Module specification

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Module Code	OCC518
Module Title	Practice Placement 2
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100249
Cost Code	GATY

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Occupational Therapy	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	12 hrs
Placement tutor support	3 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**15** hrs
Placement / work based learning	375 hrs
Guided independent study	0 hrs
Module duration (total hours)	390 hrs

Module aims

To consolidate and develop skills and understanding of the occupational therapy process and 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's professional development will be demonstrated within the four interacting pillars of practice within the Career Development Framework (RCOT, 2021) namely: Professional Practice; Facilitation of Learning; Leadership and Evidence, Research and Development.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Effectively carry out assessment, treatment planning, goal setting, and delivery of an appropriate management plan with the service user, demonstrating an ability to practice under the guidance of a placement educator.
2	Develop effective working relationships with service users, carers and staff within a team environment of a placement setting.
3	The student will demonstrate adherence to and compliance with the profession specific professional values and behaviours.
4	Apply procedures policy and legislation appropriate to the placement setting
5	Demonstrate professional area theory to underpin practice within the placement setting.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

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

The designated clinical 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 a 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 17 out of 24 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 (%)
1	1,2,3,4,5	Practical	100%

Derogations

Placements are assessed to a pass, fail and excellent pass. The pass and excellent pass grade achieve the credits awarded for the module.

Students are required to 'successfully' complete a minimum of 1000 hours of assessed practice-based learning to progress and to register as a graduate occupational therapy practitioner with HCPC. Across the whole pre-registration programme, this can include any or all of the following:
• hours recognised as prior learning;
• a maximum of 40 hours of simulated practice-based learning;
• a maximum of 3.5 hours of self-directed study relevant to practice-based learning every week, or the equivalent pro-rata amount for non-full-time practice-based learning activities.

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.

Students will be deemed to have failed a placement module when they decline or refuse to attempt a placement unless they have extenuating circumstances in place to negate this expectation. Students must engage in negotiating reasonable adjustments to support any attempt at a placement module where required.

In accordance with section 6.4 RCOT (2019) the following standards will also be adhered to:

6.4.1 Learners who fail a practice–based learning component on substantiated grounds of fitness to practice concerns must be denied a retrieval attempt.

6.4.2 Completed hours of a failed practice-based learning component do not count towards the overall minimum requirement of 1000 practice based learning hours

6.4.3 Learners are withdrawn from a preregistration programme if they fail their second attempt at any practice-based learning component.

6.4.4 Learners are prevented from progressing in the pre-registration programme if they fail their first attempt at consecutive practice-based learning components.

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 use of practical clinical environments will be used to facilitate student learning. The student will be expected to use guided and self-directed study utilising identified 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.

Indicative Syllabus Outline

Please refer to Practice Education handbook and Programme handbook.
Students will be allocated a 10-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. This placement learning experience will provide an opportunity for students to apply and evaluate occupational therapy processes and philosophy in practice, with the **support and guidance** of a practice educator. Students will use the placement experience to articulate their clinical reasoning based on previous learning and theoretical knowledge about occupational therapy processes and philosophy whilst beginning to work more independently, learning to use supervision as a forum for reflection and analysis.

Inter-professional education:
Pre-placement preparation and post-placement consolidation will involve an element of IPE.The students will reflect on their thoughts and feelings about the upcoming placement to assist in the planning of their learning outcomes. All the learning outcomes are shared with Physiotherapy in order to align some aspects of learning and development while on placement.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads
Grant, T. (2021) *Occupational Therapy Placements: A Pocket Guide*. Lantern Publishing Ltd. ISBN: 9781908625915

Health and Care Professions Council (HCPC). (2016) *Guidance on Conduct and Ethics for Students*. London: Health and Care Professions Council.

Royal College of Occupational Therapists (RCOT). (2021) *Professional Standards for Occupational Therapy Practice, Conduct and Ethics.* London: Royal College of Occupational Therapists

Other indicative reading
Bolton, G. and Delderfield, R. (2018) *Reflective Practice: Writing and Professional Development* (5th Ed) London: Sage Publications.

Clewes, J and Kirkwood, R (2016) *Diverse Roles for Occupational Therapists.* Keswick: M&K Publishing

Dancza, K. and Rodger, S. (2018) *Implementing Occupation-Centred Practice: A Practical Guide for Occupational Therapy Practice learning*. Oxford: Routledge.

Edwards, M. and Thew, M. (2011) Models of role emerging placements. Role Emerging Occupational Therapy: Maximising Occupation-Focussed Practice, 15-35.

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

Thew, M. Edwards, M. Baptiste, S. and Molineux, M. (Eds) (2011) *Role Emerging Occupational Therapy: Maximising Occupation-Focussed Practice*. Chichester. Wiley Blackwell.

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

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication