



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Elements of Human Performance: Part Two				
Module Code	UZYS1R-15-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	30 April 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Describe and apply the chronology of normal patterns of physical and psychological development during childhood and adolescence (Component A) 2. Describe and apply the processes of ageing to simulated and actual situations (Component A) 3. Describe the principal approaches in psychological theory (Component A) 4. Demonstrate reflection on the theories of the principal approaches in psychology and their relevance to occupational performance (Component A) 5. Demonstrate an understanding of the interlinking of context with human factors in occupational performance (Component A)
Syllabus Outline	<p>The aim of this module, alongside the first module in this series, Elements of Human Performance Part One is to introduce students to the key underpinning sciences which impact upon occupational performance. Together the modules will explore how physical and psychological processes during the life-cycle impact upon occupational performance. Students will reflect on and begin to understand how important contextual factors are within the person, environment and performance equation. Alongside this theoretical and practical learning, students will be encouraged to develop their collaborative learning through group work activities and their ability to reflect upon their own learning through analysis of this. It is expected that engaging in their level 1 studies in general will help them to develop time management and organisational skills.</p> <p>The syllabus is organised across the first semester and half of the second semester at</p>

level 1 – broadly Part two is organised as follows:

- **Human Factors and their impact on occupational performance:** Occupational anthropology, Human factors in context (body systems and psychology)
- **Psychological Theory:**
 - Humanistic psychology, Developmental psychology., how people learn, motivation, Cognitive psychology including cognitive development, educational practices arising from learning theory, Behavioural psychology
 - Contemporary psychological theories e.g. social constructionist approach, evolutionary approach.
 - The psychological organisation of groups and group work
Social psychology of being part of a family, a work force and social groups

Contact Hours As this is a 15 credit module, it assumes 150 hours of study on the part of the student; approximately 36 hours of this will be in scheduled learning, which may take several forms as described below. Students are expected to spend 114 hours on independent learning tasks and preparation for assessments.

Teaching and Learning Methods

Scheduled learning includes lectures, seminars, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, group-work projects, some pod-casts/use of online resources

Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, group project preparation, assignment preparation and completion.

Technology Enhanced Learning: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.

Key Information Sets Information Key Information Sets (KIS) are produced at programme level for the programme that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module

description:

Total assessment of the module:			
Written exam assessment percentage			
Coursework assessment percentage		100%	
Practical exam assessment percentage			
			100%

Reading Strategy

Core Reading

There are no set texts which students are required to purchase for this module. Reading around the topic is, however, essential and students will be directed towards appropriate material in the library resources, in the module handbook and during specific parts of the curriculum as necessary.

Further reading

If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Access and skills

Formal opportunities for students to develop their library and information skills are provided within the induction period both at a generic and programme specific level. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library. Further formal opportunities for students to start to develop their library and information skills are provided within in the level 1 curriculum of this programme, as part of the Exploring Occupation, Health and Well-being module

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult across both Elements of Human Performance Modules. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

Cohen, B. J. (2015) *Memmler's the Human Body in Health and Disease*. 13th ed. London: Wolters Kluwer/Lippincott Williams.

Tortora, G. J., and Derrickson, B. H. (2011) *Principles of Anatomy and Physiology*. 13th ed. New York: Wiley.

Waugh, A., Grant, A. (2014) *Ross and Wilson's Anatomy and Physiology in Health and Illness*. 12th ed. [online] Edinburgh: Churchill Livingstone Elsevier. [Accessed 11 December 2014].

Nolan-Hoeksema, S. and Atkinson, R. L.I (2012) *Atkinson and Hilgard's Introduction to Psychology*. 15th Ed.. California: Wadworth.

Gross, R. (2010) Chapters 43-46. In: *Psychology: The Science of Mind and Behaviour*. 6th Ed. [Online] London: Hodder Arnold pp 682 -762. [Accessed 11 December 2014].

Davison, G.C., Neale, J.M. and Kring, A. M. (2004) *Abnormal Psychology*. 9th ed. New York: John Wiley and Sons.

Moghaddam, F.M. (2005) *Great Ideas in Psychology: a cultural and historical introduction*. Oxford: Oneworld.

Kaplan, R.M. (1993) *Health and Human Behaviour*. New York: McGraw Hill.

Kaptein, A. and Weinman, J. (2004) *Health Psychology*. Oxford: Blackwell.

Huppert, F.A., Baylis, N. and Keverne, B. (2005) *The Science of Well-Being*. Oxford: Oxford University Press.

Hewstone, H. and Stroebe, W. (2012) *An Introduction to Social Psychology*. 5th ed. London: Blackwell.

Part 3: Assessment

Assessment Strategy	<p>Students will be given formative feedback on their project work and skills as they progress through the module.</p> <p>The components of summative assessment on this module, consists of one essay of 2500 words –encouraging engagement with academic writing skills early in their degree, and allowing students to demonstrate their engagement with the complex theory they have been introduced to</p> <p>The marking criteria for this assessment is clearly explained in the module handbook, including the SEEC descriptor breakdown.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 2500 word written assignment	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. 2500 word written assignment	100	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		