The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Occupational Therapy Assistant
Theory

Level 5  N22826

www.fetac.ie
## Summary of Contents

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<td>Describes context and objectives</td>
</tr>
<tr>
<td>Module Title</td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td>Module Code</td>
<td>An individual code is assigned to each module</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the award is placed in the National Framework of Qualification, from Level 6 to Level 6</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td>General Aims</td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin the FETAC (FETAC) approach to assessment.</td>
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Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While the FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- Taking initiative
- Taking responsibility for one’s own learning and progress
- Problem solving
- Applying theoretical knowledge in practical contexts
- Being numerate and literate
- Having information and communication technology skills
- Sourcing and organising information effectively
- Listening effectively
- Communicating orally and in writing
- Working effectively in group situations
- Understanding health and safety issues
- Reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1 Module Title Occupational Therapy Assistant Therapy

2 Module Code N22826

3 Level 5

4 Credit Value 1 credit

5 Purpose
This module is a statement of the standards to be achieved to gain a credit in Level 5 Certificate in Health Service Skills.

The purpose of this module is to provide learners with an adequate overall knowledge of the theory and principles of occupational therapy practice, and of the role of the occupational therapy assistant.

6 Preferred Entry Level
FETAC Level 4, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

7 Special Requirements None

8 General Aims

Learners who successfully complete this module will:

8.1 Have a good level of knowledge and understanding of the practice of occupational therapy

8.2 Demonstrate a good level of knowledge and understanding of human occupation

8.3 Demonstrate a good level of knowledge and understanding of the role of the occupational therapy assistant

8.4 Be able to assist the occupational therapist in the implementation of therapeutic programmes

8.5 Have an awareness and understanding of the occupational therapy process
9 Units

The specific learning outcomes are grouped into 4 units.

Unit 1 Occupational Therapy
Unit 2 Study of Human Occupation & Environment
Unit 3 Components of Human Occupation
Unit 4 Occupational Therapy Process & Activity Analysis

10 Specific Learning Outcomes

Unit 1 Occupational Therapy

Learners should be able to:

10.1.1 Define Occupational Therapy
10.1.2 Understand and discuss the history, philosophy and principles of occupational therapy practice.
10.1.3 Discuss the scope of practice of occupational therapy
10.1.4 Understand and discuss the varying contexts of occupational therapy practice
10.1.5 Understand and discuss the role of occupational therapy in current healthcare services
10.1.6 Understand and discuss the role of the occupational therapy assistant in current healthcare practice

Unit 2 Study of Human Occupation & Environment

Learners should be able to:

10.2.1 Define Human Occupation
10.2.2 Define and discuss human occupational performance areas - self-care, work and leisure
10.2.3 Demonstrate an understanding of the impact of impairment and disability on human occupation and occupational performance
10.2.4 Explain how the individual interacts with their environment
10.2.5 Discuss the impact of environmental factors on occupational performance
Unit 3  
**Components of Human Occupation**

*Learners should be able to:*

10.3.1 Define the key components of occupational performance – physical, sensory, cognitive & perceptual, interpersonal & intrapersonal skills

10.3.2 Understand and discuss the key component areas at 10.3.1

10.3.3 Demonstrate an appreciation of the impact of these components on human occupational performance and ability

10.3.4 Demonstrate a good level of knowledge and understanding of the typical types of impairments of these components

10.3.5 List key examples of impairments for each of these components

10.3.6 List key examples of typical patient profiles with impairment in each of these areas i.e. common conditions

10.3.7 Demonstrate a basic level of knowledge and understanding of these common conditions

Unit 4  
**Occupational Therapy Process & Activity Analysis**

*Learners should be able to:*

10.4.1 Define the occupational therapy process

10.4.2 Understand and discuss the components of the occupational therapy process – assessment, treatment planning, treatment implementation, and treatment closing

10.4.3 Differentiate between standardised and non-standardised assessments

10.4.4 Understand the concept of goal-setting

10.4.5 Understand the concept of treatment re-evaluation and modification

10.4.6 Understand the concept of outcome measures and their utilisation

10.4.7 Discuss a typical occupational therapy intervention and process

10.4.8 Define activity analysis

10.4.9 Understand the importance of activity analysis for the practice of occupational therapy

10.4.10 Understand and discuss the process of activity analysis
11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Assignment</td>
<td>30 %</td>
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<tr>
<td>Examination</td>
<td>40%</td>
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<tr>
<td>Learner Record</td>
<td>30%</td>
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</table>

11.1 Assignment:

The internal assessor will devise a brief that requires candidates to produce evidence that demonstrates an understanding and application of the specific learning outcomes of Units 1 & 2. The assignments should take the form of a short report.

The evidence for this report should include a demonstration of the following:-

- An understanding and knowledge of the practice of occupational therapy.
- An appreciation of the theories and principles of occupational therapy practice.
- An appreciation of the unique role of the occupational therapy assistant in the health services.
- An understanding of how this role differs from other support grades in the health services.
- An understanding and knowledge of the varying contexts of occupational therapy practice.

The assignment may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

The assignment may be assessed by an internal assessor working in consultation with a workplace supervisor.
11.2 **Examination:** The internal assessor will devise a brief that requires a short, multiple choice style examination consisting of 25 questions, related to the learning outcomes of Unit 3 specifically. Candidates will be required to answer 20 of these questions.

11.3 **Learner Record:** A personal log will be completed by candidates. This log will report on the candidates experience working with one particular case/patient, and will be detailed under the topics covered in unit 4. The candidate should describe their specific learning experiences, activities used, responses, skills acquired etc in working with this patient/case in particular.

12 **Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
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<tr>
<td>Merit</td>
<td>65 - 79%</td>
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<tr>
<td>Distinction</td>
<td>80 - 100%</td>
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</table>
Candidate Name: _______________________________ PPSN:___________
Centre: _____________________________________  Centre No.: ____________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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<tbody>
<tr>
<td>Effective planning and preparation</td>
<td>5</td>
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<tr>
<td>Rationale clearly explained/demonstrated</td>
<td>10</td>
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<tr>
<td>Comprehensive evaluation of topic presented</td>
<td>10</td>
<td></td>
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<tr>
<td>Appropriate presentation of work</td>
<td>5</td>
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**TOTAL MARKS**

*This mark should be transferred to the Module Results Summary Sheet*

*Internal Assessor’s Signature: _______________________________ Date:*

*External Authenticator’s Signature: _______________________________ Date:*
Candidate Name: _______________________________ PPSN: __________
Centre: __________________________________________________ No.: __________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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<tbody>
<tr>
<td>25 short answer questions, answer any 20 (2 marks each)</td>
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<tr>
<td>TOTAL MARKS</td>
<td>40</td>
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*This mark should be transferred to the Module Results Summary Sheet

Internal Assessor’s Signature: _______________________________ Date: __________
External Authenticator’s Signature: _______________________________ Date: __________
Candidate Name: _______________________________ PPSN: __________
Centre: __________________________________________________ No.: __________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of Occupational Therapy Process.</td>
<td>10</td>
<td></td>
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<tr>
<td>Describes specific learning experiences comprehensively</td>
<td>5</td>
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<tr>
<td>Lists the activities used with this case</td>
<td>5</td>
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<tr>
<td>Explains the responses from this particular case/patient</td>
<td>5</td>
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<tr>
<td>Illustrates skills acquired</td>
<td>5</td>
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**TOTAL MARKS**

*This mark should be transferred to the Module Results Summary Sheet*

30

**Internal Assessor’s Signature:** _______________________________ **Date:**

**External Assessor’s Signature:** _______________________________ **Date:**
FETAC Module Results Summary Sheet

Module Title: Occupational Therapy Assistant Training Theory

Module Code: N22826

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Assignment (30%)</th>
<th>Examination (40%)</th>
<th>Learner Record (30%)</th>
<th>Total (100%)</th>
<th>Grade*</th>
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Signed: __________________________

Internal Assessor: __________________________

Date: __________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment

An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment e.g. art work, engineering work etc.

Examination

A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- Practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- Oral, testing ability to speak effectively in the vernacular or other languages
- Interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- Aural, testing listening and interpretation skills
- Theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book. The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.
Projects may involve:

Research – requiring individual/group investigation of a topic
Process – e.g. design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- Understanding and application of concepts in (specify area)
- Use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- Ability to analyse, evaluate, draw conclusions, make recommendations
- Understanding of process/planning implementation and review skills/ planning and time management skills
- Ability to implement/produce/make/construct/perform
- Mastery of tools and techniques
- Design/creativity/problem-solving/evaluation skills
- Presentation/display skills
- Team working/co-operation/participation skills.

Skills

Demonstration

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.