

Module Details	
Module Title	Frameworks, Models, Theories and Tools of Enquiry for the Occupational Scientist
Module Code	OCT7002-C
Academic Year	2022/3
Credits	30
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Seminars	16
Tutorials	8
Independent Study	276

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
To introduce theories, frameworks, models and tools of enquiry and analysis. Students will apply explored theories, frameworks, models and tools of enquiry and analysis through the lens of occupation within phenomena, populations, communities, cultural groups, environments, disorders, disabilities and illness. Students will produce defedable formulations and explanation models and frameworks of enquiry.

Outline Syllabus
With a focus on key theoretical perspectives and frameworks of enquiry within occupational science, students will critically evaluate and apply theories, models, frameworks and tools of enquiry to investigate occupation within phenomena, populations, communities, cultural groups,environments, disorders, disabilities and illness. This will include the investigation of an occupation perspective on knowledge and the application of frameworks of enquiry such as constructivism, activity theory, and phenomenology as tools of interpretation and formulation within the scientist / practitioner model. In class work, self-directed learning and viva, students will formulate and defend their chosen framework(s) of enquiry and demonstrate understanding of how these tools generate knowledge and an occupational perspective.

Learning Outcomes	
Outcome Number	Description
01	Identify ontological and epistemological position of occupational science within the theory of knowledge.
02	Demonstrate critical awareness and application of frameworks of enquiry as investigative tools within occupational science.
03	Systematically able to identify, utilise and apply evidence to the understanding of occupational phenomena.
04	Produce defensible models of enquiry and use of interpretive tools to explore, explain and articulate occupational phenomena.
05	Conceptualisation, critical thinking and synthesis. Evaluation and critique of methodologies, frameworks and theories. Creation of unique and original interpretations, hypothesis and findings in real world applications.

Learning, Teaching and Assessment Strategy
Lectures will introduce theoretical concepts. Tutorials will develop theoretical knowledge and its application to populations through structured Masters level discussions with tutors and fellow students. Tutorials are where students will develop deeper understanding of subject area and its critical application and relevance to assignment (LO 1, 2, 3, 4, 5). By the end of this module, students will be able to describe and demonstrate mastery in the application of key theories, models and tools of enquiry to investigate barriers and facilitators to occupation within phenomena, populations, communities, cultural groups, environments, disorders, disabilities and illness. Summative assessment will take the form of a viva (LO 1, 2, 3, 4, 5). Students will submit a PowerPoint two weeks before viva. Indicative content for PowerPoint will be provided. Students will be assessed on the following: Their use and application of frameworks, models and tools of enquiry, through the lens of occupation, to explain phenomena, populations, communities, cultural groups, environments, disorders, disabilities and illness.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Examination - oral/viva voce	Students will submit a PowerPoint document two weeks prior to viva that will be used to construct viva questions	100%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

