

**ST0431 Rehabilitation Worker  
Visual Impairment  
Level 5 Apprenticeship**

**Assessment Brief 2021**

**Rehabilitation Workers  
Professional Network**

**Dr. A Dodgson**

## Table of Contents

Introduction	3
End point Assessment overview	3
Assessment 1 – Practical Rehabilitation Session	4
Practical Assessment Overview	4
Methodology:	5
Assessment 2 – Case Study	9
Case Study Assessment Overview	9
Methodology:	10
<b>Appendix 1</b>	<b>13</b>
End Point Assessment 1 – Practical Rehabilitation Session Apprentice Briefing	13
<b>Appendix 2</b>	<b>17</b>
Practical Rehabilitative Intervention – Knowledge, Skills and Behaviour Matrix	17
<b>Appendix 3</b>	<b>20</b>
Practical Rehabilitation Assessment	20
Pre-Assessment Documentation – Assessor Marking Sheet	20
<b>Appendix 4</b>	<b>21</b>
Practical Rehabilitation Assessment	21
60 Minute Observation assessment – Assessor Marking Sheet	21
<b>Appendix 5</b>	<b>24</b>
End Point Assessment 2 – Case Study	24
<b>Appendix 6</b>	<b>26</b>
Case Study Instructions / Questions	26
<b>Appendix 7</b>	<b>29</b>
Case Study Assessor Grading Sheet	29
<b>Appendix 8</b>	<b>31</b>
End Point Assessment (EPA) – Resit and Retake policy	31

# ST041 Rehabilitation Worker (Visual Impairment) Apprenticeship Assessment Brief

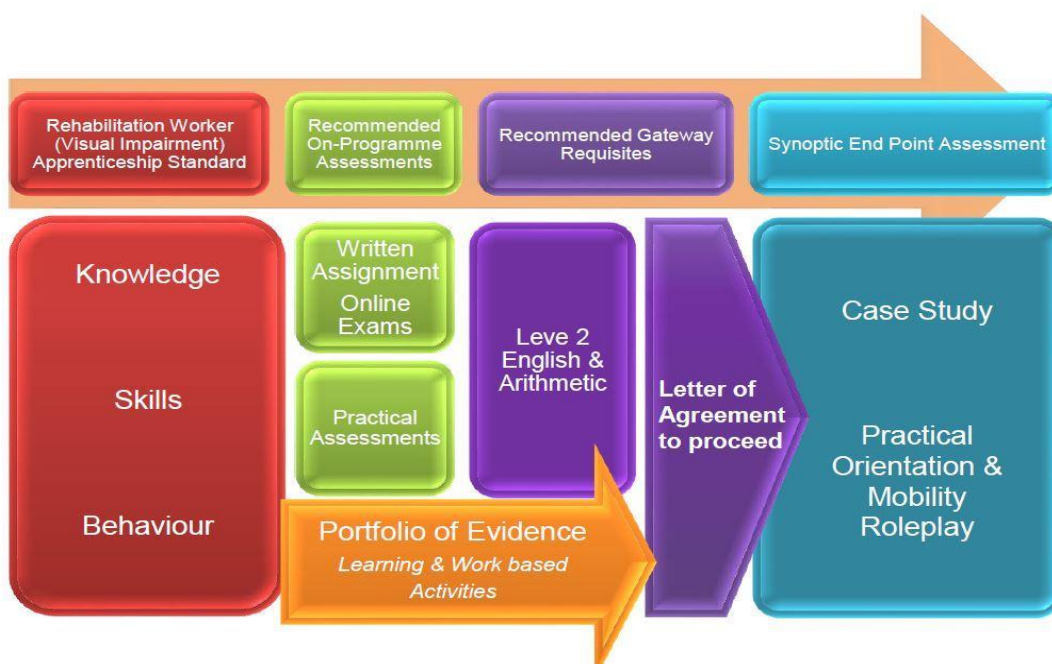
## Introduction

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.
- Link practice to current legislation and service provision
- 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.
- Reflect on their own performance, the performance of their client and make recommendations for future training/support.

Practical Assessment Overview				
Assessment Method	Area Assessed (detailed descriptions can be found in the Rehabilitation Worker (Visual Impairment) apprenticeship standard)	Assessed by	Grading	Weighting
<b>Skills</b>	Visual Impairment Assessment Rehabilitation Access to Information Technology Legislation Professional Development	End-point assessment organisation	Distinction Pass Fail	65%
<b>Behaviours</b>	Safeguard Be Compassionate Communication Respect			
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 and legislation 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. An Organisation Mission Statement – Statement of Service Delivery.
- b. To demonstrate your knowledge of voluntary & statutory process, procedure and the legal requirement to assess people with a visual impairment, you are required to include a 'Mission Statement' or 'Statement of Service Delivery' in your submitted documents. This can be a statement from your own organisation or from another organisation in the sight loss sector. Alongside this statement you will need to briefly explain (no more than 200 words) how

it links to relevant legislation (International, national and local equality, human rights, health, social care and safeguarding legislation). A detailed written description of the route

- c. A map of the whole route
- d. 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**.
- e. 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.

### **Reflective Discussion**

**20 minutes – A reflective 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). Finally, the Apprentice will offer a brief reflection on their own and their client's performance, offering possible options for their own development and making 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.

## Grading

Fail = <60%

Pass = >60%

Distinction = >85%

<b>Case Study</b>	<b>Practical orientation and mobility role-play</b>
35% weighting	65% weighting

Grade Achieved		Result
Case Study - Assessment 1	Practical – 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	Distinction	Distinction
Pass	Fail	Fail
<b>Fail</b>	<b>Fail</b>	<b>Fail</b>
Fail	Distinction	Fail
Fail	Pass	Fail

<b>Practical Rehabilitation Session</b>	<b>Distinction</b>	<b>Pass</b>
Produce lesson plans with measurable objectives	7 (9)	5
Deliver a safe and effective 1-hour training session	21 (23)	15
Ensure safety is observed throughout the assessment activities	7 (9)	5
Employ appropriate teaching, assessment and evaluation activities	7 (9)	5
Undertake a reflective 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. The Apprentice will offer a brief reflection on their own and their client’s performance, offering possible options for their own development and making recommendations for the client’s next training session and developmental needs.	13 (15)	10
<b>Total</b>	<b>55 (65)</b>	<b>40</b>

*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.

Case Study Assessment Overview				
Assessment Method	Area Assessed (detailed descriptions can be found in the - Rehabilitation Worker (Visual Impairment) apprenticeship standard)	Assessed by	Grading	Weighting
Knowledge	Visual Impairment Assessment Rehabilitation Access to Information Technology Legislation Professional Development	End-point assessment organisation	Distinction Pass Fail	35%
Behaviours	Advocate Show Commitment			
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).

### Grading

Fail = <60%

Pass = >60%

Distinction = >85%

<b>Case Study</b>	<b>Practical orientation and mobility role-play</b>
35% weighting	65% weighting

Grade Achieved		Result
Case Study - Assessment 1	Practical – 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	Distinction	Distinction
Pass	Fail	Fail
<b>Fail</b>	<b>Fail</b>	<b>Fail</b>
Fail	Distinction	Fail
Fail	Pass	Fail

<b>Case Study</b>	<b>Distinction</b>	<b>Pass</b>
Produce a logical and accurate written document observing common structural and grammatical rules.	3 (4)	2
Visual Impairment	8 (9)	5
Assessment Legislation	4 (5)	2
Rehabilitation	4 (5)	3
Access to information & Technology	4 (5)	3
Professional Development Advocate Show Commitment	7 (8)	5
<b>Total</b>	<b>30 (35)</b>	<b>20</b>

*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

**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 workplace, 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) Your Organisations Mission Statement – Statement of Service Delivery *To demonstrate your knowledge of voluntary & statutory process, procedure and the legal requirement to assess people with a visual impairment, you are required to include a 'Mission Statement' or 'Statement of Service Delivery' in your submitted documents. This can be a statement from your own organisation or from another organisation in the sight loss sector. Alongside this statement you will need to briefly explain (no more than 200 words) how it links to relevant legislation (International, national and local equality, human rights, health, social care and safeguarding legislation).*
- b) A detailed written description of the route
- c) A map of the whole route
- d) 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.
- e) 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.

## Reflective Discussion

**20 minutes – A reflective 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) Finally you will be required to reflect on your performance, identifying 'What went well', 'What did not go well' and offering possible options for your own development and making recommendations for your clients next training session.

## **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 – Knowledge, Skills and Behaviour Matrix

Skills		Preparation	Observation	Reflective discussion
Visual Impairment	Anatomy, epidemiology, cause and prognosis of visual impairment and Deafblindness.			Give an example of how you would change this session when working with a client with (choose one of the five major causes of visual impairment in the UK)?
	The cumulative effect of physiological and psychological illness or disability when combined with a visual impairment			How would the structure of your session be changed if your client had a significant hearing loss?
	Relevance and value of Individual and social models of disability the physical, psychological and social impact of a loss of vision			If I were a client how would you convince me that Orientation and Mobility training would benefit all aspects of my life?
Assessment	Voluntary & statutory process, procedure and legal requirement to assess people with a visual impairment and/or deafblind	Preparation Organisation mission statement		
	Risk, benefits and personal management Individual, family and societal aspirations and needs of fulfilment			If I were a client how would you convince me that Orientation and Mobility training would benefit all aspects of my life?
	The value, availability and use of health and safety adaptations the process, documentation and application of access audits	Session Preparation – Map & Plans		
Rehabilitation	Theories and models of person centred therapeutic rehabilitative intervention	Session plan and Preparation		
	Group and Individual teaching and learning theory and practice	Session plan		
	Person-centred intervention and strategy Rehabilitation techniques and strategies including but not restricted to:		Structure & content of session delivery	

	Independent living skills; Inclusion in recreation, education and employment activities; orientation and mobility; communication; low vision maximisation.			
Access to Information	Health, education and employment advice		Question by assessor (during the session) My employer has asked me about support I need getting to work – what should I say?	
	Family and carers support services Welfare, statutory, voluntary and community services			How could you incorporate family members into the services you have provided today?
	Professional roles relationships and boundaries		Session delivery	
Technology	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			What assistive technology could you advise this client to use?
Legislation	International, national and local equality, human rights, health, social care and safeguarding legislation	Session planning Organisation mission statement	Session delivery	
Professional Development	The value, techniques and methods of gathering and assimilating research into practice Submission criteria and regulations for peer review publication			How do you plan to monitor research within your professional development?
<b>Behaviours</b>				
Safeguard	Share information with others to protect and support the wellbeing of vulnerable people			If your client disclosed that they think money is going missing for their home – what would you do?
Be Compassionate	Deliver support with kindness, consideration, dignity, empathy and respect		Session	
Communication	Communicate for effective development of successful relationships		Session	

Respect	Value professional opinion, confidentiality and respectful relationships		session	
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# Appendix 3

## Practical Rehabilitation Assessment

### Pre-Assessment Documentation – Assessor Marking Sheet

Apprentice Name:

Pre-Assessment Documentation	Achieved Y/N	Comments
An Organisation Mission Statement of Service Delivery		
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		

# Appendix 4

## Practical Rehabilitation Assessment

### 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.**

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

Demonstration of reflection

What went well

What would you change?

What would be the focus of the next training session for this client?

What do you need for your professional Development?

**Questions**

Give an example of how you would change this session when working with a client with (choose one of the five major causes of visual impairment in the UK)?

How would the structure of your session be changed if your client had a significant hearing loss?

If I were a client how would you convince me that Orientation and Mobility training would benefit all aspects of my life?

If I were a client how would you convince me that Orientation and Mobility training would benefit all aspects of my life?

Question by assessor (during the session) My employer has asked me about support I need getting to work – what should I say?

How could you incorporate family members into the services you have provided today?

What assistive technology could you advise this client to use?

How do you plan to monitor research within your professional development?

If your client disclosed that they think money is going missing for their home – what would you do?

**Overall Percentage Achieved (max 65%)**

<b>Practical Rehabilitation Session</b>	
<b>Preparation</b>	
Produce lesson plans with measurable objectives	
<b>Delivery</b>	
Deliver a safe and effective 1-hour training session	
Ensure safety is observed throughout the assessment activities	
Employ appropriate teaching, assessment and evaluation activities	

<b>Reflective Discussion</b>		
Undertake a reflective 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. The Apprentice will offer a brief reflection on their own and their client’s performance, offering possible options for their own development and making recommendations for the client’s next training session and developmental needs.		
Total		
<b>Lead Independent End Point Assessor</b>		
<b>Supporting Assessor</b>		
<b>Date</b>		
<b>Lead Assessor Signature</b>		

# Appendix 5

## 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

	<b>Name:</b> Maria Midgley  <b>D.O.B:</b> 1 <sup>st</sup> February 1944  <b>Family:</b> Recently Widowed	<b>Address:</b> 24 Cotswold Road Birmingham B12 900	<b>Registration:</b>  Unknown
<b>Case Notes</b>	<b>Worker:</b> Non – Assigned	<b>Department – Adult Social Care</b>	
<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 to 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>			
<b>Referred for service - Yes</b>	<b>Referral Date:</b> 8 <sup>th</sup> May 2019	<b>Manager: Miss S Millar</b>	

# Appendix 6

## Case Study Instructions / Questions

For this assessment, you are required to choose five questions (one from each section 1, 2, 3, 4, 5) and provide comprehensive answers that address the descriptors within the section.

1	Knowledge	Descriptor	Questions
	<b>Visual Impairment</b>	<p>Anatomy, epidemiology, cause and prognosis of visual impairment and Deafblindness.</p> <p>The cumulative effect of physiological and psychological illness or disability when combined with a visual impairment</p> <p>Relevance and value of Individual and social models of disability</p> <p>The physical, psychological and social impact of a loss of vision</p>	<p><b><i>When answering your chosen question, ensure that you address all the elements of the adjacent descriptor.</i></b></p> <p>1a) With reference to any evidence from the case notes and from your own understanding of visual impairment, how might Maria's disabilities have an impact on her emotionally and physically at present and over time.</p> <p>1b) Taking into consideration Maria's vision, her likely prognosis and her age, in what ways might she be viewed by her daughter Susan and people around her? How might Maria respond to this?</p>
2	<b>Assessment</b>	<p>Voluntary &amp; statutory process, procedure and legal requirement to assess people with a visual impairment and/or deafblind</p> <p>Risk, benefits and personal management</p> <p>Individual, family and societal aspirations and needs of fulfilment</p> <p>The value, availability and use of health and safety adaptations</p> <p>The process, documentation and application of access audits</p>	<p><b><i>When answering your chosen question, ensure that you address all the elements of the adjacent descriptor.</i></b></p> <p>2a) With reference to Maria and Susan's situation, describe the legal status of an assessment of need, its purpose and what factors need to be considered in undertaking the assessment.</p> <p>2b) With reference to the assessment process and to risk management, what outcomes may be of benefit to Maria and Susan?</p>
	<b>Legislation</b>	<p>International, national and local equality, human rights, health, social care and safeguarding legislation</p>	

3	<b>Rehabilitation</b>	<p>Theories and models of person centred therapeutic rehabilitative intervention</p> <p>Group and Individual teaching and learning theory and practice Person-centred intervention and strategy</p> <p>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.</p>	<p><i><b>When answering your chosen question, ensure that you address all the elements of the adjacent descriptor.</b></i></p> <p>3a) Describe options for rehabilitation intervention with Maria and the relevance and value of these options to her.</p> <p>3b) What factors might affect how Maria initially responds to the idea of rehabilitation and how might you approach your work accordingly?</p>
4	<b>Access to information</b>  <b>Technology</b>	<p>Health, education and employment advice Family and carers support services Welfare, statutory, voluntary and community services</p> <p>Professional roles relationships and boundaries</p> <p>The range, value and use of standard and assistive technology for use by people with a visual impairment and who are deafblind</p> <p>How to research, learn to interpret technology for use by disabled people</p>	<p><i><b>When answering your chosen question, ensure that you address all the elements of the adjacent descriptor.</b></i></p> <p>4a) With reference to Maria's situation, what information and other assistance might you help her and her daughter to access and how might they use technology to help them?</p> <p>4b) With reference to the range of aids and technology that might be of benefit to Maria, discuss the role of the Rehabilitation Worker in helping Maria to make the most of them.</p>
5	<b>Professional Development</b>  <b>Behaviours Advocate</b>  <b>Show Commitment</b>	<p>The value, techniques and methods of gathering and assimilating research into practice. Submission criteria and regulations for peer review publication</p> <p>Act for and on behalf of vulnerable individuals, their carers, family and circle of support</p> <p>Improve the experience of people who need support ensuring it is person-centred</p>	<p><i><b>When answering your chosen question, ensure that you address all the elements of the adjacent descriptor.</b></i></p> <p>5a) With reference to the case study and to wider practice, in what situations might the Rehabilitation Worker advocate or provide additional support that is person-centred?</p> <p>5b) Reflecting on Maria's case: if this had been a real case assigned to you at this point in your career, what aspects of this case are you less experienced with and what steps might you take to develop your knowledge and to share your learning?</p>

## **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 7

## Case Study Assessor Grading Sheet

**Apprentice Name:**

**Date:**

Produce a logical and accurate written document observing common structural and grammatical rules.	<b>Fail/Pass Dist.</b>
Assessor Comments:	
Visual Impairment	
Assessor Comments	
Assessment & legislation	
Assessor Comments	
Rehabilitation	
Assessor Comments	
Access to information & technology	
Assessor Comments	
Professional Development, advocate, show commitment	
Assessor Comments	
<b>Total</b>	<b>Fail Pass Distinction</b>

<b>Lead Independent End Point Assessor</b>	
<b>Date</b>	
<b>Lead Assessor Signature</b>	

# Appendix 8

## End Point Assessment (EPA) – Resit and Retake policy

Any apprentice who fails one or both assessment components of the EPA will be offered the opportunity to resit or retake the assessment.

The decision as to whether the EPA is a retake or a resit lies with the employer, but we expect the decision to be driven by the feedback from RWPN via its assessors.

Failure of one assessment method will only require a resit or retake for that assessment, not both. Failure of both methods will require a resit or retake for both. RWPN will write to the apprentice to explain which components fell below the pass standard and to provide feedback on the performance of the apprentice.

Where the employer decides that a retake is required, it is the responsibility of the employer to liaise with the on-training provider to discuss what further support is required to enable the apprentice to have the best opportunity to pass at the retake.

A resit/retake cannot be undertaken on an assessment component that has already been passed in order to gain a higher grade.

A fail grade can be appealed. Grounds for appeal are stated within our Trailblazer Quality Assurance Procedures available at <https://www.rwbn.org.uk/Apprenticeship-Standard>

Apprentices will be given one opportunity to resit/retake. If the resit/retake results in a fail (due to failing either one or both the components, as appropriate and pending any appeal) there will be no further opportunity to resit or retake.

A resit/retake opportunity should be available at the earliest possible opportunity. There are a number of logistical considerations that need to be in place to operate this EPA, but a timeframe of three months would be offered.

The decision to accept the offer of a resit or retake lies with the employer.

### Costs

RWPN's current contract with the on-training provider permits any (and all) apprentice resits or retakes to be built into the cost of services provided by RWPN to them. As stated above, only one resit/retake per apprentice is permissible for this standard.

Any costs associated with supporting the apprentice to retake the EPA are not chargeable to RWPN as the EPAO.

Resit/retake costs may change or may differ where updated or new contracts are agreed.