

Course Specification

Course Summary Information		
1	Course Title	Diploma in Professional Studies (Deafblind Studies)
2	Course Code	UP0526
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	Birmingham City University
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	Not Applicable

6	Course Description
	<p>This course is suitable for those with current personal or practice based experience of deafblindness, who wish to seek further academic and professional qualification in the field, building upon the Certificate in Professional Studies (Deafblind Studies). It has been designed and developed by some of the most experienced practitioners and academics in the field of deafblindness, and is enhanced by the inclusion of teaching materials created by those with lived experience of deafblindness.</p> <p>The course aims to cultivate the knowledge and skills required to develop, challenge and question contemporary practice, encourage innovation, and develop the ability for service improvement in the context of supporting deafblind children and adults. The course also aims to meet the requirements relating to the care and support of deafblind people under the <i>Care Act 2014</i> (England) and the <i>Social Services and Well-Being (Wales) Act 2014</i> (Wales).</p> <p>This course is designed to build upon the learning from the Certificate in Professional Studies (Deafblind Studies), and has a particular focus upon assessment and service development. It explores both clinical and functional assessment of the bio-psycho-social needs of diverse groups of deafblind people. The course enables students to critically analyse and reflect upon the ways in which knowledge informs assessment and service delivery in relation to deafblind people's communication, movement, mobility and orientation. The course also offers students the opportunity to draw upon global research, knowledge from practice and lived experience, and critical reflection upon their own learning to develop evidence-informed interventions.</p>

7	Course Awards		
7	Name of Final Award	Level	Credits Awarded
	Diploma in Professional Studies (Deafblind Studies) Stand-alone Modules	Level 5	60

8	Derogation from the University Regulations

	<p>Derogations (exceptions) are required as follows:</p> <ul style="list-style-type: none"> ▪ Compensation of marginally failed modules is not permitted ▪ Condonement of failed modules is not permitted <p>Derogation is also required from the following:</p> <ul style="list-style-type: none"> ▪ Maximum registration for Part Time Awards (Two Years) <p>Increase the registration period to five years.</p>
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9 Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Part-time Distance Learning	Online Delivery	1 year	UP0526

10 Entry Requirements	
	<p>The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk, or may be found by searching for the course entry profile located on the UCAS website.</p>

11 Course Aims	
	<p>The Diploma in Professional Studies (Deafblind Studies) course is based on the belief that all people living with deafblindness have a right to be supported by professionals who have the requisite knowledge and skills to provide high quality service. The course also recognises that practitioners in the field of deafblindness need access to training and professional development that will allow them to deliver such service, as advocated by the United Nations (UN) Special Rapporteur on the rights of persons with disabilities, in his 2017 report on support services. This course ensures that this highly skilled and specialist area of work is supported by a recognisable professional and academic qualification.</p> <p>The course has been designed to reflect the University Vision and key values, and those of the originating consortium:</p>
Pursuing Excellence	<p>The Deafblind Studies courses are the outcome of over twenty years of partnership working. The most experienced practitioners and academics in the field of deafblindness have pooled knowledge and resources to produce the best materials and teaching the field can offer, enhanced by the inclusion of material from those with lived experience of deafblindness.</p>
Practice-led, knowledge-applied	<p>Highly experienced practitioners and academics in the field have been involved in course design. This programme is aimed at practitioners involved in designing and / or delivering services to deafblind people and equips them with the knowledge and skills</p>

<p>[believes in and supports the collective development in knowledge and skills of deafblind people, participants and the field to enable all to take responsibility for improving services]</p>	<p>required to meet statutory requirements and duties in relation to those with deafblindness. Students are required to engage in critically reflective, evidence-informed, and anti-discriminatory practice evidenced through clear assessment. As the programme is aimed at those already working with deafblind people, assessment requires candidates to apply knowledge to their current and future practice.</p>
<p>Interdisciplinarity</p>	<p>Course content draws on the disciplines of social policy, disability studies, physiology, biology, psychology, rehabilitation studies, social work, law and public health. Course content is enhanced by the inclusion of practitioner wisdom and knowledge emerging from those with lived experience of deafblindness. Students undertaking the programme will come from a range of practice backgrounds, albeit largely from social care: social work, social care worker, children’s practitioner or residential or day care worker.</p>
<p>Employability-driven [supports the development of a dynamic supportive workforce for deafblind people]</p>	<p>Generating knowledge and promoting excellence in the field of deafblindness are key features of the courses. A further aim is to support the social work and social care workforce to meet the statutory requirements relating to the care and support of deafblind people under the <i>Care Act 2014</i> (England) and the <i>Social Services and Well-Being (Wales) Act 2014</i> (Wales). The courses provide CPD opportunities to those with existing qualifications in deafblindness at Level 2 and 3 enabling them to undertake more complex assessments and care and support planning. The programme works with people currently in practice and supports the development of a range of transferable skills enhancing employability within the sector: specialist assessment; professional reflection; professional and academic writing; ICT skills; independent research skills.</p>
<p>Internationalisation</p>	<p>Having a global outlook develops students’ understanding and learning from cultural diversity. The courses draw on research material from across the world, especially the Nordic countries, USA and Canada, recognising the contributions these particular countries have made to the knowledge and evidence base in the field. Following the publication of the World Federation of Deafblind (2018) global report on the situation of persons with deafblindness throughout the world (the first of its kind), the courses encourage students to consider the particular needs of diverse groups of deafblind people, a population known to be highly heterogeneous.</p>

	<p>The course aims to cultivate the knowledge and skills required to develop, challenge and question contemporary practice, encourage innovation, and develop the ability for service improvement in the context of supporting deafblind children and adults.</p>
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12	Course Learning Outcomes
1	Draw upon global knowledge from various disciplines to critically analyse the particular needs of diverse groups of deafblind people, and evaluate and illustrate approaches to the assessment of their clinical, functional and psycho-social needs.
2	Demonstrate an ability to critically analyse research, lived experience and theoretical and practice based knowledge on the bio-psycho-social needs of deafblind people associated with both communication and mobility.
3	Apply research, lived experience and theoretical and practice based knowledge to the assessment of communicative and mobility needs of diverse groups of deafblind people, and draw on this knowledge to evaluate support strategies.
4	Demonstrate an ability to engage in critical, professional reflection and independent research to develop evidence-informed interventions to support deafblind people.

13	Level Learning Outcomes
	Not Applicable: All Modules at Level 5.

14	Course Learning, Teaching and Assessment Strategy
	<p>Learning and Teaching</p> <p>The teaching and learning approach adopted on the Diploma in Professional Studies (Deafblind Studies) courses is informed by the University's guiding principles for learning and teaching. The teaching materials have been designed and prepared by academics, from multiple disciplines, currently working and researching in the field of deafblindness. This includes not only those in the United Kingdom, but also those in North America, Australia and the Nordic countries, offering you a global perspective to your learning. In order to ensure a professional, practice-led and knowledge-applied experience for students, teaching materials have also been prepared by some of the most experienced practitioners working with deafblind people, including social workers, rehabilitation workers, educationalists, psychologists and allied health professionals. Learning is further enhanced by the inclusion of teaching material prepared by those with lived experience of deafblindness.</p>

The Diploma in Professional Studies (Deafblind Studies) is delivered online, though you can of course visit the campus in person to make use of the library or meet for tutorials with your personal tutor. The platforms used for online delivery are:

Moodle (Virtual Learning Environment): course information and documents, module information and documents, module learning materials, module online course activities, module summative assessment submission links, feedback on summative assessments.

Microsoft Teams: Synchronous Online Sessions, Assignment Workshops, Personal Tutorials.

The Diploma consists of three modules, each of which is completed over a period of ten weeks. Each module commences with a live online synchronous Module Launch, in which the learning outcomes and summative assessment are explained and explored. The module content is aligned to both the learning outcomes and summative assessment. Each module also includes a live online synchronous assignment workshop, in which your progress can be reviewed and any questions about the assignment addressed. The tenth and final week of the module is reserved for private study as you complete your assignment ready for submission.

We know that learning should be an active rather than passive experience, and recognise the diversity of individuals and their approach to learning. An active and diverse approach to learning is therefore encouraged, and includes the following:

Synchronous Online Sessions	<p>Delivered via Microsoft Teams, each module commences with a Module Launch presented by the Module Leader.</p> <p>The modules leader also facilitates an assignment workshop, during which you are encouraged to raise questions and seek feedback on your progress.</p>
Guided or Directed Study	<p>Each module on the course will have its own Moodle site, where specific module information can be found, including, module lead contact details, an assessment brief and a schedule of learning.</p> <p>Supporting your guided study activities, each module Moodle site will also contain the following materials/ activities:</p> <p>Video recordings (including interviews with Deafblind people and practitioners) An online reading list Recommended reading (e.g. book chapters, academic journal articles, practitioner authored materials, materials prepared by those with lived experience) Asynchronous Discussion Forums Primary source materials (e.g. legislation and policy, assessment tools and proforma) Web links</p>

	Formative learning activities (e.g. online quizzes)
Individual Tutorials	<p>You can make arrangements to meet online via Microsoft Teams (or in person) with the module lead for one individual tutorial during the module. Such tutorials can assist you to understand and make progress with your learning activities and assignment, answer questions that are personal to you, and review and enhance your progress.</p> <p>You can also make arrangements for online individual tutorials with the library and Professional Development Department (PDD) staff.</p>

Students will be involved in the ongoing design, delivery and review of the course, via module evaluations and student feedback forums.

Assessment and Feedback

In addition to formative learning opportunities throughout the course, all modules have a **summative assessment** allowing you to demonstrate that you have met all the learning outcomes for that module. All learning outcome must be met in order to pass the module, and all three modules must be passed to gain the award.

Assessments for each module are designed to be proportionate to the credit weighting and level, appropriate for and effective at enhancing your learning, and measuring the learning outcomes. In order to take into account that learners have different styles and also need to develop a range of capabilities you will undertake a variety of different types of assessment. This includes:

<ul style="list-style-type: none"> ▪ written assignments 	<ul style="list-style-type: none"> ▪ evidence-informed project work
<ul style="list-style-type: none"> ▪ case study based assignments 	

Full details of the assessment task for each module, including how, where and when to submit will be provided to you during the launch of each module. This information will also be included in the module assignment brief, available on Moodle. This ensures that you will normally be able to start working on and preparing your submission from the beginning stages of each module.

Marking and feedback are viewed as vitally important learning and teaching activities within course delivery. You will receive detailed written feedback on your summative assessment submissions, which will highlight what you did well and areas requiring improvement or development. You will also receive written feed forward, which will give advice on how you can enhance future submissions. Your written feedback and feed forward will be made available via the relevant module Moodle page.

15	Course Requirements														
15a	<p>In order to complete this course a student must successfully complete all the following CORE modules (totalling 60 credits):</p> <table border="1"> <thead> <tr> <th style="background-color: #ffff00;">Module Code</th> <th style="background-color: #ffff00;">Module Name</th> <th style="background-color: #ffff00;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>TBC</td> <td>Understanding and Assessing Deafblindness / DSL</td> <td>20</td> </tr> <tr> <td>TBC</td> <td>Understanding and Assessing Communication, Movement and Mobility</td> <td>20</td> </tr> <tr> <td>TBC</td> <td>Deafblindness: Independent Study</td> <td>20</td> </tr> </tbody> </table> <p>The Deafblindness: Independent Study module can only be completed when the other two modules have been successfully completed.</p>			Module Code	Module Name	Credit Value	TBC	Understanding and Assessing Deafblindness / DSL	20	TBC	Understanding and Assessing Communication, Movement and Mobility	20	TBC	Deafblindness: Independent Study	20
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TBC	Understanding and Assessing Deafblindness / DSL	20													
TBC	Understanding and Assessing Communication, Movement and Mobility	20													
TBC	Deafblindness: Independent Study	20													

15b Structure Diagram

Date	Module
January - March (S1)	Understanding & Assessing Deafblindness / Dual Sensory Loss (20 Credits)
March - June (s1-2)	Understanding & Assessing Communication, Movement and Mobility (20 Credits)
June - August (s2)	Deafblindness: Independent Study (20 Credits)

16	Overall Student Workload and Balance of Assessment
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Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students 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 some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Workload

42% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	14
Directed Learning	238
Private Study	348
Total Hours	600

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	0%
In-Person	0%