

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	ONLM714
Module Title	Quality Management
Level	7
Credit value	15
Faculty	FSALS
HECoS Code	100079
Cost Code	GABP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Healthcare Management	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	15 hrs
Placement / work based learning	0 hrs
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

For office use only	
Initial approval date	29th July 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

Module aims

This module provides an overview of healthcare quality management. Students will gain an understanding of the impact quality has on healthcare organisations and patient outcomes. Topics include patient safety, risk management, quality improvement practices, and regulatory compliance.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically analyse the relationship between healthcare quality management and patient outcomes, using data-driven approaches to identify opportunities for improvement.
2	Critically evaluate the ethical and legal considerations in healthcare quality management, considering the impact of policies and regulations on patient care.
3	Synthesise the latest research on patient safety, including the use of advanced technologies and evidence-based practices, to design and implement effective patient safety Programmes.
4	Design and implement a comprehensive quality and patient safety Programme, including strategies for effective communication, collaboration, and leadership within healthcare organisations.
5	Critically evaluate the effectiveness of quality and process improvement strategies, using tools such as statistical process control and continuous improvement methodologies to measure and enhance healthcare quality.

Assessment

Indicative Assessment Tasks:

Formative Assessment

Formative assessment for this module may include:

End of lesson questions or quizzes, to check knowledge at the end of each unit and module, feedback on subject discussion forums, sharing experiences in groups, self and peer assessment and one-minute papers, to demonstrate understanding and progress of subject knowledge, and improve learning.



Summative Assessment

Assignment 1:

Learners are to present a written assignment critically analysing the relationship between healthcare quality management and patient outcomes, evidencing data-driven approaches to identify opportunities for improvement, alongside a critically evaluation of the ethical and legal considerations in healthcare quality management, considering the impact of policies and regulations on patient care. (Indicative word count – 1,000 words).

Assignment 2:

Learners are to present a written portfolio of evidence, incorporating a critical evaluation on patient safety, followed by the design of a comprehensive quality and patient safety programme, including strategies for effective communication, collaboration, and leadership within healthcare organisations, and finally an executive summary of the effectiveness of quality and process improvement strategies, using tools such as statistical process control and continuous improvement methodologies to measure and enhance healthcare quality. (Indicative word count – 2,000 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Written Assignment	40%
2	3, 4, 5	Portfolio	60%

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. Online material will provide the foundation of the learning resources, to support a blended approach, requiring the students to log-in and engage on a regular basis throughout the eight-week period of the module. There will be a mix of recorded lectures and supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate learning styles. There is access to a helpline for additional support and chat facilities through Canvas for messaging and responding.



Indicative Syllabus Outline

Quality Management Fundamentals
Healthcare quality theory and frameworks
Healthcare, Laws, Policies & Regulations' Role in Advancing Quality
Quality, Patient Safety & Risk Management
Organisational Leadership's Role in Quality Improvement
The Quality Improvement Process

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University Harvard Referencing Guidance.*

Essential Reads

Global Health Journal
BMJ Global Health
Global Health Research and Policy
International Journal of Business and Globalisation
Journal of Business and Management
International Journal of Business and Management
Journal of International Economics
International Trade Journal
Journal of Business Research
International Journal of Corporate Social Responsibility

Other indicative reading

Crisp N. (2022). Turning the world upside down again: Global health in a time of pandemics, climate change and political turmoil. London: Routledge.

Duncan, W.J., Ginter P.M., and Swayne L.E., (2018), The Strategic Management of Healthcare Organisations, (8th edn), Wiley.

Magill, G., Prybil, L. (2021), Governance Ethics in Healthcare Organisations. London. Routledge.

Other:

World Healthcare Association
World Health Organisation

