

Module Title:	Practice Placement – Critical Evaluation	Level:	6	Credit Value:	40
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Module code:	OCC603	Is this a new module?	NO	Code of module being replaced:	
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Cost Centre:	GATY	JACS3 code:	B930
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Trimester(s) in which to be offered:	1	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Liz Cade
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Scheduled learning and teaching hours	5hrs
Guided independent study	5hrs
Placement	450hrs
Module duration (total hours)	460hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Occupational Therapy	Yes	<input type="checkbox"/>

Pre-requisites
NA

Office use only

Initial approval April 2017

APSC approval of modification N/A

Have any derogations received Academic Board approval?

Version 1

Yes

Module Aims

To consolidate and develop skills and understanding in the process of assessment, planning intervention and critical evaluation within occupational therapy applying this within the scope of a practice education setting. This placement allows the student to synthesise and integrate occupational therapy theory to practice. The student will demonstrate communication, professional, organisation and management, reflective, therapeutic and interprofessional skills throughout the placement experience.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Apply the key principles of assessment, planning, intervention and critical evaluation within occupational therapy practice. . The student will be able to competently undertake a range of assessments to inform the planning process, carry out interventions and critically evaluate practice using appropriate tools / resources in the placement setting	KS1	KS2
		KS3	KS4
		KS5	KS7
2	Construct effective working relationships with service users, carers and staff within the team environment of the placement setting. The student will work interprofessionally and critically evaluate the impact of this upon effectiveness of service provision	KS1	KS2
		KS3	KS5
		KS7	
3	Demonstrate professionalism and adherence to the Code of Ethics and Professional Conduct (COT 2015) and the Guidance on Conduct and Ethics for Students (HCPC 2016)	KS1	KS2
		KS5	KS7
		KS9	

4	Apply and critically evaluate procedures, policy and legislation appropriate to the placement setting.	KS1	KS2
		KS3	KS4
		KS6	KS7
5	Demonstrate in-depth occupational therapy theory to underpin practice and critically evaluate this using evidence based practice.	KS1	KS2
		KS3	KS4
		KS6	KS9
6	Demonstrate an ability to practice independently under the guidance of the practice educator, work autonomously where appropriate and demonstrate a level of competence commensurate with final year student practitioners.	KS1	KS2
		KS3	KS6
		KS7	KS9

Transferable/key skills and other attributes

Skills in assessment, planning, intervention and critical evaluation within occupational therapy practice are transferable to graduate practitioner status. This module facilitates in-depth integration of occupation-based theory to practice essential for on-going development of clinical reasoning skills.

Personal attributes such as empathy, therapeutic use of self, reflective practice and understanding of professionalism are all an important aspect of on-going development as a student/graduate practitioner.

Derogations

Students are permitted two attempts only in placement modules (COT 2014).

Placements are assessed to a pass, fail and excellence (although student transcripts will record pass/fail only). The pass and excellence grade achieve the credits awarded for the module. All placements must be passed and 1,000 successfully assessed hours of placement must be recorded (COT 2014, WFOT 2016), for students to progress and to register as a graduate occupational therapy practitioner with HCPC. Failed placement hours do not count towards the 1,000 hours required for successful completion of the programme.

All placement outcomes must be passed with each placement.

Students are not permitted to postpone completion of their placement when there is a likelihood of a refer predicted by both placement educator and university tutor, and there is an absence of acceptable extenuating circumstances.

Assessment:

The module is assessed through the use of a negotiated learning contract which indicates key learning specific to the placement. The learning contract should reflect and evidence the placement learning outcomes and how these have been achieved. The student must pass all learning outcomes to pass the placement module.

The designated practice educator is responsible for the assessment of a student's competence within the practice environment through the facilitation of practical learning opportunities. The educator can utilise other modes of assessment with the student to establish use of occupational therapy theory and philosophy underpinning their practice. These can include case study presentations, reflections and the continuing professional development portfolio.

Additional learning where the student exceeds the expected learning outcomes and demonstrates excellence in practice can be rewarded. This is achieved with a minimum of 20 out of 28 learning outcomes (as identified in the Practice Education Handbook) at 'excellent pass' (equivalent to 70%) and at least one at this level within each skill set.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Practical	100%	NA	NA

Learning and Teaching Strategies:

Students will be utilising experiential learning to integrate occupational therapy theory to practice and to apply skills and knowledge to learning opportunities. Observation, modelling and the use of practical clinical environments will be used to facilitate student learning. The student will be expected to use a high level of self-directed study and independent learning strategies throughout the placement. Student centred learning will be guided by the use of a learning contract that formally sets out the desired learning relevant to the placement and how this will be achieved. Other opportunities including supervision, reflection, tutorials, peer learning, in-service training and continuing professional development will enhance placement learning.

Syllabus outline:

Students will be allocated a 12-week full time placement from a diverse range of clinical settings dependent upon the students learning needs and profile of previous experiences. Each student is placed with a designated practice educator or long arm supervisor who has usually undergone the accredited practice educator training or is experienced in taking students. The focus of this placement is on all elements of the occupational therapy process which combines 'assessment, planning, intervention and critical evaluation' skills. Students are expected to

explore and critically evaluate the process of assessment, planning and interventions using range of tools and resources and be able to competently carry out assessments, planning goals and interventions for service users by the end of the placement. Students are expected to evaluate their work as an autonomous practitioner underpinning their practice with clinical reasoning informed by a strong evidence base.

Bibliography:

Essential reading

Healey, J. and Spencer, M. (2008) *Surviving your Placement in Health and Social Care: A Student Handbook*. Maidenhead: Open University Press McGraw Hill

Polglase, T. and Treseder, R. (2012) *The Occupational Therapy Handbook: Practice Education*. Keswick: M&K Publishing

There may be further key texts relevant to the placement setting and area of practice which practice educators may deem essential to the placement learning.

Other indicative reading

There may be indicative reading relevant to the placement setting and area of practice which practice educators may deem to enhance the placement learning