

Worked example from the UK: The “Curriculum framework for children and young people with vision impairment” (CFVI)

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1



- Link: www.rnib.org.uk/cfvi
- Or search: CFVI and RNIB
- Reference:

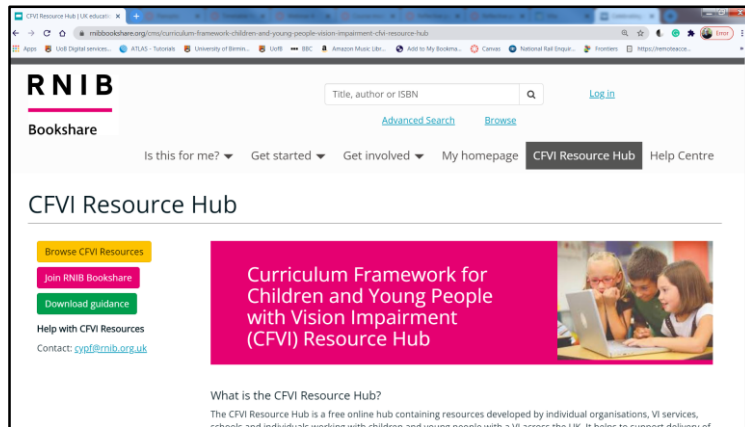
Hewett, R. et al. (2022). *Curriculum Framework for Children and Young People with Vision Impairment (CFVI): Defining specialist skills development and best practice support to promote equity, inclusion and personal agency*. RNIB.



Hewett, R., Douglas, G., McLinden, M., and James, L. (2023). Development of a new curriculum framework for children and young people with vision impairment: A United Kingdom consultation using the Delphi approach. *British Journal of Visual Impairment*, 42(1), 3-19. <https://doi.org/10.1177/02646196231157168>



2



- The CFVI Resource Hub:
 - Link: via www.rnib.org.uk/cfvi
 - Or search “CFVI Resource Hub”

3

Overview

- Part 1 – Background – what is a ‘specialist curriculum framework’, and why do we need one?
- Part 2 – Development: CFVI Phase 1
- Part 3 – Overview of the framework
- Part 4 – Implementation: CFVI Phase 2

4

Part 1 – Background – what is a ‘specialist’ curriculum framework*, and why do we need one?

* Curriculum Framework for Children and Young People with Vision Impairment (CFVI)

5

What and why?

- ‘Specialist curriculum framework’
 - A list of targeted educational outcomes which we recognise as important, and particularly important to C&YP with VI
- Because... it **matters** and some approaches **work**
 - There are particular difficulties experienced by C&YP with VI
 - Targeted support and interventions will respond to these difficulties
 - ‘Specialist’ because... VI requires particular approaches, VI is a low incidence disability...
 - C&YP have a right to a full education which is both accessible and relevant to them
- But... we must be cautious
 - Such an approach may: unnecessarily highlight difference and stigmatise, see difficulties faced as a deficit in the children. May feel separating...
 - Feel uncomfortable and undermine the very thing we are seeking to achieve: **inclusion**.

6

Versions of ‘specialist curriculum framework’

- ‘Expanded Core Curriculum’ (USA); ‘Access to learning’ vs ‘Learning to access’; mobility and independence; ILS; access technology curriculum; self-advocacy... etc.
- But the UK has not benefited from a shared language and approach
=> led to this CFVI project...
- As Vision Impairment Education field, a shared vocabulary has advantages:
 - Communication of message: shared understanding, training, campaigning
 - Expectation of educational target outcomes
 - Clarity of educational offer (and requirement and right)
 - Coordination of effort

7

The CFVI is an expression of...

- What matters
- What works
- Inclusion

Inclusion is the optimum place where the diverse needs of individuals are respected while our common humanity and shared educational purpose remain central

McLinden, Douglas et al. (2022)

8

Part 2 – Development: CFVI Phase 1

9

Aims

- To help clarify and define the elements of specialist skill development, interventions and best practice support that are considered to be essential for children and young people with vision impairment;
- To assist qualified specialist practitioners in raising the awareness amongst other professionals and parents of the need for children and young people with vision impairment to be taught skills that enable them to access the curriculum and the wider world with as much independence as possible;
- To aid discussions and understanding amongst all involved in a child/young person's education of how and when these skills should be taught by suitably qualified specialists and reinforced by non-specialists.

10

Outcomes

- The CFVI
 - Document describing 11 target outcome areas
 - Based upon theory, evidence informed practice and consultation
- The CFVI Hub
 - an online resource hub which is available to all specialist professionals
 - The hub hosts and signposts to resources that have been developed and submitted by individuals, organisations and services from across the sector

11

Development

- UK-wide consultation
- Applying 'The Delphi Method'
 - A method used to form a consensus on a complex topic.
 - Uses a group of approx. 50 participants ('panellists') selected for their expertise on the topic (including parents and young people)
 - Conducted over a number of 'rounds': idea generation stage > refining over time
- 93% of panellists were satisfied or very satisfied with the outcome –
 - "Overall, how satisfied are you with the revised Specialist VI Curriculum Framework?"
 - Only one dissatisfied
 - 75% consensus is generally seen as acceptable

12

Part 3 – Overview of the Curriculum Framework

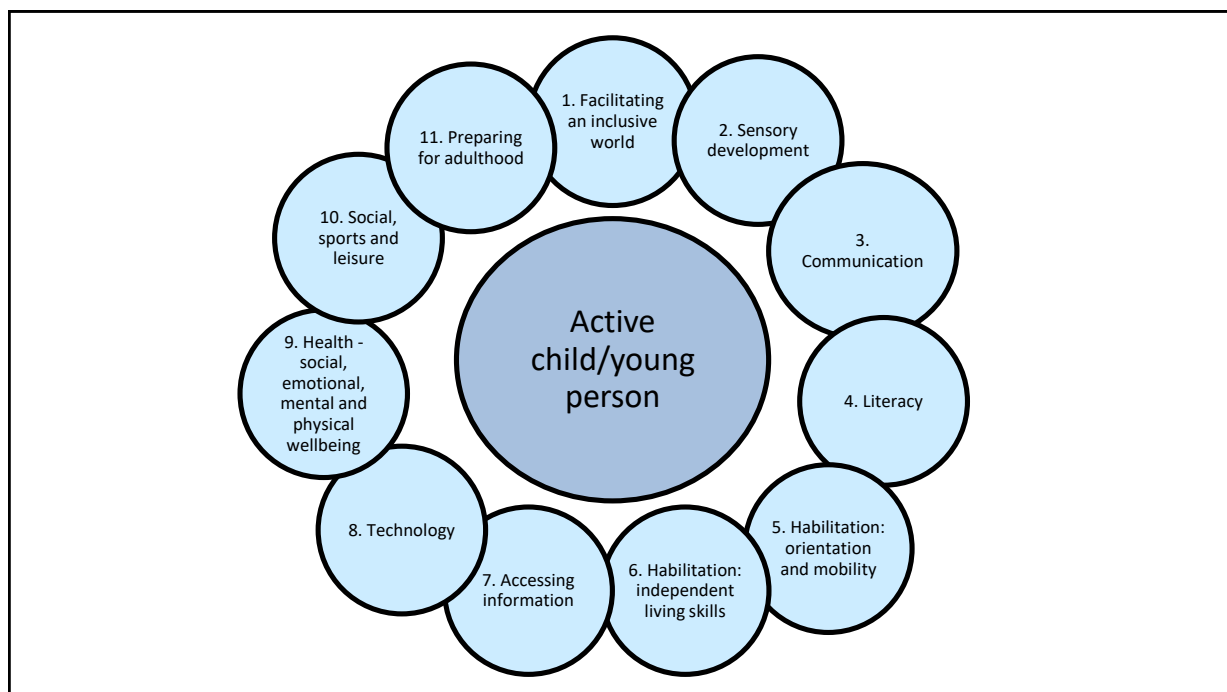
- Overview of the eleven areas
 - Area by area
 - Common structure and interconnection
- Looking deeper:
 - Exploring example areas

13

Overview of the eleven areas

- Language:
 - **Framework** ->
 - 11 interconnected curriculum **areas** ->
 - Each area is described and illustrated with **examples of targeted outcomes**
- The 11 areas will sound familiar, with slightly modified language
- **Language matters.** As noted: consultation, thought and energy has gone into:
 - What to call the curriculum framework
 - How to divide and define the areas
 - What to call the areas
 - The examples offered for each area

14

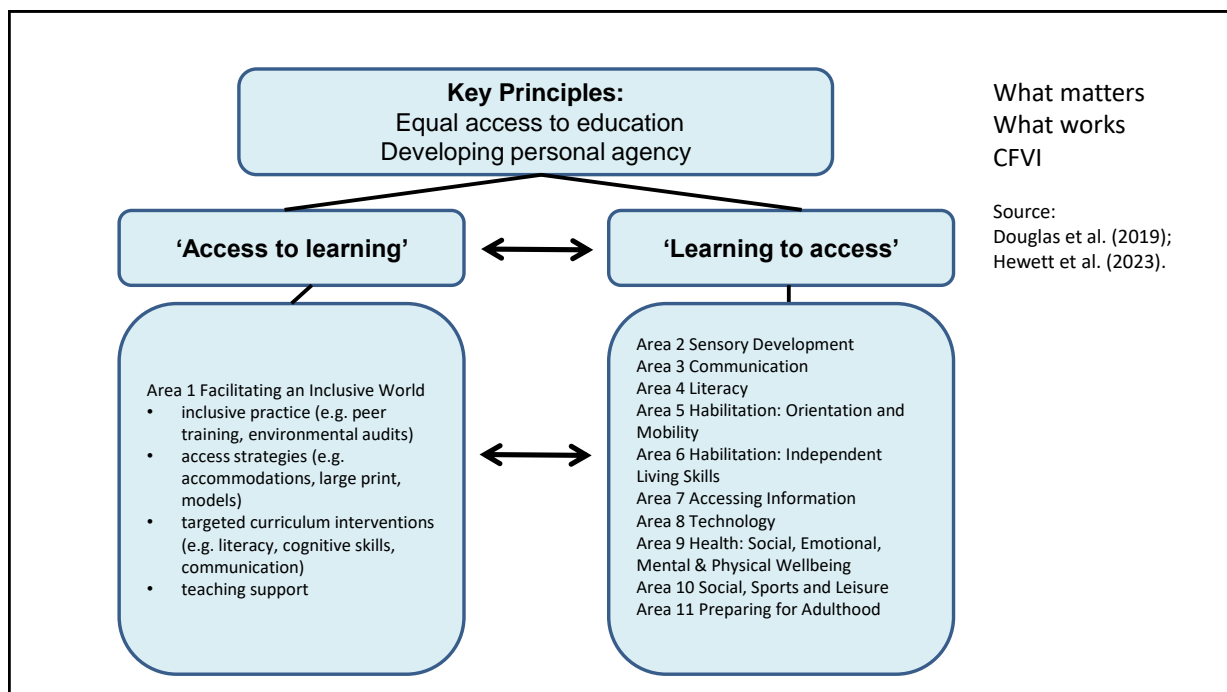


15

Links within and between areas of the framework

- Within areas:
 - There is a recognition of growth and development
- Between areas:
 - All areas inter-connect: they rely upon one another; though different areas may have different emphases in terms of stage of life/development
- Important differences:
 - **Area 1 Facilitating an inclusive world:** has a socially-focussed emphasis (an enabling environment and the removal of social and physical barriers). 'Access to learning' – 'Universal practice'
 - **Areas 2-11:** have a skill-development emphasis (developing the skills of individual young people). 'Learning to access' – 'specialist interventions' – independence skills
- The inclusion of Area 1 is unique to the UK CFVI. Most other specialist frameworks only focus upon skill development. CFVI recognises the importance of this universal practice and inclusive environments.

16



17

Part 4 – Implementation: CFVI Phase 2

- Three-year project: 2022-2015
- Four target outcomes

18

Implementation: CFVI Phase 2

- Outcome 1 - Specialist Training and Awareness
 - “The CFVI and associated resources are embedded within education practice across the 4 UK nations, maximising its use across the sector through specialist training programmes collaborative working and awareness raising activity”.
 - [Dissemination and training]
- Outcome 2 – Policy and Influencing
 - “Suitable levels of recognition and influence are achieved across the 4 nations, into the relevant education policy procedures, best practice guidance or networks”.
 - [Campaigning and policy work]

19

Implementation: CFVI Phase 2

- Outcome 3 – Evaluation and CFVI revision
 - “The CFVI is evaluated, post implementation, assessing the use of and understanding the effectiveness of the CFVI on practice across the UK including the updating and enhancement of the CFVI and identifying areas for training, resource and policy development as required.”
 - [CFVI second edition?]
- Outcome 4 – Resource Sharing and Development
 - “A wide range of resources and strategies within all CFVI outcome areas are identified, improved, developed, and promoted, ensuring easy, efficient and effective sharing across the UK”.
 - [Linked to the Resource Hub]

20

Some emerging results (as of 2024)

- Outcome 1 - Specialist Training and Awareness
 - High take-up of training opportunities
 - High take-up of training material for use by QTVIs
- Outcome 2 – Policy and Influencing
 - National campaigns are underway (launch summer 2023) – [Unlocking Education For All](#)
 - We are already in discussion with Department for Education (DfE) for the CFVI to be referenced in the new SEND National Standards which are being developed.
 - CFVI has already been referenced in [Quality Standards](#) for Qualified Teachers of Children and Young People with Vision Impairment.

21

Some emerging results (as of 2024)

- Outcome 3 – Evaluation and CFVI revision
 - Widespread adoption of the CFVI by local authorities and special schools. 100% Local Authorities across the UK are aware of the framework, with the majority having either already started to implement it or be preparing to do so.
- Outcome 4 – Resource Sharing and Development
 - Material uploads are available
 - Numbers of downloads
 - [Demonstration if time allows](#)

22

Quotes:

- “This framework provides a clear structure and language which will be incredibly helpful for parents **when advocating for their children and navigating the system and knowing what to expect or ask for.**”
 - *Joanna (mother)*
- “The CFVI will bring each child or young person with vision impairment and their parent or carer into **a common pool of knowledge and support regardless of where they live and what other challenges they face.** It will make an invaluable contribution to so many children and young people and help them achieve their potential.”
 - *Laura (mother)*

23

Concluding Thoughts

- In the Vision Impairment Education field, a shared vocabulary has advantages:
 - Communication of message: shared understanding, training, campaigning
 - Expectation of educational target outcomes
 - Clarity of educational offer (and requirement and right)
 - Coordination of effort
- Conceptually underpinned by evidence of what works and values of equal access to education (‘access to learning’) and development of personal agency (‘learning to access’)...

24

Concluding Thoughts

- All countries could benefit from frameworks like the CFVI.
- What about Hungary?
- Thank you and questions

25

References

- Hewett, R., Douglas, G., McLinden, M., James, L., Brydon, G., Chattaway, T., Cobb, R., Keil, S., Raisanen, S., Sutherland, C., Taylor, J. (2022). *Curriculum Framework for Children and Young People with Vision Impairment (CFVI): Defining specialist skills development and best practice support to promote equity, inclusion and personal agency*. RNIB.
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26