

| Module Details | |
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| Module Title | Leading Change in Practice |
| Module Code | DEM7020-E |
| Academic Year | 2023/4 |
| Credits | 60 |
| School | Centre for Applied Dementia Studies |
| FHEQ Level | FHEQ Level 7 |

| Contact Hours | |
|--------------------------------|-------|
| Type | Hours |
| Project Supervision | 10 |
| Online Tutorials (Synchronous) | 19 |
| Independent Study | 571 |

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

| Module Aims |
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| 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 |
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| Identification of an appropriate aspect of a service that requires development. Applying previous learning in sourcing and evaluating sources 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. Design of simple questionnaires, interview and focus group schedules, and observations. Creative methods for involving people with dementia in the evaluation of services. Implementing an evidence-based service development initiative. Ethical principles in the context of service development. 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 dementia service development. Leading a small-scale change project. Analysing and presenting quantitative and qualitative evaluative data. Drawing conclusions about the effectiveness of the change initiative and its impact on practice. Methods and approaches for disseminating findings. |

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 identify 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

To take this module, students will need regular and ongoing contact with people living with dementia in a paid or voluntary position. This must be in place before starting the module.

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 implement and evaluate a novel service development initiative in practice.

Each student will be assigned an individual supervisor, who will guide them 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.

The module consists of 600 study hours. Students are expected to spend:

- 571 hours in self-study

- 29 hours in scheduled learning and teaching activities, including 10 hours of supervision and 19 hours in five facilitated discussion groups and four 1-hour online tutorials

While the formative assessment is optional by nature, the submission of proposal is a compulsory part of the assessment strategy for the module and aims to provide a snapshot of what the small scale will involve. It is from this submission that you will be assigned a supervisor who ideally has some expertise in the field of study. Feedback will be provided is provided by the tutor and by an expert by experience and will help to identifying a direction for the dissertation.

All learning outcomes are assessed via a summative project report (15,000 words).

Feedback is provided on all activities: written supervisor feedback on the discussion groups, oral feedback during online tutorials, supervisor developmental feedback on the formative assignments, and written feedback on the summary from a person living with dementia or family member.

Mode of Assessment

| Type | Method | Description | Weighting |
|-----------|--------------------------------|---|-----------|
| Summative | Dissertation or Project Report | Summative Assessment: Written Report on a small-scale change 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.