

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Quality Improvement in Healthcare
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	LBR6647
<b>5</b>	<b>Semester Taught</b>	1

<b>6</b>	<b>Module Overview</b>
<p>This module quality, how to measure, maintain and assess it, in relation to patient care and healthcare service provision. You will critically review theories, roles and responsibilities, and different methods while drawing on key learning from research and literature, whilst considering how these relate and apply to your practice.</p> <p>The aims of this module are to equip you with an in-depth knowledge, understanding and critical awareness when working in a quality and continuous improvement environment within the field of healthcare. This will be facilitated by encouraging you to further develop your critical thinking, research skills and written skills, and will conclude with the production of a written assignment. By developing the skills and attribute to be able to identify problems accurately, assess appropriate methods and approaches to planning and implementing real and progressive quality improvements in your workplace.</p> <p>Throughout this module, you will be encouraged to undertake student led activities and independent study with guidance and facilitation from designated academic support. This will include viewing and learning from a range of resources including video and written content. Live on campus sessions will also be scheduled as necessary. A timetable will be provided. Group work and discussions, including sharing experiences are intricate to this module. Group and individual tutorials will be provided to support your development.</p> <p>Your assessment will require you to draw upon your own experiences and applying your learning through this modules to focus on an innovation you would like to introduce in your workplace setting, or a workplace with which you are familiar, identifying, planning and explaining how you would evaluate one such innovation.</p> <p>This module aligns with the Professional Practice Programme philosophy and is designed to be flexible and practice-led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. A blended learning approach is taken in line with the university's learning and teaching strategy. You will be encouraged to think critically and share practice experiences with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive regular feedback and feedforward aimed at developing your academic skills, and have the opportunity to discuss your progress with the module team</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• <b>Why care about quality?</b> Why do need to consider quality? What aspects would we look at?, internal and external quality processes and measures. What can data, audits and information tell us about quality.</li> <li>• <b>Quality improvement:</b> A session to cover practical tools for the analysis of change and innovation, with consideration given to engaging employers and colleagues who may be resistant. The content cover how to present the case for change in an objective and measured way.</li> <li>• <b>Quality tools and techniques</b></li> </ul>	

Engagement; root cause analysis tools: Pareto, 5 whys, process mapping and Ishikawa; the model for improvement including run charts, SPC and PDSA cycles; innovation; system thinking tools: pre-mortem and driver diagrams; lean in healthcare; reliability, safety and human factors, definitions of quality, person centred care.

- **Shaping your assignment**

At this point you begin to explore the innovation you would like to bring about in your own organisational setting

8		Module Learning Outcomes
On successful completion of the module, students will be able to:		
	1	Utilising academic skills, retrieve and apply appropriate evidence to demonstrate critical arguments required at level 6.
	2	Critically reflect on the importance and value of quality management and continuous improvement in healthcare provision
	3	Identify and evaluate different approaches that can be taken to improve quality in healthcare
	4	Critically explore the application of these strategies, relating to a specific planned improvement in your own practice setting, or one with which you are familiar.

9				Module Assessment
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person	
1 - 4	100%			

10			Breakdown Learning and Teaching Activities
Learning Activities	Hours	Details of Duration, Frequency and other comments	
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops as specified in timetable	36	5 x 6 hour live timetabled lectures  3x2 hour group tutorials/workshops <b>on campus</b>	
<b>Directed Learning (DL)</b> includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24	Moodle activities, discussion groups, reading, critique of articles	
<b>Private Study (PS)</b> includes preparation for exams	140	Reading, preparation for assessment, project progression activities	
<b>Total Study Hours:</b>	200		

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**Key Texts and Online Learning Resources**

You will be introduced to the Virtual Learning Environment (VLE) and be expected to engage with materials throughout this on campus module. The module has a reading list online. This which will be a comprehensive and continually updated resource of a variety of sources of literature and information that will support learning and achievement of learning outcomes. You may also have access to your workplace library and resources.

Below is a sample that will support your learning:

Amabile, T.M. (1996) *Creativity in context: Update to the social psychology of creativity*. 2<sup>nd</sup> Edition. Boulder, CO: Westview Press.

Dawson, P. & Andiopolous, C. (2017) *Managing Change, Creativity and Innovation*. Sage.

De Bono, E. (1992) *Serious creativity: Using the power of lateral thinking to create new ideas*. New York: HarperCollins.

Dixon-Woods M, Amalberti, R, Goodman, S, Bergman, B, Glasziou, P. (2010) Problems and promises of innovation: why healthcare needs to rethink its love/hate relationship with the new. *BMJ Qual Saf* 20:47-51. doi:10.1136/bmjqs.2010.046227.

Ghaferi, A.A, Myers, C.G, Sutcliffe, K.M, Pronovost, P.J. (2016) The next wave of hospital innovation. *Harvard Business Review*  
<https://christophergmyers.net/publication/2016-ghaferi-hbr/>

Kaufman, J.C. & Sternberg, R.J. (2006) *The international handbook of creativity*. New York: Cambridge University Press.

Latta, G.F. (2009) A process model of organizational change in cultural context (OC3 Model) the impact of organizational culture on leading. *Change Journal of Leadership & Organizational Studies* 16(1), 19-37.

Runco, M.A. (2007) *Creativity, theories and themes: research, development, and practice*. San Diego, CA: Elsevier Academic Press.

Seelig, T. (2012) *In Genius: A Crash Course on Creativity*. Harper Collins.

Suárez-Barraza, M.F, Ramis-Pujol, J, Kerbache, L. (2011) Thoughts on Kaizen and its evolution [International Journal of Lean Six Sigma](#) p288-308.

Snowden D (2002) Complex acts of knowing paradox and descriptive self-awareness. *Journal of Knowledge management* volume 6 number 2 pp100-111. DOI 10.1108/13673270210424639. / access via <https://www.emerald.com/insight/content/doi/10.1108/13673270210424639/full/html>

Hyper Island

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