

Quality and Service Improvement

Module Code:	LEM7017-C
Academic Year:	2018-19
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Leadership and Management (Health)
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	12
Tutorials	24
Directed Study	264

Availability Periods

Occurrence	Location/Period
BDB	University of Bradford / Semester 2 (Feb - May)
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims

To provide students with the opportunity to develop a critical understanding of the theory and practice related to the management of quality of services; analyse and develop their own practice in relation to the management of quality; develop and sustain service improvement; develop a critical understanding of policy and change within their area of service delivery; analyse and apply policy and change within their area of service delivery.

Outline Syllabus

Definitions of quality and the development of quality theory and approaches. The policy context in health and social care in relation to quality and service improvement. Managing

systems: systems theory, analysis of service delivery processes, process redesign, capacity and demand analysis. Stakeholder analysis and customers/service users: Identifying stakeholders, customers/service users' needs and wants; involving service users. Managing complaints. Managing quality, the 'quality gap' model, setting and monitoring standards, performance indicators. Quality and service improvement and re-design tools and techniques, including Continuous Quality Improvement and Total Quality Management, the Excellence Model; balanced scorecard, Plan - Do - Study - Act; Six Sigma, Lean.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 1a. Define quality in relation to own service area. 1b. Critically analyse theories and approaches to the management of quality and implementation of service improvement approaches within the health sector. 1c. Critically analyse theories of whole systems/ systems thinking. 1d. Critically analyse and evaluate the context in relation to sustainability. 1e. Critically explore health reforms, national and local policy issues affecting the health and care sectors.
- 2 2a. Critically analyse the management of quality and service improvement 2b. Critically apply theories and tools to effectively design services for a sustainable future. 2c. Critically apply theories and approaches to service improvement. 2d. Critically consider implementing policy in an area of service delivery.
- 3 3a. Manage complex ideas and demonstrate advanced problem solving skills. 3b. Critically reflect on own behaviour and impact on others.

Learning, Teaching and Assessment Strategy

Learning outcomes 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d are developed through series of contextualising workshops/lectures that cover key topics that will be further explored in: student - centred directed learning activities such as workshops, group seminars and student directed study using VLE. Evidence based content will be delivered by faculty experts and students will be encouraged to identify evidence based arguments and critique these in relation to their practice. Different methods will be used to explore the subjects delivered in the workshops/lectures and provide students with the opportunity to discuss and analyse the topics and to improve their communication and presentation skills (learning outcome 3a, 3b). Extensive use is made of the Virtual Learning Environment and this medium is used to compliment workshops/lectures, to support students and includes relevant web-sites, documents and a range of on-line resources such as audio files. Learning outcomes 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, will also be addressed using directed student study, this will enable students to develop and expand their knowledge and analytical skills by undertaking guided reading, preparing seminar papers, preparing for workshops and presentations in workshops. Learning outcomes 1a-3b are assessed via a summative written assessment.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Coursework	Written assignment 4000 wrds enabling students to critically consider how service could be developed/design ed	0 hours	100%	Yes

Legacy Code (if applicable)

HHM-708T

Reading List

To view Reading List, please go to [rebus:list](#).