

MODULE DESCRIPTOR

Module Title

Partnerships In The Professional Working Environment

Reference	HS4116	Version	3
Created	November 2018	SCQF Level	SCQF 10
Approved	May 2015	SCQF Points	30
Amended	November 2018	ECTS Points	15

Aims of Module

To enable the student to explore issues which influence the professional working environment and to increase their awareness of the drivers and potential for partnership working and implementation of trans disciplinary working

Learning Outcomes for Module

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

- 1 Analyse issues which influence the professional working environment and partnership working within a health and social care context
- 2 Critically appraise the impact of issues which influence the professional working environment and partnership working from stakeholders perspectives
- 3 Analyse the underpinning theory of partnership working, the processes which impact on trans disciplinary working and apply to the professional working environment
- 4 Debate the legal, ethical and philosophical frameworks adopted by a range of disciplines and explore implications for practice

Indicative Module Content

Health and social care policy, legislation and government policy, work force planning, partnership working, collaborative working, managing change, values, ethics, professional boundaries, conflict, inequalities, communication, leadership, strategic drivers, enablement, professional boundaries.

Module Delivery

This module will be delivered through key note lectures, self-directed study, tutorials, workshops, practice placement experiences, mock interviews and web based resources.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	48	N/A
Non-Contact Hours	252	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

ASSESSMENT PLAN

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

Component 1

Type:	Practical Exam	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	This module is assessed by a Viva (oral) examination to evaluate students ability to apply knowledge to a case scenario and to evidence the ability to think and articulate as an occupational therapy practitioner				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

Viva Voce 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 achieve a grade A in the module you must achieve at least four A's, 2 B's and 1 C on the marking grid
B	To achieve a grade B in the module you must achieve at least four B's, 2 C's and 1 D's on the marking grid
C	To achieve a grade C in the module you must achieve at least four C's, 3 D's on the marking grid
D	To achieve a grade D in the module you will have achieved at least 6 D's and one E on the marking grid
E	To achieve a grade E in the module you would achieve at least 2 E's on the marking grid
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 all Stage 3 of BSc (Hons) Occupational Therapy 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 BAGGOT, R., 2013. Partnerships for public health and wellbeing. London: Palgrave Macmillan
- 2 BARKER DUNBAR, S., 2009. An occupational perspective on leadership. Thorofare, N.J.: Slack Incorporated
- COLLEGE OF OCCUPATIONAL THERAPISTS., 2010. Code of Ethics and professional conduct. London:
- 3 College of Occupational Therapists COLLEGE OF OCCUPATIONAL THERAPISTS., 2011. Professional standards for occupational therapy practice. [online] London: College of Occupational Therapist.
- 4 HEALTH AND CARE PROFESSIONS COUNCIL., 2013. Standards of proficiency- occupational therapists. London: Health and Care Professions Council.
- 5 HEALTH AND CARE PROFESSIONS COUNCIL., 2012. Standards of conduct, performance and ethics. London: Health and Care Professions Council
- 6 HUBLEY, J. & COPEMAN, J. 2013. Practical health promotion 2nd Ed. Polity Press.
- 7 A current and comprehensive list of references will be supplied on an annual basis to reflect the evolving nature of the module and its content e.g. peer reviewed scientific journals, relevant texts, professional publications, government legislation and policy.