

## **ANNEX A – MINIMUM MANDATORY QUALIFICATION OUTCOMES**

Those awarded a mandatory qualification in teaching children and young people with HI will:

### **1. Professional attributes**

#### **Relationships with children and young people and their families**

- 1.1 have high expectations of learners<sup>13</sup> with HI, including a commitment to ensuring that they can achieve their full potential in relation to the Every Child Matters outcomes
- 1.2 establish fair, respectful, trusting, supportive and constructive relationships with children and young people with HI and their families
- 1.3 possess the analytical, interpersonal and organisational skills necessary to work in an advisory role within and beyond the setting

#### **Personal professional development**

- 1.4 evaluate their performance and take responsibility for improving their practice through appropriate professional development
- 1.5 respond positively to support, advice and feedback
- 1.6 research and evaluate innovative practices in relation to improving the achievement of learners with HI, and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues

### **2. Professional knowledge and understanding**

#### **Frameworks and structures**

- 2.1 have a good, up-to-date working knowledge and understanding of national legislation, policies and procedures and local policy, and guidelines in relation to children and young people with special educational needs and disabilities and, in particular, those relating to children and young people with HI
- 2.2 understand the continuum of educational provision for learners with HI, including mainstream schools, specialised provision and special schools and the role of support services
- 2.3 be familiar with relevant statutory and non-statutory frameworks and curricula and their associated assessment criteria, including those associated with the early years foundation stage, the National Curriculum, the national strategies, and education for pupils aged 14-19

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<sup>13</sup> The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the outcome. It refers to all children and young people including, where relevant, babies and toddlers and those aged 16 or above.

- 2.4 understand the implications of the National Curriculum and early years foundation stage inclusion statements<sup>14</sup> and the guidance that sets the these frameworks within a wider context
- 2.5 have a good working knowledge of school/setting self-evaluation and improvement processes, including the mechanisms for setting priorities, objectives and targets and translating these into policies and strategies
- 2.6 understand the purpose of the common assessment framework and how it is used

### **Working with children and young people with HI and their families**

- 2.7 recognise the rights and expectations of children and young people with HI and the importance of providing opportunities for them to make informed choices and express their views about issues that affect them as individuals and collectively
- 2.8 know when and how to intervene to support children and young people with HI to communicate with others
- 2.9 liaise effectively and work in partnership with the parents/carers of children and young people with HI, providing information, advice and support, as appropriate
- 2.10 recognise the rights and expectations of the parents/carers of children and young people with HI and know how to involve them in raising their children's achievement and improving their well-being
- 2.11 understand how voluntary and advocacy agencies can help children and young people with HI and their parents/carers to make a full contribution to decisions about education and care

### **Specialist knowledge and understanding**

#### **Terminology**

- 2.12 understand current SEN and disability-specific terminology and how it is used in relation to the education and care of children and young people with HI

#### **The auditory system**

- 2.13 understand the range of causes of hearing loss and that hearing loss can be cerebral or auditory
- 2.14 understand the anatomy and physiology of the ear and how auditory information is processed
- 2.15 have a working knowledge of the physics of sound, acoustic phonetics and speech perception
- 2.16 understand how hearing develops, the range and causes of hearing loss, how hearing impairments are identified and their potential effect on learning

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<sup>14</sup> <http://www.nc.uk.net/inclusion.html#C> and the EYFS statutory framework, section 1.14.

- 2.17 understand early auditory perception and the perceptual effects of hearing loss on this
- 2.18 know the educational implications of the pathology and treatment of ear diseases and conditions, including relevant surgical interventions

### **Audiological assessment**

- 2.19 know the importance of monitoring and assessing how learners with HI process auditory and visual information
- 2.20 know the theory and application of current audiological practice and protocols
- 2.21 know the strengths and limitations of different forms of audiological assessment
- 2.22 know the range of available audiological equipment and amplification systems and how to use them appropriately and effectively in different acoustic environments to minimise the adverse effects of hearing loss on progress and achievement
- 2.23 know how to carry out routine day-to-day maintenance of audiological and amplification equipment and other specialist technology, eg. digital hearing aids, radio systems, cochlear implants and sound field systems, check that they are working to specification and evaluate their effectiveness
- 2.24 understand and take account of the health and safety implications of using specialist equipment and technologies

### **Impact of hearing loss**

- 2.25 understand the impact of all degrees of hearing loss, including progressive or sudden onset, on the physical, cognitive, emotional and social development of learners with HI and on their families, and know ways to support them through the difficulties
- 2.26 understand the impact of exceptionally high or low cognitive ability in conjunction with hearing loss

### **The learning environment**

- 2.27 understand those factors which contribute to an optimum learning environment for learners with HI, including room acoustics, lighting and classroom management

### **Language, communication and interaction**

- 2.28 understand the relationship between auditory function and the development of language and communication skills and how this affects learning
- 2.29 understand the physical, linguistic and psychological aspects of communication in order to determine the level of receptive and expressive language skills for learners with HI
- 2.30 understand the interaction between delayed language acquisition, cognitive development and hearing loss

- 2.31 know a range of informal and formal procedures for monitoring and assessing the communication skills of learners with HI, including for those at the very earliest stages of communication
- 2.32 know the impact of long-standing communication difficulties on the cognitive, emotional and social development of learners with HI, and ways to minimise these
- 2.33 know how to help learners with HI make maximum use of their residual hearing and speech reading functions and, where appropriate, to develop their listening and speech reading skills
- 2.34 know how to promote the expressive and receptive language of learners with HI and their non-verbal communication, the most appropriate mode of communication and additional visual methods to reinforce spoken language, where appropriate
- 2.35 know how to adapt general and technical vocabulary to match the needs of learners with HI
- 2.36 know how to use auditory-oral approaches and total communication approaches to teaching learners with HI, and the associated use of a range of sign communication systems
- 2.37 know the nature of British Sign Language and how it is used in bilingual/multilingual settings

### **Teaching and learning**

- 2.38 know how parents/carers and professionals can work together to promote learning and achievement for babies and children with HI in the early years foundation stage
- 2.39 understand the impact of hearing loss on the learning styles of learners with HI and how teaching, learning and assessment can be modified to provide effective opportunities to enable learners with HI to make good progress
- 2.40 understand the assessment procedures applying to externally validated qualifications, national curriculum tests and the early years foundation stage, and know how to arrange prescribed access arrangements, where necessary, to enable learners with HI to have their achievements recognised
- 2.41 know a range of ICT hardware and software to help assess the needs of learners with HI and support their learning

### **Literacy, mathematics and ICT**

- 2.42 appreciate the difficulties some learners with HI have in acquiring and using literacy and mathematics skills and know appropriate approaches, strategies and interventions to enable them to make good progress in learning such skills

### **Promoting positive behaviour**

- 2.43 understand that the behaviour of other people, the language and the physical and social environment can have a strong influence on the emotional and behavioural responses of learners with HI

- 2.44 know how to build positive relationships with learners with HI and understand how positive relationships can promote good behaviour and self-esteem
- 2.45 know how to rebuild damaged emotional relationships between adults and children/young people, and between peers
- 2.46 understand when more complex situations might need specific interventions from another professional

### **Achievement and diversity**

- 2.47 understand issues of stereotyping and equal opportunities as they apply to children and young people with HI
- 2.48 know how to encourage and support learners with HI to be as independent as possible
- 2.49 know how to make links, where appropriate, between learning and relevant accreditation schemes, to encourage a mature response to real opportunities and challenges
- 2.50 have a good knowledge of opportunities for school leavers with HI, and how to liaise with appropriate information, advice and guidance services to help learners make informed choices

### **Health and well-being**

- 2.51 understand that some learners with HI may take longer to mature linguistically, socially and emotionally than their peers
- 2.52 understand the impact of long-standing or progressive hearing loss on the emotions, learning, behaviour and quality of life of learners with HI and their families
- 2.53 know how to help learners with HI develop social and emotional skills
- 2.54 know how to promote knowledge and skills related to personal, social and health education, and sex and relationship education
- 2.55 know how to exploit opportunities for learners with HI to make friends and enjoy leisure pursuits

## **3. Professional skills**

### **Specialist skills**

- 3.1 have a minimum competence in signing, equivalent to the CACDP (Council for the Advancement of Communication with Deaf People) stage 1 qualification<sup>15</sup>
- 3.2 make effective use of specialised informal and formal assessment techniques, including the sensitive and focused use of observation, supported by, for example, developmental scales and skills checklists
- 3.3 interpret the full range of audiometric information competently

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<sup>15</sup> Participants working with children and young people with HI in settings that use sign are strongly advised to gain at least CACDP stage 2 qualification, in addition to the MQ.

- 3.4 contribute to the assessment of the functional hearing and amplification needs of learners with HI
- 3.5 contribute to assessing the language and communicative competence of learners with HI, both spoken and signed, as appropriate
- 3.6 use specialised assessment information, including that provided by specialist colleagues from other disciplines, to inform assessments
- 3.7 monitor the speech and language development of learners with HI and the way they interpret and use auditory and/or visual information, and use this information to support forward planning
- 3.8 contribute to the design and implementation of a coherent and structured communication programme tailored to the current level of language development/communication of individual learners
- 3.9 support learners with HI to use audiological, amplification and other specialist technology to maximise and, where appropriate, develop their listening skills

### **Planning**

- 3.10 anticipate the barriers to learning and participation that may arise for learners with HI, and differentiate/modify teaching approaches and other provision to minimise these
- 3.11 use the information gained from assessment and from parents/carers and advice from specialist professionals or services to set targets and plan teaching approaches and other provision that help learners with HI make good progress
- 3.12 use targets to develop criteria by which to assess and evaluate the progress of learners with HI and to establish a timescale for review and evaluation
- 3.13 contribute to transition planning to ensure that transfer from one setting/school to another is as smooth as possible for learners with HI

### **Teaching**

- 3.14 identify individual learning outcomes and develop, implement and evaluate a range of approaches to help learners with HI achieve those outcomes
- 3.15 select, agree and use the most effective approaches, eg. auditory, oral, BSL signing and/or manually coded English, visual and kinaesthetic, to enhance communication and learning
- 3.16 differentiate or personalise provision to match and develop the communicative capabilities of learners with HI
- 3.17 design and produce teaching and learning materials in an appropriate medium, eg. subtitled video material
- 3.18 modify and adapt teaching materials, resources and equipment, including ICT hardware and software, to make them accessible to learners with HI
- 3.19 use specialist equipment and technology to overcome or reduce the impact of hearing loss

- 3.20 provide a wide range of opportunities for the development of receptive and expressive language
- 3.21 encourage learners with HI to become more independent by helping them to develop organisational, information processing, problem solving and thinking skills
- 3.22 encourage learners with HI to take increasing responsibility for their own learning and use of specialist equipment by involving them in making decisions about the types and levels of support they receive
- 3.23 assist older learners to develop the knowledge and skills they will need in adult life, further or higher education, post-school training opportunities and employment

### **Assessing, monitoring and giving feedback**

- 3.24 use appropriate means to monitor the progress of learners with HI
- 3.25 include learners with HI and their parents/carers in assessment and target-setting processes and procedures, ensuring they understand what targets have been set and why
- 3.26 monitor the use and effectiveness of specialised approaches and resources, ensuring that they contribute to achieving their intended outcomes and result in discernible progress for learners with HI

### **Reviewing learning, teaching and assessment**

- 3.27 collate and present the educational implications of multi-disciplinary assessment and parental contributions and views, to inform curricular and placement decisions, where appropriate
- 3.28 use provision mapping to determine how well provision for learners with HI matches their needs, to identify ineffective or missing provision, and to demonstrate accountability to parents/carers, managers, local authority officers and/or Ofsted inspectors
- 3.29 compile summary information on the progress of learners with HI in a form that gives direct evidence on the nature of any added value provided by teaching and learning
- 3.30 prepare and write accurate assessment reports, which can be understood and used by teachers, other professionals and parents/carers

### **Promoting positive behaviour**

- 3.31 have high expectations of the behaviour of learners with HI
- 3.32 take account of the effects of hearing loss on the learning and behaviour of learners with HI
- 3.33 encourage learners with HI to monitor and control their own behaviour
- 3.34 foster perseverance and concentration by structuring tasks and learning so that learners with HI are clear about what is expected of them
- 3.35 encourage learners with HI to persevere with their learning when difficulties arise

- 3.36 use effective strategies to promote positive behaviour, manage difficult situations and resolve conflict and, where necessary, the range of management techniques outlined in the school/setting's policy on restraint

### **Learning environment**

- 3.37 understand the interplay between a child or young person's state of mind and sense of well-being and their learning and social environment and how this can impact on their learning
- 3.38 create safe learning environments that help develop social interaction and support the emotional health and well-being of learners with HI
- 3.39 assess and review settings/classrooms for accessibility, including managing lighting and acoustics, wherever possible
- 3.40 challenge stereotyping of children and young people with HI and use effective strategies to combat bullying
- 3.41 identify ways of reducing the barriers to learning and participation for learners with HI arising from the physical and social environment, and understand how these may change in different phases of education and at transfer from one setting/school to another

### **Teamworking and collaboration**

- 3.42 liaise effectively and work in partnership with the parents/carers of learners with HI, providing information, advice and support, as appropriate
- 3.43 understand the roles and responsibilities of the range of specialist services and agencies that work with learners with HI and their families
- 3.44 work collaboratively with colleagues, other specialists and parents/carers to assess and support learners with HI and to maximise their opportunities and achievement through joint planning, implementation, evaluation and reporting
- 3.45 direct and oversee the work of support staff, ensuring that they understand the targets of learners with HI and are clear about their role in helping them to achieve these

### **Advising others**

- 3.46 model best practice for others working with learners with HI
- 3.47 make well-founded appraisals of situations upon which they are asked to advise, applying high-level skills of observation and analysis and evaluation
- 3.48 analyse the practice of others working with learners with HI, recognise strengths and areas for improvement, and provide sensitive and constructive feedback
- 3.49 provide professional direction to colleagues, support staff and parents/carers to improve their practice in working with learners with HI through, for example, advice, training or coaching

- 3.50 advise colleagues on assessing baseline performance and the use of assessment, identifying strengths as well as needs, so that any progress resulting from special provision can be determined
- 3.51 advise on the use and effectiveness of specialised techniques and materials
- 3.52 support the specialist contributions of other colleagues, teaching assistants, the wider school workforce, therapists and other professionals so that it has the maximum impact on learners with HI and their families
- 3.53 know how to cope effectively with the emotional responses that may arise from working with learners with HI
- 3.54 advise on a range of initiatives linked to access and disability discrimination, and contribute to access planning for learners with HI
- 3.55 be part of, or work closely with, leadership teams, taking a lead in developing, implementing and evaluating policies and practices that contribute to the achievement and well-being of learners with HI.