OTHM LEVEL 5 CERTIFICATE IN TEACHING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Qualification Number: 610/3490/3

Specification | **DECEMBER 2023**

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Certificate in Teaching Learners with Special Educational Needs and Disabilities is to provide the learner with the underpinning knowledge, understanding and skills needed to to promote positive learning outcomes and environments for learners with Special Educational Needs and Disabilities.

Through the course of this qualification learners' will explore how to analyse and implement pedagogical theories and frameworks, explore and apply specialist action learning techniques in their subject specialism and manage positive/disruptive behaviours in a learning environment to ensure purposeful learning outcomes for learners with Special Educational Needs and Disabilities.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the Register of Regulated Qualifications.

REGULATORY INFORMATION

Qualification Title	OTHM Level 5 Certificate in Teaching Learners with Special Educational Needs and Disabilities
Ofqual Qualification Number	610/3490/3
Regulation Start Date	28/11/2023
Operational Start Date	04/12/2023
Total Credit Value	36
Total Qualification Time (TQT)	360
Guided Learning Hours (GLH)	100
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM Level 5 Certificate qualifications represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Diplomas (HND) and Year 2 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 5 Certificate in Teaching Learners with Special Educational Needs and Disabilities qualification consists of 3 mandatory units, 36 credits, 360 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 100 hours.

All units are mandatory.

Unit Ref No	Unit Title	Level	Credit	GLH	TQT
F/650/6840	Understanding and Managing Behaviours in a Learning Environment	4	6	20	60
M/650/6845	Action Learning for Teaching in a Specialist Area of Disability	5	15	40	150
R/650/6846	Understanding Theories and Frameworks for Teaching Disabled Learners	5	15	40	150

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –
  a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

  b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

This qualification is designed for learners who are typically aged 19 and above.

The entry profile for learners **must** include:

• Being 19 years old or older at the beginning of the course
• Minimum core of literacy, language, numeracy and ICT
• A minimum of a Level 3 qualification in their own area of specialism

Or the following:

• Be mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the English Language Expectations page on the OTHM website.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the Certificate and this should not be left until the end of the course.

This will include requalification gular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on any unit

- sampling evidence once one the first unit or assignment has been completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:

- the assessment evidence is clearly measured against national standards

- learner progress is accurately tracked

- the assessment process can be reliably verified

- evidence is valid, authentic and reliable for the safety of certification

- identification of which assessments are outstanding

- internal verification is timely

- samples for standards verification and other external audits can be made available as required

- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.
Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)

- Accreditation of Prior Experiential Learning (APEL)

- Accreditation of Prior Achievement (APA)

- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Understanding and Managing Behaviours in a Learning Environment

Unit Reference Number	F/650/6840
Unit Title	Understanding and Managing Behaviours in a Learning Environment
Unit Level	4
Number of Credits	6
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	20
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours and evaluating own practice in managing behaviours in a learning environment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand potential factors leading to behaviours that disrupt a learning environment.	1.1 Describe behaviours that can occur in a learning environment. 1.2 Explain potential factors leading to behaviours that can disrupt a learning environment.	Disruptive behaviours: e.g., definitions of disruptive behaviour, types of disruptive behaviour: talking or texting on mobile telephone, talking without permission, eating, and drinking or smoking in class, out of seat, brushing hair, applying makeup, passing notes, shouting, throwing objects, chewing gum, playing with equipment, attention seeking, swearing, setting off fire alarm, singing, humming, crawling on floor, attacking or threatening teacher and/or another learner. Potential factors leading to behaviours that disrupt a learning environment: e.g., lack of attention and/or

		support in the home environment, desire to gain power and/or control, seeking revenge for hurt feelings, lack of self-confidence, physiological factors (tiredness, illness, hunger, classroom environment (layout, temperature, light, noise level, learning difficulties and/or disabilities, poor teaching (ineffective planning to meet individual needs, inappropriate or limited range of teaching and learning methods, resources and assessment activities), curriculum issues.
2. Understand organisational policies relating to managing behaviours in the learning environment.	2.1 Explain key aspects of legislation relating to managing behaviours in a learning environment. 2.2 Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment.	Key characteristics of an effective behaviour management policy: e.g., clear, and practical guidelines, emphasising consistency and appropriateness of practices, goals, values, and procedures related to behaviour guidance demonstrate respect for learners' rights, information is given to staff members, learners and where relevant, parents and carers, about how the organisation meets the needs of learners with challenging behaviours, evidence of commitment to ongoing evaluation and assessment of behaviour guidance approaches and strategies
3. Be able to promote behaviours that contribute to a purposeful learning environment.	3.1 Analyse ways of encouraging behaviours that contribute to a purposeful learning environment. 3.2 Use strategies for encouraging behaviours that contribute to a purposeful learning environment.	Ways of encouraging behaviours that contribute to a purposeful learning environment: build positive relationships, foster student connections, outline classroom rules for positive behaviour, use positive reinforcement, ensure content is culturally relevant, use of differentiation. Strategies for encouraging behaviours that contribute to a purposeful learning environment: be consistent, establish ground rules from the outset, gain learner's attention, use positive language and body language, mutual respect.

| 4. Be able to manage behaviours that disrupt a purposeful learning environment. | 4.1 Analyse ways of managing behaviours that disrupt a purposeful learning environment.

4.2 Use strategies for managing behaviours that disrupt a purposeful learning environment. | Strategies for encouraging behaviours that contribute to a purposeful learning environment: e.g. paying attention to the kind of behaviour you want to continue, ignoring any behaviours which are not destructive, dangerous or harmful to others, finding something legitimately reinforcing and encouraging to say, being consistent, letting learners know what your behavioural expectations are and checking that they understands them, being careful about what you promise or threaten because you have to carry through, avoiding sarcasm and negativity, being neutral emotionally when dealing with inappropriate behaviour , avoiding asking "Why did you do that"? and asking, "What do you think you should have done or how could you do that better?", separating the behaviour from the person, being fair, yet firm, rewarding and commenting on good behaviour, being a good role model, saying something positive as soon as possible after reprimanding disruptive behaviour, responding quickly to any behaviours, giving choice between two appropriate options for behaviour, making clear the consequences of good or inappropriate behaviour.

Strategies for managing behaviours that disrupt a purposeful learning environment: e.g., clearly communicating and displaying rules, three strikes and you're out, ignore/rule/praise, time out, detention, loss of privilege, yellow card/red card, enforcing consequences consistently, and behavioural contract. |
| 5. Be able to evaluate own practices in managing behaviours in a learning environment. | 5.1 Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment.

5.2 Identify your own strengths and areas for improvement in relation to promoting and | The effectiveness of own practice in relation to promoting and managing behaviours in a learning environment: review strategies for evaluation; identify opportunities for engaging learners in evaluation; creating naturally occurring opportunities for course evaluation; evaluating and recording teaching sessions; |

	managing behaviours in a learning environment.	familiarity with data collection and analysis techniques; measures for ensuring reliability of data collection; regularly review methods for effectiveness; personal SWOT; personal action plan; identifying opportunities for continuing professional development (CPD); improving own numeracy/ICT skills.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 and LO2	All AC's under LO1 and LO2	Policy Review Case Study	Policy Review – 1000 words, inclusive of a reference list of all sources accessed. Case Study – 800 words
LO3 and LO4	All AC's under LO3 and LO4	Research Report	Research Report - 1500 words
LO5	All AC's under LO5	Evaluation Report	Evaluation Report - 1000 words

Indicative Reading List

Addy L. (2003) How to Understand and Support Children with Dyspraxia. LDA.

Birkett V. (2006) How to Manage and Teach Children with Challenging Behaviour LDA

Brattland Nielsen L (2008) Brief Reference of Student Disabilities: With Strategies for the Classroom. Corwin. 2nd edition

Hatton S and Broughton T (2011) An introduction to supporting people with autistic spectrum conditions. Learning Matters

Imray P. (2007) 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 Publisher

O'Regan F. (2002) How to Teach and Manage Children with ADHD. LDA

Speake J (2003) How to Identify and Support Children with Speech and Language Difficulties. LDA

Action Learning for Teaching in a Specialist Area of Disability

Unit Reference Number	M/650/6845
Unit Title	Action Learning for Teaching in a Specialist Area of Disability
Unit Level	5
Number of Credits	15
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to enable learners to understand and investigate a specific impairment and its impact on learning and teaching. Learners will investigate practice in an area of disability and apply this learning to their own practice.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the impact of a specific impairment on teaching and learning.	1.1 Review current literature around a specific impairment. 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.	Current literature around a specific 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. Ways of adjusting practice for learners with a specific impairment: 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. Specific support within an organisation for learners with a specific impairment: 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.	2.1 Analyse ways to include learners with disabilities in an investigation. 2.2 Explain ethical considerations when involving learners with disabilities. 2.3 Evaluate a range of action learning research methods.	Ways to include learners with disabilities in an investigation/research method: 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, administrating effective study trials. Ethical considerations when involving learners with disabilities: consent, confidentiality, safeguarding, socio-economic, protected characteristics, study scope, information dispersal, publication.
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 own area of interest. 3.4 Report the findings of the investigation.	Develop a focus for investigation: case study, study trial, observational analysis, hypothesis testing. Design and implement an action plan to support the investigation. The practice of other teachers in your area of interest: peer observation, interview, resource analysis, assessment practice, communication review.

		Report the findings of the investigation: use of qualitative and quantitative data, impact measures, report structure, abstract, aims, objectives, metho
4. Be able to apply learning from an investigation of practice to own professional practice.	4.1 Analyse ways in which findings from an investigation can be used to develop own professional practice. 4.2 Evaluate own strengths and areas for improvement in a specific area of professional practice.	Ways in which findings from an investigation can be used to develop own professional practice: Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g., Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1	All AC's under LO1	Literature Review Case Study	Literature Review - 1200 words, inclusive of a reference list of all sources accessed. Case Study – 800 words
LO2	All AC's under LO2	Methodology Report	1000 words
LO3	All AC's under LO3	Action Research Report	1000 words
LO4	All AC's under LO4	Evaluation Report	1000 words

Indicative Reading List

Bell J, (2010) Doing Your Research Project: a guide for first-time researchers in education, health and social science. Open University Press/McGraw-Hill Education

Denscombe M (2002). Ground rules for good research. Open University Press

Hopkins D (2008) A Teacher's Guide to Classroom Research. Open University Press/McGraw-Hill Education

McMillan K and Weyers J (2007). How to write dissertations and project reports. Electronic version; Pearson Education Ltd

Opie, C (2004) Doing educational research. Sage

Thomas G (2009) How to do your Research Project. Electronic version; Sage Publications Ltd

Understanding Theories and Frameworks for Teaching Disabled Learners

Unit Reference Number	R/650/6846
Unit Title	Understanding Theories and Frameworks for Teaching Disabled Learners
Unit Level	5
Number of Credits	15
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to provide learners with an understanding of theories and frameworks relating to the learning and teaching of young people and adults with disabilities. Learners will consider factors that influence learning provision, including policy and regulatory frameworks.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand key theories and research which inform the learning and teaching of young people and adults with disabilities.	1.1 Analyse how theories of learning inform learning and teaching practice in relation to learners with disabilities. 1.2 Explain the importance of research in the development of learning and teaching opportunities for young people and adults with disabilities. 1.3 Explain how theory and research inform own practice.	How theories of learning inform learning and teaching practice in relation to learners with disabilities: 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. The importance of research in the development of learning and teaching opportunities for young people and adults with disabilities: the influence of research on changes to national and world policies, 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. How theory and research inform your own practice: approaches, ongoing development, use of resources, access to resources, funding, shared understanding, currency and validity of practice.
2. Understand factors influencing inclusive practice for learners with disabilities.	2.1 Analyse how inclusive learning has been defined. 2.2 Explain the importance of inclusive learning for learners with disabilities. 2.3 Analyse the social model of disability and its impact on inclusive learning opportunities for young people and adults with disabilities. 2.4 Analyse how approaches to communication and language development influence inclusive practice in relation to learners with disabilities. 2.5 Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning	How inclusive learning has been defined: individualised teaching approaches, differentiated assessment, individualised target setting, person centred planning, individualised support. The social model of disability and its impact on inclusive learning opportunities for young people with disabilities and adults: personalisation; person centred; differentiation through assessment, resource development, technology, communication, planning and teaching delivery; learning styles; behavioural management; systematic instruction; sensory communication; learner support; multidisciplinary support; impact of social model on inclusive practice. How approaches to communication and language development influence inclusive practice in relation to

		learners with disabilities: 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. The challenges involved in the implementation of a whole organisational approach to inclusive learning: cultural attitudes, abilities, knowledge and understanding, values and beliefs, own barriers.
3. Understand the impact of policy and regulatory frameworks on provision for young people and adults with disabilities.	3.1 Analyse how national, regional and local policy influence provision for young people and adults with disabilities. 3.2 Explain how current legal requirements and national policies and guidance promote the rights and well-being of learners. 3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for young people and adults with disabilities.	How national, regional and local policy influence provision and promote the rights and well-being of learners: accreditation, analysis of provision, curriculum structure analysis, life skills programmes, work based, different programme delivery methods, modular, drop in, work mentored, individualised, policy impact on transition pathways-paid and voluntary employment, day care, leisure activities, therapy services, further and higher education, evaluating support for learning-multidisciplinary support from external sources, advice and guidance services, assessment, 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, 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, impact of organisational policy, safeguarding, equality and diversity learning and inclusion.
4. Understand factors that influence the curriculum for young people and adults with disabilities.	4.1 Analyse how attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for young people and adults with disabilities. 4.2 Analyse the impact of own attitudes on professional practice. 4.3 Explain how risk assessments influence the curriculum.	How attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for young people and adults with disabilities: 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. How risk assessments influence the curriculum: access auditing, safeguarding, ethical consent, health and safety, equality of opportunity, boundaries, and good working practices.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 and LO2	All AC's under LO1 and LO2	Literature Review Case Study	Literature Review - 1000 words, inclusive of a reference list of all sources accessed. 1 x Case Study – 1000 words
LO3	All AC's under LO3	Research Report	1000 words
LO4	All AC's under LO4	Presentation	15-minute Presentation, with up to 1,000 words of speaker notes

Indicative Reading List

Avis J, Fisher R and Thompson R (eds) (2018. Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition. Open University Press

Cohen L, Manion L, and Morrison K (2011). A Guide to Teaching Practice, 5th edition. Routledge

Duckworth V, Wood, J, Dickinson J & Bostock J (2010) Successful Teaching Practice in the Lifelong Learning Sector. Learning Matters

Gould J (2012). Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series. Learning Matters

Gravells A. (2007) Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector. Further Education and Skills)

Grifith A and Burns M (2012) Outstanding Teaching: Engaging Learners. Crown House Publishing

Hattie J (2012) Visible Learning for Teachers: Maximising Impact on Learners. Routledge

Illeris K (2018) Contemporary theories of learning: learning theorists: in their own words Routeledge

Karl A and Riley A (2018) Understanding and Using Educational Theories, 2nd Edition. Sage

Petty G (2014) Teaching Today: A Practical Guide. Oxford University Press

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk.