

MODULE DESCRIPTOR

Module Title

Leading, Managing And Researching Quality Care

| | | | |
|-----------|--------------|-------------|--------|
| Reference | NU3890 | Version | 3 |
| Created | October 2018 | SCQF Level | SCQF 9 |
| Approved | June 2015 | SCQF Points | 15 |
| Amended | October 2018 | ECTS Points | 7.5 |

Aims of Module

To enable the student to develop relevant management and leadership skills in relation to quality improvement and service development to enhance wellbeing and peoples experiences of healthcare.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Evaluate leadership and management concepts and tools to enhance quality care.
- 2 Discuss the challenges and opportunities to achieving effective health and social care integration within the student's field of practice.
- 3 Appraise relevant research guidelines and other types of evidence related to the delivery of safe, effective, person/family centred care.
- 4 Synthesise a proposal related to a quality improvement project to improve the quality of care for patients including those with cognitive impairments.
- 5 Develop a clinical research question for an independant negotiated study.

Indicative Module Content

Person and family centred care; Interprofessional and interagency working; Theories of leadership and management; Staff development and education; Delegation; Teaching and learning; Partnerships in practice; Managed clinical networks; Quality improvement methods; Appraising research and evidence; Clinical guidelines; Critical appraisal and appraisal tools; Formulating clinical questions - PICO, PICO; Sustaining service improvement; Audit; Clinical quality indicators; Quality improvement methodology; Development and implementation of best practice; Service user perspectives; Metrics; Statistics; Accountability and risk; Critical thinking - failures in practice - human factors; Health and social care integration.

Module Delivery

Lectures, tutorials, online learning.

Indicative Student Workload

| | Full Time | Part Time |
|--|-----------|-----------|
| Contact Hours | 40 | N/A |
| Non-Contact Hours | 110 | N/A |
| Placement/Work-Based Learning Experience [Notional] Hours | N/A | N/A |
| TOTAL | 150 | N/A |
| <i>Actual Placement hours for professional, statutory or regulatory body</i> | | |

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

| | | | | | |
|--------------|----------------|------------|------|--------------------|---------------|
| Type: | Practical Exam | Weighting: | 100% | Outcomes Assessed: | 1, 2, 3, 4, 5 |
| Description: | Presentation. | | | | |

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

Presentation.

Module Grade

Minimum Requirements to achieve Module Grade:

A

C1 = A

B

C1 = B

C

C1 = C

D

C1 = D

E

C1 = E

F

C1 = F

NS

Non-submission of work by published deadline or non-attendance for examination

Module Requirements

| | |
|--------------------------|---|
| Prerequisites for Module | Successful completion of Stage 2 or equivalent. |
| Corequisites for module | None. |
| Precluded Modules | None. |

INDICATIVE BIBLIOGRAPHY

- 1 BACH, S. and ELLIS, P., 2011. *Leadership, management and team working in nursing*. Exeter: Learning Matters.
- 2 GOPEE, N. and GALLOWAY, J., 2017. *Leadership and management in healthcare*. 3rd ed. London: Sage.
- 3 GREENHALGH, T., 2010. *How to read a paper: the basics of evidence-based medicine*. Chichester: Wiley Blackwell.
- 4 PARAHOO, K., 2014. *Nursing research: principles, process and issues*. 3rd ed. Basingstoke: Palgrave McMillan.
- 5 STANDING, M., 2011. *Clinical judgement and decision making for nursing students*. Exeter: Learning Matters.
- 6 TAYLOR, R., ed., 2014. *The essentials of nursing and healthcare research*. London: Sage.