

## **Qualification Guide**

### **OCNLR Qualifications in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom**



# OCN London Qualification Guide

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

Qualification No: 601/2472/6

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

Qualification No: 601/2467/2

OCN London aims to support learning and widening opportunities by recognising achievement through credit based courses and qualifications, promoting high standards of excellence and inclusiveness.

We are proud of our long-term role and unique history in providing responsive, innovative learning solutions and qualifications for disadvantaged groups to meet the needs of learners not met by other Awarding Organisations.

At the heart of what OCN London offers is:

- A commitment to inclusive credit-based learning;
- Facilitating the creative use of credit with responsive, demand-led qualification development;
- Ensuring a robust business base through increasing learner registration/credit achievement and providing high quality service and support;
- Respect for and encouragement of diversity - in learners and learning approaches, partners and settings;
- Developing people, capacity and resources that will ensure effective business partnerships.

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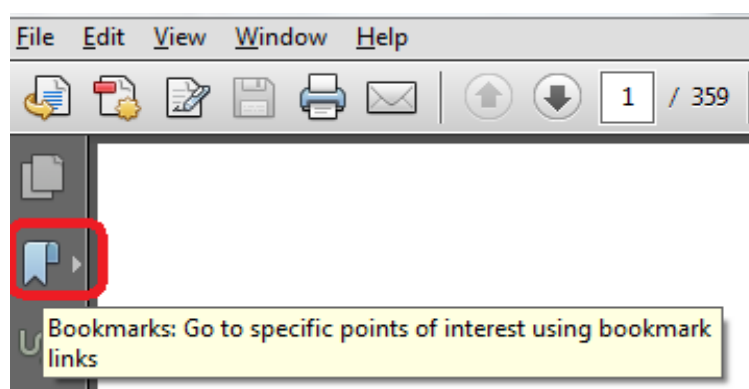
## 1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Qualifications in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom**. It makes reference to the curriculum areas covered, identifies the learners for whom the qualifications have been developed and specifies the rules of combination for achievement of the qualifications. The guide also covers any important aspects of assessment and moderation that are particular to these qualifications. The guide should be used by all of those involved in the delivery and assessment of these qualifications.

The Curriculum Development Manager (CDM) for your centre will provide support and advice on how to seek approval to offer these qualifications. Please contact the main switchboard for the name of your CDM if you do not already know it. If you are not yet an OCN London Approved Centre but wish to use these Qualifications, then please contact the Administrative team at OCN London for details of the Centre Approval Application process.

### Helpful Hint for this Guide

The contents of this guide are bookmarked. The best way to use it is to download the PDF file then click on the \***Adobe** symbol to enable bookmarks and use them to navigate through the document:



Follow this link to enable bookmarks in [Adobe Reader](#)



## 2 Qualification Overview

The **OCNLR Qualifications in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom** has been developed in conjunction with specialist practitioners and through consultation with a range of learning providers working with learners with learning disabilities.

The content of the qualifications will enable people to:

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

The **OCNLR Qualifications in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom** are accredited by the qualifications regulators for England, Wales and Northern Ireland.

### 2.1 Qualification levels

The **OCNLR Qualifications in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom** are available as Awards and can be achieved at Level 2 and Level 3.

#### Level 2 Award

- Qualification Number: 601/2472/6
- Qualification credit value: 2
- Operational start date: 01 February 2014
- Review date: 30 November 2018
- Guided Learning Hours (GLH): 16
- Assessment requirements: Internally assessed, internally and externally moderated

#### Level 3 Award

- Qualification Number: 601/2467/2
- Qualification credit value: 2
- Operational start date: 01 February 2014

- Review date: 30 November 2018
- Guided Learning Hours (GLH): 14
- Assessment requirements: Internally assessed, internally and externally moderated

## 2.2 Purpose of the qualifications

The **OCNLR Qualifications in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom** aim to improve services within the education sector for people with Attention Deficit Hyperactivity Disorder (ADHD). The focus of the qualifications is to enable the development of 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.

## 2.3 Who the qualifications are for

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 particularly beneficial to unemployed people as they will acquire new skills and have the advantage of a qualification in the field.

## 2.4 Entry guidance

The minimum age for access to the qualification is 19 years.

## 2.5 Additional information

Tutors delivering this qualification must be able to demonstrate that they meet the following occupational competence requirements. They should:

- Be technically competent in understanding the special educational needs of learners with ADHD and/or have experience of providing training within the subject area; this experience must be, as a minimum, at the level above 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 level above 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 moderator, but they cannot carry out any moderation on work that they have previously assessed.

Additional support for this qualification is available in the form of a Train the Trainer course that covers issues related to content, delivery and assessment. For details of this course please contact your CDM at OCN London.

## 2.6 Progression and related qualifications

Learners who gain 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. They can also take related qualifications such as the **OCNLR Level 2 and 3 Awards in Understanding the Needs of Individuals with Profound and Multiple Learning Difficulties**.

### 3 Structure of the Qualification

#### 3.1 Rules of combination for achieving the qualification

The **OCNLR Level 2 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom** consists of one mandatory unit. In order to gain the Award the learner must achieve 2 credits from this unit.

##### 3.1.1 Qualification units

OCNLR Unit Code	Ofqual Unit Reference Number	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
GB6/2/LQ/001	L/505/8874	<a href="#">Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom</a>	M	2	2	16

*For Unit Content click on hyperlink above.*

#### 3.2 Rules of combination for achieving the qualification

The **OCNLR Level 3 Award in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom** consists of one mandatory unit. In order to gain the Award the learner must achieve 2 credits from this unit.

##### 3.2.1 Qualification units

OCNLR Unit Code	Ofqual Unit Reference Number	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
GB6/3/LQ/001	F/505/8872	<a href="#">Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom</a>	M	2	3	14

*For Unit Content click on hyperlink above.*

## 4 Assessment and Moderation

### 4.1 Assessment process

The assessment process for the **OCNLR Qualifications in Meeting the Needs of Learners with Attention Deficit Hyperactivity Disorder in the Mainstream Classroom** is as follows:

- The learners are assessed through activities that are internally set by tutor assessors;
- The activities must be designed to enable learners to meet the assessment criteria of the unit;
- Learners' portfolios of assessed evidence must be internally moderated at the Centre;
- The portfolios of assessed evidence will be externally moderated by an OCN London External Moderator.

There is no additional external assessment for this qualification.

### 4.2 Devising assessments

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as Optional) and/or must (indicated as Prescribed) be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Extracts from the OCN London assessment guidance relevant to the units in this qualification are in the **Appendix A** of this qualification guide. The guidance includes a general description of the activity and the type of evidence that is appropriate. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

Centre devised assessments should be scrutinised by the Internal Moderator before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external moderator to ensure reliability and validity of assessment.

### 4.3 Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learners own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

### 4.4 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, it:

- Establishes statements on the standard of evidence required to meet assessment criteria for units in OCN London qualifications;
- Identifies good practice in assessment;
- Makes recommendations on assessment practice.

It is a requirement of the Centre Approval process that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested.

OCN London will notify centres of the required sample for standardisation purposes and assessment materials, learners' evidence and tutor feedback may be collected by External Moderators. Outcomes from standardisation will be made available to centres.

### 4.5 Learners with particular requirements

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found on our website at: [Access to Fair Assessment Policy and Procedure](#) and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

#### 4.6 Requirements for assessors

Assessors of the qualification are expected to be:

##### **Technically competent**

In addition to being qualified to make assessment decisions, each assessor must be technically competent in understanding the special educational needs of learners and/or have experience of providing training in this area; this experience must be, as a minimum, at a level above the training being delivered.

##### **Occupationally knowledgeable**

Each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency.

# 5 Qualification Units

## OCNLR 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

<b>Level:</b>	Two
<b>Credit Value:</b>	2
<b>GLH:</b>	16
<b>OCNLR Unit Code:</b>	GB6/2/LQ/001
<b>Ofqual Unit Reference Number:</b>	L/505/8874

*This unit has 4 learning outcomes*

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know what Attention Deficit Hyperactivity Disorder (ADHD) means.	1.1. Define the meaning of ADHD. 1.2. Describe the causes of ADHD. 1.3. Assess the key facts about ADHD.
2. Understand the effects that ADHD has on a person.	2.1. Describe outward signs of ADHD. 2.2. Describe the known side effects of medications prescribed for ADHD.
3. Know how to modify the effects that ADHD has on learning.	3.1. Describe the effects ADHD might have 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. Understand the key principles of positive behaviour management.	4.1. Describe how to overcome behaviour traits commonly associated with ADHD, in order to support learning. 4.2. Describe approaches used to adjust the classroom environment in order to improve behaviour.

## Assessment

The grid below gives details of the assessment activities to be used with the unit attached.

Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**P = Prescribed** This assessment method *must* be used to assess all or part of the unit.

**O = Optional** This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Production of artefact	
Essay		Project	
Group discussion	O	Reflective log or diary	O
Oral question and answer	O	Report	
Performance / exhibition		Role play / simulation	
Practical demonstration		Written description	O
Practice file		Written question and answer / test / exam	

## OCNLR 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

<b>Level:</b>	Three
<b>Credit Value:</b>	2
<b>GLH:</b>	14
<b>OCNLR Unit Code:</b>	GB6/3/LQ/001
<b>Ofqual Unit Reference Number:</b>	F/505/8872

*This unit has 4 learning outcomes*

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Know what Attention Deficit Hyperactivity Disorder (ADHD) means.	1.1. Define the meaning of ADHD. 1.2. Explain the causes of ADHD. 1.3. Distinguish facts from myths surrounding ADHD.
2. Understand the effects that ADHD has on a person.	2.1. Evaluate the mental symptoms of ADHD. 2.2. Evaluate the physical symptoms of ADHD. 2.3. Evaluate common medications for ADHD with reference to the known side effects.
3. Know how to modify the effects that ADHD has on learning.	3.1. Analyse the effects that 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. Explain how teaching and learning resources can be modified to meet the needs of learners with ADHD.
4. Understand the key principles of positive behaviour management.	4.1. Explain how to assist learners to overcome common behaviour traits in order to support learning. 4.2. Evaluate approaches used to adjust the classroom environment to improve behaviour.

## Assessment

The grid below gives details of the assessment activities to be used with the unit attached.

Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**P = Prescribed** This assessment method *must* be used to assess all or part of the unit.

**O = Optional** This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Production of artefact	
Essay		Project	
Group discussion	O	Reflective log or diary	O
Oral question and answer	O	Report	
Performance / exhibition		Role play / simulation	
Practical demonstration		Written description	O
Practice file		Written question and answer / test / exam	

## Appendix A OCNLR Assessment Guidance

<b>Case Study</b> Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners <b>or</b> may be used with individual learners as a written activity through case study materials and learner responses.	
<b>Level Two</b>	
<b>Activity</b>	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL <sup>1</sup> = 500 words).
<b>Assessed by</b>	Assessed through peer assessment, self-assessment, tutor observation, or assessment of written work.
<b>Evidence</b>	Evidence could include tutor record, learner record, peer checklist, summary of discussion or audio-visual / photographic record or written work.
<b>Level Three</b>	
<b>Activity</b>	Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).
<b>Assessed by</b>	Assessed through peer assessment, self-assessment, tutor observation or assessment or written work.
<b>Evidence</b>	Evidence could include tutor record, learner record, peer checklist, summary of discussion, audio-visual / photographic record or written work.

<sup>1</sup> GL = guidance on length of activity.

**Group discussion**

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

**Level Two****Activity**

Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.

**Assessed by**

Assessed through tutor, peer observation, one-to one tutorial discussion and self-assessment.

**Evidence**

Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

**Level Three****Activity**

Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.

**Assessed by**

Assessed through tutor, peer observation, one to one tutorial discussion and self-assessment.

**Evidence**

Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

### Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions in, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows responses and questions from learners and immediate feedback from tutor.

#### Level Two

<b>Activity</b>	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.
<b>Assessed by</b>	Assessed by tutor, with a degree of self-assessment.
<b>Evidence</b>	Evidence could include tutor records, learner log or audio-visual record.

#### Level Three

<b>Activity</b>	Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.
<b>Assessed by</b>	Assessed by tutor, with a degree of self-assessment and evaluation of own learning.
<b>Evidence</b>	Evidence could include tutor record, learner log or audio-visual record.

## Reflective log or diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

### Level Two

<b>Activity</b>	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.
<b>Assessed by</b>	Assessed by learner supported by tutor through tutorials.
<b>Evidence</b>	Evidence could include written log / diary, tutorial notes and tutor record.

### Level Three

<b>Activity</b>	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.
<b>Assessed by</b>	Assessed by learner, discussed with the tutor.
<b>Evidence</b>	Evidence could include written log / diary, tutorial notes and tutor record.

## Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

### Level Two

<b>Activity</b>	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.
<b>Assessed by</b>	Assessed through self-assessment and tutor assessment.
<b>Evidence</b>	Evidence could include tutor record, learner record, summary of discussion and feedback or completed work.

### Level Three

<b>Activity</b>	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.
<b>Assessed by</b>	Assessed through self-assessment and tutor assessment.
<b>Evidence</b>	Evidence could include tutor record, learner record, summary of feedback or completed work.

## Appendix B Descriptors

Summary Level 2	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at <b>Level 2</b> reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems.</p> <p>It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or guidance</p>	<p>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems.</p> <p>Interpret relevant information and ideas.</p> <p>Be aware of the types of information that are relevant to the area of study or work.</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>	<p>Take responsibility for completing tasks and procedures.</p> <p>Exercise autonomy and judgment subject to overall direction or guidance.</p>

Summary Level 3	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at <b>Level 3</b> reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity.</p> <p>It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters.</p> <p>It also reflects awareness of different perspectives or approaches within an area of study or work.</p>	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p>



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