



Module Specification

Interrelated Aspects of Human Performance

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Part 1: Information

Module title: Interrelated Aspects of Human Performance

Module code: UZYY9M-30-1

Level: Level 4

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: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: This module specifically explores how physical and psychological processes during the life-cycle impact upon occupational performance.

Educational aims: The aim of this module is to introduce students to the key underpinning sciences which 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 4 studies in general will help them to develop time management and organisational skills. This module will provide them with the opportunity to apply their knowledge base from the Fundamental Human Anatomy and Physiology module in a relevant way for Occupational therapy.

Outline syllabus: The syllabus is broadly organised to include:

Human Factors and their impact on occupational performance: Occupational anthropology, Human factors in context (body systems and psychology) and how these are framed in occupational therapy theory.

Consideration of human development across the lifecycle: Impact of the development and aging of body systems on occupational engagement.

Psychological Theory:

Humanistic psychology, developmental psychology, how people learn, motivation, cognitive psychology including cognitive development, educational 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;

Psychological theories relating to occupational engagement.

Part 3: Teaching and learning methods

Teaching and learning methods: See Learning Outcomes.

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

MO1 Describe the principal approaches in psychological theory

MO2 Demonstrate reflection on the theories of the principal approaches in psychology and their relevance to occupational performance

MO3 Demonstrate application of knowledge of body structures and function to activity analysis and occupational performance

MO4 Describe and apply the chronology of normal patterns of physical and psychological development during childhood and adolescence

MO5 Describe and apply the normal patterns and processes of ageing to occupational performance

MO6 Demonstrate an understanding of the interlinking of context with human factors in occupational performance

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 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: Summative Assessment: Maximum 3000-word project report
The summative assessment on this module is a 3000 word written project report, encouraging engagement with academic writing skills early in their degree, and allowing students to demonstrate their engagement with complex theory they have been introduced to, encouraging their ability to source and research evidence, formulate own opinions and articulate their ideas in writing.

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 experience in order to develop critical thinking which is an important skill for occupational therapists

Formative Assessment

Students will be given formative feedback on their project work and skills as they progress through the module. Students will also complete additional formative logs, specifically linking their learning – both academic and in the workplace - to the Knowledge, Skills and Behaviours required by the Apprenticeship Standard. These will be added to their Apprenticeship Portfolio of Evidence, working towards achieving their End Point Assessment Gateway.

Assessment tasks:

Report (First Sit)

Description: 3000-word project report

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Report (Resit)

Description: 3000-word project report

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Occupational Therapy {Apprenticeship-UWE} [Glenside] BSc (Hons) 2023-24