

Course: Ensuring quality and safety bachelor level 2

credits: 10

Course code	HVVB26BKV2
Name	Ensuring quality and safety bachelor level 2
Study year	2026-2027
ECTS credits	10
Language	Dutch, with parts in English
Coordinator	L.K. Veerman

Modes of delivery	Action learning Assignment
Assessments	BKV- PLP Level 2 - Portfolio assessment

Learning outcomes

Area of Expertise and Learning Outcome(s)

4. Ensuring quality and safety – Level 2

LOL 4.1 – BKV – N2

The novice practitioner monitors, measures and screens healthcare provision, in a complex, authentic context, in the areas of quality and safety at both the micro and meso levels, in order to monitor, ensure or improve the quality of care.

LOL 4.2 – BKV – N2

The novice practitioner designs a proposal for improvement, with a focus on implementation, within a complex, authentic context, in the areas of quality and safety, whilst taking financial, economic and organisational interests into account, thereby contributing to quality systems within the organisation.

LOL 4.3 – BKV – N2

In authentic unsafe situations within healthcare, the novice practitioner, following an analysis, makes a considered decision with the aim of preventing such situations in the future or de-escalating them at that moment.

Indicators

Description

4.4 Initiates and designs, based on ‘shared governance’, a well-founded improvement plan in the field of quality or safety of care and actively involves relevant stakeholders (BN2020).

4.5 Initiates and designs a well-founded implementation plan (BN2020).

4.6 Demonstrates organisational sensitivity, takes into account the (informal) structure and objectives of the organisation, and is aware of their own influence on these (BN2020).

4.7 Ensures the safety (of themselves, colleagues, service users and/or their relatives) (BN2020).

Content

In this course, the trainee professional draws up a proposal for improvement based on a quality aspect within an authentic context, and takes the initiative to implement and embed the innovation.

During the work placement, the trainee works on the proposal for improvement step by step, paying attention to ethical issues, legislation and regulations, societal developments and organisational interests. Following the analysis, the novice professional works methodically to establish the conditions for the innovation. The diverse interests and objectives of stakeholders, formal and informal structures, and professional standards within the healthcare context are taken into account. The final improvement proposal is aimed at a sustainable innovation, utilising healthcare technology where possible.

A quality-oriented approach is demonstrated through the use of systems and measurement tools, and the ability to analyse, monitor, evaluate and ensure quality at all levels of care (micro, meso and macro levels). In addition, attention is paid to nurses’ entrepreneurial attitude and patient safety. In many situations, healthcare technology can make a valuable contribution.

During their placement, the novice practitioner develops an awareness of potentially unsafe situations, learns to recognise and identify them, and to respond or act appropriately.

This course also focuses on personal and professional (identity) development through a cyclical process centred on learning objectives, self-evaluation and reflection. These reflections must be carried out using a taught reflection methodology.

Formative assessment is one of the basic principles of supportive education.

Competence Mastery Level 2 (CBN, 2022)

At the second level, the context is highly complex, with the focus on acting methodically in unpredictable, complex situations. The nature of the task is complex and unstructured. The focus is on student-led learning, with guidance provided more on an ad hoc basis. Actions are carried out as independently as possible, with justification provided retrospectively. The novice professional is encouraged to apply (strategic) planning, self-efficacy, motivation and reflection independently. Reflection on one’s actions centres on daring, willing and being, with the focus on sustainable development.

Assessment:

In this course, the required competences are assessed on the basis of the specific learning outcomes. The learning outcomes must be demonstrated at CBN Level 2 through a portfolio assessment.

During the work placement, the trainee professional collects various supporting documents for the portfolio. Feedback from the work supervisor, fellow students and the supervising lecturer prior to the assessment forms part of the learning process and also serves as input for the final assessment. The fully completed portfolio serves as the basis for the portfolio assessment interview (during which the other course associated with PLP 3 – WAG – is also assessed).

Together, the portfolio and the portfolio assessment interview lead to the assessment of the course's learning outcomes. In this way, the novice professional demonstrates mastery of the learning outcomes.

The assessor reviews the portfolio prior to the portfolio assessment interview to identify any questions, uncertainties or areas requiring further exploration. During the portfolio assessment interview, the novice professional can then provide additional explanations. The assessment takes place at the placement site in the presence of the academic supervisor and the workplace supervisor, with the workplace supervisor able to provide additional input and the academic supervisor ultimately responsible for the assessment.

The course is assessed against all learning outcomes. All learning outcomes must achieve at least a pass mark. If a course is assessed as a fail during the regular assessment opportunity, the trainee may retake the assessment during the same practical training period. The nature and format of any retake will be determined in consultation with the academic supervisor and the workplace supervisor.

Exemptions may be granted on the basis of results previously achieved elsewhere and/or work experience.

- TEST 01 - BKV - PLP Level 2

Evidence for the assessment

Short Practical Evaluation (KPE) 1

Individual assignment

A KPE in which the trainee demonstrates their ability to monitor, screen and/or measure care in direct patient care (feedback from the workplace supervisor).

Short Practical Evaluation (KPE) 2

Individual assignment

Short Practical Evaluation (KPE) in which the trainee demonstrates how they have engaged stakeholders and/or the quality officer and subsequently organised collaboration to develop and implement an improvement proposal. Attention is paid to building support and establishing a profile as a quality improver (feedback from the work supervisor).

Vlog

Individual assignment

In a vlog, the novice professional provides a well-reasoned, methodical analysis of a bottleneck in healthcare, with a focus on stakeholders (feedback from the lecturer).

Written Justification

Individual assignment

A written document setting out the rationale for the proposed improvements and the chosen implementation strategy (feedback from the tutor).

Assessment Form

Individual assignment

An assessment form containing feedback from the work supervisor and the team on acting as a role model for quality improvement (feedback from the work supervisor).

Open-ended assignment

Individual product

Through an open-ended assignment, the novice professional demonstrates how they recognise, raise awareness of and de-escalate (potentially) unsafe situations. Examples include: peer review, interviews or discussions with colleagues, and self-evaluation.

Included in programme(s)

Nursing

School(s)

Health, Care & Vitality

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