

L5: Vision Impairment Specialist

Overview of the role

Help people with vision impairment to lead independent and fulfilling lives.

Title of occupation

Vision Impairment Specialist

UOS reference number

ST0431

Core and options

Yes

This standard has options.

Option title/s

Vision Habilitation Specialist

Vision Rehabilitation Specialist

Level of occupation

Level 5

Route

Health and science

Typical duration of apprenticeship

24 months

Target date for approval

31/12/2022

Resubmission

No

Would your proposed apprenticeship standard replace an existing framework?

No

Does professional recognition exist for the occupation?

No

Occupation summary

This occupation is found in

the statutory, voluntary and private care sector including NHS trusts and local authorities. This could include adult social services sensory teams and early intervention teams, education services and settings, children with disability teams and specialist education settings. An employee in this occupation will work both indoors and outdoors in numerous environments including individuals' homes, places of work, educational sites, care homes, shops and travelling on public transport to support individuals with vision impairment and deafblindness.

The broad purpose of the occupation is

to support, train and coach vision impaired and deafblind individuals to lead independent and fulfilling lives. They will plan, implement, evaluate and review habilitative and rehabilitative services for vision impaired and deafblind individuals to maximise and maintain their independence, safety, dignity and choice. They will conduct assessments and provide person-centred training and coaching for vision impaired and deafblind individuals to support their mobility, orientation, communication skills and independent living. They will understand the psychological aspects of sight loss and provide emotional support as part of the habilitation and rehabilitation process to the individual, their family and carers to help them to positively adjust to living with a vision impairment and deafblindness. They will be responsive to an individual's unique and complex situation and formulate and deliver a bespoke plan of action in a variety of settings.

A Vision Impairment Specialist will support, design and influence the development of services, acting as an advocate to promote accessibility and equality for vision impaired and deafblind individuals. They will also provide information, guidance and support to vision impaired and deafblind individuals and make referrals to support agencies where needed.

This profession has 2 disciplines:

Vision Habilitation Specialist

Vision Habilitation Specialists are professionals who are trained to support vision impaired children and young people to enable and empower them to lead independent and fulfilling

lives. They teach children and young people with a vision impairment to move around as safely, efficiently and independently as possible. Starting from their existing skills, they support the development of their personal mobility, navigation and independent living skills. At whatever age the training is started, the overriding goal is to maximise the child or young person's independence, opening the way in the future to further study, employment and an independent life.

Vision Rehabilitation Specialist

Vision Rehabilitation Specialists are professionals who are trained to support vision impaired adults to enable and empower them to lead independent and fulfilling lives. They support adults who have acquired or have congenital vision impairment to live independently. In addition, they help them access support and adapt new skills with mobility, life skills in the home (including personal care), communication skills, use of technology, housing, finance and social activities which are important to the individual. They support them to develop and maintain the independence and confidence they need to progress through life in the home, at work, socially or in higher or further education. This includes delivering training, support and coaching to develop the life skills needed to live independently, communicate effectively, travel safely and to build and maintain relationships.

In their daily work, an employee in this occupation interacts with

individuals, families and groups to provide recommendations in very specific and unique situations. They will work with multi-disciplinary teams, employers, welfare and employment services, care providers, educational establishments and the voluntary sector. They will also interact with primary and secondary care, public health services and ophthalmology, optometry practices and GP practices.

Individuals with vision impairment and deafblindness may have a number of complex and additional needs that require bespoke interventions to provide a person-centred approach. An employee in this occupation will be subject to supervision and support, however on a daily basis they will work independently and act autonomously, making decisions based on their own assessment and professional judgement.

An employee in this occupation will be responsible for

conducting specialist assessments such as sensory, risk and safety adaptations and functional vision assessments to determine the most appropriate intervention to meet the individual's needs. They will design, plan, execute and evaluate a programme of interventions exercising autonomy with their judgement. They will be responsible for delivering training, providing specialist advice and making referrals to other organisations. They will also conduct environmental audits to support accessible and inclusive environments.

An employee in this occupation would be responsible for keeping their knowledge and skills up to date which would include advances in specialist equipment, technologies and medical advances in the context of vision impairment and deafblindness.

An employee in this occupation will work both indoors and outdoors in numerous environments including individuals' homes, places of work, educational sites, care homes, shops and travelling on public transport to support individuals with vision impairment and deafblindness.

Typical job titles

Habilitation specialist Habilitation worker (vision impaired) Rehabilitation officer for the vision impaired children (Rovic) Rehabilitation specialist Rehabilitation worker (vision impaired)

Are there any statutory/regulatory or other typical entry requirements?

No

Duties

Core occupation duties

DUTY	KSBS
Duty 1 Assess and evaluate the needs of vision impaired and deafblind individuals and make person-centred recommendations for interventions, equipment and technologies.	K1 K2 K3 K4 K5 K6 K7 K8 K10 K11 K12 K17 K18 S1 S2 S3 S4 S5 S6 S7 S8 S11 S12 S17 S18 B1 B2 B3 B4 B5
Duty 2 Plan and deliver programmes of daily living skills training to vision impaired and deafblind individuals, including equipment and technologies.	K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K13 K15 K16 K17 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S13 S15 S16 S17 B1 B2 B3 B4 B5
Duty 3 Plan and deliver programmes of training to vision impaired and deafblind individuals to support independence in indoor and outdoor mobility environments, including equipment and technologies.	K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K13 K15 K17 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S13 S15 S17 B1 B2 B3 B4 B5
Duty 4 Plan and deliver programmes of communication training to vision impaired and	K1 K2 K6 K8 K9 K11 K13 K14 K15 K16 S1 S2 S6 S8 S9 S11 S13 S14 S15 S16

DUTY	KSBS
deafblind individuals, including equipment and technologies.	B1 B2 B3 B4 B5
Duty 5 Plan and deliver programmes of low vision training to vision impaired and deafblind individuals, including equipment and technologies.	K1 K2 K3 K6 K8 K9 K11 S1 S2 S3 S6 S8 S9 S11 B1 B2 B3 B4 B5
Duty 6 Collaborate with multi-disciplinary teams, stakeholders and family networks to support vision impaired and deafblind individuals, to include referrals and signposting.	K7 K12 K14 K17 K18 S7 S12 S14 S17 S18 B1 B2 B3 B4 B5
Duty 7 Provide specialist information and advice on vision impairment and act as an advocate on behalf of vision impaired and deafblind individuals.	K5 K7 K10 S5 S7 S10 B1 B2 B3 B4 B5
Duty 8 Keep up to date with advances in specialist equipment and technologies in the context of vision impairment and deafblindness and maintain personal and professional development.	K11 K15 K16 K19 S11 S15 S16 S19 B3 B4
Duty 9 Manage and prioritise a caseload, store and share records in line with organisational procedures and GDPR.	K7 K12 K13 K14 K17 K18 S7 S12 S13 S14 S17 S18 B3 B4 B5

Vision Habilitation Specialist duties

DUTY	KSBS
Duty 10 Assess and evaluate the needs of vision impaired and deafblind children and young people and deliver bespoke habilitation interventions.	K20 K21 K22 K23 K24 K25 K26 K27 S20 S21 S22 S23 S24 S25 S26 S27 B1 B2 B3 B4 B5

Vision Rehabilitation Specialist duties

DUTY	KSBS
Duty 11 Assess and evaluate the needs of vision impaired and deafblind adults and deliver bespoke rehabilitation interventions.	K28 K29 K30 K31 K32 K33 K34 S28 S29 S30 S31 S32 S33 S34 B1 B2 B3 B4 B5

KSBS

Knowledge

- K1:** Anatomy, epidemiology, causes and impact of vision impairment.
- K2:** Principles of the social and psychological impact, medical diagnosis and or disability and the impact of vision impairment.
- K3:** Functional vision assessments and strategies to maximise the use of vision.
- K4:** Principles of risk assessments to ensure activities are carried out safely.
- K5:** Principles of developing environmental access audits to understand the impact of the wider built environment for individuals with vision impairment.
- K6:** Learning styles and the relationship between teaching, coaching and mentoring.
- K7:** Scope of own practice, professional boundaries and how to escalate or refer to appropriate individuals.
- K8:** Person-centred strategies and interventions.
- K9:** Principles and practice of teaching independent life skills.
- K10:** Types of environmental adaptations to support individuals with vision impairment.
- K11:** Types of communication methods and styles used by individuals with vision impairment.
- K12:** Record keeping requirements and data protection obligations.
- K13:** Processes and techniques to manage and prioritise caseloads.
- K14:** Referral services available to support individuals with vision impairment, e.g. social care, health, employment, welfare and education services.
- K15:** Assistive devices, mobility aids, specialist equipment and resources available to support individuals with vision impairment in independent living.
- K16:** Types of assistive technologies to support individuals with vision impairment and the suitability, benefits and disadvantage considerations in relation to differing learner requirements.

K17: Duty of care, safeguarding and protection principles and the signs of neglect, harm and abuse and how to reduce the chances of them occurring.

K18: Principles of consent and actions to take if consent cannot be obtained or is withdrawn.

K19: Appraisal techniques and the use of reflection and CPD to develop own practice.

K20: Vision Habilitation Specialist: Reading and producing grade one Braille.

K21: Vision Habilitation Specialist: Additional and complex needs and their impact on child development and learning.

K22: Vision Habilitation Specialist: Principles for assessing children and young people with vision impairment including assessment against child development milestones.

K23: Vision Habilitation Specialists: Theories and models of child development and how vision impairment impacts on child development.

K24: Vision Habilitation Specialist: Principles of learning through play and key stage development.

K25: Vision Habilitation Specialist: Orientation and mobility training for vision impaired children and young people to travel safely.

K26: Vision Habilitation Specialist: Types of mental health issues and cognitive impairment experienced by children and young people and how to refer to appropriate services.

K27: Vision Habilitation Specialist: Legislation, policies, standards, local ways of working and codes of conduct of practice within education and children's social care.

K28: Vision Rehabilitation Specialist: Impact of acquired deafblindness.

K29: Vision Rehabilitation Specialist: Reading, producing and teaching grade one Braille.

K30: Vision Rehabilitation Specialist: Principles for assessing adults with vision impairment.

K31: Vision Rehabilitation Specialist: Theories and models of aging and the inter-relation with vision impairment.

K32: Vision Rehabilitation Specialist: Orientation and mobility training for vision impaired adults to travel safely.

K33: Vision Rehabilitation Specialist: Types of mental health issues and cognitive impairment experienced by adults and how to refer to appropriate services.

K34: Vision Rehabilitation Specialist: Legislation, policies, standards, local ways of working and codes of practice within adult social care.

Skills

S1: Identify an individual's vision impairment and the impact on daily life and wellbeing.

S2: Provide person-centred interventions that meet individuals' social, psychological, physical or disability needs.

S3: Undertake function vision assessments to maximise any remaining vision and teach low vision strategies.

S4: Conduct health and safety risk assessments.

S5: Conduct environmental access audits and make recommendations for environmental adaptations.

S6: Adapt delivery method to meet the learning style of the individual.

S7: Work within the scope of practice and professional boundaries and refer or escalate to appropriate individuals when needed.

S8: Identify and develop intervention strategies to support individuals with vision impairment.

S9: Teach independent life skills relevant to individuals with vision impairment.

S10: Make recommendations of environmental adaptations required by individuals with vision impairment.

S11: Select appropriate communication methods and adapt to the individual's needs and preferred format including braille, deafblind manual, block alphabet, audio equipment and other low vision aids and strategies.

S12: Maintain records in accordance with legal, policy and procedural requirements.

S13: Manage and prioritise caseload.

S14: Identify referral pathways suitable for individuals with vision impairment.

S15: Source and teach the use of devices and equipment and utilise existing resources to promote safe and sustainable independent living skills.

S16: Teach the use of assistive technologies and telecommunications to meet individuals' needs.

S17: Work in partnership with stakeholders to maintain the principles of a duty of care, safeguarding and protection.

S18: Obtain consent from individuals or escalate when consent is not available.

S19: Participate in appraisal, training and development activities, gain feedback, reflect and evaluate the impact of learning on own practice.

S20: Vision Habilitation Specialist: Read and produce grade one Braille.

S21: Vision Habilitation Specialist: Adapt interventions to meet children's additional and complex needs.

S22: Vision Habilitation Specialist: Conduct a person-centred assessment of children and young people with vision impairment.

S23: Vision Habilitation Specialist: Deliver focused interventions to support child development, e.g. early years, education.

S24: Vision Habilitation Specialist: Use play at key stages of a child development.

S25: Vision Habilitation Specialist: Provide orientation and mobility training to children and young people with vision impairment using appropriate techniques and equipment including pre-cane skills, sensory travel skills, cane skills, cognitive mapping, route-planning techniques, use of public transport and the use of technology to promote independence to travel safely indoors and outdoors.

S26: Vision Habilitation Specialist: Recognise mental health issues and or cognitive impairment in children and young people with vision impairment and know when to refer to appropriate services.

S27: Vision Habilitation Specialist: Interpret legislation, policies, standards and codes of conduct of practice within education and children's social care.

S28: Vision Rehabilitation Specialist: Identify an adult's acquired deafblindness and impact on daily life and wellbeing.

S29: Vision Rehabilitation Specialist: Teach Braille to grade one adults with vision impairment.

S30: Vision Rehabilitation Specialist: Conduct a person-centred assessment of adults with vision impairment.

S31: Vision Rehabilitation Specialist: Recognise the inter-relation between aging and vision impairment.

S32: Vision Rehabilitation Specialist: Provide orientation and mobility training to adults with vision impairment using appropriate techniques and equipment include pre-cane skills, sensory travel skills, cane skills, cognitive mapping, route-planning techniques, use of public transport and the use of technology to promote independence to travel safely indoors and outdoors.

S33: Vision Rehabilitation Specialist: Recognise mental health issues and or cognitive impairment in adults with vision impairment and know when to refer to appropriate services.

S34: Vision Rehabilitation Specialist: Interpret legislation, policies, standards and codes of conduct of practice for adult social care.

Behaviours

B1: Treat people with dignity.

B2: Show respect and empathy.

B3: Be adaptable, reliable and consistent.

B4: Act in a professional and ethical manner, embracing equality, diversity and inclusivity.

B5: Be resilient under pressure.

Qualifications

English & Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

Professional recognition

See consultation questions.

Consultation

The Trailblazer group will consult for a 6-week period during June and July 2022 using a survey link facilitated by Skills for Health.

Progression Routes

N/A

Supporting uploads

N/A

Notice period

90 days

Involved employers

Guide Dogs for the Blind Association, Blind Veterans UK, Norfolk County Council Sensory Support Unit, Sandwell MBC Sensory Team, Hertfordshire County Council, Lancashire County Council, Harrow Council, Devon County Council, Sight for Surrey, Birmingham Institute for Deaf, Sensory Specialists Ltd, Galloways Society for Blind People