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MODULE DESCRIPTOR

Module Title

Transition to Professional Practice

Reference	HS4125	Version	1
Created	March 2018	SCQF Level	SCQF 10
Approved	July 2018	SCQF Points	30
Amended		ECTS Points	15

Aims of Module

The aim of this module is to enable the student to experience, demonstrate and achieve competence in the knowledge, skills and attributes required for making the transition to professional practice, early professional career development and progression.

Learning Outcomes for Module

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

- 1 Critically evaluate past and current engagement in own personal and professional development in relation to reflective practice, career progression and meeting professional and regulatory body standards and guidance.
- 2 Critically appraise learning opportunities to support personal and professional development.
- 3 Critically evaluate the impact and influence of learning opportunities in supporting transition to practice and early career development.
- 4 Critically evaluate own performance in relation to preparation for employment and career progression.

Indicative Module Content

RCOT Career Development Framework, career planning, lifelong learning and development, reflective practice, person centred practice, evidence based practice, occupation centred identity, employment preparedness, interview techniques, job description, job application interview techniques, reflective practice, HCPC Standards for CPD, mentoring, supervision, Professional Standards, CPD Portfolio, CPD Profile.

Module Delivery

This is a, blended learning module with experiential learning supporting key note lectures, facilitated workshops, use of web based resources, directed and self-directed study.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	50	N/A
Non-Contact Hours	250	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:	This module is assessed by a single piece of coursework: CPD Profile which incorporates a Career Development Learning Plan based on the RCOT Career Development Framework. Completing the four 'pillars' of the RCOT Career Framework will facilitate students to critically appraise their employability and how to prepare for their first position, while also enabling students to be more strategic in planning their CPD activities. Completion of a CPD Profile enables students to demonstrate their continual learning and development, keeping skills and knowledge up to date and therefore evidencing meeting HCPC standards for CPD and their ability to work safely, legally and effectively to the benefit of all service users.				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

All aspects will be graded according to the assessment grid and MPD

Module Grade	Minimum Requirements to achieve Module Grade:
A	A: A
B	B: B
C	C: C
D	D: D
E	E: E
F	To achieve this grade you will have failed to achieve the minimum requirements for an E.
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	Successful completion of Stage Three modules of the Master of Occupational Therapy
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 BARNARD, A., 2017. Developing Professional Practice in Health and Social Care
- 2 BROWN, G., ESGAILE, S.A., RYAN, S., 2003. Becoming an advanced healthcare practitioner. Edinburgh: Butterworth Heinemann
- 3 CLOUSTON, T.J. & WESTCOTT, L., 2005. Working in health and social care. Edinburgh: Churchill Livingstone
- 4 HEALTH AND CARE PROFESSIONS COUNCIL (HCPC). 2018. Standards of Proficiency for Occupational Therapists Available online
<https://www.hcpc-uk.org/standards/standards-of-proficiency/occupational-therapists/>
- 5 HEALTH AND CARE PROFESSIONS COUNCIL., 2012. Your Guide to our Standards for Continuous Professional Development. London: HCPC
- 6 HEALTH & CARE PROFESSIONS COUNCIL, 2016. Standards of conduct, performance and ethics. London: HCPC. Available online
<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>
- 7 ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS., 2016. Entry Level Occupational Therapy Core Knowledge and Practice Skills
- 8 ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS., 2021. Career Development Framework: Guiding Principles for Occupational Therapy. London: RCOT