

# Defining Expectations and Responsibilities (Student Employer Contract)

- Student Policy
- Student and Employer Contract
- Course Application Form
- Employer Statement of Commitment

If you have downloaded this document from the website and are using it to complete your application, please

1. **DO NOT** print it back to back (duplex). Each page **MUST** be printed on a separate sheet of paper.

All additional information submitted **MUST** also be printed, or written, on one side only.

2. **DO NOT** use staples to hold your submission together
3. **DO NOT** change the font or type size
4. All information **MUST** be written or printed in **BLACK INK** for ease of copying.
5. Read the instructions carefully
6. Keep a copy of all the information that you submit.

Incomplete or incorrect applications **WILL** be returned to the sender.

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Deafblind  
Studies



DEAFBLIND  
·UK·



sense  
for deafblind people



DEAFBLIND  
·SCOTLAND·

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# **Student Policy**

The following policy has been designed to act as a contractual agreement, and quality assurance guarantee, between the Board of Partners, students and their sponsoring organisations. The Policy exists to ensure that potential students and their sponsoring organisations understand their rights and responsibilities should they choose to accept a place (if offered) on the Certificate/Diploma in Deafblind Studies.

Prospective students and sponsoring organisations who submit an application to gain entry to the course are bound by the conditions contained in this document; they agree to uphold and meet the standards and procedures set out therein, and for the duration of the period of study.

Any application submitted is for a named individual and, if successful, places allocated for the course of study are for that named individual and are non-transferable irrespective of any non-refundable deposit or course fee paid.

## **Related Documentation**

The following documentation gives context to this student policy.

1. Course History and Rationale
2. Philosophy, Core Values and Aims
3. Modular Descriptors (for the two year course of study)
4. Timetable (for the associated years of study)
5. Qualifications Frameworks and Level Descriptors (guidance on levels of study and the national frameworks of higher and further education qualifications)
6. Mentor's Guide

Copies of these are available for download from the information section of the Deafblind Studies website: [www.deafblindstudies.org.uk](http://www.deafblindstudies.org.uk).

## **Introduction**

Deafblind Studies is an innovative and cooperative partnership between six agencies: CACDP, Deafblind Scotland, Deafblind UK, RNIB, Sense,

and Sense Scotland, all of whom have pooled their expertise and experience, to design and run this course.

This professional qualification is the first of its kind within the field of social care for those involved in designing and / or delivering services to deafblind people both within the community and within residential care.

The Diploma is designed as a two year course. The first year lays the foundation and aims to establish and consolidate fundamental knowledge and skills across the range of deafblindness (congenital and acquired). The second year aims to build on this foundation, further develop knowledge and skills and apply learning more broadly, thus resulting in greater professional impact.

**On application, students (and the sponsoring organisation) are signing up to a two year commitment. Part of the entry requirement for year two is measurable success in year one.**

## **Qualifications Awarded on Successful Completion**

The Board of Partners is working with the Open University to credit rate and level the two year programme of part-time study. Subject to successful credit rating both qualifications will carry transferable academic values which are recognised within the national frameworks for qualifications across the country (including Scotland).

The course leads to the following qualifications:

1. A Certificate in Deafblind Studies (achieved after successful completion of one year of part time study) with a value of:
  - a. 60 credits at Certificate Level ('C') on the (FHEQ – Framework for Higher Education Qualifications Levels) achieved after successful completion of one year of part time study.
  - b. 60 credits at Level 7 on the Scottish Credit and Qualifications Framework (SCQF).
2. A Diploma in Deafblind Studies, (achieved after successful completion of two years of part time study - the first year being the certificate year), with a value of:
  - a. 60 credits at Intermediate Level ('I') on the FHEQ Framework.
  - b. 60 credits at Level 8 on the SCQF.

## Qualifications Frameworks and Levels

There are a number of academic scales that chart comparative values of qualifications across the UK. At Honours Degree level, there are no differences. However, below that level different frameworks are used for different parts of the education sector as well as in different countries. This can make it difficult to understand the value of an individual qualification in the wider educational context.

The following chart and information are provided to give a **rough** guide as to the undergraduate position of the Deafblind Studies qualifications in relation to these frameworks. (The correlation between frameworks isn't quite as direct as the chart suggests – hence 'rough guide'). More detailed information can be found in the document 'Qualifications Frameworks and Level Descriptors' also available on the Deafblind Studies website at [www.deafblindstudies.org.uk](http://www.deafblindstudies.org.uk).

Deafblind Studies	SCQF Level	QCF Level (FE)	FHEQ Level
	5 SVQ 2 & Standard Grade	2 NVQ 2 & GCSE	
	6 SVQ3 & Highers	3 NVQ 3 & A Level	
<b>Cert' in Deafblind Studies</b>	7 Advanced Higher	4 NVQ 4	<b>C/4</b> Certificate Level Certificates of Higher Education
<b>Dip' in Deafblind Studies</b>	8 SVQ4 & Diploma	5 NVQ 4	<b>I/5</b> Intermediate Level Diplomas of Higher Education, Foundation and Ordinary Degrees
	9 Ordinary degree		
	10 Honours Degree	6 NVQ 4	<b>H/6</b> Honours degree
	11 SVQ 5 & Masters Degree	7 NVQ 5	<b>M/7</b> Masters Degree
	12 Doctorate	8 Higher Specialist Diploma	<b>D/8</b> Doctorate

A key to the acronyms follows.

## Key

SCQF = Scottish Credit and Qualifications framework

QCF = Qualifications and Credit Framework (replacing National Qualifications Framework – NQF) a new framework for recognising and accrediting qualifications in England Wales and Northern Ireland  
FE – Further Education

FHEQ = Framework for Higher Education Qualifications Levels - England Wales and Northern Ireland

NICATS = Northern Ireland Credit Accumulation and Transfer System

CQFW = Credit and Qualifications Framework for Wales Project

(For information only in the Republic of Ireland - National Framework of Qualifications for Ireland.)

## Board of Partners Additional Endorsements

The Board of Partners wishes to stress the value and importance of both theoretical and practical skills. However, the Board recognise that there is no assessment of practice skills within the Certificate and Diploma in Deafblind Studies. The Board of Partners will offer an additional written endorsement to those students who:

- enter the course with additional specified qualifications of a practice nature or
- acquire those qualifications alongside the Deafblind Studies Certificate and Diploma.

The Qualifications identified by the Board of Partners as representing that added value are:

- CACDP – Level 1 British Sign Language.
- CACDP – Units T201 & T202 from the Level 2 CDC2 Communication with Deafblind People (Manual)
- Other existing qualifications which can be shown to be of a similar duration, content and level of study to the Sign Language or Communication with Deafblind People qualifications listed above.

- The Deafblind Studies Practice Unit (currently available only in Scotland)
- Other new practice qualifications will be added to this list should they become available during the period of study.

Students can gain the additional endorsement from the Board of Partners up to 5 years from commencement of their studies. The Certificates issued to students will specify the award gained under the University Credit Rating agreement with the Open University, and be accompanied by the additional endorsement recognising these additional practice related components.

Some students will already hold one or more of these qualifications and acknowledgment of prior learning (and current skills use) can be sought on course commencement. Full details with an application form are provided in Appendix Two on page 29.

## **Entry Requirements**

Students will be drawn primarily from the area of social care and will ideally have had experience within the field of deafblindness, complex disability, single or dual sensory impairment. Students will be practitioners whose work:

- brings them into contact with deafblind people, and
- impacts on the lives of deafblind people.

This course may also provide excellent professional knowledge for staff working with people who:

- are Deaf or hard or hearing
- are blind or partially sighted
- have learning difficulties and communication support needs

Evidence suggests that these groups of people have an additional sensory impairment but they may not be recognised as deafblind.

In recognition of the value of the practice skills noted as 'Additional Endorsements' by the Board of Partners (see above), preference will be given to applicants who have already achieved or intend to undertake one or more of the qualifications listed.

During the course of study, students will be required to undertake work with deafblind people. It is the responsibility of the student and the sponsoring organisation to ensure that this access is in place for the duration of the course.

The course is rooted in practice and work based reflection aimed at ensuring **a society in which deafblind people have the recognition and support necessary to be equal citizens**. Attendance on the course may be seen as strategic development on the part of sponsoring organisations.

Students applying for a place on the course are required to submit an application form (Appendix One) with an accompanying personal statement describing their skills, their experience and the reasons they are applying for the course.

Sponsoring organisations are required to familiarise themselves with the contents of this document and to specify the support they are willing to offer for the duration of the prospective student's studies. In addition, sponsors must agree and put into writing the financial and practical terms of the contract and provide a letter of recommendation as part of the student's submission.

It is the expectation of the Board of Partners that students, and their sponsoring organisations, 'sign up' to the Values (as outlined in the document 'Philosophy, Core Values and Aims') which underpin the course. These values are regarded as essential in any work undertaken with and for deafblind people. Such values must underpin the work of any student completing the course and student success will be monitored in line with these values. Where these Values are not held by prospective students or their sponsoring organisations, an application should not be submitted. The Board of Partners reserves the right to withdraw any offer of a place, or to ask a student to withdraw from their studies in any instance where there is clear evidence that the values are not held. In such instances, students and their sponsoring organisations will be in direct breach of this contract. As such, any deposits or fees paid will be non-refundable.

## **The Process**

It is likely that many of the students attending the course will not have recent experience of studying. Students coming onto the course will have had different experiences within their fields. Some may bring

academic experience; others, skills based on experience. Both can be valid.

The course is grounded in professional practice and seeks to build on, and develop, the existing knowledge and experience of students. The Board of Partners recognises that for many, beginning a course of further study can seem very challenging, particularly when students have to juggle study with family life and work commitments. Students are strongly encouraged to develop and use support mechanisms to aid them over the two year learning process. The Board will provide some support from tutors and via the course coordinator. In addition, students will have guidance to support their studies and their assignment writing.

## Student Cohorts

There will be two student cohorts attending one of two courses which will run in parallel over the two years of study. One course will run in England (at Sense in London) and the second in Scotland (at Sense Scotland Touchbase in Glasgow). Each cohort will have between ten and twenty students.

## The Time Commitment

Each year of study has a 60 credit value. Each Module comprises a portion of the total credits, for example, in year one the Dual Sensory Impairment One Module (DSI1) has a 20 credit value. Each credit represents a nominal 10 hours of study. Students are therefore likely to undertake about 200 hours of study for the DSI1 module.

The table which follows shows the credit value for each of the modules in years one and two.

Year One Modules	Credit Value	Hours of study
Dual Sensory Impairment 1	20	200
Professional Practice 1	10	100
Communication 1	20	200
Movement, Mobility & Orientation 1	10	100
Total	60	600

<b>Year Two Modules</b>	<b>Credit Value</b>	<b>Hours of study</b>
Dual Sensory Impairment 2	20	200
Movement, Mobility & Orientation 2	10	100
Communication 2	20	200
Practice Dissertation	10	100
<b>Total</b>	<b>60</b>	<b>600</b>

This can seem daunting; however, study time is comprised of:

- direct tutor contact on training days,
- additional research and reading time,
- time spent on the associated assignment.

The course is centred on practice and some of the time is accounted for by work based exploration of new learning.

## **How is the Course Delivered**

Each module is introduced through a series of training days. The table which follows gives an overview of the training day commitment and credit value for each module. There is no direct relationship between the number of training days and the credit value of each module.

<b>Module</b>	<b>Training Days</b>	<b>Credit Value</b>
Dual Sensory Impairment 1	3 days	20
Professional Practice 1	1 day	10
Communication 1	2 days	20
Movement Mobility & Orientation 1	2 days	10
Dual Sensory Impairment 2	2 days	20
Movement Mobility & Orientation 2	1 days	10
Communication 2	2 days	20
Practice Dissertation	0 day	10
<b>Total</b>	<b>13 days</b>	<b>120</b>

Modules will usually be delivered by two tutors one from the congenital deafblindness field and one from the acquired deafblindness field. Modular delivery combines taught content with additional reading and study. Assessment of each module is through a written assignment. These methods of delivery have been chosen to provide opportunities to:

- cover key concepts within a training room situation giving students access to the expertise of tutors and of other practitioners from the field of deafblindness
- allow students to share their own work based practice and experiences across the range of deafblindness
- encourage students to undertake personal study which supports the process of putting theory into practice as well as ensuring achievement of the learning outcomes.

Where appropriate the Board of Partners encourage the participation of deafblind people in course delivery as trainers, as contributors and through video material.

## **Training Materials**

Prior to the delivery of training days, students will be sent a module text. This is a core reader for the module about to be undertaken. It is essential that students take time to read through these materials prior to the training days, as tutors will assume that students have read the manual and will build on that foundation.

The course manual may be accompanied by tasks which require the student to focus on particular aspects of deafblindness, possibly in relation to their own practice. Some tasks may require the preparation of a small amount of information to support the delivery of the training days.

During each of the training days, tutors will cover the key concepts for each module and give opportunities to explore these further. The training may be accompanied by additional Board-approved handouts. Some modules are accompanied by other materials provided on CD ROMs which are unavailable from other sources.

As part of training day delivery, tutors will introduce the module assignment and offer guidance on its completion.

Whilst the materials in the training manuals form the basis of module delivery and study, students are expected to undertake further independent research for each module.

Students may be given a reading list prior to starting the course and each module will be accompanied by suggested additional reading.

## **Assignments**

Student assignments will be marked by one of the tutors delivering the module or by an external marker with appropriate qualifications and experience. Marking is internally moderated by suitably qualified representatives of the partner organisations. An independent external examiner ensures that the academic standards applied to the work are consistent with those applied by other educational institutions and as laid down in guidance provided by the appropriate governing academic bodies.

Students must adhere to assignment deadlines unless there are exceptional circumstances (it is noted here that students have a responsibility to contact the course coordinator in the event of such circumstances; early discussion will help to ensure that students are properly supported).

Assignments must be presented both in print and electronic forms, be appropriately referenced and accompanied by an assignment submission form. Further details will be given to successful applicants during the introduction to the course.

## **Experience in the fields of congenital and acquired deafblindness**

The Board of Partners note the importance of linking theory to practice. The majority of applicants will be drawn from either the acquired or congenital deafblindness field. The Board of Partners are unable to offer practice placements to redress this balance. However, some partner organisations may be willing to offer opportunities to successful applicants to visit during the course of their studies. More information can be sought from the course coordinator once the course has begun.

## Support

The Board of Partners is committed to ensuring that students have adequate support during their period of study. The nature of this support will vary from student to student.

The following mechanisms are in place to enable students to identify and obtain the support they need:

1. The recommendation above that each sponsoring organisation ensures that students have local supervisory support (a mentor – see Mentor Guide, one of the downloads referred to earlier).
2. Support from tutors delivering modules. This support may be through a range of methods including telephone and email.
3. Support from the course coordinator.

Whilst the Board of Partners makes every effort, through the short listing process, to ensure that students are capable of undertaking study at this level, it is the responsibility of the student (and their sponsoring organisation) to ensure that they are ready to undertake study at Certificate and Diploma level. Further guidance about levels of study can be found in the Qualifications Frameworks and Level Descriptors guidance – referred to earlier.

In addition to the support given by tutors and the course coordinator it is **highly recommended** that students and employers seek to ensure that students have access to supervisory support / a mentor within the workplace, ideally from someone with suitable experience of further study at undergraduate level.

Experience has shown that provision of such support has paid dividends for students and sponsoring organisations alike. Experience has also shown that failure to provide such support can have a detrimental effect on student achievement and motivation. Allocation of student places may be positively influenced in instances where organisations have demonstrated that they have carefully considered and understood the implication of part time study at this level and have made suitably flexible and structured arrangements to support the applicant over the two year period.

# What are Sponsoring Organisations and Prospective Students committing to?

## Study Leave

Course completion criteria include student attendance on modular training days. Unless there are unforeseen and extenuating circumstances, students **must** attend modular training days, and sponsoring organisations **must** agree to release students to attend these. It is regarded as fair practice that these, and associated travel days, be regarded as contractual days.

The Board of Partners is unable to insist on the other arrangements that individual sponsoring organisations have with their employees. However, it is **highly recommended** that employers consider giving additional study time (perhaps two days) for each module, to allow for research (which may not be easily possible in the evenings) and for the completion of assignments.

The Board view such commitment to students as:

1. Short term investment for long term gain.
2. Acknowledgment of the importance of course attendance to the lives of deafblind people.

## Information Technology

Students **must** have regular unimpeded access to a computer over the period of study. All assignments must be word processed and students are required to provide both paper and electronic copies of their work to the course coordinator.

Written materials available in the field of deafblindness can be limited or difficult to obtain with the internet proving to be a major source of information. The student manuals which accompany each module make broad references to materials, some of which can only be found on the internet. Many modules are accompanied by a CD ROM with computer based support materials.

It is the employer's responsibility to ensure that this access is readily available. Sponsoring a student to undertake the course indicates the organisation's commitment in this area.

## Course Fees

The course fees will be £2650 for the first year and £1540 for the second year. Places will be offered on a first come first served basis, from December 2008, to those applicants who meet the entry requirements. Places offered can be secured by payment of a non-refundable administrative charge of £200 (if the offer is made before the deadline for the payment of the deposit or the final payment).

The £700 deposit for the first year (minus the £200 administrative charge if paid) will be due four months before the course begins (see course timetable).

Each years' fees will be payable in full annually, two months prior to that year's commencement of study (minus any deposit and / or administrative charge paid).

Please note that unsecured places may be offered to other successful applicants once available places have been allocated.

Failure to pay by the due dates **will** likely result in the place being withdrawn and any deposit or other fees paid will be lost.

If a student is unable to complete the year, or fails to meet the assessment criteria, any fees paid are non-refundable.

Full course fees can be paid ahead of the schedule outlined above.

Applicants are not limited to single funding sources. However, such applicants must be able to demonstrate their fulfilment of the terms of this contract.

## Timeline of payments

From December 2008 – £200, non-refundable, administrative charge for successful applicants wishing to secure their place

May 2009 – £700 deposit minus any securing charge paid

July 2009 – remaining fee for year one

July 2010 – fee for year two

Organisations can also opt to pay the full year one fee or full course fee when a place is offered. It may be possible to split invoices of a given

study year over two financial years prior to course commencement. To discuss these options, please contact the course coordinator.

## **Resources**

Whilst the student will be provided with a manual (and perhaps handouts) for each of the taught modules, the student will be expected to undertake additional research. This may necessitate the purchase of resources such as books or subscriptions for relevant journals or subscriptions to specialist libraries. Organisations committed to developing work with people who are deafblind may like to consider setting aside funding to purchase such resources in order to:

- Support the student during the course of study.
- Provide a source of information for other workers in the organisation.

## **Changing Jobs**

Should a student change jobs during the course of study they will be entitled to complete the academic year that they are undertaking and for which fees have been paid. The student will have the responsibility for ensuring that they are able to meet the course requirements, eg some assignments may require a case study involving work with a deafblind person.

Sponsoring organisations should note that it is not possible to 'swap' students part way through a course of study.

Fees for the year that the student is undertaking are non-refundable to the sponsoring organisation. Students will have to make alternative arrangements for funding any further year(s) of study.

## **Facilitating Access**

The Board of Partners has an Access Policy, as well as an Equal Opportunities Statement. Where access may be an issue for a student the Partnership will work together to ensure that all students have equality of opportunity.

The Board of Partners is not able to draw on any statutory funding to support disabled students or those with particular access needs. A

significant proportion of the available budget is set aside to fund access requirements but this funding is limited.

This should not prevent students with particular access requirements submitting an application.

It will be helpful to other applicants if students with particular access requirements who are able to draw down funding to support their studies make this known in their application.

## **Attendance, Illness and Absence**

The Board believes that it is reasonable to expect students to make a commitment to attend all of the training days. The Board expects sponsoring organisations to facilitate this essential attendance. If this is not possible, students and their sponsoring organisations **MUST NOT** submit an application.

Students are given advance notification of course dates and should try to ensure that work and personal commitments (such as holidays) do not conflict with training days.

It is advisable that students ensure that close family members / friends etc are also aware of the time and date commitments to prevent diary conflicts, for example the 'surprise' booking of holidays.

The Board also recognises that whilst one hundred percent attendance is the ideal, the circumstances of people's lives may impact on their ability to attend the course. Students will have the responsibility to inform the course coordinator of any sickness, other absence or issue that may affect their performance or attendance. Often this will be by telephone in the first instance. All absences must be advised in writing and should be addressed to the course coordinator. Such information is usually kept confidentially by the coordinator; however, where necessary it may be shared with the Chair of the Board or with other Board members as appropriate. Students will be informed when this is the case.

Before submitting your application please cross check all course dates to ensure that you are able to attend the training days.

## **Other Student Responsibilities**

1. Students must behave in a manner which demonstrates respect for deafblind people, other course participants, their sponsoring organisations and the organisations represented by the Board of Partners.

The Philosophy, Aims and Principles document outlines the underpinning values of the course and details the equal opportunities policies of the partner organisations. Students should familiarise themselves with this document.

2. Students must ensure that they adhere to training day timetables.
3. Students are strongly encouraged to provide feedback. Feedback contributes to future course evolution and is a measure of quality assurance.

## **Expectations**

### **Together we Hope to Achieve**

- A society in which deafblind people have the recognition and support necessary to be equal citizens.
- A committed group of learners who will achieve the qualification.

## **What can Students and Sponsoring Organisations expect?**

### **From the Board of Partners**

Subject to successful credit rating, the award that students receive will be issued by the Board of Partners and endorsed by the Open University. Students who undertake the two year Certificate and Diploma in Deafblind Studies are therefore students with the Board of Partners.

The Open University will credit rate and level the award. The process of credit rating compares the delivery and outcomes of the learning (programme) with relevant education awards and assigns a value (in

terms of credits and level) to courses which meet appropriate quality assurance criteria, thus providing an OU endorsement of the quality, amount and level of the learning.

The programmes of study are presented, assessed and quality assured by the Board of Partners.

The Board of Partners will ensure that the Examination Board appoints an independent external examiner who has experience in the subject area, and of UK Higher Education, in order to ensure comparability with other Higher Education learning at the same level.

The Open University will be involved in approving that appointment.

From the Board of Partners, students can expect:

- Clarity and consistency regarding the course structure, content and organisation.
- Commitment to address any issues or requirements.
- That the course will address the training needs of particular professionals in the field.
- Openness to constructive criticism.
- Communication which keeps students up to date with information which impacts on their studies. Communication methods will take into account the needs of individual students.
- A course coordinator who will provide the primary link between students and the Board.

## **From Tutors**

- Willingness to share expertise and knowledge
- Commitment to overcome difficulties
- A shared enthusiasm about what the course can do for the deafblind field
- Openness to constructive criticism

- A timetable which will outline what will happen over the period of training
- An introduction to the assignment with ‘pointers’ during the training which support the students to understand what is required and how to approach writing.

## **From the Credit Rating University**

Subject to successful credit rating, the award that students receive from the Board of Partners will be endorsed by the Open University as meeting the requirements of equivalent higher education study.

The Open University credit rating compares the delivery and outcomes of the learning programme with relevant education awards and assigns a value (in terms of credits and level) to courses which meet appropriate quality assurance criteria, thus providing an OU endorsement of the quality, amount and level of the learning.

The student’s day-to-day contact with, and about, the course will be through representatives of the Board of Partners, that is: Board members, tutors, trainers and (primarily) the course coordinator.

As part of the Open University’s arrangements for maintaining the quality of credit rated awards, the course will be reviewed annually.

## Appendix One – Student Application Form

<b>Applicant's Name</b>	
First Name as you prefer to be called:	
First name as it appears on your birth certificate:	
Middle Name:	
Last Name: (Surname)	
Last Name: as it appears on your birth certificate	
Date of Birth	
Role/Post	
Sponsoring Organisation:	
Work Address (include post code):	
Work Tel:	
Work Fax:	
Work Email:	
Work Text:	
Work Mobile:	

<b>Applicant's Name</b>	
Home Address (include post code)	
Home Tel:	
Home Fax:	
Home Email:	
Home Text:	
Home Mobile:	
Preferred Place of Contact	<p style="text-align: center;"><b>Work Home</b></p> <p>Please delete as appropriate. In making your choice, please consider the impact of holidays etc on your ability to receive course related mail or email such as returned assignments.</p>
Photo	<p>Please submit a recent passport sized photo of yourself with this application.</p> <p>This can be a photo taken with a digital camera and printed on photo paper at home. It must be a clearly printed image.</p>

## Practical Arrangements

Please give the name and contact information of someone we might contact on your behalf in the event of an emergency whilst you are attending training.

Are there any particular dietary requirements or food allergies we should know about?

Do you have any particular access requirements? If yes please give brief details, the course coordinator will be in contact to discuss these further.

## Information about the Sponsoring Organisation

Name of contact authorised to support your application and funding of course the fees:	
Position within the organisation:	
Address (include post code):	
Contact Tel No:	
or Email:	
or Text:	
or Mobile:	

## Employer Commitment to course fee funding

Please read and, if you concur, sign and date the following agreement.

I understand:

- that the course fees will be £2650 for the first year and £1540 for the second year
- that a non-refundable administrative fee of £200 will secure an offered place on the course (if the place is offered prior to the required payment date of the full deposit)
- that a £700 deposit (minus the £200 administrative charge if paid) will be due within the timescales outlined earlier in this contract
- that each year's fees will be payable in full, annually, within the timescales outlined earlier in this contract
- that failure to pay either year's balance by the due date **can** result in the place being withdrawn and the deposit lost

In agreeing to the submission of this application, I am authorised to commit the organisation to funding this application.

I authorise the prospective student's application and agree to undertake the commitment to the prospective student as outlined in the attached letter of support.

Signature

Date

Please also print name:

To whom should invoice requests be sent? Please give contact information if different to any of the information above. Please also note any particular reference that should be made on the invoice.

## **Student / Employer learning agreement**

Sponsoring organisations should carefully read and take note of the commitment (as per this contract) being made to the Partnership which will be undertaken if the student application is successful.

Sponsoring organisations should discuss / negotiate the following with the student.

**This should be recorded and MUST be put in writing separately and submitted with this application. The agreement should be signed by the prospective student and by the sponsoring organisation's authorised signatory.**

1. A commitment to two years of course attendance
2. The arrangements to ensure the student's attendance at training days
3. Whether or not travel time will be acknowledged as contractual hours
4. The arrangements that will be in place for two years, regarding study leave
5. The financial arrangements for travel and accommodation
6. The arrangements regarding access to IT for research and for assignment writing

## **Employer Letter of recommendation**

Employers are also required to submit a **separate** letter of recommendation to support the prospective student's application. This letter needs to confirm that the prospective student is suitable to attend this course and that the employer believes he/she has the academic ability to undertake the level of study involved; that the individual is 'fit for purpose'. The letter will constitute part of the submission considered in the shortlisting process.

## Information about the named mentor / supervisory support

This information must be submitted with the application. Places will not be offered without it.

Name of mentor/ support	
Position within the organisation / relationship to applicant	
Address (include post code)	
Contact Tel No:	
or Email:	
or Text:	
or Mobile:	

## Personal Statement – Information about You

In 500 – 750 words, prospective students should write a concise personal statement in support of their application. **Read these instructions and follow them carefully.**

This should be word processed and presented in 14pt Arial.

The use of headings is recommended and these should be in 18pt Arial, Bold.

Margins should be approximately 2.5 cm (1 inch)

You should avoid using italics or other font formatting.

You may use bullet points or numbered paragraphs to break up your presentation.

It is highly recommended that you seek support from a colleague to proof read your statement when it is complete.

Please provide an electronic copy of your personal statement on a floppy disc or CD ROM (not by email).

The Personal statement should tell us:

1. why you are applying for a place on the Certificate/Diploma in Deafblind Studies
2. about any **relevant** current or previous experiences you have (see page 5)
3. your current work role
4. about values that are important to you (in relation to work with disabled people)
5. what you want to get out of this course for yourself
6. how this training course will improve your work with deafblind people
7. how you think the course might impact on the practice of colleagues and on your sponsoring organisation

The statement should conclude with a signed declaration that the personal statement “is my own work and writing”.

NB The personal statements of successful applicants will also be used to provide tutors with information about the groups of students they will be training.

## Appendix Two - Recognition of Prior Learning - Practice Endorsed Qualifications

Some students may already hold a Sign Language and / or a Communication and Guiding Skills qualification. Students who wish to have such a qualification acknowledged must provide evidence of the qualification and, if older than two years, additional information demonstrating that the acquired skills are up to date).

<b>Communication and Guiding Qualification</b>	<b>Evidence Required by the Board of Partners</b>
CACDP Communication & Guiding Skills with Deafblind People	CACDP – or other – Certificate
CACDP Level 3 Certificate in Communication & Guiding Skills	If the qualification is older than two years, a letter from employers stating current practice and verifying that they have seen the original certificate.
CACDP Level 2 Certificate in Communication with Deafblind People (Manual) - CDC2 or The two CACDP technical units T201 and T202 (which comprise part of the CDC2 qualification)	
Qualifications which can be shown to be of a similar duration, content and level of study, as the CACDP technical units T201 and T202	
<b>Sign Language Qualification</b>	
CACDP Level 1 BSL/ISL	If the qualification is older than two years, a letter from employer stating current practice and verifying that they have seen the original certificate.
CACDP Stage 1 (or above) Certificate in British Sign Language	
CACDP Level 1 (or above) Certificate in British Sign Language	
A sign language qualification which can be shown to be of a similar duration, content and level of study as the CACDP BSL/ISL Level 1	

## Recognition of Prior Learning Application Checklist

Name:

**NB - Please do not write on the greyed out sections of the form.**

### Communication and Guiding Qualification

If yes	• Copy of Certificate attached	Yes / No
	• Letter from employer confirming use if qualification older than two years.	Yes / No

Checked with CACDP or other

Change of name evidence submitted (if relevant)

Approved by the board

Date:

Signed:

### Sign Language Qualification

If yes	• Copy of Certificate attached	Yes / No
	• Letter from employer confirming use if qualification older than two years.	Yes / No

Checked with CACDP or other

Change of name evidence submitted (if relevant)

Approved by the board

Date:

Signed:

**Note** – If the surname on any Certificate is different to the surname you have used on this application, you should submit evidence of the change of surname (eg marriage certificate). If not immediately available, this will be required before endorsement is issued.

## Appendix Three – Delivery Dates

Name
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Please cross check the following module delivery dates against the timetable and confirm whether you will be able to attend.

Module Title	Dates checked  Delete as appropriate
Year 1 - Dual Sensory Impairment 1	Yes / No
Year 1 - Communication 1 and Year 1 - Professional Practice 1	Yes / No
Year 1 – Movement Mobility & Orientation 1	Yes / No
Year 2 - Dual Sensory Impairment 2 and Year 2 - Movement Mobility & Orientation 2	Yes / No
Year 2 - Communication 2	Yes / No

## Appendix Four - Checklist for Applicants

Name

The following is a summary of what you must include in your application noting who needs to put together that section of the application.

Who	Item	Page ref'	Tick
me	Completed Application Form	21	
me	Recent passport sized photo of yourself	22	
me	Practical Arrangements	23	
me	Information about the sponsoring organisation	24	
me	Personal statement	26	
me	Electronic/Disc copy of personal statement	26	
me	Recognition or prior learning - Application Checklist (BSL and Comm Guide) with <b>copies</b> of (not originals) certificates and letters from employers as appropriate	30	
work & me	Separate written agreement between sponsoring organisation and prospective student detailing travel, study leave etc details	24	
work & me	Cross check of course delivery date availability	31	
work	Letter of recommendation from organisation.	24	
work	Signed commitment re course fees	25	
work	Mentor details	26	

I am applying for a place on the (please tick the appropriate box):  
Course to be run in

England

Scotland

Either

Please note that incomplete or incorrect applications **WILL** be returned. This may hinder / delay your application or result in it being discounted.

**Keep a copy of the completed application for your own reference and in case the original is lost in the post.**

Name:

Deafblind Studies is a not for profit venture. We want to make sure we spend our money wisely. Please tell us how you found out about the course. This will help us to target future marketing.

Source	Please tick
Internet Search	
Direct Emailing from the course coordinator	
Direct Postal mailing from the course coordinator	
Leaflet (if not from the coordinator)	
Please tell us how you obtained a copy	
Information from another website	
(Please tell us which)	
Someone told you	
Please tell us who, eg someone from CACDP	
Other form or advertising eg an article or an advertisement	
Please tell us the source	
Other	
Please tell us how	