

## **Programme Specification**

### **BSc (Hons) Rehabilitation Work (Visual Impairment)**

**NOTE:** This specification provides a concise summary of the main features of the course 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 [Faculty web site address], (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>	<b>Birmingham City University</b>
<b>Teaching Institution:</b>	<b>Birmingham City University</b>
<b>Interim Awards and Final Award:</b>	<b>BSc ( Hons) Rehabilitation Work (Visual Impairment)</b>
<b>Programme Title:</b>	<b>BSc (Hons) Rehabilitation Work (Visual Impairment)</b>
<b>Main fields of Study:</b>	<b>Rehabilitation Work Visual Impairment</b>
<b>Modes of Study:</b>	<b>Part time Maximum registration period 7 years</b>
<b>Language of Study:</b>	<b>English</b>
<b>UCAS Code:</b>	<b>N/A</b>
<b>JACS Code:</b>	<b>N/A</b>

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

Birmingham City University Learning and Teaching Strategy  
QAA level descriptors:  
Sensory Services National Occupational Standards

### **Programme philosophy and aims**

The BSc (Hons) Rehabilitation Work (Visual Impairment) is designed to enhance and develop existing practitioners knowledge and skills in the field of rehabilitation work (visual impairment) enabling them to reflect on current practice.

Students will have access to clients and client groups who have visual impairments. The philosophy of the programme places the service users of rehabilitation work at its centre. The programme focuses primarily on working with adults but identifies approaches to working with children and young people where appropriate. A commitment to anti-discriminatory practice will be evident in the programmes' ability to set the impact of personal disadvantage in the wider context of social models of disability. The programme will develop reflective and autonomous practitioners who have a critical understanding of good practice and the ability to challenge poor and oppressive practices.

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

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

To enhance the students knowledge and skills for rehabilitation work visual impairment with application to the needs of client groups.

To further develop a critical, reflective and independent thinker with the academic skills and confidence required to achieve their individual learning potential.

To further develop an individual that can influence the quality of care delivered and disseminate good practice within their organisation.

To benefit the service and its users by fostering collaborative working within the current Health and Social Care Rehabilitation Frameworks

To enable students to gather and respond to evidence from theory and practice reflecting the changing needs and demands, professional roles and inter-professional working within rehabilitation work visual impairment.

### **Learning Outcomes**

Interpret and evaluate available evidence in order to implement best practice in providing rehabilitation services;

Demonstrate safe, competent and skilled application of theory to practice in rehabilitation work visual impairment;

Implement problem solving skills and reflection in theoretical and practice situations;

Critically analyse the individual and organisational function of evidence based practice and standard of service provision;

Identify and evaluate key methodological issues in the appraisal of relevant research.

### **Learning teaching, and assessment methods used**

The learning and teaching process utilised are considered to be of paramount importance in emphasising the nature of the programme. The methods employed allow the specific subject matter in the programme to be examined in depth and breadth through the creation of an environment of critical enquiry for both students and staff. The programme takes a “blended learning” approach, which involves a combination of attendance at the University, self-directed and guided study, and active research with service users within the community.

The teaching and learning of theory and practice are seen as a unified and integrated whole with both aspects capable of being articulated within the Faculty and workplace. Information is organised to enable students to reflect on the inextricable link between theory and practice relative to their role and that of others. Students will be asked to keep a portfolio which is viewed as the primary tool to demonstrate their professional development.

A variety of electronic sources are utilised. Each module is supported by the development of comprehensive workbooks. Sections are linked to the module learning outcomes. Students are directed to tasks and materials that will assist them in the achievement of that outcome. The assessment strategy for each module is designed to ensure that all learning outcomes are assessed. Students are provided with detailed assessment guidelines, which are mapped against learning outcomes.

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

#### **BSc (Hons) Rehabilitation Work (Visual Impairment) Programme Structure**

<b>Term 2</b>	
Person Centred Practice and Psychology (30 credits)	Working with People who have complex needs and impairments (15 credits)
<b>Term 1</b>	
One optional module (15 credits)	

<b>Term 2</b>	
Evidence Based Practice (30 credits)	
<b>Term 1</b>	
Two optional modules (a total of 30 credits)	

#### **Award BSc (Hons) Rehabilitation Work (Visual Impairment) 120 credits level 6**

#### **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 academic and reflective skills from the course team and the Faculty's Personal Development Centre
- Access to the University's Student Services, which include assistance and support for learning skills, careers advice, financial advice medical and disability services, crèche, counselling and chaplaincy
- Access to library facilities and Learning resource centre.
- Access to IT support staff and dedicated library staff
- Access to Academic and Administrative staff including Programme Director Module coordinators course team Head of Division.
- Course and student handbooks detailing the university and course policies and procedures.
- Provision of course materials to support learning.
- Support from the union of students for a wide range of services.

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

- Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, the Associate Dean (Academic and Quality Enhancement) Forum, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme Quality days and meet with external quality monitoring programme reviewers.
- There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. These include Healthcare (Strategic) Quality Group, Profession Specific-group, Curriculum working group, Practice partner and programme team meetings. Changes to the programme are reviewed and accepted by the Faculty Academic Board Business group and can only be approved following consultation with students, external examiners and practice partners.
- An exception reporting 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.
- Where the programme has placements the Department of Practice Learning undertakes audit and evaluation of students learning opportunities. Practice documentation is moderated with practice partners. Mentors and Practice Teachers are provided with updates each academic year.
- Assessment procedures are updated by the Academic Quality Office to ensure that they are rigorous and fair. Bench marking 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 that contribute to the evaluation and ongoing quality monitoring. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.

## Programme Specification

### BSc Rehabilitation Work (Visual Impairment)

**NOTE:** This specification provides a concise summary of the main features of the course 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 [Faculty web site address], (2) in the Module Specifications and (3) in the Student Handbook.

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

Birmingham City University Learning and Teaching Strategy  
QAA level descriptors:  
Sensory Services National Occupational Standards

## **Programme philosophy and aims**

The BSc Rehabilitation Work (Visual Impairment) course is designed to enhance and develop existing practitioners knowledge and skills in the field of rehabilitation work (visual impairment) enabling them to reflect on current practice.

Students will have access to clients and client groups who have visual impairments. The philosophy of the programme places the service users of rehabilitation work at its centre. The programme focuses primarily on working with adults but identifies approaches to working with children and young people where appropriate. A commitment to anti-discriminatory practice will be evident in the programmes' ability to set the impact of personal disadvantage in the wider context of social models of disability. The programme will develop reflective and autonomous practitioners who have a critical understanding of good practice and the ability to challenge poor and oppressive practices.

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

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

To enhance the students knowledge and skills for rehabilitation work visual impairment with application to the needs of client groups.

To further develop a critical, reflective and independent thinker with the academic skills and confidence required to achieve their individual learning potential.

To further develop an individual that can influence the quality of care delivered and disseminate good practice within their organisation.

To benefit the service and its users by fostering collaborative working within the current Health and Social Care Rehabilitation Frameworks

To enable students to gather and respond to evidence from theory and practice reflecting the changing needs and demands, professional roles and inter-professional working within rehabilitation work visual impairment.

## **Learning Outcomes<sup>1</sup>**

Critically analyse and synthesise the theoretical basis of rehabilitation work visual impairment with safe application to practice;

Interpret and evaluate the evidence required to care for a range of service users with visual impairment;

Demonstrate safe, competent and skilled application of theory to practice in rehabilitation work visual impairment;

Implement problem solving skills and reflection in theoretical and practice situations.

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<sup>1</sup> Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

### **Learning teaching, and assessment methods used**

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

#### **BSc Rehabilitation Work (Visual Impairment) Programme Structure**

<b>Term 2</b>	
Person Centred Practice and Psychology (30 credits)	Working with People who have complex needs and impairments (15 credits)
<b>Term 1</b>	
One optional module (15 credits)	

#### **Award BSc Rehabilitation Work (Visual Impairment) 60 credits level 6**

#### **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 academic and reflective skills from the course team and the Faculty's Personal Development Centre
- Access to the University's Student Services, which include assistance and support for learning skills, careers advice, financial advice medical and disability services, crèche, counselling and chaplaincy
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- Access to Academic and Administrative staff including Programme Director Module coordinators course team Head of Division.



- Course and student handbooks detailing the university and course policies and procedures.
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### **Criteria for admission**

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