

REHABILITATION WORKER  
VISUAL IMPAIRMENT  
LEVEL 5  
END POINT ASSESSMENT PLAN

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# Rehabilitation Worker (Visual Impairment)

## Assessment Plan

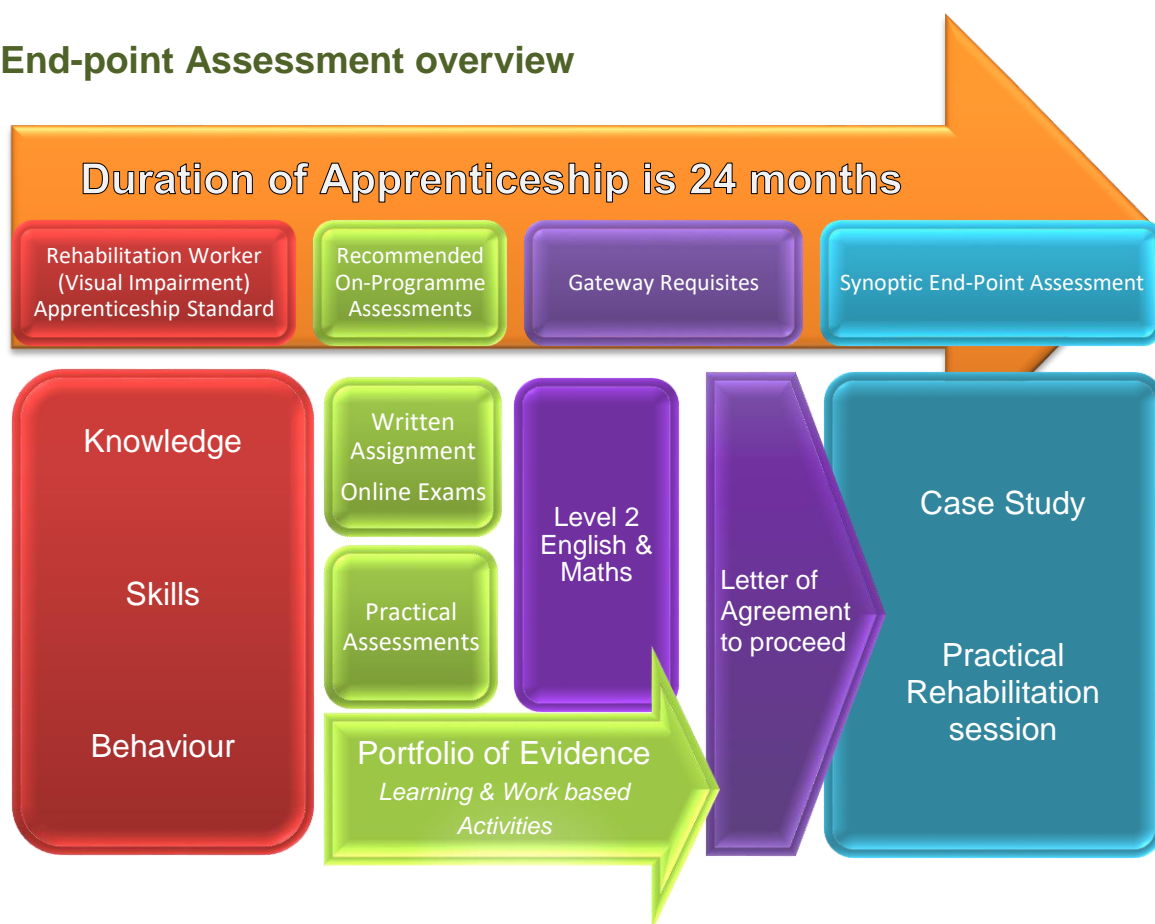
### Introduction

The rehabilitation worker (visual impairment) Apprenticeship Standard, defines the requirements of sector employers who provide rehabilitative and social care services to people with a visual impairment. Undertaking assessments and providing person-centred rehabilitative interventions are primary roles of the rehabilitation worker. To be able to deliver these services employers require the apprentices to have an in-depth underpinning knowledge of the biological, psychological and social impact of visual impairment, legislation, teaching and learning theory and practice, person-centred assessment and rehabilitative practice; the use of technology and the provision of accurate and relevant information, to support identified needs of the individual. In addition to these services, the apprentice is expected to undertake regular continued professional development (CPD) in order to maintain relevant and up-to-date knowledge and skills.

### Assessment Purpose

This assessment plan is designed to enable the apprentice to progress through a structured learning and assessment process. Apprentices must undertake learning and work based activities that develop their knowledge, skills and behaviours. This plan provides training providers, employers and assessing organisations with details of **what** will be assessed; **how** the apprentice will be assessed; **who** will carry out the assessments and the **quality assurance** procedures and processes that will guarantee consistency and reliability.

## End-point Assessment overview



### Summary of Assessment

#### **Synoptic End-Point Assessment:**

This assessment is designed to be a cost effective, efficient and high quality means of assessing the knowledge, skills and behaviours of the apprentice who has reached the end of their formal training. To achieve this, it contains two distinct elements, both of which must be passed by the apprentice.

**Case Study** – the apprentice is required to critically review and answer questions on a complex and realistic case study that describes the physical, psychological and social situations of a person with a visual impairment, requiring statutory social care services.

**Practical Rehabilitation Session** – the apprentice will be required to assess the risk and suitability of an environment for travel by a person with no vision. They will deliver a training session covering an element chosen by the assessor and defend their delivery and planning in line with current legislation and good practice, providing solutions for a variety of clients with additional needs such as Deafblind or physical disability

Assessment Overview				
Assessment Method	Area Assessed (detailed descriptions can be found in appendix 1 - Rehabilitation Worker (Visual Impairment) apprenticeship standard)	Assessed by	Grading	Weighting
Case Study	<b>Knowledge</b> Visual Impairment Assessment Rehabilitation Access to Information Technology  <b>Behaviours</b> Advocate Show Commitment Respect	End-point assessment organisation	Distinction Pass Fail	35%
Practical Rehabilitation Session	<b>Skills</b> Assessment Rehabilitation Access to Information Legislation Professional Development  <b>Behaviours</b> Safeguard Be Compassionate Communication Respect	End-point assessment organisation	Distinction Pass Fail	65%
A 'Pass' is required in each assessment method to achieve an Apprentice Certificate				

### On Programme – Recommended

**During on-programme training the apprentice will undertake theoretical and experiential learning activities and undertake assessments that measure the development of their Knowledge, Skills and Behaviours.**

**It is recommended that the training provider offers:**

- a standardised evidence based portfolio template – to be used by the apprentice throughout on-programme and work-based learning and development
- guidance and support for successful completion of work based activities'
- training that focusses on the under-pinning knowledge and skills required for the apprentice to undertake the vocational activities of a rehabilitation worker (visual impairment)
- a range of formative and summative assessment activities that recognise the staged development of the apprentice and enable them to progress within the on-programme training
- to guide the apprentice and review, evaluate and feedback on the development of their work-based portfolio of evidence

- to map the development of the apprentice (knowledge, skills and behaviours), during their training and employment, to the standard and in preparation for the end-point assessment
- to monitor and support the apprentice to develop a portfolio of experiential learning activities
- to liaise with the employer to agree when the apprentice has reached the Assessment Gateway
- access to Level 2 English and Maths education and assessment

**It is recommended that the employer offers:**

- the apprentice access to and support to undertake work-based activities that expose them to real-life situations in which they can apply their knowledge and skills and demonstrate the behaviours required of a rehabilitation worker (visual impairment)
- to liaise with the training provider to identify the specific individual learning needs of the apprentice
- to provide line management and learning review activities that promote apprenticeship learning
- to provide fortnightly technical supervision support (recommended) by a qualified rehabilitation worker
- to guide the apprentice through their work-based activities, and review the development of their work based portfolio of evidence
- to liaise with the training provider to agree when the apprentice has reached the Assessment Gateway.
- to facilitate opportunities to observe the delivery of services by at least one external agency delivering services to people with a visual impairment

## Assessment Gateway

### Letter of Agreement

**An apprentice will be able to access the end-point assessment, once they reach the Assessment Gateway.**

At the assessment gateway, the employer, training provider and apprentice will formally agree that the apprentice has achieved the knowledge, skills and behaviours as set out in the standard as required to achieve the end-point assessment. To evidence their development, the apprentice will need to provide:

- Evidence of achievement of Level 2 English and Maths
- A signed 'Letter of Agreement to proceed' signed by the training provider and employer

## End-point Assessment

### What:

The Apprentice will be assessed on the knowledge, skills and behaviours as described in the Rehabilitation Worker (Visual Impairment) Apprenticeship Standard ST0431/01 (see appendix 1)

### How:

#### Case Study

**Duration** – 90 minutes

#### Area Assessed

##### Knowledge

Visual Impairment  
Assessment  
Rehabilitation  
Access to Information  
Technology

##### Behaviours

Advocate  
Show Commitment  
Respect

\*detailed descriptions can be found in appendix 1 - Rehabilitation Worker (Visual Impairment) apprenticeship standard

This assessment requires the apprentice rehabilitation worker (visual impairment), in a controlled environment, to apply their understanding of the knowledge, skills and behaviours described in the apprenticeship standard. The apprentice will be required to critically review an holistic case study and using their judgement and decision-making skills, answer five set questions, each related to the provision of rehabilitation services within the statutory and voluntary social care sector.

#### The Assessment will be:

1. a written test, comprising of a case study and question sheet
2. a synoptic test of skills, knowledge and behaviours as described in the apprenticeship standard
3. administered by an end-point assessment organisation on the Education and Skills Funding Agency's Register of Apprentice Assessment Organisations.
4. undertaken in a 'controlled assessment environment' approved by the end-point assessment organisation
5. monitored by at least one independent invigilator approved and appointed by the end-point assessment organisation

**The Assessment method:**

1. 15 minutes to review a complex, realistic holistic case study of a client with a visual impairment requiring a service from a statutory agency
2. 5 minutes to choose five of 10 open questions offered to the apprentice
3. 70 minutes to produce a written answer to five questions chosen by the apprentice

**Example Assessment Scenario's (Introduction)**

*Mrs M has been referred to social services by her daughter who is concerned about her safety within the home. Mrs M is 75 years old has a hearing impairment and Age Related Macular Degeneration and has fallen near her back door while preparing her lunch. Mrs M is losing weight and is having difficulty getting upstairs – often preferring to sleep in the living room. When visiting her daughter, Mrs M told her that she didn't like the people who visit her and they are sometimes very scary – Mrs M's daughter is not aware of anyone visiting the home.*

**The case study will provide further information pertaining to the socio-economic and physical, psychological and social situation.**

**Practical Rehabilitation Session**

**Duration** – 90 minutes

**Area Assessed****Skills**

Assessment  
Rehabilitation  
Access to Information  
Legislation  
Professional Development

**Behaviours**

Safeguard  
Be Compassionate  
Communication  
Respect

\*detailed descriptions can be found in appendix 1 - Rehabilitation Worker (Visual Impairment) apprenticeship standard

During this assessment the apprentice rehabilitation worker (visual impairment) will use the knowledge, skills and behaviours described in the apprenticeship standard to deliver a one-to-one teaching session to a person with no vision. The apprentice will:

1. assess the city centre environment, to identify safe and appropriate crossing points.
2. identify an appropriate route, to and from their chosen crossing point.
3. plan a structured and effective training session to deliver a risk managed, developmental training session that meets recognised objectives
4. discuss and answer assessment questions related to the training session and elements of the route they have planned.



**The Assessment will be:**

1. a synoptic test of skills, knowledge and behaviours as described in the apprenticeship standard
2. administered by an end-point assessment organisation on the Education and Skills Funding Agency's Register of End-Point Assessment Organisations.
3. undertaken in an environment chosen by the end-point assessment organisation
4. assessed by two independent assessors approved and appointed by the end-point assessment organisation – the lead assessor will have the responsibility to make the final judgement on whether the apprentice has passed and at what grade.

**The Assessment method:****Pre-assessment**

2 weeks prior to the Assessment the apprentice will be issued with documentation that describes the requirements of the assessment; provides an overview of the clients (role-play) skills, abilities and preferred mobility aid (e.g. Long Cane) and the timings of the assessment (start time, teaching time, professional discussion)

**1 week prior to the assessment the apprentice is required to submit:**

1. Planning documents Assessment/legislation/access/risk/maps etc.
2. Rehabilitation Lesson plans (60-minute training sessions to cover the complete A to B route)
3. The location of the route start point (A) and destination (B)
4. The name and location of mandatory elements

**The assessment (90 minutes) will consists of the following elements:**

1. The Lead Assessor will advise the apprentice on which element of the route will be assessed
2. The apprentice will have 10 minutes to independently review the assessment section
3. The apprentice will deliver a 60-minute safe, effective and developmental city centre, training session
4. The apprentice will actively contribute to a 20-minute professional discussion. Utilising a range of competency based professional discussion and evaluation points (developed by the End-point assessment organisation) the Lead and Associate Assessor will assess the knowledge and behaviours as described in the standard. Focussed on evaluating performance, planning and delivery, the apprentice will discuss the rationale for the choices they have made in their planning and delivery; they will also discuss the adaptations they may make if they were to encounter circumstances commonly associated with the teaching of orientation and mobility skills to people with a visual impairment.
5. The assessment will be delivered by two (Lead Assessor and Associate Assessor) qualified independent assessors (qualified rehabilitation workers), – provided by the End-point assessment organisation
  - a. Lead Assessor – to observe the assessment and have the responsibility to make the final judgement on whether the apprentice has passed and at what level.
  - b. Lead Assessor – to consult with the associate assessor, to gather feedback on the performance of the apprentice during the role-play activity
  - c. Associate Assessor – to role-play as a person with no vision and provide the Lead Assessor with feedback on the apprentices' performance

**EPA Mandatory Environmental Elements:**

- a route of ½ mile (minimum length) from A to B
- pavement travel
- situated in a city centre environment
- include a minimum of:
  - a. a landmarked starting point
  - b. a landmarked destination
  - c. 2 'way-point' locations, e.g. coffee shop/restaurant/post office/bus stop
  - d. 1 uncontrolled road crossing
- opportunity for the apprentice to choose an appropriate route for their client
- sensory (auditory/visual/tactual & kinaesthetic) clues and landmarks

**Example Assessment Scenario**

*Assessing risk and suitability, identify an appropriate route for a person with no vision to travel from A (public transport) to B (workplace). Incorporating visits to an on-route coffee shop and health club, break the route down into teaching sessions, preparing lesson plans for each section. You will be required to submit all planning materials (including; maps, risk assessments, lesson plans and relevant legislation) 1 week prior to the assessment. From this the Lead Assessor will choose 1 lesson plan for you to teach. Following the practical assessment, you will be required to undertake a professional discussion during which you will defend your rationale for choosing the route and offer solutions for a variety of clients with additional needs such as Deafblind or physical disability.*

**Who**

**End-point assessment organisation** The remit of an End-point assessment organisation registered with the Education and Skills Funding Agency, is to administer and provide robust, reliable and consistent assessments of the knowledge, Skills and Behaviours described in the apprenticeship standard

An end-point assessment organisation will:

- Establish robust, reliable and consistent assessment methods, processes and procedures
- Develop a bank of case studies and questions
- Develop a framework for conducting practical Rehabilitation Session assessments including a competence based question bank
- Produce a range of scenarios and identify a range of locations for the Rehabilitation Session Assessment
- Approve, appoint and train independent assessors
- Provide a panel of two assessors to undertake an End-point assessment
- Provide geographical coverage
- Establish internal quality assurance processes, including annual standardisation meetings
- Produce a criterion for the requirements of a 'controlled assessment centre'
- Approve 'controlled assessment centres' to be used for the assessments
- Identify and approve outdoor, city centre road crossing assessment environments
- Monitor and invigilate at the controlled assessment centre during assessments
- Manage, support and resource approved assessors

- Undertake annual quality assurance reviews to ensure standardisation of assessment materials, processes and procedures
- Administer and lead regular verification meetings
- Develop and administer an appeals and grievances process
- Securely manage all assessment materials and data in line with data-protection legislation
- Make reasonable adjustment to the assessment process for apprentices with a disability

### Grading

The criteria for each component of the End-Point Assessment will be developed by the End-point assessment organisation. The apprentice will receive either a Distinction, Pass or Fail grade based on their achievement of the criteria in the following percentage bands.

### Grading

**Fail** = <60%

**Pass** = >60%

**Distinction** = >85%

Case Study	Practical orientation and mobility role-play
35% weighting	65% weighting

**Fail** – The apprentice is unable to demonstrate their ability to apply their knowledge, skills and behaviours when evaluating circumstances, delivering teaching sessions or when providing recommendations. Critical assessment of need, performance evaluation and person-centred working does not meet good practice standards and the solutions offered to resolve the needs of a visually impaired person are not logical, safe or theoretically underpinned.

**Pass** – The apprentice demonstrates the ability to apply their knowledge, skills and behaviours. They can demonstrate that their critical assessment of a situation is theoretically underpinned and when providing solutions designed to resolve the needs of a person with a visual impairment these are person centred, realistic, logical, safe and meet good practice standards.

**Distinction** - The apprentice demonstrates an exceptional ability to apply their knowledge, skills and behaviours. Their critical assessment of the situation is in-depth and far reaching. When evaluating circumstances, delivering teaching sessions or when providing recommendations, they exceed in the standard of their performance and the standards of good practice. All elements of their work clearly demonstrate the principles of person centred working and the solutions offered to resolve the needs of a visually impaired person are highly logical, safe and theoretically underpinned.

**Overall apprentice grade will be provided using the above table.**

**Grade combination rules**

To receive a distinction or pass an apprentice must achieve a that grade or above in each component of the End-Point Assessment

Grade Achieved		Result
Assessment 1	Assessment 2	
<b>Distinction</b>	<b>Distinction</b>	<b>Distinction</b>
Distinction	Pass	Pass
Distinction	Fail	Fail
<b>Pass</b>	<b>Pass</b>	<b>Pass</b>
Pass	Fail	Fail
<b>Fail</b>	<b>Fail</b>	<b>Fail</b>

**Assessment Grading**

Case Study	Distinction	Pass
Produce a logical and accurate written document observing common structural and grammatical rules.	3	2
Accurately identify the issues related to experiencing a visual impairment /disability for the individual their family and society	8	5
Assess the, physical, psychological, social and rehabilitation needs of the individual and their family	8	5
Evaluate the relevance of information and technology	4	3
Critically review the value of relevance of rehabilitation worker advocacy and how this is positioned within the case study	7	5
<b>Total</b>	<b>30</b>	<b>20</b>

Practical Rehabilitation Session	Distinction	Pass
Produce lesson plans with measurable objectives	7	5
Deliver a safe and effective 1 hour training session	13	10
Ensure safety is observed throughout the assessment activities	7	5
Employ appropriate teaching, assessment and evaluation activities	7	5
Undertake a professional discussion that defends the choices made for the assessment and offers alternative	13	10

solutions for clients with additional disabilities – this should include, deafblind and/or physical descriptions and clients with useful residual vision		
Produce a written evaluation of the session, offering a critique of performance and offer options for further training and development needs	8	5
Total	55	40

**Re-sits\retakes** An apprentice who fails the end-point assessment will receive detailed guidance from the end-point assessment organisation, that describes the areas the apprentice needs training and experience to re-sit the end-point assessment.

The apprentice will be offered one further opportunity to re-sit their assessment. The maximum grade available to an apprentice undertaking a resit\retake of the End-Point Assessment will be a Pass.

### **Special Circumstances**

If an assessment were to be stopped, delayed or reconvened for reasons beyond the control of the apprentice, they would be offered an opportunity to complete the assessment and would be able to achieve the full range of grades (Distinction, Pass, Fail).

## **End-point – final Judgement**

The end-point assessment measures the achievements of the apprentice against the outcomes defined by employers and described in detail in the apprenticeship standard.

An assessing panel will be convened by the end-point assessment organisation for the assessment activities (practical rehabilitative intervention / case studies).

### **Practical Rehabilitation Session**

Assessment of this will be by one lead assessor and one associate assessor, appointed by the end-point assessment organisation.

The lead assessor will make the final judgement on the standard and grade achieved by the apprentice.

### **Case Studies**

Assessed by a single assessor, the outcomes achieved by the apprentice will be submitted to the lead assessor who will make the final judgement on the standard and grade achieved by the apprentice.

The end-point assessment organisation is solely responsible for providing the apprentice with a documented overall outcome, suggestions for further development and apprenticeship certification.

**Appeals**

In the case of an Apprentice failing the End-point Assessment, they have the opportunity to formally appeal the decision. This must be done in writing and submitted to the End-point assessment organisation within 10 working days of notification of failure of the Apprenticeship.

**Independence**

The independence of the rehabilitation worker (visual impairment) apprenticeship end-point assessment is provided by the end-point assessment organisation registered on the Education and Skills Funding Agency's Register of End-Point Assessment Organisations which will have a robust structure, effective management, high quality verification protocols and expert knowledge of the apprenticeship standard and end-point assessment.

The end-point assessment organisation must have the following controls and protocols:

- The two assessment methods, that are vocationally realistic and focussed on knowledge, skills and behaviours
- A bank of case study questions developed by the end-point assessment organisation
- A framework for the practical rehabilitative intervention including a bank of scenario based questions
- Secure administration of the assessments
- Objective independent assessors with no previous involvement with the apprentice or involvement with the training provider of the on-programme training
- Deliver the practical rehabilitative intervention and case study assessments within a 'Controlled Assessment Environment'
- Make the final judgement on the outcome of the end-point assessment
- Grade, moderate and validate the grading of the assessment
- Have a robust quality assurance process
- Internal Quality Assurance protocols within the independent assessment centre
- A robust and consistent external quality assurance process

## End-point – Summary of roles and responsibilities

Assessor	Role
Employer	<p><b>Gateway</b> – Collaborate with the training provider to agree that the apprentice has reached the end-point assessment gateway and issue a signed 'Letter of Agreement to proceed' to the apprentice.</p>
End-point assessment organisation	<p>At the onset of the apprenticeship the end point assessment organisation will provide the apprentice with the following:</p> <ul style="list-style-type: none"> <li>• An overview of the apprenticeship process</li> <li>• Detailed guidance to the Gateway and Synoptic End-point Assessment</li> </ul> <p><b>End-Point Assessment</b> – Once the apprentice has reached the Gateway the End-point assessment organisation will issue them with:</p> <ul style="list-style-type: none"> <li>• Detailed guidance on the end-point assessment process, procedure, rules, regulations and grading.</li> <li>• A schedule of times, dates and venue for the end-point assessment</li> </ul> <p><b>Assessing</b> – the End-point assessment organisation will:</p> <ul style="list-style-type: none"> <li>• Identify and approve 'Controlled Assessment Environments' for the end-point assessment</li> <li>• Identify and approve city centre assessment environments</li> <li>• Develop a range of assessment materials that accurately measure the knowledge, skills and behaviour described in the apprenticeship standard</li> <li>• Install a process of review and continuous development of assessment materials</li> <li>• Support and promote assessor training and development</li> <li>• Confirm achievement of Apprentices undertaking the end-point assessment</li> <li>• Maintain accurate records of apprentices and awarded grades</li> <li>• Promote the apprenticeship standard as a requisite qualification for practicing rehabilitation workers</li> </ul>

## Quality Assurance

### Internal

**To promote and secure Internal Quality Assurance the End-point assessment organisation will:**

- Develop, administer and manage the end-point assessment process
- Ensure the end-point assessment accurately covers all elements of the Knowledge, Skills and Behaviour as described in the Apprenticeship Standard (see Appendix 1)
- Deliver the practical rehabilitative intervention and case study assessments within a controlled assessment environment
- Develop and enforce criteria for the constituent elements of the 'controlled assessment environments' used for the end-point assessment.
- Recruit, manage and support end-point assessors
- Recruit, manage and support independent verifiers, to moderate, assessors and assessment materials
- Verify the vocational experience and assessment competence of independent assessors
- Develop and manage a process of internal verification and annual standardisation
- Securely develop and manage the range of assessment criteria and materials required for the end-point assessment
- Hold a bank of scenario based questions and case study assessment materials
- Develop annual review procedures and processes to verify:
  - Training providers
  - Assessment criteria
  - Assessment materials
  - Assessors
  - Grade and Awards
  - Controlled Assessment Environments.
- Develop and maintain assessor reporting documentation, that collates assessor comments and provides, the grade achieved and suggestions for future development
- Develop and maintain a bank of case study answer sheets (physical and/or electronic)
- Provide two independent assessors and nominate one as a lead for each assessment

### Independent Assessors

The independent assessor appointed and managed by the 'End-point assessment organisation' registered on the Education and Skills Funding Agency's Register of apprentice assessment organisation must:

- Hold a recognised Level 5 (or equivalent, with evidenced professional experience) Rehabilitation Worker qualification
- Be a member of a recognised professional body (e.g. Rehabilitation Workers Professional Network)
- Have an in-depth knowledge of the apprenticeship standard and process
- Understand the assessment processes, grading, independence and validity
- Hold or be working towards a Level 3 Award or Certificate in assessing vocational achievement



- Have a minimum of five years' experience of working as a rehabilitation worker
- Be currently employed as a rehabilitation worker, senior rehabilitation worker, manager within the social care (statutory or voluntary) sector or rehabilitation worker training & education
- Attend and contribute to training, standardisation, verification, validation and assessment planning meetings
- Undertake active developmental opportunities, including CPD, reflective practice and/or mentoring

### The Assessment Materials

Developed by the end point assessment organisation, it is recommended that the, assessment materials for the case study and practical rehabilitative intervention will:

1. be freely available to other end-point assessment organisations
2. comprise of a range of 20 realistic competency based questions and case studies that focus on the realistic needs of people with a visual impairment and cover the following:

#### Knowledge

- Visual Impairment
- Assessment
- Rehabilitation
- Access to Information
- Technology

#### Behaviours

- Advocate
- Show Commitment
- Respect

\*detailed descriptions can be found in appendix 1 - Rehabilitation Worker (Visual Impairment) apprenticeship standard

3. provide a framework for structure and assessment of a one-to-one rehabilitative teaching session of a city centre, uncontrolled road crossing to a person with no vision
4. include a range of 20 orientation and mobility training questions and scenarios that promote discussion to assess the application of the apprenticeship knowledge, skills and behaviours
5. include assessor reporting documentation, that collates assessor comments and provides, the grade achieved and suggestions for future development
6. include delivery terms conditions and procedures
7. include a guidance framework of grading criteria for both the case-study and practical orientation and mobility role-play assessments

### External

External quality assurance of the rehabilitation worker (visual impairment) apprenticeship end-point assessment will be undertaken by an employer led consortium managed, supported and led by VisionUK – the cross sector organisation that coordinates the ambitions of statutory and voluntary organisations in the sight loss sector.

## Implementation

### Affordability:

**The percentage proportion of the overall cost of the apprenticeship will be 15-18%**

**Professional Body Recognition** – Successful achievement of a pass, or above, in the end-point assessment will secure eligibility, for the apprentice to join the Rehabilitation Workers Professional Network as a full member.

**Consistency** – The end-point assessment organisation will:

- develop the end-point assessment, process, procedure and documentation
- provide all assessment materials to apprentices and assessors
- identify and arrange 'controlled assessment environment' for the end-point assessment
- provide professional qualified and experienced assessors
- monitor all end-point assessments
- annually review and verify the assessment process and grades awarded
- provide government, legislative and verification reporting as required

**Volumes** – The apprenticeship trailblazer employer group estimates an annual intake onto apprenticeships, to be within the range of 20 – 40.

**Scale** – The end-point assessment organisation will recruit and supply assessors able to undertake assessments at approved end-point assessment locations throughout the UK. There are sufficient individuals to carry out the assessor roles to the proposed volumes and requirement.

# Appendix 1

## ST0431/01 Apprenticeship standard for *Rehabilitation Worker (Visual Impairment)*

**Occupation** – Working within the statutory, voluntary and private social care sector the Rehabilitation Worker assesses individual need and formulates, delivers and evaluates professional person-centred rehabilitation training to visually impaired people to develop and enhance the skills and confidence they need to maximise their independence. The worker is an advocate for visually impaired people, the sight loss sector and their employing organisation to support, design and influence the development of services and promote accessibility, equality, social integration and the societal contribution of people with a visual impairment.

**Entry Requirements** – Whilst entry requirements will be a matter for employers, an apprentice should be expected to undertake the Disclosure and Barring Service process and have already achieved a pass grade in Level 2 Maths & English or equivalent.

**Level & Duration** – Level 5. Duration typically, 24 months

**Qualifications** – Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point assessment.

**Requirements: Knowledge, Skills and Behaviour (KSBs)**

<b>Knowledge</b>	<b>Rehabilitation workers (Visual Impairment) require an understanding of:</b>
<b>Visual Impairment</b>	Anatomy, epidemiology, cause and prognosis of visual impairment and Deafblindness. The cumulative effect of physiological and psychological illness or disability when combined with a visual impairment Relevance and value of Individual and social models of disability The physical, psychological and social impact of a loss of vision
<b>Assessment</b>	Voluntary & statutory process, procedure and legal requirement to assess people with a visual impairment and/or deafblind Risk, benefits and personal management Individual, family and societal aspirations and needs of fulfilment The value, availability and use of health and safety adaptations The process, documentation and application of access audits
<b>Rehabilitation</b>	Theories and models of person centred therapeutic rehabilitative intervention Group and Individual teaching and learning theory and practice Person-centred intervention and strategy Rehabilitation techniques and strategies including but not restricted to: Independent living skills; Inclusion in recreation, education and employment activities; orientation and mobility; communication; low vision maximisation.
<b>Access to Information</b>	Health, education and employment advice Family and carers support services Welfare, statutory, voluntary and community services Professional roles relationships and boundaries
<b>Technology</b>	The range, value and use of standard and assistive technology for use by people with a visual impairment and who are deafblind How to research, learn to interpret technology for use by disabled people
<b>Legislation</b>	International, national and local equality, human rights, health, social care and safeguarding legislation
<b>Professional Development</b>	The value, techniques and methods of gathering and assimilating research into practice Submission criteria and regulations for peer review publication

<b>Skills</b>	<b>Rehabilitation workers (Visual Impairment) will be able to:</b>
<b>Visual Impairment</b>	<p>Explain medical characteristics and the impact of visual impairment, secondary illnesses, disabilities and deafblindness in understandable terms, and descriptions.</p> <p>Evaluate, in terms of the support required, the effect a visual impairment and/or deafblindness has on a person, family and community.</p> <p>Support a person, family and community to positively come to terms with living with a visual impairment and or deafblindness</p>
<b>Assessment</b>	<p>Undertake one-to-one and group specialist vision and dual sensory needs led assessments. Producing tangible outcomes, services and referrals.</p> <p>Undertake assessment of risk and health and safety adaptations, recommending and overseeing installation of environmental adaptations required by people with a visual impairment and who are deafblind.</p> <p>Undertake functional vision assessment, to promote the use of residual vision, and provide and refer for training and services.</p> <p>Undertake environmental access audits that promote accessibility to the built environment for disabled people.</p>
<b>Rehabilitation</b>	<p>Deliver group and individual person centred rehabilitative intervention in, but not restricted to, the following areas: Independent living skills for all aspects of daily living, personal care and home management; Strategies that facilitate and promote inclusion in recreation, education and employment activities; Orientation and mobility indoors and outdoors, including guiding skills, pre-cane skills, sensory travel skills, guide, symbol and long-cane skills, mobility aids, cognitive mapping, route-planning techniques, use of public transport and the use of technology that promotes independence and navigation ; Communication skills including braille, IT, smart and standard telecommunications, assistive technology, deafblind manual, block alphabet and audio equipment; Low vision training/therapy to maximise functional vision, magnifiers, lighting and other low vision aids and strategies</p>
<b>Access to Information</b>	<p>Deliver awareness training, information and support to people with a visual impairment and/or deafblind, employers, care providers and educational establishments, to improve access to statutory and voluntary social care services, health services, education and employment.</p>
<b>Technology</b>	<p>Deliver training, education and support to use assistive and standard technology to people with a visual impairment and people who are deafblind.</p>
<b>Legislation</b>	<p>Interpret legislation to empower people with a visual impairment and who are deafblind to live fulfilling lives</p>
<b>Professional Development</b>	<p>Evaluate, through reflective practice, professional performance and development.</p> <p>Use professional knowledge to make appropriate decisions and judgements.</p> <p>Keep up-to-date, evaluate and assimilate research into practice.</p>

**Behaviours** – The personal attributes and behaviours expected of all Rehabilitation Workers (Visual Impairment) when carrying out their role is to:

Safeguard – share information with others to protect and support the wellbeing of vulnerable people

Advocate – act for and on behalf of vulnerable individuals, their carers, family and circle of support

Be Compassionate – deliver support with kindness, consideration, dignity, empathy and respect

Communication – communicate for effective development of successful relationships

Show Commitment – improve the experience of people who need support ensuring it is person-centred

Respect – value professional opinion, confidentiality and respectful relationships

**Link to professional registration** – Apprentices will have met the level of competence needed to secure professional registration with the Rehabilitation Workers Professional Network.

**Review date** – After 3 years