



Module Specification

Promoting Occupation and Leadership

Version: 2023-24, v2.0, 16 Jul 2023

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Part 1: Information

Module title: Promoting Occupation and Leadership

Module code: UZYS19-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS 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: 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 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.

Features: Not applicable

Educational aims: See learning outcomes.

Outline syllabus: Some of the subjects covered in lead lecture/seminar sessions:

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

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

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.

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.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Evaluate the relationship between occupations, health promotion, lifestyle, and health

MO2 Critically discuss ethical, political and policy issues surrounding emerging practice areas for occupational therapy practitioners

MO3 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

MO4 Critically discuss service user, carer and professional partnership working in relation to service design

MO5 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

MO6 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

MO7 Identify, demonstrate and evaluate project management skills within a health and social care context, to include effective collaborative team working

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: This module has two assessment tasks; a written assignment and a presentation.

Written assignment (2500 words); an individual 2500 word proposal report, which is completed first. This allows the markers to comment upon the proposal prior to the final assessment, the presentation.

Presentation (45 minutes); 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.

Where a student needs to resit the presentation, the group may consist of the one student, the timing will then not exceed 20 minutes.

Presentations may include questioning related to an evaluation of the whole service proposal.

Assessment tasks:

Written Assignment (First Sit)

Description: Individual 2500 word supporting paper

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO6, MO7

Presentation (First Sit)

Description: Individual contribution to a group presentation

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5, MO6, MO7

Written Assignment (Resit)

Description: Individual 2500 word supporting paper

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO6, MO7

Presentation (Resit)

Description: Individual contribution to a group presentation

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Occupational Therapy [Sep][FT][Glenside][3yrs] - Withdrawn BSc (Hons) 2021-22