Module Descriptor

Title	Quality Improvement in Health and Social Care		
Session	2026/27	**Status**	Published
Code	HLTH09013	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Awais Mashkoor		

Summary of Module

Care delivery occurs in complex and interdependent systems. Unfortunately, this can often lead to those we care for suffering from preventable harm. Therefore, understanding and improving quality and safety in health and care systems is now a global priority. Designing and testing changes requires new knowledge and skills. This module aims to increase the students' knowledge and understanding of quality improvement methods and how these new skills can be used to help implement change and ultimately increase safety.

Students are supported to use data and evidence to bring about changes in practice to benefit care; consideration will be given to clinical indicator programs, adverse event monitoring, satisfaction surveys, benchmarking, evidence-based practice and clinical guidelines.

The module content reflects current theory and research within the area of quality improvement and patient/client safety and is aimed at all health or social care professionals. As well as advancing the students' knowledge and understanding of quality improvement and patient/client safety, the module will encourage the development of graduate/employability skills such as critical appraisal skills, communication skills and ICT skills.

This is a theoretical module and therefore no supervisor is needed and may be delivered face-to-face or by online learning and is suitable for students anywhere in the world as it allows the application of theory to practice regardless of geography or care setting. This enhances the

global citizenship of students by providing a critical understanding of quality improvement and patient/client safety across the world.

This module contributes to students developing the following graduate attributes critical thinking, analytical, inquiring, knowledgeable, digitally literate, problem-solving, autonomous, collaborative and effective communication.

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	Examine the factors that have led to a greater international emphasis on quality measurement and improvement in health care.
L2	Critically examine the range of quality improvement methodologies currently utilised within global healthcare.
L3	Critically appraise the evidence base underpinning quality improvement and patient safety.
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 9** Demonstrate and/or work with a critical understanding of the principal theories, principles and concepts of quality improvement methodologies.
Practice: Applied Knowledge and Understanding	**SCQF 9** Demonstrate the use of a significant range of the principal skills, techniques and practices relating to improvement methodologies.
Generic Cognitive skills	**SCQF 9** Analyse issues which are at the forefront or informed by developments relating to quality improvement methods.

[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

Communication, ICT and Numeracy Skills	**SCQF 9** Critically review, and extend knowledge, skills practices and thinking in relation to continuous quality improvement.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrate 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. During the module, students will be able to develop self-confidence and self-awareness of strengths to be able to enhance employability.

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. This module is delivered as hybrid and by online learning utilising a Virtual Learning Environment (VLE). Online learning students supported by the VLE will receive: Core quality assured module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by synchronous online classroom sessions, asynchronous discussion boards; directed wider reading including access to electronic library and e-books. Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations.	
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	20
Tutorial / Synchronous Support Activity	16
Personal Development Plan	6
Independent Study	158
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Panesar, S.S., Carson-Stevens, A., Salvilla, S.A., Sheikh A. (2014) Patient Safety and Healthcare Improvement at a Glance. John Wiley & Sons, New York.

All other texts are recommended reading

Gillam, S. and Siriwardena, A. N (2014) Quality improvement in primary care: the essential guide. Radcliffe Publishing, London.

The Health Foundation (2013) Quality improvement made simple. What everyone should know about health care quality improvement (2nd edition). The Health Foundation, London.

Woodward, S. (2017) Rethinking patient safety. Taylor Francis Group, Boca Raton.

World Health Organisation (2011) Patient safety Curriculum Guide: Multiprofessional Education. WHO: Geneva

In addition to these texts, students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(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 synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

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.

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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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	**Biological Sciences 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	Health
Moderator	Elaine Stevens
External Examiner	G Bachi
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A 750 words topic justification identifying and justifying the chosen quality/safety issue, demonstrating its suitability for systems-level analysis, and presenting preliminary identification of contributing factors / 20% of the final mark.
Assessment 2
A 3500 word essay considering quality improvement and safety in care/80% of the final mark.
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	☒	☐	☐	☐	☐	20	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	80	0

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
MC to A. Mashkoor. 100% essay to 20% topic justification review + 80% essay	Jan 2026	A. Mashkoor