

Module Details	
Module Title	Professional, Placement and Academic Skills
Module Code	OCT4500-B
Academic Year	2023/4
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Directed Study	167
Seminars	11
Lectures	11
Practical Classes or Workshops	11

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

Module Aims
Introduce students to learning in higher education and provide professional socialisation.

Outline Syllabus
<p>This module will familiarise students with university learning and being a professional. This will include academic study skills, using the library, referencing, and writing skills. Students will be introduced to health and social care, the origins of occupational therapy and to professional standards and scope of practice from the Health and Care Professions Council and the Royal College of Occupational Therapists. There will be opportunity to practise and adapt communication skills and to understand person centredness and therapeutic use of self, including mutual respect, trust, dignity, empathy, and equality, even in situations of personal incompatibility. Students will reflect on their own values, beliefs, identities and personal biases in relation to being an occupational therapist. Team, group, and collaborative working will be explored. Foundation professional development skills will be looked at, including reflection, resilience, self-awareness, and the importance of maintaining own health.</p>

Learning Outcomes	
Outcome Number	Description
01	Discuss and illustrate communication skills associated with developing effective therapeutic relationships and working in a team.
02	Engage in self-reflection to inform insight into personal strengths, limitations and areas for development.
03	Demonstrate skills to support academic and professional development.
04	Understand and demonstrate the skills, values, behaviours, and standards of being a professional practitioner.

Learning, Teaching and Assessment Strategy
<p>This module will engage students as an active learner. We are committed to an inclusive universal design for learning. Students will take part in lectures, seminars, practical?s and directed and selfdirected learning. Students are expected to prepare for classes which focus on relating and applying knowledge to case and learning activities. Experts from practice and the service user and carer team will contribute to teaching. Small group work will provide brave and safe learning spaces and enable students to work through complex problems, with an emphasis on depth of content and learning. There will be interactive opportunities, such as simulation, service user involvement, peer discussions, and feedback. Students will experience face to face and online learning which may include synchronous and asynchronous activities. Canvas will be used as a virtual learning environment for module information, handbooks, resources, teaching materials, films, and web-based materials.</p> <p>Formative assessment, that informs the summative assessment, is embedded into the module teaching, and provides opportunity for self-evaluation and peer and tutor feedback. There is one summative assessment. The module assessment must be passed at 40%</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework	An individual video assessment: Being a professional.	N/A
Formative		Peer feedback in class on plan for video. (10 Mins)	N/A

Reading List
To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a>

*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.*