



MODULE SPECIFICATION

Part 1: Information			
Module Title	Promoting Occupational Therapy and Leadership Skills		
Module Code	UZZY9W-15-3	Level	6
For implementation from	September 2022		
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 enable the students to critically reflect upon the key skills of an occupational therapist (the unique selling points) and consider how these could be applied in new and emerging settings; including the leadership skills they would need to exhibit to initiate and lead a new service, and to ensure the efficiency and efficacy of that service. The role of audit and quality assurance processes, are among the aspects of service delivery that must be considered to ensure a service can be evaluated,</p> <p>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 small groups, in setting up a service project plan to meet the needs of a client group not currently receiving occupational therapy input.</p> <p>The syllabus is aligned to supporting that group project work through tutorials and project discussions, along with some lead seminars in pertinent subjects.</p> <p>Some of the subjects covered in lead lecture/seminar sessions include:</p> <ul style="list-style-type: none"> • 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: uni-professional 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
- Basic project management skills
- Political and ethical dilemmas in service set up, delivery and evaluation
- The role of reflective practice in service delivery and review: maintaining professional identity and standards, role of Health and Social Care Professions Council, Royal College of Occupational

Scheduled learning includes lectures, seminars, a group-work project and, 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 (virtually or face to face) 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.

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication	Oral Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Oral Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	Oral Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	Oral Exam	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising	Oral Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking	Oral Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence	Oral Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Globally Engaged	Presentation/written assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Part 3: Assessment

Component A: Interview format oral exam – maximum 20 minutes

There is one summative assignment on this module, which is a 20 minute oral assessment in the form of a question and answer interview style session. This assessment will allow students to demonstrate their critical analysis and reflection skills, alongside their understanding and application of leadership skills to a given setting




Rationale

The use of a Question and Answer format enables markers to clarify the students understanding of certain issues and affords the students the opportunity to clearly demonstrate their level 6 professional reasoning skills. The use of this type of assessment as the final summative experience is well placed, in terms of developing the ability to clearly articulate the occupational therapy skills they possess within an interview format, which will feed into the range of their employability skills.

Formative Assessment

Students will have the opportunity to receive formative feedback on their project work at three set points during the module, the first of which allows for peer feedback (Dragon's Den style project pitch) as well as from academic staff.

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 A1																																		
% weighting between components A and B (Standard modules only)	A:		B:																																
	100																																		
First Sit																																			
Component A (controlled conditions) Description of each element					Element weighting																														
1. Interview format oral exam – maximum 20 minutes					100																														
Resit (further attendance at taught classes is not required)																																			
Component A (controlled conditions) Description of each element					Element weighting																														
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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"> 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 (Components A) Critically discuss service user, carer and professional partnership working in relation to service design (Component A) Consider planning and strategies towards the launch of a new occupational therapy led service, reflect on the role of practice standards, audit and quality assurance and critically reflect upon the importance of effective leadership skills to this process (Component A) Clearly articulate and evaluate the skills and attributes, both professional and personal, that they possess, and are required of them as practitioners, including development of leadership skills and potential (Component A) 																																		
Key Information Sets Information (KIS) Contact Hours	<table border="1"> <thead> <tr> <th colspan="6">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> <td></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> <th></th> </tr> <tr> <td>150</td> <td>30</td> <td>120</td> <td>0</td> <td>150</td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p>					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	
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Total Assessment	<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 of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			0%
Practical exam assessment percentage			100%	
			100%	
Reading List	<p>https://rl.talis.com/3/uwe/lists/865E1054-ACF4-DDE1-9059-836A34F4968C.html?lang=en-US&login=1</p>			

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