Course Specification

Course Summary Information		
1	**Course Title**	BSc (Hons) Qualified Habilitation Specialist (Children and Young People)
2	**Course Code**	US1508 Full Time US1507 Part Time
3	**Awarding Institution**	Birmingham City University.
4	**Teaching Institution(s)**	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	Not applicable

6	**Course Description**
	Qualified Habilitation Specialists are experts in relation to the practical and emotional aspects of vision impairment for children and young people (0-25 years). The BSc (Hons) Qualified Habilitation Specialist (Children and Young People) course is designed to develop you as a competent, independent, knowledgeable, and resourceful professional, ready for employment in the field of education and social care for children and young people with a vision impairment. This course is currently the only BSc (Hons) Qualified Habilitation Specialist 'top up' degree for qualified Vision Rehabilitation Specialists in the United Kingdom. This course, which can be studied full-time or part-time, has been designed to enable qualified Vision Rehabilitation Specialists to continue their studies to achieve Level 6 study and full degree classification, and is the ideal progression for those who have completed our FdSc Vision Rehabilitation Specialist course. The philosophy of the programme is based on developing specialist knowledge in relation to children and young people's development and vision impairment. This course encourages you to look at a range of potential issues to enable appropriate approaches when working with children and young people with a vision impairment. You will learn about the importance of effective communication and the development of a strong relationship with young people, parents and others involved in their support. The course will give you an in depth understanding of baby, child, and adolescent development and how this can be affected by vision impairment. You will learn to apply established theories, strategies, and skills to a range of situations and populations, as well as reflect, evaluate, and improve upon your own practice. You will develop the knowledge you need to move from the adult social care sector into education settings that are governed by different legislation, practice, and procedures so that you are able to support children and young people with vision impairment from all cultures and backgrounds to develop the crucial life skills they will need to excel later in life.

7	Course Awards		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Bachelor of Science with Honours Qualified Habilitation Specialist (Children and Young People)	Level 6	120
7b	**Exit Awards and Credits Awarded**		
	Bachelor of Science in Health Studies	Level 6	60

8	Variations from the University Academic Regulations
	This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract.

9	Delivery Patterns			
Mode(s) of Study		**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full Time		City South	1 year	US1508
Part Time		City South	2 years	US1507

10	Entry Requirements	
	Home:	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.
	EU:	
	International:	
	Access:	
11	**Course Aims**	
	The aims of the BSc (Hons) Qualified Habilitation Specialist (Children and Young People) course are to create competent, independent, knowledgeable, and resourceful professionals, ready for employment in the field of education and social care for children and young people with a vision impairment. The course is designed with environmental sustainability in mind. An approach of essential face to face skills teaching delivered at BCU balanced with online study at home. BCU has the infrastructure, facilities, technology, and skills teaching in place to develop students' talent to drive growth and prosperity within the profession and beyond. The course is informed by current research and established theories, accepted best practice in the field and relevant professional standards and curricula. The course is mapped to the National Standards for Habilitation Training and the Curriculum Framework for Children and Young people with vision impairment and the guidance and legislation around the children's workforce. The knowledge gained throughout the course is used by students to develop their own prosperity and employability but also that of the children and young people with vision impairment that they work with.	

12	Course Learning Outcomes
1	Demonstrate innovative, appropriate and reflective approaches to the design and delivery of courses of habilitation work.

2	Communicate and demonstrate use of the evidence base to apply theory and best practice to habilitation services.
3	Demonstrate and apply the use of theoretical concepts in relation to assessment and learning and teaching methods within their own habilitation work practice.
4	Apply creative strategies and resources to design and deliver bespoke habilitation services for a diverse range of children and young people with vision impairment 0-25.
5	Demonstrate competence and reflect upon the delivery of specialist habilitation work assessment and training with children and young people who have a vision impairment.
6	Demonstrate critical awareness of diversity in culture and lifestyle amongst colleagues and the public.
7	Promote equality and social inclusion as an essential aspect of habilitation interventions.
8	Demonstrate the competence required to practice as a professional Qualified Habilitation Specialist with the transferable skills, knowledge, and attributes to be safe and proficient practitioners with children and young people with a vision impairment (with or without additional needs).
9	Critically analyse international approaches to practice and contemporary issues relating to habilitation work.
10	Develop and apply knowledge of education systems and multiagency working

14	**Course Learning, Teaching and Assessment Strategy**
	Delivery of the Course: Learning and Teaching The course will utilise a variety of methods within our learning and teaching strategy to encourage reflective and critical thinking skills, enabling students to become confident and autonomous learners. Students will develop sound academic and practical competencies, so they are readily employable and well-equipped for lifelong learning. There are six single modules that are studied either full-time over a single year, or part-time over two-years. These modules will be delivered using a blended model of delivery. Four modules start with face-to-face lectures and practical skills sessions at BCU. The modules then revert to online directed study and are supported with live online group sessions and one-to-one tutorials. The remaining two modules do not require attendance on campus. These modules also utilise online group sessions and one-to-one tutorial support. A twenty-day practice placement is situated towards the end of the course. Face-to-face sessions at BCU will develop the range of practical skills and competencies required to become an effective practitioner within the discipline of habilitation work as well as those required when working within multi- and inter- disciplinary settings. The theoretical sessions will cover the key principles of habilitation work practice, ensuring that students have a strong knowledge underpinning their applied practice. The time allocated to scheduled learning, directed learning, and private study has been well considered. The hours dedicated for each of these are in-line with Birmingham City University Guidelines. The course comprises of six 20-credit modules encompassing a total of 200 study hours each. The scheduled hours remain consistent throughout the course, but there is a greater reliance on private study as the student progresses, designed to increase autonomy. Equally in the 'Evidence Based & Practice Placement' module, a higher proportion of hours is listed as directed learning and private study to allow for placement activity and evidence-based research. This is supported with regular one-to-one module tutor support. **Assessment** Five of the six modules will require the completion of a portfolio. The portfolio will incorporate university approved summative assessment sub elements drawn from the below.

	• Workbook • Case study analysis • Presentation • Professional discussion Portfolio workbook sub-elements could include written responses to questions, reflection, critical analysis, lesson plans, audio and/or video elements to demonstrate practice. There will be opportunities within the portfolio for formative feedback in preparation for submission. Assessment for the sixth and final module incorporates includes an evidence-based research presentation and a minimum of a twenty-day practice placement.

15	**Course Requirements**
15a	**Level 6:** ***To complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	**Module Name**	**Credit Value**
SPR6049	Early Child Development	20
SPR6050	Transition One	20
SPR6051	Middle Childhood Development	20
SPR6052	Transition Two	20
SPR6053	Adolescent Development	20
SPR6054	Evidence Based Practice & Placement	20

15b	Structure Diagram

Level 6 Full Time One Year

Semester 1	Semester 2
Core SPR6049: Module title **Early Child Development** (20 credits)	Core SPR6052: Module title **Transition Two** (20 credits)
Core SPR6050: Module title **Transition One** (20 credits)	Core SPR6053: Module title **Adolescent Development** (20 credits)
Core SPR6051: Module title **Middle Childhood Development** (20 credits)	Core SPR6054: Module title **Evidence Based Practice & Placement** (20 credits)

Level 6 Part Time Two Years

Year one

Semester 1	Semester 2
Core SPR6049: Module title **Early Child Development** (20 credits)	Core SPR6053: Module title **Adolescent Development** (20 credits)
Optional SPR6051: Module title **Middle Childhood Development** (20 credits)	

Year two

Semester 1	Semester 2
Core	Core

SPR6050: Module title **Transition One** (20 credits)	SPR6052: Module title **Transition Two** (20 credits)
	Core SPR6054: Module title **Evidence Based Practice & Placement** (20 credits)

16	**Overall Student Workload and Balance of Assessment**

Level 6

Workload

One Year Full Time Pathway

% time spent in timetabled teaching and learning activity

Activity	**Number of Hours**
Scheduled Learning	131
Directed Learning	801
Private Study	268
Total Hours	1200

Balance of Assessment

Assessment Mode	**Percentage**
Coursework	83% (Portfolios will contain *in-person sub-*elements)
Exam	
In-Person	17%

Level 6

Workload

Two Years Part Time Pathway

Year one

% time spent in timetabled teaching and learning activity

Activity	**Number of Hours**
Scheduled Learning	73
Directed Learning	385
Private Study	142

Total Hours	600

Balance of Assessment

Assessment Mode	Percentage
Coursework	100% (Portfolios will contain *in-person* sub-elements)
Exam	
In-Person	

Year two

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	58
Directed Learning	416
Private Study	126
Total Hours	600

Balance of Assessment

Assessment Mode	Percentage
Coursework	67%
Exam	
In-Person	33%