

BTEC Professional Diploma Rehabilitation Studies (Visual Impairment)

Workbased Experience Guidelines

The BTEC Professional Diploma Rehabilitation Studies (Visual Impairment) Level 4 & 5 are experiential, work based educational programs designed to:

1. introduce theoretical concepts of rehabilitation
2. facilitate structured experiential development
3. encourage reflective practice.

The BTEC Professional Diploma Rehabilitation Studies (Visual Impairment) Level 4 & 5 is unique in that the students on these courses are required to meet specific criteria including having access to a client group, a CRB check, access to a Rehabilitation Worker and line management supervision. These requisites enable the student to assimilate the theoretical concepts and develop reflective practice within a supported work environment, throughout the 12 month duration of the course. Unlike other courses this process is designed to enable the student to undertake placement type activities within the workplace over an extended period rather than during a short and in some cases unsatisfactory placement .

This process requires a commitment from both the student and the employer to the students **theoretical** and **experiential development**.

Theoretical Development

Each of the units on both the Level 4 and Level 5 courses cover specific subjects, through literature and workbook exercises. It is completion of the workbook exercises in these units that afford the student opportunities to develop a practical understanding of the subject and their experience of the reality of rehabilitation.

For example: in unit 2 of the **BTEC Professional Diploma in Rehabilitation Studies (Visual Impairment) level 4 - Holistic Assessment of people with a Visual Impairment**. the student is required to undertake the exercise below.

Exercise 30

Observation

It is good practice to observe other workers undertaking tasks as well as being observed yourself. Observation can afford you the opportunity to make changes and develop your own practice by picking up useful hints and tips.

Arrange to observe a Rehabilitation Worker undertaking an initial assessment and document their answers to these questions.

In your opinion what are the strengths of a good assessor?

What organisational constraints effect the way you undertake assessments?

How would you change the assessment process?

What are the main skills of assessment?

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During the **BTEC Professional Diploma in Rehabilitation Studies (Visual Impairment) Level 5**, the student is once again required undertake a number of activities including the exercise.

Exercise

It is essential that you are able to identify some environments close to major populations that you are able to access and offer a safety at a level suited to the traveller new to outdoor travel.

Visit your local parks and common areas. Note their accessibility and the unique features they offer for training opportunities.

the above exercises are just an example of the many experiences and activities that are requested of the students on this course.

The above examples of exercises are designed to encourage the adult learner to actively take responsibility for their education, be involved in the planning of their learning experiences and commit to their personal development.

Experiential Development

The students on the **BTEC Professional Diploma in Rehabilitation Studies (Visual Impairment) level 4 & 5**, are required to have access to a **client group**, and **line management supervision**.

Like all professionals within the social care environment, effective supervision is vital. This supervision can be provided in many forms but as a good practice guidelines for the new employee and student this should take the form of a set and allocated schedule of discussion, evaluation and observation.

Discussion and Evaluation

This supervisory Discussion and Evaluation of administrative, educational and supportive interaction is important for the student on the BTEC programme to:

1. Monitor administrative development and encourage good practice, including workload, time and client management. From a developmental perspective the employer should manage the cases and clients over the period of education, increasing complexity as the worker demonstrates competence in their working skills and techniques.
2. Chart educational development and recognise achievement whilst identifying learning experiences that will enhance or develop the students knowledge of experience. This should include time management, reflective practice, work based activates other then client contact (attending meetings etc..) and a variety of client experiences.
3. Offer timely and constructive support to enable the student to proactively develop their skills and undertake new activities within a safe and controlled environment.

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Observation

Like all those working within the field of social care observation of performance offers the student on the **BTEC Professional Diploma in Rehabilitation Studies (Visual Impairment) level 4 & 5** an exciting opportunity to develop their skills and abilities with the safety and security of experienced support. This qualification is designed to introduce the student through literature, workbook exercises and practical exercises to a variety of subjects (below), each of these subjects should not only be addressed during the discussions and evaluation of performance during supervision but should also be observed in practice.

Level 4	Level 5
Visual Impairment and the use of Low Vision	Mobility: Devices, techniques & applications
Holistic Assessment of people with a visual impairment	Orientation Theory & Practice
Adult Rehabilitative Learning and Instructional skills	Independent navigation in complex environments
Rehabilitative Strategies of Daily Living for People who are Visually Impaired	Rehabilitation & Habituation: A problem solving strategy
Communication skills for people with a visual impairment	
Orientation and Mobility skills for people with a visual impairment	

The students attending the **BTEC Professional Diploma in Rehabilitation Studies (Visual Impairment) level 4 & 5** training programmes have a variety of experience and knowledge (this includes Social Workers, OT's and Team Managers). This variety dictates that schedules of observational sessions are as dependent upon experience as they are upon the employers policy, procedures and protocols. However regardless of experience each of the above subjects (all common to rehabilitation) should be observed on a number of occasions and whilst recognising the student is indeed a novice, their performance should be measured as a beginner against the professional knowledge of the supervisor, for example:

When undertaking the Holistic Assessment of people with a visual impairment on the level 4 course the student should have the opportunity to:

1. Observe a number of assessments undertaken by a variety of Rehabilitation Workers.
2. Be observed undertaking assessments on clients with a vision impairment
3. Reflect upon their experiences

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This opportunity should be undertaken until the worker is considered by the line manager to be competent in their practice, at which point observation can be scaled to the level at which it is provided to qualified staff.

Who should supervise?

The field of rehabilitation (Visual Impairment) is unique and the subjects covered on the **BTEC Professional Diploma in Rehabilitation Studies (Visual Impairment) Level 4 & 5** are specialist, as a result a suitably qualified (Rehabilitation Worker) is required for effective supervision to take place.

Developing a Schedule of Observation/Supervision

The adult learners on the **BTEC Professional Diploma in Rehabilitation Studies (Visual Impairment) level 4 & 5** are encouraged to take full responsibility for their education and professional development. This responsibility requires them focus on their developmental needs which in turn should be reflected by their employers commitment, and the provision of high quality Observed and Supervised opportunities suited to their educational, developmental and experiential requirements.