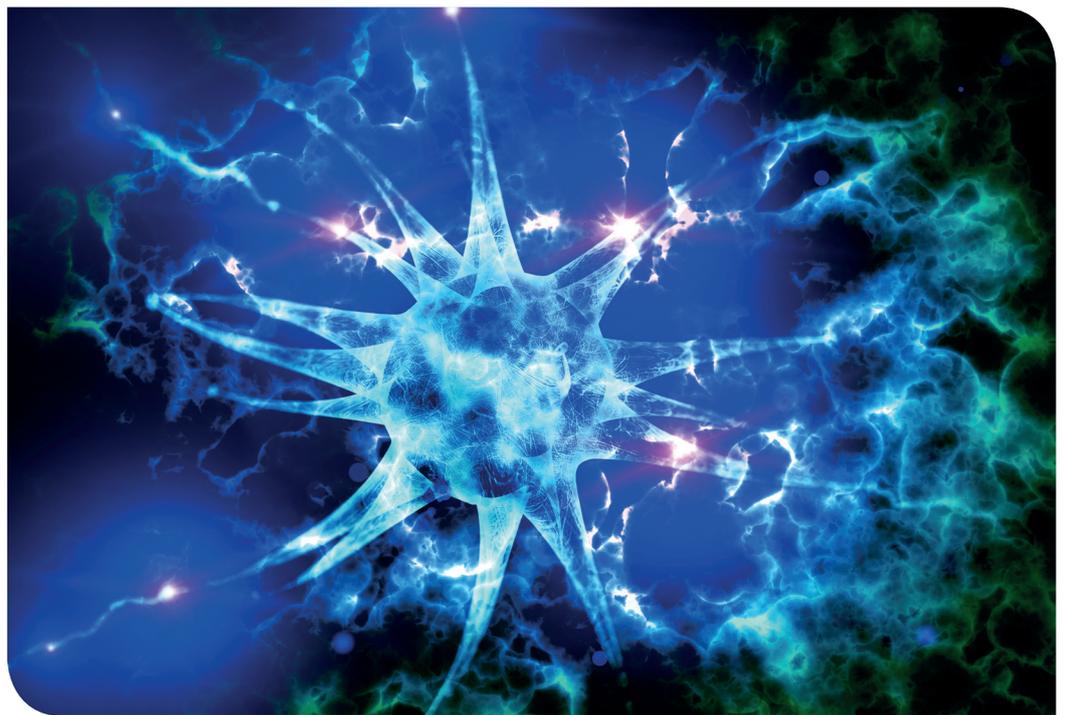




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Academic Health  
Science Network

Oxford Academic Health Science Network  
and Buckinghamshire New University:  
The Innovating in Health Care Settings  
Programme 2016/17



## Introduction

The Oxford Academic Health Science Network (Oxford AHSN) is working with Buckinghamshire New University to deliver a **Practical Course for Innovating in Health Care Settings Programme**.

We have created this course to assist frontline healthcare staff in identifying innovations and innovative projects that deliver improved quality of care for patients, sustainability and also offer cost effectiveness to the NHS.





'Innovating in Health Care Settings' is a one year programme for NHS frontline staff with 60 level 7 M-level credits awarded on completion that can be used towards future study.

## What is Innovation?

Oxford AHSN has defined innovation as:

*"..... an idea, service or product, new to the NHS or applied in a way that is new to the NHS, which significantly improves the quality of health and care, and delivers value for money, wherever it is applied."*

## Why this Programme?

Many of us working within the NHS have an idea or know of existing innovations that have the potential to transform our services however, there are often considerable challenges to implementation. Experience and expertise within the Oxford AHSN has highlighted some of the key barriers – such as the role of evidence as proof of effectiveness, the support needed for innovators both inside and outside of their organisation and the importance of gaining support from their executive team as well as senior management and clinical colleagues. The encouraging aspect of innovation in the NHS is to remember that others have succeeded in the face of significant challenges. The growing imperative to innovate as we face economic challenges and maintain high standards care means that more organisations are seeking to enable the innovation agenda. The key objective of this course is to make that route through to 'successful implementation of innovation' clearer, and to develop participants knowledge and skills so that

they can deliver with confidence. The Oxford AHSN is working with Bucks New University to deliver a course that will major in 'the practical' with exposure to other important aspects such as working rallying support for innovations and working with industry. Most importantly, innovating must be interesting and stimulating and this course will aim to do just this!

Best wishes,

Tracey Marriott - Director of Clinical Innovation  
Adoption Oxford AHSN

# Module 1: What is Innovation and how do we adopt it?

Both modules runs for 6 days each and give students the opportunity to find out about innovation – what is innovation, what's out there and available? How do we know whether it's good? How does industry and the NHS create innovation for the NHS? How do I find out about innovations and what do I need to do to successfully make the change happen?

Sessions include:

- Visiting and hearing from leading health innovators
- Hearing from colleagues who have successfully got an innovation into their organisation

Students get an opportunity to identify a need from within their organisation so as to practically explore possible solutions involving innovation.

Areas covered include:

## Getting Started - defining the issue and knowing impact of solutions...

Introduction to innovation methodology: the Oxford AHSN Clinical Innovation Adoption Programme process – needs assessment and horizon scanning, project reference group and stakeholder analysis.

Mapping innovation ideas and projects and classifying project type as clinical innovation, service redesign, service improvement, evidence-based practice, implementation of clinical guidelines or national policy framework.

Using the NHS sustainability model to assess viability of innovation and review.

## Evidence...

Accessing and storing information – Introduction to literature searching, use of on-line referencing tools, guided literature search – scoping of relevant innovations and evaluations.

- How do we engage our colleagues and encourage the frontline staff to take on new ways of working?
- How do we involve, engage or get insight into the experiences of patients and the public? How can this make your innovation better?
- Creating a communication and engagement plan
  - Self-Study: Build and populate a project rationale to include: clinical evidence base, national and local

guidelines and policies, local service and patient data, patient / carer experience narratives and stories, staff experience narratives and stories, stakeholder map and stakeholder analysis.

- Critical review of innovation and of communication and engagement plan.

## Answering the “so what question?” and getting the right people on board...

- Introduction to Statistical Process Control Chart and Plan, Do, Study, Act (PDSA) Cycle
- Develop an implementation plan – scope impact of innovation at a local / regional level
  - Self-Study: Run a regional workshop, develop regional strategy where appropriate; establish local project team and agree project plan.

## What are we measuring and how?

Debrief – regional workshop, regional strategy, local project team and project plan.

Data gathering, introduction to Statistical Process Control Charts.

Introduction to using routine data, ethical considerations, Caldicott principles and data protection.

- Self-Study: Design data gathering tools using Institute for Healthcare Improvement PDSA worksheet, line and statistical process control charts.

## How will we measure and evaluate?

- Debrief – PDSA cycle, data collection and analysis
- Scope routine data and critically assess contribution to evaluating innovation
- Applying line and statistical process control charts to evaluate and measure
- Revisit NHS sustainability model and review scores, refresh project plan, PDSA cycle and evaluation plan
- Preparation for assignment
  - Self Study Produce first draft of assignment.

## Ready to Implement!

- Presentation of assignment and group discussion.

For further information on the programme please contact Sue Procter, Professor of Clinical Nursing Innovation - [s.procter@bucks.ac.uk](mailto:s.procter@bucks.ac.uk) or Lauren Davis, Clinical Innovation Adoption Project Manager – [lauren.davis@oxfordahsn.org](mailto:lauren.davis@oxfordahsn.org)

## Module 2: Delivering Innovation

### Developing the business case and getting through the governance.....

- Undertaking an options appraisal, developing a business case, costing the implementation of the innovation
- Critical review of progress – Review of evaluation data, revision analysing and using line and statistical process control charts to evaluate innovation, analysing qualitative narrative data
- Managing the governance sign-off process within organisations.

### Collaborative working, keeping stakeholders engaged and anticipating challenges...

- Introduction to principles of co-design and stakeholder engagement, energy, resources and leadership skills to innovate
- Build a collaborative intervention network, review change management models including assessing readiness for change, drivers and barriers to change
  - Self – Study complete options appraisal, business case and identify procurement routes.

### Timelines and leadership

- Debrief – project and change management plans. Review project timeline
- Action learning – negotiation skills to include emotional intelligence, negotiating skills, time management and leadership skills
  - Self –Study Initiate change management plan, Implement training plan, negotiate sign off of business and procurement plan, collect evaluation data.

### Evaluation

- Analysing data, writing up the evaluation
- Present findings to group
  - Self-Study Write project report including evaluation and assessment of impact of innovation.



# Studying 'The Innovating in Health Care Settings Programme' at Buckinghamshire New University

Students should expect to receive about 36 hours of teaching spread over 5 months, consisting of 6 study days. Additionally there will be two tutorials or small group support. Teaching will be supported by an on-line platform of teaching materials including a discussion forum. A blended teaching and work-based learning approach will be used. Students will be guided through the process of innovation and expected to complete actions related to their innovation project between study days and report back on progress at the next study day. Private study and guided reading on the topic of innovation will be expected.

## Admission to the clinical innovation modules

Students will be leading a clinical innovation in an NHS setting within the Thames Valley. They will be expected to have a first degree or to demonstrate that they can work at graduate level through professional experience. Students without graduate entry qualifications will be invited for interview.

## Course Work

Students undertaking the modules will be expected to complete a planned programme of course work which will be assessed.

## Admission

Further information about the admission process can be found at:

[http://bucks.ac.uk/home\\_eu\\_students/admissions/](http://bucks.ac.uk/home_eu_students/admissions/)





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