



## Module Descriptor

<b>Title</b>	Quality Improvement in Healthcare		
<b>Session</b>	2025/26	<b>Status</b>	Published
<b>Code</b>	NURS11049	<b>SCQF Level</b>	11
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	Jonathan Johnston		
<b>Summary of Module</b>			
<p>Failures in healthcare quality and safety are a dominant national and international issue (WHO, 2014) it is estimated, 1 in 10 patients is harmed while receiving hospital care, and 7 in every 100 hospitalized patients can expect to acquire a healthcare-associated infection, within high-income countries (WHO, 2020). The NHS ceaselessly promotes and advocates for engagement in quality improvement QI in order to deliver the highest quality healthcare outcomes, at the lowest possible cost (Jabbal and Lewis, 2018). However international healthcare systems are still recovering from a global pandemic exacerbating excessive demands and challenges (Reece et al 2018). QI over the last decade has gained the attention of not only clinicians but also managers and policymakers (Knezeric, 2019). It has been highlighted that the National Health Service (NHS) in Scotland is now a world leader in patient safety and QI (Jeffcott, 2014), based on the developments associated with the Health Care Quality Strategy (Scottish Government, 2010) and the 2030 Vision (Scottish Government, 2017)</p> <p>Quality improvement has attempted to address identified gaps in healthcare quality, however QI methodologies concepts and tools advocated have rapidly changed from one favoured concept to another (Reese et al 2018). Additionally, healthcare is a complex system of processes and procedures in which Quality improvement methodologies have demonstrated variable inconsistent results with limited benefit (Coles, 2017) no actual change or improved outcomes with potential barriers identified in the designing delivery and sustaining of the quality improvement initiative (Jones, 2019) This module aims to develop, therefore, practitioners' knowledge and understanding relating to the variety of QI methodologies, models of quality improvement, the tools and techniques used, thus enabling them to use a variety of different approaches to realise the potential of the improvements being undertaken.</p> <p>The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Critically appraise improvement methodologies, their development, implementation and implications within healthcare settings.
<b>L2</b>	Review and evaluate differing approaches to continuous quality improvement and their relevance and applicability within a healthcare setting
<b>L3</b>	Systematically appraise evaluation strategies, examining impact and effectiveness within the healthcare setting.
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 11</b> Demonstrate and or work with a critical understanding of the principal theories, principles and concepts.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 11</b> Demonstrate the use of a significant range of the principal skills, techniques and practices relating to improvement methodologies.  Demonstrate originality and creativity in the application of knowledge, understanding and / or practices.
<b>Generic Cognitive skills</b>	<b>SCQF 11</b>

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	<p>Critically analyse, evaluate and synthesise issues which are at the forefront or informed by developments relating to quality improvement methods.</p> <p>Identify, conceptualise and define new and abstract problems and issues.</p> <p>Develop original and creative responses to problems and issues.</p> <p>Critically review, consolidate and extend knowledge, skills practices and thinking in relation to continuous quality improvement.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 11</b></p> <p>Undertake critical evaluations using a wide range of numerical and graphical data.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 11</b></p> <p>Demonstrate leadership and or initiatives and make an identifiable contribution to change and development.</p> <p>Practice in ways which draw on critical reflection on own and others roles and responsibilities.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>Face-To-Face</p> <p>Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online</p> <p>Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>All students will be expected to work through all aspects of the module using the Moodle system. They will be expected to engage fully in the planned discussions and activities with other students from their cohort.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
<p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial / Synchronous Support Activity	20
Personal Development Plan	4
Lecture / Core Content Delivery	16
Independent Study	152

Asynchronous Class Activity	8
n/a	
<b>TOTAL</b>	200

### Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

There are no core texts for this module: all are considered recommended reading:

<https://uws->

[uk.alma.exlibrisgroup.com/leganto/public/44PAI\\_INST/lists?courseCode=NURS11049&auth=SAML&idpCode=44PAI\\_Azure4LegantoCustom](https://uws-uk.alma.exlibrisgroup.com/leganto/public/44PAI_INST/lists?courseCode=NURS11049&auth=SAML&idpCode=44PAI_Azure4LegantoCustom)

Websites

[www.hqip.org.uk/resource/guide-to-quality-improvement-methods/](http://www.hqip.org.uk/resource/guide-to-quality-improvement-methods/) (excellent resource covering methodology and tools)

Healthcare Improvement Scotland

<https://www.ihl.org/>

<https://www.health.org.uk/>

<https://www.kingsfund.org.uk/>

Cite Them Right - Setting out citations ([citethemrightonline.com](http://citethemrightonline.com))

McLaughlin C.P, Johnson J.K, Solleciko W.A. (2011) Implementing Continious Quality Improvement in Healthcare: A Global Casebook. London: Jones & Bartlett

Powell A, Rushmer R, Davis H. (2009) A systematic narrative review of quality improvement models in healthcare. Edinburgh: NHS Quality Improvement Scotland.

Scottish Government Health Department (2008) Leading Better Care. Edinburgh.

Sherwood G and Barnsteiner, J. (2012) Quality and Safety in Nursing: A competency Approach To Improving Outcomes. Oxford:Wiley-Blackwell.

Gillan, S and Siriwardena, A.N (2014) Quality Improvement in Primary Care. Oxford: Radcliffe

Baillie, L., Maxwell, E. (2017) Improving Healthcare; A Handbook for Practitioners: Routledge

International Journal for Quality in Healthcare

Journal for Healthcare Quality

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

### Attendance and Engagement Requirements

**In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

Attendance at tutorials, lectures and other synchronous activity.

Engagement with asynchronous learning on the ELE (Aula).

Completion of assessments in a timely fashion.

Communication with Module Coordinator if there are issues regarding any of the above.

## Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

## Supplemental Information

<b>Divisional Programme Board</b>	<b>Adult Nursing Community Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Community and Health
<b>Moderator</b>	Angela Bonar
<b>External Examiner</b>	M Duncan
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	1.15

**Assessment (also refer to Assessment Outcomes Grids below)**

<b>Assessment 1</b>
Summative Part 1: A modified literature review around quality improvement in healthcare (70%)
<b>Assessment 2</b>
Summative Part 2: Presentation of a poster outlining a systematic critique of a chosen quality improvement method (30%)
<b>Assessment 3</b>
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Demonstrations/ Poster presentations/ Exhibitions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	0

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>						
<b>Combined total for all components</b>						100%	0 hours

**Change Control**

<b>What</b>	<b>When</b>	<b>Who</b>

