

Module Title:	Negotiated Study	Level:	6	Credit Value:	10
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Module code:	OCC602	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:	1-3	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	10hrs
Guided independent study	90hrs
Placement	0hrs
Module duration (total hours)	100hrs

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

Students consolidate and develop expertise in being an independent learner through a guided study which will be expected of them as graduate practitioners. The module aims to develop skills through negotiating, designing and researching a study using practical, theoretical and reflective elements. The main focus of the study will explore an area of emerging and contemporary practice and will synthesise and evaluate the underpinning occupational philosophy. Occupational science theory will be synthesised within the study and evaluated in terms of how this can be applied to the occupational therapy profession within the context of health and well-being agendas.

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	Articulate comprehensive, in-depth knowledge and understanding of a contemporary or emerging area of practice which has relevance to the occupational therapy profession through synthesis of the underpinning occupational science theory.	KS1	KS2
		KS3	KS6
		KS8	KS9
2	Independently select, negotiate, organise and undertake a practical and experiential study in a comprehensive and professional manner (adhering to the Code of Ethics and Professional Conduct, 2015)	KS1	KS2
		KS3	KS6
		KS7	KS9
3	Critically analyse pertinent literature, evidence and policy which informs the chosen area of practice	KS3	KS4
		KS5	KS6
4	Synthesise knowledge and skills gained from a range of resources to facilitate continuing professional development and construct a reflective portfolio of learning.	KS1	KS2
		KS3	KS4
		KS6	KS9

5	Reflect upon and evaluate a practical experience undertaken within the study in terms of your own learning, development and application to your future role /career.	KS1	KS3
		KS5	KS7
		KS8	KS9
6	Critically analyse and evaluate how the study can be implemented to meet health and well-being agendas from an individual, community, societal and global perspective	KS3	KS4
		KS5	KS6
		KS7	KS8

Transferable/key skills and other attributes

Research skills and clinical reasoning skills informed by evidenced based practice. Professional and communication skills transferred from the action based project and placements will be essential for this module. Creativity and entrepreneurship allow for exploration of contemporary and emerging areas of practice.

Derogations

Condonement is not permitted, therefore a pass mark of 40% or above must be achieved in all modules (COT 2014).

Students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module in order to receive further academic learning.

Assessment:

Formative Assessment –**Oral Presentation**. Students will articulate the nature of their study, the learning undertaken in how this is relevant to occupational therapy and the student's future practice with a reflective 15 minute presentation to tutors and peers. This will occur mid academic year once students have returned from placement and re-engaged in university study.

Summative assessment – **Evidenced Based Critique** of 2000 words which allows analysis and evaluation of the experience undertaken in an area of contemporary or emerging practice. Occupational science theory and research will be used to underpin and inform the evaluation. The assignment will facilitate exploration of relevance to occupational therapy and the scope for future practice within the context of health and well-being agendas.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5,6	Reflective Practice	100%	NA	2000

Learning and Teaching Strategies:

The predominant learning and teaching strategy is through self-directed, independent learning with tutorial support. Students can negotiate how they undertake the study and the modes in which they explore the chosen area of practice. Fieldwork visits, shadowing, action based project (Professional Studies), literature based research can all be drawn upon to inform the learning.

Syllabus outline:

Students will commence this module at the beginning of level 6 and the study will be undertaken throughout this level. Students can choose to base their study upon either the action based project undertaken throughout the programme or to explore a contemporary or emerging area of practice which is new to the student and fulfils a gap in their learning.

The practical experience element of the study can be undertaken in the United Kingdom or overseas at a time that is suitable to the student but must not impact upon timetabled sessions. A block of time or regular time each week can be offered to the chosen practical experience. All costs associated with this study are the student's responsibility.

Bibliography:

Essential reading

Hearle, D., Lawson, S. and Morris, R. (2016) *A Strategic Guide to Continuing Professional Development for health and Care Professionals: The TRAMm Model*. Keswick: M&K Publishing

Essential reading will be specific and of relevance to the area of emerging and contemporary practice which the student chooses to base their negotiated study upon

Other indicative reading

Indicative reading will be specific and of relevance to the area of emerging and contemporary practice which the student chooses to base their negotiated study upon