

Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF)

Specification

BTEC Professional qualifications

First teaching August 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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ISBN 978 1 446 92617 8

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

BTEC Professional qualification titles covered by this specification

Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF)	601/6914/X
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This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

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What are BTEC Level 5 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 in the Qualifications and Credit Framework (QCF) and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

BTEC Level 5 Diploma

The BTEC Level 5 Diploma extends the work-related focus from the BTEC Level 5 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Key features of the Pearson BTEC Level 5 in Teaching Disabled Learners (QCF)

The Pearson BTEC Level 5 in Teaching Disabled Learners (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 5 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

The Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF) is a 'stand-alone' specialist qualification designed for those working or wishing to work as teacher/trainers with disabled learners, in England.

This qualification covers the knowledge and skills required by specialist teachers/trainers teaching disabled learners, such as:

- theories and frameworks that inform and impact on the teaching and learning of disabled young people and adults
- teaching and learning strategies.

The qualification will give learners an understanding of:

- specialist areas of disability and their impact on teaching and learning
- how to investigate effective practice in a specialist area of disability
- factors that influence inclusive practice for disabled learners
- how to work with others to support the needs of disabled learners.

The qualification also gives learners the opportunity to develop skills to:

- plan and use inclusive teaching and learning for disabled learners
- evaluate and monitor own practice in teaching disabled learners
- investigate practice in a specialist area of disability.

National Occupational Standards

Where relevant, BTEC Level 5 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Level 5 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for Pearson BTEC Level 5 qualifications

When combining units for a Pearson BTEC Level 5 in Teaching Disabled Learners (QCF) it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF)

- 1 Qualification credit value: a minimum of 45 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF)

The Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF) is a 45-credit and 120-guided-learning-hour (GLH) qualification that consists of three mandatory units.

Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF)			
Unit	Mandatory units	Credit	Level
1	Inclusive Teaching and Learning for Disabled Learners	15	5
2	Action Learning for Teaching in a Specialist Area of Disability	15	5
3	Understanding Theories and Frameworks for Teaching Disabled Learners	15	5

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In BTEC Level 5 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

BTEC Level 4–7 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering BTEC Level 4–7 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for BTEC Level 4–7 qualifications and units.

For all centres delivering BTEC qualifications at Levels 4–7, Pearson allocates a Standards Verifier (SV) for each sector offered who will conduct an annual visit to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality assurance guidance

Details of quality assurance for BTEC Level 4–7 qualifications are available on our website.

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery BTEC Level 4 to Level 8 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Level 5 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of BTEC Level 5 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult our policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website.

Restrictions on learner entry

Pearson BTEC Level 5 in Teaching Disabled Learners (QCF) is accredited on the QCF for learners aged 19 and above.

Learners must be qualified/experienced in this specialist subject, i.e. teaching disabled learners. Learners can be based in FE colleges, adult and community learning centres, training providers or be delivering work-based training in voluntary, public and private organisations.

The qualification is suitable for:

- learners who want to be specialist teachers but who are not in a teaching/training role or have just started a teaching/training role
- qualified teachers/trainers who wish to become qualified specialist teachers
- teachers/trainers who are seeking career progression in their area of work
- learners who are assessors and wish to achieve a specialist qualification
- learners who have completed generic Level 3 and Level 4 qualifications in education and training and wish to progress into teaching in a specialist area.

Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

There is further guidance in our policy document *Recognition of Prior Learning Policy and Process*, available on our website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

Unit format

All units in BTEC Level 5 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks, inform the allocation of level.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include the time spent by staff marking assignments or homework where the learner is not present.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which should be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements should be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of resource material that benchmarks the level of study.

Unit 1: Inclusive Teaching and Learning for Disabled Learners

Unit reference number: R/505/0758

QCF Level: 5

Credit value: 15

Guided learning hours: 40

Unit introduction

Learners with additional learning needs and or disabilities require flexible and differentiated approaches in the planning, delivery and assessment of their learning to enable effective inclusive learning.

This unit is about the design and development of inclusive teaching and learning approaches that will meet the diverse needs of learners with additional learning needs and or disabilities. This unit will enable you to understand the impacts upon learning experienced by learners with additional learning needs and or disabilities and explore methods of planning, delivery and assessment to overcome these barriers to learning.

In this unit you will learn about a range of impairments and the related support needs of learners with disabilities and/or additional learning needs. You will develop skills to analyse the impacts of multiple impairments on inclusive practice. You will be required to demonstrate the planning and delivery of personalised programmes of learning, which will include learning support practices and differentiated assessment approaches to measure achievement. You will learn how to use inclusive teaching and learning methods, activities and resources. To meet the individual needs of learners with disabilities and/or additional learning needs, you will develop effective communication skills, including an understanding of how augmentative and alternative forms of communication are used by learners with disabilities. You will reflect on your own teaching to evaluate and improve your practice in delivering learning to learners with additional learning needs and or disabilities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand specialist areas of disability and their impact on learning</p>	<p>1.1 Analyse a range of impairments and the related support needs of disabled learners</p> <p>1.2 Analyse the impact of dual or multiple impairments on inclusive practice</p> <p>1.3 Explain how augmentative and alternative forms of communication are used by disabled learners</p>
<p>2 Be able to plan inclusive teaching and learning for disabled learners</p>	<p>2.1 Plan personalised programmes of learning to meet the individual learning and support needs of disabled learners</p> <p>2.2 Plan for learning opportunities in real-life contexts</p> <p>2.3 Explain ways to use differentiated assessment approaches to support learning and measure achievement</p> <p>2.4 Identify ways to plan support activities with learning support practitioners</p>
<p>3 Be able to use inclusive teaching and learning approaches to teach disabled learners</p>	<p>3.1 Apply approaches, methods, activities and resources to meet the individual learning and support needs of disabled learners</p> <p>3.2 Adapt own communication to meet the individual learning needs and skills of disabled learners</p> <p>3.3 Apply differentiated assessment approaches that involve disabled learners</p> <p>3.4 Provide feedback to disabled learners that is motivating and meaningful for further learning</p>

Learning outcomes	Assessment criteria
<p>4 Be able to evaluate and improve own practice in teaching disabled learners</p>	<p>4.1 Reflect on own practice in teaching disabled learners drawing on:</p> <ul style="list-style-type: none"> • own research into specialist area • assessment data • feedback from learners; and • feedback from colleagues <p>4.2 Identify ways to improve own practice in teaching disabled learners</p>

Unit content

1 Understand specialist areas of disability and their impact on learning

Impairments: sensory, e.g. visual impairment, hearing impairment; hidden, e.g. mental health difficulties, autism, Asperger's syndrome; specific learning difficulties, e.g. dyslexia, dyscalculia, dyspraxia; physical disabilities, e.g. cerebral palsy, muscular dystrophy; acquired disabilities, e.g. head injury, amputee, multiple sclerosis; developmental disability, e.g. Down's syndrome, fragile X, Rett syndrome; dual or multiple impairments, e.g. profound and multiple learning difficulties, deaf/blind and dual diagnosis

Potential impact on inclusive practice: cultural impact, e.g. faith, belief socio-economic impact, e.g. access to employment, community integration, stereotyping, support structures; gender impact, e.g. health and wellbeing, sex, relationships; environmental factors, e.g. access to resources, access to community and health services, assistive technology, transport

Support needs: methods of comprehension, e.g. understanding instruction, problem solving, sequencing, knowledge transfer; physical support comparisons, e.g. access to equipment, access to resources, access to ICT, mobility in a learning space, access to audio visual resources, access to group work; communication comparisons, e.g. speaking, using communication aids, signing, gesture; auditory, e.g. hearing loop, speech enabled resources, talking books, visual referencing

Augmentative and alternative communication: Total Communication; Intensive Interaction; sensory communication; no tech, e.g. body language, gestures, pointing, eye pointing, facial expressions, vocalisations, signing; low tech, e.g. alphabet and word boards, communication charts or books with pictures, photos and symbols; high tech, e.g. electronic communication aids, specialist software, mobile devices

2 **Be able to plan inclusive teaching and learning for disabled learners**

Planning inclusive teaching: differentiated aims and objectives; individualised SMART (specific, measurable, achievable, realistic, time bound); target setting; risk assessment; individualised learning support strategies and target setting; differentiated assessment methods, e.g. written test, observation, witness testimony, assessment discussion, folio, presentation of work; differentiated feedback, e.g. verbal, paper-based written or pictorial, online questionnaires, flash cards

Personalised programmes of learning: life skills, e.g. money handling and personal budgeting, personal hygiene, health and wellbeing, relationships, communication; personal development, e.g. recognition of self and others, social skills; 24-hour curriculum, e.g. integrated therapeutic learning, leisure and social learning, personal care and medication management learning, multidisciplinary team support; work skills, e.g. teamwork, timekeeping, following instructions, problem solving, relationships at work, job mentoring, task sequencing; functional skills, e.g. numeracy, literacy, information communication technology (ICT), communication skills; citizenship, e.g. rights and responsibilities, community involvement opportunities; therapeutic, e.g. physiotherapy, speech and language therapy, occupational therapy, behavioural support, counselling; sensory, e.g. visual, auditory; behavioural; real-life contexts; residential, community, work-related, social

Differentiated assessment approaches: accredited and non-accredited, e.g. written test, observation, witness testimony, assessment discussion, portfolio, presentation of work, peer review

Support activities: mentoring; coaching; behavioural support; physical support; emotional; promoting independence

3 **Be able to use inclusive teaching and learning approaches to teach disabled learners**

Inclusive teaching and learning approaches: incorporating and balancing a range of elements; Socratic; facilitative; differentiated delivery, to include methods, activities, assessment, resources; the use of technology to differentiate delivery; recognising barriers to learning, e.g. exclusion or isolation due to disability, attitudes of others, previous negative experiences, family expectations

Adapting communication: communication to meet individual learner needs, e.g. age appropriate, verbal, non-verbal, symbol based, signing

4 **Be able to evaluate and improve own practice in teaching disabled learners**

Improving own practice: self-reflection, e.g. positive attitudes, ability to learn, sensitivity and self-confidence, peer reflection; encouraging feedback; keeping up to date with current practice; identifying CPD opportunities; observing others; researching current practice; using data from assessment

Essential guidance for tutors

Delivery

To enable learners to understand specialist areas of disability and their impact on learning, tutors must cover a range of disabilities from sensory, hidden, specific learning difficulties, mental health difficulties, behavioural difficulties, and physical disabilities. While these are not prescriptive, and tutors may wish to explore certain disabilities in more depth to meet the specific needs of learner groups, there should be an opportunity for learners to explore a minimum of four impairments, their impacts on learning and the related support needs.

In their delivery, in order to contextualise theory with professional practice, tutors may wish to listen to the views of learners with specific impairments and the professionals who work with them.

Tutors should give learners opportunities to contextualise learning through activities that put theory into practice. For example, developing a learning support strategy for learners with learning disabilities, creating learning resources for a learner with a visual impairment or creating a lesson plan for learners with behaviour resulting from a disability or specific learning difficulty.

Tutors should explore a range of augmentative and alternative communication (AAC) approaches which will include, no tech, low tech and high tech approaches. It is important that, in order to contextualise teaching and communication approaches, opportunities are created to listen to or watch learners who use AAC in their learning or social interactions.

To plan inclusive teaching and learning for learners with disabilities, tutors must explore a range of personalised learning programmes. They can be tailored according to the requirements of the learner group but must include the development of personal, vocational and functional skills and include methods of differentiating assessment. Assessment approaches should be focused on particular learner requirements and contexts, and relate to specific disabilities or learning difficulties.

The effective working relationship of the specialist teacher with learning support practitioners is critical in promoting effective learning with learners with additional learning needs. The tutor must, therefore, ensure that learners identify a range of support activities. This can be tailored to the requirements of the learner group but should include a minimum of three different support activities. Where possible, in order to understand and promote an effective working relationship with teachers, tutors should give learners opportunities to listen to the views of learner support practitioners.

To be able to use inclusive learning approaches to teach learners with disabilities the tutor should give learners opportunities to use specific delivery approaches with their learners and to cover the specific impairments being studied. Learners should have opportunities to demonstrate giving effective communication and feedback to learners with specific impairments and apply differentiated assessment approaches. The use of activity-based exercises, lesson visits and observations, peer review and feedback activities should be given to learners. Observations of teaching practice must involve learners who have disabilities or additional learning needs and must be recorded. Two observations of teaching practice are required to complete this unit. One must be (Ofsted) grade 2 or above and be undertaken by a qualified teacher. One may be an ungraded developmental observation or a peer observation conducted by a colleague.

To complete the full Diploma, four observations of their practice will be required two of which should be (Ofsted) graded 2 or above. Opportunities to listen to practising professionals working with learners with specific impairments should also be given.

A range of reflective and self-evaluative activities should be taught to enable learners to evaluate and improve their own practice in teaching learners with disabilities and additional learning needs. These should be sustainable and integrated into learners' current working practice. Opportunities for learners to evaluate their own practice should involve other colleagues and learners with specific impairments, the use of assessment data and investigations into specific impairments. Tutors should encourage the use of a learning journal to record the development of the ways in which the learner has improved their practice in working with learners with disabilities and additional learning needs.

Assessment

This section should be read in conjunction with the *Assessment* section at the front of the document.

To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the document titled *Summary of practice, including observed and assessed practice, requirements in Annexe A*.

Learners could produce evidence to cover an investigation into a minimum of four specific impairments and demonstrate an analysis of their impact on the learning for each, and the related support needs required by each impairment. It is suggested that learners investigate through primary or secondary sources but that they contextualise their findings to their own job role.

To complete the Diploma, learners should provide evidence of 50 hours of teaching learners with specific impairments. This should involve more than two learners with impairments working in groups, although learners do not necessarily need to be within the same teaching group. It is suggested that evidence for 50 teaching hours could consist of teaching logs/reflections, sample lesson plans or schemes of work and be evidenced from either one or more course/subject classes.

The minimum number of practice hours for this unit is not specified but will be a cumulative part of the 50 hours of teaching learners with disabilities that is required to achieve the Diploma. It is not possible to achieve this unit without completing and evidencing teaching practice in learning environments involving learners with disabilities. This should involve working with groups of learners. Learners must provide evidence of their teaching through observations of practice. These must be in teaching environments with learners with disabilities. To achieve the Diploma, four observations of practice must be provided as evidence. Two observations must be graded (Ofsted) grade 2 or above and be conducted by a qualified teacher. One may be an ungraded developmental observation and one may be a peer observation conducted by a colleague. Observations should be sufficiently timed to reflect a growth in teaching skills and knowledge by learners across the whole course programme. To achieve this unit, one graded and one ungraded observation of practice should be evidenced. This will be assessed through a portfolio of evidence.

There is no transfer of practice, or of observed and assessed practice from previously achieved teaching and training qualifications.

For learning outcome 1, learners should analyse a minimum of four specific impairments and a minimum of one dual impairment, and the related support needs for each. This should involve at least one impairment related to the learner groups they are teaching to contextualise the analysis. Learners must explain how augmentative and alternative forms of communication are used by learners with disabilities and should cover a range of no tech, low tech and high tech methods.

For learning outcome 2, learners must demonstrate planning of personalised programmes of learning, including the planning of assessment and support activities. This could be assessed by asking learners to complete initial learning assessments, lesson plans, risk assessments, support plans or schemes of work for current teaching sessions.

For learning outcome 3, learners must demonstrate through teaching practice with learners with impairments their ability to use specific assessment approaches, teaching methods and resources. This will be assessed through one or more observations of teaching and learning practice and a reflective teaching log/journal. Assessment of learners' effective communication and feedback should be assessed through teaching observations, feedback from learners with specific impairments and/or feedback from other professionals such as learning support practitioners.

For learning outcome 4, learners will be assessed on their ability to evaluate and improve their own practice through evidence provided in a learning log/journal reflecting research into specific impairments, feedback on professional practice from learners and colleagues and through the use of self-assessment data.

Evidence for learning outcome 1 can be presented as a written assignment of up to 2500 words, alternatively evidence can be collected orally and recorded by an assessor and confirmed through a signed witness statement where reasonable adjustments need to be made. Evidence for learning outcomes 2 and 3 could be presented in a teaching portfolio. Evidence for learning outcome 4 could be presented using a reflective teaching log or journal.

Essential resources

Learners must have access to teaching groups that include learners with disabilities.

Indicative resource materials

Books

Teaching and learning

Appleyard N and Appleyard K – *Communicating with learners in the lifelong learning sector* (Exeter Learning Matters, 2010) ISBN 9781844453771

Armitage A, Poma S, Flanagan K, Donovan G and Moss J – *Developing professional practice, 14–19 years* (Harlow: Pearson Education, 2010) ISBN 9781405841160

Fairclough M – *Supporting Learners in the Lifelong Learning Sector* (Open University Press/McGraw-Hill Education, 2008) ISBN 9780335233625

Gravells A – *Principles and Practice of Assessment in the Lifelong Learning Sector* (Learning Matters Ltd, 2011) ISBN 9780857252609

Nind M, Rix J, Sheehy K and Simmons K – *Curriculum and Pedagogy in Inclusive Education – Values into Practice* (London Routledge, 2005) ISBN 9780415352086

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector* (Exeter Learning Matters, 2011) ISBN 9780857251022

Reece I and Walker S – *Teaching, training and Learning: a Practical Guide* (Houghton-le-Spring: Business Education Publishers, 2011) ISBN 9781901888560

Supporting learners with specific disabilities

Addy L – *How to Understand and Support Children with Dyspraxia* (LDA, 2003) ISBN 9781855033818

Birkett V – *How to Manage and Teach Children with Challenging Behaviour* (LDA, 2006) ISBN 9781855034006

Brattland Nielsen L – *Brief Reference of Student Disabilities: With Strategies for the Classroom* (Corwin, 2nd edition, 2008) ISBN 9781412966337

Hatton S and Broughton T – *An introduction to supporting people with autistic spectrum conditions* (Learning Matters; 1st edition, 2011) ISBN 9780857257093

Hargreaves S – *Study Skills for Students with Dyslexia* (London: Sage Publications, 2012) ISBN 9781446202876

Imray P – *Turning the Tables on Challenging Behaviour: A Practitioner's Perspective to Transforming Behaviours in Children, Young People and Adults with SLD, PMLD or ASD* (David Fulton Publishers, 2007) ISBN 9780415437585

O'Regan F – *How to Teach and Manage Children with ADHD* (LDA, 2002) ISBN 9781855033481

Neanon C – *How to Identify and Support Children with Dyslexia* (LDA, 2003) ISBN 9781855033566

Sherratt D – *How to Support and Teach Children on the Autism Spectrum* (LDA, 2005) ISBN 9781855033900

Stanton M – *Understanding Cerebral Palsy: A Guide for Parents and Professionals*. (Jessica Kingsley Publishing, 2012) ISBN 9781849050609

Speake J – *How to Identify and Support Children with Speech and Language Difficulties* (LDA, 2003) ISBN 9781855033610

Thurman S – *Communicating effectively with people with a learning disability* – Learning Matters; 1 edition (16 May, 2011) ISBN 9780857255105

Wallace S – *The Lifelong Learning Sector Reflective Reader* (Exeter: Learning Matters Ltd, 2010) ISBN 9781844452965

Journal

Sheehy K, Rix J, Fletcher-Campbell F, Crisp M and Harper A – *Conceptualising inclusive pedagogies: evidence from international research and the challenge of autistic spectrum disorder* (Erdelyi Pszichologiai Szemle – Transylvanian Journal of Psychology XIV(1), 2013)

Website

www.stepdiploma.org.uk A database of 48 short videos of managers, teachers, support staff and learners discussing teaching approaches for different areas of disability

Unit 2: Action Learning for Teaching in a Specialist Area of Disability

Unit reference number: J/505/0756

QCF Level: 5

Credit value: 15

Guided learning hours: 40

Unit introduction

Action research is an effective method of investigation for exploring a particular issue or as a reflective process for problem solving to instigate personal development and organisational change.

This unit is about how to use action research in order to investigate effective teaching and learning practice in a specialist area of disability. This unit will enable you to investigate a chosen theme or problem to develop your understanding of specialist teaching and learning.

You will learn how to conduct your own small action research project. You will be able to develop a focus for your investigation that analyses a specific impairment and related support needs. You will learn how to plan, implement and evaluate your research. You will develop the skills to explore your research findings in order to improve your professional practice in working with learners with additional learning needs and or disabilities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the impact of a specific impairment on teaching and learning</p>	<p>1.1 Analyse a specific impairment and the related support needs of disabled learners</p> <p>1.2 Explain ways of adjusting practice for learners with a specific impairment</p> <p>1.3 Evaluate specific support within an organisation for learners with a specific impairment</p>
<p>2 Understand how to investigate effective practice in a specialist area of disability</p>	<p>2.1 Analyse ways to include disabled learners in an investigation</p> <p>2.2 Explain ethical considerations when involving disabled learners</p> <p>2.3 Evaluate a range of action learning research methods</p>
<p>3 Be able to investigate practice in a specialist area of disability</p>	<p>3.1 Develop a focus for investigation</p> <p>3.2 Design and implement an action plan to support the investigation</p> <p>3.3 Evaluate the practice of other teachers in your area of interest</p> <p>3.4 Report the findings of the investigation</p> <p>3.5 Analyse ways in which findings from an investigation can be used to develop own professional practice</p>

Unit content

1 Understand the impact of a specific impairment on teaching and learning

Types of impairment: disability, e.g. physical, sensory, hidden; mental health difficulty, e.g. bipolar disorder, schizophrenia, obsessive compulsive disorder; specific learning difficulty, e.g. dyslexia, dyscalculia, dysarthria, attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders, e.g. Asperger's syndrome, Global Development Delay

Barriers to learning: assessment, access to learning, resources, communication, socio-economic, levels of care support, levels of learning support, programme personalisation, cognitive functioning, behavioural support, sensory support, motivation, engagement

Adjusting practice: delivery methods, e.g. communication, personalisation, differentiation, intensive interaction, systematic instruction, sensory communication; resources, e.g. visual, auditory, kinaesthetic; assessment, e.g. initial, formative, summative, Recognising and Recording Progress and Achievement (RARPA); programme, e.g. life skills, functional skills, vocational, work-related, therapeutic, sensory

Support needs: comprehension, e.g. understanding instruction, problem solving, sequencing, knowledge transfer; physical, e.g. access to equipment, access to resources, access to ICT, mobility in a learning space, access to audio-visual resources, access to group work; communication, e.g. speaking, using communication aids, signing, gesture; auditory, e.g. hearing loop, speech enabled resources, talking books, visual referencing

Specific support: using specific learning support approaches, e.g. integrating assistive technology, systematic instruction, behavioural modelling, sensory communication; therapeutic programmes integrated into learning programmes, e.g. speech and language, physiotherapy, occupational therapy

2 Understand how to investigate effective practice in a specialist area of disability

Analysis of inclusive action research methods: survey comparisons, use of observation approaches, focus group administration, use of interview techniques, case study format comparisons, methods of data analysis, desk based research approaches, uses of primary research and secondary research, administering effective study trials

Ethical considerations: consent, confidentiality, safeguarding, socio-economic, protected characteristics, study scope, information dispersal, publication

3 **Be able to investigate practice in a specialist area of disability**

Develop a focus: case study, study trial, observational analysis, hypothesis testing

Evaluate practice of others: peer observation, interview, resource analysis, assessment practice, communication review

Analyse and report: use of qualitative and quantitative data, impact measures, report structure, abstract, aims, objectives, methodology, data analysis, findings, impacts, conclusions

Essential guidance for tutors

Delivery

To enable learners to understand the impact of specialist area of disability on learning, tutors must give learners opportunities to select and investigate a specific area of disability related to their teaching role. This will usually involve learners that are currently being taught, however this is not prescriptive.

Tutors may consider involving learners with a specific impairment in the action research investigation. Tutors will guide learners in their choice of research topic and support them in the development of a research action plan to support the investigation. Tutors should ensure that investigations are specific, measurable, realistic, time bound and valid to the development of learners' own professional practice.

Tutors should give learners opportunities to explore and evaluate a range of action learning research methods and guide them to select the most appropriate for their chosen study. It is critical that tutors ensure learners have a good understanding of the ethical considerations that need to be made in their study when working with people with specific impairments.

Tutors should support and guide learners throughout their research through periodic tutorials, feedback or guidance. Where possible, this should be through face-to-face meetings. However, where this is not possible, alternative feedback methods, such as electronic communication, can be used. Feedback should be regular, agreed with the learner and built into their research action plans.

Tutors should give learners opportunities to understand the use of qualitative and quantitative data in research studies and how to best present their findings. This will involve working with and talking to learners with specific impairments, and other professionals.

Tutors should give learners opportunities to evaluate specific support approaches in an organisation for learners with a specific impairment. This should, where possible, involve the views of learning support practitioners, and for current learners reviewing organisational support structures.

Tutors should enable learners to review the professional practice of others who are working with learners with a specific impairment.

Tutors will guide learners in how to analyse and present their investigation findings. Outcomes from research investigation will inform learners on how to improve their own professional practice.

Assessment

This section should be read in conjunction with the *Assessment* section at the front of the document.

To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the document titled *Summary of practice, including observed and assessed practice, requirements in Annexe A*.

Learning outcome 1 could be assessed through a written assignment of up to 2000 words, in which learners demonstrate their understanding of the impact of a specific impairment on teaching and learning. Learners could demonstrate understanding by evaluating specific support in an organisation, explaining ways of adjusting practice and the analysis of a specific impairment, and the related support needs required by learners with this impairment. Learners may consider contextualising their analysis to learners and support practice in their own organisation. Where this is not possible, an investigation in an organisation that works with learners with a specific impairment would be sufficient to meet the assessment criteria.

Learning outcomes 2 and 3 could be assessed through an action research study of up to 6000 words into effective practice in a specialist area of disability.

Learners will be assessed on their research planning, research methods, involvement of learners and other professionals, and their ethical considerations. Learners will, as part of the research assignment, submit an abstract of their proposal to the assessment team before undertaking their research. This will be up to 1000 words and is integral to the overall word count for the assignment.

Learners will be assessed on their analysis of their investigation findings and how it has improved their own professional practice. Learners should demonstrate a knowledge of a specific area of disability show that they are able to analyse ways in which the findings of the investigation can be used to develop their professional practice.

Evidence for learning outcome 1 should be assessed through an assignment of up to 2000 words, demonstrating understanding of a specific impairment on teaching and learning.

Evidence for learning outcomes 2 and 3 should be assessed through an action research assignment of up to 6000 words, demonstrating understanding in a specialist area of disability and how findings can be used to develop own professional practice.

Essential resources

In their investigation, learners must involve learners who have a specific impairment.

Indicative resource materials

Books

Bell J – *Doing Your Research Project: a guide for first-time researchers in education, health and social science*

(Open University Press/McGraw-Hill Education, 2010) ISBN 9780335215041

Denscombe M – *Ground rules for good research* (Open University Press, 2002)
ISBN 9780335206513

Hopkins D – *A Teacher's Guide to Classroom Research* (Open University Press/McGraw-Hill Education, 2008, 4th ed) ISBN 9780335221745

McMillan K and Weyers J – *How to write dissertations and project reports*
(Electronic version; Pearson Education Ltd, 2007) ASIN B00EKYTTZY

Opie C – *Doing educational research* (Sage, 2004) ISBN 9780761970026

Thomas G – *How to do your Research Project* (Electronic version; Sage Publications Ltd, 2009) ASIN B00CB5JH4W

Website

www.stepdiploma.org.uk

Database of 48 short videos of managers, teachers, support staff and learners discussing teaching approaches for different areas of disability

Unit 3: Understanding Theories and Frameworks for Teaching Disabled Learners

Unit reference number: Y/505/0759

QCF Level: 5

Credit value: 15

Guided learning hours: 40

Unit introduction

To ensure effective and purposeful teaching with learners who have disabilities and additional learning needs, it is essential to understand the specific learning theories and frameworks that enables a teacher to develop effective inclusive teaching practice. This unit is about the factors that influence, inform and impact on inclusive practice for learners with additional learning needs and or disabilities.

There are many challenges involved in the implementation of a whole organisational approach to inclusive learning. This unit will enable you to understand the theories, research, regulatory frameworks, legal requirements and social perceptions that impact on the learning opportunities, rights and wellbeing of learners with additional learning needs and/or disabilities.

In this unit you will develop the skills to critically reflect on the relationship of theories of learning, principles and practice. You will also analyse the factors that influence and inform provision for learners with additional learning needs and or disabilities. You will understand the importance of support networks, support relationships and the need to work collaboratively for the benefit of the learner. You will investigate the social and cultural attitudes to disability and explore how they can influence the curriculum. You will also examine the impact of your own attitudes on your professional practice.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand key theories and research that inform the teaching and learning of disabled young people and adults</p>	<p>1.1 Analyse how theories of learning inform teaching and learning practice in relation to disabled learners</p> <p>1.2 Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults</p>
<p>2 Understand factors influencing inclusive practice for disabled learners</p>	<p>2.1 Analyse how inclusive learning has been defined</p> <p>2.2 Explain the importance of inclusive learning for disabled learners</p> <p>2.3 Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults</p> <p>2.4 Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners</p> <p>2.5 Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning</p>
<p>3 Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults</p>	<p>3.1 Analyse how national, regional and local policy influence provision for disabled young people and adults</p> <p>3.2 Explain how current legal requirements and national policies and guidance promote the rights and wellbeing of disabled learners</p> <p>3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults</p>

Learning outcomes	Assessment criteria
<p>4 Understand factors that influence the curriculum for disabled young people and adults</p>	<p>4.1 Analyse how attitudes to disability, including social and cultural attitudes and faith and belief, influence learning opportunities for disabled young people and adults</p> <p>4.2 Analyse the impact of own attitudes on professional practice</p> <p>4.3 Explain how risk assessments influence the curriculum</p>
<p>5 Understand how to work with others to support the needs of disabled learners</p>	<p>5.1 Explain the role of organisations and networks that can offer services and support to disabled learners</p> <p>5.2 Explain ways to maintain relationships with parents, carers and others with an interest in the learner</p> <p>5.3 Analyse the skills needed to work collaboratively for the benefit of disabled learners</p>

Unit content

1 Understand key theories and research that inform the teaching and learning of disabled young people and adults

Theories of learning: behaviourist, e.g. cause and effect, operant conditioning, stimulus response; cognitivist, e.g. learning from doing, knowledge structure, thought sequencing; constructivist, e.g. active learning, experiential knowledge, development of new ideas through real-world contexts; humanist, e.g. holistic development, personalised and facilitated learning; factors influencing principles and theories of learning, e.g. the model of learning, objectivism, constructivism; type of learning, e.g. pedagogy, andragogy; level of learning, e.g. Bloom's Taxonomy, surface, deep; motivation theories, e.g. Maslow, Hertzberg, McGregor

Importance of research: the influence of research on changes to national and world policies, e.g. The Children and Families Act 2014, Special Educational Needs and Disability Act (SENDA) 2001, Tomlinson Report – Inclusive learning 1996, Disability Discrimination Act 1995, Equality Act 2010, Salamanca Conference 1996, Treaty of Lisbon 2007; curriculum design; assessment practice; professional development; education placement and funding; recognising and recording progress and achievement; research into specific disabilities that impacts on learning; behaviour; communication; access to learning; physiological barriers to learning; teaching approaches; development of resources; social, cultural and economic trends impacting on access to or impact from education

2 Understand factors influencing inclusive practice for disabled learners

Definitions of disability: e.g. medical model, social model, labelling, social and cultural perceptions, recognising barriers

Inclusive learning: individualised teaching approaches; differentiated assessment; individualised target setting; person centred planning; individualised support

Communication and language development: use and comparison of assistive and alternative communication, e.g. Total Communication, Intensive Interaction, sensory communication, body language, gestures, pointing, eye pointing, facial expressions, vocalisations, signing, alphabet and word boards, communication charts or books with pictures, photos and symbols, electronic communication aids; language development; receptive language, e.g. matching objects, pictures to objects, labelling, information carrying words; expressive language, e.g. single concept expression, gestures, core vocabulary, grammar structure, inferencing; social language, e.g. inflection, initiation, turn taking, conversation starting and ending

Approaches to implementing inclusive practice: personalisation; person centred; differentiation through assessment, resource development, technology, communication, planning and teaching delivery; learning styles; behavioural management; systematic instruction; sensory communication; learner support; multi-disciplinary support; impact of social model on inclusive practice

Whole organisational approach: policies and practice, e.g. learning policy, equalities policy, safeguarding policy and practice; staff development; inclusive learning policy, holistic curriculum

3 Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults

Impacts on provision: accreditation, e.g. analysis of accredited and non-accredited provision; curriculum structure analysis, e.g. life skills programmes, multi-sensory programmes, therapeutic learning, experiential, community learning, personal and social development, work based; different programme delivery methods, e.g. modular, drop in, work mentored, individualised; policy impact on transition pathways, e.g. paid and voluntary employment, day care, leisure activities, therapy services, further and higher education; evaluating support for learning, e.g. multi-disciplinary support from external sources, advice and guidance services; assessment, e.g. health and care plan assessments, multi-disciplinary support assessment, literacy and language assessment; impact of policy on the structure and funding for specialist educational provision; analysis of the historical impact of policy and legislation, e.g. Warnock 1978, Tomlinson 1996, SENDA 2001; current national, regional and local policy influences; impact of quality assurance processes, e.g. Ofsted inspection framework, Care Quality Commission inspection framework; impacts on the rights and well-being of learners, e.g. The Safeguarding of Vulnerable Adults Act 2006, Equality Act 2010; impact of organisational policy, e.g. safeguarding, equality and diversity, learning and inclusion

4 Understand factors that influence the curriculum for disabled young people and adults

Analysis of attitudes: social comparisons, e.g. medical model, social model, inclusive factors, exclusive factors; cultural influences for learning, care and support, e.g. faith, belief, racial background

Influence of risk: access auditing, safeguarding, ethical consent, health and safety, equality of opportunity, boundaries and good working practices

5 Understand how to work with others to support the needs of disabled learners

Analysis of collaborative working: skills to liaise and deploy specialist support teams, e.g. learning support, multi-disciplinary support; transition services; care services, nursing services, assessment teams; skills to liaise with parents/guardians, employers, job coaches, learning mentors, supervisors, training managers, subject specialists; use of support networks, e.g. Citizens Advice, social service teams, community health care teams, disability employment advisers

Essential guidance for tutors

Delivery

To enable learners to understand theories and frameworks and their impact on teaching, tutors should encourage learners to investigate their own skill-specific area in order to inform their knowledge to support their planning and delivery. Tutors could cover a comprehensive range of learning theories, principles and models of learning, including key proponents. Learners could be given the opportunity for learners to reflect on the relationship between historical context and the influence that theories, principles and models have on inclusive practices and the unique learner.

Tutors could give learners opportunities to review learning through activities that put theory into practice. For example, developing schemes of work and session plans that outline delivery methods, and resources and assessment strategies relating to different theories and models of learning. This could evidence the ability to recognise that theories positively influence learning opportunities and have specific impacts. For example, the use of positive reinforcement, frequent feedback and chunking learning opportunities are effective strategies for learners on the autistic spectrum and are techniques aligned with a behaviourist methodology.

Tutors may consider supporting learners to critically analyse and exhibit an understanding of the impact of research on the teaching and learning of learners with additional learning needs and or disabilities, and its influence on changes to government and wider policies. Examples could include current changes as well as those that have been influential because of their pedigree and impact, even though the research might have been carried out a number of years ago. Therefore, seminal documents and research, such as the Tomlinson Report 1996, Helena Kennedy's report on Widening Participation 1997, Special Educational Needs and Education Act (SENDA) 2001, Being, Having and Doing; Theories of Learning and Adults with Learning Difficulties 2005, could be included as well as more current influences such as the Equality Act 2010, OFSTED reports on Special Educational Needs and Disabilities (SEND) and the Children and Families Act 2014.

To understand factors that influence inclusive practice for learners with disabilities, tutors may wish to give learners opportunities to define and contextualise the importance of inclusive learning. Therefore, examples relating to the medical and social models of disability may be introduced and explored. Learners should aim to develop an understanding of a range of inclusive practices and be able to analyse the impact of language and communication development.

Effective implementation of a whole organisational approach relies on a synergy of practice that involves a deep understanding of the barriers and challenges that are faced when implementing an inclusive agenda. Tutors may wish to give learners opportunities to explore policies and practices in their own contexts. It could be tailored to their own particular skill area of the sector.

Tutors may wish explore a range of national, regional and local policies to ensure that learners understand how they impact on provision for learners with additional needs and disabilities. Tutors may wish to use methods that ensure learners are able to contextualise their knowledge by evaluating the impact of a policy or regulatory framework on a specific local initiative.

Tutors could explore with their learners a range of factors that influence the curriculum and the support for learners with disabilities and or additional learning needs. This could be based on learners' own organisations where possible, where this is not possible learners should look at a specific investigation into an organisation that works with learners with disabilities. Tutors need to ensure that learners understand the impacts of social and cultural attitudes to disability, they should support learners in evaluating their own attitudes in order to develop their professional practice. Where possible, this should involve listening to learners with disabilities and the professionals who work with them, through meetings, focus groups, discussion forums, visits, speakers or through videoed accounts or case studies.

Tutors should enable learners to analyse the skills needed to work collaboratively with multi-disciplinary support teams, parents, carers, internal and external service networks. Tutors could encourage learners to contextualise this analysis to their own organisation and to their own job role.

Assessment

This section should be read in conjunction with the *Assessment* section at the front of the document.

To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the document titled *Summary of practice, including observed and assessed practice, requirements in Annexe A*.

For learning outcome 1, learners will be assessed on their ability to analyse the key theories and frameworks of learning and how they inform the teaching of learners with disabilities and additional learning needs. Learners should reference examples from their current practice to support this analysis.

For learning outcome 2, learners should demonstrate their understanding of the importance of inclusive practice through an analysis of the models of disability, their impacts on learning, and the analysis of how communication approaches impact on inclusive practice. Learners should contextualise their analysis with their own organisation approach, where this is not possible learners should investigate the approaches used by an organisation that works with learners with disabilities and or learning difficulties.

For learning outcome 3, learners will demonstrate their knowledge of national, regional and local policy and regulatory frameworks and their impact on inclusive education. Learners will be able to contextualise the impacts of policy and regulatory frameworks through an investigation into a local initiative relating to provision for learners with disabilities. This can be based in the learner's own organisation or in the local community.

For learning outcome 4, learners will demonstrate their understanding of factors that influence the curriculum for learners with disabilities and or additional learning needs. This will include explaining the range of support networks available to learners, families and other stakeholders and the impact they have in supporting learning, and analysing how to work collaboratively with support services for the benefit of the learner. This should be based on a learner's own organisation where possible, if this is not possible then it should be based on a specific investigation into an organisation working with learners with disabilities.

For learning outcome 5, learners must demonstrate that they have analysed the social and cultural attitudes influencing learning opportunities for people with disabilities and investigated the impact of their own attitudes on professional practice. This should be included in the written assignment and/or in the learner's reflective journal.

Evidence for all learning outcomes can be presented as a written assignment of up to 3000 words, alternatively evidence can be collected orally, recorded by an assessor and confirmed through a signed witness statement where reasonable adjustments need to be made. Evidence for learning outcome 4 can be included in either the written assignment as above, and/or be presented through a reflective teaching log or journal. The journal will be a written or recorded analysis of the development of the learner's own professional development throughout the unit.

Essential resources

In their investigation, learners must involve learners with a specific impairment.

Indicative resource materials

Books

Brookfield S – *The Power of Critical Theory for Adult Learning and Teaching* (Open University Press/McGraw-Hill Education, 2005) ISBN 9780335211326

Coffield F, Edward S, Finlay I, Hodgson A, Spours K and Steer R – *Improving Learning, Skills and Inclusion: the impact of policy on post-compulsory education* (Abingdon, 2008) ISBN 9780415461801

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Journals

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Rix, J and Hall K – *How do teachers, support staff and pupils interact within pedagogical approaches that effectively include children with SEN in mainstream classrooms?* (In: European Conference of Educational Research (ECER), 2005), 7–10 September 2005, University College Dublin

Rix J, Sheehy, K, Fletcher-Campbell F, Crisp M and Harper A – *Continuum of Education Provision for Children with Special Educational Needs: Review of International Policies and Practices* (National Council for Special Education, 2013)

Torres-Velasquez D – Sociocultural theory – *Standing at the crossroads* (Remedial and Special Education 2000)

Website

www.stepdiploma.org.uk Database of 48 short videos of managers, teachers, support staff and learners discussing teaching approaches for different areas of disability

Other

Dee L, Devecchi C, Florian L, Cochrane S – *Being, Having, Doing: Theories of Learning and Adults with Learning Difficulties* (LSRC research report, Blackmore, 2005)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*.

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available. Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

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Annexe A – Summary of practice, including observed and assessed practice, requirements

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
<p>Inclusive teaching and learning for disabled learners</p> <p>Level 5</p>	Yes	Yes	<p>The minimum number of practice hours for this unit is not specified. However, it is not possible to achieve this unit without completing some hours of practice.</p> <p>Practice must be in teaching and learning environments with disabled learners, and should involve working with groups of learners.</p> <p>To be eligible for the award of credit for this unit, trainee teachers must have evidence of a minimum of four assessed observations of practice at the required standard, totaling a minimum of four hours. All four of these observations must be in teaching and learning environments with disabled learners.</p> <p>There is no transfer of practice, or of observed and assessed practice, from a previously achieved Level 4 education and training qualification.</p>
<p>Action learning for teaching in a specialist area of disability*</p> <p>Level 5</p>	No	No	n/a
<p>Understanding theories and frameworks for teaching disabled learners*</p> <p>Level 5</p>	No	No	n/a

Annexe B – Observation recording requirements

Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF)

To successfully achieve the Pearson BTEC Level 5 Diploma in Teaching Disabled Learners (QCF), candidates must complete a minimum of 50 hours of teaching practice in a teaching and learning environment with disabled learners. There must be a minimum of four observations totalling a minimum of four hours and any single observation session must be of a minimum of 30 minutes. There is a requirement to evidence working with groups of learners to achieve this qualification.

All four observations must be linked to the unit *Inclusive Teaching and Learning for Disabled Learners*. Two observations must be graded (Ofsted) grade 2 or above and be conducted by a qualified teacher. One may be an ungraded developmental observation and one may be a peer observation conducted by a colleague. Observations should be sufficiently timed to reflect a growth in teaching skills and knowledge by learners across the whole course programme.

Summaries of the Ofsted grading criteria are given on the following pages.

As grading of observations can be viewed as intimidating by learners, grading should be used only latterly in the programme. This allows learners time to practise and develop skills. If learners fail to demonstrate at least grade 2 characteristics, a further observation will be required once appropriate feedback and support has been given.

A pro forma is provided for the observed teaching report in *Annexe B*.

Summary of Ofsted grading criteria – grade 1 (Outstanding)

Planning and preparation	Learning and teaching	Assessment of learning
Outstanding		
<ul style="list-style-type: none"> • Teachers have consistently high expectations of all learners’ attitudes to learning and learners are set challenging targets to achieve. • Teachers plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. • Teachers effectively identify and plan support for learners who require additional support for their learning. 	<ul style="list-style-type: none"> • Teachers promote curiosity and interest in their learners who are keen to learn. Teachers encourage learners to seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. • Teachers have excellent subject knowledge and motivate and engage learners who enjoy the work they complete. • Teachers promote, where appropriate, English, mathematics, ICT and employability skills exceptionally well. • Teachers set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps. • Teachers are quick to challenge stereotypes and the use of derogatory language. • Resources and teaching strategies reflect and value the diversity of learners’ experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience. 	<ul style="list-style-type: none"> • Teachers check learners’ understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning. • Teachers gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress.

Summary of Ofsted grading criteria – grade 2 (Good)

Planning and preparation	Learning and teaching	Assessment of learning
Good		
<ul style="list-style-type: none"> Teachers plan and set work that builds on previous learning, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future. Teachers use assessment information well to plan activities in which learners undertake demanding work that helps them to make strong progress. They identify, plan and support effectively those learners who have additional learning needs. 	<ul style="list-style-type: none"> Teaching challenges learners and enables them to develop, consolidate and deepen their knowledge, understanding and skills well. Teachers develop, where appropriate, learners' English, mathematics, ICT and employability skills to prepare them for their future progression. Teachers challenge stereotypes and the use of derogatory language. Teachers promote equality of opportunity and diversity in teaching and learning. Teachers listen to, carefully observe and skilfully question learners during learning sessions. They reshape tasks and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning. 	<ul style="list-style-type: none"> Teachers give learners feedback that details what they need to do to improve; many learners act on this to make improvements. Most learners want to know how to improve their learning and act on feedback to help them to improve. Teachers assess learners' knowledge and understanding frequently to ensure that they are making expected progress.

Summary of Ofsted grading criteria – grade 3 (Requires improvement)

Planning and preparation	Learning and teaching	Assessment of learning
Requires improvement		
<ul style="list-style-type: none"> Teaching, learning and assessment are not yet good. 	<ul style="list-style-type: none"> Teaching, learning and assessment are not yet good. 	<ul style="list-style-type: none"> Teaching, learning and assessment are not yet good.

Summary of Ofsted grading criteria – grade 4 (Inadequate)

Planning and preparation	Learning and teaching	Assessment of learning
Inadequate		
<ul style="list-style-type: none"> Teaching and/or assessment is poorly planned. 	<ul style="list-style-type: none"> Learners or particular groups of learners are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. Learners are not developing English, mathematics, ICT or employability skills adequately to equip them for their future progression. Teachers do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners. As a result of weak teaching, learning and assessment over time, learners or groups of learners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps. Teachers lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps. 	<ul style="list-style-type: none"> Weak assessment practice means that teaching fails to meet learners' needs.

Annexe C – Graded observation pro forma

Observation Report						
Teacher						
Observer		Learners on register		Present		
Date		Time from		Time to		
Subject/Topic						
Location		Duration				
No. of students with additional support needs		No. of support staff				
Context of learning						
1 = Outstanding, 2 = Good, 3 = Requires improvement, 4 = Inadequate						
Planning and preparation		Grade	1	2	3	4
Rationale:	Criteria					Met
	Plan is clear and relevant					
	Outcomes identified					
	Teaching methods identified					
	Learning activities identified					
	Learner needs identified					
	Assessment planned					
	Appropriate, sufficient resources					
	Learner support is planned					
Learning and teaching		Grade	1	2	3	4
Rationale:	Criteria					Met
	Purpose of learning introduced					
	Assessment of prior learning					
	Effective communication					
	Inclusive delivery and resource use					
	Effective interaction with learners					
	Management of behaviour					
	Management of learner support					
	Effective motivation/challenge					
	Clear evidence of active learning					
	Individual learner needs recognised					

Learning and teaching <i>continued</i>	Grade	1	2	3	4
	LLN and ICT* skills used in context				
	Opportunities for learner feedback				
	Effective learning summary				
Assessment of learning	Grade	1	2	3	4
Rationale	Criteria				Met
	Effective formative assessment				
	Effective summative assessment				
	Differentiated assessment				
	Effective feedback methods used				
	Effective recording of assessment				

*Literacy, Language, Numeracy, Information Technology

Observation summary review**Progress towards meeting action points identified in previous observations****Areas for improvement**

The candidate has, on the basis of the observed session, demonstrated the characteristics of grade_____

Grade	1	2	3	4

Observer's signature_____

Date_____

Annexe D – Session plan pro forma

Learning group		Teacher		Session no.		Date		No. of learners	
Subject/Topic				Location					
Learners with additional learning needs – support requirements									
Learner/s	Support strategy for session					Support staff name/s			
What is the session aim?									
What will be learned? (Learning outcomes)									
Include any differentiated outcomes for learners with additional learning needs									

What will I teach and how?		
Include opportunities for Literacy, Language, Numeracy and ICT		
Timing	Activity and resource	Teaching method
How will I check learning? (Assessment methods)		
Include any differentiated methods for learners with additional learning needs		
What evidence will be produced?		
Resource arrangements		
(Room booking, equipment hire, transport etc.)		

Self-reflective evaluation of session

What worked well?

What could be improved?

Unexpected outcomes

Reminders for next session

Annexe E – Portfolio building record sheets

Using the table below, centres can provide references to where in the learner’s portfolio each assessment criterion can be evidenced.

Additionally, within each assignment submitted, mapping of the tasks to the assessment criteria must be included. The assessment tasks should cover all the assessment criteria of the unit at a particular level.

Unit 1: Inclusive Teaching and Learning for Disabled Learners

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand specialist areas of disability and their impact on learning	1.1	Analyse a range of impairments and the related support needs of disabled learners		
		1.2	Analyse the impact of dual or multiple impairments on inclusive practice		
		1.3	Explain how augmentative and alternative forms of communication are used by disabled learners		
2	Be able to plan inclusive teaching and learning for disabled learners	2.1	Plan personalised programmes of learning to meet the individual learning and support needs of disabled learners		
		2.2	Plan for learning opportunities in real-life contexts		
		2.3	Explain ways to use differentiated assessment approaches to support learning and measure achievement		
		2.4	Identify ways to plan support activities with learning support practitioners		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to use inclusive teaching and learning approaches to teach disabled learners	3.1	Apply approaches, methods, activities and resources to meet the individual learning and support needs of disabled learners		
		3.2	Adapt own communication to meet the individual learning needs and skills of disabled learners		
		3.3	Apply differentiated assessment approaches that involve disabled learners		
		3.4	Provide feedback to disabled learners that is motivating and meaningful for further learning		
4	Be able to evaluate and improve own practice in teaching disabled learners	4.1	Reflect on own practice in teaching disabled learners drawing on: <ul style="list-style-type: none"> • own research into specialist area • assessment data • feedback from learners; and • feedback from colleagues 		
		4.2	Identify ways to improve own practice in teaching disabled learners		

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner signature _____ Date _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made.
I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the Rules of Combination.

Assessor signature _____ Date _____

Internal Verifier signature (if sampled) _____ Date _____

Unit 2: Action Learning for Teaching in a Specialist Area of Disability

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the impact of a specific impairment on teaching and learning	1.1	Analyse a specific impairment and the related support needs of disabled learners		
		1.2	Explain ways of adjusting practice for learners with a specific impairment		
		1.3	Evaluate specific support within an organisation for learners with a specific impairment		
2	Understand how to investigate effective practice in a specialist area of disability	2.1	Analyse ways to include disabled learners in an investigation		
		2.2	Explain ethical considerations when involving disabled learners		
		2.3	Evaluate a range of action learning research methods		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to investigate practice in a specialist area of disability	3.1	Develop a focus for investigation		
		3.2	Design and implement an action plan to support the investigation		
		3.3	Evaluate the practice of other teachers in your area of interest		
		3.4	Report the findings of the investigation		
		3.5	Analyse ways in which findings from an investigation can be used to develop own professional practice		

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner signature _____ Date _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made.
I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the Rules of Combination.

Assessor signature _____ Date _____

Internal Verifier signature (if sampled) _____ Date _____

Unit 3: Understanding Theories and Frameworks for Teaching Disabled Learners

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand key theories and research that inform the teaching and learning of disabled young people and adults	1.1	Analyse how theories of learning inform teaching and learning practice in relation to disabled learners		
		1.2	Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults		
2	Understand factors influencing inclusive practice for disabled learners	2.1	Analyse how inclusive learning has been defined		
		2.2	Explain the importance of inclusive learning for disabled learners		
		2.3	Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults		
		2.4	Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners		
		2.5	Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults	3.1	Analyse how national, regional and local policy influence provision for disabled young people and adults		
		3.2	Explain how current legal requirements and national policies and guidance promote the rights and wellbeing of disabled learners		
		3.3	Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults		
4	Understand factors that influence the curriculum for disabled young people and adults	4.1	Analyse how attitudes to disability, including social and cultural attitudes and faith and belief, influence learning opportunities for disabled young people and adults		
		4.2	Analyse the impact of own attitudes on professional practice		
		4.3	Explain how risk assessments influence the curriculum		

Learning outcomes		Assessment criteria		Portfolio reference	Date
5	Understand how to work with others to support the needs of disabled learners	5.1	Explain the role of organisations and networks that can offer services and support to disabled learners		
		5.2	Explain ways to maintain relationships with parents, carers and others with an interest in the learner		
		5.3	Analyse the skills needed to work collaboratively for the benefit of disabled learners		

I certify that the assessments are all my own work and any sources are duly acknowledged.

Learner signature _____ Date _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the Rules of Combination.

Assessor signature _____ Date _____

Internal Verifier signature (if sampled) _____ Date _____

Annexe F – Wider curriculum mapping

BTEC Level 5 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications, learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe G – BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1–12 credits
Certificate	13–36 credits
Diploma	37+ credits

January 2016

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