



MODULE SPECIFICATION

Part 1: Information			
Module Title	Occupation, Health and Well-being: Part One		
Module Code	UZZY9J-30-1	Level	4
For implementation from	September 2020		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Science	Field	Allied Health Professions
Department	Allied Health Professions		
Contributes towards	BSc (Hons) Applied Occupational Therapy		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The aim of this module is to introduce the student to the key theories and science underpinning occupational therapy practice and to understand the classification and study of occupational performance in context. It also introduces the basics of occupational therapy processes and models. This module specifically considers occupational performance across the lifespan. The syllabus is organised under four sections and will normally include:</p> <p><u>Underpinning Theory:</u></p> <ul style="list-style-type: none"> • Introduction to the occupational therapy paradigm • Complexity of occupation • The links between occupation, health and well-being • Occupational Science: <ul style="list-style-type: none"> ○ History and focus on human activity ○ Current knowledge base and its influence in supporting occupational therapy practice • History of the links between occupation and health, and the profession • Concepts of social context, sociological theories, and social policy; how these impact upon occupational performance and the profession. • Occupation and lifespan development <p><u>Practical Skills:</u></p> <ul style="list-style-type: none"> • Listening and group work skills • Analysis of activity and occupation • Analysis of occupational performance in context • Interview skills

- Observation skills
- Reflection

Introduction to Occupational Therapy Practice

- Introduction to the occupational therapy process.
- Introduction to the Health and Care Professions Standards of Proficiency for Occupational Therapists, and Royal College of Occupational Therapists.
- Principles of assessment, intervention aims and goals

Transferable Skills:

- Orientation to problem-based learning (PBL), nature of PBL, how PBL works and principles of group management
- Using the library data bases to search for evidence
- Presentation skills
- Writing skills
- Using communication information technology to organise information, communicate effectively and collaborate

Teaching and learning methods may include lectures, practical sessions in small groups (sizes varying due to type of activities and risk assessments); workshops; and scheduled, supervised PBL group work. There is an expectation of personal study during which the student will engage in essential reading; preparation for scheduled teaching and practical sessions; student-led practice sessions; online project collaboration; and assignment preparation and completion.

Generic Graduate Skills

Generic Graduate Skill	Teaching / assessment activities	Introduced	Developed	Evidenced
1. Communication	e.g. Small and Large Group work Problem base Learning Written Communication via Essay and Wiki creation Oral Communication in Group Presentation Interview skills session with PIPE Study skills sessions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Professionalism	e.g. Attendance registers and communication PBL group work reliability and engagement Self-directed study Group presentation Discussion of professional values and responsibilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Critical Thinking	e.g. Sociology and social policy Debate Wiki Creation Essay Study skill sessions include evaluating evidence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Digital fluency	e.g. Use of Virtual learning Environment throughout PBL wiki creation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising	e.g. Wiki Creation Group presentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Forward Looking	e.g. Self reflection Reflective practice practical's	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Emotional Competency	Understanding self as an occupational being Problem based learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Understanding lifespan development including social/emotional development Interviewing PIPE workers during interview skills			
8. Globally engaged	Sociological perspectives include consideration of cultural and Global issues PBL work with diverse student groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Part 3: Assessment				
<p>Component A: Maximum 3000-word essay This assesses the students' achievement of the learning outcomes, including their ability to source and research evidence, formulate own opinions and articulate their ideas in writing.</p> <p>Rationale The choice of assessment for this module has been made to enable students to demonstrate written communication skills, and to start to demonstrate ability to analyse and evaluate information and synthesise this with their personal experience in order to develop critical thinking which is an important skill for occupational therapists.</p> <p>Formative Assessment Students will be given formative feedback on their work and skills as they progress through the module. The life-cycle stages project provides the opportunity for formative feedback on both written and presentation skills.</p> <p>Students will be given formative feedback on their work and skills in the workplace as they progress through the module, in relation to the module learning outcomes and the related Knowledge, Skills and Behaviours for the Occupational Therapist (Degree) Apprenticeship Standard. They can record these on formative logs to add to their Apprenticeship Portfolio of Evidence, working towards achieving the End Point Assessment Gateway.</p>				
Identify final timetabled piece of assessment (component and element)		Component A1		
% weighting between components A and B (Standard modules only)			A:	B:
First Sit				
Component A (controlled conditions) Description of each element			Element weighting	
1. 3000-word essay			100	
Resit (further attendance at taught classes is not required)				
Component A (controlled conditions) Description of each element			Element weighting	
1. 3000-word essay			100	
Part 4: Learning Outcomes & KIS Data				
Learning Outcomes	On successful completion of this module students will be able to:			

	<ul style="list-style-type: none"> • Explore and analyse the relationship between occupation, health and well-being (Component A) • Understand and apply the main theories and concepts of occupational performance and occupational science (Component A) • Demonstrate understanding of activity analysis and occupational performance in context; and articulate an understanding of its relationship to health and well-being (Component A) • Demonstrate an understanding of the importance of occupation to the lives of individuals in all stages of their life course; underpinned by a basic understanding of human development at different stages of the human lifespan (Component A) • Recognise the significance of social contexts; structures; and sociological theories in relation to occupational performance (Component A) • Develop and articulate own opinions and competently communicate these in writing through questioning and challenging viewpoints, ideas and concepts; and understanding the importance of reliable evidence. (Component A) 																																			
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<table border="1" data-bbox="534 786 1444 1176"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5">Number of credits for this module</td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>60</td> <td>240</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="657 1518 1324 1751"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	60	240	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading List</p>	<p>https://rl.talis.com/3/uwe/lists/141E4538-FD8B-C3F1-FDB4-C7C588D719F2.html?lang=en-US&login=1</p>																																			

First Approval Date (and panel type)	26 th May 2020			
Revision ASQC Approval Date		Version	1	