

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	A - EQUIP: Advocating for Education and Quality Improvement in Practice (Online)
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	7
<b>4</b>	<b>Module Code</b>	LBR7577
<b>5</b>	<b>Semester Taught</b>	1 & 2

<b>6</b>	<b>Module Overview</b>
<p><b>Welcome</b>          Welcome to the Advocating for Education and Quality Improvement in Practice module.</p> <p>This online module aligns with the course philosophy and is designed to be flexible, and practice led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. 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 and clinical mentor. The principles and philosophy of the A-EQUIP Model is equally applicable to other healthcare professionals and supports a continuous improvement process within healthcare professions that builds your personal and professional resilience, enhances quality of care and supports your preparedness for appraisal and professional revalidation.</p> <p>The model of A-EQUIP is a four-functioning model with service users at the centre. There are four dimensions within the A - EQUIP function that will apply to you as a practitioner:</p> <ul style="list-style-type: none"> <li>• monitoring, evaluation and quality control</li> <li>• clinical supervision (restorative)</li> <li>• personal action for quality improvement</li> <li>• education and development (formative)</li> </ul> <p>At this level of study it is expected that you will read widely around the topics areas in addition to engaging with the on line teaching and resources provided via Moodle. This will vary from student to student, one may take more time in certain areas and others less. You will be guided and supported by members of academic staff with your learning and through associated assessments.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• An exploration of A-EQUIP</li> <li>• Consideration of counselling, coaching and mentoring in relation to supporting education and quality improvement in practice</li> <li>• Reflection on current roles and responsibilities in relation to education and quality improvement in practice</li> <li>• Ethical and professional frameworks/policies which guide working practices</li> <li>• Quality improvement tools and use in practice</li> <li>• E-learning for health topics</li> <li>• Leadership and challenges encountered</li> <li>• Resilience and fostering this within the workforce</li> <li>• Mindfulness, self-compassion</li> </ul>	

- Stress and impact on yourself and others
- Advocacy
- Reflective skills.

8		Module Learning Outcomes
<b>On successful completion of the module, students will be able to:</b>		
1	Utilising academic skills, retrieve and apply appropriate evidence and knowledge to formulate critical debate required at level 7.	
2	Reflect upon and critically analyse your development as a Professional Advocate incorporating all elements of the A-EQUIP model.	
3	Critically verify the value of evidence for A-EQUIP within both professional and ethical frameworks.	
4	Critically evaluate the role of the Professional Advocate as a leader and the impact of this role on either staff wellbeing, development or care quality.	
5	Achieve, to the required standard, the practice competencies for A-EQUIP framework in practice	

9				Module Assessment
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person	
1 –5			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	50	8 taught days of 6-8 hours per day across 8 weeks, consisting of lectures, workshops and other group based- learning activities. There will be a blended approach to scheduled learning activities.  Students will be provided with a full breakdown of SL on their VLE.	
<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	100	4 x 7.5 directed study sessions Students will be provided with a full breakdown of DL on their VLE, plus clinical practice to achieve competencies.  70 hours-for competency achievement and relevant PA experiences.	
<b>Private Study (PS)</b> includes preparation for exams	50	2 Self Directed study days to be booked by student.  Students will be provided with a full breakdown of PS on their VLE.	

<b>Total Study Hours:</b>	200
---------------------------	-----

## 11 | Key Texts and Online Learning Resources

Students will be introduced to the Virtual Learning Environment and asked to engage with materials throughout this module. The module has a reading list online which will be a comprehensive and update resource of a variety of sources of literature and information that will support learning and achievement of learning outcomes. This can be found [here](#). You will also have access to your workplace library and resources. Below is a sample that will support your learning:

A-EQUIP e-Learning module <https://www.e-lfh.org.uk>

NHS England (2017) A-EQUIP a model of clinical midwifery supervision

<https://www.england.nhs.uk/wp-content/uploads/2017/04/a-equip-midwifery-supervision-model.pdf>

NHS England (2021) PNA A-EQUIP model- a model of clinical supervision for nurses

[B0799-national-professional-nurse-advocate-implementation-guide-with-links.pdf \(england.nhs.uk\)](https://www.england.nhs.uk/wp-content/uploads/2021/03/B0799-national-professional-nurse-advocate-implementation-guide-with-links.pdf)

Smith J (2021) Nurturing Maternity Staff: How to tackle trauma, stress and burnout to create a positive working culture in the NHS. London. Pinter and Martin.

Other resources:

Institute for Healthcare Improvement [www.ihl.org](http://www.ihl.org)

NHS Improvement <https://improvement.nhs.uk/>

Kings Fund <https://www.kingsfund.org.uk/>