



MODULE SPECIFICATION

Part 1: Information			
Module Title	Foundations and Practice of Occupational Therapy 1		
Module Code	UZZY9N-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:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
<p>The aim of this module is to equip students with basic skills and understanding of occupational therapy practice as well as including their first professional placement. The learning in the academic environment before the placement brings together some of the learning students undertake in their previous core level one modules and enhances and re-enforces the main practical skills needed to go out into practice across any setting. The academic syllabus will usually include:</p> <ul style="list-style-type: none"> • Contexts for Practice: Introduction to practice areas in NHS, local authorities and the third sector. Awareness of roles of other professions in practice areas • Professional Issues: Consolidation of students' understanding of client-centred practice, working with vulnerable people, disability and equality awareness. Introduction to professional record keeping and introduction to pertinent approaches. • Evidence-based practice: Consolidation of students' understanding of using databases, literature and searching strategies alongside an introduction to reviewing literature to support practice • Professional Reasoning: Practical consideration of problem-solving, professional reasoning, occupational therapy process, theoretical frameworks, conceptual models of practice, assessment and outcome measures • Practical sessions including: Introduction to using assistive technology, environmental adaptation, using wheelchairs, assessing posture and seating, running groups, working with people with visual impairments. • Learning contracts: how to negotiate learning needs; establishing method for evaluating outcome of the learning contract • Documentation: written and verbal reporting • Legal and ethical issues: how these impact on practice • Physical and psychological impact of ill-health: exploring the links between these; how ill-health impacts on others not only the service-user. 	

There are also some further preparatory sessions including mandatory moving and handling and Basic Life support practicals, which occur prior to the placement, usually at some point in the first semester, to ensure that all students can have this completed well before the placement. **NB:** If students do not complete these mandatory practicals and the related paperwork prior to placement, they will be unable to commence the placement. A Skills for Health Mandatory Training package must also be completed prior to going out on the placement. It covers:

- Conflict Resolution Training
- Safeguarding Adults
- Safeguarding Children
- Information Governance
- Infection Prevention and Control
- Health, Safety and Welfare,
- Equality and Diversity and Human Rights.
- Food Hygiene

Students begin working on this package at the start of the first semester to ensure these can be completed in time.

There is also a debrief week, where students reflect upon and consolidate their learning.

The Professional Practice Placement

A period of time of placement learning, usually nine weeks or equivalent, contributing to the 1000 total of assessed hours stipulated as a professional requirement by the Royal College of Occupational Therapists. To be achieved the hours must be assessed and passed.

The values of the NHS Constitution are implicit within this module

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication	Professional Code of conduct. Evidenced on practice placement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Professional Code of conduct. Evidenced on practice placement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	SOPE assessment and developing clinical reasoning on placement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Digital Fluency	Use of different software on placement. Using appropriate forms of communication.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising	Using creative skills on placement. Beginning to understand leadership roles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Forward Looking	Being a reflective practitioner on placement. Building placement portfolio information. Reflecting on group work.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

7. Emotional Intelligence	Developing emotional resilience on placement. Awareness of social and cultural demands with different groups of service users.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Globally Engaged	Being culturally sensitive and aware on placement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Assessment

Component A: Learning Contract- Assessment of Competence in Practice

This is a professional practice module and the Component A assessment for this module is a learning contract which assesses the student's abilities in practice in relation to the following placement competencies:

1. Present a professional approach in relation to behaviours such as but not limited to: time management, preparation, organisation, personal presentation, communication, reliability, team working and attitude.
2. Demonstrate safe and effective professional practice demonstrating awareness of the ethical and legal issues when working in a health or social care setting.
3. Understand the roles of the interprofessional (multidisciplinary) team.
4. Take account of the physical and psychological impact of ill health.
5. Demonstrate basic skills in using a client-centred approach.
6. Demonstrate safe and effective use of occupational therapy skills.
7. Analyse an occupation used in professional practice setting.
8. Complete a basic and appropriate assessment of a service user's occupational needs.
9. Demonstrate basic professional reasoning and problem-solving skills.
10. Demonstrate appropriate verbal and written communication skills with all colleagues, service users their carers, and other services.




Component B: 15 minutes maximum Structured Oral and Practical Examination (SOPE).

The academic portion of this module has a practical focus and prepares students for their first placement, it is therefore appropriate to assess the skills required by simulated scenarios and a hands-on approach; this strategy is actively supported by service colleagues. Students have to undertake a range of practical tasks to demonstrate their competence and also problem solving, they also have to provide a verbal justified reflection on further practical sessions undertaken as part of the module. The curriculum and the assessment used in component B, enable preparation for the first placement on the programme.

Formative Assessment

Students will be given formative feedback on their work and skills as they progress through the placement. During the placement, students will also complete some additional formative logs on a range of occupational therapy skills to add to their Apprenticeship Portfolio of Evidence, working towards achieving the End Point Assessment Gateway.

For component B, students will engage in a range of practical activities during the taught content, for example using assistive equipment and running groups. They will receive feedback on these activities as they progress through the module.

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. Learning Contract: Assessment of competence in practice				Pass/Fail																														
Component B Description of each element				Element weighting																														
1. Structured Oral and Practical Examination (SOPE) – up to 15 minutes				100																														
Resit (further attendance at taught classes is not required)																																		
Component A (controlled conditions) Description of each element				Element weighting																														
1. Learning Contract: Assessment of competence in practice				Pass/Fail																														
Component B Description of each element				Element weighting																														
1. Structured Oral and Practical Examination (SOPE) – up to 15 minutes				100																														
Part 4: Learning Outcomes & KIS Data																																		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Complete the placement competencies as defined in the Learning Contract (see assessment strategy) (Component A) Identify and articulate the components of the Occupational Therapy Process and their inter-relationship (Component B) Articulate, demonstrate and reflect on personal safe keeping and professional conduct, including safe use of assistive technology; and safety in group-work contexts (Component B) Engage in and reflect on basic class-based professional reasoning processes (Component B) Demonstrate ability to plan, run and evaluate (verbally) group-work appropriate for this level (Component B) 																																	
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</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>159.75</td> <td>303.75</td> <td style="color: red;">523.5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></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	159.75	303.75	523.5					
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Total Assessment																																		

	The table below indicates as a percentage the total assessment of the module which constitutes a;																										
	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)																										
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Reading List	https://rl.talis.com/3/uwe/lists/A95AF516-EF47-89D5-2B54-609C77CA349A.html?lang=en-US&login=1																										

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