Hanze

Course: Ensuring quality and safety bachelor level 1 credits: 15

Course code	HVVB25BKV
Name	Ensuring quality and safety bachelor level 1
Study year	2026-2027
ECTS credits	15
Language	Dutch, with parts in English
Coordinator	A.E. Bosch
Modes of delivery	Action learning Assignment Guest lecture Lecture Project-based learning Tutorial
Assessments	Analysis - Assignment De-escalating conversation - Oral Nursing calculation - Computer, organised by STAD examinations Proposal for improvement (issue) - Assignment

Learning outcomes

Area of expertise 4. Ensuring quality and safety

Level Level 1

Description The student monitors, measures and screens healthcare provision in a moderately complex simulated context in terms of quality and safety at both micro and meso level in order to monitor, ensure or improve the quality of care.

Area of expertise 4. Ensuring quality and safety

Level Level 1

Description The student designs an improvement proposal with a focus on implementation in a moderately complex simulated context in the field of quality and safety, taking into account financial and economic interests and organisational interests, thereby contributing to quality systems within the organisation.

Area of expertise 4. Ensuring quality and safety

Level Level 1

Description In simulated unsafe situations in healthcare, the student makes a well-considered decision after analysis, with the aim of preventing or de-escalating such situations in the future.

Area of expertise 4. Ensuring quality and safety

Level Level 1

Description The student is able to provide integrated care in a simulated context by independently performing all nursing procedures (including reserved and high-risk procedures) in complex care situations, in accordance with applicable laws and regulations and from a holistic perspective.

Indicators

Description

Methodically performs a quality and safety analysis of a healthcare practice, taking into account ethical issues, legislation and regulations, social developments and organisational interests (BN2020).

Content

Students learn to proactively identify bottlenecks in the quality and sustainability of care. Together with the study group, students develop an improvement and implementation proposal for a relevant problem, based on a substantiated problem analysis. In addition, students learn de-escalation techniques during communication lessons.

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

The maths test is also linked to this module. Medical maths is an essential skill for the safe and correct dispensing and administration of medication.

The 15-week module comprises an average of 7 hours per week of teaching sessions, supplemented by self-study, assignment work and learning team consultations.

Topics covered:

- Methodical analysis of the quality, sustainability and safety of care
- Writing improvement plans
- Implementing improvement plans
- Sustainability and waste
- Interprofessional working
- Evidence-based practice (EPD)
- Elderly care
- Legislation and regulations.

Competence mastery level (CBN, 2022)

The first level involves a moderately complex context in which the focus is on the methodical application of knowledge and skills based on guidelines and protocols in varying but similar situations. The nature of the task is structured, with known methods being applied.

Students learn to guide their own learning (self-management) in the areas of planning, motivation and reflection. Reflection is aimed at knowledge and understanding, with a focus on innovation. The guidance provided is aimed at increasing self-management.

Assessment

In this module, competences are assessed on the basis of specific learning outcomes. Different tests are offered for each learning outcome. The indicators determine the level.

Assessment is both individual and in groups. Each individual test is assessed with a mark and must be satisfactory. The average of these

Based on a methodical quality and safety analysis, develops a substantiated (interprofessional) improvement proposal based on the principles of shared governance (BN2020).

Promotes the safety of the care recipient and their loved ones and employees by working in a de-escalating manner (BN2020).

tests forms the mark for the module.

Students are entitled to two assessment opportunities per year per test.

Feedback from fellow students and lecturers prior to the assessment is part of the learning process.

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 - Analysis

1

5

Assignment

1
- Analysis of quality, sustainability and safety aspects
- Oral explanation (analysis)

ASSESSMENT-02 - Improvement proposal (case study)

1

Assignment
- Oral explanation (problem)
- Improvement proposal (problem)

ASSESSMENT-03 - De-escalation conversation

1

4

Oral exam

1
- De-escalation conversation
- Two reflections on meaningful situations (PIO)

TEST-03 - Maths test

1

1

Computer - organisation test centre STAD

1
- Maths test

Explanation of test(s)

TEST-01 - Analysis

In this module, competencies are assessed on the basis of specific learning outcomes. Different tests are offered for each learning outcome. The indicators determine the level.

The assessment is both individual and group-based. Each individual test is assessed with a mark and must be satisfactory. The average of these tests forms the mark for the module.

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

Feedback from fellow students and lecturers prior to the assessment is part of the learning process.

Exemptions may be granted on the basis of previous results obtained elsewhere and/or work experience.
ASSESSMENT-02 - Improvement proposal (problem)

In this module, competences are assessed on the basis of the specific learning outcomes. Different tests are offered for each learning outcome. The indicators determine the level.

The assessment is both individual and group-based. Each individual test is assessed with a mark and must be satisfactory. The average of these tests forms the mark for the module.

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

Feedback from fellow students and lecturers prior to the assessment is part of the learning process.

Exemptions may be granted on the basis of previous results obtained elsewhere and/or work experience.
ASSESSMENT-03 - De-escalation conversation

In this module, competencies are assessed on the basis of specific learning outcomes. Different tests are offered for each learning outcome. The indicators determine the level.

Assessment is both individual and in groups. Each individual test is graded and must be passed. The average of these tests forms the grade for the module.

Students are entitled to two assessment moments per year per test.

Feedback from fellow students and lecturers prior to the assessment is part of the learning process.

Exemptions may be granted on the basis of previous results obtained elsewhere and/or work experience.
ASSESSMENT-03 - Maths test

The general principles of maths, applied to calculations for the preparation and administration of medication, are assessed.
Evidence

Analysis of quality, sustainability and safety aspects

Group product

Together with the study group, the student analyses the quality, sustainability and safety aspects of a situation or process in a simulated setting. An appropriate methodology is used for this.
Oral account (analysis)

Individual product

The individual test is part of the joint product and consists of an individual account in which the student explains the choices made and demonstrates mastery of the models and principles used in relation to quality, sustainability and safety.
De-escalation conversation

Individual product

Oral reflection on a simulated de-escalation conversation; recording with an actor. The student conducts a simulated conversation with an actor in which the situation requires de-escalation communication skills. The student makes a video recording of this conversation and reflects on it orally on the day of the assessment, using an appropriate method.
Two reflections on meaningful situations (PIO)

Individual product

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

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

Oral justification (question)

Individual product

The student justifies the choices made in the improvement proposal based on the principles of shared governance.
Improvement proposal (question)

Group product

The student works with the study group to draw up an improvement proposal and implementation plan based on the quality, sustainability and safety analysis based on shared governance.

Included in programme(s)	**School(s)**
Nursing	Health, Care & Vitality

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