

ST041 Rehabilitation Worker
Visual Impairment
Level 5 Apprenticeship

Assessment Brief

**Rehabilitation Workers
Professional Network**

Dr. A Dodgson

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ST041 Rehabilitation Worker (Visual Impairment) Apprenticeship Assessment Brief

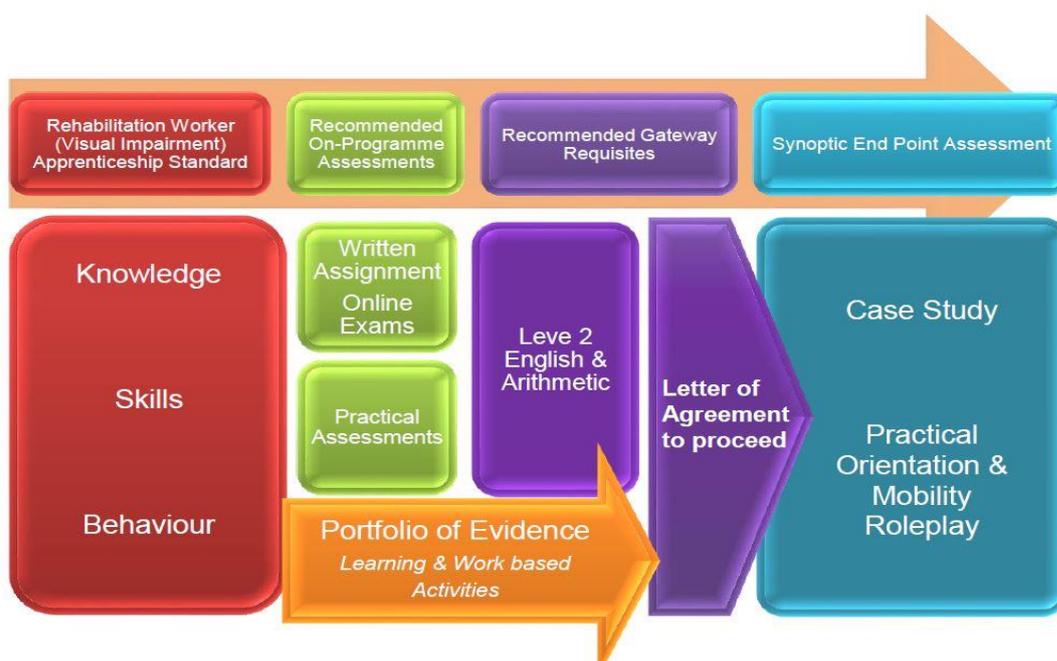
Introduction

Throughout training, the Apprentice Rehabilitation Worker (Visual Impairment) will undertake periods of academic knowledge development and vocational training. During the latter, they will apply their knowledge to the practical delivery of rehabilitative services. Once the Apprentice has completed all of their mandatory training and reached the 'Gateway' (see below), they will be eligible to undertake the **End Point Assessment**. This is a summative assessment process, designed to measure the Apprentice's ability to apply theory to practice in a safe, controlled, developmental, empowering and effective manner.

At the **End Point Assessment**, the Apprentice will be required to undertake two assessment activities; a **Practical Rehabilitation Session** (demonstrating Orientation and Mobility training) and a reality-focussed evaluation of a scenario based **Case Study** – both of these activities will be assessed and the quality assured by the Rehabilitation Workers Professional Network.

This document describes in detail the requirements of each assessment and provides the End Point Assessment documentation – more details of the quality assurance procedures and processes that will guarantee consistency and reliability can be found in the Rehabilitation Worker (Visual Impairment) Assessment Plan (ST0431/AP01).

End point Assessment overview



Assessment 1 – Practical Rehabilitation Session

This End Point Assessment is designed to recreate a real-life scenario of teaching Orientation and Mobility to a person with no vision. To achieve the required outcomes, the Apprentice will need to:

- Identify a safe and effective, city centre route for a person with no vision who travels using a Long Cane.
- Design and produce a set of, 4 x 1 hour in duration session plans that cover all elements (e.g. Introduction, teaching, review) of the delivery of Orientation and Mobility training for the above route.
- Deliver a one-to-one Orientation and Mobility training session. The session will be located on a section of the route that requires the client to learn an uncontrolled two-way road crossing and will comprise of all the session elements; (e.g. Introduction, teaching session, review)
- Provide effective professional rationale for the chosen route by providing appropriate and relevant answers to a set of verbal questions, delivered by the assessor.
- Provide verbal responses that demonstrate their understanding of adaptive practices required by clients with additional needs and who are Deafblind.
- Produce a written reflection focussed on their own performance, the performance of their client and recommendations for future training/support.

| Assessment Overview | | | | |
|---|--|-----------------------------------|-----------------------------|-----------|
| Assessment Method | Area Assessed (detailed descriptions can be found in the Rehabilitation Worker (Visual Impairment) apprenticeship standard) | Assessed by | Grading | Weighting |
| Practical Rehabilitation Session | Skills Assessment Rehabilitation Access to Information Legislation Professional Development Behaviours 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 | | | | |

Learning Outcomes

The Apprentice will be able to:

Demonstrate knowledge of risk-reduction strategies when teaching a person with a visual impairment to travel in a city centre environment.

Utilise a range of adult learning theories and adapt these to deliver an effective teaching session.

Understand the principles of route planning that utilises all the senses available to the traveller with a visual impairment

Prepare and deliver a programme to teach a person with a visual impairment to travel independently within a city centre environment.

Evaluate, in terms of multiple disabilities, a city centre route developed for use by a person with a visual impairment.

Analyse, in real time, the efficiency of a long cane technique and offer solutions to rectify any inefficiency.

Reflect on their own and their client's performance, recognising areas of achievement and those requiring improvement.

Methodology:

Pre-assessment

2 weeks prior to the Assessment the Apprentice will be issued with documentation that describes the requirements of the assessment (Appendix 1); provides an overview of the client's (role-play) skills, abilities and preferred mobility aid and the timings of the assessment. At this time, the Apprentice will be issued with the contact details and availability of a Rehabilitation Workers Professional Network representative – who will be available to answer any questions on the content of the documentation provided to the Apprentice.

1 week prior to the End Point Assessment the Apprentice is required to submit one document that contains the following elements:

- a. A detailed written description of the route
- b. A map of the whole route
- c. 4 x 1 hour 'session plans' covering all elements of the session (introduction, teaching session and review) with SMART objectives. Each one covering a section of the route, chosen by the Apprentice. 1 session plan to teach a person with no vision to cross ***** road in **Birmingham City Centre.**

- d. Marked and referenced on the map, the following mandatory elements:
 - i. a route of ½ mile (minimum length) from A to B
 - ii. pavement travel – suitable for Long Cane use
 - iii. a landmarked starting point
 - iv. a landmarked destination
 - v. 2 'way-point' locations, e.g. coffee shop/restaurant/post office/bus stop
 - vi. A range of sensory (auditory/visual/tactual & kinaesthetic) cues and landmarks

Teaching Session:

For the teaching element of the assessment the Apprentice will be required to plan and deliver a 1 hour session during which they will deliver all the elements of an effective rehabilitative session (including introduction, teaching session, review) to a person with no vision to cross ***** road in Birmingham City Centre.

10 minutes – Independent review the teaching section and environment. During this period, the Apprentice will have the opportunity to reassess the safety of the environment, consider the important teaching points and make final adjustments to their teaching plan (previously submitted) to reflect the demands or any changes to the environment.

60 minutes – Delivery of a safe and effective, developmental training session. The Apprentice will have 60 minutes in which to deliver a one-to-one teaching session, during which they will secure safety, monitor the client's skills and teach the client to manage a safe uncontrolled road crossing.

Professional Rationale

20 minutes – A professional discussion led by the Lead Assessor. During this discussion, the Apprentice is required to justify and defend the decisions they made when planning and developing the route. They are expected to provide a rationale for the route they have chosen and how it could be adapted to suit the needs of a client with an additional disability (Deafblind, physical and cognitive disability).

Reflective account.

Following the End Point Assessment practical teaching session, the Apprentice is required to submit a reflective account within 5 working days to the Rehabilitation Workers Professional Network. This document must:

- a. Be no more than 500 words in length
- b. Evaluate their performance
- c. Evaluate the performance of the client
- d. Relate theory to practice
- e. Identify areas for personal improvement
- f. Make recommendations for the client's next training session and developmental needs

Marking

Apprentices will be graded to the learning outcomes using the box below and the Assessor grading sheets (Appendix 2).

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 (wearing a sleep-shade) and provide the Lead Assessor with feedback on the apprentices' performance.

| Practical Rehabilitation Session Grading - Weighted Grade = 65% | | |
|--|-----------------------|---|
| Grade | Combined EPA % | Practical Rehabilitation Session % |
| Fail | <60% | <40% |
| Pass | >60% | >40% |
| Distinction | >85% | >55% |

| Practical Rehabilitation Session | Distinction | Pass |
|--|--------------------|-------------|
| Produce lesson plans with measurable objectives | 7 (8) | 5 |
| Deliver a safe and effective 1 hour training session | 13 (16) | 10 |
| Ensure safety is observed throughout the assessment activities | 7 (8) | 5 |
| Employ appropriate teaching, assessment and evaluation activities | 7 (8) | 5 |
| Undertake a professional discussion that defends the choices made for the assessment and offers alternative solutions for clients with additional disabilities – this should include, deafblind and/or physical descriptions and clients with useful residual vision | 13 (16) | 10 |
| Produce a written evaluation of the session, offering a critique of performance and offer options for further training and development needs | 8 (9) | 5 |
| Total | 55 (max 65) | 40 |

Advisory Note: A Pass must be achieved in the elements indicated (in Red) in the box above to meet the requirements of the Apprenticeship. Failure of these elements will constitute overall failure of this element of the End Point Assessment.

Assessment 2 – Case Study

To achieve the required outcomes of this assessment the Apprentice will be required to:

- Review a detailed ‘case-study’ document – Describing a case considered typical of the work presented to a practicing Rehabilitation Worker
- Reflect on current legislation and service provision
- Assess the needs of the individual, friends, family and carers documented in the case study
- Describe a range of services that may be required by the client’s friends and family as described in the case study
- Document their findings
- Reference, principles of relevant theories, legislative acts and research to support their findings
- Summarise the ‘needs’ identified and recommend appropriate courses of action
- Outline an appropriate rehabilitation programme and estimate the number of sessions/length of time required to provide this service.

| Assessment Overview | | | | |
|---|--|-----------------------------------|-----------------------------|-----------|
| Assessment Method | Area Assessed (detailed descriptions can be found in the - Rehabilitation Worker (Visual Impairment) apprenticeship standard) | Assessed by | Grading | Weighting |
| Case Study | Knowledge Visual Impairment Assessment Rehabilitation Access to Information Technology Behaviours Advocate Show Commitment Respect | End-point assessment organisation | Distinction Pass Fail | 35% |
| A ‘Pass’ is required in each assessment method to achieve an Apprentice Certificate | | | | |

Learning Outcomes

The Apprentice will be able to:

Evaluate the services available to people with a visual impairment in the UK

Understand the legislation that relates to and governs the provision of services to people with a visual impairment and their family in the UK

Demonstrate a knowledge of the benefits and concessions currently provided to people with a visual impairment in the UK

Understand the principles of person-centred working

Evaluate the needs of visually impaired people in respect of their access to Information technology and to communicate effectively

Analyse the biological, psychological and social implications of rehabilitative interventions

Evaluate the suitability and relevance of advocacy within empowerment practice

Methodology:

Case Study overview

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 a holistic case study and using their judgement and decision-making skills, sufficiently answer five set questions, each related to the provision of rehabilitation services within the statutory and voluntary social care sector.

The Assessment will be:

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

The Assessment method:

15 minutes to review a complex, realistic holistic case study of a client with a visual impairment requiring a service from a statutory agency

75 minutes to choose five of 10 open questions and produce a written response (or in a format agreed with the RWPN prior to the Assessment) to each question chosen.

Marking

Apprentices will be graded to the learning outcomes using the box below and the Assessor grading sheets (Appendix 5).

| Case Study Grading - Weighted Grade = 35% | | |
|--|-----------------------|---------------------|
| Grade | Combined EPA % | Case Study % |
| Fail | <60% | <20% |
| Pass | >60% | >20% |
| Distinction | >85% | >30% |

| Case Study | Distinction | Pass |
|--|--------------------|-------------|
| Produce a logical and accurate written document observing common structural and grammatical rules. | 3 (4) | 2 |
| Accurately identify the issues related to experiencing a visual impairment /disability for the individual their family and society | 8 (9) | 5 |
| Assess the, physical, psychological, social and rehabilitation needs of the individual and their family | 8 (9) | 5 |
| Evaluate the relevance of information and technology | 4 (5) | 3 |
| Critically review the value of/relevance of rehabilitation worker advocacy and how this is positioned within the case study | 7 (8) | 5 |
| Total | 30 (max 35) | 20 |

Advisory Note: A Pass must be achieved in each of the elements (in the box above) to meet the requirements of the Apprenticeship. Failure of any element will constitute overall failure of this element of the End Point Assessment.

Appendix 1

End Point Assessment 1 – Practical Rehabilitation Session Apprentice Briefing

Student:

Date for Pre Assessment Documentation to be submitted: *****

Date of Assessment*****

Time of Assessment*****

Duration of Assessment: 90 Minutes

Date of submission of reflective document*****

RWPN Contact details*****

N.B Failure to submit the required documentation and attendance at the assessment will result in Failure. Please see the Rehabilitation Worker (Visual Impairment) Assessment Plan (ST0431/AP01) for further details and rules for mitigating circumstances.

Introduction

Assessing the 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 en-route amenities, break the route down into 1-hour 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.

Your Client:

The client you will be teaching the route has no useful residual vision. They are 45 years old and lost their sight as the result of a car accident in their mid 20's. Having received Rehabilitation support from social services and their local voluntary organisation they have now requested training on a route to their new workplace. The client has received long cane training and uses this as their primary travel aid. This client has recently accepted a job offer based in the city centre (B) and whilst they have a rough idea of the route from the train station to their work place, they have never travelled this without sighted assistance. This client has no additional disabilities or issues that impact upon their ability to travel in this environment.

Pre-Assessment Documentation to be submitted on *****:

Descriptive document to contain:

- a) A detailed written description of the route
- b) A map of the whole route
- c) 4 x 1 hour 'session plans' covering all elements of the session (introduction, teaching session and review etc.) with SMART objectives. Each one covering a section of the route, chosen by the Apprentice. 1 session plan to teach a person with no vision to cross ***** road in Birmingham City Centre.
- d) Marked and referenced on the map, the following mandatory elements:
 - a. a route of ½ mile (minimum length) from A to B
 - b. pavement travel – suitable for Long Cane use
 - c. a landmarked starting point
 - d. a landmarked destination
 - e. 2 'way-point' locations, e.g. coffee shop/restaurant/post office/bus stop
 - f. A range of sensory (auditory/visual/tactual & kinaesthetic) cues and landmarks

Teaching Session:

For the teaching element of the assessment the Apprentice will be required to plan and deliver a 1 hour session during which they will deliver all the elements of an effective rehabilitative session (including introduction, teaching session, review etc...) to a person with no vision to cross ***** road in **Birmingham City Centre**.

10 minutes – Independent review the teaching section and environment. During this period, you will have the opportunity to reassess the safety of the environment, consider the important teaching points and make final adjustments to your teaching plan (previously submitted) to reflect the demands or any changes to the environment.

60 minutes – Delivery of a safe and effective, developmental training session. You will have 60 minutes in which to deliver a one-to-one teaching session, during which they will secure safety, monitor the client's skills and teach the client to manage a safe uncontrolled road crossing.

Rationale Defence

20 minutes – A professional discussion led by the Lead Assessor. During this discussion, you will be required to justify and defend the decisions you made when planning and developing the route. You will be expected to provide a rationale for the route you have chosen and how you would adapt the route to support a client with an additional disability (Deafblind, physical and cognitive disability).

Reflective account.

You are required to submit a reflective account to the Rehabilitation Workers Professional Network. within 1 week of undertaking the assessment. This document must:

- a. Be no more than 500 words in length
- b. Evaluate your performance
- c. Evaluate the performance of the client
- d. Relate theory to practice
- e. Identify areas for your improvement
- f. Make recommendations for the clients next training session and developmental needs

End Point Assessment 1 – Practical Rehabilitation Session Learning Outcomes

The Apprentice will be able to:

Demonstrate knowledge of risk reduction strategies when teaching a person with a visual impairment to travel in a city centre environment.

Utilise a range of adult learning theories and adapt these to deliver an effective teaching session.

Understand the principles of route planning that utilises all the senses available to the traveller with a visual impairment

Prepare and deliver a programme to teach a person with a visual impairment to travel independently within a city centre environment.

Evaluate, in terms of multiple disabilities, a city centre route developed for use by a person with a visual impairment.

Analyse, in real time, the efficiency of a long cane technique and offer solutions to rectify any inefficiency.

Reflect on theirs and their client's performance, recognising areas of achievement and those requiring improvement.

Appendix 2

Practical Rehabilitative Intervention – Assessor Marking Sheet

| Pre-Assessment Documentation | Achieved Y/N | Comments |
|---|---------------------|-----------------|
| Written description of the route | | |
| Map of the route | | |
| 4 x hour 'lesson plan' with SMART objectives for each section of the route | | |
| Named (and referenced on the map) the following mandatory elements: | | |
| a route of ½ mile (minimum length) from A to B | | |
| pavement travel – suitable for Long Cane use | | |
| a landmarked starting point | | |
| a landmarked destination | | |
| 2 'way-point' locations, e.g. coffee shop/restaurant/post office/bus stop | | |
| 1 uncontrolled road crossing | | |
| A range of sensory (auditory/visual/tactual & kinaesthetic) clues and landmarks | | |

60 Minute Observation assessment – Assessor Marking Sheet

Apprentice Name:

Observation Start Time:

End Time:

Teaching an uncontrolled City Centre Route to a Long Cane user with no vision.

| | |
|---|--|
| Demonstrate a knowledge of risk reduction strategies when teaching a person with a visual impairment to travel in a city centre environment. | |
| Risks identified: | |
| Strategies employed: | |
| Utilise a range of adult learning theories and adapt these to deliver an effective teaching session. | |
| Teaching Skills Implemented: | |
| Understand the principles of route development that utilises all the senses available to the travel with a visual impairment: | |
| Auditory: | |
| Tactile: | |
| Kinaesthetic: | |
| Prepare and deliver a programme to teach a person with a visual impairment to travel independently within a city centre environment. | |
| Lesson Plan: | |
| SMART Objectives: | |
| Teaching Session: | |

| | |
|---|--|
| Analyse, in real time, the efficiency of a long cane technique and offer solutions to rectify any inefficiency. Errors: | |
| Corrections: | |
| Reflective Account: | |
| Demonstration of reflection | |
| Use of reflective theories | |
| | |

Overall Percentage Achieved (max 65%)

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

Appendix 3

End Point Assessment 2 – Case Study

Student:

Date of Assessment*****

Time of Assessment*****

Duration of Assessment: 90 Minutes

Assessment Venue*****

RWPN Contact details*****

N.B Failure to submit the required documentation and attendance at the assessment will result in Failure. Please see the Rehabilitation Worker (Visual Impairment) Assessment Plan (ST0431/AP01) for further details and rules for mitigating circumstances.

This Case Study assessment comprises of the following elements:

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

Your Client

[case notes overleaf]

Rehabilitation Worker (Visual Impairment) ST0431 Apprenticeship End Point Assessment – Case Study 0.1

| | | | |
|---|---|--|-------------------------------------|
|  | Name: Maria Midgley D.O.B: 1 st February 1944 Family: Recently Widowed | Address: 24 Cotswold Road Birmingham B12 900 | Registration: Unknown |
| Case Notes | Worker: Non – Assigned | Department – Adult Social Care | |
| <p>Maria Midgley has been referred to social services by her daughter Susan who is concerned about her safety within the home. Susan says that her mum is 75 years old, is hard of hearing and has age related macular degeneration, lives alone and is fiercely independent, Susan says Maria has fallen near the back door whilst she was in the kitchen preparing her lunch. She also added that her mum said she didn't like the people who visit her because they are sometimes very scary. However, Susan is not aware of anyone visiting the home (and when you checked, there have not been any other health or social care professionals involved).</p> <p>Susan said that she is struggling to juggle commitments in her own life as she has a son who has a learning disability living with her. Susan said she doesn't have the time to read her mum's stack of mail because she needs to sort out the laundry and do the shopping before making the hour-long journey back to look after her son.</p> <p>At the start of your initial visit to Maria's home she appears quite withdrawn and downbeat. She said her arthritis makes standing for long quite difficult, she struggles to get upstairs and admits to sleeping in the living room occasionally. She said she used to go church every Sunday but hasn't been since her husband's funeral last year, and it was also difficult to hear what the priest is saying much of the time. Towards the end of the visit, Maria starts to talk and open up more. She said she has always enjoyed cooking using fresh ingredients, particularly the meals from when she grew up in Italy. She refuses to buy microwave meals because they "don't taste the same" but finds it hard to use the stove as she tends to burn things. Maria admitted she also misses seeing a few friends from mass however she finds it too much bother to ring them up but would like to see them more often. Maria said she would be happy to have another home visit and hopes to see you again soon.</p> | | | |
| Referred for service - Yes | Referral Date: 8 th May 2019 | Manager: Miss S Millar | |

Appendix 4

Case Study Set Questions

For this assessment, you are required to choose five of the questions, below, and provide comprehensive answers – please see learning outcomes.

- Q1) What services could be available for this client?
- Q2) What is the value of rehabilitative intervention for this client?
- Q3) What are the risks of providing a service to this client?
- Q4) If rehabilitative intervention is not available how can this client's needs be met?
- Q5) Where does statutory service end and family support begin?
- Q6) Explain why rehabilitation may not be appropriate for this client.
- Q7) Prepare a brief letter to a local voluntary organisation highlighting the needs of this client.
- Q8) List the issues presented and possible solutions.
- Q9) How can, this clients, family network be utilised to support the work of the rehabilitation worker?
- Q10) Using this case study, present a case for providing rehabilitative interventions to the wider community.

Assessment Learning Outcomes – for reference only

- a. Evaluate the services available to people with a visual impairment in the UK
- b. Understand the legislation that relates to and governs the provision of services to people with a visual impairment and their family in the UK
- c. Demonstrate a knowledge benefits and concessions currently provided to people with a visual impairment in the UK
- d. Understand the principles of person centred working
- e. Evaluate visually impaired people in respect of their to access Information technology and to communicate effectively
- f. Analyse the biopsychosocial implications of rehabilitative interventions
- g. Evaluate the value of advocacy within empowerment practice

Appendix 5

Case Study Assessor Grading Sheet

Apprentice Name:

Date:

| | |
|--|--------------------------------------|
| Produce a logical and accurate written document observing common structural and grammatical rules. | Fail/Pass Dist |
| Assessor Comments: | |
| Accurately identify the issues related to experiencing a visual impairment /disability for the individual their family and society | |
| Assessor Comments | |
| Assess the, physical, psychological, social and rehabilitation needs of the individual and their family | |
| Assessor Comments | |
| Evaluate the relevance of information and technology | |
| Assessor Comments | |
| Critically review the value of relevance of rehabilitation worker advocacy and how this is positioned within the case study | |
| Assessor Comments | |
| Total | Fail Pass Distinction |