Module Descriptor

Title	Introduction to eHealth		
Session	2026/27	**Status**	Published
Code	NURS11129	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Audrey Cund		

Summary of Module

This theoretical module will provide the student with an insight into the use of ehealth systems and processes in the healthcare industry. No prior health care experience is necessary to undertake this module but an interest in exploring how ehealth is used to support individuals by health and social care providers.

Nationally and internationally several ehealth and digital health and care systems and processes are well established at all points in a person's journey through healthcare e.g. electronic health record, SMS reminder services, Information governance and home monitoring. Students undertaking the module will examine the strategic policy drivers for ehealth and digital health in the UK and Internationally; introduce and explain a range of concepts associated with ehealth; and consider some of the challenges around acceptance and use of ehealth.

Indicative module content

Conceptualising ehealth; National and International policy drivers; Ehealth models systems and process; EHealth infrastructure in Scotland, UK and Internationally. Exploration of contemporary approaches to ehealth and digital health use, e.g. e.g. electronic health records, systems and theories; health informatics, big data; information governance; privacy, security and ethics; robotics in healthcare, artificial intelligence, technology acceptance in healthcare.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☒	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

				☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☒	Term 2 ☐	Term 3 ☐	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
L1	Conceptualise ehealth and reflect on a range of models, systems and processes used in the healthcare industry.
L2	Critically examine the application of ehealth in relation to national and international healthcare priorities.
L3	Critically analyse the barriers and facilitators to ehealth acceptance in the UK.
L4	Critically examine the legal, ethical and information governance issues surrounding the use and application of ehealth.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Develop an awareness of the national and international policy issues in ehealth and how it applies to healthcare. Analysis and reflect on the legal, ethical and information governance issues that can potentially arise using ehealth Examine a health care patient's journey through health services and the ehealth systems and infrastructure that supports this.
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically reflect on the application of ehealth in relation to national and international health priorities, e.g. long term conditions, access to services, big data and health informatics
Generic Cognitive skills	**SCQF 11** Apply, analyse, evaluate and synthesis techniques to extend ones knowledge and understanding of ehealth. Undertake critical reflection, analysis, evaluation and synthesis of contemporary theories and frameworks in relation to ehealth. Provide verbal and written effective, communication and feedback to colleagues. Work in a self-directed manner and take responsibility for own

Communication, ICT and Numeracy Skills	**SCQF 11** Use a wide range of ICT applications to support and enhance work at SCQF level 11 Develop and enhance your digital literacy skills and those necessary to work in the ehealth field.
Autonomy, Accountability and Working with Others	**SCQF 11** Practice in a way that draws upon critical thinking, reflection on own and others roles and responsibilities. Work in a self-directed manner and take responsibility for own work and that of others Exercise autonomy, initiative and accountability in relation to team working

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module features a range of contemporary learning and teaching strategies to meet the learning outcomes for the module. The Virtual Learning Environment will provide the student with a range of interactive and engaging methods to support their communication with peers on the module and help to make use of resources. Your contribution to the learning teaching and assessment of this module will enable you as a learner to develop a range of UWS graduate skills at this SCQF level 11. These include critical thinking, analytical skills, collaborative working, research skills and problem solving.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

This is a small sample of material that is available in e-format. Please note that any essential reading will be signposted to the learner via the VLE.

e-books

George, C., Whitehouse, D., Duquenoy, P. (2013) ehealth: legal, ethical and governance challenges, Springer, Berlin

Gogia, S. (2020) Fundamentals of telemedicine and telehealth, Academic press, London e-book Highly recommended

Wachter, R. (2015) The Digital Doctor: Hope, Hype, and Harm at the Dawn of Medicine's Computer Age. New York: McGraw-Hill Education

Rosenmoller, M., Whitehouse, D., Wilson, P. (2014) Managing ehealth- from vision to reality, Palgrave Macmillan

van Gemert-Pijnen, L.J., Kip, H., Kelders, S.M. and Sanderman, R., (2018) Introducing ehealth. In eHealth Research, Theory and Development (pp. 3-26). Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

100% attendance and engagement with the virtual learning environment and resources provided.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community and Health
Moderator	Naeem Ramzan
External Examiner	N Blythe
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A project/assignment will be used to assess the learning outcomes for this module. This is a 4,000 word assignment and carries a 100% weighting. Students will be provided with a range of assignment questions asking them to examine an area of ehealth. Examples may include a project proposal, a solution to a real life ehealth challenge or prepare a review of a topic in the style of a journal article.* *Students will receive academic support to take forward their ideas for publication (where applicable).
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☒	☒	☒	☒	☐	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
New template for module desciptor	20/08/2024	Audrey Cund
EDI update no other changes	07/02/2025	Audrey Cund