



PART OF nocn GROUP

QUALIFICATION SPECIFICATION

Suite of Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom Qualifications

NOCN Level 2 Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom Qualifications

Qualification No: 600/6942/9

NOCN Level 3 Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom Qualifications

Qualification No: 600/6944/2

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3.0 – March 2019

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: 0300 999 1177

Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres who wish to offer the NOCN Level 2 and 3 Awards in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom.

The qualification is relevant to organisations within the sector, and organisations that employ staff for the sector.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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NOCN Level 2 and 3 Awards in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom

The NOCN Level 2 and 3 Awards in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom aims to improve services within the education sector for people with Attention Deficit Hyperactivity Disorder (ADHD). The focus is to develop strategies that people can use to make the service they offer more effective by understanding of the needs of this group and adapting services to address those needs.

The aim of the qualification is to:

- Define what ADHD means.
- Understand the impact that ADHD has on a person.
- Be able to modify the impact that ADHD has on learning.
- Identify key principles of positive behaviour management.

The learner who gains this qualification will be able work more effectively with people with ADHD and develop appropriate strategies to support the needs of this group within the mainstream education sector.

This qualification is suitable for learners aged **19** years or over.

The qualification is particularly suitable for those who already work in the field or who are looking to move into this area of work. It would be particular beneficial to unemployed people as they would acquire new skills and have the advantage of a qualification in the field.

Entry Requirements

An appropriate level of written and spoken English is required and an interest in people with ADHD. It is not a requirement to already be working within the sector but the qualification will be of use to those who might be looking to do so in the future.

Qualification Structure

The NOCN Level 2 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom is a 2 credit qualification with a Total Qualification Time (TQT) of 20 including 12 Guided Learning Hours (GLH). Learners **must** achieve 2 credits from the mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom	2	2	Mandatory	J/504/4553

The NOCN Level 3 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom is a 2 credit qualification with a Total Qualification Time (TQT) of 20 including 12 Guided Learning Hours (GLH). Learners **must** achieve 2 credits from the mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom	3	2	Mandatory	Y/504/4556

Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study

- or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

Centre Information

Offering the qualification

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Level 2 and 3 Awards in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom, lease contact: business-enquiries@nocn.org.uk.

If you are ready to add the qualifications to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account and Sector Manager.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

External Verification

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

Tutor/Assessor

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies. They should:

- Be technically competent in understanding the special educational needs of learners and/or have experience of providing training within the subject area; this experience must be, as a minimum, at the same level as the training being delivered.
- Be occupationally knowledgeable in the area of ADHD for which they are delivering training; this knowledge must be, as a minimum, at the same level as the training being delivered.
- Hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training minimum Level 3 within 12 months of taking up the tutor role.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Verifier is able to demonstrate the following competencies. They should:

- Be technically competent in understanding the special educational needs of learners and/or have experience of providing training; this experience must be, as a minimum, to the same level as the training being delivered.
- Be occupationally knowledgeable in the area of ADHD for which they are verifying; this knowledge must, as a minimum, be to the same level as the training being delivered.

NOCN supports and recognises centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

Unit Information

The NOCN Level 2 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom is made up of 1 mandatory unit; when completed, it provides the learner with a good grounding in understanding the needs of learners with ADHD when working at within the education sector.

The NOCN Level 3 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom is made up of 1 mandatory unit; when completed, it provides the learner with a good grounding in understanding the needs of learners with ADHD when working in the educational sector.

To achieve either of these qualifications a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within the unit. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows, with an indication of a scope of learning that would be required to cover the assessment criteria. This list is indicative, not exhaustive.

Units

Unit Title:	Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom
Unit Level:	Two
Unit Credit Value:	2
GLH:	16
Ofqual Unit Reference Number:	J/504/4553

Purpose of the Unit

The purpose of the unit is to gain a deeper understanding of ADHD and the impact of the condition on the individual and their behaviour and learning in the classroom environment. The unit explores aspects of positive behaviour management and examines how the impact of ADHD on learning can be modified.

The unit specification maps the assessment criteria against each learning outcome.

All the criteria must be met if the outcome is to be achieved.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know what Attention Deficit Hyperactivity Disorder (ADHD) means.	1.1. Identify the meaning of ADHD. 1.2. Identify the causes of ADHD. 1.3. Identify facts which dispel myths surrounding ADHD. 1.4. Identify theories relating to the causes of ADHD.
2. Be able to identify the impact that ADHD has on a person.	2.1. Identify outward signs of ADHD. 2.2. Identify conditions often associated with ADHD, stating the impact of each on the individual. 2.3. Identify medications for ADHD, stating the known side effects.
3. Be able to modify the impact that ADHD has on learning.	3.1. Explain what effects ADHD has on an individual in an educational context. 3.2. Describe how to plan and adapt lessons in order to engage and motivate learners with ADHD. 3.3. Describe ways in which teaching and learning resources can be modified to meet the needs of learners with ADHD.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Be able to identify key principles of positive behaviour management.	4.1. Describe how to overcome common behaviour traits in order to support learning. 4.2. Provide examples of how to prevent occurrences of poor behaviour in the classroom. 4.3. Explain approaches used to adjust the classroom environment to improve behaviour.

Scope of learning for the unit

Learning Outcome 1 (LO1): Know what Attention Deficit Hyperactivity Disorder (ADHD) means.

This learning outcome covers the definition of the term ADHD and looks at the myths and facts surrounding ADHD. The LO does expect the learner to give examples of common misconceptions and demonstrate knowledge of the theories surrounding the causes of ADHD. Information can be drawn from a number of sources including learning materials, the internet and textbooks.

To achieve the learning outcome the learner must show evidence of learning in the following areas:

- AC 1.1. Identify the meaning of ADHD.

To achieve this AC it is important that the learner is aware of the meaning of Attention Deficit Hyperactivity Disorder and to be able to explain what it means. Learners can research the meaning of the term through a range of methods including learning materials, the internet, online video clips and textbooks. To achieve this AC, the learner will be required to describe to a colleague several of the characteristics of a person with ADHD and write it up in the handbook.

- AC 1.2. Identify the causes of ADHD.

For this AC learners are expected to be able to provide notes relating to the known causes of ADHD, and give details of at least 2 of the reported causes of ADHD. The statement of causes, with a short description of each, should be written up.

- AC 1.3. Identify facts which dispel myths surrounding ADHD.

This AC requires the learner to acknowledge at least 2 of the well-known myths surrounding the causes of ADHD and be able to confirm at least 2 of the known facts. This can be achieved by completion of a sorting task within a group activity which is

observed by the assessor. It may be of use for learners to understand their own misconceptions and how a lack of information can lead to discrimination.

- AC 1.4. Identify theories relating to the causes of ADHD.

There are many theories relating to the causes of ADHD and these are described in the research papers of various institutions. To meet this AC, learners will need to be able to identify and summarise at least two theories and give reasons for their credibility/reliability. Information regarding these can be obtained using the course materials, internet and textbooks.

Learning Outcome 2 (LO2): Be able to identify the impact that ADHD has on a person.

The aim of this LO is to have a greater understanding of the impact which ADHD has on a person during everyday life. The learner should be able to describe the impact, and this could include a sense of frustration that the person has often been described as 'naughty' or 'difficult', or perhaps mention the influence of medication on their behaviour (for example). To achieve this LO, it is possible to use a pen picture to describe an individual who has ADHD and how this impacts on them as a person. If the learner does not have experience of being around people with ADHD, they can use references such as case studies, textbooks, learning materials and the internet.

To achieve this learning outcome the learner must show evidence of learning in the following areas:

- AC 2.1. Identify outward signs of ADHD.

This AC requires that at least 2 outward signs of ADHD are recognised and documented. Alongside each outward sign the learner may provide a short explanation of the impact it may have on a person in a particular setting. For example, if the outward sign is 'impulsive activity or action', the learner could refer to how this may be difficult to manage in everyday life.

- AC 2.2. Identify conditions often associated with ADHD, stating the impact of each on the individual.

To achieve this AC, learners must record their knowledge of at least two other conditions which run alongside ADHD and give a short explanation of these conditions. This information can be gained from researching the internet, textbooks or other learning materials.

- AC 2.3. Identify medications for ADHD, stating the known side effects.

There are several well-known medications which are prescribed for people who experience ADHD. This AC can be achieved by naming at least two of these

medications, with a bulleted list of side effects for each one. A group discussion is an acceptable way to gain this AC. The discussion can be driven by information from the course learning materials or internet research.

Learning Outcome 3 (LO3): Be able to modify the impact that ADHD has on learning.

It is clear that a person who has ADHD will encounter difficulties in a learning environment due to the nature of the condition. This LO needs to relate the necessary characteristics of a typical 'mainstream' student in the classroom and consider how this differs from someone who has ADHD. Learners should relate how the symptoms of ADHD are a barrier to learning. It is of key importance to give examples of how to help the person with ADHD to overcome the barriers they face when trying to engage in learning in a controlled environment.

To achieve this learning outcome the learner must show evidence of learning in the following areas:

- AC 3.1. Explain what effects ADHD has on an individual in an educational context.

Using information and data gained in LO1 and LO2, consider the signs and symptoms of ADHD and describe how this will be a hindrance when in the classroom. To achieve this AC, learners need to give at least two examples of the characteristics of a student. These characteristics should be compared with two symptoms of ADHD to demonstrate the obstacles which a person with ADHD would face. For AC3.1, learners could watch a video and discuss their findings.

- AC 3.2. Describe how to plan and adapt lessons in order to engage and motivate learners with ADHD.

A variety of pedagogical methods are known to be of benefit to a person with ADHD. This AC will require the learner to provide two strategies for making reasonable adjustments to lesson planning for a person with ADHD in the classroom. Each strategy should be accompanied by a short explanation of why it may be of benefit to use the particular approach with a person who has ADHD. Learners may achieve this AC by creating or designing a checklist of things to consider or templates to use. An acceptable response can include physical location and seating plans.

- AC 3.3. Describe ways in which teaching and learning resources can be modified to meet the needs of learners with ADHD.

This AC runs alongside AC3.2 in that it requires an element of forethought to adapt resources and materials to make available for a person with ADHD. Learners must demonstrate knowledge of at least two easy adaptations to resources and explain why they will be of benefit for a person who has ADHD. A collection of resources can be provided as stimuli for this AC, and learners can annotate their ideas on the resources as evidence.

Learning Outcome 4 (LO4): Be able to identify key principles of positive behaviour management.

Positive behaviour management works well in any learning environment and for all learners. However there are some elements which particularly pertain to a person with ADHD, some of which will correlate to previous LOs already completed. Use of case studies, pen pictures and references to other LOs are acceptable.

To achieve this learning outcome the learner must show evidence of learning in the following areas:

- AC 4.1. Describe how to overcome common behaviour traits in order to support learning.

To achieve this AC the learner must select at least two common behavioural traits of a person with ADHD and give examples of how the person could be supported and encouraged to manage/improve these in the classroom. An example of this could be difficulty in concentrating, or being easily distracted. Learners should provide examples of strategies which could be employed such as stretching concentration using egg timers, or by making other reasonable adjustments.

- AC 4.2. Provide examples of how to prevent occurrences of poor behaviour in the classroom.

Using references to AC 3.2, indicate some of the short term triggers for poor behaviour and relate these to the classroom. Why might the classroom cause a person with ADHD to be unable to control their behaviour? The learners should give examples of at least two preventative measures which could be used to remove the triggers. These measures should be particularly related to known facts about the behaviour of a person with ADHD, giving consideration to other conditions which may be present. One way to assess learners on this AC is to provide a schedule of behaviour triggers and ask them to provide a note of preventative strategies.

If learners have previously used a pen picture or case study, this can be used again to complete this AC.

- AC 4.3. Explain approaches used to adjust the classroom environment to improve behaviour.

Using references to AC 3.2 and AC 3.3 if required, consider the learning environment as a whole and how some aspects of this environment may cause a person with ADHD to become uncomfortable and anxious. Learners should give examples of at least two preventative measures which could be used and relate these measures particularly to known facts about the behaviour of a person with ADHD and other conditions which may be present. To achieve this AC, learners could examine their environment and decide which areas may need to be addressed.

If learners have previously used a pen picture or case study, this can be used again as guidance to complete this AC.

Unit Title:	Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom
Unit Level:	Three
Unit Credit Value:	2
GLH:	14
Ofqual Unit Reference Number:	Y/504/4556

Purpose of the Unit

The purpose of the unit is to gain a deeper understanding of ADHD and the impact of the condition on the individual, and how their behaviour impacts on learning in the classroom environment. The unit explores aspects of positive behaviour management and examines methods to make reasonable adjustment in order to reduce the impact of ADHD on learning.

The unit specification maps the assessment criteria against each learning outcome.

All the criteria must be met if the outcome is to be achieved.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know what Attention Deficit Hyperactivity Disorder (ADHD) means.	1.1. Define the meaning of ADHD. 1.2. Examine the causes of ADHD. 1.3. Examine facts which dispel myths surrounding ADHD. 1.4. Describe theories relating to the causes of ADHD.
2. Be able to identify the impact that ADHD has on a person.	2.1. Evaluate mental symptoms of ADHD. 2.2. Evaluate physical symptoms of ADHD. 2.3. Examine other conditions often associated with ADHD. 2.4. Evaluate common medications for ADHD with reference to the known side effects.
3. Be able to modify the impact that ADHD has on learning.	3.1. Analyse the effects which ADHD has on an individual in an educational context. 3.2. Plan and adapt lessons in order to engage and motivate learners with ADHD. 3.3. Examine ways in which teaching and learning resources can be modified to meet the needs of learners with ADHD.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Be able to identify key principles of positive behaviour management.	4.1. Examine how to assist learners to overcome common behaviour traits in order to support learning. 4.2. Evaluate methods used to prevent occurrences of poor behaviour in the classroom. 4.3. Evaluate approaches used to adjust the classroom environment to improve behaviour.

Scope of learning for the unit

Learning Outcome 1 (LO1): Know what Attention Deficit Hyperactivity Disorder (ADHD) means.

This learning outcome covers the definition of the term ADHD and looks at the myths and facts surrounding ADHD. The LO does expect the learner to give examples of common misconceptions and demonstrate knowledge of the theories surrounding the causes of ADHD. Information can be drawn from a number of sources including learning materials, the internet and textbooks.

To achieve the learning outcome the learner must show evidence of learning in the following areas:

- AC 1.1. Define the meaning of ADHD.

To achieve this AC it is important that the learner is aware of the meaning of Attention Deficit Hyperactivity Disorder and be able to explain what it means. Learners can research the meaning of the term through a range of methods including learning materials, the internet, online video clips and textbooks. To achieve this AC, the learner will be required to explain to a colleague several of the characteristics of a person with ADHD and write it up in the handbook.

- AC 1.2. Examine the causes of ADHD.

For this AC learners are expected to be able to provide notes relating to the known causes of ADHD, and give details of at least three of the reported causes of ADHD. The statement of causes, with a detailed explanation of each, should be written up.

- AC 1.3. Examine facts which dispel myths surrounding ADHD.

This AC requires the learner to acknowledge at least three of the well-known myths surrounding the causes of ADHD and be able to confirm at least three of the known facts. This can be achieved by completion of a sorting task within a group activity which is observed by the assessor. It may be of use for learners to understand their own misconceptions and how a lack of information can lead to discrimination. It will be of particular relevance to recognise how some of the myths have been perpetuated

(for example, food), and explain how these may link to the facts. Evidence can be given in written form.

- AC 1.4. Describe theories relating to the causes of ADHD.

There are many theories relating to the causes of ADHD and these are described in the research papers of various institutions. To meet this AC, learners will need to be able to compare and summarise at least two theories and give reasons for justifying their credibility/reliability. Information regarding these can be obtained using the course materials, internet and textbooks.

Learning Outcome 2 (LO2): Be able to identify the impact that ADHD has on a person.

The aim of this LO is to have a greater understanding of the impact which ADHD has on a person during everyday life. The learner should be able to describe the impact, and this could include a sense of frustration that the person has often been described as 'naughty' or 'difficult', or perhaps mention the influence of medication on their behaviour (for example). To achieve this LO, it is possible to use a pen picture to describe an individual who has ADHD and how this impacts on them as a person. If the learner does not have experience of being around people with ADHD, they can use references such as case studies, textbooks, learning materials and the internet.

To achieve this learning outcome the learner must show evidence of learning in the following areas:

- AC 2.1. Evaluate mental symptoms of ADHD

This AC requires that at least three mental symptoms are recognised and evaluated. Alongside each symptom there will need to be a short evaluation of the impact on the individual with ADHD. For example, if the mental symptom is 'poor short term memory', the learner should evaluate how this may be difficult to manage in everyday life.

- AC 2.2. Evaluate physical symptoms of ADHD

Similar to AC 2.1, learners should recognise and evaluate at least three physical symptoms, giving a short explanation of the impact it may have on a person in at least 2 settings, one of which could be education. For example, if the physical symptom is 'impulsive activity or action', learners should evaluate how this may be difficult to manage in everyday life.

- AC 2.3. Examine other conditions often associated with ADHD.

To achieve this AC, learners must record their knowledge of at least three other conditions which run alongside ADHD and give an explanation of these conditions. This information can be gained from researching the internet, textbooks or other

learning materials. To achieve this AC, learners should be able to create a list of co-morbidities and examine the additional barriers to learning.

- AC 2.4 Evaluate common medications for ADHD, with reference to the known side effects.

There are several well-known medications which are prescribed for people who experience ADHD. This AC can be achieved by evaluating at least three of these medications, explaining known side effects for each one. A group discussion is an acceptable way to gain this AC. The discussion can be driven by information from the course learning materials or internet research.

Learning Outcome 3 (LO3): Be able to modify the impact that ADHD has on learning.

It is clear that a person who has ADHD will encounter difficulties in a learning environment due to the nature of the condition. This LO needs to relate the characteristics of a mainstream student in the classroom, comparing these with a person with ADHD and examine how the symptoms of ADHD are a barrier to learning. Of key importance is to describe how to assist the person with ADHD to overcome the barriers they face when trying to engage in learning in a restrictive environment.

To achieve this learning outcome the learner must show evidence of learning in the following areas:

- AC 3.1. Analyse the effects ADHD has on an individual in an educational context.

Using information and data gained in LO1 and LO2, learners should consider the signs and symptoms of ADHD and analyse how this will be a hindrance when in the classroom. To achieve this AC, learners need to give at least three examples of the characteristics of a successful student in a learning environment. These characteristics should be compared with three symptoms of ADHD to demonstrate the obstacles which a person with ADHD would face. For AC3.1, learners could watch a video and write up their findings.

- AC 3.2. Plan and adapt lessons in order to engage and motivate learners with ADHD.

A variety of pedagogical methods are known to be of benefit to a person with ADHD. This AC will require the learner to provide two strategies for making reasonable adjustment to lesson planning for a person with ADHD in the classroom. Each strategy should be accompanied by an explanation of why it may be of benefit to use the particular approach with a person who has ADHD. To gain this AC the learner will need to produce a sample lesson plan and show how it can be adapted for people with ADHD. The plans should be clearly annotated with the adaptation and the reasons for it.

- AC 3.3. Examine ways in which teaching and learning resources can be modified to meet the needs of learners with ADHD.

This AC runs alongside AC3.2 in that it requires an element of learner-centred planning to adapt resources and materials, and make them available for a person with ADHD. Learners will need to review some learning resources and explain how at least three of these could be easily modified. This must demonstrate knowledge of why/how they will be of benefit for a person who has ADHD. A collection of resources can be provided as stimuli for this AC, and learners can annotate their ideas on the resources as evidence. Additional notes should be entered into the handbook.

Learning Outcome 4 (LO4): Be able to identify key principles of positive behaviour management.

Positive behaviour management works well in any learning environment and for all learners. However there are some elements which particularly pertain to a person with ADHD, some of which will correlate to previous LOs already completed. Use of case studies, pen pictures and cross references to other LOs are acceptable.

To achieve this learning outcome the learner must show evidence of learning in the following areas:

- AC 4.1. Examine how to overcome common behaviour traits in order to support learning.

To achieve this AC the learner must select at least three common behavioural traits of a person with ADHD and provide strategies for supporting these in the classroom. Particular reference should be made to managing and improving behaviour. An example of this could be managing difficulty in concentrating, or being easily distracted. Use of pen pictures or case study is acceptable.

- AC 4.2. Evaluate methods used to prevent occurrences of poor behaviour in the classroom.

Using references to AC 3.2, indicate some of the short term triggers for poor behaviour and relate these to the classroom. Why might the classroom cause a person with ADHD to be unable to control their behaviour? Give examples of at least three preventative measures which could be used to remove the triggers. Relate these measures particularly to known facts about the behaviour of a person with ADHD, giving consideration to other conditions which may be present. One way to assess learners on this AC is to provide a schedule of behaviour triggers and ask them to provide a note of preventative strategies, evaluating why this may be effective. An alternative way to assess the AC may be to use and evaluate the rules of positive and negative reinforcement.

If learners have previously used a pen picture or case study, this can be used again to complete this AC. Group discussion is an acceptable activity before being written up.

- AC 4.3. Evaluate approaches used to adjust the classroom environment to improve behaviour.

Using references to AC 3.2 and AC 3.3 if required, consider the learning environment as a whole and evaluate how some aspects of this environment may cause a person with ADHD to become uncomfortable and anxious. Learners should give examples of at least three preventative measures which could be used to remove the short term triggers for poor behaviour and relate these measures particularly to known facts about the behaviour of a person with ADHD and other conditions which may be present. For example, to gain this AC learners could evaluate their environment and decide which areas may need to be addressed, and why.

If learners have previously used a pen picture or case study, this can be used again to complete this AC.

Assessment and Evidence

The NOCN Level 2 and 3 Awards in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Level 2 and 3 Awards in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom are vocationally-based qualifications and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge-based learning is substantive and relevant to the work or events likely to be encountered in the course of a job role within the education sector.

On completion of a Train the Trainers course, centres will be provided with the teaching and learning materials to deliver the qualification. A pack of assessment activities has also been developed which will ensure coverage of the assessment criteria for the qualification.

The materials provided will ensure that the assessment activities are:

- | | |
|-------------------|---|
| Valid | The assessment activity must be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level. |
| Sufficient | The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria. |
| Reliable | Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification. |
| Authentic | Evidence presented must be the learner's own work. |

Fair and Equitable Assessment

Assessment within the NOCN Level 2 and 3 Awards in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

Functional Skills

This qualification contributes towards the Functional Skills in the following areas:

Functional English: the qualification enables individuals to communicate more effectively with people with ADHD. Achievement of the qualification may provide underpinning skills to support the Speaking, Listening and Communication component of Functional English. Reading and Writing skills are also required to complete the assessment criteria and also may support underpinning of these components in Functional English.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: www.nocn.org.uk

Assessment and Evidence for the units

Centres can use a variety of assessment activities to capture evidence of learners' understanding. Activities may include:

- Case Studies
- Oral Question and Answer
- Role Play/Simulation
- Report
- Practice file
- Reflective Log or Diary
- Practical Demonstration
- Written Question and Answer/Test/Exam

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

Appendix 1 - Resource Suggestions

Assessment and Evidence

Centres can use a variety of engaging assessment activities to capture evidence of learners' understanding. Activities such as:

- Case studies
- Group discussion recorded on flip chart
- Written and oral questioning
- Presentations
- Multiple choice questionnaires
- Role play
- Simulations

Appendix 2 - Assessment Documentation

1. Learner Evidence Record - Level 2 Unit

NOCN Level 2 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom

Unit Title: Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom

Ofqual Unit Reference Number: J/504/4553

Assessment Criteria	Evidence	Portfolio Ref	Completed Date	Signed off by
1.1. Identify the meaning of ADHD.				
1.2. Identify the causes of ADHD.				
1.3. Identify facts which dispel myths surrounding ADHD.				
1.4. Identify theories relating to the causes of ADHD.				
2.1. Identify outward signs of ADHD.				
2.2. Identify conditions often associated with ADHD, stating the impact of each on the individual.				

Assessment Criteria	Evidence	Portfolio Ref	Completed Date	Signed off by
2.3. Identify medications for ADHD, stating the known side effects.				
3.1. Explain what effects ADHD has on an individual in an educational context.				
3.2. Describe how to plan and adapt lessons in order to engage and motivate learners with ADHD.				
3.3. Describe ways in which teaching and learning resources can be modified to meet the needs of learners with ADHD.				
4.1. Describe how to overcome common behaviour traits in order to support learning.				
4.2. Provide examples of how to prevent occurrences of poor behaviour in the classroom.				
4.3. Explain approaches used to adjust the classroom environment to improve behaviour.				

Learner Signature:

Tutor Signature:

Confirmation of Achievement of Unit – Date:

2. Learner Evidence Record - Level 3 Unit

NOCN Level 3 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom

Unit Title: Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom

Ofqual Unit Reference Number: Y/504/4556

Assessment Criteria	Evidence	Portfolio Ref	Completed Date	Signed off by
1.1. Define the meaning of ADHD.				
1.2. Examine the causes of ADHD.				
1.3. Examine facts which dispel myths surrounding ADHD.				
1.4. Describe theories relating to the causes of ADHD.				
2.1. Evaluate mental symptoms of ADHD.				
2.2. Evaluate physical symptoms of ADHD.				
2.3. Examine other conditions often associated with ADHD.				

Assessment Criteria	Evidence	Portfolio Ref	Completed Date	Signed off by
3.1. Analyse the effects which ADHD has on an individual in an educational context.				
3.2. Plan and adapt lessons in order to engage and motivate learners with ADHD.				
3.3. Examine ways in which teaching and learning resources can be modified to meet the needs of learners with ADHD.				
4.1. Examine how to assist learners to overcome common behaviour traits in order to support learning.				
4.2. Evaluate methods used to prevent occurrences of poor behaviour in the classroom.				
4.3. Evaluate approaches used to adjust the classroom environment to improve behaviour.				

Learner Signature:

Tutor Signature:

Confirmation of Achievement of Unit – Date:

Appendix 3 – Feedback Sheet

Feedback Sheet

Tutor/Assessor comments:

Learner comments:

Tutor/assessor sign:	Date:
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Learner sign:	Date
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Appendix 4 – Observation Record

Learner name:			
Unit title:			
Unit number:			
Description of activity undertaken			
Assessment criteria:			
How the activity meets the requirements of the assessment criteria			
Learner signature:		Date:	
Assessor signature:		Date:	
Assessor name:			

Appendix 5 – Witness Statement

Learner name:			
Unit title:			
Unit number:			
Description of activity undertaken (please be as specific as possible)			
Assessment criteria (for which the activity provides evidence)			
How the activity meets the requirements of the assessment criteria, including how and where the activity took place			
Witness name:		Job role:	
Witness signature:		Date:	
Learner name:			
Learner signature:		Date:	
Assessor name:			
Assessor signature:		Date:	

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