Module Specification

Healthy Futures

Version: 2024-25, v4.0, 10 Jul 2024

Contents

Part 1: Information

Module title: Healthy Futures

Module code: UZYY9Q-15-3

Level: Level 6

For implementation from: 2024-25

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS 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 and interprofessional working principles and driven by thinking about where health and social care will be in the future and enabling our graduates to be informed and adaptable to the digital enhanced health and social care environment.

Features: Not applicable

Educational aims: This module aims to encourage students to think about the future of health and social care in the context of digital technology and their own profession, but also in the context of other professions and other stakeholders.

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 online contact hours in interprofessional/intraprofessional groups. It then progresses to facilitated online

exchange in relation to group working and technology.

Students will engage in knowledge construction, peer learning and social constructivism through work in their groups.

Scheduled learning: To include access to keynote lectures, essential reading, group work, online tutorial support and 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 impact on digital enhanced healthcare.

MO2 Explore the ethical implications of innovative digital and technological enhanced care.

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 = 0

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk 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 written tasks of 1200 words each.

Task 1: Meets the requirement of demonstrating understanding and critical

evaluation of the evolution of the digital enhanced health and social care landscape, and facilitates students to explore the associated ethical implications of innovative digital and technology enhanced care.

Students will be supported through this task, by formative online group facilitation to discuss their chosen technology and how it relates to health and social care. Online delivery of associated topics will provide the student with a wealth of information which they can draw on to inform their written assessment.

Task 2: Students are facilitated to reflect on group working.   The written reflection provides an opportunity for students to consider the context of group working theories and how this learning might be taken forward into their own practice.

Assessment tasks:

Written Assignment (First Sit)

Description: Written 1200 word assignment

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Reflective Piece (First Sit)

Description: 1200 word written reflection.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

Written Assignment (Resit)

Description: 1200 word written assignment

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Reflective Piece (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:

Radiotherapy and Oncology [Glenside] BSc (Hons) 2022-23

Sport Rehabilitation [Glenside] BSc (Hons) 2022-23

Occupational Therapy {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Physiotherapy {Apprenticeship-UWE} [Glenside] BSc (Hons) 2022-23

Therapeutic Radiography {Apprenticeship-UWE} [Glenside] BSc (Hons) 2022-23

Diagnostic Radiography {Apprenticeship-UWE} [Glenside] BSc (Hons) 2022-23

Paramedic Practice {Apprenticeship-UWE} [Glenside] BSc (Hons) 2022-23

Diagnostic Radiography [Glenside] BSc (Hons) 2022-23

Occupational Therapy [Glenside] BSc (Hons) 2022-23

Physiotherapy [Glenside] BSc (Hons) 2022-23