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IO2 – EU Curriculum for Visual Disabilities Rehabilitator

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Authors of the document

oMERO Partner	Authors
SI4Life	Serena Alvino
IDC	Sonia Agrebbè Federica Calabria Elisabetta Capris
LSMU	Ausra Povilauskiene Ingrida Januleviciene Agne Krucaite Agnė Dorelaitienė
LAMUT	Oranne Colombier Cecile Terrier De La Chaise Vincent Brouard
TCD	Iracema Leroi
UNIGE	Carlo Enrico Traverso Michele Iester
UMEA	Marie Burstedt
CHU NICE	David Renaud

Contributors to the development of the IO2

oMERO Partner	Contributors
SI4Life	Camilla Donaggio Elena Margherita Vercelli
UNIGE	Silvio Sabatini Andrea Canessa
LAMUT	Christelle Dordonnat

1 Table of Contents

1	Table of Contents	3
2	List of Abbreviations	3
3	Executive summary	5
4	Introduction.....	5
5	Methodology.....	5
5.1	T1. Standards and tools.....	6
5.2	T2. Preliminary activities and collection of curricula proposals	7
5.3	T3. Merge of proposals and refinement.....	10
5.4	T4. Suggested strategies, level of study and assessment.....	10
6	EU Curriculum for Visual Disabilities Rehabilitator.....	11
6.1	Main characteristics	11
6.2	VDR CURRICULUM – Detailed description of Learning Outcomes.....	13
7	Macro-design table	148
8	References	180

2 List of Abbreviations

CC	Core Competence
ECVET	European credit system for vocational education and training
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
ESCO	European Skills/Competences, qualifications and Occupations
EU	European Union
HEI	Higher Education Institution
IRP	Individualized Rehabilitation Programme
ISCO	International Standard Classification of Occupations
KA	Key Activity
LO	Learning Outcome
M	Month
MDT	Multidisciplinary Team
PP	Professional Profile
UoL	Unit of Learning

VDR	Visual Disability Rehabilitator
VET	Vocational Education and Training
VIC	Visually Impaired Child
VIP	Visually Impaired Person
WHO	World Health Organization

3 Executive summary

This document is aimed to report the work carried out by partners in order to deliver the VDR Curriculum and to outline the main result of such a work.

Section 6 introduces the main aims of IO2, outlining the main connections with other outputs.

Section 7 is aimed to describe the methodology adopted by the IO coordinator in order to shape and release the Curriculum. Four main tasks are described in detail, as well as the main tools and templates adopted to support the cooperative work.

Section 8 outlines the main characteristics of the Curriculum and then outlines the detailed description of the 89 Learning Outcomes, grouped into 17 Units of Learning.

Section 9 includes the macro-design table supporting the Curriculum instantiation.

4 Introduction

The main SCOPE of oMERO project is to overcome the identified mismatch between the skills currently offered by VDRs curricula and those actually demanded by healthcare institutions, private service providers and final end users.

In order to target this scope the project will pursue many objectives, at national and EU level, which include:

- the definition of a PROFESSIONAL PROFILE FOR VDRs, which can play a reference role at EU level for the formalization and the certification of the VDR qualification
- and the definition of an EU REFERENCE CURRICULUM FOR VDR, general and “across-the-board”, but modular and flexible in order to be adaptable to any country and HEI.

In April 2021, a Professional Profile (PP) for VDR has been defined and formalized into Intellectual Output 1. It integrates existing research evidence on VDRs’ skills needs, in order to make the PP as adherent as possible to the current (and future) working and occupational contexts for VDR. The PP is compliant with already existing ESCO (European Skills/Competences, qualifications and Occupations) profiles and with ECVET (European credit system for vocational education and training).

Based on such PP, one of the main results of the oMERO project will be an European, innovative, learning outcome-oriented modular VET Curriculum for VDR, delivered through this document as Intellectual Output 2.

The contextualization/instantiation process carried out by HEI’s course designers will be fundamental for the effectiveness of the curriculum itself. So, designers would need to be supported in this thorny task by specific guidelines accompanying the curriculum for its proper use. Thus, a set of tools and guides will be produced as Intellectual Output 3 in order to complete and integrate the general curriculum with a concrete support for designers about how to “effectively localize” the curriculum. The actual localization will be performed in Intellectual Output 6, while IO5 will deliver RALTER simulator which will be a fundamental tool for VDR training.

5 Methodology

oMERO Curriculum is based on the Professional Profile delivered as Intellectual Output 1 in April 2021. The PP refer to EQF principles and descriptors in order to be compliant with the appropriate EQF level (EQF7) and identifies and describes the main KEY ACTIVITIES of the professional, defined as an “*integrated group of professional*”

competences, which are in their entirety necessary to perform a task relevant to the job profile". They will cover all the activities for the performance of the profession, regardless of its application context.

Starting from this important baseline, SI4LIFE, the leader of this activity, has coordinated the effort of the other involved partners in the delivery of the Curriculum, organizing the work into 4 main tasks, described in the paragraphs below.

5.1 T1. Standards and tools

Activities related to IO2 has been launched during a webinar organized on April 16th and involving the whole partnership. During this meeting SI4LIFE, as IO2 coordinator, introduced the main tasks and the suggested distribution of the work among partners.

The first Task (T1) included 2 main activities:

- A. Partners training about the main EU standards in VET field (ECVET, EQAVET, ESCO, EQF)
- B. Identification of the templates for the formalization of the Curriculum

As to the first activity, SI4LIFE set up a training online session (recorded for those who cannot attend) about the main EU standards in VET field (ECVET, EQAVET, ESCO, EQF). Some training materials have been shared on the Project repository in TEAMS¹ and a specific guide (*How To Create LOs – Best Practices*) has been developed to support partners in the following tasks.

In order to define the proper template for the formalization of the Curriculum, based on its previous participation in the Erasmus + Program (Sector Skills Alliances), SI4LIFE proposed to partners to start from the experience developed in the ENhANCE project².

ENhANCE project template was based on the following assumptions:

- the term “competence” have to be used in the general meaning proposed by the “EU COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning” (See Sect. 8.1); thus, it cannot be identified as a specific dimension of a LO, such as in the example provided by ECVET Toolkit (see Figure 1)
- Learning Outcomes in the template are defined in terms of **Knowledge, Skills and Personal and Transversal Competences**;
- **Personal³ and Transversal⁴ Competences** are “*competences needed for applying a knowledge and/or a skill in the work context with a certain level of responsibility and autonomy*”; such definition allows to maintain a strict connection and compliance with EQF approach;
- the template has to maintain an **explicit reference to Key Activities and Core Competences of the Professional Profile taken as a reference for the Curriculum**, although it will be based mainly on Learning Outcomes and Units of Learning Outcomes.

¹ Such as CEDEFOP, 2017. Defining, writing and applying learning outcomes. A European handbook. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>

² <https://www.enhance-fcn.eu/> - Sector Skills Alliance co-funded by Erasmus Plus Programme (2018-2021). The main scope of ENhANCE Project (European Curriculum for Family and Community Nurses) was to target to develop a curriculum for Family and Community Nurses.

³ Personal Competences comprises personal, social and/or methodological abilities which could be put into play in society and at work.

⁴ Transversal Competences are those typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge but as competences that can be used in a wide variety of situations and work settings

Task	Knowledge The Learning Process Guide knows...	Skills The Learning Process Guide is able to...	Competence The Learning Process Guide is competent to...
1 Analysing the learning needs of the learner(s)			
Collect and analyse basic information about the learner	<ul style="list-style-type: none"> competence requirements of specific jobs, functions and tasks in his area and corresponding occupation profiles different needs of specific target groups (special psychological, pedagogical, cultural support), socio-economic contexts and their impact on learning entitlements and obligations for learning at the workplace (incl. legal frameworks of traineeships, apprenticeships, etc.) training and learning 	<ul style="list-style-type: none"> analyse the students' entry level, learning style and developmental needs identify training needs and potential of different individuals identify own and others' learning styles identify possible learning difficulties / barriers in learners offer target group-specific guidance, orientation and support for individual learners draw-up and use a PDP within his field of specialisation 	<ul style="list-style-type: none"> Assess the needs and potential of individual learners in the context of work understand the specific needs of the target group provide guidance and advice to individuals personalise learning processes, taking into consideration possible learning difficulties as well as a different cultural and social background apply social, communication and intercultural
Identify and discuss the learning needs of the learner and jointly agree on learning objectives			
Analyse training environment (e.g. needs for specific workplaces, after restructuring, etc.)			
Perceive individual learning behaviours, barriers and obstacles			
Provide guidance and advise to learners (individual development)			
Exchange of information with other institutions / departments			

Figure 1: Template for Curriculum description - <http://www.ecvet-toolkit.eu/>

ENhANCE project Curriculum template (see Figure 2) has been taken as a starting point for partners work. Then it has been progressively integrated including specific sections that partners deemed as useful for VDR Curriculum description.

TITLE OF THE UNIT OF LEARNING OUTCOMES / KEY ACTIVITY: EVIDENCE BASED APPROACH	
DESCRIPTION OF THE UNIT: xxxx	
Learning Outcome 1 Core Competence 12: Set standards and evaluate the outcomes related to nursing activities in people's homes and in the community	
Knowledge <ul style="list-style-type: none"> Knows the main standards related to nursing activities in people's homes 	Skills <ul style="list-style-type: none"> Is able to set/apply standards related to nursing activities in people's homes in his/her homecare practice
Personal and transversal competences <ul style="list-style-type: none"> Evaluate the proper standard to be set <u>autonomously</u> <u>Collaborate</u> with the other professionals of the multidisciplinary team Foster the <u>acceptability and compliance</u> of the user to the applied standards 	

Figure 2: ENhANCE project Curriculum template

In particular, the following sections have been integrated:

- **MANDATORY OR OPTIONAL:** this section allows to specify if the LO is supposed to be mandatory or optional for the targeted EFQ level
- **LINK TO OTHER LOs:** since many LOs are connected each other this section allows to make explicit such connections identifying possible “preliminary LOs” and avoiding possible overlaps;
- **OTHER NOTES:** this section is supposed to include every additional information which can be important for the description of the LO.

5.2 T2. Preliminary activities and collection of curricula proposals

Before developing the description of Learning Outcomes, based on the agreed template, some preliminary activities were needed.

In particular, a specific discussion about the “*entry level*” for the Curriculum has been set up in order to:

- identify possible qualifications/professionals who can access the curriculum and attend the courses;
- define competences which should be considered preliminary to the VDR curriculum.

Such discussion took many weeks since, while analysing data collected for IO1 and the current training programs in the field of visual rehabilitation, partners realized that a wide heterogeneity characterizes these programs across Europe and that some different local regulations are standing.

As stated in the project proposal, the “entry level” for a course implementing the VDR Curriculum have to be at least EQF 6, i.e., first academic degree (3-years course).

Anyway, in some countries like Italy and France (identified as TYPE A), specific laws limit the performance of rehabilitation to some qualifications; these normative constraints have to be taken into account when defining which professionals could attend the VDR Curriculum. In other countries like Sweden and Lithuania ,but also Ireland (identified as TYPE B), there is no legal restriction to act as a rehabilitation professional, provided by adequate training within accredited university systems

Setting limitations concerning qualifications who can attend the Curriculum would limit its implementation in “countries – type B”; but ignoring laws limiting the performance of rehabilitation in “countries – type A” would make it not applicable in those countries; finally, admitting some qualifications in “countries – type B” and other in “countries – type A” could neutralize the transferability of VDR qualification.

After an articulated discussion, partners agreed on the following approach:

- I. The focus of the analysis will be on **preliminary competences** and then on **qualifications** (not on **degrees**);
In particular the focus will be on the **competences that must be mastered in order to attend the VDR curriculum**: a competence-centered approach will allow to widen the range of possible candidates in countries like Sweden and Lithuania (Type-B); an **entrance exam** would be necessary to demonstrate the mastery of the identified required preliminary competences
- II. As a second step, **competences characterizing qualifications who are allowed to perform rehabilitation** in “countries type-A” can be **mapped against the required preliminary competences** “once for all” and used to recruit/select candidate participants (no entry assessment test needed)

Partners agreed that specific Guidelines about the Curriculum “entry level” will be delivered jointly to IO3 in order to support Higher Education Institutions to:

- identify the proper criteria to admit candidates to courses;
- set up (when needed) the proper entrance exams.

Once clarified such crucial element of the Curriculum, starting from the key activities and the core competences defined in the Professional Profile, proposed **a set of learning outcomes which should be achieved in order to master each core competence** (see Figure 3). A proposal for this set has been delivered by UNIGE, LSMU, CHU-NICE, UMEA, IDC and LAMUT. Then SI4LIFE merged these proposal into a unique one which has been discussed and refined through asynchronous work and online meetings.

The Professional Profile as a baseline

KEY ACTIVITY “An integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context”

CORE COMPETENCES are “the main competences that a VDR should master in order to perform each Key Activity”.

KEY ACTIVITIES	Core Competencies
Specific Key Activities	
KA1. To evaluate visual and global (overall) function and capability in visually impaired persons in collaboration with the wider healthcare team	A. To understand and evaluate the referral information of visually impaired persons B. To advise on vision improvement conditions C. To identify visually impaired persons’ biomechanical capacities D. To identify the person’s vision-related functional abilities personal skills and competencies E. To identify the person’s global functional abilities F. To identify risk factors across the age-spectrum, particularly in older people G. To apply a bio-psycho-social approach
KA2. To develop and implement an individualised vision-related rehabilitation program for visually impaired adults, using a multidisciplinary approach	A. To develop a tailored vision rehabilitation program B. To implement a tailored vision rehabilitation program C. To adapt rehabilitation techniques to the visually impaired persons capabilities D. To support treatment strategies for vision-related conditions

Let’s define the SET OF LEARNING OUTCOMES which should be ACHIEVED in order to master the CORE COMPETENCE

E.g.: “To adapt rehabilitation techniques to the visually impaired person capabilities”

- Describe, apply and evaluate the main rehabilitation techniques
- Evaluate the main capabilities of visually impaired people according to the bio-psycho-social approach

Figure 3: A slide presented during an online IO2 meeting outlining the proposed activity

Once approved the final list of Learning Outcomes, each of them should be described according to the template agreed in Task1 (See Section 7.1).

Learning Outcomes (LOs) have been grouped into Units of Learning Outcomes which correspond to the Key Activities defined in the Professional Profile.

Partners (UNIGE, LSMU, CHU-NICE, UMEA, IDC, LAMUT) have been invited to describe in detail at least 2 UoLs, which has been assigned to them by SI4LIFE in order to have at least 2 contributions for each UoL (see Figure 4).

	UNIGE	CHIOSSONE	LSMU	CHU-NICE	UMEA	LAMUT
UOL1	X		X			
UOL2	X	X				
UOL3		X		X		
UOL4	X			X		
UOL5					X	X
UOL6					X	X
UOL7		X				X
UOL8		X	X			
UOL9				X	X	
UOL10			X	X		
UOL11	X					X
UOL12		X			X	
UOL13		X				X
UOL14	X		X			
UOL15				X	X	
UOL16	X					X

UOL17			X	X		
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Figure 4: Distribution of work among partners.

5.3 T3. Merge of proposals and refinement

Once collected partners' proposals, SI4LIFE worked to the merging of partners' contributions. This work was hard since contributions were very heterogeneous with respect to the granularity of the detailed descriptions; due to this fact, a second round of contributions has been asked to partners in order to perform a peer review on specific sections, under the coordination of SI4LIFE.

The merged version was discussed and reviewed both through asynchronous work and through online meetings.

5.4 T4. Suggested strategies, level of study and assessment

Once delivered the merged version of the Curriculum, partners collaborated under the guidance of SI4LIFE to the definition of the suggested strategies, level of study and assessment approaches for the identified LOs. SI4LIFE coordinated the whole process, providing instructions and guide, merging experts contributions, managing negotiation processes and assuring the compliance to EU standards.

A **macro-design table** has been formalized, in order to include all the information required by this Task. The resulting macro-design table is described in Section 9.

6 EU Curriculum for Visual Disabilities Rehabilitator

6.1 Main characteristics

The VDR EU Curriculum delivered through this document includes **89 Learning Outcomes grouped into 17 Units of Learning Outcomes**: 9 UoLs are defined as “core units”, since they target competences which are specific to the VDR, while other 8 units are defined as “cross-cutting” since they target competences which are “transversal” to other professionals (see Figure 5).

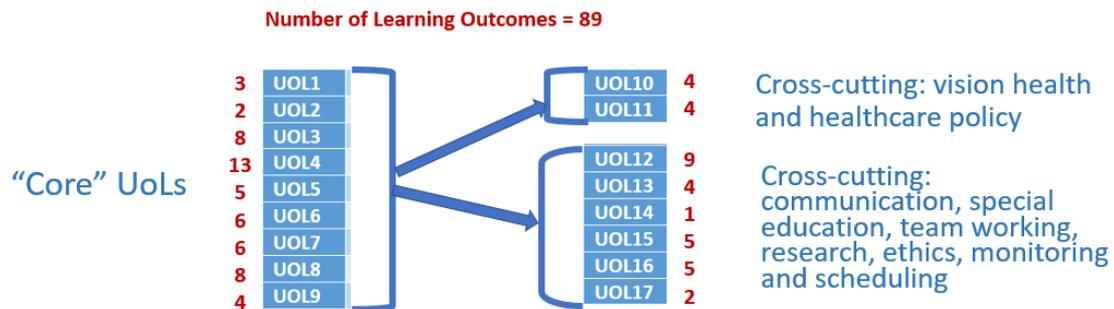


Figure 5: VDR Curriculum – detail of UoLs

The EU Curriculum presented in this document is:

- **based on a VDR Professional Profile** defined in IO1, characterizing the VDR at EU level;
- **“learning outcome oriented”** and compliant with **the main EU standard and tools for VET**, such as ECVET, EQAVET, ESCO, EQF, etc.;
- **general and “across-the-board”**, since it is supposed to play a reference role for any VET designer targeting VDR profile in any EU country;
- **modular and flexible**, since it is supposed to be adaptable to different contexts and rules in different EU countries.

These features will allow for transparency and comparability of the localized curricula and will support the recognition of this qualification by regulatory bodies.

The European Reference Curriculum for VDR developed by oMERO Project **targets professionals at EQF6 level and is aimed at awarding EQF7 level.**

Learning Outcomes (LOs) are grouped into Units of Learning Outcomes which correspond to the 17 Key Activities defined in the Professional Profile.

Each LO is characterized by an alphanumerical code which mirrors the Core Competence(s) it is related to. For instance, LO3-D-E-2 targets CC-D and CC-E of the Key Activity 3 and is the second out of two LOs targeting this couple of CCs in Unit of Learning 2. In such a way **this code keeps a mapping of each LO against the targeted competences, which are all covered.**

Each LO is described in terms of Knowledge, Skills and Personal and Transversal Competences. The level of “*responsibility and autonomy*”, which is an important element for the definition of the EQF level, is described in the “Personal and Transversal Competences” field (to underline these dimensions, words referring to “responsibility and autonomy” are in CAPITAL LETTER).

The CGE Curriculum is compliant with DIGCOMP 2.1 - The Digital Competence Framework for Citizens⁵ : LO12-E-2 and LO12-E-3 have been mapped against specific competence areas of the framework; for each LO a specific level has been identified (level 3 or 4) and LOs have been described accordingly.

Hereafter are some NOTES which allow to interpret correctly the Curriculum:

- Some LO partially overlap: since in the instantiation process some LOs (not mandatory) could not be included in the localized curriculum, removing overlaps among Learning Outcomes falling under different Units could be risky; thus, they have been maintained in the Curriculum in case they fall under different Units; the main overlaps are pointed out in the NOTES field.
- Some LOs are mandatory and other are optional for the targeted EFQ7 level
- many LOs are connected each other; the Curriculum makes explicit such connections identifying possible “preliminary LOs” and avoiding possible overlaps.

⁵https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1.pdf_%28online%29.pdf

6.2 VDR CURRICULUM – Detailed description of Learning Outcomes

UNIT OF LEARNING OUTCOME 1: TO EVALUATE VISUAL AND GLOBAL (OVERALL) FUNCTION AND CAPABILITY IN VISUALLY IMPAIRED PERSONS IN COLLABORATION WITH THE WIDER HEALTHCARE TEAM
TARGETED CORE COMPETENCES
CC 1-A: To understand and evaluate the referral information of visually impaired persons
CC 1-B: To advise on vision improvement conditions
CC 1-F: To identify risk factors across the age-spectrum, particularly in older people
CC 1-C: To identify visually impaired person's biomechanical capacities
CC 1-D: To identify the person's vision-related functional abilities personal skills and competencies
CC 1-E: To identify the person's global functional abilities
CC 1-G: To apply a bio-psycho-social approach
Learning Outcomes (3)
LO1-A-1: Interpret referral information according to the anatomy and physiology of the eye, visual function and reduced visual capacities, expression and terms in basic optics, cognitive and neurological processes as a basis for visual perception
LO1-B-F-1 / LO12-A-H-I-1 Provide information and advice on vision functioning, risks for poor vision health, the degenerative process of visual conditions, risk factors, comorbidities and remediation potential, also suggesting coping strategies, in collaboration with the Multidisciplinary team (MDT) and advocate for policy in relation to vision health-related challenges
LO1-C-D-E-1: Draft a first anamnesis and case history based on personal/familiar interviews
LO1-E-G-1: Develop an individualised global support program based on the biopsychosocial approach within the MDT, taking into account the psychological/social/biological factors of the visual disability situation and their impact on the person's autonomy capacities and life habits

LO1-A-1	
Interpret referral information according to the anatomy and physiology of the eye, visual function and reduced visual capacities, expression and terms in basic optics, cognitive and neurological processes as a basis for visual perception	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Define the anatomy of the eyes and describe their role in visual function and physiology. ● Describe the tools and techniques for evaluating visual function and identify the method used by orthoptist or ophthalmologist to assess visual acuity. ● Classify the level of residual visual function and reduced visual capacities ● Recognize and explain the terms used in basic optics including abbreviations and notations that describe visual function and refractive error. ● Describe assessment methods and tools for special needs applied by psychologists, educators and other professionals. ● Describe the main visual pathologies (congenital, acquired), and the main consequences on functional vision ● Describe the basics of ocular diseases, systemic and neurological diseases related to the impaired vision ● Define and describe cognitive and neurological processes in visual perception. ● Understand the anatomy and physiology of the eyes of newborns and infants and know the most common diseases/conditions that cause blindness in childhood and be 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Estimate from referrals individual’s visual function and vision problems ● Estimate from referrals individual’s cognitive function ● Associate the anatomical part of the eye affected with the nature of the visual impairment and its functional consequences ● Interpret and integrate data provided by professionals (medical, ophthalmological and optometric in developing VIP Individual rehabilitation plan (IRP) and intervention strategies. ● Relate cognitive and neurological disorders with low vision and the interaction of these factors. ● Interpret residual visual function related to age and concurrent disabilities

<p>able to recognize them memorize the anatomy and physiology of the eyes of newborns and infants</p> <ul style="list-style-type: none"> • Describe most common diseases and conditions that cause blindness in childhood and distinguish prenatal, perinatal and postnatal onsets • Discriminate between congenital or acquired, hereditary or ex novo, degenerative or stable, conditions that cause blindness in infants and newborns 	
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • AUTONOMOUSLY summarize the referral information. • Collaborate with other professionals in discussing referral information. • Apply critical thinking to identify special needs of the VIP according to referral information. • Integrate knowledge from different fields and adopting a multidisciplinary approach. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO10-A-1 and LO10-A-2 are preliminary to this LO</p> <p>Linked to: LO2-A-C-2, 16-E-1, LO8-A-1, LO12-C-1, LO13-A-C-1, LO13-A-C-2</p> <p>OTHER NOTES: Be sure to link with UoL10</p>	

LO1-C-D-E-1	
Draft a first anamnesis and case history based on personal/familiar interviews	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Select and apply appropriate interviewing techniques and strategies. ● Outline the components of first anamnesis protocol. ● Identify and describe in detail visual needs and possible health problems drafted from professional referrals, demonstrating highly specialized knowledge about them. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Prepare the interview taking into account the needs and life habits of the VIP ● Adapt and facilitate the protocol according to the age of the VIP, especially the ageing person ● Effectively manage the personal/familiar interview to obtain accurate, unbiased information for the first anamnesis and case history ● Devote adequate time to the VIP and their families/supporters when expressing health-related concerns and feelings.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Demonstrate empathy, genuine interest, compassion and a nonjudgmental behavior during personal/familiar interviews and support VIP ● Demonstrate a critical understanding of VIP health problems and special needs. ● TAKE RESPONSIBILITY on cooperation with VIP and their families in order to detect VIP health problems and special needs. ● Compose the first anamnesis document AUTONOMOUSLY. ● Act respectfully 	

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:

LO1-A-1, LO10-A-1, LO10-A-2 and LO12-B-J-F-1 are preliminary to this LO

OTHER NOTES:

LO1-E-G-1	
Develop an individualised global support program based on the biopsychosocial approach within the MDT, taking into account the psychological/social/biological factors of the visual disability situation and their impact on the person's autonomy capacities and life habits	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Define and describe the biopsychosocial concept, demonstrating highly specialized knowledge. ● State and outline the principles of ICF tools. ● Identify and outline the most common used tools for global functional ability assessment. ● Describe the impact and the implications of global functional ability on autonomies and relationships in daily life autonomies and relationships. ● Explain the influence of individual environment to physical and cognitive functioning. ● Relate vision ability and function with personal environmental conditions. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Apply biopsychosocial approach in daily work ● Apply ICF tools in VIP rehabilitation. ● Collect data regarding the social environment of VIP and its interactions between personal factors (disability/capacity), environmental factors (facilitators/obstacles) and life habits (social participation/disability) ● Address and discuss the barriers of VIP in daily life autonomies and relationships. ● Consider VIP strengths and weakness adopting a biopsychosocial approach and address them in IRP. ● Draft global functioning individual profiles and discuss them within the multidisciplinary team

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- AUTONOMOUSLY use of tools to draft functioning individual profiles.
- Demonstrate a critical understanding of age, related pathologies and environmental conditions as a whole affecting VIP person
- Collaborate in the MDT team to address VIP problems related to autonomy and relationships.
- Act as part of a professional team.

MANDATORY OR OPTIONAL: MANDATORY**LINK TO OTHER LOs:**

LO1-A-1, LO10-A-1 and LO10-A-2 are preliminary to this LO

Linked to: LO13-A-C-2; LO13-A-C-3

OTHER NOTES:

UNIT OF LEARNING OUTCOME 2: TO DEVELOP AND IMPLEMENT AN INDIVIDUALISED VISION-RELATED REHABILITATION PROGRAM FOR VISUALLY IMPAIRED ADULTS, USING A MULTIDISCIPLINARY APPROACH
TARGETED CORE COMPETENCES
CC 2-A: To develop a tailored vision rehabilitation program
CC 2-C: To adapt rehabilitation techniques to the VIP capabilities
CC 2-B: To implement a tailored vision rehabilitation program
CC 2-D: To support treatment strategies for vision-related conditions
Learning Outcomes (2)
LO2-A-B-C-D-1: Know the basic multidisciplinary activities of a vision rehabilitation program, related to vision health, and plan their implementation and assessment, in collaboration with the MDT
LO2-A-B-C-D-2: Identify individual achievable goals and activities tailored on the needs of the VIP, implementing IRP and adapting rehabilitation approaches in collaboration with the MDT

LO2-A-B-C-D-1:	
Know the basic multidisciplinary activities of a vision rehabilitation program, related to vision health, and plan their implementation and assessment, in collaboration with the MDT	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe in detail the basic multidisciplinary activities of a vision rehabilitation program related to vision health • Define, describe and master habilitation and rehabilitation approaches, demonstrating highly specialized knowledge. • Explain the relation of the eye and visual function to body structures. • Describe the main characteristics of an Individual Rehabilitation Plan (IRP) and identifies which ones can be tailored on the user (and at which level) • Define and describe the main rehabilitation techniques, demonstrating highly specialized knowledge • Understand treatments related to vision health and other health conditions related to vision health which can be integrated in IRPs • Describe the fallout and consequences of poorly managed eye health in clear, understandable but scientific language. • Describe vision training techniques and appropriate use 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collect the information necessary from the MDT in the evaluation phase for the definition of the rehabilitation project • Select the most suitable habilitation and rehabilitation approaches according to visual function and global function • Deploy a specific program into everyday life skills and needs, and related to visual function rehabilitation • Plan the implementation of the most suitable multidisciplinary activities in collaboration with the MDT • Critically assess the contents of an IRP, establishing objective and subjective indicators • Monitor the progress of the disease and the visual consequences related to it, taking into account the difficulties reported by the disabled person • Understand treatments related to vision health and other health conditions and follow adherence of treatment within an IRP
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Describe specific rehabilitation activities in professional but not overly technical language. • Effectively collaborate with the MDT team • Is aware of importance of tailoring 	

MANDATORY OR OPTIONAL: MANDATORY
LINK TO OTHER LOs:
 Linked to the whole UoL1
OTHER NOTES:

LO2-A-B-C-D-2: Identify individual achievable goals and activities tailored on the needs of the VIP, implementing IRP and adapting rehabilitation approaches in collaboration with the MDT	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline the tests and questionnaires to be administered to VIP, and methodological approaches, in order to detect personal goals • Define and describe the main rehabilitation approaches that can be used with VIP, demonstrating highly specialized knowledge, selecting related activities on individual preferences • Describe the main objective areas to work on through individual rehabilitation plans • Define, for each specific goal, how long and how often the rehabilitation activity should take place • Identify possible success indicators related to activities and individual goals • Identify indicators of compliance 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Select and use the tests and questionnaires to be administered to the VIP to detect personal needs and goals • Evaluate sustainability from psychological interviews, global functioning profile and medical issues • Focus on the limits and potential of the VIP and identify individual achievable goals, based on them, adapting the IRP • Conduct the negotiation phase of the rehabilitation goals by discussing them with the VIP, the MDT and the family or carers, to the extent that the VIP would like them to be involved. • Establish a rehabilitation agreement • Select the most suitable rehabilitation approaches adapting them to the VIP in collaboration with the MDT and make changes if necessary

	<ul style="list-style-type: none"> • Monitor the progress of visual and health conditions, taking into account the difficulties reported by the disabled person, and report to MDT in order to modify and update IRP • Evaluate the success of the planned rehabilitation activity and redefine the rehabilitation project in case of goals not achieved • Consider any communication, cognitive or mood problems and implement relevant strategies, such as using communication tools, education or motivational interview techniques to engage the clients, depending on their needs. • Define, for each specific goal, how long and how often the rehabilitation activity should take place
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Apply active listening • Use reflective questions • Effectively collaborate with the MDT team • Is aware of importance of tailoring 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs: Linked to the whole UoL1 and to LO16-E-1, LO17-A-1</p> <p>OTHER NOTES:</p>	

UNIT OF LEARNING OUTCOME 3: TO DEVELOP AND IMPLEMENT AN INDIVIDUALIZED VISION-RELATED REHABILITATION PROGRAM FOR VISUALLY IMPAIRED CHILDREN, ADAPTED FOR THEIR DEVELOPMENT AGE, USING A MULTIDISCIPLINARY APPROACH
TARGETED CORE COMPETENCES
CC 3-A: To be aware of early interventions in newborns and infants and intervene where appropriate
CC 3-B: To define a visual, multisensory rehabilitation program for visually impaired children adapting for their developmental age taking associated comorbidities into account
CC 3-C: To understand and address the impact of visual impairment on the developmental stages of children
CC 3-D: To promote developmental cognition, including spatial cognition and visuo-motor coordination
CC 3-E: To promote neuro-psychomotor development and sensory experience with activities defined on the basis of the visual and global profile of the child
CC 3-F: To support and inform parents and relatives also providing indications on how to adapt different living environments to visual skills
CC 3-G: To support the parent-child relationship from the outset
CC 3-H: To prevent the negative effects of visual impairment on neuro-psychomotor development such as signs of psychopathological risk
Learning Outcomes (8)
LO3-A-1: Evaluate the developmental stage and related individual capabilities of the visually impaired child (VIC), through observation and referrals in collaboration with the MDT
LO3-B-1: Define a visual, multisensory rehabilitation program (IRP) for VIC suitable for their developmental age taking associated comorbidities into account
LO3-C-1: Know and contextualize the impact of vision impairment on the developmental stages of the normo-typical child, as well as their cognitive development, including spatial cognition and visual-motor coordination

LO3-D-E-1: Promote neuro-psychomotor development and sensory experience cooperating with the MDT and implementing activities tailored on child’s visual and global profile and by applying multidisciplinary techniques which stimulate complex cognitive functioning
LO3-D-E-2: Promote and develop confidence, interests, abilities, hand skills and coordination of VIC in the educational context
LO3-F-1: Know and apply the principles of an ergonomic living environment for VIPs and collaborate with parents in preparing the environment for a VIC
LO3-G-1: Contribute to the involvement of parents (and relatives) in the IRP of a VIC and to enhance coping attitudes, supporting parent-child relationship
LO3-H-1: Identify as ‘red flags’ the psychopathological risks in childhood development in the context of vision impairment in order to refer appropriately to the MDT

LO3-A-1	
Evaluate the developmental stage and related individual capabilities of the visually impaired child (VIC), through observation and referrals in collaboration with the MDT	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Analyze developmental psychology stages and psychomotor progresses in normo-typical child and/or VIC Describe main psycho-pedagogic and psycho-educational approaches meant to support the development of newborns and infants with vision impairment Be aware of the global intervention and MDT contributions supporting developmental stages in VIC (newborns and infants) Define fair and appropriate ways to respect the place of parents and family 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Report properly the observations of the child and relate to clinical referrals and developmental stages in collaboration with the MDT Involve parents and family and be able to explain the IPR in simple and accessible terms Evaluate and organize the intervention setting accordingly to individual capabilities and developmental stage Point out and support individual capabilities in the various lifetime contexts and evaluate the related differences in VIP functioning and autonomies Show awareness of relational needs related to age, developmental age and concomitant disabilities

<ul style="list-style-type: none"> • Depict different child autonomous activities depending on the developmental stages (relational, psychomotor, communication, sleeping and feeding patterns) • Describe and recognize multi-disability conditions in newborn and infants particularly related to visual impairment • List principal motor, psychological and sensorial disabilities associated to visual impairment in multi-disabled infants • Describe most common diseases and conditions that cause multi-disability related to vision loss in childhood and distinguish prenatal, perinatal and postnatal onsets • Discriminate between congenital or acquired, hereditary or ex novo, degenerative or stable, conditions that cause multi-disability related to vision loss in infants and newborns • Describe observation methods of the child and the child-caregiver relationship • Describe the basics of relationship theory, intersubjectivity levels, communication stages, psychomotor development (postural steps, coordination, movement and walking, play skills from sensorimotor to functional to symbolic) • List and comprehend main child developmental psychometric tests and observation criteria, adopted within the local health system and in the MDT, related to ages and disabilities 	<ul style="list-style-type: none"> • Manage relationship with the child and familiar settings • Adapt rehabilitation intensity and frequency to individual multi-disability conditions • Distinguish developmental support interventions from those intended for subsistence and well-being; applying accordingly • Evaluate the developmental stage and related individual capabilities of the normo-typical child and the VIC pointing out possible delays • Apply observation methods of the VIC and the child-caregiver relationship
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Establish a relationship with caregivers and family • Perform context adaptation • Collaborate with the MDT 	

MANDATORY OR OPTIONAL: MANDATORY
LINK TO OTHER LOs:
Preliminary to all the LOs of this UoL
 Linked to LO12-A-1; LO1-E-G-1, LO13-B-1
OTHER NOTES:

LO3-B-1 Define a visual, multisensory rehabilitation program (IRP) for VIC suitable for their developmental age taking associated comorbidities into account	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> Discuss developmental stage and related individual capabilities of the VIC or multi-disabled, pointing out feasible goals Describe a variety of multisensory tools and activities adapted to child and on individual capabilities (cognitive, structural or functional) Define and describe the main rehabilitation approaches that can be used with VIC, demonstrating highly specialized knowledge. Describe the main objective areas to work on through individual rehabilitation plans Define, for each specific goal, how long and how often the rehabilitation activity should take place Identify possible success indicators related to activities and individual goals Identify indicators of compliance 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> Select the most suitable rehabilitation approaches adapting them to the VIC in collaboration with the MDT and make changes if necessary Design specific multisensorial interventions in the child life context, adapting to individual capabilities, modulating over time and intensity Select and apply tools and activities feasible for the psycho-sensorial child characteristics Collect the information necessary from the MDT in the evaluation phase for the definition of the rehabilitation project Evaluate sustainability from psychological interviews, global functioning profile and medical issues Focus on the limits and potential of the VIP and identify individual achievable goals, based on them, adapting the IRP Propose on activities frequency and location

	<ul style="list-style-type: none"> Evaluate multisensory stimulations, giving opportune feedbacks to MDT about efficacy, goals achieved and individual preferences
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Personalize interventions Intervene in a realistic and concrete way 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO3-A-1 and LO3-C-1 are preliminary to this LO</p> <p>Linked to LO2-A-B-C-D-1, LO12-E-3; LO14-D-4; LO13-A-C-4;</p> <p>OTHER NOTES: Similar approach as LO2-A-B-C-D-1 in adults IRP</p>	

LO3-C-1

Know and contextualize the impact of vision impairment on the developmental stages of the normo-typical child, as well as their cognitive development, including spatial cognition and visual-motor coordination

<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the main characteristics of developmental stages and related individual capabilities of the normo-typical child and the VIC • Describe and apply observation methods of the child and the child-caregiver relationship • Acquire main concepts of relationship, intersubjectivity levels, communication stages, psychomotor development (postural steps, coordination, movement, and walking, play skills from sensorimotor to functional to symbolic) • List and comprehend main child developmental vision and psychometric tests and observation criteria, adopted within the local health system and in the MDT, related to ages and disabilities • Describe visual function in mild-medium and severe impairment • Discuss impact of different conditions on color and contrast sensibility, visual acuity and field of view • Recognize main visual function concepts as pursuit, tracking and fixation • Describe optical aids and assistive technologies and other functional supports for VIC according to MDT and IPR 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Evaluate the developmental stage and related individual capabilities of the normo-typical child and the VIC, pointing out possible delays • Observe the impact or vision impairment in different life contexts and in harmonic development achievements, intervening to reduce the possible gap • Contextualize and try to reduce secondary effects of visual disability (isolation, stereotypies, reduced autonomies) • Be aware of residual visual function during rehabilitation with the VIC according to the IPR • Adapt intervention to the individual characteristics of functional vision, considering work-distance and spatial orientation, ambient and focused illumination, in order to optimize performance
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Personalize interventions • Be aware of the need of tailoring 	

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:
 LO3-A-1 is preliminary to this LO.
 Preliminary to LO3-B-1
 Linked to LO5-B-E-J-1, LO5-A-1; LO1-E1; LO8-A-1 LO8-A-2

OTHER NOTES:

LO3-D-E-1	
Promote neuro-psychomotor development and sensory experience cooperating with the MDT and implementing activities tailored on child’s visual and global profile and by applying multidisciplinary techniques which stimulate complex cognitive functioning	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Describe complex cognitive functioning Describe the effects and importance of sensory vicariance onto localization competences, spatial perception, emptiness, distance and orientation concepts in VIC development Describe techniques and related activities to support neuro-psychomotor coordination, pointing cognition and visuo-motor coordination, adapted for VIC Discuss basics of and contextualize in daily work the following: developmental delay; and motor, sensory, cognitive disabilities; and behavioural and communication disorders Be aware of professional approach and intervention in the MDT in order to point out overlapping areas or mutual support 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Adapt interventions and contextualize in daily work, taking account of developmental delays, behavioral and communication disorders Recognize the importance of sensory vicariance and consequently train localization competences, spatial perception, emptiness, distance and orientation concepts supporting VIC development Apply the proper technique and related activities to support neuro-psychomotor coordination, especially cognition and visuo-motor coordination, adapted for VIC Collaborate on intervention fields that require multidisciplinary approach, in order to support complex cognitive functioning, adapting to the MDT characteristics

<ul style="list-style-type: none"> • Be aware of risks connected to a correct spatial perception, localization and orientation in child autonomies development 	<ul style="list-style-type: none"> • Share information and deploy common projects in the interests of the VIC
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Be realistic and concrete 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO3-A-1 is preliminary to this LO.</p> <p>Linked to LO12-E-3;</p> <p>OTHER NOTES:</p>	

<p>LO3-D-E-2</p> <p>Promote and develop confidence, interests, abilities, hand skills and coordination of VIC in the educational context</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe educational techniques and tools that can support and stimulate abilities, hand skills and coordination in VIC • Discuss visual-motor coordination principles • List free time and sport activities suitable for VIC and ages, that can stimulate individual child abilities and interests 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Interpret personal interests in order to foster confidence and commitment, recording individual needs and sharing in the MDT • Promote stimulating activities, related to individual child’s interest and abilities, focusing on coordination and hand skills, supporting the educational contexts • Provide examples and explanations of suitable activities, stimulating abilities in different educational contexts

<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Promote self-empowerment • Contextualize competences
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO3-A-1 is preliminary to this LO.</p> <p>Linked to: LO3- B-1, LO12- B-J-1, LO12-C1; LO9-B-C-D-1; LO9-B-C-D-3</p> <p>OTHER NOTES:</p>

<p>LO3-F-1</p> <p>Know and apply the principles of an ergonomic living environment for VIPs and collaborate with parents in preparing the environment for a VIC</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe characteristics of accessible living environment and ergonomics, related to everyday activities and autonomies • Describe all the techniques of low vision compensation for ergonomics, adaptation of the living environment and environmental accessibility. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Instruct and train parents and relatives in order to support VIC autonomies in life context • Involve parents and relatives into IPR teaching them criteria and training their observation of accessible and safe environment setting, giving support and advice when needed, in order to settle awareness and strategies to be applied in different contexts

<ul style="list-style-type: none"> Describe all the techniques specific to the adaptation of the congenitally or precociously blind child: Braille, raised supports, tactile adaptations, environmental accessibility 	<ul style="list-style-type: none"> Point out and share with family members typical risk factors of domestic and environmental contexts, suggesting opportune adaptations Establish priorities and levels of achievement in coherence with the IPR and child’s developmental stage to foster and share in collaboration with parents
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Intervene gently without being intrusive Act without preconceived approach 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO3-A-1, LO3-B-1 and LO16-A-1 are preliminary to this LO. LO12-F-1 (optional) is very linked to this LO.</p> <p>Also linked to: LO3-C1, LO3-D-E-2</p> <p>OTHER NOTES:</p> <p>Competences related to “Train relatives and informal carers about the needs and feasible goals related to visual impairment according to a child’s development age, and train them to use compensatory strategies and adaptive techniques in activities of daily living (ADL)” are already addressed by LO12-F-1</p> <p>Competences related to “Safety” are addressed by LO16-A-1</p>	

LO3-G-1	
Contribute to the involvement of parents (and relatives) in the IRP of a VIC and to enhance coping attitudes, supporting parent-child relationship	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the psychological attitude of parents and implications of disabled child parenting • Recall the normo-typical mother-child relationship and underline critical signs and risks 	<p>SKILLS</p> <ul style="list-style-type: none"> • Listen to parents’ needs, requests and signs (not expressed), conducting them to a shared objective and motivating • Evaluate signs of suffering, fatigue and help requests coming from the family context, intervening accordingly and referring to MDT • Involve parents and relatives into IPR teaching them criteria and training their observation of accessible and safe environment setting, giving support and advice when needed, in order to settle awareness and strategies to be applied in different contexts
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Intervene gently without being intrusive • Act without preconceived approach 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO3-A-1 and LO3-B-1 are preliminary to this LO.</p> <p>LO12-F-1 and LO12-D-G-1 (both optional) are very linked to this LO.</p> <p>Also linked to: LO12-F-3; LO12-F-2; LO12-B-J-F-1</p> <p>OTHER NOTES:</p>	

Competences related to “Train relatives and informal carers about the needs and feasible goals related to visual impairment according to a child’s development age, and train them to use compensatory strategies and adaptive techniques in activities of daily living (ADL)” are already addressed by LO12-F-1

Competences related to “the basics of active listening and empathy” are already addressed by LO12-D-G-1

LO3- H-1

Identify as ‘red flags’ the psychopathological risks in childhood development in the context of vision impairment in order to refer appropriately to the MDT

KNOWLEDGE

He/she is able to:

- Recall the main psychopathologies with infant onset and development and those strictly related to disability
- Discriminate psychopathologies driven from genetic structure or reacting to individual context

SKILLS

- Point out “red flags” associated to possible psychopathological symptoms in VIC: anxiety and mood disorders (depressive, maniacal, restlessness, anhedonia, psycho-motor disturbances, apathy) linked to age, developmental age and personal history
- Point out “red flags” associated to possible eating disorders and sleep disturbances in child and young VIP
- Be aware of the psychopathological risks in childhood development in the context of vision impairment and point out ‘red flags’ to refer appropriately to the MDT
- Refer to the MDT in the proper way

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Constantly monitor VIC’s attitudes and behaviors

MANDATORY OR OPTIONAL: *OPTIONAL*

LINK TO OTHER LOs:

LO9-E-1 and LO3-A-1 are preliminary to this LO.

Linked to LO13-A-C-4

OTHER NOTES:

Competencies related to the identification of red flags are addressed by LO9-E-1

UNIT OF LEARNING OUTCOME 4: TO IMPLEMENT MOBILITY AND ORIENTATION TRAINING WITH VISUALLY IMPAIRED PERSONS IN COLLABORATION WITH THE WIDER HEALTHCARE TEAM
TARGETED CORE COMPETENCES
CC 4-A: To apply orientation and mobility techniques, for indoors and outdoors
CC 4-B: To instruct city mapping, viability, and topography principles
CC 4-C: To advise on environmental alterations to accommodate visual impairment
CC 4-D: To teach and implement conducting techniques
CC 4-E: To instruct in body awareness techniques
CC 4-F: To instruct the use of the white cane
CC 4-G: To introduce and support the use of mobility technological aids
CC 4-I: To recommend, advise one, and instruct the use, of mobility and orientation aids and assists
CC 4-H: To instruct environmental research and exploration techniques
CC 4-K: To perform indoor and outdoor exploration techniques
CC 4-J: To collaborate with OM specialists if they already exist in a particular region
CC 4-L: To instruct the use of public transport
Learning Outcomes (13)
LO4-A-1: Investigate, analyse, and assess mobility capabilities and goals in visually impaired or blind people, based on visual function, individual and contextual factors, including compensation needs
LO4-A-2: Implement orientation and mobility (OM) techniques, for indoors and outdoors
LO4-B-1: Know and apply the basics of spatial cognition and mental representation in orientation, as well as the basics in topography, and instruct the use of maps and how to construct environmental representations

LO4-B-2: Teach traffic laws and urban mobility principles as well as route planning in settings of different complexity (known, unknown, travelling), considering seasonal variation (i.e. weather conditions)
LO4-B-3: Know how to verbalize the environment according to the user's needs and to be able to teach it to VIP
LO4-C-J-1: Analyse and evaluate living settings and environments to improve accessibility, applying the principles of accessibility and ergonomic principles in environmental settings for VIP and advise and suggest environmental alterations or solutions for VIPs
LO4-D-1: Implement in different settings the main conducting techniques for VIPs and teach them to VIPs' relatives and carers
LO4-E-1: Implement the main body awareness techniques, stimulate self-awareness in body perceptions and enhance the appropriate body posture in the VIP, being aware of the importance of perception and of the impact of vicarious senses in the ability to move in the physical environment with visual impairment and blindness
LO4-E-2: Stimulate VIPs through sensory exercises in terms of kinaesthetic, proprioceptive, mass (auditory and thermal), auditory, and tactile information
LO4-F-1: Know the different white cane models and techniques for indoor and outdoor and be able to teach them to VIPs and their carers effectively in different settings and growing complexity, considering safety alerts
LO4-G-I-1: Teach the use of mobility aids, including technological ones, integrating them with the proper OM techniques and safety alerts
LO4-H-K-J-1: Know environmental scanning and indoor/outdoor exploration principles and strategies for VIPs and teach them, taking into account personal residual vision, different conditions and settings and safety issues
LO4-L-1: Evaluate the use of public transport in relation to personal abilities and goals, in collaboration with the MDT, and teach about public transport mobility planning in settings of different complexities (known, unknown, travelling)

LO4-A-1	
Investigate, analyse, and assess mobility capabilities and goals in visually impaired or blind people, based on visual function, individual and contextual factors, including compensation needs	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the concept of sensoriality: the five senses et proprioception. • Describe orientation and spatial concepts • Describe the main anatomical and neurophysiological mechanisms at work in multisensory perception (Sensory inter-modality) • Describe the protocols for the evaluation of competencies, skills, pre-requisites. • Be aware of the importance of individual and contextual factors in the evaluation of mobility capabilities, including needs compensation. • Outline the main characteristics of an evaluation report • Master the items of the evaluation grid by taking into account motor, sensory, visual and cognitive skills, movement techniques, factors related to behaviour, possible associated disorders or environmental factors 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Implement the protocols for the evaluation of competencies, skills, pre-requisites. • Prepare and carry out an interview with the VIP (accompanied or not by his/her family or carers). • To prepare and carry out a functional evaluation adapted to the person's profile (blind or visually impaired), investigating, analysing, and assessing mobility capabilities and habits • Write an evaluation report, taking into account individual and contextual factors, as well as needs compensation. • Evaluate orientation skills and body awareness, (concepts of position, awareness of the relationship between the moving body and spatial relationships, notion of reversibility), spatial concepts (conceiving the shape, position, dimension, direction of objects)
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Be able to create a climate of trust and security, adapted to the age of the VIP. • Be able to develop a relationship adapted to the desires and needs of the person, while respecting his/her lifestyle. • Collaborate with the multidisciplinary team and the VIP's entourage. • Be able to choose the most suitable place to carry out the evaluation (known or unknown place, inside or outside) • Identify signs of fatigue, respecting tolerance thresholds 	

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs: LO12-B-J-1, LO12-D-G-1, LO13 AC1, LO13B1

OTHER NOTES:

Multiple practical exercises are essential to learn the techniques of orientation and mobility. Role-playing under blindfolds and low vision simulation such as REALTER will allow for an introspective analysis aimed at deconstructing the "habits and biases of sighted people", developing accompaniment and re-education skills that can be transposed whatever the tasks worked on in orientation and mobility, in assistance with daily life, or other accompaniments. This will require the integration of sufficient time and appropriate premises.

LO4-A-2 Implement orientation and mobility (OM) techniques, for indoors and outdoors	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Master the general principles of preparing and leading a session, according to the age and personality of the VIP. • Master all the prerequisites and abilities necessary for each OM learning. • Define and describe the different techniques of moving around indoors/outdoors and the skills to acquire, demonstrating highly specialized knowledge. • Depicts the main characteristics of suitable and secure place to practice the techniques. • Know the main characteristics of effective educational tools (models, plans, etc.) adapted to the possibilities and needs of the VIP. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Deploy a plan of implementation for orientation and mobility techniques, specifying goals and locations (indoor and outdoor) • Enhance the development of motor, gestural and sensory skills, visual strategies, spatial orientation (mental and spatial representation). • Select routes requiring all the skills. • Set up travel techniques (home, workplace, travel techniques gaining programme...) taking into account the context of the person's life to • Monitor work progression taking into account the person's abilities and limitations. • Design, develop or produce educational tools (models, plans, etc.) adapted to the possibilities and needs of the VIP.

<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Be empathetic, to listen to the VIP and his family (his relatives). • Create a climate of trust to talk with the VIP enhancing motivation. • Identify signs of fatigue, respecting tolerance thresholds
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs: Linked to LO12DG1, LO09 BCD1</p> <p>OTHER NOTES: Multiple practical exercises are essential to learn the techniques of orientation and mobility. Role-playing under blindfolds and low vision simulation such as REALTER will allow for an introspective analysis aimed at deconstructing the "habits and biases of sighted people", developing accompaniment and re-education skills that can be transposed whatever the tasks worked on in orientation and mobility, in assistance with daily life, or other accompaniments. This will require the integration of sufficient time and appropriate premises.</p>

<p>LO4-B-1</p> <p>Know and apply the basics of spatial cognition and mental representation in orientation, as well as the basics in topography, and instruct the use of maps and how to construct environmental representations</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the characteristics (deficits and strengths) of congenital or acquired VIPs • Describe the body, spatial and environmental concepts • Describe the sensory and cognitive skills (memory, comprehension, reasoning) useful for mental representation • Outline the main tools that promote material mental representation (such as design tactile maps, relief maps, 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Devote time for exploration, verbalization, construction of what is perceived, experienced for a better understanding (mental management) • Design and use tools that promote material mental representation, such as tactile maps, relief maps, contrasting visual maps, optical aids, specific software • Enhance and scaffold the development of cognitive functions such as attention, analysis, deduction, memorization.

<p>contrasting visual maps, optical aids, specific software, etc.) and their characteristics</p> <ul style="list-style-type: none"> • Outline the advantages and limits of substitution and sensory compensation means • Describe the cognitive resources to access the mental representation 	<ul style="list-style-type: none"> • Know how to invest dynamically and constructively in the simulations
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Collaborate with the MDT, especially for congenital VIPs, and orthoptists for the design of plans for the visually impaired • Be flexible • Devote time to preparation, which is essential for the identification and creation of tools 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>Linked to LO12 A1, LO4-A-1</p> <p>OTHER NOTES: In order to achieve this LO is suggested to experience in first person</p>	

LO4-B-2	
Teach traffic laws and urban mobility principles as well as route planning in settings of different complexity (known, unknown, travelling), considering seasonal variation (i.e. weather conditions)	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the highway code • Describe the danger factors (postures, VIP attitudes) • Describe how to perform street analysis • Describe how to perform the analysis of street crossings • Describe the notions of urban configurations • Identifies the complexity of different contexts in the VIP's perspective, considering seasonal variation (i.e. weather conditions) 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Teach traffic regulations, signs and signals, how a crossroads works, cycles, streets with or without pedestrian lights. • Teach how to use sensory stimulation (auditory, tactile, kinaesthetic...) • Teach urban mobility principles • Teach how to plan a route
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Be able to create a climate of trust and security, adapted to the age of the VIP. • Be able to develop a relationship adapted to the desires and needs of the person, while respecting his/her lifestyle. • Identify signs of fatigue, respecting tolerance thresholds 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs: LO12-A-1, LO12-B-J-1, LO12-D-G-1, LO13B1</p> <p>OTHER NOTES:</p>	

LO4-B-3	
Know how to verbalize the environment according to the user’s needs and to be able to teach it to VIP	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Describe the procedures about how to verbalize the environment and how to personalize them according to the VIP’s needs 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Support the VIP and teach him about how to verbalize the environment according to their own needs
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Listen to the needs of the person, adapting one's pedagogy. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs: LO12-A-1, LO12-B-J-1, LO12-D-G-1, LO4B1</p> <p>OTHER NOTES: In order to achieve this LO is suggested to experience in first person the verbalization process</p>	

LO4-C-J-1	
Analyse and evaluate living settings and environments to improve accessibility, applying the principles of accessibility and ergonomic principles in environmental settings for VIP and advise and suggest environmental alterations or solutions for VIPs	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline the main regulations in terms of generalized accessibility and those specifically dedicated to VIPs in terms of blindness and low vision • Outline the requirements for accessibility outdoor or in specific public areas as airports and stations, crossroads etc. • Outline and describe in detail the tools of compensation and accessibility and the environmental alterations or solutions for visually impaired person (both indoor and outdoor) • Describe the main ergonomic principles in environmental settings for VIPs 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Analyse and evaluate living settings and environments to improve accessibility • Evaluate and suggest on activities and ambient illumination • Identify danger zones on the pathway (isolated steps, stairs), accessibility in common areas, elevators, risks of contact in a place (shelves at head height), advise on lighting, signage • Use the BIP sound (voice remote control for traffic lights), GPS, electronic cane, guidance strips, vigilance strips and is able to teach their use • Collaborate with OM specialists if they already exist in a particular region
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Collaborate with the MDT • Collaborate with other actors such as users associations, town hall, etc. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>Linked to LO4G –I –1, LO13-AC-1, LO13-AC-3</p> <p>OTHER NOTES:</p>	

LO4-D-1	
Implement in different settings the main conducting techniques for VIPs and teach them to VIPs’ relatives and carers	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe body, spatial and environmental concepts useful in guiding techniques. • Describe the skills required for orientation and mental representation. • Outline and describe all the methods, techniques and procedures related to all environmental and social situations encountered. • Know how to evaluate the proper place of the VIP and the guide in social interactions and other activities (e.g. administrative, shopping). • Describe protection and positioning techniques for unassisted movement, locating objects, and/or becoming familiar with a new place. • Describe the techniques for retrieving fallen objects. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Master the main techniques and codes of indoor movement: basic, narrow passage, reverse direction, change of side, passage of doors, up and down stairs, elevator, escalator, seats (chairs), transfer techniques (care environment and elderly) • Master all the techniques and codes of outdoor movement: getting out of a vehicle, public transportation, urban environment, street crossings, public establishments, stores and supermarkets. • Support and develop the VIP's sensory skills, including available functional visual skills. • Explain and assist the VIP in gathering environmental information by interpreting the movements and codes issued by the guide. • Train VIP strategies to manage stressful situations (noise, crowds, obstructions, elevation changes).
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Know how to invest dynamically and constructively in the simulations and make them a major training lever • Be rigorous in the explanation and transmission of instructions and techniques 	

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:
 Linked to LO12-A-1, LO12-B-J-1, LO12-D-G-1, LO4 A-1, A-2, B-1, B-2, B-3

OTHER NOTES: In order to achieve this LO is suggested to experience in first person

LO4-E-1 Implement the main body awareness techniques, stimulate self-awareness in body perceptions and enhance the appropriate body posture in the VIP, being aware of the importance of perception and of the impact of vicarious senses in the ability to move in the physical environment with visual impairment and blindness	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline and describe in detail the main body awareness techniques • Describe the concept of body perception; • Master the main techniques to stimulate self-awareness in body perceptions • Master the main techniques to enhance the appropriate body posture • Describe concepts of sensoriality, body schema, perceptive coding, sensorial intermodality, mental representation • Describe how to use the different perceptions to understand the environment • Describe the impact of vicarious senses in the ability to move in the physical environment with visual impairment of blindness 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Apply the main body awareness techniques • Stimulate self-awareness in body perceptions • Enhance the appropriate body posture in VIP • Evaluate the pre-requisites of locomotion (knowledge of body parts, body awareness, orientation, laterality, proprioception...) • Cooperate if necessary with a psychomotor therapist, an orthoptist, a physiotherapist to stimulate and work on body awareness and the links between body - vision - mobility. • Create perceptive experiences and visual strategies

PERSONAL AND TRANSVERSAL COMPETENCES

- Collaborate with the MDT
- Collaborate with other actors such as users associations, private carers, etc.

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:

Linked to LO4 A-1, LO12-A-1, LO12-B-J-1, LO12-D-G-1, LO13-A-C-1

OTHER NOTES:

LO4-E-2	
Stimulate VIPs through sensory exercises in terms of kinaesthetic, proprioceptive, mass (auditory and thermal), auditory, and tactile information	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Outline and describe in detail the main sensory exercises in terms of kinaesthetic, proprioceptive, mass (auditory and thermal), auditory, and tactile information 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Stimulate VIPs through sensory exercises in terms of kinaesthetic, proprioceptive, mass (auditory and thermal), auditory, and tactile information Be able to solicit and stimulate the senses indoors and outdoors. Stimulate the creation of a sensory heritage Invest dynamically and constructively in the simulations Select or produce artifacts and stimuli for exercise
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Adapt his/her action to the VIP person according to his/her health and age Take time to prepare and identify the locations in order to establish a progression in the learning process. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>Linked to LO4 A-1, LO12-A-1, LO12-B-J-1, LO12-D-G-1</p> <p>OTHER NOTES:</p>	

LO4-F-1	
Know the different white cane models and techniques for indoor and outdoor and be able to teach them to VIPs and their carers effectively in different settings and growing complexity, considering safety alerts	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the different models of white canes and explain how to introduce the characteristics of the tool to VIPs • Describe the characteristics, functions and techniques of the cane used in indoor and outdoor environments • Describe the main safety alerts with respect to the use of cane 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Present the characteristics of the cane (handle, shaft, tip) in a language tailored on the user and explain its functions • Suggest the most suitable cane based on the VIP's height, obstacle detection (different rotating tips), style (different handles for better grip) and strength. • To indicate the functions of the cane: explore, protect and inform the visually impaired (white cane, yellow cane). • Teach the diagonal, arc, 3-step and stair techniques • Implement the techniques progressively, taking into account the VIP and his/her visual pathology (blind or visually impaired). • Carry out a practical training to relatives and other caregivers about how to assist people with visual impairment in the use of canes
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Take into account the person's fatigue. • Create a climate of confidence • To adapt the pedagogy • Be attentive to the needs of caregivers 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LO :</p>	

LO12-A-1 is preliminary to this LO
 LO12-F-1 (optional) is strongly linked with this LO.
 Related to safety issues LO16 A1
 Linked to LO4 A-1, LO12-B-J-F-1, LO12-D-G-1
OTHER NOTES: experiment with the trainees the techniques by putting them into practice with a blindfold and cane before teaching them.

LO4-G-I-1 Teach the use of mobility aids, including technological ones, integrating them with the proper OM techniques and safety alerts	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Describe in detail the main mobility aids and their characteristics, including technological ones. Describe in detail the advantages and limits of the main mobility aids, including technological ones. Outline the main mobile applications useful for orientation and transportation 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Analyse precisely the needs, capacities and motivation of the VIP in terms of ICTs Teach the VIP how to use the main mobility aids, including technological ones Integrate the use of mobility aids with the proper OM techniques and safety alerts Evaluate when tools such as GPS, beepers can be recommended
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Collaborate with the MDT 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO12-A-1 is preliminary to this LO</p>	

LO12-F-1 (optional) is strongly linked with this LO.
 Related to safety issues LO16 A1
 Linked to: LO4 A-1, LO12-B-J-F-1, LO12-D-G-1
OTHER NOTES:

LO4-H-K-J-1
Know environmental scanning and indoor/outdoor exploration principles and strategies for VIPs and teach them, taking into account personal residual vision, different conditions and settings and safety issues

<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe environmental scanning and indoor/outdoor exploration principles and strategies for VIPs • Be aware of how available visual capacities, different conditions and settings and safety issues influence environmental scanning and indoor/outdoor exploration • To know the tools to improve visual perception 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Implement environmental scanning and indoor/outdoor exploration principles and strategies • Teach VIPs how to implement environmental scanning and indoor/outdoor exploration principles and strategies • Design and propose to VIPs indoor and outdoor exercises on fixation, pursuit and saccades to detect and identify obstacles, on improving decoding. • Enrich, adapt and develop the rehabilitation techniques according to the needs of the person in a specific context: urban displacement, sports activities, cultural activities etc. • Raise awareness of compensatory senses and techniques for indoor/outdoor exploration • Collaborate with OM specialists if they already exist in a particular region
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PERSONAL AND TRANSVERSAL COMPETENCES

- Collaborate with MDT

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:

LO12-A-1 is preliminary to this LO

LO12-F-1 (optional) is strongly linked with this LO.

Linked to LO4 A-1, LO4-C-1, LO4-B-1, LO4-B-2, LO4-B-3, LO12-A-1, LO12-B-J-F-1, LO12-D-G-1

OTHER NOTES:

LO4-L-1	
Evaluate the use of public transport in relation to personal abilities and goals, in collaboration with the MDT, and teach about public transport mobility planning in settings of different complexities (known, unknown, travelling)	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Master the main techniques for VIPs taking public transport • Master the main techniques for VIPs discovering places and large spaces such as train stations, airports, tramway and subway stations • Be aware of peculiarities of settings characterized by different complexity level (known, unknown, travelling) 	<p>SKILLS</p> <ul style="list-style-type: none"> • Observe how the VIP uses transportation • Set a strategy to plan a trip and use transports, selecting information, waypoint and landmarks • Evaluate the person in a transport situation • Teach to VIPs how to use of public transport in relation to personal abilities and goals • Teach to VIPs how to ask for help
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Collaborate with MDT 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO12-A-1 is preliminary to this LO</p> <p>LO12-F-1 (optional) is strongly linked with this LO.</p> <p>Linked to LO4 A-1, LO12-B-J-F-1, LO12-D-G-1</p> <p>OTHER NOTES:</p>	

UNIT OF LEARNING OUTCOME 5: TO SUPPORT AN INDIVIDUAL'S AUTONOMY IN EVERYDAY ACTIVITIES IN RELATION TO VISUAL IMPAIRMENT
TARGETED CORE COMPETENCES
CC 5-A: To instruct an individual to manage self-care and personal hygiene
CC 5-B: To foster independence in everyday activities
CC 5-E: To support autonomy in everyday life activities
CC 5-J: To support order and organization in everyday habits to facilitate autonomy
CC 5-C: To apply ergotherapy techniques
CC 5-D: To provide health education
CC 5-F: To instruct on use of aids and devices in everyday life activities (addressed by UoL8)
CC 5-G: To instruct housekeeping techniques and activities
CC 5-H: To instruct techniques for cooking and food management
CC 5-I: To instruct safety and good practices in relation to everyday activities in relevant environments
CC 5-K: To support multisensory recognition techniques
Learning Outcomes - 5
LO5-A-C-F-1: Know the techniques, strategies, and compensatory aids for personal care, eating and clothing for VIP and be able to teach them, applying the main ergotherapy techniques relevant to VIPs
LO5-B-D-E-J-1: Evaluate and assess personal goals regarding autonomy and independence according to visual disability and personal circumstances and deploy, in collaboration with the MDT, and foster a program of personal independence that is achievable and that supports self-care, healthy choices and adherence to medical interventions
LO5-B-D-E-J-2: Teach and support skills related to autonomy and independence, such as the ones needed for money management, document management, social participation, hobby and leisure activities management, asking for help
LO5-G-1: Instruct housekeeping techniques and activities
LO5-H-1: Teach grocery shopping strategies, food maintenance and techniques for cooking

LO5-A-C-F-1	
Know the techniques, strategies, and compensatory aids for personal care, eating and clothing for VIP and be able to teach them, applying the main ergotherapy techniques relevant to VIPs	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Identify and define the main tasks in each of the 3 areas (personal care, eating and clothing) and outline the executive functions necessary to carry out each task, as well as the memory and movement skills needed by a person with a visual impairment to perform such tasks. • Understand the different impacts on the activities of daily living according to congenital or acquired visual deficiencies in these 3 domains, and their functional or social consequences in daily life. • Describe the principles of mental representation and perceptive coding useful and applicable in each of the 3 domains, and all the tasks that refer to them. • Identify and describe the main assistive and compensatory devices and equipment which can be useful for personal care, eating and clothing • Identify all the items related to personal care, eating and clothing and organize a learning protocol according to the desires, needs, abilities and life habits of the VIP • Understand the triad person-occupation-environment (roles, life habits, definitions of occupations, different environmental spheres) • Describe the main ergotherapy techniques relevant to VIPs 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Prepare and conduct sessions according to the identified VIP's needs (e.g. ease, postural maintenance, praxis) • Implement all rehabilitation techniques related to all tasks concerning personal care, feeding, clothing, stimulating multisensory recognitions and tailoring activities • Inform the VIP about the main assistive and compensatory devices and equipment which can be useful for personal care, eating and clothing • Apply the main ergotherapy techniques relevant to VIPs • Prepare and conduct sessions according to the elements collected on the person accompanied (gestural organization, personal autonomy, social autonomy) by means of interviews or observations.

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- To demonstrate adaptation and flexibility throughout the rehabilitation session

MANDATORY OR OPTIONAL: MANDATORY**LINK TO OTHER LOs:**

LO4-A-2 and LO4-B-1 are preliminary to this LO.

Linked to LO12-D-G-1, LO8-E-F-1, LO14-C-1, LO15-B-D-3

OTHER NOTES:

The basics of spatial cognition and mental representation in orientation area addressed by LO4-B-1

Multiple practical exercises are essential to learn the techniques of orientation and mobility. Role-playing under blindfolds and low vision simulation such as REALTER will allow for an introspective analysis aimed at deconstructing the "habits and biases of sighted people", developing accompaniment and re-education skills that can be transposed whatever the tasks worked on in orientation and mobility, in assistance with daily life, or other accompaniments. This will require the integration of sufficient time and appropriate premises.

LO5-B-D-E-J-1	
Evaluate and assess personal goals regarding autonomy and independence according to visual disability and personal circumstances and deploy, in collaboration with the MDT, and foster a program of personal independence that is achievable and that supports self-care, healthy choices and adherence to medical interventions	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline possible goals regarding autonomy and independence according to visual disability and personal circumstances which can be proposed in a VIP’s support program • Describe how a support program of personal independence should be defined in order to be achievable • Describe how to support VIPs’ self-care, healthy choices and adherence to medical interventions 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Evaluate and assess personal goals regarding autonomy and independence according to visual disability and personal circumstances • Deploy and support a program of personal independence that is achievable, in collaboration with the MDT • Support self-care, healthy choices and adherence to medical interventions
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • To cooperate with family members or other carers to assess the person’s primary needs • To demonstrate an interdisciplinary team approach • To demonstrate flexible and responsive communication to contextual demands 	
<p>MANDATORY OR OPTIONAL : MANDATORY</p> <p>LINK TO OTHER LOs :</p> <p>LO4-A-1 and LO1-E-G-1 are preliminary to this LO.</p> <p>Linked to: LO1-A-1, LO2-A-B-C-D-1, LO2-A-B-C-D-2, LO5-B-D-E-J-2, LO13-A-C-3, LO12-B-J-F-1, LO9-B-C-D-1</p> <p>OTHER NOTES:</p> <p>This LO integrate the competences addressed by LO4-A-1 (which is linked to it) “Investigate, analyse, and assess mobility capabilities and goals in visually impaired or blind people, based on visual function, individual and contextual factors, including compensation needs”</p>	

LO5-B-D-E-J-2	
Teach and support skills related to autonomy and independence, such as the ones needed for money management, document management, social participation, hobby and leisure activities management, asking for help	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Identify and define the main tasks in each of the 4 areas (money management, document management, social participation, hobby and leisure activities) and outline the executive functions necessary to carry out each task, as well as the memory and movement skills needed by a person with a visual impairment to perform such tasks. • Identify and describe the main assistive and compensatory devices and equipment which can be useful to support autonomy and independence in the above mentioned 4 areas • Understand the different impacts on the activities of daily living according to congenital or acquired visual deficiencies in these domains, and their functional or social consequences in daily life. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Prepare and conduct sessions according to the identified VIP's needs (e.g. ease, postural maintenance, praxis) • Implement all rehabilitation techniques related the main tasks concerning money management, document management, social participation, hobby and leisure activities management • Inform and train the VIP about the main assistive and compensatory devices and equipment which can be useful for money management, document management, social participation, hobby and leisure activities management • Invest dynamically and constructively in role-playing situation • Use a person-centred approach in order to have a broader understanding of the main difficulties that the person may encounter in the management of his/her financial resources, social participation and leisure activities.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • To collaborate with the multidisciplinary team or external partners 	

MANDATORY OR OPTIONAL : MANDATORY

LO4-A-1 and LO1-E-G-1 are preliminary to this LO.
 Preliminary to LO9-B-C-D-2.
 Linked to: LO1-A-1, LO2-A-B-C-D-1, LO2-A-B-C-D-2, LO5-B-D-E-J-1, LO8-C-1, LO8-E-F-2

OTHER NOTES:

This LO integrate the competences addressed by LO4-A-1 (which is linked to it) “Investigate, analyse, and assess mobility capabilities and goals in visually impaired or blind people, based on visual function, individual and contextual factors, including compensation needs”

Multiple practical exercises are essential to learn the techniques of orientation and mobility. Role-playing under blindfolds and low vision simulation such as REALTER will allow for an introspective analysis aimed at deconstructing the "habits and biases of sighted people", developing accompaniment and re-education skills that can be transposed whatever the tasks worked on in orientation and mobility, in assistance with daily life, or other accompaniments. This will require the integration of sufficient time and appropriate premises.

LO5-G-1 Instruct housekeeping techniques and activities	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Identify and define the main tasks concerning housekeeping and outline the executive functions necessary to carry out each task, as well as the memory and movement skills needed by a person with a visual impairment to perform such tasks. • Understand the different impacts on the activities of daily living according to congenital or acquired visual deficiencies in housekeeping tasks , and their functional or social consequences in daily life. • Describe the principles of mental representation and perceptive coding useful and applicable in housekeeping tasks 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Prepare and conduct sessions according to the identified VIP's needs (e.g. ease, postural maintenance, praxis) • Implement all rehabilitation techniques related to all tasks concerning housekeeping tasks • Inform the VIP about the main assistive and compensatory devices and equipment which can be useful for housekeeping tasks • Invest dynamically and constructively in role-playing situations • Adopt a person-centered approach based on the person's experience and life habits

<ul style="list-style-type: none"> • Identify and describe the main assistive and compensatory devices and equipment which can be useful for housekeeping tasks • Identify all the items related to domestic functions and organize a learning protocol accordingly according to the desires, needs, abilities and life habits of the VIP 	<ul style="list-style-type: none"> • Identify all the cultural, psychological and social parameters related to the living environment and the respect of the person's intimacy
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<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with the multidisciplinary team
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<p>MANDATORY OR OPTIONAL : MANDATORY</p> <p>LINK TO OTHER LOs :</p> <p>LO8-E-F-2, LO5-B-D-E-J-1 and LO5-B-D-E-J-2 are preliminary to this LO</p> <p>OTHER NOTES:</p>

<p style="text-align: center;">LO5-H-1</p> <p style="text-align: center;">Teach grocery shopping strategies, food maintenance and techniques for cooking</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Identify and define the main tasks concerning grocery shopping strategies, food maintenance and cooking and outline the executive functions necessary to carry out each task, as well as 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Prepare and conduct sessions according to the identified VIP's needs (e.g. ease, postural maintenance, praxis)

<p>the memory and movement skills needed by a person with a visual impairment to perform such tasks.</p> <ul style="list-style-type: none"> • Understand the different impacts on the activities of daily living according to congenital or acquired visual deficiencies in grocery shopping strategies, food maintenance and cooking, and their functional or social consequences in daily life. • Describe the principles of mental representation and perceptive coding useful and applicable in grocery shopping strategies, food maintenance and cooking • Identify and describe the main assistive and compensatory devices and equipment which can be useful for grocery shopping strategies, food maintenance and cooking • Identify all the items related to domestic functions and organize a learning protocol accordingly according to the desires, needs, abilities and life habits of the VIP • Transpose knowledge about these domains into new ones 	<ul style="list-style-type: none"> • Implement all rehabilitation techniques related to all tasks concerning grocery shopping strategies, food maintenance and cooking • Inform the VIP about the main assistive and compensatory devices and equipment which can be useful for grocery shopping strategies, food maintenance and cooking • Invest dynamically and constructively in role-playing situations • Adopt a person-centered approach based on the person's experience and life habits • Identify all the cultural, psychological and social parameters related to the living environment and the respect of the person's intimacy
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with the multidisciplinary team 	
<p>MANDATORY OR OPTIONAL : MANDATORY</p> <p>LINK TO OTHER LOs :</p> <p>LO5-B-D-E-J-1 and LO5-B-D-E-J-2 are preliminary to this LO</p> <p>OTHER NOTES:</p> <p>Multiple practical exercises are essential to learn the techniques of orientation and mobility. Role-playing under blindfolds and low vision simulation such as REALTER will allow for an introspective analysis aimed at deconstructing the "habits and biases of sighted people", developing accompaniment and re-education skills that can be transposed whatever the tasks worked on in orientation and mobility, in assistance with daily life, or other accompaniments. This will require the integration of sufficient time and appropriate premises.</p>	

UNIT OF LEARNING OUTCOME 6: TO FOSTER INCLUSION IN FORMAL EDUCATION FOR VISUALLY IMPAIRED CHILDREN (VIC)
TARGETED CORE COMPETENCES
CC 6-A: To support the analysis of learning needs
CC 6-B: To provide advice and support in educational settings for VIC
CC 6-C: To provide assistance to the learning process
CC 6-D: To provide specialized activities and strategies related to learning
CC 6-E: To manage resources and aids for didactic purposes
CC 6-F: To support student discipline in relation to the impact of the individual's visual impairment on their behaviour
CC 6-G: To raise awareness among school peers and teacher about visual disability to foster social inclusion
CC 6-H: To foster social inclusion of the VIC in educational settings
Learning Outcomes - 6
LO6-A-1: Define, monitor and assess educational needs within the MDT, considering settings and tools according to level and type of visual impairment and personal circumstances
LO6-B-1: Analyse personal and environmental factors (including environmental alterations and safety solutions) that enhance participation and learning opportunities and advise teachers and principals
LO6-C-D-E-1: Assist teachers in the learning process, support the management of tools, activities and environment and implement specialized learning activities and educational materials for VIC, collaborating with teachers
LO6-C-D-E-2: Train VIC to use specific resources and aids for didactic purposes, collaborating with teachers
LO6-F-1: Advise and educate VIC to appropriate behaviour related to activities and relationships expected in formal educational contexts
LO6-G-H-1: Raise awareness and inform students on how to relate with a visually impaired peer

LO6-A-1	
Define, monitor and assess educational needs within the MDT, considering settings and tools according to level and type of visual impairment and personal circumstances	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline the process to identify educational needs in VIC, considering personal and contextual elements • Describe the main assessment methods and tools which can be used to define VIP's educational needs • Describe how to report the progress on the fulfilment of educational needs • Define the different actors, personal and environmental factors around the child according to their age and visual disability • Identify precisely the respective roles of the professional and the parents, the siblings, the family and other carers 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Transfer knowledge about developmental psychology and pedagogy to professional practice and to the needs of VIC. • Choose the most appropriate assessment methods and tools to define VIP's educational needs • Write reports which are understandable to family and carers • Monitor educational needs in collaboration with the MDT
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with the multidisciplinary team • Act respecting of the intimacy and habits of the child and his relatives. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LO:</p> <p>LO3-A-1, LO3-B-1, LO3-C-1 are preliminary to this LO.</p> <p>Linked to LO12-C-1.</p> <p>OTHER NOTES:</p> <p>The development and implementation of an individualized vision-related rehabilitation program for VIC, is addressed by UoL3</p>	

Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.

LO6-B-1 Analyse personal and environmental factors (including environmental alterations and safety solutions) that enhance participation and learning opportunities and advise teachers and principals	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe criteria to analyse personal and environmental factors (including environmental alterations and safety solutions) that enhance participation and learning opportunities • Outline key training programs which could promote inclusion based on the age of the children supported. • Assess the needs in terms of accessibility, adapted tools for work and learning 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Analyse personal and environmental factors (including environmental alterations and safety solutions) that enhance participation and learning opportunities • Identify from the beginning of the child's support, and with the parents, the issues that facilitate, or not, inclusion in the school setting • Gather information from teachers to gain insight into the limitations and possibilities of their work. • Evaluate the potential impact of the environment on child participation and engagement through observation, evaluation, discussion. • Collaborate with existing training programs that foster inclusion and understanding of VIP needs among principals and teachers • Adapt and apply key training programs, adapt and promote inclusion based on the age of the children supported.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Act respecting of the intimacy and habits of the child and his relatives. 	

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LO:

LO3-A-1, LO3-B-1, LO3-C-1, LO4-C-J-1 are preliminary to this LO.

Linked to LO12-C-1, LO13-A-C-3, LO15-B-D-3

OTHER NOTES:

The development and implementation of an individualized vision-related rehabilitation program for visually impaired children, is addressed by UoL3

Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.

Competences about how to advise and suggest environmental alterations or solutions for VIPs are addressed by LO4-C-J-1.

LO6-C-D-E-1	
Assist teachers in the learning process, support the management of tools, activities and environment and implement specialized learning activities and educational materials for VIC, collaborating with teachers	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe how to contribute to the learning process in a formal learning setting (e.g. school) and which kind of support a VDR can provide to the management of tools, activities and environment • To know and reflect on all the possible developments of visual and non-visual stimulation supports, within the framework of documents and various school learning supports • Describe the main characteristics of specialized learning activities and educational materials for VIC which could be design and implemented in a formal learning context • Outline the main principles and specificities related to relief supports and their standardization (cartography, diagrams, tables etc.) 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Design specialized learning activities and educational materials tailored on the VIP • Implement activities, also based on specific educational materials, tailored on the VIP, configuring them in the specific educational context (classroom) • Be creative in using, adapting and proposing multiple visual, tactile, sound and multisensory supports • To know how to support an optimal exploitation of cognitive and sensory potentialities, and applicable techniques for the realization of school tasks • Integrate key stakeholders into the child rehabilitation session when appropriate.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Act respecting of the intimacy and habits of the child and his relatives. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LO:</p> <p>LO6-A-1, LO12-A-1, LO3-A-1, LO3-B-1, LO3-C-1 are preliminary to this LO.</p> <p>Linked to LO12-C-1 and LO8-B-1</p> <p>OTHER NOTES:</p>	

The development and implementation of an individualized vision-related rehabilitation program for VIC, is addressed by UoL3
 Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.
 Special education competencies are addressed by LO12-A-1

LO6-C-D-E-2 Train VIC to use specific resources and aids for didactic purposes, collaborating with teachers	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Outline and describe specific resources and aids which can be used for didactic purposes Describe methods and techniques to integrate these aids into formal learning paths 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Train VIC to use specific resources and aids for didactic purposes, naming them and collaborate with teachers
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Act respecting of the intimacy and habits of the child and his relatives. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LO:</p> <p>LO6-A-1, LO12-A-1, LO3-A-1, LO3-B-1, LO3-C-1 are preliminary to this LO. Linked to LO12-C-1 and UoL8.</p>	

OTHER NOTES:

The development and implementation of an individualized vision-related rehabilitation program for VIC, is addressed by UoL3

Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.

Special education competencies are addressed by LO12-A-1

Competencies related to the use of assistive technologies for visual impairment are addressed by UoL8

LO6-F-1	
Advise and educate VIC to appropriate behaviour related to activities and relationships expected in formal educational contexts	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline the main wrong behaviours which could be enacted by VIC in formal educational context and which could affect his/her inclusion • Outline the main wrong behaviours which could be enacted by VIC in formal educational context and which could affect the fulfilment of educational needs • Raise awareness and teach children social skills such as how to look at the person speaking. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Educate VIC to appropriate behaviours related to activities and relationships expected in formal educational contexts
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <p>Act respecting of the intimacy and habits of the child and his relatives.</p>	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LO:</p> <p>LO6-A-1, LO12-A-1, LO3-A-1, LO3-B-1, LO3-C-1 are preliminary to this LO.</p> <p>Linked to LO12-C-1</p> <p>OTHER NOTES:</p> <p>The development and implementation of an individualized vision-related rehabilitation program for VIC, is addressed by UoL3</p> <p>Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.</p> <p>Special education competencies are addressed by LO12-A-1</p>	

LO6-G-H-1	
Raise awareness and inform students on how to relate with a visually impaired peer	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline the assessment process to be carried out in order to identify the need to educate students about how to relate with a visually impaired peer • Outline the main methods and techniques to raise awareness and inform students on how to relate with a visually impaired peer 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Assess the need of an educational intervention about how to relate with a visually impaired peer • Raise awareness and inform students on how to relate with a visually impaired peer
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • To apply the most appropriate communication techniques to convey information to others. • To collaborate with the multidisciplinary team 	
<p>MANDATORY OR OPTIONAL: OPTIONAL</p> <p>LINK TO OTHER LO:</p> <p>LO6-A-1, LO12-A-1, LO3-A-1, LO3-B-1, LO3-C-1 are preliminary to this LO.</p> <p>Linked to LO12-C-1</p> <p>OTHER NOTES:</p> <p>The development and implementation of an individualized vision-related rehabilitation program for VIC, is addressed by UoL3</p> <p>Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.</p> <p>Special education competencies are addressed by LO12-A-1</p>	

UNIT OF LEARNING OUTCOME 7: TO FOSTER INCLUSION IN PROFESSIONAL AND OCCUPATIONAL ACTIVITIES FOR VISUALLY IMPAIRED ADULTS
TARGETED CORE COMPETENCES
CC 7-A: To support the conduct of an occupational analysis
CC 7-B: To adapt the occupational environment
CC 7-C: To provide personalized activities and strategies related to occupation
CC 7-D: To facilitate engagement in meaningful occupational activity
CC 7-E: To raise awareness among work colleagues and management about visual disability
Learning Outcomes (6)
LO7-A-1: Know the basics of ergonomics related to visually impaired people and apply them in daily work, assessing the work process, the activities, the occupational settings and the tools according to visual disability and personal conditions
LO7-A-2: Assess occupational sustainability for VIPs according to the individual rehabilitation plan (IRP)
LO7-B-C-1: Advise and suggest tools and operating solutions to improve personal efficacy in the work process, suggest how to adapt the occupational process to suit the VIP, taking into account the purpose of intervention and the environment, and train the VIP to suit to the work process, manage tools and the work environment accordingly
LO7-B-C-2: Advise and suggest to VIP and managers environmental alterations or solutions to improve accommodations and safety
LO7-D-1: Support and empower VIPs to advance in their occupational context
LO7-E-1: Raise awareness among work colleagues and management about visual disability, also collaborating with existing training programs to foster inclusion and comprehension of VIP needs among management and colleagues

LO7-A-1	
Know the basics of ergonomics related to visually impaired people and apply them in daily work, assessing the work process, the activities, the occupational settings and the tools according to visual disability and personal conditions	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Identify the psychosocial risks related to the situation of disability in the workplace • Define and classify the main problems that can be encountered in the workplace in terms of environment, population, risks, lights, well-being at work. • Identify the impact of various anatomical attributes on proper safe working practice, related to environment and activities • Explain the impact of various ergonomic principles (anatomical, physiological, anthropometric and psychological) on proper safe working practice and on human factors, work organisation and culture. • Master the process of analyzing the tasks of a workstation • Identify elements of the job description in an occupational analysis • Represent the work process analysis, underlining activities, responsibility and control hierarchy • Discuss human resource management's role in supporting workplace health, ergonomics and safety • Summarize the laws designed to prevent bias and discrimination in hiring and legal protection of diversity • Compare benefits and challenges linked to diversity and inclusion 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Gather and evaluate information about the VIP in the workplace. • Analyze the person's work situation and his/her material and human environment • Advise the VIP in the workplace in order to improve if necessary, the workstation, the postures, the frequency of work, the efforts, the computer station, the orientation towards the lights, the mental load, compensations by specialized technical aids for VIPs • Identify the possible problems associated with the VIP (on the motor, auditory, psychological level) which can intervene in the daily and professional life of a person. • Collect data to produce a report • Evaluate the impact of various personal attributes (anatomical, physiological, anthropometric and psychological) on proper safe working practice, related to possible environment and work process • Assess and manage workplace ergonomic and efficiency issues using an appropriate assessment strategy, incorporating the principles of the 'hierarchy of controls' in a range of occupational settings.

<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with the multidisciplinary team and the actors of the different workplaces. • Integrate professional monitoring into its practice • Apply observation skills and evaluation objectivity
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO16-A-1 is preliminary to this LO.</p> <p>Linked to LO12-D-G-1, LO15 BD3</p> <p>Strongly linked with UoL8 and LO4-C</p> <p>OTHER NOTES:</p>

<p align="center">LO7-A-2</p> <p align="center">Assess occupational sustainability for VIPs according to the individual rehabilitation plan (IRP)</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline the main bodies present in medium and large companies. • Outline the procedure and protocol for internal and external reclassification • Represent personal competences assessment issues, strength and weakness • Summarize laws supporting diversity and occupational inclusion, focusing on employee facilitations and rules 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Estimate which partners/stakeholders the professional can work with • Perform observation and interviews related to sustainability of role/activities • Assess personal skills related to sustainability of role/activities • Create, adjust and support the achievement of career developmental goals and action plans, taking into account

	personal conditions, occupational settings and possible adaptations.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with the multidisciplinary team and the other actors of the social-health field, associations, work committee... • Apply observation skills and evaluation objectivity 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO12-B-J-F-1 is preliminary to this LO</p> <p>Linked to LO12-D-G-1, LO13-B-1, LO1-E1; LO2-B; LO15-D-4; LO17-A-1; LO 16-E-1, Lo13 AC3</p> <p>OTHER NOTES:</p>	

<p>LO7-B-C-1</p> <p>Advise and suggest tools and operating solutions to improve personal efficacy in the work process, suggest how to adapt the occupational process to suit the VIP, taking into account the purpose of intervention and the environment, and train the VIP to suit to the work process, manage tools and the work environment accordingly</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline different means of visual compensations available to improve personal efficacy in the work process (contrast and color sensitivity, light sensitivity, size and style of characters) • Outline the different means of tactile and auditory compensations available to improve personal efficacy in the work process 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Inform the VIP about technical aids that may be useful in their work. • Browse and select tools and operating solutions, specific and non-specific for VIPs, in order to solve practical problems and support the work-process

<ul style="list-style-type: none"> • Represent the work process analysis, underlining activities, responsibility, and control hyperarchy • Represent time management in the workflow and operative goals setting • Recall essential Individual Protection Disposals (IPD) use and maintenance • Estimate risk factors linked to professional roles for VIP and consider new occupational opportunities, including work related stress 	<ul style="list-style-type: none"> • Evaluate feasibility issues between environment, tools, activities and occupational relationships • Suggest on personal efficacy collaborating with the VIP and the management • Train the VIP to the activities and tools of the work process • Train the VIP to management and organizational issues according to personal needs and convenient adaptations • Train VIP to personal efficiency and workflow cooperation with colleagues and time management • Cooperate with management and safety consultant in order to identify and eliminate danger and risks in the work process and surroundings • Accompany the person in the new organization • Teach and verify correct application of safety rules at work, use of IPDs (Individual Protection Disposals), emergency regulations and responsibilities • Support training and employee’s updating sessions, suggesting media, tools or accessible materials
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • To support self-esteem when professional environments require it • Manage relationships and local networking 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO12-B-J-F-1, LO16-A-1, LO12-A-1, LO7-A-1, LO7-A-2 are preliminary to this LO.</p> <p>Linked to LO1-E1; LO2-B; LO8-E-F-2; LO9-BCD-1-3; LO13-A-C-4; LO12-E2</p>	

OTHER NOTES:

<p align="center">LO7-B-C-2</p> <p align="center">Advise and suggest to VIP and managers environmental alterations or solutions to improve accommodations and safety</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Define and classify the main problems that can be encountered in in the workplace setting in terms of environment, population, risks, lights, well-being at work • Outline the main environmental alterations or solutions to improve work accommodation and safety • Represent the work process analysis, extended to the setting and building/area where the job is settled • Represent everyday life needs linked to occupational activities (resting, mobility, refreshments) • Summarize laws supporting occupational inclusion, accessibility and barriers, including facilitations for employers and available public services • Comprehend laws and rules linked to employers' safety and professional risks. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Evaluate environmental accessibility and barriers in order to identify possible environmental alterations or solutions to improve accommodations and safety • Advise employer's management on possible or mandatory solutions related to accessibility and safety • Keep updated about solutions to improve workplace setting and safety solutions
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Collaborate with employers and managers 	

MANDATORY OR OPTIONAL: OPTIONAL

LINK TO OTHER LOs:
 LO16-A-1, LO7-A-1, LO7-A-2, LO7-B-1 are preliminary to this LO.
 Linked to LO1-E1; LO16-A1; LO12-E2; LO11-F1; LO4-C-1-2

OTHER NOTES:

LO7-D-1 Support and empower VIPs to advance in their occupational context	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Describe the main techniques for users' empowerment Describe how to foster VIP's self-awareness 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Apply the main techniques for users' empowerment through the VIP's engagement in meaningful occupational activities Support VIP's self-awareness in the realization of his/her professional task Accompany the person in the transfer of functional and cognitive skills acquired in their life context through environmental role playing. Evaluate education and career opportunities in collaboration with the VIP Give examples and support to complete a job application, cover letter and resume (CV) Suggest on personal efficacy and empowerment, taking to account personal interests and skills

PERSONAL AND TRANSVERSAL COMPETENCES
 He/she is able to:

- Collaborate with employers and managers

MANDATORY OR OPTIONAL: MANDATORY
LINK TO OTHER LOs:
 The whole UoL 11 is linked to this LO.
 Linked to LO12-D-G-1; LO1-E1; LO2-B2; LO9-BCD-1-3; LO16-E1; LO13-AC4
OTHER NOTES:

LO7-E-1
Raise awareness among work colleagues and management about visual disability, also collaborating with existing training programs to foster inclusion and comprehension of VIP needs among management and colleagues

KNOWLEDGE
 He/she is able to:

- Discuss human resource management's role in supporting workplace health, ergonomics and safety
- Recognize the needs that managers may have to raise awareness of visual impairment among their colleagues.

SKILLS
 He/she is able to:

- Raise awareness among work colleagues and management about visual disability
- Educate the VIP's work colleagues about the impact of visual impairment on everyday activity and vicarious senses functionality, in order to foster comprehension among colleagues
- Foster and model inclusive behaviors among VIP's colleagues
- Support and collaborate in team training activities and simulations
- Analyze existing training programs in order to possibly improve them with respect to inclusion

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Apply the most appropriate communication styles to convey information to others

MANDATORY OR OPTIONAL: OPTIONAL

LINK TO OTHER LOs:

Linked to LO13-AC4; LO11-F1, LO12 E2-3

OTHER NOTES:

UNIT OF LEARNING OUTCOME 8: TO PROVIDE TRAINING AND SUPPORT FOR THE USE OF ASSISTIVE TECHNOLOGIES FOR VISUAL IMPAIRMENT
TARGETED CORE COMPETENCES
CC 8-A: To support the use of optical technical aids
CC 8-B: To instruct digital literacy (computer basics) specific for VIP
CC 8-C: To introduce and support the use of assistive computer programs
CC 8-D: To introduce and support the use of braille
CC 8-E: To develop knowledge of assistive technologies techniques in rehabilitation
CC 8-F: To recommend, advise on, and instruct the use, of assistive devices
CC 8-G: To instruct the use of electronic health applications and technologies
Learning Outcomes - 8
LO8-A-1: Know refractive and clinical optics principles, binocular vision and ocular motility, fixation and accommodation and their application in VIP rehabilitation
LO8-A-2: Train the use of optical technical aids and devices (refractive lenses, prisms, filters, telescope and magnifiers), in collaboration with the MDT, evaluating environmental and light setting, focus distance and fixation strategies to improve vision
LO8-B-1: Teach VIPs about computer basics, operating systems, e-mail and communicating programs, web and office suite, according to personal needs and goals
LO8-B-2: Know the main standards regarding digital accessibility issues for VIPs and ergonomics
LO8-C-1: Know, use and teach how to use the main computer based assistive programs and select the appropriate systems considering the needs of the VIP and the IRP
LO8-C-2: Know the procedures, rules, laws for the acquisition of assistive computer programs, technologies and devices
LO8-D-1: Know braille basics and be able to instruct and exercise braille writing and reading

LO8-E-F-1: Know the up-to-date assistive technologies and devices for VIPs and research trends, evaluate their use related to personal abilities and goals, according with the MDT and teach VIPs to use them

LO8-A-1 Know refractive and clinical optics principles, binocular vision and ocular motility, fixation and accommodation and their application in VIP rehabilitation	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe refractive errors and their principles of optical correction. • Describe vision characteristics (binocular/monocular), eye mobility, accommodation and methods of fixation assessment. • Detail refractive disorders and their correction • Recognize basic organ systems, with special emphasis on the ocular and visual system, and their inter-relationships to the body as a whole 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Apply special skills in clinical optics in order to be able to competently cooperate with professionals of this field in the process of observation of VIP. • Apply precisely the recommendations contained in a functional vision assessment • Monitor the symptoms of eye diseases, use them to identify changes and help manage them. • Monitor eye movements, fixation, document and inform vision care specialists (such as ophtalmologists) about changes. • Support the person in dealing with changes in his body. • Collaborate with loved ones, caregivers. • Plan and implement targeted prevention measures to reduce complications of the disease. • Monitor changes in chronic ocular and other eye diseases. • Explain the processes and results to the carers and family so that they clearly understand.

<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Ensure horizontal communication between disciplines. • Collaborate with other MDT professionals. • Collaborate with social care professionals and service providers and other stakeholders.
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO-A-1 is preliminary to this LO.</p> <p>OTHER NOTES:</p>

<p>LO8-A-2</p> <p>Train the use of optical technical aids and devices (refractive lenses, prisms, filters, telescope and magnifiers), in collaboration with the MDT, evaluating environmental and light setting, focus distance and fixation strategies to improve vision</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the main optical technical aids and devices which can be used to support VIPs, their main characteristics and aims • Describe light sensing research methods and entoptic phenomenon. • Describe the methods of fixation and its influence on visual acuity, focus distance and fixation strategies • Classify and describe spherical and cylindrical lenses, prisms. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Teach to use optical technical means and devices in cooperation with ophthalmologists, optometrists, opticians, special educators, social workers and rehabilitators. • Monitor and provide long-term care for VIP in collaboration with other members of the MDT. • Organize VIP care at home. • Apply and recommend the use of optical lenses for VIP to correct refractive errors, glare, amblyopia.

<ul style="list-style-type: none"> • Describe the use of filters, telescopes and magnifiers in VIP rehabilitation and describe the major diseases, refractive errors to which these optical devices apply. • Understand geometric and visual optics. • Outline recommendations about the use of optical lenses, prisms, filters, telescope and magnifiers for VIPs 	<ul style="list-style-type: none"> • Apply and recommend the use of prismatic optical correction for VIP in case of diplopia, glare. • Apply and recommend the use of magnifiers or telescopes for VIP in severe visual deficits. • Apply and recommend the use of photochromic filters in order to front contrast sensitivity (CS), adaptation time, glare, photophobia • Support the use of optical technical means in particularly poor vision, leaving only light perception. • Support the use of optical technical means in the case of eccentric fixation. • Evaluate environmental and light setting, focus distance and fixation strategies to improve vision • Follow clinical instructions and health effects of social circumstances
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with family members to identify health problems and assess health needs. • Demonstrate an internal and interdisciplinary team approach. • Write reports autonomously. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO-A-1 and LO8-A-1 are preliminary to this LO.</p> <p>Linked to LO12-C-1, LO12-A-1, LO13-A-C-1 and LO13-A-C-2</p> <p>OTHER NOTES:</p> <p>Competencies related to effective communication and cooperation with other professionals are addressed by LO12-C-1.</p> <p>Special education competencies are addressed by LO12-A-1</p>	

Team working competences are addressed by LO13-A-C-1 and LO13-A-C-2

LO8-B-1 Teach VIPs about computer basics, operating systems, e-mail and communicating programs, web and office suite, according to personal needs and goals	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Describe how to teach VIP about computer basics, operating systems, e-mail, communication applications, web and office suite according to personal needs and goals, Describe key monitoring and reporting programs to document their practice. Compare and select the proper methods, strategies and tools to teach VIP computer literacy. Differentiate between operating system and application softwares; 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Teach VIP about computer basics, operating systems, e-mail and communicating programs, web and office suite Teach and support operative devices interfaces, touchscreens and shortcuts, keyboards and touch typing Support organising and customising the graphic environment of an operating system; navigation options and choice of softwares, managing file and folders Train and support software choice related to personal issues and activities (web browsing, communicating and office), installing and operating, common actions and shortcut Train and support internet information research, raising awareness about the web policies, navigation options and layouts, language and efficiency principles Support specific requested software functioning acknowledgement and training; i.e. shopping, banking, information or schooling areas selected by VIP Provide technical support to learners, in a confident manner, as a confident user of ICT across a range of media and applications

PERSONAL AND TRANSVERSAL COMPETENCES

- Apply critical thinking and specialized problem-solving skills using advanced information technology.
- Act responsibly and in compliance with legal requirements.
- Adaptation on VIP's personal needs and goals: be respectful.

MANDATORY OR OPTIONAL: OPTIONAL**LINK TO OTHER LOs:**

Linked to LO12-C-1, LO12-A-1, LO5-B-D-J-E-2

Linked to UoL6 and UoL7**OTHER NOTES:**

Competencies related to effective communication and cooperation with other professionals are addressed by LO12-C-1.

Special education competencies are addressed by LO12-A-1

LO8-B-2	
Know the main standards regarding digital accessibility issues for VIPs and ergonomics	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • List and describe the main standards related to digital VIP accessibility. • List and describe the main standards related to ergonomics issues. • Describe computer systems based on personal needs and/or physical limitations 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Evaluate websites and web-based/mobile applications according to standards about accessibility issues for VIPs • Evaluate devices and ICTs according to standards about ergonomics for VIPs • Implement specialized problem-solving skills to apply evidence-based information to VIP issues in daily practice. • Integrate theory, evidence and clinical solutions to improve and innovate in ergonomics. • Critically assess the need for digital ergonomics. • Deepen the skills of VIPs at an early age to prevent the development of bad habits and start teaching access to digital printing.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Autonomously evaluate websites, web-based/mobile applications, devices and ICTs • Foster the acceptability and compliance of the evidence-based process. • Encourage healthcare team members to implement evidence-based practice. 	

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:
 Linked to LO8-C-1, LO12-A-H-I-1 and LO8-B-1

OTHER NOTES:

LO8-C-1	
Know, use and teach how to use the main computer based assistive programs and select the appropriate systems considering the needs of the VIP and the IRP	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Describe the main computer based assistive aids according to VIP needs and their main characteristics Identify the specific for VIP hardware and software, components of a computer and/or similar electronic devices, exploring their functioning and considering ergonomic principles, and keep updated on market 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Select the proper computer aids according to VIP needs and the IRP Use the main computer based assistive aids Teach the VIP to use the main computer based assistive aids Teach and support special devices application and assistive programs: verbal keyboard feedback. Help integrate text-to-speech output (e.g. “Apple iOS“/ “VoiceOver“/”Talkback“). Master the hand maneuvers, gestures used for smartphone or tablet.

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with other MDT professionals.
- Collaborate with social care professionals and providers.
- Foster VIP's acceptability and compliance with implemented actions set.
- Demonstrate professional accountability in independent practice in multiple settings with multiple stakeholders.

MANDATORY OR OPTIONAL: MANDATORY**LINK TO OTHER LOs:**

Linked to LO8-B1, LO6-A-1, LO12-A-1, LO3-A-1, LO3-B-1, LO3-C-1, LO12-C-1, LO12-A-1

Linked with UoL5 and UoL7.

OTHER NOTES:

The development and implementation of an individualized vision-related rehabilitation program for VIC, is addressed by UoL3

Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.

Special education competencies are addressed by LO12-A-1

LO8-C-2	
Know the procedures, rules, laws for the acquisition of assistive computer programs, technologies and devices	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe the procedures, rules, laws for the acquisition of computer programs, technologies and devices • Summarize laws supporting occupational and social inclusion, linked to digital accessibility and barriers, including economic facilitations and procedures for acquisition of assistive computer programs, technologies and devices 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Teach VIP and their families how to purchase computer aids. • Inform individuals and families about the benefits of assistive computer programs, technologies and devices in terms of independence and time savings.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with other MDT professionals. • Disseminate the role of computer-assisted programs in health monitoring. • Have a positive attitude towards information technology that supports remote health monitoring. • Demonstrate the ability to continue learning about information technology. 	
<p>MANDATORY OR OPTIONAL: OPTIONAL</p> <p>LINK TO OTHER LOs:</p> <p>Linked to LO12-F-2</p> <p>OTHER NOTES:</p> <p>Competences about the legal framework (national and regional laws) for VIPs are addressed by LO12-F-2</p>	

LO8-D-1	
Know braille basics and be able to instruct and exercise braille writing and reading	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Memorize the braille alphabet and code rules, ● Describe electric braille screen readers. ● Identify systematic tactile strategies to explore and interpret various tactile graphics, diagrams, and drawings. ● Experiment with various methods and materials to approach braille and tactile graphs, different supports and printing solutions 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Compare the various braille technologies available, testing a variety of low- and high-tech devices for accessing, producing, and using braille ● Plan and perform a sequential process to learn the braille code and formatting rules in writing and reading ● Suggest and train strategies to increase speed and accuracy in recognizing braille characters, basic word processing concepts and line scanning techniques ● Promote useful everyday life application and support literacy providing texts and documents ● Support braille devices and interfaces in personal or professional contexts ● Help VIP and his family master braille writing and reading
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Act with accountability and in compliance with legal requirements. ● Define your own professional identity through interaction with other professionals. ● Define VDR role in the team while gaining an understanding of commitment in the workplace. ● Act as part of a professional team. 	

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:
 Linked to LO12-C-1, LO12-A-1, LO16-D-1

OTHER NOTES:
 Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.
 Special education competencies are addressed by LO12-A-1

LO8-E-F-1 Know the up-to-date assistive technologies and devices for VIPs and research trends, evaluate their use related to personal abilities and goals, according with the MDT and teach VIPs to use them	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● List and describe in detail the latest assistive technologies and devices for VIPs. ● Differentiate assistive technologies according to the intellectual abilities of the VIP. ● Differentiate assistive technologies according to the residual visual acuity of the VIP. ● Differentiate assistive technologies according to the consumption goals of the VIP. ● Describe research trends in assistive technologies and devices for VIPs. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Evaluate and select assistive technologies and devices for VIPs taking into account personal abilities and goals, according with the MDT. ● Use the latest assistive technologies and equipment for VIPs at home, in education and outdoors. ● Apply specialized problem-solving skills in conjunction with MDT when applying standards. ● Introduce the latest assistive technologies and devices for VIPs to be most integrated into daily practice. ● Provide guidance on how to integrate assistive technologies for health promotion and education. ● Use assistive technologies and devices for VIPs, differentiated according to the person's visual balance.

	<ul style="list-style-type: none"> • Teach the use of useful items and assistive devices, integrated with technologies and techniques and safety alerts • Keep up-to-date with respect to research trends on assistive technologies
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Continuously improve his/her knowledge of assistive devices for VIPs. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO12-A-1, LO16-A-1 and LO8-E-F-1 are preliminary to this LO.</p> <p>Linked to LO12-C-1, LO12-A-1</p> <p>OTHER NOTES:</p> <p>Competences about assistive devices are addressed by LO8-E-F-1</p> <p>Special education competencies are addressed by LO12-A-1.</p> <p>Safety issues are addressed by LO16-A-1.</p> <p>Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.</p>	

UNIT OF LEARNING OUTCOME 9: TO SUPPORT THE PSYCHOLOGICAL AND SOCIAL DIMENSIONS OF A VISUALLY IMPAIRED PERSON'S LIFE USING A BIOPSYCHOSOCIAL APPROACH
TARGETED CORE COMPETENCES
CC 9-A: To develop a collaborative relationship (addressed by LO13-B-1)
CC 9-B: To apply techniques to enhance motivation and engagement with the program
CC 9-C: To encourage recognition of progress
CC 9-D: To encourage self-monitoring and empowerment
CC 9-E: To recognize mental health 'red flags' and to make appropriate referrals to specialized support services
Learning Outcomes – 4
LO9-B-C-D-1: Know and apply motivational techniques and empowerment approaches
LO9-B-C-D-2: Connect the VIP with various social, cultural and sports networks
LO9-B-C-D-3: Encourage and enhance an effective self-monitoring approach and VIP recognition of progress in a wider range of concrete, psychological and social dimensions
LO9-E-1: Be aware of mental health 'red flags' related to visual impairment and disability and be able to raise them within the MDT

LO9-B-C-D-1	
Know and apply motivational techniques and empowerment approaches	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> ● Recognize and describe the social needs of blind people even in difficult situations, demonstrate special knowledge of their motivation. ● Classify the psychosocial factors that determine individuals' health, low vision, and other illnesses. ● Critically understand and acknowledge the concept of “fragility” and related issues situations of human weakness, vulnerability. ● Outline the main motivation and empowerment techniques ● Identify potential psychosocial threats and risks to individuals in the cultural context and target community. ● Know how to propose specific sessions of therapeutic education, including attitudes targeting VIP’s engagement and interests 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> ● Select and adapt motivation and empowerment techniques according to health status and individual needs ● Develop biopsychosocial guidelines to improve motivation and involvement. ● Recognize VIP coping skills especially regarding their response to psychological and social distress ● Identify VIP personal expectations and use them to foster motivation
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> ● Take responsibility for managing complex failure situations. ● Learn from experiences with individuals, families, communities and health professionals. ● Apply critical thinking and specialised problem-solving skills when planning future care. ● Consider all the dimensions (biological, mental, spiritual, social) of individuals’ health status. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs: Linked to LO13-B-1, LO12-D-G-1, LO12-B-J-F-1</p> <p>OTHER NOTES:</p>	

Competences related to active listening and empathy are addressed by LO12-D-G-1

Competences related to basic theories and techniques of counselling and communication in the special education for VIPs are addressed by LO12-B-J-F-1

<p align="center">LO9-B-C-D-2</p> <p align="center">Connect the VIP with various social, cultural and sports networks</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Describe how to connect the VIP with various social, cultural and sports networks. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Identify the social, cultural and sports available network in the VIP direct geographic environment and connect the VIP with them Set individual-centered, family-centered and community-centered short-term and long-term goals and outcomes. Identify the VIP personal needs regarding social/cultural/sports aspects Adequately evaluate VIP's physical data before engaging in sports activities.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Apply critical thinking and specialized problem-solving skills. Take responsibility for setting strategies. Be respectful. 	

MANDATORY OR OPTIONAL: OPTIONAL

LINK TO OTHER LOs:
 LO5-B-D-E-J-2 is preliminary to this LO.

OTHER NOTES:

LO9-B-C-D-3 Encourage and enhance an effective self-monitoring approach and VIP recognition of progress in a wider range of concrete, psychological and social dimensions	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe available self-monitoring tools/methods to identify psychological and social dimensions • Describe the main psychosocial problems which can occur in a VIP • Describe how to lead group sessions with “expert-VIP”, in which VIPs are considered as “expert” of the visual loss (it allows to consider both VIPs and professionals opinions and feelings in order to have a global overview of visual loss consequences) 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Propose self-monitoring tools on psychological and social dimensions as part of the training program on psychosocial aspects • Educate VIP on the interest of self-monitoring • Propose sessions with a working group including “expert-VIP” and perform them • Assess the potential risks of the visually impaired to the community and the social environment.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with social care professionals and service providers. • Demonstrate critical thinking skills. • Demonstrate cultural and community awareness. 	

MANDATORY OR OPTIONAL: OPTIONAL

LINK TO OTHER LOs:
 Linked to LO13-B-1, LO12-D-G-1, LO15-B-D-3, LO12-B-J-F-1

OTHER NOTES:
 Competences related to active listening and empathy are addressed by LO12-D-G-1
 Competences related to basic theories and techniques of counselling and communication in the special education for VIPs are addressed by LO12-B-J-F-1

LO9-E-1 Be aware of mental health ‘red flags’ related to visual impairment and disability and be able to raise them within the MDT	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Recognize, name mental health "red flags". • Identify, name "red flags" of mental health for visually impaired people. • Explain and interpret social, economic and the totality of environmental conditions affecting the mental health of the VIP. • Identify and illustrate the cultural background of VIPs and families (ethnicity, religion, morals and customs, minority, etc.) • Explain when and where to seek appropriate psychosocial assistance. • Know the available referral persons and network to contact in case of psychological distress 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Identify signs of psychosocial distress (anxiety, depression, social isolation, suicidal ideation) in collaboration with the MDT • Identify signs of social distress (e.g. loss of autonomy in daily routines) in collaboration with the MDT • Evaluate VIPs and their families’ strengths and areas of concern social, economic and cultural factors. • Discuss VIPs mental health issues with MDT and refer the VIP for qualitative special care.

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Refer to a specific cultural and community context. Demonstrate an intra and interdisciplinary team approach to detect health problems of individuals within the context of their cultures and communities.

MANDATORY OR OPTIONAL: MANDATORY**LINK TO OTHER LOs:**

Linked to LO3-H-1, LO13-A-C-1 and LO13-A-C-2

OTHER NOTES:

Competencies related to psychopathological risks in childhood development in the context of vision impairment are addressed by LO3-H-1

Competencies related to work in multidisciplinary teams are addressed by LO13-A-C-1 and LO13-A-C-2

UNIT OF LEARNING OUTCOME 10: TO HAVE BASIC CLINICAL KNOWLEDGE AND SKILLS TO ADDRESS GENERAL HEALTH AND CONCURRENT HEALTH CONCERNS, IN RELATION TO VISION HEALTH IN COLLABORATION WITH THE WIDER HEALTHCARE TEAM
TARGETED CORE COMPETENCES
CC 10-A: To be aware of and be guided by relevant clinical guidelines
CC 10-B: To respond to the individual's changing health profile
CC 10-C: To apply clinical skills and knowledge regarding conditions which impact on vision health
CC 10-D: To apply the principles of the health sciences' disciplines
CC 10-E: To provide education about the prevention of illness
Learning Outcomes (4)
LO10-A-1 (and LO11-C-1): Be aware of relevant clinical guidelines related to general health and concurrent health concerns, supported by the wider healthcare system, as well as international, national, regional and local policies and quality standard settled by the health care community and be able to apply them in daily practice
LO10-A-2: Know about prevalence, treatment, rehabilitation, prognosis and management of loss of function after stroke and other diseases and be able to contextualize this knowledge in daily work
LO10-B-1: Understand wider healthcare system referrals and be able to tailor IRP to the individual's changing health profile in collaboration with the MDT
LO10-C-1: Know the possible impact on vision of stroke and other diseases, in relation to daily living, family, employment and the environment, and apply the principles of systematic vision training with users affected by these diseases

LO10-A-1	
Be aware of relevant clinical guidelines related to general health and concurrent health concerns, supported by the wider healthcare system, as well as international, national, regional and local policies and quality standard settled by the health care community and be able to apply them in daily practice	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Identify, describe in detail health promotion guidelines and procedures related to general health, demonstrating highly specialized knowledge of them. ● Identify and explain conditions and/or behaviors that are detrimental to general health. ● Describe the basic principles of health promotion. ● Describe health prevention and education guidelines ● Deepen general health risk factors across the age spectrum, particularly related to elderly age ● master the main orientations of the UN, WHO and the European Charter on disability ● Demonstrate a pragmatic vision of the historical evolution of the "Concept of Disability" in order to understand where international, national and local policies have come from and why they exist today. ● Master the current regulations and quality standards about visual impairment and disability (Blindness: Braille, NTIC, tactile supports, mobility orientation; low vision: environmental adaptations, NTIC, individualized adapted supports) ● Outline basics of universal accessibility in the field of visual impairment. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Identify conditions and/or general health hazards. ● Apply health promotion and education guidelines in daily practice. ● Integrate multidisciplinary knowledge to improve and promote general health and prevent disease and injury. ● Continuously monitor the implementation process and evaluate the results of selected health and wellbeing strategies. ● Estimate possible side effects of medications on rehabilitation process. ● Give information people to take preventive behavior.

<ul style="list-style-type: none"> ● Outline the concept of “seamless care pathway” which emphasizes the need for collaborative support between the various health and social-health stakeholders in the specific territory 	
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Take responsibility for setting conditions and/or health risk behaviors. ● Empower individuals to strengthen and promote health and prevent disease and injury. LO09 ● Collaborate with other members of the MDT to identify health risks. ● Collaborate with other professionals in the MDT. ● Collaborate with social care professionals and service providers. 	
<p>MANDATORY OR OPTIONAL: <i>MANDATORY</i></p> <p>LINK TO OTHER LOs:</p> <p>Preliminary to LO12-A-H-I-1, LO1-A-1, LO1-C-D-E-1 and LO1-E-G-1</p> <p>OTHER NOTES: This LO is linked to many LOs of the Curriculum</p>	

LO10-A-2	
Know about prevalence, treatment, rehabilitation, prognosis and management of loss of function after stroke and other diseases and be able to contextualize this knowledge in daily work	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Name systemic diseases and possible comorbidities affecting vision • Describe functional implications imposed by ocular diseases, systemic diseases and comorbidities on visual system • Define and identify appropriate health care procedures, treatment and rehabilitation strategies for VIPs after stroke and other chronic diseases, demonstrating highly specialized knowledge of them. • Identify the elements that need to be monitored to evaluate the specific environment and possible risk factors. • Outline possible measures necessary to implement an effective post-stroke rehabilitation plan. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Select appropriate health care procedures, treatment and rehabilitation strategies for VIPs after stroke and other chronic diseases, in collaboration with the MDT. • Apply the principles of vision training in daily life with users affected by stroke and other diseases which have an impact on vision • Teach family and VIPs to monitor their illness on their own. • Evaluate VIP strengths for self-monitoring. • Reinforce family strengths for self-monitoring and self-assessment. • Encourage VIPs to play a more active role in monitoring, controlling, and managing their health in chronic diseases.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Ensure horizontal communication between disciplines. • Adopt a collaborative attitude with MDT, with social care professionals and service providers and other stakeholders. • Organize collaboration with the VIPs and his or her environment so that he or she has significant responsibility for basic monitoring and choice of measures. 	

MANDATORY OR OPTIONAL: *OPTIONAL*

LINK TO OTHER LOs:
 This LO is linked to many LOs of the Curriculum
 Linked to LO13-AC-1, LO13-AC-3, LO13B1

OTHER NOTES:

LO10-B-1 Understand wider healthcare system referrals and be able to tailor IRP to the individual’s changing health profile in collaboration with the MDT	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Understand the main wider healthcare system referrals ● Define the importance of IRP characteristics in changing a person’s health profile. ● Describe how an IRP can be adapted to individual’s changing health profile ● Define the relationship between visual health and general health. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Interpret and evaluate the main wider healthcare system referrals ● Adapt IRPs to individual’s changing health profile
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Establish your professional identity as a specialist by interacting with other professionals. ● Define the role of VDR in a team, while understanding commitment in the workplace. ● Act as a part of professional team. ● Collaborate with social care professionals and service providers. 	

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:
Preliminary to LO1-A-1

OTHER NOTES:
This LO is linked to many LOs of the Curriculum

LO10-C-1	
Know the possible impact on vision of stroke and other diseases, in relation to daily living, family, employment and the environment, and apply the principles of systematic vision training with users affected by these diseases	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Define the impact of stroke and other diseases that change the field of view in daily life, employment and the environment. ● Describe the principles of systematic vision training with users affected by stroke and other diseases which have an impact on vision ● Describe the use the saccadic eye search movements to compensate for the deficient areas of the visual field ● Describe the use head movements to support the use of the residual visual field ● Describe the search and maintenance of a preferred retinal locus (PRL) as a substitute in AMD ● Describe the use of prescribed prismatic lenses to resolve diplopia caused by paresis of ocular muscles 	<p>SKILLS</p> <p>He/she is able to:</p> <p>Apply the principles of systematic vision training with users affected by stroke and other diseases which have an impact on vision and in particular:</p> <ul style="list-style-type: none"> ● train the use the saccadic eye search movements to compensate for the deficient areas of the visual field ● train the use head movements to support the use of the residual visual field ● train the search and maintenance of a preferred retinal locus (PRL) as a substitute in AMD ● support the use of prescribed prismatic lenses to resolve diplopia caused by paresis of ocular muscles.

PERSONAL AND TRANSVERSAL COMPETENCES

- Demonstrate responsibility for therapeutic contact with patients and their families.
- Respect people as unique individuals with different beliefs and cultural backgrounds.
- Establish culturally responsive communication.
- Recognize the preferences, values and needs of the patient and family.

MANDATORY OR OPTIONAL: OPTIONAL

LINK TO OTHER LOs:

Linked to UoL1 and UoL2.

Linked to LO16-A-1, LO13-B-1

OTHER NOTES:

UNIT OF LEARNING OUTCOME 11: TO BE AWARE OF LOCAL HEALTHCARE POLICY, HEALTH AND SOCIAL CARE ECOSYSTEM AND HEALTH CARE ORGANIZATIONAL GOVERNANCE STRUCTURES
TARGETED CORE COMPETENCES
CC 11-A: To adhere to the organization guidelines and protocols
CC 11-B: To contribute to the continuity of health care
CC 11-C: To comply with quality standards relating to health practice
CC 11-D: To comply with health care laws and regulations
CC 11-E: To work in a multicultural environment in health care
CC 11-F: To promote inclusion and other principles of equity and diversity
CC 11-G: To promote e-health and mobile health systems
Learning Outcomes (4)
LO11-A-D-1: Know national policies, guidelines and protocols in the healthcare system regarding visual impairment, as well as national, regional and local social-health care laws and regulations that concern visually impaired people, post-stroke persons, and people with any other health conditions related to vision and refer to them in daily work
LO11-B-1: Know health and social care organizations involved in visual impairment treatment and caring as well as relevant stakeholders at regional/local level
LO10-A-1 (and LO11-C-1 Be aware of relevant clinical guidelines related to general health and concurrent health concerns, supported by the wider healthcare system, as well as international, national, regional and local policies and quality standard settled by the health care community and be able to apply them in daily practice
LO11-E-F-1: Know and understand special needs related to VIP from other countries, as well as cultural, religious and communication issues related to blindness and promote inclusion, equity and diversity
LO11-G-1: Knows the main ICTs for health monitoring and rehabilitation available at national, regional and local level and suitable for VIPs, be able to evaluate them with respect to their possible integration in IRPs to share with the MDT and be able to teach their use, integrating them with assistive aids or technologies

LO11-A-D-1	
Know national policies, guidelines and protocols in the healthcare system regarding visual impairment, as well as national, regional and local social-health care laws and regulations that concern visually impaired people, post-stroke persons, and people with any other health conditions related to vision and refer to them in daily work	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe in detail national policies, guidelines and protocols in the healthcare system regarding visual impairment • Describe in detail national, regional and local social-health care laws and regulations that concerns visually impaired people, post-stroke persons, and people with any other health conditions related to vision • For each nation, contextualize precisely the recommendations of the Health Authority in favor of people with disabilities, the governmental policy, the organizations, and the economic systems that result from them. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Apply policies, guidelines, regulations and protocols in daily work • Interact with social/political/health authority part
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • To use active listening, empathy and a non-judgmental approach with all partners (administrative or other), and with the VIP • To know how to be relevant, pedagogical and clear in the arguments with partners, who are often not well informed about the VIP's needs • Collaborate with health and social part 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>Preliminary to LO-B-1.</p>	

Linked to LO12-E-2
 This LO is linked to many LOs of the Curriculum
OTHER NOTES:

LO11-B-1 Know health and social care organizations involved in visual impairment treatment and caring as well as relevant stakeholders at regional/local level	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Outline the health and social care organizations and structures to collaborate with, ● Outline all the possible relevant stakeholders in VIPs rehabilitation process at regional/local level ● Identify complementary partners within the territorial support and care organizations, and collectively create protocols for consultation, coordination, shared files, liaison, etc. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Interact with all the possible relevant stakeholders in VIPs rehabilitation process at regional/local level with the aim to support the VIP ● Collaborate with stakeholders in the territory (such as social and social-healthcare organizations) to create protocols for consultation, coordination, shared files, liaison, etc. ● Promote transdisciplinary approach, coordination of support and care pathways, and efficient communication between all partners involved ● Initiate or create a formalized cooperation via regulatory protocols for consultation and coordination of the different partners, by precisely targeting the needs related to the type of visual impairment. ● know how to call upon other potential actors: associations, foundations, etc.

<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>Collaborate with health authority and social part</p> <ul style="list-style-type: none"> • Collaborate with relevant stakeholders at regional/local level • To use active listening, empathy and a non-judgmental approach with all partners (administrative or other) and with the VIP • To know how to be relevant, pedagogical and clear in the arguments with partners, who are often not well informed about the VIP's needs
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO-A-D-1 is preliminary to this LO</p> <p>Linked to LO13-AC-3, LO12-DG-1, LO12-C-1</p> <p>OTHER NOTES:</p>

<p>LO11-E-F-1</p> <p>Know and understand special needs related to VIP from other countries, as well as cultural, religious and communication issues related to blindness and promote inclusion, equity and diversity</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline VIP's special needs which could be linked to cultural, religious and communication issues • Outline principles of inclusion, equity and diversity, also referring to the main EU regulations and guidelines • Describe the main bias and prejudices against blindness, from mythological stories and historical references to current advertising channels • Describe problems and advantages and limitations related to iconic representations in relief, difficulties in normalizing school 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Detect VIP's special needs which could be linked to cultural, religious and communication issues • Promote inclusion, equity and diversity among the different stakeholders involved in VIP's rehabilitation process • Recognize the preferences, values and needs of the VIP and family or carers • Raise awareness in the VIP about bias and prejudices against blindness • Raise awareness in VIP's peers about bias and prejudices against blindness

<p>materials (tables, maths etc.), plans and maps, drawing and drawing of pictures, etc.), plans and maps, relief drawing, access to art etc.), common errors in generalized accessibility.</p>	
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Collaborate with relevant stakeholders at regional/local level ● Respect people as unique individuals with different beliefs and cultural backgrounds. ● Establish culturally responsive communication. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>Linked to LO11-B-1, LO6-G-H-2 and LO13-AC-3</p> <p>OTHER NOTES:</p> <p>Competencies related to effective communication and cooperation with educators and teachers are addressed by LO12-C-1.</p> <p>Special education competencies are addressed by LO12-A-1</p>	

LO11-G-1	
Know the main ICTs for health monitoring and rehabilitation available at national, regional and local level and suitable for VIPs, be able to evaluate them with respect to their possible integration in IRPs to share with the MDT and be able to teach their use, integrating them with assistive aids or technologies	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Outline the main ICTs for health monitoring available at national, regional and local level and suitable for VIPs and their main characteristics ● Outline the main ICTs for rehabilitation available at national, regional and local level and suitable for VIPs and their main characteristics ● Describe how to use the main ICTs for health monitoring available at national, regional and local level and suitable for VIPs and their main characteristics ● Describe how to use the main ICTs for rehabilitation available at national, regional and local level and suitable for VIPs and their main characteristics 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Evaluate the possible integration of the main ICTs for health monitoring available at national, regional and local level and suggest them to the MTD ● Evaluate the possible integration of the main ICTs for rehabilitation available at national, regional and local level and suggest them to the MTD ● Teach the use integration of the main ICTs for health monitoring rehabilitation, integrating them with assistive aids or technologies
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Collaborate with the MTD 	
<p>MANDATORY OR OPTIONAL: OPTIONAL</p> <p>LINK TO OTHER LOs:</p> <p>Linked with the whole UoL8</p> <p>OTHER NOTES:</p>	

UNIT OF LEARNING OUTCOME 12: COMMUNICATION AND EDUCATION IN RELATION TO VISION HEALTH
TARGETED CORE COMPETENCES
CC 12-A: To apply teaching strategies
CC 12-B: To assist patient's learning process
CC 12-J: To manage students and trainers
CC 12-C: To keep contact with educators and teachers
CC 12-E: To communicate effectively in the health sector
CC 12-F: To instruct patient's relations on care
CC 12-G: To empathize with the client
CC 12-D: To listen actively
CC 12-H: To promote ocular health
CC 12-I: To advocate for policy in relation to vision health-related challenges
CC 12-J: To have additional language competency to a level sufficient to engage with the health sciences literature (prerequisite)
Learning Outcomes - 9
LO12-A-1: Describe and apply basic methods and techniques for individuals and groups training in special education for VIPs and vision rehabilitation
LO1-B-F-1 / LO12-A-H-I-1 Provide information and advice on vision functioning, risks for poor vision health, the degenerative process of visual conditions, risk factors, comorbidities and remediation potential, also suggesting coping strategies, in collaboration with the MDT and advocate for policy in relation to vision health-related challenges
LO12-B-F-1 Enact basic theories and techniques of counselling and communication in the special education for VIPs, also planning and carrying out counselling sessions with individuals and in groups
LO12-C-1: Communicate and cooperate effectively with educators and teachers and generally with professionals from relevant disciplines

LO12-E-2: Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application
LO12-E-3: Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context
LO12-F-1: Train relatives and informal carers about the needs and feasible goals related to visual impairment according to a child’s development age, and train them to use compensatory strategies and adaptive techniques in activities of daily living (ADL)
LO12-F-2: Keep parents and informal caregivers informed about the legal framework (national and regional laws) and the main stakeholders (e.g. institutions, users’ representatives) which could support the VIP
LO12-D-G-1: Know and apply the basics of active listening and empathy

LO12-A-1	
Describe and apply basic methods and techniques for individuals and groups training in special education for VIPs and vision rehabilitation	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Recall the basic concepts of special needs and special education, laws and regulations related to special education services Describe the educational strategy and arrangement for children with special needs, visual impairment and frequent comorbidities Describe key elements of adult learning theory: conducive climate and learner’s engagement, deploying objectives and designing patterns and process Discuss learners’ expectations and experiences, as a value of the training pattern, and interactive learning activities, self-conducting and problem-solving approach Discuss the causes of mismatch between educator and learner approach, listing frequent defense mechanisms 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Analyze the special education need beforehand according to the context (family, family caregivers, care personnel) and the profile of the VIP Select and apply methods and techniques for individuals and group training for VIP and vision rehabilitation objectives, considering tools and appropriate means Design and conduct experiential activities, focusing on personal expectations and learning objectives Apply different conducting and teaching styles, adapting on objectives and learning styles, to be effective in practice Practice feedback skills to support learners Tailor a teaching program adapted to each situation.

<ul style="list-style-type: none"> • List and describe methods and techniques for individuals and group training, being aware of applications and adaptations for VIP • Discuss the timing and the value of feedback and self-evaluation process 	
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<p>PERSONAL AND TRANSVERSAL COMPETENCES: He/she is able to:</p> <ul style="list-style-type: none"> • AUTONOMOUSLY analyze the special education need • Collaborate with teachers, family and carers, taking into account their opinion and needs
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<p>MANDATORY OR OPTIONAL: <i>MANDATORY</i></p> <p>LINK TO OTHER LOs: Preliminary to LO12-A-H-I-1. Linked to UoL6 and UoL7. <i>This LO is transversal to many LOs of the Curriculum, e.g. LO2-B1; LO3-C2; LO3-D1-2 ; LO12-C1; LO12-E3</i></p> <p>OTHER NOTES:</p>
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<p align="center">LO12-A-H-I-1</p> <p align="center">Provide information and advice on vision functioning, risks for poor vision health, the degenerative process of visual conditions, risk factors, comorbidities and remediation potential, also suggesting coping strategies, in collaboration with the MDT and advocate for policy in relation to vision health-related challenges</p>	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Define and describe vision functioning, risks for poor vision health and remediation potential. • Identify and outline the risk factors for visual impairment related to environmental conditions and comorbidities. 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Provide recommendations on reducing risks for poor vision health. • Identify issues beyond the VDR competence and refer VIP for multidisciplinary team.

<ul style="list-style-type: none"> • Categorize the visual impairment into reversible, correctable and irreversible according to the underlying pathology. • Discuss basics of active ageing and primary care and health related challenges • Underline possible interdisciplinary approaches to vision health challenges and related policies • Compare policies, standards and best practices in VIP health systems, social inclusion and rehabilitation approach worldwide • Describe the normal changes in vision with aging, such as changes in the lens, pupil size, light/dark adaptation, and glare sensitivity. • Define the visual implications of other related pathologies such as diabetes, eye injuries, neurological conditions on vision remediation and rehabilitation. 	<ul style="list-style-type: none"> • Suggest to the VIP coping strategies in collaboration with the multidisciplinary team • Advocate for policy in relation to vision-health related challenges • Promote ocular and vision health, daily correct behaviours and safety issues in order to avoid blindness and visual impairment • Explain to VIP the natural degenerative processes of visual function in simple language and giving examples.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Apply specialized problem-solving skills. • Collaborate with other members of the multidisciplinary team to address and solve VIP problems. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO12-A-1 is preliminary to this LO</p> <p>Linked to LO1-A-1; LO1-B-F-1; LO13-A.C-2; LO13-A.C-3; LO12.H-I-1, Lo12-C-1, LO12-E1; LO15-C1; LO12-E2; LO12-F2; LO11-F1</p> <p>OTHER NOTES:</p>	

LO12-B-F-1	
Enact basic theories and techniques of counselling and communication in the special education for VIPs, also planning and carrying out counselling sessions with individuals and in groups	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● State basic psychology and socio-pedagogy principles in disability ● Describe the development of relational and communicative skills ● Discuss personal, situational and contextual characteristics taking part in the communicative interaction ● Describe basic theories and techniques of counselling ● Integrate basic theories of counselling and communication techniques in the special education for visually impaired ● List criteria for monitoring and evaluating the effectiveness of counselling work ● Discuss methodologies of group conduction and coordination ● Discuss decision-making process, focusing on belief, counselor approach encouraging responsibility and result orientation. ● Stimulates action plans and verifies the stages of implementation. ● Describe verbal and nonverbal communication systems, including augmentative and alternative communication systems and languages, and associate to different disabilities and needs ● Outline characteristics and suitable gaming modalities and didactic materials for different needs of disabled children ● Discuss and apply behaviour modification strategies and techniques 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> ● Read and interpret personal, situational, and contextual characteristics unique of mediated communicative interaction; ● Assess the degree of development of communicative and relational skills; ● Evaluate the technical, semantic, and symbolic appropriateness of one's mediation to the needs of the communicative interaction ● Stimulate creativity and the interlocutor's search for alternative perspectives ● Stimulates adult plans, stages of implementation and reflecting on the "here and now". ● Plan counselling sessions with individuals and in groups ● Define a counselling contract with the individual or group ● Carry out counselling sessions with individuals and in groups, focusing on individual resources and strengths as agents of change and develop the client's ability to identify and use personal resources ● Apply and foster the use of decision-making methodologies ● Identify and utilize group resources. ● Facilitate communication in the group: maintain a welcoming climate, allow the expression of different and leading points of view, manage conflicts, maintain established time frames.

<ul style="list-style-type: none"> ● Identify basic and advanced knowledge theories and approaches model, in order to adhere to a model of reference ● Trace methodologies for personal resources activation, attachment and membership systems ● Describe assessing methodologies for reading both professional and relational contexts 	<ul style="list-style-type: none"> ● Deploy group coordination and leadership techniques, using exercises and specific activities to facilitate learning and group growth. ● Manage relationships with family members of the disabled person, confronting fears, anxieties and expectations by establishing a climate of mutual trust
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> ● Express briefly with clarity, verifying understanding and impact of messages ● Share personal point of view as starting point of analysis processes ● Asks clear and pertinent questions relevant to personal goals ● Reflect upon their own role in practical counselling and interdisciplinary cooperation ● Focus on resources and strengths as agents of change ● Be aware of non-verbal signals 	
<p>MANDATORY OR OPTIONAL: <i>MANDATORY</i></p> <p>LINK TO OTHER LOs: Preliminary to LO12-D-G-1 <i>This LO is transversal to many LOs of the Curriculum, e.g. LO12- A1; LO12-F3;</i></p> <p>OTHER NOTES:</p>	

LO12-C-1	
Communicate and cooperate effectively with educators and teachers and generally with professionals from relevant disciplines	
<p>KNOWLEDGE: He/she is able to:</p> <ul style="list-style-type: none"> ● Describe characteristics and structures of the educational and training system of the territory of reference ● Discuss techniques and methods of interpersonal communication applied to the school-family-disabled context ● Estimate characteristics and potential of the social-assistance system in the territory of reference ● Summarize laws and rights of the disabled person to study, work and inclusion ● Describe basics about mediation techniques and interpersonal conflict management ● Determine the purpose of the speech as appropriate to the speaking context ● Define the choice of a topic according to the purpose, audience, and time constraints, setting adequate communication strategy and supports ● Demonstrate awareness of alternative organizational communication patterns and types of support ● Describe the basics of negotiation and persuasion; 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> ● Interact with professionals or local agencies that provide services for people with disabilities, planning periodic meetings with the various subjects involved in the relationship with the disabled person ● Support periodic meetings between school and family to share information on the educational and behavioral progress of the disabled person ● Enact techniques and methods for effective interprofessional communication, as well as techniques for interpersonal conflict management when needed ● Manage and overcome conflicts ● Apply basics of negotiation and persuasion in daily work
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> ● Know how to relate to professionals, using appropriate and technical language ● Recognize and respect the competencies of others ● Time management 	

<ul style="list-style-type: none"> Select words appropriate to the topic, audience, purpose, context, and speaker, while avoiding words that express prejudice.
<p>MANDATORY OR OPTIONAL: OPTIONAL</p> <p>LINK TO OTHER LOs:</p> <p>Linked to LO3-C1; LO3-D2; LO12-A1; LO12- E1; LO12E3; LO12-H1, LO12-D-G-1, LO13-A-C-1, LO17-B-1, LO16-D-1</p> <p>Linked to UoL6.</p> <p>OTHER NOTES:</p>

<p style="text-align: center;">LO12-E-2</p> <p style="text-align: center;">Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Illustrate information needs, Outline how to organise the searches of data, information and content in digital environments. Describe how to access to these data, information and content, and how to navigate between them. Describe how to organise personal search strategies. Outline the main national/regional healthcare tools for users' record Know the main tools supporting the creation of a data collection (e.g. electronic sheets) in order to record client's history, also in compliance with national/regional healthcare tools for users' record 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Perform the analysis, comparison and evaluation of sources of data, information and digital content. Perform the analysis, interpretation and evaluation of data, information and digital content. Organise information, data and content to be easily stored and retrieved. Organise information, data and content in a structured environment. Use basic tools supporting the creation of a data collection (e.g. electronic sheets) in order to record client's history, also in compliance with national/regional healthcare tools for users' record

<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Enact knowledge and skills AUTONOMOUSLY, according to his/her own needs, and solving well-defined and non-routine problems • Have a positive attitude towards ICT technologies in health • AUTONOMOUSLY integrate ICT tools in daily practice
<p>MANDATORY OR OPTIONAL: <i>OPTIONAL</i></p> <p>LINK TO OTHER LOs:</p> <p><i>This LO is transversal to many LOs of the Curriculum</i></p> <p>OTHER NOTES:</p> <p><i>This LO addresses “Competence area 1: information and data literacy” The Digital Competence Framework for Citizens (DIGComp 2.1) https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf The LO is set at intermediate 4 level</i></p>

LO12-E-3	
Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Outline the main digital technologies and routine appropriate digital communication means for his/her own working context. • Outline the main appropriate digital technologies to share data, information and digital content in his/her own working context. • Outline well-defined and routine digital tools and technologies for collaborative processes. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Perform well-defined and routine interactions with digital technologies • Select well-defined and routine appropriate digital communication means for his/her own working context. • Select well-defined and routine appropriate digital technologies to share data, information and digital content.

<ul style="list-style-type: none"> • Explain how to act as an intermediary for sharing information and content through well-defined and routine digital technologies. • Illustrate well-defined and routine referencing and attribution practices. • Clarify well-defined and routine behavioural norms and know-how while using digital technologies and interacting in digital environments. • Express well-defined and routine communication strategies adapted to an audience and • Describe well-defined and routine cultural and generational diversity aspects to consider in digital environments. • Discriminate a range of well-defined and routine digital identities. 	<ul style="list-style-type: none"> • Select well-defined and routine digital tools and technologies for collaborative processes. • Apply “netiquette” rules daily
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Enact knowledge and skills AUTONOMOUSLY and solving straightforward problems 	
<p>MANDATORY OR OPTIONAL: <i>OPTIONAL</i></p> <p>LINK TO OTHER LOs:</p> <p><i>This LO is transversal to many LOs of the Curriculum, e.g. LO13 AC2; LO13 A4, UoL8</i></p> <p>OTHER NOTES:</p> <p><i>This LO addresses “Competence area 2: Communication and collaboration” The Digital Competence Framework for Citizens (DIGComp 2.1) https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf The LO is set at Intermediate 3 level</i></p>	

LO12-F-1	
Train relatives and informal carers about the needs and feasible goals related to visual impairment according to a child's development age, and train them to use compensatory strategies and adaptive techniques in activities of daily living (ADL)	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Describe how to adapt concepts like “feasible goals”, “compensatory strategies” and “adaptive techniques” to train relatives and informal carers about them • Describe how to analyse relatives and informal carers needs and expectations in order to tailor the training on them 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Train about the needs and feasible goals related to visual impairment according to a child's development age • Train relatives and informal carers to use compensatory strategies and adaptive techniques in activities of daily living (ADL) • Adapt language and vocabulary terms in order to facilitate non-professional carers to understand compensatory strategies and adaptive techniques in daily living activities
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • AUTONOMOUSLY analyze the special education need • Collaborate with teachers, family and carers, taking into account their opinion and needs 	
<p>MANDATORY OR OPTIONAL: OPTIONAL</p> <p>LINK TO OTHER LOs:</p> <p>LO12-A-1 is preliminary to this LO</p> <p>Linked to LO8-EF2; LO3-B1 LO3-F1; Lo3-G1; LO12-A1; LO16A1</p> <p>Linked to UoL3, UoL5 and UoL9.</p> <p>OTHER NOTES:</p> <p>Special education methods are addressed by LO12-A-1 and LO12-A-2</p>	

LO12-F-2	
Keep parents and informal caregivers informed about the legal framework (national and regional laws) and the main stakeholders (e.g. institutions, users' representatives) which could support the VIP	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Describe in detail the legal framework (national and regional laws) about disability Outline the main EU reference recommendations and guidelines about the rights of people with disability Detect and comprehend functions of the main institutions and other user's representatives, as well as available formal and informal networks, which could support VIPs 	<p>SKILLS</p> <ul style="list-style-type: none"> Address properly to local institutions for information about supports and facilities, keeping up to date and giving advice to VIP and caregivers Maintains contact with associations and institutions, as well as available formal and informal networks for VIPs Define the modalities of information and communication exchange between the school context and the family.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> AUTONOMOUSLY Build networks and relationships and keep them updated 	
<p>MANDATORY OR OPTIONAL: <i>OPTIONAL</i></p> <p>LINK TO OTHER LOs:</p> <p>Linked to LO12-E2-3 and LO13-A-C-3</p> <p>Linked to UoL10 and UoL11.</p> <p>OTHER NOTES:</p>	

LO12-D-G-1	
Know and apply the basics of active listening and empathy	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Discuss empathic mirroring technique • List theories and techniques of active listening and empathy • Summarize interviewing and questioning techniques • Discuss self-awareness techniques 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Select and apply the most suitable techniques of active listening and empathy, taking into account users' needs and the context • Give appropriate feedbacks to foster self-esteem and identity. • Show understanding and solidarity for difficulties and suffering. • Trust in the possibilities for change, fostering openness and sincerity, where appropriate, even exposing themselves first. • Provide authentic and appropriate support during difficult times. • Put VIP at ease by respecting their timing and communication skills.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Accept the manifestations of the interlocutor without reacting impulsively or with opposition. • Ask for clarification to check and understand their impact. • Consider own difficulties during the interview. • Act cautiously within personal competencies and skills. • Avoid projecting own desires and expectations onto the interviewer. 	

MANDATORY OR OPTIONAL: *OPTIONAL*

LINK TO OTHER LOs:

LO12-B-J-F-1 is preliminary to this LO

This LO is transversal to many LOs of the Curriculum, e.g. LO13 AC2; LO13 A4

LO12-a1; LO12-BJ1

OTHER NOTES:

UNIT OF LEARNING OUTCOME 13: COLLABORATION IN RELATION TO VISION HEALTH
TARGETED CORE COMPETENCES
CC 13-A: To oversee and coordinate the rehabilitation programme of the VIP, taking account of the input of other health and social care professionals involved
CC 13-C: To work in multidisciplinary teams
CC 13-B: To develop a collaborative therapeutic relationship with the visually-impaired
Learning Outcomes - 4
LO13-A-C-1: Be aware of the main roles and responsibilities of the team members and work coherently, maximizing the added value of each professional and identifying possibilities for interdisciplinary development, research and cooperation
LO13-A-C-2: Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work, also applying the proper communication and mutual support techniques for health-care teams
LO13-A-C-3: Identify and collaborate with the network of caregivers and stakeholders (formal and informal) involved in the VIP's rehabilitation program
LO13-B-1: Develop a collaborative therapeutic relationship with the VIPs, establishing a relationship of trust and respecting their own rhythm

LO13-A-C-1

Be aware of the main roles and responsibilities of the team members and work coherently, maximizing the added value of each professional and identifying possibilities for interdisciplinary development, research and cooperation

KNOWLEDGE**He/she is able to:**

- Depending on the country, identify the obligations and protocols put in place in terms of care and support pathways
- Outline the main roles and responsibilities of the social and health care professionals involved in the VIP rehabilitation path
- Outline the main roles and responsibilities of other relevant stakeholders for VIPs, such as the educational ones
- Outline the specific roles and responsibilities that frame and regulate a service (director, head of service, coordinator, ophthalmologist or psychologist).

SKILLS**He/she is able to:**

- Network and coordinate actions and interventions with caregivers, health professionals, social workers, economic and educational agents in order to conduct relevant interventions.
- At the heart of interdisciplinary work, be able to constantly maintain and defend the primacy of the needs and desires of the VIP (adult or child) to prioritize interventions
- Be able to collaborate with different actors through reports, (in)formal communication, research...
- identify possibilities for interdisciplinary development, research and cooperation

PERSONAL AND TRANSVERSAL COMPETENCES**He/she is able to:**

- Be able to integrate a professional follow-up
- Be respectful of the skills of others
- Know how to face calmly conflicts of values, appreciations, and participate constructively in the resolution of problems

MANDATORY OR OPTIONAL: MANDATORY**LINK TO OTHER LOs:**

Linked to LO13-A-C-2

Linked to UoL2 and UoL3

OTHER NOTES: Team working competencies are addressed by LO13-A-C-2

The actual actors of stakeholders network are identified in LO13-A-C-3

LO13-A-C-2	
Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work, also applying the proper communication and mutual support techniques for health-care teams	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Outline and explain the main principles of effective teamworking • Outline basics of group dynamics. • Identify and understand the parameters of interdisciplinary work: common mandate for each professional in an organized framework of work and cooperation. • Clearly identify the professional relationships, roles and responsibilities of the different members of the MDT (or health and social care ecosystem) • Identify the obstacles, requirements and conditions for successful interdisciplinary work • Select, prioritize and communicate the elements of your professional practice to other members of the MDT using tools according to the procedures, standards and regulations in force. • Recognize a crisis situation within your team and use the existing tools to resolve the obstacle at the origin of the crisis (technical, human, etc.). • Outline the main characteristics of communication and mutual support techniques which could can be applied in healthcare multidisciplinary teams 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Apply the main principles of effective teamworking in daily work • Select and apply the main communication and mutual support techniques which could can be applied in healthcare multidisciplinary teams • Initiate and formalize a time of informal professional discussion to ask questions between colleagues • Identify, search for, and select the most appropriate skills within the multidisciplinary team for the success of the rehabilitation. • optimize the quality of the health and social care intervention, and to facilitate the activity and the social involvement.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Adopt a non-judgmental approach with other team members and the person with a visual impairment • Be a team player 	
<p>MANDATORY OR OPTIONAL: OPTIONAL</p> <p>LINK TO OTHER LOs: LO-13-A-C-1 is fundamental to this LO</p> <p>OTHER NOTES:</p>	

LO13-A-C-3	
Identify and collaborate with the network of caregivers and stakeholders (formal and informal) involved in the VIP's rehabilitation program	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Outline the actual national, regional, and local stakeholders for a VIP in the specific territory • Describe an effective and accessible communication targeting stakeholders • Describe how to contact, involve and engage stakeholders 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Know how to evaluate with partners the most relevant way to work according to each situation. • Be able to design and propose flyers, press releases, organize seminars to develop a network adapted to VIPs • Collaborate with a network of caregivers and stakeholders involved in the rehabilitation of VIPs.
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with the MDT (especially with the social service). • Set up the proper interpersonal communication 	
<p>MANDATORY OR OPTIONAL: OPTIONAL</p> <p>LINK TO OTHER LOs:</p> <p>LO13-A-C-1 is preliminary to this Lo</p> <p>OTHER NOTES:</p>	

LO13-B-1	
Develop a collaborative therapeutic relationship with the VIPs, establishing a relationship of trust and respecting their own rhythm	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Describe the main principles and theories about collaborative therapeutic relationship with users and in particular with a VIP • Describe how to establish a relation of trust with a user, and in particular with a VIP, defining steps and time required 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Seek and develop a climate of trust with the individual, negotiate the content of the personalized intervention program, in order to create a therapeutic relationship. • Motivate the VIP • Respect the time and the fears of the VIP and to adapt the accompaniment by proposing a progressive work • Stimulate the VIP to look for concrete solutions together to overcome difficulties or delays in the rehabilitation plan. • Discuss with the VIP's rehabilitation team how to improve the relationship with the VIP and overcome obstacles. • Take into account requests, life stories and the contextual situation when meeting with individuals or a group
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Collaborate with the multidisciplinary team 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs:</p> <p>LO12-D-G-1 and LO12-B-F-1 are fundamental to this LO</p> <p>OTHER NOTES: Active listening and empathy are addressed by LO12-D-G-1</p>	

UNIT OF LEARNING OUTCOME 14: MONITORING AND RECORDING IN RELATION TO VISION HEALTH
TARGETED CORE COMPETENCES
CC 14-A: To monitor progress
CC 14-B: To record the progress of visually impaired persons in relation to treatment
CC 14-D: To record clinical and professional activity with accuracy and in line with professional standards
CC 14-C: To respect the confidentiality of the VIP and to follow data confidentiality guidelines
Learning Outcomes – 1
LO14-A-B-C- D-1: Know the main professional standards about clinical records and effectively use the main recording tools at national/regional/local level (e.g. electronic patient record) in order to report the progress of the IRP, complying with data privacy and confidentiality guidelines

LO14-A-B-D-1	
Know the main professional standards about clinical records and effectively use the main recording tools at national/regional/local level (e.g. electronic patient record) in order to report the progress of the IRP, complying with data privacy and confidentiality guidelines	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Outline the main in-force standards about clinical records at national/regional/local level • Understand the regulatory frameworks and tools for evaluation, and the resulting obligations for establishments and services: quality approach, requirements of the control authorities, etc. • Identify the evaluation items specific to rehabilitation: 1) the VIPs' abilities, 2) the professional's skills, 3) the skills of a professional team in a service or organisation • Identify all the indicators and particularly those related to visual impairment (congenital blindness, acquired blindness, low vision): functional vision, sensory, motor, postural, cognitive and psychosocial skills. • Outline and describe the main characteristics of the main recording tools used at national/regional/local level (e.g. electronic patient record) in order to report the progress of the IRP • Outline the main data privacy rules (GDPR) and confidentiality guidelines to be taken into account with respect to VIPs 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Report data concerning VIPs and their rehabilitation process according to the main in-force standards about clinical records at national/regional/local level • Effectively use the main recording tools used at national/regional/local level (e.g. electronic patient record) in order to report the progress of the IRP • Synthesize data, to effectively document the liaison and information supports within the multidisciplinary teams, and towards the control authorities, in order to propose an individualized project • Act in compliance with the main data privacy rules (GDPR) and confidentiality guidelines • Comply with ethical principles and professional codes taking into account data privacy and confidentiality guidelines.
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Demonstrate rigor, method and organization • Demonstrate leadership skills in ensuring adherence to confidentiality guidelines to protect the rights and well-being of VIP. 	
<p>MANDATORY OR OPTIONAL: OPTIONAL LINK TO OTHER LOs:</p>	

Preliminary to LO14-A-B-D-1**OTHER NOTES:**

UNIT OF LEARNING OUTCOME 15: RESEARCH AND DEVELOPMENT IN RELATION TO VISION HEALTH

TARGETED CORE COMPETENCES

CC 15-A: To keep up to date with evidence-based practice from the research literature

CC 15-B: To appreciate basic principles of health science research and how it applies to developing the evidence-base for practice
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CC 15-C: To support research collaboration in relation to vision health

CC 15-D: Carry out individual research (e.g. developing a thesis)

Learning Outcomes – 5

LO15-A-1: Know the principles of evidence-based health sciences disciplines and practice and apply them in everyday work, also using the main evidence databases
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LO15-C-1: Identify and critically assess the contribution of VDR subject area in habilitation and rehabilitation and discuss the possibilities for interdisciplinary development, research and cooperation in this work

LO15-B-D-1: Know and apply the basics of research design and methodology, project planning and research ethics and be able to contextualize them in an individual project

LO15-B-D-2: Know the basics of quantitative analysis applied to the health sciences, use tools for statistical analysis and critically assess own and others' research where similar analyses have been utilized
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LO15-B-D-3: Plan, perform and analyse observation and qualitative research interviews

LO15-A-1	
Know the principles of evidence-based health sciences disciplines and practice and apply them in everyday work, also using the main evidence databases	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Outline the principles of evidence-based health sciences disciplines and practice • Explain and critically evaluate the benefits of evidence-based medicine • List the main evidence databases (e.g. Pubmed) and describe how a VDR can use them in daily work 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Apply principles of evidence-based medicine and practice in daily work • Use the main evidence databases (e.g. Pubmed) in order to suggest to the MDC adequate approaches
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Integrate evidence-based approach into personal and professional approach 	
<p>MANDATORY OR OPTIONAL: <i>MANDATORY</i></p> <p>LINK TO OTHER LOs: This LO is fundamental to many LOs of the Curriculum</p> <p>OTHER NOTES:</p>	

LO15-C-1	
Identify and critically assess the contribution of VDR subject area in habilitation and rehabilitation and discuss the possibilities for interdisciplinary development, research and cooperation in this work	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Describe and select appropriate habilitation and rehabilitation strategies and methods related to vision. • Describe the importance of basic research and innovation in this work. • Illustrate the importance of interdisciplinary collaboration. • Describe principles of the health sciences disciplines. 	<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Identify and critically assess the contribution of VDR subject area in habilitation and rehabilitation • Discuss the possibilities for interdisciplinary development, research and cooperation in this work
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Autonomously evaluate the process of teaching, interdisciplinary cooperation, improvement. 	
<p>MANDATORY OR OPTIONAL: OPTIONAL LINK TO OTHER LOs: OTHER NOTES: This LO is optional and suggested only in the event of a Master’s Degree course (120 ECTS)</p>	

LO15-B-D-1	
Know and apply the basics of research design and methodology, project planning and research ethics and be able to contextualize them in in an individual project	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Outline different types of knowledge-, research- and evidence-based approach • Outline the main methods and tools for social research • Understand and apply the principles of literature plagiarism, academic misconduct, citations and reference lists • Outline basics of research design, • Describe basics of project management • Define ethical principles in organizing a research project. • Outline basics of research ethics and describe how to apply for the ethical approval 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Identify problems and formulate ways of approaching problems, plan scientific research and gather new knowledge • Demonstrate a systematic insight into ontology, epistemology and epidemiology • Apply for the ethical approval • Effectively plan projects • Apply the main methods and tools for social research • Formulate an approach to a problem within the subject area and analyze academic problems based on the theoretical background of special education, visual impairment and vision rehabilitation • Integrate professional intelligence into practice to seek out material on evidence-based practice. • Undertake research in accordance with relevant ethics and governance requirements. • Recognize and solve scientific or ethical issues in research to ensure data reliability.
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Participate in research projects and stimulate to initiate research and service improvement projects • Apply the research process and develop the ability to critically assess their own and other’s research • Identify the opportunities and limitation of science, and take responsibility for how knowledge is used • Use acquired knowledge as a basis for further studies within related areas • Demonstrate in-depth professional knowledge of current research 	

MANDATORY OR OPTIONAL: OPTIONAL

LINK TO OTHER LOs:

LO15-A-1 is fundamental to this LO

OTHER NOTES: This LO is optional and suggested only in the event of a Master Degree course (120 ECTS)

LO15-B-D-2

Know the basics of quantitative analysis applied to health sciences, use tools for statistical analysis and critically assess own and others' research where similar analyses have been utilized

KNOWLEDGE

He/she is able to:

- Outline common descriptive methods of statistical analysis: correlation, confidence intervals, sampling and statistical interference, parametric and non-parametric tests
- Understand and explain variance in observed variables
- List fundamental tools for statistical analysis and their main characteristics
- Describe how to critically appraise own and others' research where similar analyses have been utilized

SKILLS

He/she is able to:

- Design a project including the quantitative analysis approach.
- Use fundamental tools for statistical analysis
- Critically assess own and others' research where similar analyses have been utilized

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Use acquired knowledge as a basis for further research within related areas

MANDATORY OR OPTIONAL: OPTIONAL

LINK TO OTHER LOs:

LO15-A-1 is fundamental to this LO

OTHER NOTES: This LO is optional and suggested only in the event of a Master Degree course (120 ECTS)

LO15-B-D-3	
Plan, perform and analyse observation and qualitative research interviews	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Understand when to apply qualitative research methods and be able to describe the main characteristics of qualitative research approaches • Describe the main methods to collect qualitative data, particular the main characteristics of observation, qualitative interviews and focus groups • Be aware of the basic principles and approaches to analysis of qualitative data 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Plan a qualitative research project using appropriate methods and tools • Carry out observational research, qualitative interviews and focus groups
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • use acquired knowledge as a basis for further research within related areas 	
<p>MANDATORY OR OPTIONAL: OPTIONAL</p> <p>LINK TO OTHER LOs:</p> <p>LO15-A-1 is fundamental to this LO</p> <p>OTHER NOTES: This LO is optional and suggested only in the event of a Master Degree course (120 ECTS)</p>	

UNIT OF LEARNING OUTCOME 16: PROFESSIONAL APPROACH AND ETHICS IN RELATION TO THE VDR ROLE
TARGETED CORE COMPETENCES
CC 16-A: To ensure visually impaired persons safety
CC 16-B: To undertake continuous education when and where it is needed in relation to visual
CC 16-C: To complete first aid training
CC 16-D: To be aware of and abide by the code of practice of the overseeing professional body
CC 16-E: Enact critical thinking in daily work
Learning Outcomes - 5
LO16-A-1: Know the basics of safety issues for VIPs in relation to everyday activities and relevant environments and contextualize it in daily work, providing advice and educating users and informal caregivers
LO16-B-1: Have a positive attitude with respect to continuous and permanent learning within the profession
LO16-C-1: Be able to perform first aid and to teach it
LO16-D-1: Be aware of and comply with the main ethical issues involved in the rehabilitation program with a VIP
LO16-E-1: Enact a critical thinking attitude in daily work

<p>LO16-A-1</p> <p>Know the basics of safety issues for VIPs in relation to everyday activities and relevant environments and contextualize it in daily work, providing advice and educating users and informal caregivers</p>	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Identify and describe the basic safety issues that may occur in the VIPs daily life concerning personal and public environment. 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Analyze the VIP activities of daily living and evaluate the environmental conditions in order to have a comprehensive understanding of the safety issues. • Provide guidance on environment adjustments. • Promote awareness about importance of safe environment for VIPs everyday activities. • Adapt IRP according to identified safety issues. • Prepare reports with recommendations regarding the education of VIPs and informal caregivers on environmental hazards that may occur and how they can be prevented.
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Use a VIP-centered approach. • Consider environmental safety issues when developing the IRP. • Take responsibility on cooperation with VIP and their families in order to improve VIPs safety in daily life activities. 	
<p>MANDATORY OR OPTIONAL: MANDATORY</p> <p>LINK TO OTHER LOs: Linked to LO4-C-2, LO5-D-1, LO6-B-1, LO7-B-2, LO13-A-C-4</p> <p>OTHER NOTES:</p>	

LO16-B-1	
Have a positive attitude with respect to continuous and permanent learning within the profession	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Explain the importance of continuous and permanent learning in VDR profession. • Describe the tools for professional training. 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Participate in professional courses and constantly update knowledge. • Perform an effective search for scientific literature and combine practice with evidence-based treatment. • Implement the latest rehabilitation methods in IRP. • Use professional monitoring in daily work.
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Demonstrate proactive attitude in VDR profession. • Learn from work experiences in the MDT. • Make decisions integrating professional experience and scientific evidence to achieve the best results in VIP rehabilitation. 	
<p>MANDATORY OR OPTIONAL: <i>OPTIONAL</i></p> <p>LINK TO OTHER LOs:</p> <p>OTHER NOTES:</p>	

LO16-C-1 Be able to perform first aid and to teach it	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Define and describe in detail the principles of first aid. • Differentiate first aid according to age. 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Integrate first aid courses (Basic Life Support - BLS or Cardiopulmonary resuscitation - CPR) into VDR practice in order to be able to act quickly in case of emergency. • Continuously renew the skills of first aid in the workplace. • Teach VIP the basic principles of first aid.
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Ensure a safe environment for VIPs. • Stay calm and apply critical thinking in a case of emergency. 	
<p>MANDATORY OR OPTIONAL: <i>OPTIONAL</i></p> <p>LINK TO OTHER LOs: LO5-D-1</p> <p>OTHER NOTES:</p>	

LO16-D-1	
Be aware of and comply with the main ethical issues involved in the rehabilitation program with a VIP	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Define and describe in detail the main ethical issues related to VIP rehabilitation. • Indicate the principles of confidentiality that apply to rehabilitation practice. 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Integrate and comply with professional behavior principles in VDR practice. • Demonstrate professional attitude and ethical behavior.
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Solve the occurred ethical issues in accordance with professional behavior guidelines. • Develop appropriate working relationships with VIP and their informal caregivers. • Maintain professional relationships with colleagues of the MDT. 	
<p>MANDATORY OR OPTIONAL: <i>MANDATORY</i></p> <p>LINK TO OTHER LOs: LO14-C-1, LO17-A-1, LO15-B-D-1</p> <p>OTHER NOTES:</p> <p>Ethics related to research is addressed by LO15-B-D-1</p>	

LO16-E-1 Enact critical thinking attitude in daily work	
<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> • Define and describe the fundamental aspects of critical thinking. • Describe how to integrate critical thinking in daily work 	<p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> • Integrate reflective analysis of professional practice on situations that raise questions. • Demonstrate the ability to identify, analyze, interpret and explain issues in VIP rehabilitation process. • Apply specialized problem-solving skills in VDR practice. • Integrate critical thinking in daily work
<p>PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to:</p> <ul style="list-style-type: none"> • Perform daily work with empathy and open-mindedness. 	
<p>MANDATORY OR OPTIONAL: <i>OPTIONAL</i></p> <p>LINK TO OTHER LOs:</p> <p>OTHER NOTES: This LO is fundamental to many LOs of the Curriculum</p>	

UNIT OF LEARNING OUTCOME 17: ORGANIZING AND SCHEDULING
TARGETED CORE COMPETENCES
CC 17-A: To apply organizational techniques to ensure professional behaviour as a VDR
CC 17-B: To organise and manage appointment scheduling with the VIP
Learning Outcomes – 2
LO17-A-1: Understand professional behaviour guidelines and approaches and apply organizational techniques to ensure professional behaviour as a VDR
LO17-B-1: Organise and manage appointment scheduling with the VIP using appropriate organizational tools effectively

LO17-A-1	
Understand professional behaviour guidelines and approaches and apply organizational techniques to ensure professional behaviour as a VDR	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Define and describe in detail professional behavior principles and approaches related to VDR practice. • Outline the laws and legal issues that apply to rehabilitation practice. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Comply with professional behavior guidelines and apply professional standards in VDR practice. • Demonstrate professional attitude and ethical behavior.

<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Organize and maintain VDR practice in accordance with professional behavior guidelines. Develop appropriate working relationships and the ability to work closely with colleagues as a member of the MDT Act respectfully.
<p>MANDATORY OR OPTIONAL: <i>OPTIONAL</i></p> <p>LINK TO OTHER LOs: LO14-C-1</p> <p>OTHER NOTES:</p>

<p>LO17-B-1</p> <p>Organise and manage appointment scheduling with the VIP using appropriate organizational tools effectively</p>	
<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Outline and identify tools to schedule the appointments with VIP. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> Devote adequate time for appointment based on individual needs. Systematically document own practice and effectively manage the schedule of appointments with the proper tools. Transfer the appointment according to individual needs. Select and use the proper tools to schedule the appointments with VIP. Organize the job following the steps and the rules of the decision-making process.

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Schedule the practice ensuring the quality and proper frequency of appointments with VIP to detect special needs, evaluate the progress and the results.

MANDATORY OR OPTIONAL: *OPTIONAL*

LINK TO OTHER LOs:

OTHER NOTES:

7 Macro-design table

The macro-design table is aimed to specify useful information about the possible instantiation of the Curriculum. In particular, it details for each LO the suggested educational strategies, the level of study (EQF level) and the suggested assessment method.

Suggestions included are “hints” and include all the possible situations which could occur in the curriculum implementation.

This sheet includes the following columns:

- a. **LO Code** – *grey columns are already filled in with data drawn from the Curriculum*
- b. **LO Name** – *grey columns are already filled in with data drawn from the Curriculum*
- c. ***Mandatory/Optional (M/O):** – *grey columns are already filled in with data drawn from the Curriculum*
- d. **EQF Level.** Although the curriculum is set at EQF7 level, sometimes specific LOs (especially the ones targeting competences which are not “core”) could be targeted to lower levels.
- e. **Relevance of the LO:** It specifies if the LO is **relevant /important/basic** for the VDR profile (this choice will impact on the distribution of ECTS)
- f. **Suggested educational strategy:**
It specifies if the specific educational strategy is suggested or not.
If the strategy is suggested, it specifies if face to face (2f2) and/or Online Learning are suitable for it. As to Labs, it specifies also if REALTER⁶ (Intellectual Output 5) can be used.

In this table “*Online Learning*” label has conventionally different meanings with respect to the strategy:

- *Online Learning/Lectures:* the LO is suitable for being addressed through synchronous lessons, such as webinars or video-conferences
- *Online Learning/Individual study:* the LO is suitable for the creation of educational materials, such as pdf, SCORM-compliant interactive materials, video pills, video lessons, etc. which can be analysed/studied autonomously by the students
- *Online Learning/Group Work:* the LO is suitable for being addressed through collaborative learning activities based on discussions, file sharing, co-writing, etc.
- *Online Learning/Online labs:* the LO is suitable for being addressed through virtual labs or simulations, accessible through a web platform/website

g. Suggested assessment method:

This info will support the selection and adoption of the proper assessment methods for each Learning Outcome.

Assessment methods have been grouped into 5 categories:

- *Written exam/assignments [WE]:* this method is based on the use of traditional tools such as written tests or essays;
- *Oral exam [OE]:* this traditional method is based on a discussion or dissertation in which an examiner poses questions to the student in spoken form;
- *Assessment of WBL [A-WBL]:* it includes each procedure and tool which is used to assess the student when involved in WBL; the assessment can be done by the teacher, by the tutor of the WBL or by the student himself (self-assessment);

⁶ The simulator can be used to experience the effect of low-vision alterations on the mental representation of space that allows us to interact with objects and to move, thus guiding the behavior and execution of tasks in daily life. In particular, gaze-centric visual alterations affect the chain of transformations that allow for properly developing egocentric and allocentric representation of space.

- *Simulation/skill demonstration [SSK]*: it includes a number of strategies and tools supporting the demonstration of a specific skill in a situated context, e.g. REALTER;
- *Assessment based on other data [OTH]*: this category includes all the methods which do not fall under the previous categories, such as the ones related to the use of ICTs (e.g. collection of tracking data and learning analytics) or innovative tools such as e-portfolios or specific functionalities of Virtual Environments.

UoL 1: To evaluate visual and global (overall) function and capability in visually impaired persons in collaboration with the wider healthcare team										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (REALTER, f2f or online)	Work Based Learning (only f2f)	
LO1-A-1	Interpret referral information according to the anatomy and physiology of the eye, visual function and reduced visual capacities, expression and terms in basic optics, cognitive and neurological processes as a basis for visual perception	M	7	essential	f2f or online		f2f or online	REALTER (specifically for simulating reduced visual capacity and its progression) f2f or online	f2f	WE, OE, A-WBL, SSK, OTH
LO1-C-D-E-1	Draft a first anamnesis and case history based on personal/familiar interviews	M	7	essential	f2f or online	f2f	f2f or online	f2f or online	f2f	WE, OE, A-WBL, SSK, OTH
LO1-E-G-1	Develop an individualised global support program based on the biopsychosocial approach within the MDT, taking into account the psychological/social/biological factors of the visual disability situation and their impact on the person's autonomy capacities and life habits	M	7	essential	f2f or online	f2f	f2f or online	f2f or online	f2f	WE, OE, A-WBL, SSK, OTH

UoL 2: To develop and implement an individualised vision-related rehabilitation program for visually impaired adults, using a multidisciplinary approach										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO2-A-B-C-D-1	Know the basic multidisciplinary activities of a vision rehabilitation program, related to vision health, and plan their implementation and assessment, in collaboration with the MDT	M	7	essential	f2f or online	f2f or online	f2f or online	f2f or online	f2f	WE, OE, A-WBL, SSK, OTH
LO2-A-B-C-D-2	Identify individual achievable goals and activities tailored on the needs of the VIP, implementing IRP and adapting rehabilitation approaches in collaboration with the MDT	M	7	essential	f2f or online		f2f or online	REALTER (the potential personalization of the simulated low-vision condition in the REALTER system can help the trainee to understand the efficacy of the rehabilitation approach)	f2f	WE, OE, A-WBL, SSK, OTH

UoL 3: To develop and implement an individualized vision-related rehabilitation program for visually impaired children, adapted for their development age, using a multidisciplinary approach										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO3-A-1	Evaluate the developmental stage and related individual capabilities of the visually impaired child (VIC), through observation and referrals in collaboration with the MDT	M	7	essential	f2f or online	f2f or online			f2f	WE, OE, A-WBL, OTH
LO3-B-1	Define a visual, multisensory rehabilitation program (IRP) for VIC suitable for their developmental age taking associated comorbidities into account	M	7	essential	f2f or online	f2f or online	f2f or online	f2f or online	f2f	WE, OE, A-WBL, SSK, OTH
LO3-C-1	Know and contextualize the impact of vision impairment on the developmental stages of the normo-typical child, as well as their cognitive development, including spatial cognition and visual-motor coordination	M	7	essential	f2f or online	f2f or online		REALTER Blindfolded, low vision physical simulation glasses	f2f	WE, OE, A-WBL, SSK, OTH
LO3-D-E-1	Promote neuro-psychomotor development and sensory experience	M	7	Important	f2f or online	f2f or online	f2f or online	REALTER	f2f	OE, A-WBL, OTH

	cooperating with the MDT and implementing activities tailored on child's visual and global profile and by applying multidisciplinary techniques which stimulate complex cognitive functioning							Blindfolded, low vision physical simulation glasses		
LO3-D-E-2	Promote and develop confidence, interests, abilities, hand skills and coordination of VIC in the educational context	M	7	important	f2f or online	f2f or online	f2f or online		F2f	OE, A-WBL, OTH
LO3-F-1	Know and apply the principles of an ergonomic living environment for VIPs and collaborate with parents in preparing the environment for a VIC	M	6	important	f2f or online	f2f or online	f2f or online		F2f	WE, OE, A-WBL, OTH
LO3-G-1	Contribute to the involvement of parents (and relatives) in the IRP of a VIC and to enhance coping attitudes, supporting parent-child relationship	M	6	essential	f2f or online	f2f or online	f2f or online		F2f	WE, OE, A-WBL, OTH
LO3-H-1	Identify as 'red flags' the psychopathological risks in childhood development in the context of vision impairment in order to refer appropriately to the MDT	O	6	important	f2f or online	f2f or online	f2f or online		F2f	WE, OE, A-WBL, OTH

UoL 4: To implement mobility and orientation training with visually impaired persons in collaboration with the wider healthcare team										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO4-A-1	Investigate, analyse, and assess mobility capabilities and goals in visually impaired or blind people, based on visual function, individual and contextual factors, including compensation needs	M	7	essential	f2f	f2f	f2f	f2f or online REALTER, Blindfolded, low vision physical simulation glasses	f2f	OE, SSK, A-WBL, OTH
LO4-A-2	Implement orientation and mobility (OM) techniques, for indoors and outdoors	M	7	essential	f2f	f2f	f2f	f2f or online REALTER ⁷ blindfolded	f2f	OE, SSK, A-WBL, OTH
LO4-B-1	Know and apply the basics of spatial cognition and mental representation in orientation, as well as the basics in topography, and instruct the use of maps and how to construct environmental representations	M	7	essential	f2f	f2f		f2f or online REALTER, blindfolded	f2f	OE, SSK, A-WBL, OTH

⁷ the potential personalization of the simulated low-vision condition in the REALTER system can help the trainee to understand the efficacy of the rehabilitation approach

LO4-B-2	Teach traffic laws and urban mobility principles as well as route planning in settings of different complexity (known, unknown, travelling), considering seasonal variation (i.e. weather conditions)	M	6	essential	f2f	f2f		f2f or online REALTER ⁸ , blindfolded	f2f	OE, SSK, A-WBL, OTH
LO4-B-3	Know how to verbalize the environment according to the user's needs and to be able to teach it to VIP	M	7	essential	f2f	f2f		f2f or online REALTER, blindfolded	f2f	OE, SSK, A-WBL, OTH
LO4-C-J-1	Analyse and evaluate living settings and environments to improve accessibility, applying the principles of accessibility and ergonomic principles in environmental settings for VIP and advise and suggest environmental alterations or solutions for VIPs	M	7	essential	f2f or online	f2f or online	f2f	f2f or online REALTER,	f2f	WE, OE, SSK, A-WBL, OTH
LO4-D-1	Implement in different settings the main conducting techniques for VIPs and teach them to VIP's relatives and carers	M	7	essential	f2f	f2f		f2f REALTER ⁹ , blindfolded	f2f	OE, SSK, A-WBL, OTH

⁸ Here, REALTER (which is based on a pass-through technology) can be more profitably used in a Virtual Reality or Augmented Reality modality (i.e., by rendering realistic urban scenarios).

⁹ Here, REALTER (which is based on a pass-through technology) can be more profitably used in a Virtual Reality or Augmented Reality modality (i.e., by rendering realistic urban scenarios).

LO4-E-1	Implement the main body awareness techniques, stimulate self-awareness in body perceptions and enhance the appropriate body posture in the VIP, being aware of the importance of perception and of the impact of vicarious senses in the ability to move in the physical environment with visual impairment and blindness	M	7	essential	f2f	f2f	f2f	f2f REALTER, Blindfolded, low vision physical simulation glasses	f2f	OE, SSK, A-WBL, OTH
LO4-E-2	Stimulate VIPs through sensory exercises in terms of kinaesthetic, proprioceptive, mass (auditory and thermal), auditory, and tactile information	M	7	essential	f2f	f2f		f2f REALTER, blindfolded	f2f	OE, SSK, A-WBL, OTH
LO4-F-1	Know the different white cane models and techniques for indoor and outdoor and be able to teach them to VIPs and their carers effectively in different settings and growing complexity, considering safety alerts	M	7	essential	f2f	f2f		f2f REALTER, blindfolded	f2f	OE, SSK, A-WBL, OTH
LO4-G-I-1	Teach the use of mobility aids, including technological ones, integrating them with the proper OM techniques and safety alerts	M	7	important	f2f	f2f		f2f REALTER, blindfolded	f2f	OE, SSK, A-WBL, OTH

LO4-H-K-J-1	Know environmental scanning and indoor/outdoor exploration principles and strategies for VIPs and teach them, taking into account personal residual vision, different conditions and settings and safety issues	M	7	essential	f2f	f2f		f2f REALTER, Blindfolded, low vision physical simulation glasses	f2f	OE, SSK, A-WBL, OTH
LO4-L-1	Evaluate the use of public transport in relation to personal abilities and goals, in collaboration with the MDT, and teach about public transport mobility planning in settings of different complexities (known, unknown, travelling)	M	6	essential	F2f or online	F2f or online		f2f REALTER, blindfolded	f2f	WE, OE, SSK, A-WBL, OTH

UoL 5: To support an individual’s autonomy in everyday activities in relation to visual impairment										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO5-A-C-F-1	Know the techniques, strategies, and compensatory aids for personal care, eating and clothing for VIP and be able to teach them, applying the main ergotherapy techniques relevant to VIPs	M	7	essential	F2f or online	F2f or online	f2f	f2f REALTER, Blindfolded, low vision physical simulation glasses	f2f	WE, OE, SSK, A-WBL, OTH
LO5-B-D-E-J-1	Evaluate and assess personal goals regarding autonomy and independence according to visual disability and personal circumstances and deploy, in collaboration with the MDT, and foster a program of personal independence that is achievable and that supports self-care, healthy choices and adherence to medical interventions	M	7	essential	f2f	f2f			f2f	WE, OE, SSK, A-WBL, OTH
LO5-B-D-E-J-2	Teach and support skills related to autonomy and independence, such as the ones needed for	M	7	essential	F2f or online	F2f or online	f2f	f2f REALTER,	f2f	WE, OE, SSK, A-WBL, OTH

	money management, document management, social participation, hobby and leisure activities management, asking for help							Blindfolded, low vision physical simulation glasses		
LO5-G-1	Instruct housekeeping techniques and activities	M	6	Essential	F2f or online	F2f or online	f2f	f2f REALTER, Blindfolded, low vision physical simulation glasses	f2f	WE, OE, SSK, A-WBL, OTH
LO5-H-1	Teach grocery shopping strategies, food maintenance and techniques for cooking	M	7	Essential	F2f or online	F2f or online	f2f	f2f REALTER, Blindfolded, low vision physical simulation glasses	f2f	WE, OE, SSK, A-WBL, OTH

UoL 6: To foster inclusion in formal education for visually impaired children (VIC)										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO6-A-1	Define, monitor and assess educational needs within the MDT, considering settings and tools according to level and type of visual impairment and personal circumstances	M	7	essential	F2f or online	F2f or online	F2f or online		f2f	WE, OE, SSK
LO6-B-1	Analyse personal and environmental factors (including environmental alterations and safety solutions) that enhance participation and learning opportunities and advise teachers and principals	M	7	essential	F2f or online	F2f or online	F2f or online			WE, OE
LO6-C-D-E-1	Assist teachers in the learning process, support the management of tools, activities and environment and implement specialized learning activities and educational materials for VIC, collaborating with teachers	M	7	essential	F2f or online	F2f or online	F2f or online		f2f	WE, OE, SSK, A-WBL

LO6-C-D-E-2	Train VIC to use specific resources and aids for didactic purposes, collaborating with teachers	M	7	important	F2f	F2f or online			f2f	WE, OE, A-WBL
LO6-F-1	Advise and educate VIC to appropriate behaviour related to activities and relationships expected in formal educational contexts	M	7	important	F2f or online	F2f or online			f2f	WE, OE, A-WBL
LO6-G-H-1	Raise awareness and inform students on how to relate a visually impaired peer	O	6	important	F2f or online	F2f or online				WE, OE

UoL 7: To foster inclusion in professional and occupational activities for visually impaired adults										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO7-A-1	Know the basics of ergonomics related to visually impaired people and apply them in daily work, assessing the work process, the activities, the occupational settings and the tools according to visual disability and personal conditions	M	7	important	F2f or online	F2f or online	F2f or online		f2f	WE, OE, SSK, A-WBL
LO7-A-2	Assess occupational sustainability for VIPs according to the individual rehabilitation plan (IRP)	M	7	essential	F2f or online	F2f or online	F2f or online		f2f	WE, OE, SSK, A-WBL
LO7-B-C-1	Advise and suggest tools and operating solutions to improve personal efficacy in the work process, suggest how to adapt the occupational process to suit the VIP, taking into account the purpose of intervention and the environment, and train the VIP to suit to the work process, manage tools and the work environment accordingly	M	7	essential	F2f or online	F2f or online	F2f or online		f2f	WE, OE, SSK, A-WBL

LO7-B-C-2	Advise and suggest to VIP and managers environmental alterations or solutions to improve accommodations and safety	O	6	important	F2f or online	F2f or online	F2f or online	f2f or online	f2f	WE, OE, A-WBL
LO7-D-1	Support and empower VIPs to advance in their occupational context	M	7	important	f2f	F2f or online				WE, OE, OTH
LO7-E-1	Raise awareness among work colleagues and management about visual disability, also collaborating with existing training programs to foster inclusion and comprehension of VIP needs among management and colleagues	O	6	important	F2f or online	F2f or online	F2f or online			WE, OE, OTH

UoL 8: To provide training and support for the use of assistive technologies for visual impairment										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO8-A-1	Know refractive and clinical optics principles, binocular vision and ocular motility, fixation and accommodation and their application in VIP rehabilitation	M	7	essential	F2f	F2f or online		f2f REALTER, blindfolded	f2f	WE, OE, SSK, A-WBL, OTH
LO8-A-2	Train the use of optical technical aids and devices (refractive lenses, prisms, filters, telescope and magnifiers), in collaboration with the MDT, evaluating environmental and light setting, focus distance and fixation strategies to improve vision	M	7	essential	F2f	F2f or online	f2f	f2f REALTER, blindfolded	f2f	WE, OE, SSK, A-WBL, OTH
LO8-B-1	Teach VIPs about computer basics, operating systems, e-mail and communicating programs, web and office suite, according to personal needs and goals	O	6	Important	F2f or online	F2f or online			f2f	WE, OE, SSK, A-WBL, OTH
LO8-B-2	Know the main standards regarding digital	M	6	Important	F2f or online	F2f or online				WE, OE, OTH

	accessibility issues for VIPs and ergonomics									
LO8-C-1	Know, use and teach how to use the main computer based assistive programs and select the appropriate systems considering the needs of the VIP and the IRP	M	7	essential	F2f or online	F2f or online		f2f REALTER, blindfolded	f2f	WE, OE, SSK, A-WBL, OTH
LO8-C-2	Know the procedures, rules, laws for the acquisition of assistive computer programs, technologies and devices	O	6	Important	F2f or online	F2f or online				WE, OE
LO8-D-1	Know braille basics and be able to instruct and exercise braille writing and reading	M	7	essential	F2f or online	F2f or online		f2f	f2f	SSK, A-WBL
LO8-E-F-1	Know the up-to-date assistive technologies and devices for VIPs and research trends, evaluate their use related to personal abilities and goals, according with the MDT and teach VIPs to use them	M	6	Important	F2f or online	F2f or online	f2f			WE, OE

UoL 9: To support the psychological and social dimensions of a visually impaired person's life using a biopsychosocial approach										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO9-B-C-D-1	Know and apply motivational techniques and empowerment approaches	M	7	important	f2f	f2f or online	f2f or online	f2f	f2f	OE, A-WBL, SSK
LO9-B-C-D-2	Connect the VIP with various social, cultural and sports networks	O	5	basic	online	online	f2f or online			WE, A-WBL, OTH
LO9-B-C-D-3	Encourage and enhance an effective self-monitoring approach and VIP recognition of progress in a wider range of concrete, psychological and social dimensions	O	6	important	f2f	f2f or online		f2f	f2f	WE, OE, A-WBL, SSK, OTH
LO9-E-1	Be aware of mental health 'red flags' related to visual impairment and disability and be able to raise them within the MDT	M	7	important	f2f	f2f or online	f2f or online		f2f	WE, OE, A-WBL, SSK, OTH

UoL 10: To have basic clinical knowledge and skills to address general health and concurrent health concerns, in relation to vision health in collaboration with the wider healthcare team										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO10-A-1 / LO11-C-1	Be aware of relevant clinical guidelines related to general health and concurrent health concerns, supported by the wider healthcare system, as well as international, national, regional and local policies and quality standard settled by the health care community and be able to apply them in daily practice	M	7	essential	F2f or online	F2f or online				WE, OE
LO10-A-2	Know about prevalence, treatment, rehabilitation, prognosis and management of loss of function after stroke and other diseases and be able to contextualize this knowledge in daily work	O	6	essential	F2f or online	F2f or online			f2f	WE, OE, A-WBL
LO10-B-1	Understand wider healthcare system referrals and be able to tailor IRP to the individual's changing health profile in collaboration with the MDT	M	7	essential	F2f or online	F2f or online	f2f or online			WE, OE, OTH

LO10-C-1	Know the possible impact on vision of stroke and other diseases, in relation to daily living, family, employment and the environment, and apply the principles of systematic vision training with users affected by these diseases	O	7	essential	F2f or online	F2f or online			f2f	WE, OE, A-WBL
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UoL 11: To be aware of local healthcare policy, health and social care ecosystem and health care organizational governance structures										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO11-A-D-1	Know national policies, guidelines and protocols in the healthcare system regarding visual impairment, as well as national, regional and local social-health care laws and regulations that concern visually impaired people, post-stroke persons, and people with any other health conditions related to vision and refer to them in daily work	M	7	important	f2f and online	f2f and online				WE, OE
LO11-B-1	Know health and social care organizations involved in visual impairment treatment and caring as well as relevant stakeholders at regional/local vision and refer to the in daily work	M	7	essential	f2f and online	f2f and online	f2f and online			WE, OE, SSK
LO11-E-F-1	Know and understand special needs related to VIP from other countries, as well as cultural, religious and communication issues related to blindness and	M	7	basic	f2f and online	f2f and online				WE, OE

	promote inclusion, equity and diversity									
LO11-G-1	Knows the main ICTs for health monitoring and rehabilitation available at national, regional and local level and suitable for VIPs, be able to evaluate them with respect to their possible integration in IRPs to share with the MDT and be able to teach their use, integrating them with assistive aids or technologies	O	6	basic	f2f and online	f2f and online				WE, OE, SSK

UoL 12: Communication and education in relation to vision health										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO12-A-1	Describe and apply basic methods and techniques for individuals and groups training in special education for VIPs and vision rehabilitation	M	7	essential	f2f	f2f and online	f2f and online	f2f	f2f	OE, A-WBL, SSK, OTH
LO12-A-H-I-1	Provide information and advice on vision functioning, risks for poor vision health, the degenerative process of visual conditions, risk factors, comorbidities and remediation potential, also suggesting coping strategies, in collaboration with the MDT and advocate for policy in relation to vision health-related challenges	M	6	important	f2f and online	f2f and online	f2f and online			WE, OE, SSK, OTH
LO12-B-F-1	Enact basic theories and techniques of counselling and communication in the special education for VIPs, also planning and carrying out counselling sessions with individuals and in groups	M	7	essential	f2f	f2f and online	f2f and online	f2f	f2f	WE, OE, A-WBL, SSK, OTH

LO12-C-1	Communicate and cooperate effectively with educators and teachers and generally with professionals from relevant disciplines	○	6	important	f2f and online	f2f and online	f2f and online			WE, OE, SSK, OTH
LO12-E-2	Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application	○	6	basic	f2f and online	f2f and online				WE, OE, SSK, OTH
LO12-E-3	Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context	○	6	basic	f2f and online	f2f and online	f2f and online			WE, OE, SSK, OTH
LO12-F-1	Train relatives and informal carers about the needs and feasible goals related to visual impairment according to a child's development age, and train them to use compensatory strategies and adaptive techniques in activities of daily living (ADL)	○	7	important	f2f	f2f and online	f2f and online		f2f	OE, SSK, OTH
LO12-F-2	Keep parents and informal caregivers informed about the legal framework (national and regional laws) and the main stakeholders (e.g. institutions, users'	○	6	basic	f2f and online	f2f and online				WE, OE

	representatives) which could support the VIP									
LO12-D-G-1	Know and apply the basics of active listening and empathy	O	6	basic	f2f and online	f2f and online	f2f and online		f2f	A-WBL, SSK

UoL 13: Collaboration in relation to vision health										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO13-A-C-1	Be aware of the main roles and responsibilities of the team members and work coherently, maximizing the added value of each professional and identifying possibilities for interdisciplinary development, research and cooperation	M	6	Important	f2f or online	f2f or online	f2f or online			WE, OE, OTH
LO13-A-C-2	Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work, also applying the proper communication and mutual support techniques for health-care teams	O	6	Important	f2f	f2f or online	f2f or online			WE, OE, OTH
LO13-A-C-3	Identify and collaborate with the network of caregivers and stakeholders (formal and informal) involved in the VIP rehabilitation program	O	7	Important	f2f	f2f or online	f2f or online			WE, OE, OTH
LO13-B-1	Develop a collaborative therapeutic relationship	M	7	essential	f2f or online	f2f or online	f2f or online		f2f	WE, OE, SSK-A-WBL OTH

with the VIPs, establishing a relationship of trust and respecting their own rhythm									
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UoL 14: Monitoring and recording in relation to vision health										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO14-A-B-D-1	Know the main professional standards about clinical records and effectively use the main recording tools at national/regional/local level (e.g. electronic patient record) in order to report the progress of the IRP, complying with data privacy and confidentiality guidelines	O	6	important	f2f or online	f2f or online				WE, OE, SSK, OTH

UoL 15: Research and development in relation to vision health										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO15-A-1	Know the principles of evidence-based health sciences disciplines and practice and apply them in everyday work, also using the main evidence databases	M	7	important	f2f or online	f2f or online				WE, OE, SSK, OTH
LO15-C-1	Identify and critically assess the contribution of VDR subject area in habilitation and rehabilitation and discuss the possibilities for interdisciplinary development, research and cooperation in this work	O	7	basic	f2f or online	f2f or online	f2f or online			WE, OE, SSK, OTH
LO15-B-D-1	Know and apply the basics of research design and methodology, project planning and research ethics and be able to contextualize them in an individual project	O	7	basic	f2f or online	f2f or online				WE, OE, SSK, OTH
LO15-B-D-2	Know the basics of quantitative analysis applied to health sciences, use tools for statistical analysis and critically	O	6	basic	f2f or online	f2f or online				WE, OE, SSK, OTH

	assess own and others' research where similar analyses have been utilized									
LO15-B-D-3	Plan, perform and analyse observation and qualitative research interviews	O	6	basic	f2f or online	f2f or online				WE, OE, SSK, OTH

UoL 16: Professional approach and ethics in relation to the VDR role										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO16-A-1	Know the basics of safety issues for VIPs in relation to everyday activities and relevant environments and contextualize it in daily work, providing advice and educating users and informal caregivers	M	6	important	F2f or online	F2f or online	F2f			WE, OE
LO16-B-1	Have a positive attitude with respect to continuous and permanent learning within the profession	O	6	basic	F2f or online		f2f			WE, OE
LO16-C-1	Be able to perform first aid and to teach it	O	6	important	F2f or online	F2f or online	f2f	f2f		WE, OE,SSK
LO16-D-1	Be aware of and comply with the main ethical issues involved in the rehabilitation program with a VIP	M	7	important	F2f or online	F2f or online				WE, OE
LO16-E-1	Enact critical thinking attitude in daily work	O	6	important	F2f or online		F2f		f2f	WE, OE,SSK, A-WBL

UoL 17: Organizing and scheduling										
LO Code	LO Name	Mandatory / Optional M/O	EQF Level	Relevance (essential, important, basic)	Suggested Educational Strategies					Suggested Assessment Methods (WE, OE, A-WBL, SSK, OTH)
					Lecture (f2f or online)	Individual study (f2f or online)	Group work (f2f or online)	Lab (f2f or online)	Work Based Learning (only f2f)	
LO17-A-1	Understand professional behaviour guidelines and approaches and apply organizational techniques to ensure professional behaviour as a VDR	O	6	important	f2f or online	f2f or online	f2f or online	f2f or online	f2f	WE, OE, A-WBL, SSK, OTH
LO17-B-1	Organise and manage appointment scheduling with the VIP using appropriate organizational tools effectively	O	5	basic	online	online				WE, OE

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