

MODULE DESCRIPTOR

Module Title

Transition to Professional Practice

Reference	HSM210	Version	1
Created	March 2023	SCQF Level	SCQF 11
Approved	June 2023	SCQF Points	30
Amended	August 2021	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

Blended delivery comprising on campus and online learning and engagement. This will include Workshops, Tutorials, Seminars, Keynote Lectures, and Digital Learning Resources.

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
<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:	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.				

Component 2

Type:	Coursework	Weighting:	0%	Outcomes Assessed:	1
Description:	This relates to a minimum of 80% mandatory attendance of all scheduled module delivery				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

All aspects will be graded according to the assessment grid. To pass the module a Grade D is required.

Module Grade	Minimum Requirements to achieve Module Grade:
A	A
B	B
C	C
D	D
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 CLOUSTON, T.J. & WESTCOTT, L., 2018. Transitions to practice: Essential concepts for health and social care professions Paperback Edinburgh: Churchill Livingstone
- 3 HEALTH AND CARE PROFESSIONS COUNCIL(HCPC). 2022. Standards of Proficiency for Occupational Therapists Available online
<https://www.hcpc-uk.org/standards/standards-of-proficiency/occupational-therapists/>
- 4 HEALTH AND CARE PROFESSIONS COUNCIL., 2017. Your Guide to our Standards for Continuous Professional Development. London: HCPC
- 5 HEALTH & CARE PROFESSIONS COUNCIL, 2016. Standards of conduct, performance and ethics for students . London: HCPC. Available online
<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>
- 6 ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS Professional Standards for Occupational Therapy Practice, Conduct and Ethics (2021). Available online :
<https://www.rcot.co.uk/practice-resources/rcot-publications/our-publications>
- 7 ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS.,2019. Learning and development standards for pre-registration education. revised Sept 2020. Available online <https://www.rcot.co.uk/node/2311>
- 8 ROYAL COLLEGE OF OCCUPATIONAL THERAPISTS.,2021. Career Development Framework: Guiding Principles for Occupational Therapy. London: RCOT