



MODULE SPECIFICATION

Part 1: Information			
Module Title	Promoting Occupation and Leadership in Evolving Practice		
Module Code	UZYKHU-30-3	Level	6
For implementation from	September 2022		
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) Occupational Therapy - compulsory module		
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 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 a new service, and to ensure the efficiency and efficacy of that service. 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 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 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

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 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	Presentation/written assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	Presentation/written assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Innovative and Enterprising	Presentation/written assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking	Presentation/written assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence	Presentation/written assignment	<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: Individual contribution to a 45 minute group presentation of a service proposal, with questions

Component B: 2500 word proposal report

This individual 2500 word proposal report of a new service, is completed first. This allows the markers to comment upon the proposal prior to the final module assessment, Component A, where the group present their final proposal.

Rationale

This strategy allows for development and improvement of the service proposal before the final assessment, and provides the opportunity for the students to work collaboratively to articulate the application of their skill set in the real world.

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) as well as from academic staff.

Where a student needs to resit Component A, it will be a 20 minute individual presentation with questions, which includes an evaluation of the whole service proposal.


Identify final timetabled piece of assessment (component and element)

Component A1

% weighting between components A and B (Standard modules only)

A:	B:
50	50

First Sit	
Component A (controlled conditions) Description of each element	Element weighting
1. Individual contribution to a 45 minute group presentation, with questions	100
Component B Description of each element	Element weighting
1. 2500 word proposal report	100
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. 20 minute individual presentation, with questions	100
Component B Description of each element	Element weighting
1. 2500 word proposal report	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"> • Evaluate the relationship between occupations, health promotion, lifestyle, and health; and critically discuss ethical, political and policy issues surrounding emerging practice for occupational therapy practitioners (Component A) • 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 and B) • Critically discuss service user, carer and professional partnership working in relation to service design (Component A) • Critically discuss planning and strategies towards the development of an innovative occupational therapy led service, and the importance of effective leadership skills to this process (Component B) • Critically evaluate literature pertaining to new and emerging practice areas, and demonstrate how occupational therapists might use this to inform a unique contribution to health and well-being (Components A and B) • Identify, demonstrate and evaluate project management skills within a health and social care context, to include effective collaborative team working (Components A and B)

Key Information Sets Information (KIS)	Key Information Set - Module data					
	Number of credits for this module					30
Contact Hours	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
	300	72	228	0	300	
Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a;					
	<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				50%	
	Practical exam assessment percentage				50%	
					100%	
Reading List	https://uwe.rl.talis.com/lists/893A8935-5206-F474-2561-98AF6B8BB79F.html?draft=true&lang=en&login=1&version=v1					