

| Module Details | |
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| Module Title | Occupation |
| Module Code | OCT4501-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 | 156 |
| Seminars | 11 |
| Lectures | 11 |
| Practical Classes or Workshops | 22 |
| Practical Classes or Workshops | <p>This module provides foundational knowledge about occupation for occupational therapists. At the core this module encourages students to be advocates for occupational justice. Students will consider the nature of occupation, including its classification, spatiality and temporality. Students will explore how participation in occupation contributes to meaning, choice, identity, health, and wellbeing. The module will draw on occupational science theory and research to consider how occupation contributes to human development and how the political, physical, cultural, social, and institutional environment can shape occupational potential and possibilities. Models of occupation and occupational analysis will be used to situate human occupation in context. This module complements Foundation Sciences which focuses on human structures and functions that impact on health and occupational participation.</p> |
| Practical Classes or Workshops | <p>This module will engage students as an active learner. We are committed an inclusive universal design for learning. Students will take part in lectures, seminars, practical's and directed and self-directed learning. Students are expected to prepare for classes which focus on relating and applying knowledge to case and learning activities. Small group work will enable students to work through complex problems, with an emphasis on depth of content and learning. There will be interactive opportunities, such as debates and peer teaching. Experts from practice and the service users and carers facilitators will contribute to teaching content and/or delivery. 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> |

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

| Module Aims |
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| To introduce occupation and occupational science for occupational therapists. |

| Outline Syllabus |
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| This module provides foundational knowledge about occupation for occupational therapists. At the core this module encourages students to be advocates for occupational justice. Students will consider the nature of occupation, including its classification, spatiality and temporality. Students will explore how participation in occupation contributes to meaning, choice, identity, health, and wellbeing. The module will draw on occupational science theory and research to consider how occupation contributes to human development and how the political, physical, cultural, social, and institutional environment can shape occupational potential and possibilities. Models of occupation and occupational analysis will be used to situate human occupation in context. This module complements Foundation Sciences which focuses on human structures and functions that impact on health and occupational participation. |

| Learning Outcomes | |
|-------------------|---|
| Outcome Number | Description |
| 01 | Explain Occupation. |
| 02 | Advocate for occupational justice and health through occupation. Advocate for occupational justice and health through occupation. |
| 03 | Identify and describe a range of factors that influence participation and engagement in occupations. |
| 04 | Interpret and apply models of occupation and occupational analysis. |

| Learning, Teaching and Assessment Strategy |
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| <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, practicals and directed and self-directed learning. Students are expected to prepare for classes which focus on relating and applying knowledge to case and learning activities. Small group work will enable students to work through complex problems, with an emphasis on depth of content and learning. There will be interactive opportunities, such as debates and peer teaching. Experts from practice and the service users and carers facilitators will contribute to teaching content and/or delivery. 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 component, with a choice of written or oral assessment.</p> <p>The module assessment must be passed at 40%</p> |

| Mode of Assessment | | | |
|--------------------|--------------|---|-----------|
| Type | Method | Description | Weighting |
| Summative | Coursework | A meaningful occupation-structured essay or voice over power point (2000 words) | 100% |
| Formative | Presentation | In class peer and tutor feedback on summative assessment. (15 mins) | N/A |

| Reading List |
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| To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html |

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.

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