



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Promoting Occupation and Leadership				
Module Code	UZYS19-30-3	Level	3	Version	2
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	July 2017 (v2)		Valid to	September 2021	

CAP Approval Date	31 May 2017 (v2)
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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. Evaluate the relationship between occupations, health promotion, lifestyle, and health (Component A and Component B) 2. Critically discuss ethical, political and policy issues surrounding emerging practice areas for occupational therapy practitioners (Component B) 3. Evaluate and critique the evidence base for an occupational therapy led service which draws on some principles of health promotion, within the current local, regional and national policy contexts (Component A and Component B) 4. Critically discuss service user, carer and professional partnership working in relation to service design (Component A) 5. Critically discuss planning and strategies towards the development of an innovative occupational therapy led service, and the importance of effective leadership skills to this process(Component A and Component B) 6. Critically evaluate literature pertaining to new and emerging practice areas, and demonstrate how occupational therapists might use this to inform a unique contribution to health and well-being (Component A and Component B) 7. Identify, demonstrate and evaluate project management skills within a health and social care context, to include effective collaborative team working (Component A and Component B)
Syllabus Outline	The aim of this module is to enable the students to reflect upon the key skills of an occupational therapist (the unique selling point) and consider how these could be applied in new and emerging settings; including the leadership skills they would need to exhibit to initiate a new service, and to ensure the efficiency and efficacy of that

	<p>service. Occupational therapy is a profession which spans all areas of health and social care, and also health promotion. There are many areas that could benefit from the unique skill set on offer from occupational therapy – students are encouraged to explore this in setting up a service project plan to meet the needs of a client group not currently receiving occupational therapy input. The syllabus is aligned to supporting that project work through tutorials and project discussions, along with some lead seminars in pertinent subjects.</p> <p>Some of the subjects covered in lead lecture/seminar sessions:</p> <ul style="list-style-type: none"> • Concepts and determinants of health: Contribution to models of practice and approaches to occupational therapy, in the context of promoting health and well being • Evidence base: Public health and health promotion and the role of occupational therapy in this • The principles of partnership working • Theories around leadership – what does it mean and what is effective leadership • Evaluation of frameworks and strategies for health promotion: uniprofessional and interprofessional • The policy context: Developing occupational therapy services to promote health and well-being within the current health and social care policy context • How to develop service strategies and plans within a health and social care context • Project management skills • Political and ethical dilemmas in service set up, delivery and evaluation
Contact Hours	<p>As this is a 30 credit module, it assumes 300 hours of study on the part of the student; approximately 72 hours of this will be in scheduled learning, which may take several forms as described below. Students are expected to spend 228 hours on independent learning tasks and preparation for assessments.</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, a group-work project, use of online resources and discussion with external experts e.g. service users and therapists who have set up their own services, within and outside of statutory services</p> <p>There are several scheduled sessions for the students to meet in their assessment project groups to work on their service design, but it is expected that this work will continue into their independent learning time. There are also some slots for project group tutorials and also cohort assessment briefings</p> <p>Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, group project preparation, assignment preparation and completion.</p> <p>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.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes 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.</p>

Key Information Set - Module data				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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

Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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	0%
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	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

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

Formal opportunities for students to develop their library and information skills to level 3 standard are provided within the level 3 induction period in the July prior to the start of their third year. In the January of their third year, just before this module begins in earnest, there is an optional practical library session for students. Whilst these sessions are within the research modules, the skills developed are also very relevant for this module. 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.

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. 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.

Scaffa, M.E., Van Slyke, N. and Brownson, C. A. (2008) Occupational Therapy Services in the Promotion of Health and the Prevention of Disease and Disability. *American Journal of Occupational Therapy*. 62(6), pp 694-703.

College of Occupational Therapists (2013) *Occasional Paper 1: Clinical Leadership*. Available from: http://www.cot.co.uk/sites/default/files/ilod_resources/public/2012Leadership-occasional-paper.pdf [Accessed 12 December 2014].

Ewles, L. and Scriven, A. (2010) *Promoting Health: A practical guide*. [online] 6th ed. London: Bailliere Tindall. [Accessed 12 December 2014].

Hawe, P., Degeling, D. and Hall, J. (1994) *Evaluating health promotion: a health worker's guide*. Sydney: Maclennan and Petty

Heard, C. P. (2014) Choosing the Path of Leadership in Occupational Therapy. *The Open Journal of Occupational Therapy*. 2(1). pp1-18.

Hubley, J., Copeman, J. and Woodall, J. (2013) *Practical Health Promotion*. 2nd ed. Cambridge: Polity Press.

Tones, K. and Green, J. (2004) *Health Promotion: Planning and strategies*. London: Sage Publications

World Health Organisation (1986) *The Ottawa charter for health promotion*. Available from: <http://www.who.int/healthpromotion/conferences/previous/ottawa/en/> [Accessed 12 December 2014]

World Health Organisation (1997) *The Jakarta Declaration on Leading Health Promotion into the 21st*. Available from: <http://www.who.int/healthpromotion/conferences/previous/jakarta/declaration/en/>. [Accessed 12 December 2014].

World Health Organisation (1998) *Health Promotion Glossary*. Available from: <http://www.who.int/healthpromotion/about/HPG/en/>. [Accessed 12 December 2014].

Wilcock, A.A. (2006) *An occupational perspective of health*. 2nd ed. Thorofare, NJ: Slack.

Part 3: Assessment

Assessment Strategy	<p>Assessment on this module consists of 60% Coursework (Component B) and 40% Practical Exam Assessment (Component A). Both of the assignments on the module are summative.</p> <p>Component B is an individual 2500 word proposal report, which is completed first. This allows the markers to comment upon the proposal prior to the final assessment, Component A, which is an individual contribution to a group presentation of the service proposal, with questions. This is a clear strategy, which allows for development and improvement of the service proposal before the final assessment.</p> <p>Where a student needs to resit Component A, it will be a 20 minute individual presentation with questions, which includes an evaluation of the whole service proposal.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	40	60

First Sit	
Component A (controlled conditions) Description of each element	Element weighting
1. Individual Contribution to a 45 minute Group Presentation	100
Component B Description of each element	Element weighting
1. Individual 2500 word supporting paper	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. 20 minute individual presentation	100
Component B Description of each element	Element weighting
1. Individual 2500 word supporting paper	100
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.	

FOR OFFICE USE ONLY

First CAP Approval Date	30 April 2015		
Revision CAP Approval Date	31 May 2017	Version	2
Link to RIA 12332			