## LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>ASSESSMENT CRITERIA</th>
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</thead>
</table>
| 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  
1.2. Analyse the impact of dual or multiple impairments on inclusive practice  
1.3. Explain how augmentative and alternative forms of communication are used by disabled learners |
| 2. Understand how to work with others to support the needs of disabled learners | 2.1. Explain the role of organisations and networks which can offer services and support to disabled people  
2.2. Explain ways to maintain relationships with parents, carers and others with an interest in the learner  
2.3. Analyse the skills needed to work collaboratively for the benefit of disabled learners |
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<td>The learner will:</td>
<td>The learner can:</td>
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| 3. Be able to plan inclusive learning and teaching for disabled learners | 3.1. Plan personalised programmes of learning to meet the individual learning and support needs of disabled learners  
3.2. Plan for learning opportunities in real life contexts  
3.3. Explain ways to use differentiated assessment approaches to support learning and measure achievement  
3.4. Identify ways to plan support activities with learning support practitioners |
| 4. Be able to use inclusive learning and teaching approaches | 4.1. Apply approaches, methods, activities and resources to meet the individual learning and support needs of disabled learners  
4.2. Adapt own communication to meet the individual learning needs and skills of learners  
4.3. Apply differentiated assessment approaches that involve learners  
4.4. Provide feedback to learners that is motivating and meaningful for further learning |
**Unit Title:** Inclusive Learning and Teaching for Disabled Learners  
**Unit Level:** Five  
**Unit Credit Value:** 15  
**GLH:** 40  
**AIM Awards Unit Code:** GB1/5/EA/011  
**Unique Reference Number:** L/503/5787

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| 5. Be able to evaluate and improve own practice | 5.1. Reflect on ways to improve own practice drawing on feedback from others  
5.2. Engage in continuing personal and professional development opportunities to improve own practice in teaching disabled learners  
5.3. Evaluate the impact of continuing personal and professional activities on own practice |

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<thead>
<tr>
<th>Owner:</th>
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<tbody>
<tr>
<td>Unit Grading Structure</td>
<td>PASS</td>
</tr>
<tr>
<td>Sector Subject Areas (SSA)</td>
<td>13.1 Teaching and Lecturing</td>
</tr>
<tr>
<td>Unit Review Date</td>
<td>31/12/2015</td>
</tr>
<tr>
<td>Availability for Use</td>
<td>Shared</td>
</tr>
<tr>
<td>Restricted organisations</td>
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<tr>
<td>Assessment Guidance – mandatory</td>
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<tr>
<td>Equivalences</td>
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</table>
ASSESSMENT INFORMATION
Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION
Centre devised assessment tasks should be approved by the internal or external verifier for the course before delivery takes place in order to ensure the assessment is fit for purpose and meets the standards required.

Unit Summary
The purpose of the unit is to enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of disabled learners. It includes how to create a learning environment that engages and motivates disabled learners.

Indicative Content
Delivery Requirements/Recommendations
Inclusive learning practice and what it means for lifelong learning teachers.

Range and impact of impairments.

Range of communication forms used by disabled learners.

Collaboration between practitioners in provision for disabled learners.

Active learning and learner-centred approaches including, e.g., assessment for learning, differentiation, experiential learning, multi-sensory learning.

Approaches to planning learning for disabled learners.

Selecting learning activities in relation to learning outcomes and learner needs.
The use of information and communication technologies in learning and teaching with disabled learners.

Inclusion challenges for teachers and learners and factors affecting learning, e.g., barriers to learning, learner perceptions, self confidence, prior experience, interest, motivation, socio-cultural influences.

Strategies to promote learner motivation.

Role of constructive assessment and feedback in motivating learners.

Relating theory and practice.

Identification of own skills needs and development.

**Recommended Reading**


Lingard T (1996) Why our theoretical models of integration are inhibiting effective integration. Emotional and Behavioural Difficulties. 1(2) 39-45


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