

Module Details	
Module Title	Leading Change in Practice
Module Code	DEM7020-E
Academic Year	2021/2
Credits	60
School	Centre for Applied Dementia Studies
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Online Tutorials (Synchronous)	16
Directed Study	584

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Academic Year

Module Aims
To enable students to build on learning from previous modules, to apply this learning in practice and acquire new knowledge in order to implement and evaluate a small-scale practice development project relating to a specific area of concern or development need.

Outline Syllabus
Identification of an appropriate aspect of a service that requires development. Applying previous learning in sourcing and evaluating evidence to identify an evidence-based solution to the problem identified. Literature searching and reviewing. Identifying methods for pre and post evaluation of a service development initiative. Creating an evidence-based service development initiative. Identifying and addressing potential obstacles and supports to practice development. Models of leadership and management. Identification and analysis of strengths, weaknesses, opportunities and threats in the context of service development in dementia services. Leading a small-scale change project. Understanding evaluative data and drawing conclusions about the effectiveness of the change initiative and its impact on practice. Identifying appropriate methods of data collection and analysis to inform the evaluation. Standard measures, questionnaire and survey design, analysis and presentation of quantitative data (descriptive statistics). Interviews and focus groups, analysis and presentation of qualitative data. Methods and approaches for eliciting service user, family carer and care worker views.

Learning Outcomes	
Outcome Number	Description
01	Identify and Implement a small-scale change on an area of concern or development need within own area of practice.
02	Develop appropriate project aims and objectives.
03	Conduct a critical literature review on a relevant subject in order to assess the evidence base and identify an evidence-based practice development initiative.
04	Critically apply relevant theory related to a bio-psycho-social model of dementia to identity and evaluate a specific area for practice change.
05	Identify and critically appraise suitable methods for evaluating practice improvement initiatives.
06	Demonstrate innovation and leadership skills in addressing key issues in dementia services development.
07	Anticipate the ethically sensitive practical work that is involved in the implementation of a change project and identify strategies to address aspects of organisational culture which may impede progress.
08	Use SWOT analysis and SMART action planning in the process of developing feasible practice change initiatives.
09	Synthesise findings of the practice change and its relation to the wider field of dementia care practice
10	Use appropriate, individualised creative methods for meaningful involvement of people with dementia.
11	Show problem solving skills
12	Communicate effectively when reporting on project work, using a variety of presentation techniques.
13	Apply theory to a practice.
14	Manage own learning.
15	Present evidence from a range of sources in a variety of ways.
16	Construct sound written arguments.

Learning, Teaching and Assessment Strategy

The module builds on the work from years 1 and 2 of the programme; it requires students to engage with the evidence base, and to employ a variety of research-informed methods to propose a novel service development initiative, and the means of evaluating its effectiveness in practice.

All learning outcomes for the module are addressed through a combination of activities: independent completion of tasks and activities provided in the module study guide, practice based work, online resources (such as selected reading, video and audio files), and online group based discussions using Canvas as the virtual learning platform.

The module consists of 600 hours study. Students are expected to spend 584 hours in self-study. There are also 15 formative scheduled activities - six facilitated discussion groups, six 1h online tutorial sessions, and three formative assignments. This assists students to consolidate learning and provides opportunities for discussion, peer support and interaction. This will require 16 hours of students' time.

All learning outcomes are assessed via a summative project report, a proposal for a service evaluation (15000 words).

Students will be assigned an individual tutor, who will guide the students through the proposal development process, helping them to identify an area for practice improvement, to identify their aims and objectives, propose methods for data collection and evaluation and advise on how to write the final assignment.

Feedback is provided on all activities: written/audio peer and tutor feedback on the six discussion groups, oral feedback during online tutorials, and written developmental tutor feedback on the formative and summative assignments.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Dissertation or Project Report	Written Report of small-scale project 15,000 words)	100%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.