

Apprenticeship Specification

Apprenticeship Summary Information		
1	Apprenticeship Title	<i>Rehabilitation Worker Visual Impairment ST0431</i>
2	BCU Apprenticeship Course Code	<i>UF0010</i>
3	Awarding Institution	Apprenticeship Qualification is awarded by the End Point Assessment Organisation chosen by Employers: <i>Occupational Awards Limited.</i> <i>Birmingham City University, as the training provider, additionally awards an additional academic qualification. FdSc Rehabilitation Work Visual Impairment.</i>
4	Teaching Institution(s)	Birmingham City University
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable within the Apprenticeship Standard)	Institute for Apprenticeships and Technical Education (IfATE) (STxxxx) PSRB not applicable.

6	Apprenticeship Course Description (Marketing text for website)
	<p>The FdSc Rehabilitation Work apprenticeship helps to train the next generation of Rehabilitation Work (Visual Impairment) practitioners. The apprentice works for their employer alongside undertaking off the job training with BCU. The BCU apprenticeship is designed to meet the standards outlined in the Rehabilitation Work Visual Impairment Apprenticeship Standard.</p> <p>What do I need to ensure as an employer?</p> <ul style="list-style-type: none"> • The apprentice is employed in England and has an employment contract that covers the duration of the apprenticeship (typically two years). • The apprentice is working within an experienced team of Rehabilitation Workers (Visual Impairment) and has a dedicated mentor who is a qualified RW. You will need to identify this person as part of your preparation processes. • The apprentice is paid at least the minimum wage. • Your organisation is a levy payer with a payroll of over £3m per annum. Alternatively, you may be a non-levy payer who can agree a Levy transfer from your Local Authority to fund the apprenticeship. You can find information about funding on the Government's apprenticeship website. • For apprentices working below a 30 hours per week, the length of the apprenticeship will need to be extended pro rata. This may delay the completion of the end point assessment. We recommend apprentices work at least a 30 hour week.

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7	Apprentice Awards		
7a	Apprenticeship Final Award (awarded by End Point Assessment Organisation)	Level	Credits Awarded
	<i>Rehabilitation Worker Visual Impairment</i>	5	n/a
7b	Mandatory Awards and Credits Awarded (where applicable)		
	Not applicable	N/A	N/A
7c	University Awards and Credits Awarded (where applicable)		
	<i>Foundation Degree in Rehabilitation Work (Visual Impairment)</i> <i>Not mandatory</i>	Levels 4 & 5	240 credits
7d	University Exit Awards and Credits Awarded (where applicable)		
	<i>Certificate in Higher Education Visual Impairment Studies</i>	4	120 credits

8	Variations from the University Regulations		
	<p><i>All module assessments must be passed within two attempts to progress from year one to year two and to complete the apprenticeship off the job training. The percentage pass mark is 40%.</i></p> <p><i>There are no derogations from the University awards regulations.</i></p> <p>The Apprenticeship adheres to University academic regulations for University awards offered within apprenticeship training. Where Education and Skills Funding Agency (ESFA) regulations specify an alternative requirement for apprenticeship training management, this takes precedence. This is a requirement of the University registration with the ESFA as an apprenticeship training provider and receipt by the University of individual apprenticeship funding.</p>		

9 Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Apprenticeship Block learning	City South Campus	Typically two years	Insert the course codes for each mode of study in 9a (see example below)

10 Entry Requirements	
Home:	<p>Applicants must have GCSE at Grade 4 (previously a Grade C) or above in English Language and Mathematics. Please check the transferable skills document from Apprenticeship Certificates England to see if your qualifications meet the requirements for a Higher Apprenticeship.</p> <p>Plus one of the following</p> <ul style="list-style-type: none"> • Level 3 NVQ or Diploma or equivalent (full award) • 2 or more A-Levels (DD/48 UCAS tariff points) or a BTEC ordinary National Diploma • Level 2 NVQ or Diploma (full award) plus a written paper (details of content will be provided by the admissions tutor post application) • 5 GCSE passes at grade 4 (grade C) or above plus a written paper (details of content will be provided by the admissions tutor post application) <p><i>Employers are responsible for completing a satisfactory Disclosure and Barring Service (DBS) certificate and Occupational Health clearance are required for application.</i></p> <p><i>Prior certificated learning of apprentices will be considered for entry onto the apprenticeship during the onboarding process. This will involve a skills scan and discussion with applicant and employer.</i></p>
Access:	N/A

11. Course Aims & Learning outcomes linked to Apprenticeship standard KSB's			
Theme	Aim	Course Level Learning Outcomes: By the end of the course apprentices will be able to:	Standard KSB's
Pursuing Excellence	Develop into an analytical and reflective problem solver, with the personal and professional competence	Reflecting on their own behaviour, resilience, practice and limits to competence and seeking further advice and support for development and improvement.	K7, S&

	required to achieve his/her individual lifelong learning potential	Demonstrating academic skills such as critical evaluation, theoretical insight and evidence of effectiveness to apply theory and evidence in improving their work.	K1, K2, K3, K5
Practice –led, knowledge applied	Develop the knowledge and skills required to deliver and analyse specialist rehabilitation work practice	<p>Demonstrate and apply the use of theoretical concepts within their own visual impairment rehabilitation work practice.</p> <p>Analyse and apply strategies and resources to problem solve rehabilitation work approaches, issues and environments.</p> <p>Demonstrate competence and reflect upon the delivery of specialist rehabilitation work assessment and training with people who have a visual impairment.</p>	<p>S1, S2</p> <p>S3, S5 B1 B4</p> <p>K 7 S7</p>
Interdisciplinary	Develop as an individual who can competently draw from a range of interdisciplinary sources to model good practice within his/her multi-disciplinary setting	<p>Demonstrate critical awareness of diversity in culture and lifestyle amongst colleagues and the public.</p> <p>Promote social inclusion as an essential aspect of rehabilitation interventions.</p>	<p>S2 B3 B5</p> <p>K4 S4</p>
Employability-driven	Demonstrate the competence required to practice as a professional rehabilitation worker with the transferable skills, knowledge and attributes to be safe and proficient practitioners	<p>Communicate information and ideas; and develop problems and solutions with a range of both specialist and non-specialist audiences.</p> <p>Reflect on their personal and professional skills to enhance their lifelong learning potential.</p>	<p>K6 S6 B2 B4</p> <p>S7, B5</p>

Internationalisation	Develop the skills to practise effectively in visual impairment rehabilitation roles worldwide and to ensure that they are sensitive to the needs of the diverse cultures that they encounter	Describe global dimensions of rehabilitation and identify areas where these are becoming more significant.	K6
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13	Level Learning Outcomes		
	<p><i>Level Learning outcomes are statements that identify what learners will have gained as a result of their learning; they should be linked directly to the knowledge, understanding, skills, capabilities and values that a student will have gained after completing each level of a course, in line with the Framework for Higher Education Qualifications</i></p> <p><i>Level Learning outcomes should be numbered and separated to show what students will have achieved on completion of each potential exit award.</i></p> <p><i>These should be cross-referenced to the IfATE Apprenticeship Standard's Knowledge, Skills and Behaviours.</i></p> <p><i>The Apprenticeship and Partnership Unit can provide further guidance.</i></p>		
	Upon completion of Level 4 / the Certificate of Higher Education, Visual Impairment Studies apprentices will be able to:		
SPR4040 Independent Living Skills	Apply appropriate learning and teaching approaches and theories to appraise and enhance the delivery of independent living skills	K1, K2, K3, S1, S2, S3	
	Discuss the impact of deaf blindness on daily life.		
SPR4041 Orientation 7 Mobility: Theory and Practice4	Demonstrate competence in teaching indoor orientation and mobility techniques to people who have a visual impairment	K3, S3	
	Demonstrate knowledge when discussing a range of orientation and mobility techniques and practice related issues.		
	Problem solve a range of indoor orientation and mobility situations.		
SPR4042 Visual Impairment & Professional Practice	Discuss the associated physiological and functional impacts of visual impairment	K1 & S1, K4, S4, K7, S7 B1, B2, B3, B4, B5.	
	Evaluate the potential psychological impacts of visual impairment on the individual.		
	Demonstrate personal and professional competence with work-based learning in relation to development planning, reflective practice and conduct within a multi-disciplinary context.		
	Demonstrate competence in the delivery and analysis of a specialist rehabilitation work (visual impairment) assessment		

	Upon completion of Level 5 / Foundation Degree Rehabilitation Work Visual Impairment apprentices will be able to:	
SPR5040 Independent Living Skills & Low Vision Therapy	Demonstrate appropriate knowledge of grade two Braille and competence to teach technology to people who have a visual impairment.	K3, K5, S3, S5.
	Analyse approaches to maximise a person's use of residual vision.	
	Justify a range of strategies to effectively use near distance vision aids	
SPR5041 Orientation and Mobility for Complex Environments	Demonstrate knowledge and competence in teaching outdoor orientation and mobility techniques to people who have a visual impairment.	K3, S3.
	Critically evaluate different approaches to problem solve and apply concepts to a range of outdoor orientation and mobility techniques and practice related issues.	
	Apply concepts and principles of functional vision assessment approaches, low vision strategies and distance vision aids to a range of environments.	
SPR5042 Professional Rehabilitation Work Practice	Demonstrate competence in the delivery, recording and analysis of a specialist rehabilitation work (visual impairment) assessment	K1, K2, K3, K4, K5, K6, K7,
	Analyse rehabilitation work situations and justify appropriate approaches to assessment and service provision based on current theory, legislation and policy and best practice guidelines relevant in a multi-disciplinary context.	
	Demonstrate personal and professional competence in the provision of rehabilitation work practices within a work based multi-disciplinary setting.	

14	Apprenticeship Learning, Teaching and Assessment Strategy (including off the job training)
	<p><i>Apprentices will develop their occupational knowledge, skills and behaviours by interacting with a wide range of on the job activities, block learning week teaching sessions and guided independent study. Teaching sessions will establish core knowledge and skills that will be applied in your on the job visual rehabilitation work setting. Block learning weeks involves interactive lectures, casework discussions and learning by doing in practical simulation sessions. Over the duration of the apprenticeship these capabilities will be gradually built upon to enable you to have the competence and confidence to take on greater role responsibilities. In the workplace apprentices begin with joint working key skills learnt at University and work to taking the lead under observation. By the end of the apprenticeship all apprentices will be working independently in all areas of practice.</i></p> <p><i>Apprentice development will be jointly monitored between a dedicated University personal tutor and a workplace mentor via progress reviews every eight to twelve weeks. Progress will be tracked against on and off the job apprenticeship milestones. Regular development goals will be agreed to enhance each apprentice's individual capabilities with the aim of achieving the apprenticeship knowledge, skills and behaviours.</i></p> <p><i>Each apprentice will complete an off the job log to evidence the scope and extent of their learning in block learning weeks and independent study. Apprentices demonstrate how this learning links to the KSB's and highlight actions for further development. This engagement feeds into the progress reviews to facilitate professional discussion on key aspects of practice.</i></p>

All module assessments are mapped and linked to the development and achievement of the KSB's and evidence the apprentices ability to meet the standard. These include written assignments that are linked to practice case studies, observations of the competence to deliver practical rehabilitation skills and professional viva discussions about work related scenario's. There is also one assessment in each year that are assessed by the workplace mento. These assessments evidence the ability to demonstrate apprenticeship KSB's in the workplace environment.

These assessments offer the opportunity to gain direct experience with the delivery of those skills assessed in the End Point Assessment (EPA). All of these aspects must be achieved successfully to allow apprentices progress through the gateway to the EPA. Two attempts per item of assessment are permitted to enable on course progression. Both tutors and mentors will offer feedback on written and practical work to identify good practice and specific areas for individual development.

On course apprentices focus on specific areas such as Prevent, British Values, equality and Diversity and safeguarding. These issues are considered in the context of the visual rehabilitation work cases to ensure their understanding and relevance. British Values are also considered within the context of legislation teaching involving the Human Rights Act 1998 and Mental Capacity Act 2005. Safeguarding knowledge is part of the standards behaviours and is discussed in the context of case studies involving people with a visual impairment and considered within the caseloads of apprentices in their on the job activities to ensure potential concerns are addressed.

Diagnostic testing will assess the progression of apprentices abilities in English and Maths. Individual and group support is given on course to enable improvement in these areas. For example apprentices receive guidance on academic writing, formative feedback on samples of written work and formal feed forward on assessed work. On course modules such as Low Vision Therapy offer opportunities to practice mathematical equations to calculate the provision of near vision aids. In addition, teaching sessions involve the ability to use communication to describe angles and directions for mobility travel.

15	Apprenticeship Course Requirements
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15a	Training/Academic Requirements to progress to EPA gateway:
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Level 4:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
SPR4040	Independent Living Skills	40
SPR4041	Orientation and Mobility: Theory and Practice	40
SPR4042	Visual Impairment and Professional Practice	40

Level 5:

In order to complete this course an apprentice must successfully complete all the following CORE modules (totalling 240 credits):

Module Code	Module Name	Credit Value
SPR5040	Independent Living Skills and Low Vision Therapy	40
SPR5041	Orientation and Mobility for Complex Environments	40
SPR5042	Professional Rehabilitation Work Practice	40

Progression to Gateway:

Successful completion of all level 4 and 5 modules to achieve FdSc Rehabilitation Work Visual Impairment.

Evidence of level 2 Maths and English.

End Point Assessment Requirements:

- 1. Observed practical rehabilitation teaching session and professional discussion.**
- 2. Invigilated case study exam.**

Final Award:

Rehabilitation Worker Visual Impairment Apprenticeship

15b	Structure Diagram
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Include a structure diagram for each mode of study. Level 4 is completed as an example including modules which extend the whole year. Structure diagram should include schedule of review meetings.

Training/Academic Requirements

Level 4

SEMESTER ONE	SEMESTER TWO
Core	
SPR4040 Independent Living Skills (40 credits)	
SPR4041 Orientation and Mobility: Theory and Practice (40 credits)	
SPR4042 Visual Impairment and Professional Practice (40 credits)	

Level 5

Core
SPR5040 Independent Living Skills and Low Vision Therapy (40 credits)
SPR5041 Orientation and Mobility for Complex Environments (40 credits)
SPR5042 Professional Rehabilitation Work Practice (40 credits)

Progression to Gateway:

Successful completion of all level 4 and 5 modules to achieve FdSc Rehabilitation Work Visual Impairment.

Evidence of level 2 Maths and English.

End Point Assessment Requirements:

3. Observed practical rehabilitation teaching session and professional discussion.
4. Invigilated case study exam.

Final Award:

Rehabilitation Worker Visual Impairment Apprenticeship

16	Overall Learner Workload and Balance of Assessment (including off the job training)
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Overall learner *workload* consists of class contact hours, independent learning and assessment.

The following information gives an indication of how much time apprentices will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning.
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to on the optional modules, available to learners. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

12.75% time spent in timetabled teaching and learning activity.

Activity	Number of Hours
Scheduled Learning	153
Directed Learning	526
Private Study	521
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	0
In-Person	%0%

Level 5

Workload

12.91% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	155
Directed Learning	523
Private Study	522
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	67%

Exam	0
In-Person	33%