



Module Specification

Healthy Futures

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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 School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

Module type: Module

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 interprofessional 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 aims to encourage students to think about the future of healthcare in the context of their own profession, but also in the context of

other professions and other stakeholders.

The module delivery which utilises group work and enquiry based learning aims to provide students with experiences that they can learn from, and subsequently use, to inform and enhance their future practice.

Students will be facilitated to communicate through in person and online platforms thus aiming to enable students to reflect on how different forms of communication may be used to promote 'healthy futures'.

Outline syllabus: This module will typically cover:

Genomics

Artificial Intelligence

Big Data

Wearables

Global inequalities

Ethics

Team working theories

Knowledge exchange

The purpose and context of interprofessional, intraprofessional 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 interprofessional/intraprofessional groups. It then progresses to guided study and group work on-line via a Virtual Learning Environment (VLE).

The teaching and learning strategy will embrace a series of 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 VLE 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, essential reading, group work, assessment preparation.

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: This module has two assessment tasks; an individual contribution to a body of information/discussion and a written reflection.

Individual contribution to a body of information/discussion (maximum 1200 words); groups of students will be required, using an online platform, to generate and discuss information relevant to the module content.

Written reflection (maximum 1200 words); students will be asked to reflect on their engagement and learning.

Rationale: Students are facilitated to experience working in groups. This experience will underpin the production of an online body of work themed on the module learning outcomes/content as well as material from independent study. Students will be expected to engage in critical discussion that is evidence based. Grades will reflect individual academic contribution. The written reflection will give students the opportunity to consider what has been learnt about working as part of a 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. Online contributions will be reviewed by facilitators with online comment being provided.

Assessment tasks:

Online Assignment (First Sit)

Description: Individual contribution to an online assignment.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Written Assignment (First Sit)

Description: 1200 word written reflection.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

Online Assignment (Resit)

Description: Individual contribution to an online assignment.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Written Assignment (Resit)

Description: 1200 word written reflection.

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

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

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

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