Course: Ensuring quality and innovation bachelor level 2 credits: 10

Course code	HVMB25BKI2
Name	Ensuring quality and innovation bachelor level 2
Study year	2025-2026
ECTS credits	10
Language	Dutch, with parts in English
Coordinator	A.C. de Vries
Modes of delivery	Action learning Assignment Guest lecture Lecture Project-based learning Tutorial
Assessments	Ensuring quality and innovation bachelor level 2 - Portfolio assessment

Learning outcomes

Area of expertise 4. Ensuring quality and innovation

Level Level 2

Description The novice professional independently monitors, measures and screens quality and safety at both the micro and meso levels using the most appropriate models within a complex authentic context. Proactively participates in quality assurance systems to monitor, guarantee or improve the quality of care in accordance with applicable laws, regulations and professional standards.

Area of expertise 4. Ensuring quality and innovation

Level Level 2

Description The novice professional demonstrates independent and entrepreneurial behaviour within a complex authentic context by actively contributing to sustainable innovation, where appropriate with care technology.

Indicators

Description

Demonstrates personal, professional and organisational leadership (BN2030).

Initiates and designs a well-founded implementation (BN2030).

Initiates and designs a well-founded improvement plan in the field of quality or safety of care based on shared governance and actively involves relevant stakeholders (BN2020).

Takes initiative to improve the quality of care, using professional standards and taking responsibility for their own actions (BN2030).

Oversees care-related, economic, ecological and organisational interests within different contexts of care when improving the quality of care (BN2030).

Demonstrates organisational sensitivity by taking into account the informal structure and goals and one's own influence on these (BN2030).

Ensures the sustainability of the innovation (BN2030).

Content

In this module, students draw up an interprofessional improvement proposal based on an analysis of a quality aspect within their own organisation and take the initiative to implement and embed the innovation. During the lessons, the improvement proposal is developed step by step, with attention to ethical issues, legislation and regulations, social developments and organisational interests.

After the analysis, the student works methodically to determine the conditions for the innovation. The student takes into account the various interests and objectives of stakeholders, formal and informal structures and professional standards in the healthcare context. The final improvement proposal is aimed at sustainable innovation, using healthcare technology where possible.

Quality thinking is demonstrated by the use of systems and measuring instruments, and the ability to analyse, monitor, evaluate and guarantee quality at all levels of healthcare (micro, meso and macro). In addition, attention is paid to the entrepreneurial attitude of nurses and patient safety. Healthcare technology can contribute in many situations.

Students are expected to actively participate in the educational meetings. The meetings are partly demand-driven, which means that students themselves can influence the depth and topics discussed. The lecturer provides support in planning the assignments. Students are offered lectures given by experts and experienced professionals, which provide more in-depth knowledge of the themes they are working on. Toolboxes are also available on the course environment to help students prepare and complete the assignments.

During the learning community meetings, students gain insight into their own learning process and the steps they need to take to achieve the learning outcome. This is achieved through feedback from fellow students and lecturers during the module, among other things.

This module focuses on personal and professional (identity) development in a cyclical process aimed at learning objectives, self-evaluation and reflection. This reflection must be carried out using an applied reflection method.

Regular part-time students work on this module for an average of three hours per week during one semester, in addition to self-study and workplace learning.

FastSwitch and v-flex students determine their own pace in accordance with their plan of action. The assessment moment is determined in consultation with the lecturer. Students receive an average of two hours of guidance per week in the learning community.

Competence level 2 (CBN 2022)

The final level involves a complex context in which the focus is on methodical action in unpredictable, complex situations. The nature of

Uses healthcare technology where feasible and where it adds value (BN2030).

the task is complex and unstructured. There is more room for innovation and leadership within the care process, with students often taking on a coordinating or leading role in collaborative partnerships.

The focus is on student-driven education, with more guidance provided on request. Actions are taken independently as much as possible, with reasoning provided afterwards. Students are encouraged to independently apply (strategic) planning, self-efficacy, motivation and reflection. Reflection on actions is focused on daring, wanting and being, with an emphasis on sustainable development.

Assessment:

Quality and innovation are assessed by means of a portfolio in which the student demonstrates that he/she has mastered the learning outcomes independent of the learning pathway. In order to pass the learning outcomes, all indicators must be met. The content of the portfolio is determined by the student in consultation with the teacher and work supervisor.

The content consists of evidence of a combination of professional products and/or services that the student has carried out themselves, with feedback from others and short practical evaluations by the work supervisor. Theoretical underpinning of professional practice and the short practical evaluations are compulsory components of this assignment. The portfolio is assessed with a mark.

The student is entitled to two assessment moments per academic year.

Exemptions may be granted on the basis of previous results obtained elsewhere and/or work experience.

Name

Weight

ECTS

Assessment

Assessment scale

Evidence

ASSESSMENT 01 - Quality assurance and innovation bachelor's level 2

1

1

Other

1 - 10

- Improvement proposal including assessment by lecturer
- Short practical evaluation by the work supervisor
- Two reflections on meaningful situations (PIO)

Explanation of assessment(s)

ASSESSMENT 01 - Quality assurance and innovation at bachelor's level 2

Supporting documents

Improvement proposal including teacher assessment

Individual product

The student makes a proposal for improving a quality aspect of professional practice. In this proposal:

- The student collects data from their own nursing practice and applies knowledge of methodical quality analyses in the design of an improvement (innovation) in the field of quality of care.
- The student identifies (potential) issues in their own nursing practice aimed at developing and applying quality of care based on, for example, client evaluations, audits, accreditations, inspections, measurements, incident reports or in response to management quality agendas.

- The student prioritises (potential) issues and distinguishes between quality in terms of effective, efficient, person-centred, morally and ethically responsible and safe care provided by competent and virtuous professionals.
- The student initiates and ensures the implementation of sustainable innovation, where possible with care technology.

Short practical evaluation by the work supervisor

Individual product

- In practice, the student collects at least one practical evaluation demonstrating that he/she proactively participates in quality assurance systems within a complex situation in order to monitor, guarantee or improve the quality of care.
- In practice, the student collects at least one practical evaluation demonstrating that he/she actively contributes to sustainable innovation in a complex situation, where appropriate with care technology.

Two reflections on meaningful situations (PIO)

During the semester, the student submits two reflections on situations that have been meaningful and contribute to professional identity development.

Included in programme(s)

Nursing
Nursing

School(s)

School of Nursing

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