

Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	NHS7G6
Module Title	Quality and Service Improvement in Emergency Care
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100260
Cost Code	GANG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Post Graduate Certificate in Emergency Care	Core
To be aligned with Post graduate Certificate in Emergency Care for QA and assessment purposes only	Standalone

Breakdown of module hours

Learning and teaching hours	66 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	66 hrs
Placement hours	60 hrs
Guided independent study hours	74 hrs
Module duration (Total hours)	200 hrs

Module aims

- To enhance the Emergency care clinician 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 care clinician to efficiently manage the key governance requirements pertaining to the emergency care setting.
- To examine the Emergency care clinician's 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 care 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:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1

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

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 4	Presentation	4,000 words	100%	N/A

Derogations

N/A

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.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, work placements and personal tutorials in Welsh.

Indicative Syllabus Outline

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

- Enabling Professionalism
- 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 Reads:

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/insight-and-analysis/reports/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/insight-and-analysis/reports/caring-change>

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

Administrative Information

For office use only	
Initial approval date	August 2022
With effect from date	September 2022
Date and details of revision	04.06.2026: CMAP approval to change the module title from NHS7E1 Quality and Services for the Emergency Nurse and update the module aims, learning outcomes and syllabus to reflect the approved change (AM2 modification).
Version number	1.0