



MODULE SPECIFICATION

Part 1: Information			
Module Title	Healthy Futures		
Module Code	UZZY9Q-15-3	Level	6
For implementation from	September 2022		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Allied Health Professions
Department	Allied Health Professions		
Contributes towards	Compulsory module for: BSc (Hons) Diagnostic Radiography BSc (Hons) Physiotherapy BSc (Hons) Occupational Therapy BSc (Hons) Radiotherapy and Oncology BSc (Hons) Sport Rehabilitation		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>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.</p> <p>This module will typically cover:</p> <ul style="list-style-type: none"> Genomics Artificial Intelligence Big Data Wearables Global inequalities Ethics Team working theories Knowledge exchange <p>The Context of Interprofessional and Inter-agency Collaboration</p> <ul style="list-style-type: none"> 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)

Teaching & 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

Graduate Mapping Skills

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Critical Thinking		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Innovative and Enterprising		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Globally Engaged		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Part 3: Assessment

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:		
<ul style="list-style-type: none"> 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.		
Identify final timetabled piece of assessment (component and element)	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual contribution to a wiki	100	
Component B Description of each element	Element weighting (as % of component)	
1. 1000 word written reflection on learning	100	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual contribution to a wiki	100	
Component B Description of each element	Element weighting (as % of component)	
1. 1000 word written reflection on learning	100	
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Critically evaluate the (local, national and global) evolution and impact of healthy futures. (Component A) Explore the ethical implications of health technologies. (Component A) Critically reflect on their learning and role in a group. (Component B) Discuss how they will apply their learning to future professional practice. (Component B) 	

Key Information Sets Information (KIS)	Key Information Set - Module data					
	<i>Number of credits for this module</i>					15
Contact Hours	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
	150	15	135	0	150	
Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a;					
	<p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>					
	Total assessment of the module:					
	Written exam assessment percentage				0%	
	Coursework assessment percentage				100%	
	Practical exam assessment percentage				0%	
					100%	
Reading List	https://rl.talis.com/3/uwe/lists/4AB01930-7E49-C96C-8848-0B94E1F2E326.html?lang=en-GB&login=1					