

## Component Specification

### Occupational Therapy Assistant Practice

NFQ Level 5

5N3765

#### 1. Component Details

<b>Title</b>	Occupational Therapy Assistant Practice
<b>Teideal as Gaeilge</b>	Cleachtais Cúnta Teiripe Shaothair
<b>Award Class</b>	Minor
<b>Code</b>	5N3765
<b>Level</b>	5
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to assist the occupational therapist in the implementation of therapeutic programmes.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"><li>1 Explain key terms used in occupational therapy and their key components, to include self care, leisure, work, functional mobility, cognition, perception, splint and orthosis</li><li>2 Discuss the importance of the role of work, leisure and self care in a person's life</li><li>3 Discuss the impact of physical, cognitive and perceptual impairment and disability on an individual's ability to engage in self care, work and leisure</li><li>4 Discuss the rationale and benefits of the group approach in occupational therapy practice for interventions such as stress management, domestic skills retraining and educational groups</li></ol>

- 5 Summarise the methods used to assess the need for and implementation of environmental adaptations, to include mobility aids, assistive devices, assistive devices to transfers, sensory and structural adaptations
- 6 Analyse the roles of the occupational therapist and occupational therapy assistant in optimising functional mobility and transfers, to include identifying key extrinsic factors which impact on mobility, defining the key components of safe and independent functional transfers and understanding when the assistance of persons or assistive devices is needed in transfers
- 7 Discuss a variety of assistive devices including their use, application, maintenance and storage
- 8 Explain the roles of the occupational therapist and occupational therapy assistant in the maintenance of skin integrity, to include the rationale for good patient positioning and seating, pressure care, skin integrity and pressure assessment tools and typical methods and interventions used in the provision of good patient positioning and seating
- 9 Discuss the influence of factors such as mood, motivation, values, visual skills, hearing skills and environmental skills on cognition and perception
- 10 Identify the common strategies used and taught to help people compensate for a range of perceptual and cognitive problems, such as activities and technologies for cognitive retraining and perceptual remediation
- 11 Demonstrate a basic knowledge of the structural and functional anatomy of the upper limb
- 12 Examine the technique of therapeutic splinting, to include the purpose of and difference between static and dynamic splints, the fabrication process, splint precautions, evaluation and adjustment, splint wearing schedules, care of splints and identification of key areas to be monitored once splint is provided to patient
- 13 Suggest changes, under supervision, to therapeutic upper limb programme
- 14 Give assistance to the client in the planning and engaging in self-care, leisure and work activities, to include pre-vocational planning
- 15 Practice care of the upper limb, to include proper positioning prior to therapy, diagnostic related

precautions and contra-indications to moving or handling limbs, active, passive and resistive exercises, exercises and activities to improve fine motor coordination and hand function, and techniques to facilitate the reduction of oedema

- 16 Assist in the process of applying a splint, to include, setting up for the fabrication, identifying need for splint modification, identifying need for discontinuation, communication with client recipient
- 17 Execute appropriate actions, under supervision, to plan and prepare for group sessions, taking into account the needs of the group, individual clients and safety and health issues.

## Assessment

### General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

### Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination

papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

Examination - Theory	40%
Skills Demonstration	40%
Assignment	20%

## Description

### Examination - Theory

*An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.*

*A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.*

### Skills Demonstration

*A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.*

### Assignment

*An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.*

## Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

<b>Grading</b>	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%
<b>Specific Validation Requirements</b>	There are no specific validation requirements	
<b>Supporting Documentation</b>	None	
<b>Access</b>	<p>To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.</p> <p>The learner should have achieved level 5 Occupational Therapy Assistant Theory (5N3766)</p>	
<b>Transfer</b>	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.	

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

### Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts

Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
Learning to Learn	Learn to take responsibility for own learning within a managed environment
Insight	Assume full responsibility for consistency of self- understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*