

Programme Specification

FdSc 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 [<https://icity.bcu.ac.uk/health>], (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.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	Cert HE / Foundation Degree (Rehabilitation Work (Visual Impairment))
Programme Title:	Foundation Degree (Rehabilitation Work Visual Impairment)
Main fields of Study:	<i>Rehabilitation Work – Visual Impairment</i>
Modes of Study:	Foundation Degree - Full time, 2 year programme
Language of Study:	English
UCAS Code:	N/A
JACS Code:	N/A

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

Birmingham City University Learning and Teaching Strategy
 Birmingham City University Mission Statement
 This programme is mapped against :
 QAA Benchmarking for Foundation Degrees
 FHEQ Descriptors for Foundation Degrees
 Sensory Services National Occupational Standards

Programme philosophy and aims

The Foundation Degree in Rehabilitation Work (Visual Impairment) is designed to provide its students with the knowledge and skills required to support their individual working roles and thus benefit their service users. Work-based learning remains the very essence of the programme, enabling students to apply the newly acquired knowledge to their practice effectively and in a timely manner. Many students will have no experience of higher education, and one of the key aspects of the programme is to support the academic and personal development of the individual, enabling them to achieve their individual potential. In turn, this will facilitate the delivery of a responsive, informed and quality service within organisations. Collaboration between the University and work-based partners will aim to ensure students receive the support they need to engage with the unfamiliar, and the programme team are committed to providing the support and encouragement required to achieve their individual goals. The Programme is committed to developing workers who will be productive members of inter-professional teams, whilst responding to the changing needs and priorities of the services we support.

The Foundation Degree is a programme that aims to:

- To enable the student to develop the role related knowledge and skills required, specific to each organisation and the public it serves.
- To develop a critical, reflective and independent thinker with the academic skills and confidence required to achieve their individual learning potential.
- To 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 Frameworks.
- To gather and respond to evidence from practice, to reflect changing needs and demands, professional roles and inter-professional working within Health and Social Care.

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

Learning Outcomes¹

1. Demonstrate the theoretical basis and safe application of practice;
2. Interpret information required to care for a range of service users;
3. Demonstrate safe, competent and skilled application of practice;
4. Implement problem solving skills in practical situations;

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 course. The methods employed allow the specific subject matter in the route to be explored in depth and breadth through the creation of an environment of critical enquiry for both students and staff.

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 develop an appreciation of the inextricable link between theory and practice relative to their role and that of others. The portfolio is viewed as the primary tool to ensure students achieve this outcome.

A variety of approaches to teaching and learning will be utilised to reflect the academic level, session content and outcomes. Contact time is achieved by attending a number of sessions for each module within the university but also through the completion of workbooks, direct practice with supervision by the mentor in the work environment followed by a period of reflection each day, peer group discussions, individual tutorials with the student's personal tutor and/or practice educator and through the use of video / audio lectures enabling the student to learn through a variety of work related exercises and case scenarios. It is recognised that the student will bring to the route a diversity of experience, knowledge and cultural values that provides a rich foundation from which to move forward. Consequently the choice and variety of teaching methods introduced into the course will reflect not only the subject matter to be shared but also consideration of individual student needs. To this end, a variety of teaching and learning strategies have been identified within individual modules. These range from structured lectures to

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

the opposite end of the spectrum in which students are encouraged to elicit information using the multi-media resources available within the Faculty and practice areas.

As the course is work based, 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. In modules that require a practice based assessment some learning may be assessed in both theory and practice. Students are provided with detailed assessment guidelines, which are mapped against learning outcomes to ensure it is clear to students how the module's learning outcomes are assessed.

It is recognised that some of students studying the Foundation Degree in Rehabilitation Work (Visual Impairment) access the course via non traditional means. Many have not accessed formal education for many years. It is therefore recognised that students may require additional support. This is offered by personal tutors, module co-ordinators and where appropriate, other University/Faculty departments for example, the Personal Development Centre and the Staff and Student Department. The course is designed to introduce students to the requirements of academic writing at level 4 leading them towards critical analysis at level 5. The University reading lists are usually presented using Purchase, Essential, Recommended and Background (PERB headings) For the purpose of this programme it has been decided to recommend texts rather than to suggest their use or purchase. It is believed that this is more beneficial to the student population who may feel inadequate if suggested texts appear complex and intimidating. Students are guided toward key texts through module workbooks. The aim is to encourage students to seek out information. This can be achieved through a wide variety of materials. It is believed that this will be achieved if students are provided with a choice and are therefore able to select texts that they feel comfortable with and that meet their learning requirements.

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 below:

Modules (All modules must be studied)

Year 1

Foundations of Activities of Daily Living and Communication
Foundations of Orientation and Mobility
Low Vision, Blindness and Impairment
Moving into Higher Education

Year 2

Activities of Daily Living and Communications for Practice
Low Vision Therapy
Orientation and Mobility for Practice
Practice Debate
(All modules will be 30 credits)

Work-Based Learning

A minimum of 60 working days to be completed in Years 1 and 2

Support for Learning including Personal Development Planning (PDP)

- Practice Educator (work based learning support)
- Other members of the rehabilitation team
- Assessors
- Personal tutor including visits to students work base
- Support for academic and reflective skills from 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 (Birmingham City University and work base) and Learning resource centre
- Access to IT support staff and dedicated Faculty library staff
- Access to Practice Staff, Academic and Administrative Staff including Manager, Educational Facilitator, Head of Division Foundation Degree, Programme Director, Course Lead & Tutors
- Course & Student handbooks detailing the University and Course policies

and procedures

- Provision of IT materials to support learning, both at work base and University
- Support from the Union of Students for a 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

Committees: <ul style="list-style-type: none">• Academic Board• Board of Studies• Examination board• External Examiners• Cross Faculty staff meetings• Course team meetings• Work place staff meetings• Staff appraisal & development	Mechanisms for Review and Evaluation: <ul style="list-style-type: none">• Presentation of new modules and minor evolutionary changes to existing modules• Student representation at Board of Studies• External examiners report• Annual programme report• Peer review of teaching• Clinical & academic dialogue• QAA major review• Module evaluation by students• Evaluation of workplace experience by students• Individual performance review for staff• OQME / Profession Specific Group• Internal moderation of assessment
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