MODULE DESCRIPTOR

Module Title

Contextualising Personal And Professional Development

Reference	HS2121	Version	2
Created	July 2017	SCQF Level	SCQF 8
Approved	May 2015	SCQF Points	30
Amended	September 2017	ECTS Points	15

Aims of Module

To develop the student?s skills, attitudes and ability to reflect on their academic, personal and professional development and behaviours in relation to engaging in and providing person centred health and service delivery.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1	Explain the necessity for reflective practice and personal development planning in relation to person centred care, continuing professional development and regulatory body (HCPC) requirements
2	Demonstrate the ability to identify and reflect on key learning experiences that explore and challenge their own beliefs, behaviours, attitudes, values and development
3	Understand models of reflection and illustrate their use in reflective practice
4	Demonstrate ability to set objectives for personal, academic and professional development

Indicative Module Content

Reflective practice, continuing professional development, HCPC standards for CPD, CPD portfolio, CPD evidence, valuing others, compassion, care, creativity, quality of life, ethics meaningful engagement, self-awareness, values, belief systems, communication, community, occupation, participation, models of reflection, professional behaviour, professional attributes safe practice, evidence based practice, person centred care, health improvement, health promotion, activity.

Module Delivery

This module is delivered using a blended learning approach incorporating tutorials, community engagement, group work, directed and self-directed study

Indicative Student Workload	Full Time	Part Time
Contact Hours	100	N/A
Non-Contact Hours	200	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
Actual Placement hours for professional, statutory or regulatory body		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4

Description: Comprising 1500 word essay, 800 word reflection and corresponding Learning Objective. You must also submit your CPD Portfolio for peer review.

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

Individual submission of coursework which will be graded using the assessment grid and final module grade awarded determined by performance descriptor

Module Grade	Minimum Requirements to achieve Module Grade:
A	To receive a Grade A you have achieved a pass in row one, an A in row 2 and at least 3 distinctions and 2 passes in rows 3-7
B	To receive a Grade B you have achieved a pass in row one, a B in row 2 and at least 1 distinction and 4 passes in rows 3-7
C	To receive a Grade C you have acheived a pass in row one, a C in row 2 and 5 passes in rows 3-7
D	To receive a Grade D you have achieved a pass in row one, a D in row 2 and 4 passes and 1 fail in rows 3-7
E	To receive a Grade E you have acheived a fail in row one and/or an E in row 2 and 2 fails in rows 3-7
F	To achieve a F you would fail to achieve the level indicated for an E but will have submitted work.
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	Successful completion of Stage 1 of the BSc (Hons) Occupational Therapy course or equivalent.
Corequisites for module	None.
Precluded Modules	None.

ADDITIONAL NOTES

Academic modules which involve key practical clinical content have an 80% attendance requirement. This is essential in order to develop the professionalism required of an occupational therapist and to ensure that students are competent for clinical placement. Failure to meet the minimum of 80% attendance at first attempt of the module will normally lead to a fail and the requirement to return the next year to complete the module as a second diet attempt. If a student fails to have a provisional pass in any module which is a prerequisite to a practice placement they will be withdrawn from the subsequent placement. Failure to meet 80% attendance on a second diet attempt will normally lead to a fail for the course.

INDICATIVE BIBLIOGRAPHY

1. BOWLING, A., 2014. Research methods in health: investigating health and health services. 4th ed. Maidenhead: Open University Press ndations in nursing and health. Cheltenham: Nelson Thornes.

2. COLLEGE OF OCCUPATIONAL THERAPISTS., 2007. A joint statement on continuing professional development for health and social care practitioners. London: Royal College of Nursing

3. COLLEGE OF OCCUPATIONAL THERAPISTS., 2010. Code of ethics and professional conduct. London: College of Occupational Therapists

4. COLLEGE OF OCCUPATIONAL THERAPISTS., 2011. Professional standards for occupational therapy practice. [online] London: College of Occupational Therapist. Available from: http://www.cot.co.uk/standards-ethics/professional-standards-occupational-therapy-practice [Accessed 9th March 2015]

5. HEALTH AND CARE PROFESSIONS COUNCIL., 2012. Your guide to our standards for continuous professional development. London: Health and Care Professions Council

6. HEALTH AND CARE PROFESSIONS COUNCIL., 2013. Standards of proficiency- occupational therapists. London: Health and Care Professions Council

7. HUBLEY, J. & COPEMAN, J. 2013. Practical health promotion 2nd Ed. Polity Press.

8. JASPER, M.,2003. Beginning reflective practice. Foundations in nursing and health. Cheltenham: Nelson Thornes.