Health (2010a) Essence of Care, TSO, London

Department of Health (2010b) The Nursing Roadmap for Quality, TSO, London

Ellis P and Bach, S (2015) Leadership, Management and Team working in Nursing 2nd Ed Sage, London

Gottwald M and Lansdown G (2014) Clinical governance: improving the quality of healthcare for patients and service users. Open Univeristy Press, Maidenhead (available electronically via the library).

Grant L, Proctor T (2011) Measuring quality: how to empower staff to take control. Nursing Times; 107: 7,

Hartley J and Benington J (2010) Leadership for Healthcare Policy Press, London (available electronically via the library).

Mahmud, T (2012) Better patient feedback, better healthcare' M&K, Penrith

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.

**Websites of interest**  
[www.leadershipacademy.nhs.uk](http://www.leadershipacademy.nhs.uk)  
[www.thekingsfund.org.uk](http://www.thekingsfund.org.uk)  
<https://improvement.nhs.uk/>  
<https://www.england.nhs.uk/patientsafety/>  
<https://www.safetythermometer.nhs.uk/>

**Part 3: Assessment**

Assessment Strategy	<p>There are 2 components to this assessment</p> <ul style="list-style-type: none"> <li>• <b>Component A</b> is a defended poster presentation to two academic assessors .</li> <li>• <b>Component B</b> is a 2000 word essay which focuses on the leadership requirements in order to improve or maintain high quality practice.</li> </ul> <p>Component A the poster defence 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.</p> <p>Component B allows students to focus on the theories surrounding and the skills of effective leadership which initiate and maintain high quality practice They may reflect on their own skills or skills observed in others and relate this to theories around leadership</p> <p>Opportunities for formative assessment will exist. Formative feedback might be available from peers and/or tutors in verbal and/or written form depending on the formative methods used,</p> <p>Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored.</p> <p>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.</p>
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Identify final assessment component and element	<b>Component A</b>		
		<b>A:</b>	<b>B:</b>

	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Defended poster presentation ( maximum 30 minutes)	100%	
<b>Component B (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
2. 2000 word Essay	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		
1. Defended poster presentation ( maximum 30 minutes)		<b>Element weighting</b> <b>(as % of component)</b>
		100%
<b>Component B (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>
2. 2000 word Essay		100%
If a student is permitted a <b>RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

**FOR OFFICE USE ONLY**

First CAP Approval Date	15 November 2016			
Revision CAP Approval Date	15 November 2016	Version	1	<a href="#">Link to RIA</a>