



# ADHD in Education Level 3

## ADHD in Education Level 3

**This course is recognised and available via distance learning UK-wide.**

ADHD Norfolk offers the ADHD in Education Level 3 qualification. This is a double qualification, accredited and regulated by Ofqual and combines the [Award in Attention Deficit Hyperactivity Disorder Awareness Level 3 qualification](#) with the Award in Supporting Learners with Attention Deficit Hyperactivity Disorder Level 3 qualification.

You are **required** to be in a role working with or supporting individuals with ADHD in an educational setting to complete this course.

You are **unable** to use your own child as a case study.

### Why we offer this Qualification.

Our aim at ADHD Norfolk is to provide those with ADHD every chance to reach their full potential. One way we do this is to provide excellent education for school, college and university staff; this includes teachers, support staff and SENCOs, enabling a joint understanding of how they can support the entire school by first supporting learners with ADHD. We believe that every school should have a team of ‘Specialist Champions’ supporting the SENCO. Our vision is for every school to have a Specialist ADHD Champion within their team, as well as for neurodiverse conditions such as, autism, dyslexia and dyspraxia.

Raising awareness of neurodiversity is crucial throughout the entire school; to inspire more school staff to take action, to take steps to enable neurodiverse students understand their unique skills and master their individual learning styles, allowing them to have an understanding of what they need and how to manage themselves. Students who have neurodiverse ways of thinking and seeing the world must be given the opportunity to learn about themselves, and to achieve this, they require the stakeholders in their lives, e.g. parents, teachers, doctors, social workers to fully understand and respect their unique minds.

ADHD can have a significant impact on young people’s lives; it can affect what they achieve at school, how they behave at home and how they form relationships. It has been shown that children with ADHD are more likely to drop out of school, suffer from depression, have a teenage pregnancy or develop personality disorders. Without effective management, ADHD will often have a substantial impact on academic and work-related outcomes. Several published studies have found significant differences in academic performance, relationships with siblings and behavioural and conduct problems in children with ADHD compared to those without the condition.

### Course Content

ADHD is the most treatable neurodevelopmental difference and is often accompanied by co-morbidities such as autism and dyslexia. This qualification will help staff to: identify the signs of ADHD; gather accurate evidence for referral; be able to work, and communicate effectively, with parents and will promote a clearer pathway to assessment and treatment options. Once the ADHD is successfully managed, other possible co-morbidities will be easier to identify.

## **ADHD Awareness Element: Aims and Objectives**

What is meant by attention deficit hyperactivity disorder (ADHD) and how it is distinguished from other neurodevelopmental disorders?

What are the characteristic features of ADHD and the common co-morbid difficulties that can be experienced by individuals with ADHD?

The different theories relating to the causes of ADHD, how behavioural therapy and medication can be used to treat ADHD, and the common side effects of medication.

Evaluating the different methods used to assess ADHD; outlining key differences between them.

Analysing the possible physical, social, emotional and behavioural effects of ADHD on an individual.

Evaluating the impact of ADHD on an individual's ability to participate and function in everyday activities and to engage in learning.

Evaluating different learning support strategies, which can be used to motivate individuals with ADHD, including ways to adapt teaching and education resources and the learning environment.

Explaining different approaches to encourage positive learning behaviour in individuals with ADHD and state why it is important to select and apply different strategies for different individuals.

The different sources for and types of support available to individuals with ADHD, their families and those supporting their learning.

## **ADHD Education Element: Aims and Objectives**

Being able to adapt teaching so that the learning of individuals with ADHD is better supported and to monitor more closely the progress of individuals with ADHD.

Assessing progress in specific areas of learning against one or more individual learners' targets and be able to evaluate and adjust learning support strategies.

Using appropriate methods to assess the effectiveness of learning support strategies provided and use the findings to adjust support strategies where necessary.

Being able to take a person-centred approach to support learning for individuals and being able to plan and provide support in a way that meets their individual needs and preferences.

Employing appropriate support strategies to encourage positive behaviour for learning and being able to select and adapt teaching and learning resources, including technology, to meet the needs of learners with ADHD.

## **Qualification Information**

**Credits:** 7

**Delivery:** Distance learning

**Course Duration:** 6 months

**Guided Learning Hours:** 52

**Lesson Options:** Day and evening options available

**Governing Body:** Ofqual

**Cost:** £495.00 per learner

This is a double qualification. The qualifications gained at the end of this course will be:

**Award in Attention Deficit Hyperactivity Disorder Awareness, Level 3**

**Qualifications Number:** 601/5594/2

and

**Award in Supporting Learners with Attention Deficit Hyperactivity Disorder, Level 3**

**Qualification Number:** 601/5595/4

## **Where do I go for my lessons?**

We use a well-known platform called CourseSites by Blackboard. The advantage of using this platform is that it is accessible everywhere!

All your lessons are live with your tutor and there is the option of day or evening classes. You can log in any time and access your course resources, and you can also meet other students in the classroom for extra study time if and when you feel you would like to. A microphone is not required for the course.

If you would like to trial the platform before you sign up for the course, please contact us on [sentraining@adhdnorfolk.org.uk](mailto:sentraining@adhdnorfolk.org.uk) and we can arrange this for you.

**Please note:** full guidance will be given on how to use the platform before the course commences.

## Our Next Course:

**Lesson options: Thursdays @ 10–11am or 7–8pm**

Lesson 1: February 28th

Lesson 2: March 14th

Lesson 3: March 28th

Lesson 4: April 4th

Lesson 5: April 25th

Lesson 6: May 9th

Lesson 7: May 23rd

Lesson 8: June 6th

Lesson 9: June 20th

Lesson 10: July 4th

Lesson 11: July 18th

**Portfolio hand in date: 1<sup>st</sup> August 2019**

## FAQs

If you would like more details about this qualification, please visit our frequently asked questions section on our website <https://www.adhdnorfolk.org.uk/faqs/>

## How do I sign up?

To pay and enrol for this course please use the following link\* -

<https://www.cognitofrms.com/ADHDNorfolk/ADHDInEducationLevel3Web>

## Contact Us

### Email

If you still cannot find the answers you are looking for please email us on [sentraining@adhdnorfolk.org.uk](mailto:sentraining@adhdnorfolk.org.uk) we would love to help you.

### Phone Call

Would you prefer to talk to someone? We would love to hear from you so please send us an email to [sentraining@adhdnorfolk.org.uk](mailto:sentraining@adhdnorfolk.org.uk) to arrange a mutually convenient time for us to call you.

\*Before enrolling on any course make sure that you always check it is accredited and regulated by using the [Government Qualification Checker](#) website.