

Competent Practitioner

Module Code:	OCT6001-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Allied Health Professions and Midwifery
Subject Area:	Occupational Therapy
FHEQ Level:	FHEQ Level 6
Module Leader:	Miss Susan Jackson
Additional Tutors:	

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	8
Tutorials	12
Laboratory	10
Directed Study	169.6
Examinations DO NOT USE	0.3

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

To develop student's competencies and knowledge in quality improvement, leadership, business and innovation skills, entrepreneurship, enterprise, and life-long learning in preparation for the transition into employment and professional registration.

Outline Syllabus

Leadership- personal qualities; leadership in differing organisations; leadership in OT.
 Enterprise entrepreneurship and innovation in practice Roles, responsibilities and duties
 Management of self and others. Utilisation of evidence and research in practice Collaborative
 working- colleagues, service users Portfolio development Knowledge Skills Framework
 Ethics, codes of conduct, professional standards Employability and employment skills- CV,
 interview skills Independent practice Quality improvement Workload management-
 prioritisation, service demands, management of self, allocation of resources The politics of
 practice Sustainability in practice Reflection and supervision Quality improvement Lifelong
 learning

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1
 - 1.1 Critically discuss political issues, professional standards, research, and evidence based interventions within service delivery.
 - 1.2 Relate and discuss how occupational therapy skills can be used in statutory and evolving areas of work settings to enhance the wellbeing of individuals and groups.
 - 1.3 Use knowledge, personal experience and research to enhance employability.
- 2
 - 2.1 Demonstrate abilities to enhance and sustain current and future practice of the profession.
 - 2.2 Discuss the contemporary issues within OT provision and demonstrate development of skills in management, leadership, entrepreneurship, enterprise and innovation.
- 3
 - 3.1 Demonstrate ability to be proactive in learning, including reflection, to further enhance knowledge and skills as part of the lifelong learning expected of health professionals.
 - 3.2 Generate an e-portfolio of evidence to professional & academic standards.
 - 3.3 Apply reflective processes to the development of own learning and knowledge in preparation for graduate employment .

Learning, Teaching and Assessment Strategy

Teaching will focus on the theme of demonstrating the achievement of employment related professional skills and standards in relation to self, others and local services. This will be achieved by students engaging in a series of key lectures and activities designed to explore how professional standards and continuing professional development can be evidenced for employment 1.1, 2.1, 2.2. Tutorials and practical activities will include enterprise, entrepreneurship, CV writing, application forms and interview preparation and practice. Students will support all activities with an ongoing portfolio of evidence in the assessment the student will bring together all the learning in an e-portfolio to demonstrate that learning outcomes 3.1, 3.2, 3.3 have been achieved. Learning outcomes 1.1, 1.2, 1.3, 2.1, 2.2 will be assessed through observation of a student undergoing interview.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
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Summative	Other form of assessment DO NOT USE	Electronic Portfolio: Progress file organized to demonstrate competencies expected of a new graduate	0 hours	60%	No
Summative	Other form of assessment DO NOT USE	Demonstration of competency via interview scenario		40%	Yes

Legacy Code (if applicable)

HP-T600D

Reading List

To view Reading List, please go to [rebus:list](#).