# BSc (Hons) Habilitation Work Working with Children and Young People

**Programme Code (TBC)**

**Faculty of Health, Education and Life Sciences**

**School of Health Sciences**

**Department of Speech and**

**Language Therapy and Rehabilitation Studies (Visual Impairment)**

This document is presented in three sections:

## Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

* Programme Philosophy and Aims
* Programme Learning, Teaching and Assessment strategy
* Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

## Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

## Section Three

This section collates the Module Guides from across the programme.

## Section One

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| Programme Philosophy | |
| Habilitation workers (visual impairment) are specialists in the practical and emotional aspects of visual impairment for children and young people (0-25 years). The BSc (Hons) in Habilitation Work (Visual Impairment) programme is designed to provide Habilitation Workers with the knowledge and skills required to enable children and young people to become as independent as possible in areas such as orientation and mobility and independent living skills.  Birmingham City University is currently the only university to offer a BSc (Hons) Habilitation Work programme to qualified Rehabilitation Workers in the United Kingdom. This programme, which can be studied full-time or part-time, has been designed to enable you as qualified Rehabilitation Workers (Visual Impairment) to continue your studies to achieve Level 6 study and full degree classification. The BSc (Hons) Habilitation Work programme will enable you to make the transition to be able to deliver comprehensive habilitation services to a high standard and benefit your service users. In turn, by extending the client group of the qualified worker, your employability will be enhanced within your individual work setting. Birmingham City University wishes to ensure its academic programmes are led by practice in the provision of continuing professional development for qualified Rehabilitation Workers by supporting and promoting crucial sector developments.  This programme aims to produce students fit for purpose, practice and award. The philosophy underpinning this is one of supporting the students’ acquisition of the underlying frameworks and processes of habilitation theory and an enthusiasm for and understanding of themselves as lifelong learners.  Development of your existing skills set and reflection on work based practice are also at the core of the programme. There will be a strong emphasis on developing skills to support individual children and young people, parents and associated professionals linked to holistic habilitation services. This will enable you to pursue excellence in the practice by applying newly acquired specialist knowledge and techniques.  The practice led approach of the programme provides real and authentic challenges. Practice placement is essential and allows you to apply your knowledge and understanding with a working caseload of children and young people with a visual impairment. In this respect, learning about practice and learning in practice should go hand in hand. Throughout the programme, you will have the best possible opportunities to problem solve and identify solutions to complex issues using current research and evidence based practice. Close collaboration between the University and our placement partners ensures that you will receive excellent support to achieve your individual goals.  Interdisciplinary learning is embedded within the teaching programme – all students will be qualified Rehabilitation Workers but you may have specialised within the field as a low vision therapist, access technology/Braille tutor or orientation and mobility specialist. This BSc (Hons) Habilitation Work programme will increase your opportunities in the future by enabling potential employment or further education in a wider range of disciplines. You will develop a global outlook to your practice and internationalised education is embedded in the programme. You will have the opportunity to gain intercultural experiences and have the potential to volunteer overseas with sight loss related charities and voluntary organisation in non- teaching weeks. It is essential that all graduates have the skills, knowledge and experience to succeed in, and contribute meaningfully to the global community.  A commitment to person centred practice is evident in the programme’s ability to set the impact of personal disadvantage in the wide context of the social model of disability and the personal, cultural and structural understanding of discrimination and oppression. The programme will develop self-aware, reflective practitioners who work according to best practice and have the ability to challenge poor and oppressive practice.  The programme is employability driven and will equip you with the skills, creativity and experience you need to function effectively as productive members of multidisciplinary teams. There is also the need to be able to respond to the changing needs and priorities within education, health and social care services.  The programme is recognised by Habilitation VI UK (formerly Mobility and Independence Specialist in Education- MISE) the professional body for habilitation specialists and holds the voluntary register for qualified practitioners.  Successful completion of the BSc (Hons) qualification (together with your original Rehabilitation Work qualification) will enable you to be eligible to apply for registration with Habilitation VI UK as a registered qualified specialist Habilitation Practitioner. This will also provide you with dual qualification status and the ability to work with individuals of all ages.  The curriculum has also been designed with the **National Quality Standards for the Delivery of Habilitation Training** (Mobility and Independent Living Skills) for Children and Young People with Visual Impairment which were an outcome of the Mobility 21 Project funded by the Department for Children, Schools and Families (DCSF) in England from 2007. This project involved collaboration between the Institute of Education (IoE) at the University of London and the Royal National Institute of Blind People (RNIB). These standards are becoming accepted as the industry standard.  Three of the four modules are available as individual modules for Continuing Professional Development (CPD) purposes:   * Children and young people’s development * Children and young people’s development and independent living skills * Children and young people’s development and orientation and mobility   These modules will be awarded credits per module undertaken plus a certificate of achievement upon successful completion.  Professional and evidence based habilitation practice incorporates the practice placement element and is not available as an individual module.  Other external reference points used to inform programme outcomes include the National Occupational Standards for Sensory Services of the Children’s Workforce Development Council (CWDC) (2009).  A Birmingham City University graduate should have the following attributes:   * Is professional and work ready * Is a creative problem solver * Is enterprising * Has a global outlook   The BSc (Hons) Habilitation Work Working with Children and Young People programme is designed to produce graduates who consciously embrace all of these combined personal and professional attributes and are fit for practice and award.  The design of the programme materials and the flexible programme structure are based on a philosophy of empowerment. This is to enable you to study at your own pace, alongside your other personal and professional commitments, within the limits of University regulations. Due to the high proportion of students studying this programme alongside profession related employment it is imperative to offer the programme via a “blended” learning approach. The programme integrates face to face teaching with work based learning and online interaction. The programme team has a commitment to student centred learning and tutors are active members of Hab VI UK and have contributed to specialist groups for visual impairment such as NatSip, publications such as Insight magazine and radio programmes such as BBC Radio 4 “In Touch”. The programme models in its teaching ethos the values with which it is expected graduates will practice. | |
| Programme Aims The programme will provide students opportunities to: | |
| 1. Pursuing Excellence | Progress and develop to become pro-active, highly effective problem solvers whose reflective and evidence based practice will enhance future habilitation services through the delivery of high standards of professional practice |
| 1. Practice-led, knowledge-applied | By embedding contributions, feedback and knowledge of best practice from practice partners, stakeholders and recognised experts; students’ applications of the theoretical principles to habilitation practice settings will enable them to work effectively as part of a multi disciplinary team. |
| 1. Interdisciplinary | Students will participate in inter-professional learning to broaden intellectual, analytical and judgement skills and enhance the communication with and awareness of diversity in culture and lifestyle amongst colleagues and children and young people |
| 1. Employability-driven | Demonstrate the competence required to practice as a specialist rehabilitation worker with the transferable skills, knowledge and ability to be leading practitioners who are able to work with a diverse range of children and young people who have a visual impairment and associated needs. |
| 1. Internationalisation | Through engagement with the evidence base and incorporating opportunities to consider global habilitation, perspectives are considered to enable students to practice effectively and to ensure that they are sensitive to the needs of the diverse cultures that they may encounter. |

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| Programme Learning, Teaching & Assessment Strategy |
| This section explains the learning and teaching approaches, activities and experiences that your programme will offer you, the range of assessments and types of feedback and feed forward you will encounter, and explain how these will support your continuous learning throughout the programme. Also we explain the expectations we have of you in this learning partnership.  The BSc (Hons) Habilitation Work – Working with Children and Young People is a two year programme delivered as two options – to be completed in one year (full time) or completed in two years (part time) and comprises of a blend of face to face teaching at the University, online guided study, observational days and a practice placement.    Attendance is approximately four full weeks per year (full time) or two weeks per year for two years (part time). Teaching will be provided by the programme team, external specialists and lecturers from associated programmes delivered at Birmingham City University. Between face to face teaching weeks there will be online guided study and full access to extensive online resources.  There are two study options currently:   * Firstly, students can study on a full time basis and complete the BSc (Hons) Habilitation Work programme in one year. There is the requirement to attend ten pre-placement days, in your home area, shadowing a range of professionals who work with children and young people such as a Social Worker, Early Years Play Specialist or Qualified Teacher for the Visually Impaired (QTVI) and a 20 day practice placement to develop and refine your own teaching skills. * Secondly, students may undertake the BSc (Hons) Habilitation Work programme on a part time basis over two years with five pre-placement days to be completed in year one and five pre-placement days in year two in addition to the 20 day practice placement.   Each individual module has set learning outcomes which will need to be successfully achieved to apply for registration as a qualified Habilitation specialist through Habilitation VI UK (the voluntary professional body). Learning and teaching time at Birmingham City University will include lectures, practical teaching sessions, workshops, group discussions, debates, case studies, small group work, simulation, role play and problem solving tasks.  A typical teaching week consists of theory based sessions which may involve working independently, in a pair or in a small group. The remaining time in the group learning week will incorporate practical teaching and learning tasks. For example, you may use the training kitchen to develop teaching approaches specifically aimed at working with children and young people. You will be adapting your rehabilitation skills and knowledge. You will be learning to introduce skills for individuals with little or no experience of the tasks. Furthermore, there will be timetabled opportunities to observe and teach children and young people with visual impairment at a local school.  The face to face teaching weeks are supported with extensive online resources. These are intended to prepare you for your group learning weeks, consolidate your learning and also encourage you to take your studies further. Online resources include a range of directed and self-directed learning activities such as video and audio resources, group discussions via interactive forums, guided reading, quizzes and reflective exercises.  You will attend ten pre-placement observational days throughout the programme. You will gain experience by interacting with organisations that support children and young people with a visual impairment (and potentially additional needs). You will also receive the support of a suitably qualified mentor while on placement towards the end of the programme.  The programme modules delivered at the University and the practice placements are assessed so that you can demonstrate your fitness for practice and award. The assessment strategy for each module is designed to ensure that all learning outcomes are fully assessed.  Typical methods used are:   * Written assignments * Placement assessment documents * Viva voce (oral face to face examinations) * Patch work assessments * Portfolios   A range of assessment strategies are used. This is important as you might be strong in certain areas yet require development in others. By incorporating a range of assessment methods it minimises the potential for someone to be disadvantaged by just one approach.  You will receive detailed individual written feedback within twenty working days of an assessment. The feedback will always include recommendations on how you can make potential improvements with your future assessments. Throughout the entire programme you will be given tutorial support. This can be face to face, via telephone, Skype or email. Tutorial support is essential to help you develop and/or implement your learning in a way that best serves you. Tutorials are offered in every teaching week and you will be assigned a personal tutor. You will also have opportunities to receive guidance and support from all members of the programme teaching team.  Formative learning is threaded throughout the entire programme with all modules providing formative learning exercises. This is essential as it is designed to prepare you for your actual assessments. Individual and group feedback will be provided throughout all of your teaching weeks. This will happen within teaching sessions, through peers in practical activities and in your one to one tutorials. In regards to practical skills there are non-marked practice assessments. You will get direct feedback in relation to how well you have done and the areas where you may need to develop. With written assignments you are encouraged to send in a small section or draft outline of the assignment for feedback prior to your actual submission. The programme also utilises extensive online resources, for example, quizzes. These can support and reinforce your learning, knowledge and understanding when you are not attending the university.  You will also have opportunities for formative learning when attending your practice placement. Your designated mentor at your placement organisation will be able to provide experiences for you to observe and interact with real life services and teaching practises.  It is recognised that your group will bring to the programme a diversity of experience, knowledge and cultural values that provide a rich foundation from which to move forward. Consequently the choice and variety of teaching methods used within the programme will reflect not only the subject matter to be shared but also consideration of individual students’ needs. The programme attracts a wide range of applicants so there will be a mix of ages and experience in relation to working with children and young people. In relation to academic skills you may not have accessed formal education for some time and you may feel you require additional support. This is offered by personal tutors, module coordinators and other University/Faculty departments, for example, the Personal Development Department and Liaison Librarians.  Module learning resource lists are presented using the Purchase, Essential, Recommended and Background (PERB) format. Digital learning resources such as e-Books and online journal articles are used wherever possible as this best facilitates students undertaking their online studies as part of the blended learning structure of the programme. |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. |
| Widening Participation The programme aims to attract a diverse range of learners from a variety of backgrounds. This inclusive nature has the benefit of enriching the learning experiences of the entire cohort by bringing together alternative perspectives of practice. To support this process the course is open to EU and International students. In addition, to ensure the course is open to a wider range of applicants we incorporate a blended approach to learning consisting of guided online study and structured blocks of attendance at University. This offers you the option to study whilst residing in your current locality and may enable the balancing of employment and other life commitments depending on your individual circumstances.  To facilitate entry to the programme, the Student Services Team will be able to offer guidance on the eligibility criteria for a range of finance options. For all learners, and particularly those who may have had time away from education, there will be opportunities for advice on academic development and confidence building. Furthermore, to increase social and cultural awareness, there will be opportunities for you to interact with a wide range of community groups and voluntary agencies as well as local and national statutory and non-statutory organisations. Inclusivity The diverse needs of each learner will be monitored and reviewed throughout the programme by their assigned personal tutor as well as module co-ordinators. This approach allows us to work in partnership to ensure full participation from the initial recruitment stages to all parts of the curriculum. For instance all learning and teaching materials, activities and resources are designed to be fully inclusive.  Prior to the commencement of the programme you may choose to have your individual needs assessed by the Faculty Student Services Team. This process may then ensure that any reasonable adjustments are in place to support your learning. For instance, these adjustments may involve amendments to assessment conditions. Where appropriate, the University Student Services Team may also support learners to apply for external support funding. This may be used for specialist IT software, note taking equipment or facilitators depending on an individual’s needs. Information & Digital Literacy It is vital that you are able to identify, locate and evaluate the use of the information within an academic and professional context. Through a collaborative approach, the course is designed to support you in developing effective information literacy at every level of your learning journey. In every module, you will be encouraged to explore and discover a wide range of information. You will be supported to question to reliability, validity and usefulness of the information within their practice settings.    A diverse range of online and paper based information will be available for students to access. Support and guidance on the effective use of this information will be delivered in partnership by module co-ordinators; the Personal Development Department and the Library learning and teaching team. Induction sessions, module activities and self-directed study will encourage information searches along with direction on how to evaluate what is found and how it can be applied to practice.  There will be an incremental approach to the learners’ development of information literacy:   1. Recognising the need for information. 2. Locating and accessing information. 3. Organising and applying information. 4. Recognising gaps in information. 5. Communicating information 6. Comparing and evaluating information. 7. Distinguishing ways in which information gaps can be addressed. 8. Synthesising and building upon existing information. 9. Contributing to new information.   Learning Technology is a crucial element for supporting the development of information literacy and it is also fundamental in ensuring innovation, creativity and diversity within the teaching and learning strategy. Technology is developing quickly and constantly in every aspect of the programme and therefore it is essential for you to be able to incorporate it into your own learning and professional practice.  The online learning element of the course will engage you with a variety of approaches and enhance your ability to maximise your learning potential. All modules will require you to embed the use of technology in your future working practices with people who have a visual impairment. Equipment, resources and support will be available on campus and learners will be signposted to these resources. Sustainability & Global Citizenship Birmingham City University is committed to the core concepts of sustainability; in 2011 the University was certified to International Standard ISO14001:2004 for environmental management systems and in January 2013 achieved the coveted Platinum Eco Campus award. The University has an ethos of leading by example and engages with staff and students to live and work more sustainably, for example encouraging the use of electronic resources, sustainable travel policies, recycling and waste management. Student Engagement The programme aims to encourage a collaborative working approach with learners to create a sense of belonging within our learning community. This will enable you to become an active part of the development of the programme learning and teaching processes. This can offer the teaching team valuable feedback on individual teaching sessions, assessments, online materials and placement opportunities. Consultation with our learners offers a range of alternative ways including:   * Informal discussion with personal tutors and module coordinators * Taking on roles, for example, as Student Academic Lead (student representative) or as a Student Ambassador (which is a paid position). * Engagement with dedicated student engagement committees. * Participation in regular information and feedback sessions. * Interaction with recorded feedback mechanisms for the evaluation of modules. * Participating with the National Student Survey and the Student Engagement Survey.   These mechanisms support the programme team to improve the learning experience of individuals during the delivery of the course as well as improving the course for future learners. Partnership Engagement The course relies on strong relationships with a range of external partners to provide meaningful and purposeful work experience for learners. This includes a wide range of contacts at Local Authorities, national organisations and voluntary agencies which is continually built upon and extended by the programme team. In addition, to ensure the programme strives to pursue excellence in its relevance to practice these partners are engaged in a variety of ways.  The team consults with qualified Habilitation Specialists and Rehabilitation Workers involved with children and young people with a visual impairment and also sector managers to define their expectations of the attributes of a successful graduate. This shapes all aspects of the course and ensures that it will meet the demands of future practice. This process may take the form of online questionnaires, annual quality review events, curriculum approval processes and specialised focus groups.  Work placements are crucial part of learning and an opportunity for learners to apply theory to a practice setting. Dedicated university personal tutors will set up, monitor and review this process alongside yourself and your individual placement mentor. This collaboration aims to ensure that the unique learning needs and potential of each student are maximised.  The delivery of the programme benefits from linking with external specialists from a range of backgrounds including optometry. These inputs are combined with interaction with children and young people with a visual impairment to provide added value for the learner in their journey to become practitioners of the future. In addition, the course team are involved with partnership working with Habilitation VI UK which is important in the construction of meaningful CPD top up modules for qualified workers. Induction & Transition The focus of induction is to establish a learning community and to initiate student and tutor expectations for the programme. This process will familiarise you with the University environment and will encourage the planning of your own learning journey. Interactions will begin with the pre-enrolment process to inform learners about key information prior to the start of term. This will include module reading lists, allocation of your personal tutor and undertaking some pre-session tasks.  During your first week at the University we will highlight important resources and services available at Birmingham City University. There will be a range of support sessions threaded throughout the first term which will include:   * Introduction to the course, the teaching team, your new colleagues, personal tutors and support systems. * Aims of the programme and the individual modules. * Birmingham City University general information and campus tours. * How to use Moodle and e-learning. * Introduction to IT. * Introduction to Student Support Services and the Personal Development Department. * Guidance on using library services. * Guidance on accessing electronic journals. * Guidance on where to go for general help, support and advice. * Information on scheduled learning and guided study. * Timelines for the completion of assessments.  Progression & Retention Before you begin on the programme, and throughout your student experience, there are support mechanisms in place to help you successfully complete your studies.  Prior to and during induction, you will have direct access to the programme team and your personal tutor for support. The programme places an emphasis on the use of group work within modules to support you through the learning experiences and challenges of the course. There will be regular formative learning in all modules designed to support you in developing your knowledge and skills prior to the final completion of assessments. Written feedback will be offered to you in response to your assessed tasks, this aims to empower you with the techniques to improve your performance. Individual tutorials to discuss assessment feedback are designed to enable you to work towards greater achievement and deeper learning.  For learners who have been unable to achieve the necessary standards, one to one tutorial support can focus on individual learning needs. Tutors and learners will work in partnership to formulate action plans to enable learners to work towards assessments in a manageable and timely fashion. In addition, continued tutorial support and guidance from Faculty Student Services aims to ensure all learners have the opportunity to manage their studies alongside their personal lives. Support & Personal Tutoring A dedicated personal tutor will be assigned to you prior to the start of the programme. The tutor is primarily responsible for providing welfare support and can act as a first port of call for those with health, personal and financial issues. They will act in a signposting capacity to direct learners to appropriate expert services and also help learners to manage their academic and professional development.  The personal tutor will be your main guide through the programme and they will support you in your personal development planning. In addition the personal tutor will be your dedicated contact for setting up, monitoring and evaluating your practice placements. Meetings between learners and their personal tutors may be arranged on a face to face basis when learners are at University or via telephone or email in-between group learning weeks.  You will be supported by a qualified mentor during your work based learning opportunities in both the full time and part time options. Personal Development Planning Students are encouraged to identify and, with guidance, to reflect on their own learning needs. Personal Development Planning (PDP) begins during pre-enrolment and induction and forms a spine which runs right through the course and beyond. Learners will be empowered to use PDP to plan their own learning journey starting with an audit of their skills and reflection on their personal goals. This element is linked to each learner’s practice placement.  PDP will be the philosophy which drives the learner’s journey through the programme and will be embedded into all modules rather than being a standalone area of study. Through formative learning and personal tutorials you will be encouraged to reflect and revise your plans at key points in the programme. This is designed to help you organise your time in-between group learning weeks, highlight areas for specific study and practice and to prepare you for module and placement based work and assessments. While module tutors play a role in supporting PDP, personal tutors will have special responsibility in enabling you to navigate your way through the programme. Employability (incl. Birmingham City University Graduate Attributes)A key aim of the course is to pursue excellence in the delivery of the learning experience and to ensure successful learners are ready and fit for employment. All aspects of the course are aligned and driven by key sector standards. All learning is mapped to the **National Quality Standards for the Delivery of Habilitation Training** to ensure these qualities are being surpassed. In addition, the programme aims, module learning outcomes, content and assessments are geared to meet the initial requirements of the Habilitation VI UK job description for a Habilitation Worker (visual impairment). In addition, there is the need to promote continued professional development in the field with the potential for CPD modules in orientation and mobility and independent living skills*.*Our engagement with the sector ensures learners will meet the demands of future practice. These approaches are designed to tailor the knowledge, skills and expertise of the BCU BSc (Hons) Habilitation Work graduate to meet the needs of statutory and non-statutory organisations as well as children and young people with a visual impairment. On successful completion of the course the BCU graduate will have the capabilities to continue their lifelong learning and may take advantage of a range of academic, professional and global opportunities. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

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| **Programme Level Learning Outcomes** | | |
| **Theme** | **Aim** | **Programme Level Learning Outcomes** |
| **Pursuing Excellence** | **Students will progress and develop to become pro-active, highly effective problem solvers whose reflective and evidence based practice will enhance future habilitation services through the delivery of high standards of professional practice** | **By the end of the programme, students will be able to:**  **Demonstrate a commitment to continually improving their own and other’s habilitation work expertise and practice by:**   * **Demonstrating innovative, appropriate and reflective approaches to the design and delivery of programmes of habilitation work** * **Communicate and demonstrate use of the evidence base to apply theory and best practice to habilitation services** |
| **Practice –led, knowledge applied** | **Embedding contributions, feedback and knowledge of best practice from practice partners, stakeholders and recognised experts; students applications of the theoretical principles in habilitation practice settings will enable them to work effectively as part of a multi disciplinary team.** | **By the end of the programme, students will be able to:**   * **Demonstrate and apply the use of theoretical concepts in relation to assessment and learning and teaching methods within their own habilitation work practice.** * **Apply creative strategies and resources to design and deliver bespoke habilitation services for a diverse range of children and young people** * **Demonstrate competence and reflect upon the delivery of specialist habilitation work assessment and training with children and young people who have a visual impairment.** |
| **Interdiciplinarity** | **Students will participate in inter-professional learning to broaden intellectual, analytical and judgement skills and enhance the communication with and awareness of diversity in culture and lifestyle amongst colleagues and children and young people** | **By the end of the programme, students will be able to:**   * **Demonstrate critical awareness of diversity in culture and lifestyle amongst colleagues and the public** * **Promote social inclusion as an essential aspect of habilitation interventions** |
| **Employability-driven** | **Demonstrate the competence required to practice as a specialist rehabilitation worker with the transferable skills, knowledge and ability to be leading practitioners who are able to work with a diverse range of children and young people who have a visual impairment and associated needs.** | **By the end of the programme, students will be able to:**   * **Demonstrate the competence required to practice as a professional Habilitation Worker with the transferable skills, knowledge and attributes to be safe and proficient practitioners with children and young people with a visual impairment (with or without additional needs)** |
| **Internationalisation** | **Through engagement with the evidence base and incorporating opportunities to consider global habilitation, perspectives are considered to enable students to practice effectively and to ensure that they are sensitive to the needs of the diverse cultures that they may encounter.** | **By the end of the programme, students will be able to:**   * **Critically analyse international approaches to practice and contemporary issues relating to habilitation work** |

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| **Level 6** Core Modules | **Children and Young People’s Development** | **Professional and Evidence Based Habilitation Practice** | **Children and Young People’s Development and Orientation and Mobility** | **Children and Young People’s Development and Independent Living Skills** |
| Credit level (ECTS value) | 40 | 40 | 20 | 20 |
| Study Time (%) S/GI/PL | 40/40/20 | 40/40/20 | 40/40/20 | 40/40/20 |
| Assessment method | There are two items of assessment  1. Assignment  2. Viva Voce | There are two items of assessment  1. Written Assignment  2. Practice Portfolio consisting of two elements:  Element 1: Case study  Element 2: Work based competencies | Viva Voce | Patchwork Assignment |
| Assessment scope | Item 1: Written Assignment (3000 words)  Item 2: Viva Voce  (20 minutes)  Both items of assessment need to be passed to successfully complete this module. | Item 1: Written Assignment (3000 words)  Item 2: Practice Portfolio    Element 1: case study: 2000 words  Element 2: Pass/Fail competencies  Both items of assessment need to be passed to successfully complete this module. | Viva Voce  (20 minutes) | Patchwork Assignment :  Consisting of three patches (3 x 1000 words) |
| Assessment week (one year course option) | Item 1  6th November 2017  Item 2  4th December 2017 | Item 1  19th February 2018  Item 2 submitted on final day of practice placement | 21st May 2018 | 16th July 2018 |
| Assessment week (two year course option) | Item 1  6th November 2017  Item 2  4th December 2017 | Item 1  18th February 2019  Item 2 submitted on final day of practice placement | 21st May 2018 | 15th July 2019 |
| Feedback scope | 20 working days | 20 working days | 20 working days | 20 working days |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | Evidence the use of appropriate theories and resources to evaluate the stages of foetal development and the causes of visual impairment in children and young people. | Critique a range of appropriate research literature that relates to habilitation practice. | Identify and critically appraise a range of orientation and mobility skills teaching approaches for young people with a visual impairment and an additional disability | Define a range of approaches in relation to the initial assessment of babies, early years and primary school age children with a visual impairment. |
| Reflect upon potential parental concerns in relation to bringing up a child with a visual impairment and discuss potential support strategies. | Justify approaches to service provision based on current literature and legislation in habilitation work with children and young people | Design and justify through reference to relevant theory and research, an individual habilitation learning programme for a young person making the transition to further education/employment | Demonstrate foundation knowledge of a range of approaches in relation to teaching habilitation skills to early years and primary school age children with a visual impairment. |
| Critically appraise potential psychological, emotional and social development issues and the impact that these may have in relation to adolescence and the habilitation process. | Demonstrate competent and reflective practice in the provision of habilitation work within a service setting. | Assess the use of a range of low vision techniques and low vision aids in relation to orientation and mobility practice. | Demonstrate competence in developing a range of age appropriate practical skills teaching programmes in relation to independent living skills for secondary school children and adolescents with a visual impairment. |
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| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3 🗹 4🗹 5🗹 | 1🗹 2🗹 3 🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) | NFBS Code |  |  |  |

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| **Level 6 Programme** | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | Exit award(s) | |
| Candidates must satisfy the general admissions requirements of the programme which are as follows:  Evidence of one of the following:   * Foundation Degree in Rehabilitation Work (Visual Impairment) – 240 credits with 120 at level 5 * Diploma in Higher Education in Rehabilitation Studies (Visual Impairment) – 240 credits with 120 at level 5 * Foundation Degree in Health and Social Care in Rehabilitation Studies (Visual Impairment) – 240 credits with 120 at level 5 * Places are subject to the Disclosure and Barring Service checks. | For those students who do not hold one of the above but have evidence of a level 4 certificate: for example,   * Rehabilitation Officer Certificate * Mobility Instructor and Technical Officer Certificates   These candidates will be required to submit a CPD portfolio (worth up to 60 credits) and successfully complete the level 5 (15 credit) module ‘APL/Advanced Writing Skills’ module with an associated profile of experiential learning worth up to 45 credits in advance of an offer being made. | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-session and post-session tasks) | 40% | Award: BSc (Hons) Habilitation Work (Visual Impairment) 120 credits at Level 6.  If the individual was to step off with successful completion of 60 credits at Level 6 they would be awarded a BSc in Health Studies |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | 40% |
| **Placement** (including external activity and study abroad) | 20% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  |  |

**Additional Information**

**Teaching and Assessment Timeline – full time 1 year option and part time two year options**

**Key:**

Modules

**C&YPD** – Children and Young People’s Development

**C&YPD & ILS** – Children and Young People’s Development and Independent Living Skills

**C&YPD & O&M** – Children and Young People’s Development and Orientation and Mobility

**P&EBHP** – Professional and Evidence Based Habilitation Practice

*10 Pre-placement observational days should commence following group learning week 1. The specific dates for these days will depend on the individual opportunities. The timeline includes potential ‘gaps’ in the timetable but actual days should be spread throughout the year/years.*

Assessments:

**PA** – Patchwork Assessment – formative learning feedback per first two patches:

**WA** – Written Assignment

**Viva** – Viva Voce

**PP** – Practice Portfolio

**One Year Full Time Option**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sep**  4-8th Sept | **Oct** | **Nov** | **Dec**  4-8  Dec | **Jan** | **Feb** | **Mar**  5–9th March | **Apr** | **May**  21-24th  May  28th  20 day practice placement | **Jun** | **Jul** | **Aug** |
| **Group Learning Week 1** |  |  | **Group Learning Week 2** |  |  | **Group Learning Week 3** |  | **Group Learning Week 4** |  |  |  |
| **C&YPD** | **Observational days** | **Written Assignment**  **C&YPD Sub:6th Nov** | **P&EBHP**  **Viva C&YPD 4th Dec** | **Observational days** | **Written Assignment**  **P&EBHP Sub:19th Feb** | **C&YPD & O&M** | **Observational days** | **C&YPD & ILS**  **Viva C&YPD & O&M 21st May**  **20 day practice placement 28th May - 28th June**  **4 days per week**  **PP submitted on last day of placement** |  | **PA3 C&YPD & ILS 16th July**  **International voluntary learning opportunities 16-28th July** | **Resubmissions w/s 6th August 2018 *(C&YPD October 1st)*** |

**Two Year Part Time Option Year 1**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sep**  4-8th Sept | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar**  5–9th March | **Apr** | **May** | **Jun** | **Jul** | **Aug** |
| **Group Learning Week 1** |  |  |  |  |  | **Group Learning Week 3** |  |  |  |  |  |
| **C&YPD** | **Observational days** | **Written Assignment**  **C&YPD Sub:6th Nov** | **Viva C&YPD 4th Dec (via Skype)** | **Observational days** | **Observational days** | **C&YPD & O&M** | **Observational days** | **Viva C&YPD & O&M 21st May** | **International voluntary learning opportunities 4-15th June** | **Resubmission Week 6-10th August 2018** | **Resubmission Week 6-10th August 2018** |

**Two Year Part Time Option Year 2**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sep** | **Oct** | **Nov** | **Dec**  3-7  Dec | **Jan** | **Feb** | **Mar** | **Apr** | **May**  20-24th  May  28th  20 day practice placement | **Jun** | **Jul** | **Aug** |
|  |  |  | **Group Learning Week 2** |  |  |  |  | **Group Learning Week 4** |  |  |  |
| **Observational Days** | **Observational Days** | **Observational Days** | **P&EBHP** | **Observational Days** | **Written Assignment**  **P&EBHP Sub:18th Feb** | **Observational Days** | **Observational Days** | **C&YPD & ILS**  **20 day practice placement 28th May - 28th June**  **4 days per week**  **PP submitted on last day of placement** | **International voluntary learning opportunities 22nd June – 2nd July** | **PA3 C&YPD & ILS 15th July** | **Resubmission w/s 5th August 2019** |

## Section Three: Module Guides