



Ascentis Level 5 Diploma in
Teaching Disabled Learners
Specification

Ofqual Number: 601/0466/1

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

Ascentis
Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

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Ascentis Level 5 Diploma in Teaching Disabled Learners

Introduction

The Level 5 Diploma in Teaching Disabled Learners has been designed for teachers with a generic teaching qualification or trainee teachers who wish to obtain a specialist qualification in teaching disabled learners.

The Diploma is suitable for teachers, tutors and trainers who may be working in an FE college, Community Learning and Skills Provider or Independent Learning Provider and for those delivering work-based training such as within voluntary, community, private or public organisations.

Potential trainee teachers should be aware that, since 2007, they have been able to undertake a standalone qualification prior to embarking on a generic teaching qualification as well as alongside or afterwards.

There are several features of this qualification that make it very appropriate for its target learners:

- Ascentis devised assessment tasks designed to cover all the assessment criteria within the unit
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- The assessment strategy, a combination of the Personal and Professional Practice File (3PF) and assessment tasks, is a distinctive and holistic approach to the assessment requirements of the Diploma and highly relevant to learners working or intending to work with learners with disabilities or learning differences
- It can be delivered either as a standalone course or as a blended learning programme with for example the Level 5 Diploma in Education and Training
- Allows for a minimum of 50 hours of teaching practice in learning environments with disabled learners

Aims

The aims of the qualification are to enable learners:

1. To have a sound subject knowledge base for teaching disabled learners in a range of teaching and learning contexts
2. To develop the necessary knowledge, skills and attitudes for teaching disabled learners
3. To promote personal and professional development
4. To enhance the quality of teaching and learning

Target Group

This qualification is aimed at a range of learners, including:

- Teachers who may already have a recognised generic teaching qualification, but no recognised qualification in teaching disabled learners.
- Trainees who have opted to undertake the standalone qualification prior to taking a generic teaching qualification.

Ofqual Qualification Number

Ascentis Level 5 Diploma in Teaching Disabled Learners: **601/0466/1**

Rules of Combination

Ascentis Level 5 Diploma in Teaching Disabled Learners				
				Maximum credits: 45
				Minimum credit value at level of qualification or above: 45
Group A - Mandatory Units		Credit (from Group A) Mandatory units:45		
Title	Level	Credit Value	GLH	Unit ref
Understanding theories and frameworks for teaching disabled learners	5	15	40	Y/505/0759
Inclusive teaching and learning for disabled learners	5	15	40	R/505/0758
Action learning for teaching in a specialist area of disability	5	15	40	J/505/0756
Credits from equivalent units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for any unit.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 120.

Total Qualification Time

The total qualification time for this qualification is 450.

Time Limit for the Process of Credit Accumulation or Exemptions

Credit accumulation-usually within the life span of the qualification.

Links to other qualifications in the Education and Training suite

Learners are not required to have achieved a Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector or a Level 3 Award in Education and Training or a Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector or a Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training before undertaking a Level 5 Diploma in Teaching Disabled Learners.

There is no transfer of practice, and no transfer of observed and assessed practice hours, from a previously achieved Level 3 Award in Education and Training or Level 4 Certificate in Education and Training for learners who are progressing directly to the Level 5 Diploma in Teaching Disabled Learners.

Since 2007, learners have been able to undertake one of the standalone specialist qualifications prior to taking a generic teaching qualification as well as alongside (concurrently) or afterwards. If a learner already holds one of the specialist standalone qualifications and wishes to undertake a generic teaching qualification, they can use the units towards the optional credit requirement for the Level 5 Diploma in Education and Training.

The following units from the standalone specialist qualifications are available as optional units in the Level 5 Diploma in Education and Training qualification:

- Action learning for teaching in a specialist area of disability (Level 5)
- Understanding theories and frameworks for teaching disabled learners (Level 5)

Learners who have achieved one or both of these units as part of a Level 5 Diploma in Education and Training can go on to take the additional unit(s) to complete the Level 5 Diploma in Teaching Disabled Learners.

Learners who have completed the Level 5 Diploma in Teaching Disabled Learners may transfer a maximum of 50 hours of practice towards the overall minimum practice of 100 hours for the Level 5 Diploma in Education and Training (including Teaching Disabled Learners). Those learners may also transfer a maximum of two observed assessments of practice from the standalone Diploma towards the overall minimum of eight observed assessments of practice for Level 5 Diploma in Education and Training (including Teaching Disabled Learners).

Recommended Prior Knowledge, Attainment and/or Experience

As part of the selection process for entry onto this qualification programme all potential learners should be interviewed and undertake an initial assessment of their skills in English, Mathematics and ICT. All should record their development needs and, where applicable, agree an action plan to address them. If learners join the qualification programme having already completed a Level 3 PTLLS or a Level 3 Award in Education and Training and/or a Level 4 CTTLS or a Level 4 Certificate in Education and Training, their record of development needs and previous action to address them should be reviewed. Opportunities to continue to develop these personal skills should be made available across the mandatory units.

Centres need to ensure that learners are selected for suitability on the course establishing that they meet the following minimum criteria and the entry requirements further below:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults

A minimum of at least 50 hours of teaching practice is required for the Diploma. Learners must have access to this amount of practice within a teaching and learning environment with disabled learners.

Requirements for personal skills in English, Mathematics and ICT elements

Although there is no requirement for summative assessment of the literacy, numeracy and ICT personal skills minimum core elements in this qualification, it is recommended that learners should undertake an initial assessment of skills in literacy, language, numeracy and ICT prior to embarking on the course.

Age Range of Qualification

This qualification is suitable for learners aged 19+.

Opportunities for Progression

Learners without a generic teaching qualification could progress onto the following qualifications:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

Relationship to National Occupational Standards

The units for this qualification were written by LSIS and are underpinned by *new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector* (LLUK, 2007).

Resources to Support the Delivery of the Qualification

These are outlined in Appendix 8.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that learners can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learners suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents and Procedures area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Internal Assessment

To achieve the Level 5 Diploma in Teaching Disabled Learners, evidence of achievement of all the assessment criteria must be demonstrated, together with at least 50 hours of teaching practice, of which there must be at least 4 observations totalling a minimum of 4 hours. Any single observation must be a minimum of 30 minutes.

Part of the Ascentis devised assessment strategy is the Personal and Professional Practice File (3PF), detailed in a separate document. This is a dynamic document that encourages a holistic approach to the Diploma programme and develops incrementally as the learner progresses through the programme. The 3PF can be downloaded via QuartzWeb, the Ascentis E-Portal.

In addition assessment tasks are provided that supplement the 3PF to ensure coverage of all the units of the qualification. The 3PF and the assessment tasks are designed to meet the needs of learners working or intending to work within a wide range of learning environments within Education and Training. Ascentis devised assessment tasks are available but centres may devise their own if there is a rationale for moving away from the Ascentis devised assessment strategy. These will need to be approved by Ascentis prior to delivery. Centre devised assessment tasks should be submitted using the cover sheet provided in Appendix 5.

The 3PF and all assessment tasks should be internally verified within the centre. Ascentis will arrange external verification at a time convenient to the centre, and certification is available throughout the year.

Completion of the 3PF and assessment tasks

Learners need to complete the 3PF and the appropriate assessment tasks for each unit according to the rules of combination, in order to achieve the qualification. The 3PF and assessment tasks are marked within the centre by an assessor who may or may not be the tutor delivering the course. Tutors/assessors should consider whether all the assessment criteria that the 3PF/assessment tasks covers have been met. All assessment criteria across the units being taken must be achieved in order to gain the qualification.

The tutor/assessor must be confident that the work is the learner's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The Summary Record of Achievement which includes a statement on authentication should be signed by both the learner and assessor. The summary sheet is found in Appendix 1.

If learners fail to meet the required standard for any of the assessment tasks, after re-drafting and re-submitting up to three times, further support will need to be provided by the tutor and mentor in order that they are able work towards the standard. Individual Learning Plans may need to be reviewed in order that support for the learner is identified and provided.

Generic Criteria

All learners' evidence needs to demonstrate that they have met the generic criteria for each unit as well as covering the appropriate assessment criteria within the unit.

Generic and level descriptors can be found in Appendix 4.

Teaching Practice and Assessed Observations

In order to successfully achieve the Diploma, learners 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 4 observations totalling a minimum of 4 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. Appendix 3 summarises the practice requirements for the unit *Inclusive teaching and learning for disabled learners (Level 5)*. The four observations must be linked to this unit. To be eligible for the award of credit for the above unit, a learner must be able to provide evidence of four assessed observations of practice that meet

the required standard of practice. Details of the standards of practice required of trainee teachers in assessed observations are provided in Appendix 6.

Observed teaching practice should take place at regular intervals throughout the course to allow time for learner reflection and development. A pro forma is provided for the observed teaching report in Appendix 2.

It is recommended that any assessed observations of practice demonstrating the characteristics of Inadequate practice (Grade 4) identified in Appendix 6 should not be included in the total number of assessed observations of practice required for this qualification. Centres should record these observations and provide detailed developmental feedback to trainee teachers.

It is important that all records of assessed observations of practice demonstrating the characteristics of all grades (1 to 4) identified in Appendix 6 be retained. This will enable those observing and assessing practice to identify developmental points from previous observations, and to monitor trainee teachers' progress towards meeting developmental points and achieving a Good standard of practice (Grade 2) by the end of their programme. A tracking document is available to download from the website at www.ascentis.co.uk

Ascentis recommends that **at least two hours** of observed and assessed practice demonstrates Grade 2 characteristics.

In the case of learners who are already teaching, their own classes may be used for teaching practice. For other learners, teaching practice may be individually arranged in appropriate, existing classes. Any appropriate location for teaching practice will allow a trainee teacher to meet the requirements of the standards. However there are particular requirements for certain units which are detailed below. Centres should ensure that teaching practice placements enable learners to meet the requirements of the programme in relation to teaching hours, number of observations and assignments. Centres should also ensure that learners are supported by appropriately qualified staff whilst on placement. The support could be provided by the core delivery team or by a mentor, who must also meet the criteria for staff as specified in the section on centre staffing below.

Initial teacher training providers should ensure that trainee teachers have access to as many of the following elements within their teaching practice as possible:

- A number of teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a variety of learners
- Teaching individuals and groups
- Experience of non-teaching roles
- Gaining subject specialist knowledge through workplace mentoring

If the learner does not complete the required 50 hours of teaching practice within the duration of the course, the opportunity to make up the required number of hours should be provided by an agreed deadline. In these circumstances, the award of the Diploma will be withheld until the teaching practice hours are completed.

Centres will need to ensure that evidence of completion of the required amount of teaching practice is available at external verification.

Centre Devised Assessment Tasks

Centre devised assessments can be devised if there is a rationale for moving away from the Ascentis devised assessment strategy. Centre devised assessment tasks must cover all the learning outcomes and assessment criteria within the unit. They will need to be approved by Ascentis prior to delivery. Centre devised assessment tasks should be submitted on the cover sheet in Appendix 5.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal verification of this programme will be co-ordinated by a named co-ordinator at each centre, who will liaise with Ascentis. The co-ordinator may also act as the internal verifier. Internal verification will be carried out through standardisation activities including the internal verification of portfolios evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance. Further information is available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Ascentis External Verifiers will confirm the Internal Verification activities at their visit.

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

All those delivering units and/or observing and assessing practice for the Level 5 Diploma in Teaching Disabled Learners must have:

- A teaching qualification equivalent to Level 5 or above;
- A Level 4 specialist qualification or Level 5 Additional Diploma or equivalent qualification in the relevant specialist area;
- Evidence of teaching experience in the context of teaching disabled learners
- In-depth knowledge of the specialist area;
- Access to appropriate guidance and support; and
- On-going participation in related programme quality assurance processes

Centre staffing will be checked as part of the centre approval process, which will ask for copies of CV's and teaching certificates.

UNIT SPECIFICATIONS

Understanding theories and frameworks for teaching disabled learners

Credit Value of Unit: 15

GLH of Unit: 40

Level of Unit: 5

Introduction

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

Learning Outcomes	Assessment Criteria	3PF
The learner will be able to	The learner can	
1. Understand key theories and research which 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.	Part 1
	1.2 Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults.	Part 1
2. Understand factors influencing inclusive practice for disabled learners.	2.1 Analyse how inclusive learning has been defined.	Part 1
	2.2 Explain the importance of inclusive learning for disabled learners.	Part 1
	2.3 Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults.	Part 1
	2.4 Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners.	Part 1
	2.5 Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning.	Part 1
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.	Part 2
	3.2 Explain how current legal requirements and national policies and guidance promote the rights and well-being of learners	Part 2
	3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults.	Part 2
4. Understand factors that influence the curriculum for disabled young people and adults.	4.1 Analyse how attitudes to disability, including social, cultural and faith and belief influence learning opportunities for disabled young people and adults.	Part 2
	4.2 Analyse the impact of own attitudes on professional practice.	RJ
	4.3 Explain how risk assessments influence the curriculum.	PDE

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 people.	Part 2
	5.2 Explain ways to maintain relationships with parents, carers and others with an interest in the learner.	TRL
	5.3 Analyse the skills needed to work collaboratively for the benefit of disabled learners.	TRL

Indicative Content

Key theories and research which inform the teaching and learning of disabled young people and adults

- Examine the relevant theories of teaching and learning with regard to disabled learners
- Discuss and exhibit understanding of the impact of research on the teaching and learning of disabled learners and its influence on recent changes to government and world policies e.g. DDA, Equality Act, Every Child Matters (in UK), Salamanca Conference (world-wide discussion and policies).

Factors influencing inclusive practice for disabled learners

- Consider the different definitions of disability and inclusive learning e.g.
 - Social model
 - Medical model
- Labelling
- Approaches to implementing inclusive practice within educational institutions
- The adoption of the social model and its impact on inclusive provision across society and its institutions
- Exploration of language and communication development and its impact on inclusive practice relating to disabled learners.

The impact on policy and regulatory frameworks on provision for disabled adults and young people

- Explore the historical impact of policy and legislation on provision for disabled learners
- Equality and diversity
- Inclusion
- Legislation and its impact on improving access and opportunities for those with LDD at both national and local level

Factors that influence the curriculum for disabled young people and adults

- Examine and evaluate possible social, financial and cultural factors on opportunities and access for learners with LDD.
- Examine own attitudes and perceptions to disability.
- Use of risk assessments and health and safety legislation within institutions.

How to work with others to support the needs of disabled learners

- Examine provision of local and national organisations support networks and organisations in supporting those with LDD both within education and in a wider role.
- Evaluate range of skills required to ensure professional practice when working with other agencies parents, carers and professionals.

Assessment method

Completion of assessment tasks and 3PF.

Assessment Tasks
<p>Part 1 Discuss and evaluate post war legislation and its impact on improving the life experiences of those with disability /learning difference (LDD) both in the UK and world-wide.</p> <p>Examine the theoretical work which prompted changes to legislation and evaluate its continuing relevance in the creation of new legislative changes today.</p> <p style="text-align: right;">(3000 words)</p>
<p>Part 2 Investigate the local and national provision for those identified as LDD in your area. Choose one support group e.g. National Autism Society, Dyslexia Action, Action for the Blind, Deaf Vision and carry out independent research into one of these groups. Present your findings to your peers.</p>

Tutor Guidance

Please note this unit also appears in the following Ascentis qualifications:

Level 5 Diploma in Education and Training

Useful Publication

Nind M., Rix J., Sheehy K., and Simmons K. (2005) *Policy and Power in Inclusive Education- values into practice* London, Routledge

UNIT SPECIFICATIONS

Inclusive teaching and learning for disabled learners

Credit Value of Unit: 15

GLH of Unit: 40

Level of Unit: 5

Introduction

The unit aims to enable learners to provide inclusive teaching and learning for disabled learners. Learners will consider how to plan and deliver inclusive teaching and learning, how to work with others to promote the inclusion of disabled learners, and understand specialist areas of disability. Learners will also evaluate and improve their own practice.

Learning Outcomes	Assessment Criteria	Assessment / 3PF
The learner will be able to	The learner can	
1 Understand specialist areas of disability and their impact on learning.	1.1 Describe a range of impairments and the related support needs of disabled learners.	Part 1
	1.2 Analyse the impact of dual or multiple impairments on inclusive practice.	Part 1
	1.3 Explain how augmentative and alternative forms of communication are used by disabled learners.	Part 1
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.	PDE
	2.2 Plan for learning opportunities in real life contexts.	PDE
	2.3 Explain ways to use differentiated assessment approaches to support learning and measure achievement.	PDE
	2.4 Identify ways to plan support activities with learning support practitioners.	PDE OR
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.	PDE OR
	3.2 Adapt own communication to meet the individual learning needs and skills of learners.	PDE OR
	3.3 Apply differentiated assessment approaches that involve learners.	PDE OR
	3.4 Provide feedback to learners that is motivating and meaningful for further learning.	PDE OR
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; ▪ feedback from colleagues. 	TRL RJ
	4.2 Identify ways to improve own practice in teaching disabled learners.	RJ

Indicative Content

Understand specialist areas of disability and their impact on learning

- Exhibit knowledge on a range of range of disabilities/differences and possible support needs and support models.
- Show awareness of the impact of cultural, socio-economic, gender and environmental factors on individuals with LDD.
- Exhibit knowledge of and evaluate use of Augmentative and Alternative Communication (AAC) and its impact on communicating with those with LDD. This may include but not be limited to assistive technology, sign language, Macaton.

Plan inclusive teaching and learning for disabled learners

- Demonstrate an understanding of planning appropriate programmes of study/training for LDD learners.
- Demonstrate ability to plan using appropriate variety of suitable resources and knowledge of other specialists in provision and accessing potentially suitable resources.
- Use a variety of assessment methods to demonstrate starting point of learners and to create SMART targets.
- Plan and execute a programme of learning /training appropriate for individual needs, based on individual assessment results and SMART targets.
- Liaise with other learning support practitioners/professionals in the implementation of an individual's learning programme.

Use inclusive teaching and learning approaches to teach disabled learners

- Demonstrate knowledge and understanding of a variety of methods for feeding back to learners to enable them to build on and improve own skills.
- Create, use or access suitable resources to enable learners to complete learning targets.
- Use a variety of assessment methods to ensure full involvement of learners and which recognise individual needs learning experience and training.

Evaluate and improve own practice in teaching disabled learners

- Evaluate own teaching practice. Use of peer observations and evaluations; shadowing other professionals and feedback from learners.
- Use appropriate qualitative data to evaluate own practice and evaluate learner's progress via achievement of SMART targets.
- Identify ways to improve own practice.

Assessment method

Completion of assessment task and 3PF.

Assessment Task

Part 1

Discuss various disabilities /learning differences and co-morbidity of LDD and impact on learners. Evaluate use of recent advances in the use of augmentative and alternative forms of communication and their impact on those with a learning difference and /or disability (LDD) in accessing mainstream education.

2000 words

Tutor Guidance

Useful Publication

Nind M., Rix J., Sheehy K., and Simmons K. (2005) *Curriculum and Pedagogy in Inclusive Education - Values into practice* London, Routledge

UNIT SPECIFICATIONS

Action learning for teaching in a specialist area of disability

Credit Value of Unit: 15

GLH of Unit: 40

Level of Unit: 5

Introduction

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

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

Indicative Content

Understand the impact of a specific impairment on teaching and learning

- Understand specialist reports and statements – use of language, assessment materials and terminology and use this knowledge to inform programmes of study.
- Demonstrate ability to carry out independent research into a specific learning difficulty /disability.
- Apply knowledge of specialist area in a teaching capacity within a suitable educational context.
- Understand planning and assessing for learners with specific learning difficulties /disabilities.
- Demonstrate ability to plan and differentiate a programme of learning /training for an individual and / or a group of learners with specific learning difference /disability.
- Exhibit understanding of importance of timely reviews of learning programmes (SMART Targets).
- Demonstrate ability to evaluate own teaching materials / resources and lesson plans in response to individual's progress, environmental factors , socio - economic status, cultural influences, gender and LDD.

Investigate effective practice in a specialist area of disability

- Exhibit understanding of all ethical issues concerning action research with learners with LDD.
- Demonstrate awareness of methodologies and relevant theories in relation to carrying out ethical action research.

Assessment method

Completion of the assessment tasks below.

Assessment Method
<p>Assessment Tasks</p> <p>Part 1</p> <p>Describe the characteristics of a specific learning difficulty and /or difference in relation to an individual's ability to participate fully in society and access education and training according to their individual needs. Discuss possible barriers to individuals within chosen area of research in accessing fully their society, education and employment opportunities and evaluate recent legislation and its impact in attempting to eradicate these potential barriers.</p> <p style="text-align: right;">2500 words</p> <p>Part 2</p> <p>Plan and carry out an independent piece of Action Research within own teaching practice. This should follow appropriate academic guidelines for any action research including:</p> <ul style="list-style-type: none">▪ An abstract (1000 words) to be submitted to delivery team before undertaking the research. Time management plan.▪ Final report on completed action research. This should include, its potential impact (or not) on own practice and possible future impact or areas for further research; methodology used and an evaluation of chosen methodology; ethical considerations, quantitative and qualitative results and literature research. <p style="text-align: right;">5000 words</p>

Tutor Guidance

Please note that this unit also appears in the following Ascentis qualifications:

- Level 5 Diploma in Education and Training

Summary Record of Achievement

Level 5 Diploma in Teaching Disabled Learners

Learner Name _____

Minimum Credit Value of Qualification: 45

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding theories and frameworks for teaching disabled learners	5	15			
Inclusive teaching and learning for disabled learners	5	15			
Action learning for teaching in a specialist area of disability	5	15			

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

Learner Signature _____

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 _____

Internal Verifier Signature (if sampled) _____

Observed and Assessed Teaching Report

Level 5 Subject Specialist Diplomas (English: Literacy, English: ESOL, and Mathematics: Numeracy)

This pro forma can be used by centres to record the judgements made when observing and assessing learner's teaching for the Level 5 Subject Specialist Diplomas in English: Literacy, English: ESOL, and Mathematics: Numeracy. Centres are not required to use this pro forma and if they wish, can develop their own. However, centres should ensure that they cover each of the elements identified below including grading learners' teaching. Judgements relating to grading should be based on the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Handbook for the inspection of further education and skills (Ofsted 2012). The pro forma also identifies assessment criteria from the Level 5 Subject Specialist Diplomas in English: Literacy, English: ESOL, and Mathematics: Numeracy that learners can meet and/or partially meet in their practical teaching. Whilst it is not essential for learners to demonstrate that they meet each of the assessment criteria identified below during observations of their practice, it is likely that they will generate some relevant evidence in relation to some and/or all of these criteria. Centres may wish to draw on this evidence to demonstrate learners' achievement of particular assessment criteria. It should be noted that the list of assessment criteria identified below is not intended to be exhaustive. Centres may identify other assessment criteria which learners can meet in their practice.

Key to abbreviations:

- LTL: Literacy teaching and learning (level 5)
- ETL: ESOL teaching and learning (level 5)
- NTL: Numeracy teaching and learning (level 5)

Level 5 Subject Specialist Diplomas (English: Literacy, English: ESOL, and Mathematics: Numeracy)

Learner name:	Observer name and status: (tutor/mentor)	Observation number: (1 2 3 4)
Course/group taught:	Subject/topic	Location of session:
Time of session: From: To:	Duration of observation: From: To:	Date of observation:
Name of qualification:		
Action points from previous observations to be addressed in this session		

Planning and preparation	Links to assessment criteria	Observer's comments
Clarity and content of scheme of work	LTL 2.1 & 2.2; ETL 2.1 & 2.2; NTL 1.1 & 1.2;	

<p>Clarity and content of session plan including:</p> <ul style="list-style-type: none"> • Expression of learning outcomes • Appropriateness of session structure • Range and appropriateness of teaching and learning approaches and activities • Range and appropriateness of teaching and learning resources • Range and appropriateness of assessment methods and activities • Identification of strategies for differentiation 	LTL 2.1 & 2.2; ETL 2.1 & 2.2; NTL 1.1 & 1.2;	
Quality of learning resources/materials	LTL 2.2; ETL 2.2; NTL 1.2;	
Organisation and safety of learning environment	LTL 2.1; ETL 2.1; NTL 1.1;	

Teaching, learning and assessment	Links to assessment criteria	Observer's comments
Completion of administrative requirements of lesson	LTL 4.4; ETL 4.4; NTL 2.4;	

Clarity of introduction to lesson	LTL 3.1 & 3.2; NTL 3.1;	
Clarity of links to previous learning	LTL 3.1 & 3.2; LETL 3.1 & 3.2; NTL 3.2;	
Effectiveness of checks on previous learning	LTL3.1 & 4.2; ETL 3.1; NTL 3.2;	
Effectiveness of use of teaching and learning approaches, activities and resources to meet individual learning needs	LTL 3.1 & 3.2; ETL 3.1 & 3.2; NTL 3.2;	
Clarity and appropriateness of verbal communication	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 4.1 - 4.4;	
Appropriateness of non-verbal communication	LTL 3.1; 4.1 & 4.2; ETL 3.1; 4.1 & 4.2; ETL 3.1; 4.1 & 4.2; NTL 4.1 – 4.4;	

Effectiveness of questioning techniques	LTL3.1, 4.1, 4.2 & 4.3; ETL 3.1; 4.1, 4.2 & 4.3; NTL 2.1; 2.2 & 4.1 4.4;	
Effectiveness of listening skills	LTL 3.1, 4.2 & 4.3; ETL 3.1, 4.2 & 4.3; NTL 2.1, 2.2 & 3.2;	

Effectiveness of responses to learners' questions	LTL 3.1, 4.1, 4.2 & 4.3; ETL 3.1, 4.1, 4.2 & 4.3; NTL 2.1, 2.2;	
Appropriateness of pace of lesson	LTL 3.1 & 4.2; ETL 3.1 & 4.2; NTL 2.3 & 3.2;	
Teacher's expertise in and enthusiasm for the specialist area	LTL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4; ETL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4; NTL 1.1, 1.2, 2.1, 2.3, 3.2, 4.1 – 4.4;	
Effectiveness of promotion of equality and diversity	LTL 3.1; ETL 3.1; NTL 3.2;	
Effectiveness of integration of English, Mathematics and ICT skills	LTL 3.2; ETL 3.2; NTL 3.2 & 4.1 – 4.4;	
Quality of support for individual learning needs	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 2.3, 3.2 & 4.1 – 4.4;	
Effectiveness of classroom / behaviour management	LTL 3.1; ETL 3.1; NTL 3.1 & 3.2;	
Level of engagement, motivation and interest of learners	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 3.1, 3.2, 4.1 – 4.4 & 2.3;	
Level of co-operation and interaction of learners	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 3.1, 3.2, 4.1 – 4.4 & 2.3;	

Extent of learners' progress	LTL 3.1, 3.2 & 4.2; ETL 3.1, 3.2 & 4.2; NTL 2.3, 3.2 & 4.1 – 4.4;	
Effectiveness of conclusion to lesson	LTL 3.1; ETL 3.1: NTL 3.2;	
Level and appropriateness of teachers' expectations of learners	LTL 3.1, 3.3, 4.1 & 4.2; ETL 3.1, 3.3, 4.1 & 4.2; NTL 2.2, 2.3, 3.2;	
Level of learners' understanding of assessment activities and requirements	LTL 4.2; ETL 4.2; NTL 2.3;	
Effectiveness of use of assessment methods and activities to assess learning and meet the individual needs of learners	LTL 4.1 & 4.2; ETL 4.1 & 4.2; NTL 2.1 & 2.3;	

Effectiveness of monitoring of and checks on learning	LTL 4.2; ETL 4.2; NTL 2.3;	
Quality and effectiveness of verbal and written feedback to learners	LTL 4.2; ETL 4.2; NTL 2.3;	
Content and accuracy of assessment records	LTL 4.4; ETL 4.4; NTL 2.4	

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Summary Review

Key strengths	
Key areas for development	
Progress towards meeting action points identified in previous observations	
The learner has, on the basis of the observed session, demonstrated the characteristics of grade	Please indicate 1, 2, 3 or 4
Observer's signature	Date

Learner Reflections

Reflections on observed session

Reflection on observer feedback

Action points / plan

Learner's signature

Date

Summary of Practice Requirements for the Mandatory Units

Unit	Practice requirement	Observation and assessment of practice requirement	Notes on requirements
Inclusive teaching and learning for disabled learners Level 5	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. 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; totalling 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 previously achieved teaching or training qualifications.</p>
Understanding theories and frameworks for teaching disabled learners Level 5	No	No	n/a
Action learning for teaching in a specialist area of disability Level 5	No	No	n/a

Level 5 Descriptors

Level Descriptor Extract Level 5				
Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	<p>Use practical, theoretical or technical understanding to find ways forward in broadly defined, complex contexts.</p> <p>Analyse, interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature and scope of the area of study or work.</p> <p>Understand different perspectives or approaches or schools of thought and the reasoning behind them.</p>	<p>Address broadly-defined, complex problems.</p> <p>Determine, adapt and use appropriate methods and skills.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>	<p>Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others.</p> <p>Exercise autonomy and judgement within broad parameters.</p>

QCA (2007) *Level Descriptors for positioning units in the Qualifications and Credit Framework tests and trials* (Version 2) London. QCA

Generic Level 5 Descriptors

By the end of the programme, learners will be able to demonstrate:

A critical reflection of the relationship between theory and practice
 Critical evaluation of key concepts and principles in their area of study
 Critical application of their knowledge and understanding of key concepts and principles to personal and professional practice
 Evidence of detailed research and reading, including professional publications
 Concise, precise academic writing showing evidence of detailed planning
 Clear analysis and development of ideas and arguments
 Utilisation of the Harvard bibliographical referencing system
 Effective communication of information and arguments to a range of audiences
 Accurate use of grammar, punctuation and spelling
 Critical analysis of and critical reflection on concepts and evidence to support a particular point of view
 Accurate use of numerical calculations and interpretation of data
 Use of Information and Communication Technology
 Evidence of commitment to working within a professional value base

Cover Sheet for Centre Devised Assessment Tasks

Cover Sheet for the Submission of Assessment Tasks for qualifications within the Education and Training suite of qualifications for approval by Ascentis

Qualification Title	
Qualification Subject Code	Qualification Level
Title of the Assessment Tasks	
Centre Name	
Name of Coordinator	
Signature of Coordinator	Date

Please enclose the assignments for approval together with this cover sheet and return to qualityassurance@ascentis.co.uk. Within each assignment mapping of the tasks to the assessment criteria must be included and the assessment tasks should cover all the assessment criteria of the unit at a particular level.

Please list in the box below any additional information that you may wish to give in support of this submission. (You may attach a separate sheet)

Additional Information in Support of the Submission

For Ascentis use only		
Approved	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		Referred <input type="checkbox"/>
Ascentis Quality Manager Signature		
Date		

Observation Grading Characteristics

Standards of practice required of trainee teachers in assessed observations

The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012) states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominately good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use as, a point of reference and guidance, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the *Handbook for the inspection of further education and skills (Ofsted, 2012)*.

Grading Characteristics

Outstanding (Grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.
- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.
- Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.
- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.
- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.
- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.
- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.
- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning progression.

Good (Grade 2)

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources including ICT and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

Requires improvement (Grade 3)

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.
- There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress. Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.
- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.
- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.

- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.
- The teaching of English, mathematics and functional skills is satisfactory overall.
- The promotion of equality and support for diversity in teaching and learning are satisfactory.
- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

Inadequate (Grade 4)

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.
- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.
- Staff lack expertise and the ability to promote learning.
- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.
- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.
- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

Glossary

The table gives definitions for each of the terms and acronyms used in this document

Acronym/Term	Definition
BIS	Department for Business, Innovation and Skills
Credit	One credit equates to ten notional hours of learning (QCF)
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Microteaching	An activity where trainee teachers prepare and deliver a short teaching and learning session to their peers following which they evaluate their practice
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	(Award in) Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

Resources to Support the Delivery of the Qualification

This list of resources is intended to be used by teacher educators to inform the planning and delivery of their teaching training programmes. They may wish to put together a collection of 'readings' for their learners. These readings might consist of a chapter or part of a chapter from a text book, a journal article or a summary from a research report. These readings are a way of encouraging students to not only read round a subject or topic, but to explore a range of views or theoretical perspectives which demonstrates that teaching is a contested activity with a wide range of viewpoints on how it should be done. The important point for students is to be comfortable in using other people's views and ideas in their own written work so long as they acknowledge them. The list below is not exhaustive, but illustrates a sample of resources currently available.

Books

- Appleyard N & Appleyard K (2010) *Communicating with Learners in the Lifelong Learning Sector* Exeter Learning Matters
- Avis J Fisher R & Thompson R (Editors) (2010) *Teaching in Lifelong Learning: A Guide to Theory and Practice* Maidenhead Open University Press
- Ayers H (2006) *An A to Z Practical Guide to Learning Difficulties* London David Fulton Publishers
- Black P et al (2003) *Assessment for Learning: putting it into practice* Maidenhead Open University Press
- Cowley S (2006) *Getting the Buggers to Behave* London Continuum
- Duckworth et al (2010) *Successful Teaching Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Gardner H (1993) *Multiple Intelligences: The Theory in Practice* New York Basic Books
- Gravells A (2012) *Preparing to Teach in the Lifelong Learning Sector: The New Award* Exeter Learning Matters
- Gravells A & Simpson S (2012) *Equality and Diversity* Exeter Learning Matters
- Gravells A (2016) *Principles and Practice of Assessment* Exeter Learning Matters
- Hill C (2008) *Teaching with e-learning in the Lifelong Learning Sector* (2nd Edn) Exeter Learning Matters
- Hillier Y (2009) *Reflective teaching in further and adult education* (2nd Edn) London Continuum
- Kolb D A (1984) *Experiential Learning: Experience as the Source of Learning and Development* London Pearson Prentice Hall
- Maslow A (1987) *Motivation and Personality* (Rev Edn) London Longman
- NIACE (2009) *Readability: How to produce clear written materials for a range of readers* Leicester NIACE. Available as a free download at: <http://shop.niace.org.uk/readability.html>
- Petty G. (2009) *Evidence Based Teaching A Practical Approach* (2nd Edn) Cheltenham Nelson Thornes
- Petty G. (2009) *Teaching Today A Practical Guide* (5th Edn) Cheltenham Nelson Thornes

- Powell S & Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector* Exeter Learning Matters
- Reisenberger A & Dadzie S (2002) *Equality and Diversity in Adult and Community Learning: A Guide for Managers* London LSDA
- Schön, D.A. (1987), *Educating the Reflective Practitioner* San Francisco CA Jossey-Bass
- Tummons J (2011) *Assessing Learning in the Lifelong Learning Sector* (3rd Edn) Exeter Learning Matters
- Wallace S (2011) *Teaching Tutoring and Training in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S (2007) *Managing Behaviour in the Lifelong Learning Sector* Exeter Learning Matters
- Wallace S & Gravells J (2007) *Mentoring* (2nd Edn) Exeter Learning Matters
- Wenger E (1998) *Communities of Practice: Learning, meaning and identity*, Cambridge, Cambridge University Press
- Wood J & Dickinson J (2011) *Quality Assurance and Evaluation in the Lifelong Learning Sector* Exeter Learning Matters

Research reports

- Barton D (2003) *Models of Adult Learning* London NRDC
- Casey et al (2007) *You wouldn't expect a maths teacher to teach plastering* London NRDC
- (2010) *Teacher Education for Inclusion: An International Literature Review*. Brussels European Agency for Development in Special Needs Education

Government reports

- DfES/Standards Unit (2004) *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector* Annesley: DfES Publications
- DfES (2006) *Further Education: Raising Skills, Improving Life Chances* Norwich: The Stationary Office
- Department of Education and Employment (1999) *The Moser Report: A Fresh Start – Improving Literacy and Numeracy*, London: DfEE
- FEFC (1996) *The Tomlinson Report: Inclusive Learning*, London: HMSO
- Ofsted (2008) *The Initial Training of Further Education Teachers* London : Ofsted

Journals

- Action in Teacher Education
- British Journal of Education Studies
- International Journal of Lifelong Learning
- Journal of Education Policy,
- Journal of Education and Work
- Journal of Education for Teaching
- Journal of Literacy Research
- Journal of Vocational Education and Training
- Research in Post Compulsory Education
- Teaching Education
- Teaching in Lifelong Learning

Journal articles

- Atkins, Liz (2011) A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector. In: *55th International Council on Education for Teaching World Assembly 2011*, 11th 14th July 2011, Glasgow, Scotland. (Unpublished) Available at: <http://eprints.hud.ac.uk/11763/>
- Hopley, Janet (2011) The Shoebox activity: a powerful tool for learning. *Teaching in lifelong learning: a journal to inform and improve practice*, 3 (2). pp. 39-48.
Available at: <http://eprints.hud.ac.uk/12031/1/Hopleyvol3no2doi.pdf>
- Bathmaker, Ann-Marie and Avis, James (2005) Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice in: *Journal of Education for Teaching*, Volume 31, Number 1 pages 47 – 62
- Lucas, Norman (2007) 'Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach' in: *Teaching Education*, Volume 18, Number 2 pages 93 - 106

Magazines

Reflect: available at www.set.et-foundation.co.uk

Adults Learning, NIACE (Monthly journal)

Education Guardian (Tuesday) or www.education.guardian.co.uk

Useful websites

Access for All (2002) DfES <http://rwp.excellencegateway.org.uk/Access%20for%20All/>

Excellence Gateway Basic Skills for Adults with Learning Difficulties and Disabilities

<http://webarchive.nationalarchives.gov.uk/20081217165958/http://excellence.gia.org.uk/page.aspx?o=BSFAintro>

Update magazine <http://www.excellencegateway.org.uk/node/20171>

Department for Education <http://www.education.gov.uk/>