



## **Module Specification**

### **Healthy Futures**

Version: 2023-24, v2.0, 11 Jan 2022

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## Part 1: Information

**Module title:** Healthy Futures

**Module code:** UZYY9Q-15-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Allied Health Professions

**Partner institutions:** None

**Delivery locations:** Glenside Campus

**Field:** Allied Health Professions

**Module type:** Standard

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module is underpinned by inter-professional education principles and driven by thinking about where health care will be in the future and enabling our graduates to be informed and adaptable to the future.

**Features:** Not applicable

**Educational aims:** This module is underpinned by inter-professional education principles and driven by thinking about where health care will be in the future and enabling our graduates to be informed and adaptable to the future.

**Outline syllabus:** This module will typically cover:

Genomics

Artificial Intelligence

Big Data

Wearables

Global inequalities

Ethics

Team working theories

Knowledge exchange

The Context of Interprofessional and Inter-agency Collaboration:

The purpose of interprofessional and inter-agency collaboration

The scope and range of policy (international, national, local)

Professional identity and socialisation, issues of power and responsibility

Issues relating to equal opportunities / anti-oppressive practice

Patient and public (service user and carer) perspectives on service provision

Ethico-legal context of collaborative care (duty of care / duty of candour)

Communication processes within teams – barriers and facilitators

Consideration of location, organisation and dynamics of teams

Partnership / inter-agency involvement for effective team work

Changing landscape of collaborative care (cross professional / cross organisation/ cross geographical boundaries)

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module engages with a mixed-methods learning approach which has set face to face contact hours in multi-professional groups. It then progresses to guided study and group work on-line via a Virtual

Learning Environment (VLE) which will be a wiki. Within this, a selection of core materials using technology enhanced learning approaches (TEL) such as podcasts and appropriate commercially (free license) produced materials will inform the group work and guided study.

The teaching and learning strategy will embrace a series of vodcasts and enquiry-based learning activities presented via the VLE. Students will engage in knowledge construction, peer learning and social constructivism through work in their groups both during the face-to-face sessions and via the VLE. The wiki will provide a medium for tutor facilitation and formative feedback/feedforward.

Scheduled learning: To include planned face-to-face group work and synchronous discussion board activity and tutorial support.

Independent learning To include keynote lectures, presented face-to-face and subsequently available as recordings or vodcasts, wiki facilitation by subject area experts, essential reading, wiki writing, group work, assessment preparation. Additional student support will be available via, e-mail and Skype

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically evaluate the (local, national and global) evolution and impact of healthy futures.

**MO2** Explore the ethical implications of health technologies.

**MO3** Critically reflect on their learning and role in a group.

**MO4** Discuss how they will apply their learning to future professional practice.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 135 hours

Face-to-face learning = 15 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/4AB01930-7E49-C96C-8848-0B94E1F2E326.html?login=1) via the following link <https://rl.talis.com/3/uwe/lists/4AB01930-7E49-C96C-8848-0B94E1F2E326.html?login=1>

## **Part 4: Assessment**

**Assessment strategy:** Component A: The individual contribution to a wiki

Rationale: Working in groups, students will write a Wiki throughout the run of the module. The wiki will be themed on the learning outcomes and drawing from lecture/vodcast content and material from independent study. Grades will reflect individual academic contribution. The creation of the wiki is a learning process and therefore this component of assessment takes an assessment for learning approach. The wiki will be facilitated by a tutor who will be able to provide guidance on its construction as well as formative feedback/feedforward.

Component B: 1000 word written reflection on learning

Rationale: The reflective paper will give students the opportunity to:

Consider their learning with respect to the overall wiki content and the themes explored therein.

Reflect on what has been learnt about working as part of an interprofessional team within the context of group working theories and how this learning might be taken forward into their own practice.

Formative Assessment: During the run of the module, students will be encouraged to maintain a reflective diary to record ongoing learning and experiences within their groups as formative preparation for the summative reflective paper. This will be facilitated as part of the wiki writing process.

**Assessment components:**

**Online Assignment - Component A (First Sit)**

Description: Individual contribution to a wiki.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

**Written Assignment - Component B (First Sit)**

Description: 1000 word written reflection on learning.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

**Online Assignment - Component A (Resit)**

Description: Individual contribution to a wiki.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

**Written Assignment - Component B (Resit)**

Description: 1000 word written reflection on learning.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Occupational Therapy [Sep] [FT] [Glenside] [3yrs] BSc (Hons) 2021-22

Therapeutic Radiography {Apprenticeship-UWE} [Nov][FT][Glenside][3yrs] BSc (Hons) 2021-22

Sport Rehabilitation [Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22

Diagnostic Imaging Practice {Apprenticeship-UWE} [Nov][FT][Glenside][3yrs] BSc (Hons) 2021-22

Diagnostic Radiography [Sep] [FT] [Glenside] [3yrs] BSc (Hons) 2021-22

Applied Physiotherapy {Apprenticeship-UWE} [Jan][FT][Glenside][4yrs] BSc (Hons) 2021-22

Physiotherapy [Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22

Radiotherapy and Oncology [Sep] [FT] [Glenside][3yrs] BSc (Hons) 2021-22

Paramedic Practice {Apprenticeship-UWE} [Jan][FT][Glenside][3yrs] BSc (Hons) 2021-22

Applied Occupational Therapy {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2020-21