

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Professional and Evidence Based Habilitation Practice
<b>2</b>	<b>Module Credits</b>	40
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	SPR6035

<b>5</b>	<b>Module Overview</b>
<p><b>Rationale for module</b></p> <p>It is intended that by studying this module you will develop the ability to make decisions about your professional practice based upon the best evidence available. Personal professional development will be explored so that you can research and critically analyse innovative practices to improve the achievement of sight impaired and seriously sight impaired children and young people. The aim is for you to draw from the evidence base to inform your future practice and that of your colleagues.</p> <p>This involves being able to:</p> <ul style="list-style-type: none"> <li>Analyse the roles and responsibilities of services and specialist agencies that provide a range of services for children and young people.</li> <li>Assess which problems, encountered in your professional practice, can be resolved by searching and evaluating the available evidence.</li> <li>Formulate a logical and structured approach to searching for the evidence that you need.</li> <li>Critically analyse the evidence base underlying habilitation practice.</li> <li>Differentiate and appraise the varieties of research tools, including research statistics.</li> <li>Apply the appropriate legislation for working with children and young people in relation to independent living skills, orientation and mobility and professional practice.</li> <li>Compare and contrast your own professional practice in relation to the evidence base and the developing profession.</li> <li>Create an ongoing action plan for professional development, using the evidence base to justify areas for change.</li> <li>Competently work with and support sight impaired young people during periods of transition.</li> </ul> <p>These skills are necessary to enable lifelong learning and will help you to become a competent and autonomous Habilitation Specialist Practitioner.</p> <p><b>Alignment with Programme Philosophy and Aims</b></p> <p>The philosophy of the programme is based around the pursuit of excellence and professional development. Whilst studying you can expect to work with and learn from students from the associated BSc (Hons) Specialist Complex Needs degree programme and develop your collaborative skills. This module will also enable you to become a self-directed learner who can take ownership of personal and professional development. The Professional and Evidence Based Habilitation Practice module will provide you with the opportunity to appraise habilitation policy and legislation and critically</p>	

analyse approaches to practice by researching the evidence-base. You will use this information to formulate appropriate interventions to meet the needs of children and young people in a range of scenarios. You will have opportunities to develop knowledge and skills in the management and delivery of case work and demonstrate competence through your practice placement. This will also enable you to develop effective team working skills in a multi-professional environment. You will be required to keep up with global developments related to habilitation practice, for example through accessing electronic research journals and following professional social media habilitation forums. The learning outcomes of this module align with the **National Quality Standards for the Delivery of Habilitation Training** (Mobility and Independent Living Skills) for Children and Young People with Visual Impairment standards of proficiency, therefore supporting your development towards qualification and registration as a Specialist Habilitation Practitioner.

### How this module will be taught

This module will comprise of a number of approaches to learning. Keynote lectures will introduce literature searching, research methods and critical analysis of evidence. However there will also be emphasis on your use of online resources provided via Moodle. These include 'topic' books which you will work through at set points during the duration of the module. This will enable you to progress through the module in set stages allowing time for peer and tutor feedback. Individual tutorials will be provided to discuss search topics and / or statistics in more detail. Tutorials on literature searching will also be available via the programme's library liaison staff.

Professional habilitation practice sessions will involve the use of peer learning groups. You will receive face to face teaching and have opportunities to research practice issues. Case studies, videos and debates will be a regular aspect of class room based learning.

There will be pre- and post- session activities to help deepen your knowledge around the topics covered in class. These activities might include reading academic resources, searching for information on the internet, engaging with module online forums and analysing case studies. Taken together, the information and skills you develop in this module will help you understand various essential professional practice issues and how to critically analyse and reflect so that you can address them.

This module incorporates 10 observational days of practice. Observational days will give you the opportunity to shadow and engage with a variety of professionals who provide services to children and young people with a visual impairment. These days will be threaded throughout the programme.

There is a required 20 day practice placement scheduled at the end of the programme. This is your opportunity to put your learning into practice. You will be linked with an organisation that provides habilitation services. You will be carrying a small case load and receive support from a dedicated mentor.

<b>6</b>	<b>Indicative Content</b>
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|  | <ul style="list-style-type: none"> <li>• The Common Core of skills required for working with children and young people</li> <li>• Legislation and National Policies for England, Scotland, Wales and Northern Ireland.</li> <li>• Understanding the Common Assessment Framework and its implications for practice.</li> <li>• Multi Agency Working</li> <li>• Introduction to Evidence Based Practice</li> </ul> |
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- Searching the Literature
- Research and statistics
- Documenting search activity
- Critique and analysis
- SEN Terminology and the role of people involved in the Team Around The Child
- Code of Practice
- Independent agencies-SEN Legal, IPSEA, CISE
- Safeguarding
- Annual Reviews, transition reviews and tribunals
- Your Practice Placement
- Health and Safety Risk Assessments
- Access to Work
- Post 16 Provision
- Continued Professional Development

<b>7</b>		<b>Module Learning Outcomes</b>	
		<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b>	Critically analyse a range of appropriate research literature that relates to habilitation practice.	
	<b>2</b>	Assess approaches to service provision based on current literature and legislation in habilitation work with children and young people.	
	<b>3</b>	Competently manage and critically reflect upon practice in the provision of habilitation work within a service setting.	

<b>8</b>		<b>Module Assessment</b>		
<b>Learning Outcome</b>				
		<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
	<b>1</b>	<b>X</b>		
	<b>2-3</b>			<b>X</b>

<b>9 Breakdown Learning and Teaching Activities</b>	
<b>Learning Activities</b>	<b>Hours</b>
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	183
<b>Private Study (PS)</b> includes preparation for exams	183
<b>Total Study Hours:</b>	400