MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Occupational Therapy Practice 3					
Module Code	UZYSXD-30-3		Level	3	Version	1
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice	
Pre-requisites	UZYSX9-30-2 Psychosocial Challenges and Occupation UZYSXA-30-2 Physical Challenges and Occupation		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2015		Valid to	September 2021		

CAP Approval Date	30 April 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Complete the placement competencies as defined in the Learning Contract (see assessment strategy) (Component A) 2. Identify the core skills used by occupational therapists, demonstrating an understanding of which are unique and which are shared with other professions (Component B) 3. Engage appropriately with the evidence base to support practice (Component B) 4. Critically analyse skills utilised by occupational therapists (Component B) 5. Critically evaluate own practice to identify aspects requiring modification and to identify personal development needs (Component B)
Syllabus Outline	This is a practice placement module, which has some taught preparatory sessions, including mandatory moving and handling practicals, which occur prior to the placement. NB: If a student does not complete this mandatory practical and the related paperwork prior to their placement, they will be unable to commence the placement. There is also a debrief week, where students can reflect upon their learning and consolidate this. The taught sessions will cover:

	• Review of generic and unique skills of occupational therapy • Management of change • Evidence based practice • Reflective practitioner, reflection in and on placement • Models of reflection • Role of management • Service evaluation • Moving and handling for level 3 **The Professional Practice Placement** A period of time of placement learning contributing to the 1000 total of assessed hours stipulated as a professional requirement by the 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.
Contact Hours	As this is a 30 credit module, there will be approximately 72 hours scheduled learning, which may take several forms as described below. Students are expected to spend 41.25 hours in placement related independent study (half a day a week) and, as they are out in practice for 11 weeks they will undertake a further 371.25 hours of learning on placement.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, some use of online resources **Independent learning** includes time engaged in essential reading, reflection on and review of session topics and discussions, assignment preparation and completion. **Technology Enhanced Learning**: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning. **Placement related independent learning** includes time engaged in portfolio activities – learning logs, significant learning logs, interprofessional learning logs and placement related administration – including writing, managing and updating the learning contract in collaboration with the Practice Educator and Placement Support Tutor **Placement learning**: this is the students' final placement on the programme and enables them to engage in the full range of activities related to the occupational therapy process and reflect on this using an appropriate model of reflection.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

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	72	41.25	371.25	**484.5**	⊗

Please note that the placement hours may vary due to Bank Holidays.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment
Practical Exam: practical skills assessment

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		50%
Practical exam assessment percentage Pass/fail		50%
		100%

Reading Strategy

Core Reading
There are no set texts which students are required to purchase for this module. Reading around the topic is, however, essential and students will be directed towards appropriate material in the module handbook and during specific parts of the curriculum as necessary.

Further reading
Students are expected to identify all other reading relevant to their placement setting for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills
Formal opportunities for students to develop their library and information skills to level 3 standard are provided within the level 3 induction period in the July prior to the start of their third year. Whilst this session is within the Becoming an Inquirer module, the skills developed are relevant for all level three modules. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current*

advice on additional reading will be available via the module guide or Blackboard pages.

Atwal, A. and Jones, M. (2009) *Preparing for professional practice in health and social care.* [online] London: Wiley & sons. [Accessed 18 December 2014].

Edmonstone, J. (2005) *Building on the best: An introduction to appreciative inquiry in health and social care.* Chichester: Kingsham Press
Martin, V., Charlesworth, J. and Henderson, E. (2010) *Managing in health and social care.* [online] 2nd ed. London: Routledge. [Accessed 18 December 2014].

Martin, M., Moore, J., Sadlo, G. and Crouch, V. (2004) Evaluating practice education models in occupational therapy: comparing 1:1, 2:1 and 3:1 placements. *British Journal of Occupational Therapy.* 67(5). pp 192-200.

Overton, A., Clark, M. and Thomas, Y. (2009) A review of non traditional occupational therapy practice placement education: a focus on role emerging and project placement. *British Journal of Occupational Therapy.* 72(7). pp 294-301.

Patron, R. and McCalman, M. (2008) *Change Management: A guide to effective implementation.* 3rd. ed. London: Sage.

Sullivan-toal, D. (2006) New graduates' experiences of learning to practise occupational therapy. *British Journal of Occupational Therapy.* 69(11). pp 513-524.

Thew, M., Edwards, M., Baptiste, S. and Molineux, M. (2011) *Role emerging occupational therapy: maximising occupation focused practice*. London: Wiley & sons.

Watkins, J., Mohr, B. and Kelly, R. (2011) *Appreciative inquiry: change at the speed of imagination.* [online] London: Wiley & sons. [Accessed 18 December 2014].

Part 3: Assessment	
Assessment Strategy	This is the final professional practice module, the assessments for this module are a learning contract (Component A) which assesses students' abilities in practice in relation to the placement competencies listed in this section, and a 3000 word reflective essay (Component B). The reflective essay is directly linked to the placement, and the students' practice in the placement setting. The essay will need to draw on current evidence base and use this to critically analyse their own and others practice. If a student does not complete their placement they are, therefore, not able to complete Component B. 1. Identify the core skills used by occupational therapists, demonstrating an understanding of which are unique and which are shared with other professions 2. Engage appropriately with the evidence base to support practice 3. Critically analyse skills utilised by occupational therapists 4. Appraise the interagency links both within and external to the practice setting 5. Appraise evidence of effective intervention in this setting 6. Critically evaluate service delivery and the role of management in service delivery, in the practice setting 7. Discuss the impact of sociological and technological developments and legislative changes on practice 8. Manage own caseload within the parameters of available resources, demonstrating a client centred approach, independent judgement and fluency of skill in all aspects 9. Critically evaluate own practice to identify aspects requiring modification and to identify personal development needs

	10. Demonstrate safe and effective professional practice, including all forms of appropriate communication skills, when working in a health or social care or role-emerging setting 11. Demonstrate ability to function effectively as a team member in an interprofessional team 12. Accept and respond to constructive feedback on own performance 13. Demonstrate competence in working with the organisational policies, procedures and administrative frameworks in practice

Identify final assessment component and element	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)		

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. 3000 word Reflective Report	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. 3000 word Reflective Report	100
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	