

# Programme Specification - BSc (Hons) Habilitation Work – Working with Children and Young People

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**NOTE:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/courses/habilitation-work-visual-impairment-top-up> (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body:</b>	Birmingham City University
<b>Teaching Institution:</b>	Birmingham City University
<b>Interim Awards and Final Award:</b>	<p>BSc (Hons) Habilitation Work – Working with Children and Young People. 120 credits at Level 6</p> <p>BSc Habilitation Work – Foundation and Primary Stages 60 credits at Level 6 for the four core modules of the first year of the full BSc (Hons) programme. This award would be an exit award for students who wish to step off the BSc (Hons) programme.</p> <p>Some individual modules are available for Continued Professional Development purposes and will be awarded 15 credits per single module undertaken plus a Certificate of Achievement.</p>
<b>Programme Titles:</b>	BSc (Hons) Habilitation Work – Working with Children and Young People
<b>Main fields of Study:</b>	Health and Social Care, Provision of Habilitation Services, Professional Practice
<b>Modes of Study:</b>	Part time
<b>Language of Study:</b>	English
<b>UCAS Code:</b>	n/a
<b>JACS Code:</b>	

## Professional Status of the programme:

The programme is recognised by Habilitation VI UK (formerly Mobility and

Independence Specialists in Education - MISE) the professional body for habilitation specialists and holds the voluntary register for qualified practitioners.

Successful BSc (Hons) top up qualification (together with their original rehabilitation qualification) will enable professionals to be eligible to apply for registration with Habilitation VI UK as a Qualified Habilitation Specialist.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

QAA level 6 descriptors

Quality Standards for Habilitation Training (Mobility and Independent Living Skills) for Children and Young People with Visual Impairment are 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.

National Occupational Standards for Sensory Services of the Children's Workforce Development Council (CWDC) (2009)

**Programme philosophy and aims**

This programme aims to produce students fit for purpose, practice and award. The philosophy underpinning this is one of supporting students' acquisition of the underlying frameworks / processes of habilitation theory and an enthusiasm for and understanding of themselves as lifelong learners.

The programme provides a flexible delivery structure which is based on empowerment, enabling students to study at their own pace, within the limits of University regulations.

The BSc (Hons) Habilitation Work – Working with Children and Young People part time 'Top up' Degree programme will enhance and develop existing practitioners' knowledge and skills in relation to rehabilitation work enabling them to make the transition to be able to deliver habilitation services to a high standard.

A strength of the programme is that it will bring together students from all over the U.K. with different professional, organisational and geographical backgrounds to promote shared learning.

**The aims of the programme are to:**

- Provide a flexible robust educational framework for people who want to develop expertise in working with children and young people with a visual impairment.
- To enhance students' existing knowledge of rehabilitation work so that they can design appropriate programmes and subsequently deliver new specific habilitation skills, strategies and approaches in relation to working with individual children and young people with a visual impairment
- To further develop the student's critical thought, analysis and appraisal skills to make innovative use of evidence from theory and practice to reflect upon the changing needs and demands, professional roles and inter-professional working within professional practice.
- To enable students to gather and respond to evidence from theory and practice reflecting the changing needs and demands of working in a variety of environments and enhance and develop new skills to support children and young people, parents and associated professionals in education, health and social care settings.

*The programme will provide a 'dual qualification' status progression route for qualified rehabilitation workers*

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes**

*On successful completion of their programme of study, students will be able to:*

1. Critically analyse the impact of a range of visual impairments in relation to children's development
2. Critically analyse a range of approaches in relation to initial assessment and teaching and learning methods for children and young people with visual impairments
3. Demonstrate specialist knowledge and the appropriate teaching methods of practical skills in relation to the delivery of habilitation skills and techniques for children and young people with a visual impairment
4. Demonstrate the ability to create individual training programmes for the delivery of mobility and independent living skills for young people with a visual impairment and additional impairments.
5. Identify appropriate strategies that may assist effective transitions from adolescence to adulthood in relation to visual impairment related support

**Learning teaching, and assessment methods used**

The BSc (Hons) programme incorporates the delivery of core modules which are taken in a set sequence. Each individual module builds upon the teaching and learning from the one taken before. Apart from the initial induction week at Birmingham City University, each module has two face-to-face teaching days. These key classroom sessions will be interlinked with online study through 'Moodle', our virtual learning environment. Electronic assessment submission occurs prior to the start of the next module in the programme sequence. Modules are spread across the calendar year which enables students to have a practice placement towards the end of Year 2. This is to avoid children and young people's school and college summer holidays.

Learning and teaching time at Birmingham City University may include lectures, group discussions, individual and small group work, debates, presentations, and role play. The face-to-face two day teaching blocks are supported with extensive online resources. These will include a range of learning activities including video lectures, group discussions via forums, guided reading, smart quizzes and reflective exercises.

Both online and face-to-face delivery modes emphasise the key programme philosophy of shared and inter-professional learning. All modules will be supported with dedicated tutorial support. Tutorials can be face-to-face, telephone, Skype and email. Personal interaction between programme tutors and the student is maintained, whilst supporting the student to develop and/or implement their learning in a way that best serves their needs.

Assessment methods enabling students to demonstrate they have met the learning outcomes include a variety of formative and summative methods, such as:

- Written assignments
- Practical skills teaching sessions
- Video analysis tasks
- Invigilated assessments: viva voce
- Portfolios
- Presentations
- Placement assessment including placement visit
- Case studies

## Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values and the awards which can be gained are shown in the diagram below.

***Modules are taken in a sequential order as each module builds upon the teaching and learning from the one taken before***

BSc (Hons)	Teaching schedule	Credits at level 6
1. Child Development (Visual Impairment)	Two days 'face-to-face' teaching at BCU during the initial induction week.  Students will have directed study schedules and guided learning in relation to e-learning that will occur during the module  Module duration including the submission of assessment – 7 weeks	15
2. Foundations of Children's Development and Independent Living Skills and Orientation and Mobility	Two days 'face-to-face' teaching.  Students will have directed study schedules and guided learning in relation to e-learning that will occur during the module  Module duration including the submission of assessment – 7 weeks	15
3. Children's Development and Independent Living Skills and Orientation and Mobility for Practice	Two days 'face-to-face' teaching.  Students will have directed study schedules and guided learning in relation to e-learning that will occur during the module  Module duration including the submission of assessment – 7 weeks	15
4. Professional Habilitation Practice 1	Two days 'face-to-face' teaching.  Students will have directed study schedules and guided learning in relation to e-learning that will occur during the module  Module duration including the submission of assessment – 6 weeks	15
	<b><i>An award of BSc Habilitation Work – Foundation and Primary Stages, 60 credits at level 6, may be available to students exiting the programme at this point.</i></b>	

5. Evidence Based Practice	<p>Online Module – Module duration including the submission of assessment - 6 weeks</p> <p>Students will have directed study schedules and guided learning in relation to e-learning that will occur during the module</p>	15
6. Young People's Development (Visual Impairment)	<p>Two days 'face-to-face' teaching.</p> <p>Students will have directed study schedules and guided learning in relation to e-learning that will occur during the module</p> <p>Module duration including the submission of assessment – 7 weeks</p>	15
7. Young Peoples Development and Independent Living Skills / Orientation and Mobility for Practice	<p>Two days 'face-to-face' teaching.</p> <p>Students will have directed study schedules and guided learning in relation to e-learning that will occur during the module</p> <p>Module duration including the submission of assessment – 7 weeks</p>	15
8. Professional Habilitation Practice 2	<p>Two days 'face-to-face' teaching at the start of the module.</p> <p>Students will have directed study schedules and guided learning in relation to e-learning that will occur during the module</p> <p>Module duration including the completion of a 20 day practice placement and submission of assessment – 22 weeks with two days 'face to face' teaching at the end of the module.</p>	15
	<b>Award – BSc (Hons) Habilitation Work – Working with Children and Young People 120 credits at level 6</b>	

### Individual Modules

Individual modules **1, 2, 3, 5, 6** and **7** may be undertaken for Continued Professional Development purposes and will be awarded 15 credits per single module undertaken plus a Certificate of Achievement. These Modules may not be available to APL



(Accreditation of Prior Learning) into the BSc (Hons) programme unless they are undertaken in the correct sequential order.

### **Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs. Support for students is provided by:

- The programme director, who co-ordinates the overall programme;
- The module coordinators, who are each responsible for the teaching, tutorial support, running and assessment of individual modules;
- The various tutors who are responsible for the delivery of teaching sessions and helping students' learning through the provision of learning resources.

A comprehensive Course Guide is provided for students, containing information specific to the programme and its modules, and to Faculty and University facilities and procedures.

The Personal Development Department (PDD) provides students with academic skills support, in areas such as critical analysis, essay writing, referencing and English language development.

Students can access IT support staff and resources, and dedicated Faculty library staff to assist with literature searching and research strategies.

The University's Student Services includes assistance and support for learning skills, careers advice, financial advice, medical and disability services, counselling and chaplaincy. The Students' Union also offers a range of services and advice.

### **Criteria for admission**

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

### **Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

The University, Faculty of Health, Education and Life Sciences and the programme team are committed to continuous evaluation, quality monitoring and enhancement of the programme of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health, Education and Life Sciences to ensure evaluation and enhancement of quality and standards including listening and responding to views of students.

Students' views can be expressed in Board of Studies, module and programme evaluations, online discussion forums and surveys. Students are also invited to meet with External Examiners and attend programme Quality days.

An annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The annual report is a key document provided to professional bodies and external quality monitoring agencies.

Assessment procedures are updated for the Centre for Academic Quality to ensure that they are rigorous and fair. Benchmarking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality days and meet with students.

There are committees in the Faculty of Health, Education and Life Sciences that contribute to the evaluation and ongoing quality monitoring. The Executive Committee and Faculty Board are the overarching committees in the Faculty of Health, Education and Life Sciences. Policies, procedures and guidance is scrutinised by the Faculty Academic Board.