

Level 3

Award in Supporting Learners with Attention Deficit Hyperactivity Disorder (ADHD)

(610/5126/3)

nqual.

SPECIFICATION PACK

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 3 Award in Supporting Learners with Attention Deficit Hyperactivity Disorder (ADHD) is regulated by Ofqual.

- Qualification Number: 610/5126/3

Overview

The NQual Level 3 Award in Supporting Learners with Attention Deficit Hyperactivity Disorder (ADHD) aims to equip learners with the knowledge and skills to effectively support learners with attention deficit hyperactivity disorder (ADHD) in educational settings.

By completing this qualification, learners will be well-prepared to provide effective support for learners with ADHD, promoting their academic success and social-emotional well-being.

Entry Requirements

- Minimum age: 16

There are no further entry requirements for this qualification.

Progression Opportunities

- Level 3 Certificate in Special Educational Needs and Disabilities
- Level 3 Award in ADHD Awareness
- Level 4 Certificate for Education Practitioners Supporting Learners with Special Educational Needs and Disabilities (SEND)

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Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 11.

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
J/651/4087	Understanding Attention Deficit Hyperactivity Disorder (ADHD)	2	16	2
K/651/4088	Supporting the Mental Health and Well-being of Individuals with ADHD	3	16	2
T/651/4090	Supporting Individuals with ADHD in Educational Settings	3	24	3
M/651/4297	Supporting Learners with ADHD in a Mainstream Classroom	3	16	2
A/651/4092	Family Support and Advocacy	2	16	2

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 88

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 110.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of either:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual

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A Portfolio of Evidence can contain:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

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- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

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MANDATORY UNITS

Unit Breakdown: Level 3 Award in Supporting Learners with Attention Deficit Hyperactivity Disorder ADHD

Learners must complete all mandatory units for this qualification.

Unit: Understanding Attention Deficit Hyperactivity Disorder (ADHD)

Unit Code: J/651/4087

RQF Level 2

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand the characteristics and nature of ADHD	1.1 Explain how the understanding of ADHD has developed over time, including: • History • Theory • Therapeutic interventions 1.2 Outline the range of characteristics and traits that may be displayed by individuals with ADHD 1.3 Describe the range of behaviours that may be displayed by individuals with ADHD
2. Understand the impact of formal diagnosis of ADHD	2.1 Explain the advantages of achieving a formal diagnosis for individuals with ADHD and their family 2.2 Explain any potential disadvantages of achieving a formal diagnosis for the individuals with ADHD and their family 2.3 Explain the diagnostic process for those with ADHD, including the involvement of various professionals 2.4 Outline the importance of family support in the management of ADHD and identify available resources

Unit Summary
This unit provides a solid foundation for understanding ADHD and prepares learners for further exploration of the condition and its implications.

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Unit Guidance

1.1 Therapeutic interventions: Can include medication, cognitive behavioural therapy, school-based intervention, occupational therapy.

2.1 Formal diagnosis: Formal diagnosis by a healthcare professional

2.3 Various professionals: Can include speech and language therapist, physical therapist, social workers, health care professionals, GP.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts

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Unit: Supporting the Mental Health and Well-being of Individuals with Attention Deficit Hyperactivity Disorder

Unit Code: K/651/4088

RQF Level 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand the challenges faced by individuals with ADHD and how to promote wellbeing	1.1 Identify the mental health challenges faced by individuals with ADHD 1.2 Describe the resources and professionals available to provide support in mental health challenges in those with ADHD 1.3 Describe the importance of a person-centred approach when developing strategies to promote mental health and wellbeing in individuals with ADHD 1.4 Explain the challenges faced by families and carers, and identify how to provide support systems to promote wellbeing
2. Understand how to implement strategies to promote positive mental health.	2.1 Describe how to provide emotional support and encouragement to individuals with ADHD 2.2 Explain the importance of encouraging healthy lifestyle habits and its relation to positive mental health 2.3 Explain ways to support individuals with social interactions to improve relationships 2.4 Identify referral options in your local area for someone with ADHD seeking help for mental health concerns 2.5 Outline how to encourage individuals with ADHD to take control of their own mental health

Unit Summary

This unit aims to equip learners with the knowledge and skills to support the mental health and wellbeing of individuals with ADHD, promoting their overall quality of life.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Written answers
- PowerPoint Presentations
- Reflective Accounts

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Unit: Supporting Individuals with ADHD in Educational Settings

Unit Code: T/651/4090

RQF Level 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand the impact ADHD can have on the behaviour and education of individuals	1.1 Identify the potential behavioural challenges of individuals with ADHD 1.2 Outline how behavioural challenges may impact the learning progression of individuals with ADHD 1.3 Identify the barriers individual with ADHD may face in educational settings 1.4 Outline the importance of promoting positive behaviour in educational settings
2. Understand the strategies and support available to individuals with ADHD in educational settings	2.1 Outline strategies to minimise the challenges faced by individuals with ADHD in educational settings 2.2 Explain the importance of a person-centred approach when developing strategies for individuals with ADHD in educational settings 2.3 Outline the reasonable adjustments that may need to be made for individuals with ADHD in educational settings 2.4 Outline when to collaborate with other agencies and professionals to ensure accessibility and inclusivity 2.5 Explain the importance of collaborating with parents and/or care givers to support the learning of individuals with ADHD 2.6 Outline the importance of continuous assessment in educational settings to address the varied needs of individuals with ADHD

Unit Summary
This unit aims to equip learners with the knowledge and skills to create inclusive and supportive learning environments for learners with ADHD, promoting their academic success and wellbeing

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Unit: Supporting Learners with ADHD in a Mainstream Classroom

Unit Code: M/651/4297

RQF Level 3

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand ADHD can have on the behaviour and education of individuals	1.1 Explain the unique challenges that learners with ADHD may face in mainstream educational settings 1.2 Outline behavioural and social challenges learners with ADHD may face in mainstream educational settings 1.3 Explain how this can impact their self esteem 1.4 Explain the importance of promoting and reinforcing positive behaviour particularly in mainstream educational settings
2. Understand strategies to create inclusive learning environments in mainstream educational settings	2.1 Explain the principles of inclusive education 2.2 Explain how this can be applied to learners with ADHD in mainstream education settings 2.3 Identify the barriers to learning faced by learner with ADHD in mainstream education settings 2.4 Identify strategies to create an inclusive learning environment that caters to the needs of learners with ADHD 2.5 Outline how to adapt teaching methods and resources to meet the diverse needs of learners with ADHD 2.6 State where you can get information on the support available to learners with ADHD 2.7 Explain the importance of sharing information and resources to ensure consistency and continuity of support for learners with ADHD in mainstream educational settings

Unit Summary

This unit aims to equip learners with the knowledge and skills to effectively understand and support learners with Attention Deficit Hyperactivity Disorder (ADHD) in mainstream educational settings. Learners will develop an understanding of the nature of ADHD, its impact on learning and behaviour, and strategies to promote positive outcomes for learners with ADHD

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Unit: Family Support and Advocacy

Unit Code: A/651/4092

RQF Level 2

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand the challenges faced by families and/or caregivers of individuals with ADHD and strategies that can be introduced to support them	1.1 Outline the unique challenges faced by families and/or caregivers of individuals with ADHD 1.2 Outline the services available to the families and/or caregivers of individuals with ADHD 1.3 Explain why families and/or caregivers may not access services available to them 1.4 Outline the importance of fostering positive relations with the families and/or caregivers of individuals with ADHD 1.5 Explain how the social and media perception of ADHD may impact not only the individual but the families and/or caregivers of individuals with ADHD 1.6 Explain the limitations of the guidance and support you can offer to families and/or caregivers 1.7 Outline the responsibility and importance of providing accurate information 1.8 Explain what it means to advocate on behalf on an individual 1.9 Outline the strategies you may employ to advocate for the rights and inclusion of individuals with ADHD and their families and caregivers
2. Understand the local resources in place for family support and advocacy	2.1 Identify the local online services available to the families and/or caregivers of individuals in your local area with ADHD. 2.2 Identify the local community services available to the families and/or caregivers of individuals in your local area with ADHD. 2.3 Identify the advocacy services within your local area for families and/or caregivers of individuals with ADHD

Unit Summary
This unit aims to equip learners with the knowledge and skills to provide effective support and guidance to families of individuals with ADHD, promoting their wellbeing and resilience

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