



MODULE SPECIFICATION

Part 1: Information			
Module Title	Skills and Strategies in Occupational Therapy		
Module Code	UZZY9R-15-2	Level	5
For implementation from	September 2021		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Science	Field	Allied Health Professions
Department	Allied Health Professions		
Contributes towards	BSc (Hons) Applied Occupational Therapy		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
<p>The aim of this module is to understand the application of a variety of different practical and theoretical approaches and media to intervention planning across all areas of professional practice. This module builds on previous teaching and learning on the programme regarding the occupational nature of humans, the role of occupation in promoting health and well-being, and the principles and processes of occupational therapy intervention in individuals' and communities' lives.</p> <p>The syllabus will usually include:</p> <p>Professional Skills: Opportunities to develop skills applicable in a variety of health and social care settings, including intervention planning/evaluation, professional reasoning and outcome measurement.</p> <p>Peer teaching and learning: Opportunities for experiential 'learning about learning' in relation to skill acquisition and outcome measurement.</p> <p>Experiential Group work: Revision of the principles of group work and experiential learning about its therapeutic applications, including guided critical reflection on the subjective experience of occupation.</p> <p>Models of practice: Further study and critical review of occupational therapy models of practice and approaches to intervention.</p> <p>Critiquing the Evidence: Practical experience in using critical appraisal tools to critically engage with published research-based evidence, including exploration of various sources of evidence and 'ways of knowing'.</p>	

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication	Teaching sessions/ Presentation in Assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Presentation in assessment/written reflection/ Teaching via Practitioners/Evidence based practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	Use of Case Studies/adapt treatment media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	Use of Technology in assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising	Harnessing Occupation sessions/broaden evidence base	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking	Exploring treatment media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Emotional Intelligence	Working together and harnessing occupation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Globally Engaged	Widen scope of occupation/evidence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3: Assessment

Component A: 15 minute presentation to include 5 minutes of questioning

This component is a 10 minute oral presentation, followed by 5 minutes of viva style questions. Students will draw on the learning of a new skill or occupation to design an intervention plan to address a case study's health and/or social care needs through the use of that occupation as a therapeutic medium.

Component B: 1000 word reflective assignment

This component is a 1000 word reflective account of the student's experience of learning a new skill or occupation where the student reflects on their engagement in a new occupation to understand the activity demands required.

Rationale

This module assesses the student's capacity to recognise two core steps in the professional reasoning process, which are: firstly, to analyse an occupation and, secondly, to apply it as therapy. The assessment strategy reflects the student's situation as a professional reasoning novice, who needs to take professional reasoning in steps, enabling students to articulate their reasoning in and on action.

Formative Assessment

Students will be given formative feedback on their project work and skills as they progress through the module

Additionally, 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.

Identify final timetabled piece of assessment (component and element)	Component A																							
% weighting between components A and B (Standard modules only)	A:		B:																					
	60		40																					
First Sit																								
Component A (controlled conditions) Description of each element	Element weighting																							
1. 15 minute presentation including 5 minutes of questions	100																							
Component B Description of each element	Element weighting																							
1. 1000 word reflective assignment	100																							
Resit (further attendance at taught classes is not required)																								
Component A (controlled conditions) Description of each element	Element weighting																							
1. 15 minute presentation including 5 minutes of questions	100																							
Component B Description of each element	Element weighting																							
1. 1000 word reflective assignment	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"> • Demonstrate critical awareness of a range of intervention strategies and tools available to occupational therapists when harnessing occupation in practice (Component A) • Apply appropriately and evaluate an occupational therapy model of practice (Component A) • Demonstrate how occupation can be harnessed to address health and social care needs, through analysis of the performance components and efficacy of specific occupations (Component A) • Critically reflect on learning theory and its applications to skill acquisition in relation to occupational performance (Component B) 																							
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</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> </thead> <tbody> <tr> <td>150</td> <td>30</td> <td>120</td> <td>0</td> <td>150</td> </tr> </tbody> </table>				Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	30	120	0	150
Key Information Set - Module data																								
<i>Number of credits for this module</i>				15																				
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																				
150	30	120	0	150																				

Contact Hours	<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>																				
Total Assessment	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td colspan="2">Written exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td colspan="2">Coursework assessment percentage</td> <td></td> <td>40%</td> </tr> <tr> <td colspan="2">Practical exam assessment percentage</td> <td></td> <td>60%</td> </tr> <tr> <td colspan="2"></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage			0%	Coursework assessment percentage			40%	Practical exam assessment percentage			60%				100%
Total assessment of the module:																					
Written exam assessment percentage			0%																		
Coursework assessment percentage			40%																		
Practical exam assessment percentage			60%																		
			100%																		
Reading List	https://rl.talis.com/3/uwe/lists/93DAEEAB-90CE-08F9-2C68-15245BF76B15.html?lang=en-US&login=1																				

FOR OFFICE USE ONLY

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