

Unit Title:	Notetaking Skills For Support Staff Working With Sensory Impaired Learners
Unit Level:	3
Unit Credit Value:	3
GLH:	21
LASER Unit Code:	WJI013
Ofqual Unit Code:	L/651/9561

This unit has 6 learning outcomes.

Learning Outcome (The Learner will):		Assessment Criteria (The Learner can):	
1.	Know why it is important to take notes which meet the needs of individual learners with a sensory impairment.	1.1.	Explain the need for notetakers to make bespoke and contingent notes to meet the needs of individual learners with a sensory impairment.
2.	Know about the issues involved in notetaking for sensory impaired learners.	2.1.	Analyse the issues to be considered when notetaking for sensory impaired learners in each of the following situations: <ul style="list-style-type: none"> • lecture • workshop • seminar • presentation • multimedia session and • out of class learning.
3.	Be able to produce bespoke, accessible notes for sensory impaired learners.	3.1	Produce notes for sensory impaired learners using the standardised features and components of notetaking: <ul style="list-style-type: none"> • page layout/page format including use of margins • preferred format e.g. font styles, size, colour, line spacing, images per page, key labelling (links with identifying important information) • proofing tools • important and missed information.
		3.2	Make and present notes for the continuous assessment of a learner with a sensory impairment.
		3.3	Use appropriate digital and non-digital, tools to support production of notes.
4.	Know how Artificial Intelligence (AI) supports notetaking for sensory impaired learners.	4.1	List AI tools that support appropriate use when notetaking in the following instances: <ul style="list-style-type: none"> • Proofing • Writing
		4.2	Identify tools that can be used to differentiate STEM subjects into accessible formats
		4.3	Explain how tools can be applied to support bespoke notes.
		4.4	Evaluate AI tools that support notetaking, explaining when and how they support the notetaking process:

			<ul style="list-style-type: none"> • LaTeX to express math constructs • Specialist Technical language • Tools to differentiate STEM subjects into accessible formats • Prose.
		4.5	Identify when and how AI tools can be used to support the notetaking process.
5.	Know about the role of specialist notetakers as part of a learner's support team.	5.1	Explain the role and professional boundaries of: <ul style="list-style-type: none"> • the specialist notetaker and • other professionals within a support team.
		5.2	Outline current legislation and safeguarding guidance in relation to learners with a sensory impairment.
6.	Be able to produce documents to underpin notetaking support for sensory impaired learners.	6.1	Develop own good practice guidance for providing sensory impaired learners with bespoke notetaking services.

Assessment Guidance:

AC 5.2 The Equality Act 2010 and safeguarding guidance regarding learners with a sensory impairment must be included.

Applicable legislation and statutory guidance are to be considered and to underpin all assessment criteria within this unit.

6.1 Could take the form of a report or short process guide.

Additional Information:

NA