Module specification

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Module code	NHS7E1
Module title	Quality and Service improvement for the Emergency Nurse
Level	7
Credit value	20
Faculty	FSLS
Module Leader	Gilly Scott
HECoS Code	100260
Cost Code	GANG

Programmes in which module to be offered

Programme title	Core/option
Post Graduate certificate in Emergency Nursing

Also offered as a Stand Alone Module | Core |

Pre-requisites

This is suitable for nurses in minor injury units, urgent care centres and emergency departments.
They must have a minimum of 2 years post-registration experience as a nurse

Breakdown of module hours

Type of Module hours	Amount
Learning and teaching hours	66hrs
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	66hrs
Placement / work based learning	60hrs
Guided independent study	74hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	August 2022

With effect from date	September 2022
Date and details of revision	
Version number	1

Module aims

To enhance the Emergency Nurses understanding of their role in quality and service improvement:

To synthesise the evidence base for improving the quality of healthcare for patients and service users

To enable the Emergency Nurse to efficiently manage the key governance requirements pertaining to the emergency care setting.

To examine the Emergency Nurses role in risk management.

To understand the frameworks for Root Cause Analysis (RCA) to develop quality and service improvement skills.

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

1	Critically evaluate an area of emergency nursing which has been identified through incident reporting requires quality and/or service improvement
2	Demonstrate a critical approach to the quality and service improvement in the emergency setting
3	Using a framework for Root Cause Analysis to investigate a risk in the emergency care setting
4	Demonstrate with a critical approach and through the development of a poster and articulation a development in quality and service improvement

Assessment

Indicative Assessment Tasks:

Poster presentation: Root Cause analysis that addresses a risk in the emergency care setting.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Poster presentation	100%

Derogations

Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'. Students who fail to demonstrate competence or endanger patients by acts or omissions in practice may be subject to Glyndŵr University's Suitability for Practice Procedures as well as any invoked by their employer. Any decision to invoke the Suitability for Practice Procedures will be taken by the Programme Leader in consultation with the Professional lead, following discussion with the student, Practice Mentor and the Service Manager.

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Learning and Teaching Strategies

The learning and teaching strategy aims to foster a student centred, creative approach, as students taking this programme will be qualified and had some experience in the emergency/urgent care setting. It is key that the approach to learning and teaching used, throughout reflects and builds upon students' prior learning and clinical experience. We will revisit and explore with more complexity using the spiral curriculum.
Students will be in both classroom-based lectures and on-line delivery, using flipped classrooms, scale up, discussions, seminars, workshops, tutorial sessions and together with case-based learning. The practice element will be spending time with the quality and service improvement team and mentors to develop the root cause analysis for the poster presentation.

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999).

The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive and teaching presence. Critical thinking and a social presence will start in the classroom or simulation suite and continue in the discussion groups. The programme leader will facilitate and direct the course of study to build the community of enquiry.

Indicative Syllabus Outline

Module content will focus on adult care in an emergency setting:

- Enabling Professionalism in Nursing
- Clinical governance the 7 pillars
- Evidence based practice
- Audit
- Risk management
- Education and teaching theories
- Patient journey and the patient's voice
- Data collection
- Root cause analysis frameworks

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Read

Gottwald, M. and Lansdown, G.E. (2014), *Clinical Governance: Improving the Quality of Healthcare for Patients and Service Users*. Maidenhead: Open University Press

Weberg, D. and Davidson, S. (2021), *Leadership for Evidence-Based Innovation in Nursing and Health Professions.* 2nd ed. Burlington, MA: Jones & Bartlett Learning

West, M.A., Bailey, S. and Williams, E. (2020), *The Courage of Compassion: Supporting Nurses and Midwives to Deliver High-Quality Care*. Available from: https://www.kingsfund.org.uk/publications/courage-compassion-supporting-nurses-midwives.

Other indicative reading

Barr, J. and Dowding, L. (2019), *Leadership in Health Care*. 4th ed. Los Angeles, CA: Sage

Bolton, G. and Delderfield, R. (2018), *Reflective Practice: Writing and Professional Development*. 5th ed. Los Angeles, CA: Sage

Hopkinson, M. (2014), *Compassionate Leadership: How to Create and Maintain Engaged, Committed and High-Performing Teams.* London: Piatkus.

Nursing and Midwifery Council (2018), *Enabling Professionalism in Nursing and Midwifery Practice*. Available from: https://www.nmc.org.uk/globalassets/sitedocuments/other-publications/enabling-professionalism.pdf .

The King's Fund (2017,) *Caring to Change- How Compassionate Leadership Can Stimulate Innovation in Health Care*. Available from: https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/Caring_to_change_Kings_Fund_May_2017.pdf.

The Health Foundation (2019), *The Improvement Journey.* Available from: https://reader.health.org.uk/the-improvement-journey

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence
Communication