Hanze

Course: Ensuring qualityand innovation 1 bachelor level 1 credits: 20

Course code	HVMB26BKI1
Name	Ensuring qualityand innovation 1 bachelor level 1
Study year	2026-2027
ECTS credits	20
Language	Dutch, with parts in English
Coordinator	H. Bosman
Modes of delivery	Action learning Assignment Lecture Simulation
Assessments	BKI -N1 - Quality innovation and resilience - Portfolio assessment Maths test - Computer, organised by STAD examinations

Learning outcomes

Area of Expertise and Learning Outcome(s)

4. Ensuring Quality and Innovation – Level 1

LOL 4.1 – BKI – N1 – Authentic (VLPs & DT)

The student monitors, measures and screens, partly under supervision, the quality and safety of care at the micro and meso levels within a moderately complex authentic context, using provided models, and identifies unsafe care situations in order to make a balanced decision to improve or prevent a relevant problem.

LOL 4.2 - BKI - N1 - Authentic (VLPs & DT)

The student determines, partly under supervision, what entrepreneurial behaviour is required within a moderately complex authentic context to achieve sustainable innovation, using care technology where appropriate. In doing so, the student learns to deal with resistance from both colleagues and care recipients.

LOL 4.3 Maths Test

The student is able to provide integrated care in a simulated context by independently carrying out all relevant (including restricted and high-risk) nursing procedures in complex care situations, whilst complying with applicable legislation and regulations and adopting a holistic perspective.

Indicators
Description

4.1 Demonstrates leadership by managing areas of tension and resistance from stakeholders (BN2030).

4.2 Conducts a methodical quality and safety analysis of a care practice, taking into account ethical issues, legislation and regulations, societal developments and organisational interests (BN2030).

4.3 Based on a methodical quality and safety analysis, taking professional standards into account, develops a well-founded (interprofessional) proposal for improvement based on the principles of ‘shared governance’ (BN2030).

4.4 Identifies healthcare-related, economic, ecological and organisational interests within various healthcare contexts (BN2030).

4.5 Identifies the informal structure and objectives of the organisation and determines how this structure influences day-to-day processes (BN2030).

4.6 Identifies and justifies how the chosen sustainable innovation contributes to sustainability within the specific context (BN2030).

Content

The student learns to proactively identify bottlenecks in the quality of care and to develop a proposal for improvement and implementation to address a relevant problem, based on a well-founded problem analysis. The student also works methodically to establish the conditions for innovation, taking into account various objectives, structures and professional standards. The improvement proposal is aimed at sustainable innovation, utilising healthcare technology where possible. In addition, the student learns to deal with resistance from patients, their relatives or colleagues within the healthcare sector using communication models.

During the sessions, students gain insight into their own learning process and the steps they need to take to achieve the learning outcome. This is achieved, amongst other things, by giving and receiving feedback.

A numeracy test is also linked to this course. Medical numeracy is an essential skill in nursing practices such as the safe and correct dispensing and administration of medication.

Possible topics covered:

- Methodical analysis of the quality, sustainability and safety of care
- Writing improvement plans
- Professional resilience
- Implementing improvement plans
- Sustainability and waste
- Care for the elderly
- Ethics
- Healthcare technology

Competence Proficiency Level 1 (CBN, 2022)

At the first level, the context is of medium complexity, with the focus on the methodical application of knowledge and skills in accordance with guidelines and protocols in varying but similar situations. The nature of the task is structured, involving the application of familiar methods.

The student learns to manage their own learning (self-direction) in terms of planning, motivation and reflection. Reflection is aimed at knowledge and understanding, with a focus on innovation.

The guidance provided is geared towards increasing self-direction.

Assessment:

In this course, students’ competences are assessed on the basis of specific learning outcomes, with the indicators serving as a guide and support for the assessment. The assessment consists of a portfolio assessment. Feedback is provided on the individual pieces of evidence for the portfolio. The portfolio assessment is marked using a rubric with a grade and must be passed.

4.7 Analyses where and how healthcare technology might play a role within the sustainable innovation and justifies its applicability in the given context (BN2030).

Among other things, the assessment covers the general principles of arithmetic, as applied to calculations for the preparation and administration of medication.

- TEST 01 – BKI – N1 – Quality Innovation and Resilience
- TEST 02 – Maths Test

Evidence for the assessment

Analysis of a simulated conversation

Individual assignment

An analysis of a simulated conversation conducted with a training actor. This conversation focuses on professional resilience and also involves reflection on the intended and unintended outcomes of the student's own communication.

Quality and safety analysis and proposal for improvement

Individual assignment

The student analyses a recent quality improvement implemented in the workplace.

- The student analyses how quality assurance is organised in the workplace.

- The student identifies opportunities and barriers to innovation and the use of healthcare technology within their own organisation and formulates a proposal to strengthen innovation and the use of healthcare technology within their own organisation.

Short practical evaluations

Individual assignment

Short practical evaluations by those involved regarding performance in relation to the learning outcomes associated with the module, which are independent of the learning pathway.

Maths test

Individual assignment

The test assesses, amongst other things, the general principles of arithmetic as applied to calculations for the preparation and administration of medication.

Included in programme(s)

Nursing

Nursing

School(s)

Health, Care & Vitality

share your talent. move the world.

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