This unit has 4 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
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<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
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</tbody>
</table>
| 1. Understand key theories and research which inform the learning and teaching of disabled young people and adults | 1.1. Analyse how theories of learning inform learning and teaching practice in relation to disabled learners  
                                   | 1.2. Explain the importance of research in the development of learning and teaching opportunities for disabled young people and adults  
                                   | 1.3. Explain how theory and research inform own practice                           |
### LEARNING OUTCOMES

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<tr>
<td>2. Understand factors influencing inclusive practice for disabled learners</td>
<td>2.1. Analyse how inclusive learning has been defined</td>
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<td>2.2. Explain the importance of inclusive learning for disabled learners</td>
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<td>2.3. Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults</td>
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<td>2.4. Analyse how approaches to communication and language development influence practice in relation to disabled learners</td>
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<td>2.5. Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning</td>
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### LEARNING OUTCOMES

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| 3. Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults | 3.1. Analyse how national, regional and local policy influence provision for disabled young people and adults  
3.2. Explain how current legal requirements and national policies and guidance promote 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 disabled young people and adults |
| 4. Understand factors that influence the curriculum for disabled young people and adults | 4.1. Analyse how attitudes to disability, including social, cultural, and faith and belief influence learning opportunities for disabled young people and adults  
4.2. Analyse the impact of own attitudes on professional practice  
4.3. Explain how risk assessments influence the curriculum |
Unit Title: Understanding Theories and Frameworks for Teaching Disable Learners

Unit Level: Five
Unit Credit Value: 15
GLH: 40
AIM Awards Unit Code: GB1/5/EA/019
Unique Reference Number: J/503/5786

Owner: LSIS

Unit Grading Structure: PASS
Sector Subject Areas (SSA): 13.1 Teaching and Lecturing
Unit Review Date: 31/12/2015
Availability for Use: Shared
Restricted organisations: N/A
Assessment Guidance – mandatory: N/A
Equivalences: N/A
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
This unit requires the candidate to explore varied aspects of working with disabled learners, including theory and practice. Legislation and policies are examined, as are the candidate’s own values and practice. The candidate is required to study attitudes to disability and the importance of the creation of an inclusive learning environment for the promotion of learning.

Indicative Content
Delivery Requirements/Recommendations
Theories of learning and research – impact on teaching disabled learners and their learning
Inclusive learning practice and what it means for lifelong learning teachers, implications for whole organisational approach and individual practice.

Approaches to planning learning for disabled learners.

Selecting learning activities in relation to learning outcomes and learner needs.

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

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.
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Range of communication forms used by disabled learners.

The use of information and communication technologies in learning and teaching with disabled learners.

National, local and organisational policies in relation to teaching disabled learners.

Legislative requirements for working with disabled learners.

Risk assessment – importance of carrying out risk assessments, implications for organisation.

Attitudes to disability.

Impact of own attitudes on teaching 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

