Module Descriptor

Title	Quality Improvement in Healthcare		
Session	2026/27	**Status**	Published
Code	NURS11049	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Jen Pender		

Summary of Module

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)

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.

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.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

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

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate and or work with a critical understanding of the principal theories, principles and concepts.
Practice: Applied Knowledge and Understanding	**SCQF 11** 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.
Generic Cognitive skills	**SCQF 11**

[1] 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.

[2] 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.

[3] 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.

[4] 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

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

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
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. Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision. Fully Online 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. 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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	16
Tutorial / Synchronous Support Activity	20
Personal Development Plan	4
Asynchronous Class Activity	8

Independent Study	152
n/a	
TOTAL	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 Websites www.hqip.org.uk/resource/guide-to-quality-improvement-methods/ (excellent resource covering methodology and tools) Healthcare Improvement Scotland https://www.ihi.org/ https://www.health.org.uk/ https://www.kingsfund.org.uk/ Cite Them Right - Setting out citations (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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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.**
School Assessment Board	Community and Health
Moderator	Angela Bonar
External Examiner	M Duncan
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
A 4000 word modified literature review around quality improvement in healthcare (100%)
Assessment 2
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**