1. **Title of the module**

SOCI9630 (SO963) Global Sustainable Healthcare

1. **Division or partner institution which will be responsible for management of the module**

Division of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research - Centre for Health Service Studies)

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The courses(s) of study to which the module contributes**

MSc in Healthcare Management, Kent Business School (Medway Campus) - compulsory module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate an advanced critical understanding of how changing demographic profiles impact on the organisation and delivery of health services

8.2 Demonstrate an advanced critical understanding of the role of healthcare financing structures

8.3 Apply management strategies in complex healthcare practice scenarios

8.4 Analyse complex system issues in healthcare organisations and identify relevant organisational and management strategies to address identified problems

8.5 Utilise personal reflection of management practice to develop an advanced understanding of evolving health systems

8.6 Utilise a range of complex evidence to support developments in healthcare delivery

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Analyse, interpret, objectively evaluate and prioritise information, recognising its limitations, and critically evaluate the logic of arguments and modes of inquiry

9.2 Critically appraise the application of evidence to different organisational and institutional arrangements

9.3 Be able to apply and communicate complex information and debate to a variety of audiences using a range of methods regarding organisational management with fellow students in a seminar setting, to health professionals and with teaching staff .4 Communicate effectively with collaborators and participants in a management situation, adapting

 communication styles for appropriate ‘audiences’

9.4 Demonstrate problem solving skills in an organisational management setting, identifying and defining management problems, ensuring optimal and alternate solutions, deciding on a course of action, and reviewing the relative success of this course of action

1. **A synopsis of the curriculum**

The module will focus on exploring how health systems need to adapt to changing health needs and maintain financial sustainability. Students will be introduced to a range of concepts relevant to developing sustainable health systems. This will encompass the way health systems are funded, how care delivery is organised to meet the needs of patients and how managers will need to respond to changing systems and organisational demands. Topics covered will include:

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Brandt, N. (2008). *Moving Towards More Sustainable Healthcare Financing in Germany.* OECD Economic Working Papers, No. 612, OECD Publishing.

Economist Intelligence Unit. (2011). *The Future of Healthcare in Europe.* The Economist.

Lega, F., Prenestini, A., & Spurgeon, P. (2013). Is Management Essential to Improving the Performance and Sustainability of Health Care Systems and Organizations? A Systematic Review and a Roadmap for Future Studies. *Value in Health*, 16 (1), S46-S51.

Lyons, G. J. & Duggan, J. (2015). System Dynamics Modelling to Support Policy Analysis for Sustainable Health Care.*Journal of Simulation*, 9 (2), 129-139.

Morgan, M. W., Zamora, N. & Hindmarsh, M. F. (2007). An Inconvenient Truth: A Sustainable Healthcare System requires Chronic Disease Prevention and Management Transformation. *Healthcare Papers*, *7* (4), 6.

Staiger, U. & Chaytor, S. (eds) (2011). *The Future of Healthcare in Europe*. London: UCL.

1. **Learning and Teaching methods**

Contact hours: 24

Private study hours: 126

Total hours: 150

1. **Assessment methods.**
	1. Main assessment methods

Coursework - Short descriptive analysis, 1,000 words - 25%

Coursework - Essay, 3,000 words - 75%

\* The essay must be passed in order to pass the module

* 1. Re-assessment methods

100% Coursework

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X | X | X | X | X |
| Seminar sessions | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Short descriptive analysis (1000 words) |  | X | X | X | X | X | X | X | X | X |
| Essay(3000 words)  | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive Module Design**

The Division recognises and has embedded the expectations of current disability equality legislation and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia student support service, and specialist support will be provided where needed.

1. **Campus(es) or Centre(s) where module will be delivered:**

Medway and Brussels (or an alternative international centre).

1. **Internationalisation**

This module allows students to familiarise with global sustainable healthcare theoretical concepts as well as practice insights across contexts (developed and developing countries). In addition, the methods of assessment (both formative and summative) allow students to interact with each other taking advantage of the student diversity and interpretations of social and ethical issues that stem from growing up in different contexts. The students will also experience a study tour in Brussels and Paris during the semester.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/12/2020 | Major | September 2021 | 5,7,8,9,10,13,14 | No |
|  |  |  |  |  |