

<b>Unit Title:</b>	<b>Understanding Theories And Frameworks For Teaching Disabled Learners</b>
<b>Unit Level:</b>	<b>Level 5</b>
<b>Unit Credit Value:</b>	<b>15</b>
<b>GLH:</b>	<b>40</b>
<b>LASER Unit Code:</b>	<b>WJB440</b>
<b>Ofqual Unit Code:</b>	<b>Y/505/0759</b>

This unit has 5 learning outcomes

<b>LEARNING OUTCOMES</b>		<b>ASSESSMENT CRITERIA</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
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
		1.2	Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults
2.	Understand factors influencing inclusive practice for disabled learners	2.1	Analyse how inclusive learning has been defined
		2.2	Explain the importance of inclusive learning for disabled learners
		2.3	Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults
		2.4	Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners
		2.5	Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning
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 the rights and well-being of disabled 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 and cultural attitudes and faith and belief, influence learning opportunities for disabled young people and adults
		4.2	Analyse the impact of own attitudes on professional practice

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		4.3	Explain how risk assessments influence the curriculum
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 learners
		5.2	Explain ways to maintain relationships with parents, carers and others with an interest in the learner
		5.3	Analyse the skills needed to work collaboratively for the benefit of disabled learners

<b>Assessment Guidance:</b>
NA

<b>Additional Information:</b>
NA