

RECOMMENDED STANDARDS FOR TEACHING AND SUPPORTING LEARNERS WITH VISUAL IMPAIRMENT IN FURTHER EDUCATION IN ENGLAND AND WALES

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This document presents a set of standards for teaching and supporting learners with visual impairment in further education in England and Wales.

The purpose of these standards is threefold:

- to provide an agreed set of standards that can be used to inform the design of accredited specialist awards for teachers of learners with visual impairment in FE, validated within the national qualifications framework or by higher education institutions or other awarding bodies
- to provide specialist standards that can be used to inform professional development activity in relation to learners with visual impairment within FE
- to assist in institution-based activities such as recruitment, appraisal and the identification and auditing of training needs of teachers.

These standards have been written for providers and accreditors of FE teacher training qualifications, and for those responsible in colleges and other organizations for the professional development of teachers and teaching teams. They are also designed to help serving teachers in FE to audit their training needs in relation to supporting students with visual impairment and to plan their own professional development.

There are approximately 4 500 learners with a visual impairment in Further Education and at least the same number of students with a visual impairment and additional learning difficulties who could benefit from FE but whose needs are not currently being met (Meager et al, 1997).

To achieve equity in the delivery of support for students with visual impairment in FE, providers must take account of the need to:

- ensure that all learners with visual impairment have equality of opportunity
- maximize the learning experience of learners with visual impairment alongside their peers
- promote individual well-being, including the development of self-esteem
- provide opportunities to maximize independence
- provide directly, or provide access to, high quality provision
- work collaboratively with other agencies, including Health, social services and voluntary agencies
- respect and value diversity
- identify accurately the needs of learners with visual impairment
- monitor and evaluate progress and achievements.

Standards have been developed to cover seven key areas of activity:

A – Assessing Learners Needs

B – Planning and Preparing teaching and learning programmes for groups and individuals

C – Developing and using a range of teaching and learning techniques

D – Managing the learning process

E – Providing learners with support

F – Assessing the outcomes of learning and learners achievement

G – Reflecting upon and evaluating one's own performance and planning future practice

KEY AREAS

A. ASSESSING LEARNERS' NEEDS

In addition to the standards developed for teaching and supporting learning, teachers who support learners with visual impairment in Further Education need to be able to:

A.1 Identify and plan for the needs of learner with visual impairment

To do this, teachers:

- a. recognise the process of vision, the effects of ocular and cerebral dysfunction and the general implications of these for development and learning
- b. distinguish between functional and clinical approaches to assessment and evaluate their relevance in the planning
- c. identify the contribution that other professionals may make to the assessment process including ophthalmologists, psychologists, optometrists, rehabilitation workers, Disability Employment Advisors
- d. reflect on the applicability of individual and public assessment procedures to learners with a visual impairment
- e. identify sources of specialist information (eg websites, literature, low vision clinics, voluntary societies etc) relevant to identification of, and planning for, the needs of the learner with a visual impairment
- f. provide information to, and negotiate with, colleagues to ensure that the learning needs of individuals with a visual impairment can be met in a realistic way.

This requires a critical understanding and **essential** knowledge of:

1. the anatomy and physiology of the human eye and visual functioning
2. the nature and implications of a range of visual conditions and their treatment
3. the range of clinical/functional assessment procedures employed by other professionals
4. the range of technical terms likely to be used in assessment reports
5. the range of aids that may be prescribed to students and their purpose (eg *low vision devices*)
6. the entitlements of students in public examinations (eg *the exemptions/allowances for learners with visual impairment*)

A.2 Make an initial assessment of learner needs

To do this teachers:

- a. analyse how information from commonly used specialist assessment procedures (in areas such as vision, mobility and independence) can be used to identify individual strengths and needs
- b. identify the implications of a specific visual condition for the individual's learning and their choice of programme
- c. interpret and use information gained from assessments to set realistic targets and plan and deliver special modes of teaching and support
- d. where necessary, conduct functional assessments of students' additional needs arising from their visual condition (eg appropriate seating position) and feedback to the learner and colleagues on the outcome of the assessment and its consequences
- e. direct the learner to sources of additional specialist support

This requires a critical understanding and **essential** knowledge of:

1. the scope and purpose of specialist assessment procedures, their strengths and limitations
2. the effects of visual conditions, both singly and in combination, upon the learning of the individual
3. a range of functional assessment techniques appropriate to students with a visual impairment
4. the range of additional support available from statutory and voluntary organisations to students in Further Education
5. the implications of alternative learning media of some students with visual impairment (*eg braille, Moon*).

B. PLANNING AND PREPARING TEACHING AND LEARNING PROGRAMMES

B.1 Identify the required outcomes of a learning programme

To do this teachers:

- a. interpret general curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes, taking account of individual needs
- b. identify the *additional* curriculum requirements of learners with a visual impairment (*eg mobility and independence training, touch typing, listening skills etc*)
- c. evaluate competing demands in the planning of the curriculum arising from additional requirements (*eg additional time for mobility input, training in the use of low vision devices*)
- d. ensure that additional curriculum requirements are integral to the learning outcomes of the learning programme
- e. analyse the significance of haptic and auditory perception in planning access to different components of the curriculum for learners with visual impairment
- f. evaluate the significance of validating and award bodies' requirements in relation to learners with a visual impairment (*eg how a student who is blind can demonstrate knowledge and understanding of perspective in Art*).

This requires a critical understanding and **essential** knowledge of:

1. the key elements of the additional curriculum for students with a visual impairment (*eg literacy through touch, listening skills, opportunities afforded by access technology*)
2. the importance of inclusive learning and ways of ensuring that teachers meet the needs of all students (*eg through the provision of clear layout and appropriate font size*)
3. how to derive individual learning programmes appropriate for individuals with visual impairment from required learning outcomes
4. possible progression routes and their implications for learners with a visual impairment
5. how to analyse and evaluate skills, knowledge and values within a curriculum area as they relate to learners with a visual impairment
6. programme validation criteria and procedures in relation to learners with a visual impairment.

B.2 Identify appropriate teaching and learning techniques

To do this teachers:

- a. encourage learners with visual impairment to adopt styles of learning appropriate to the required outcomes and most likely to enable them to achieve to the best of their abilities (*eg encouraging learners to consider making notes using a digital recorder rather than braille for some purposes*)
- b. draw on assessment outcomes to select appropriate teaching techniques to accommodate the needs of individual learners with a visual impairment (*eg supplementing visual presentation to a group with verbal commentary*)
- c. identify teaching techniques appropriate to teaching a learner with visual impairment within a larger group (*eg passing artefacts around the class rather than photographs*)
- d. ensure the physical environment and the learning situation are appropriate for learners needs (*eg use of braille/large print labels on doors; matching lighting conditions to the learner's visual condition identified through visual assessment*).

This requires a critical understanding and **essential** knowledge of:

1. teaching techniques that include learners with visual impairment
2. structuring learning that allows for achieving the required outcomes through non-visual methods
3. the information and learning technology resources available to learners with visual impairment
4. the principles of environmental auditing the environmental for learners with visual impairment

B.3 Enhance access to and participation in learning programmes

To do this teachers:

- a. maintain effective links with appropriate agencies to enhance delivery of the core and additional curriculum (*eg links with Social Service departments regarding provision of mobility training*)
- b. contribute to the activities which improve access to the organization's learning facilities (*eg awareness raising in the community about support available for learners with visual impairment*)
- c. support a culture of open access and participation for learners with a visual impairment
- d. offer a range of flexible opportunities for learning facilitated through adaptive information learning technology
- e. identify and overcome potential barriers to learning for learners with visual impairment
- f. recognise the organisational and resource constraints that influence the participation of learners with visual impairment and make the most of opportunities to widen their participation in learning programmes.

This requires critical understanding and **essential** knowledge of

1. local and national networks that support learners with visual impairment (*eg LEA visual impairment advisory services, RNIB post-16 Education Services*)
2. how to make learning programmes more accessible to learners with visual impairment and why this is important
3. flexible processes and procedures for delivery and assessment in relation to learners with a visual impairment
4. the role of information technology in affording modes of learning attractive to potential learners with visual impairment (*eg access to the internet through JAWs*).

C. DEVELOPING AND USING A RANGE OF TEACHING AND LEARNING TECHNIQUES

C.1 Promote and encourage individual learning

To do this, teachers:

- a. drawing on information from initial assessment of needs, establish and agree learning goals and targets appropriate to the individual learner with visual impairment and produce learning plan (*eg planning that takes into account the effect of recent onset of visual impairment on the learner's speed in processing information*)
- b. identify and produce teaching and learning materials that are appropriately modified to engage learners' interest and reinforce learning (*eg use of video with audio description*)
- c. acknowledge the particular experiences that learner with visual impairment may bring to the programme (*eg experiences that learner may have of disability rights issues*)
- d. modify standard resources to match individual needs of learner with visual impairment (*eg installing screen reading software into college computer network*).

This requires critical understanding and **essential** knowledge of:

1. ways of structuring individual learning programmes that take account of the individual needs of learners with visual impairment and encourage individual learning
2. the resources and specialist equipment available to enhance individual learning in students with a visual impairment
3. how individual learning is affected by social, emotional and cultural factors (*eg the implications for social and emotional adjustment of sudden vision loss*).

C.2 Facilitate learning in groups

To do this, teachers:

- a. recognise potential barriers to learning and participation that may arise from visual impairment in group work (*eg not knowing the identities of other people in the group*)
- b. select learning opportunities that minimise barriers to learning and participation in groups for learners with visual impairment (*eg group participants to introduce themselves at the start of the activity*)
- c. ensure that all members of the group are involved in learning activities by encouraging learners to support each other (*eg use of rotating buddy system for learner with visual impairment to engage in practical tasks in food technology*)
- d. produce appropriate learning support materials to enable a learner with visual impairment to participate effectively in group tasks (*eg producing text in enlarged print for all participants; providing a diagram in both print and tactile format; use of artefacts in history lesson*)
- e. identify group learning experiences.

This requires critical understanding and **essential** knowledge of:

1. the areas of interpersonal and communication skills that visual impairment impacts upon (*eg understanding of personal space, the importance of facial expression and turning face towards the speaker etc*)
2. group dynamics and the effective management of groups containing learners with visual impairment (*eg understanding the barriers that may face learners with a visual impairment in turn-taking in discussions*)
3. inclusive learning support materials, when to use them and how to prepare them (*eg provide enlarged and clear print for all students, not just the student with low vision*)
4. the importance of collaborative working practices and peer group support for the attainment of learners with visual impairment and how to encourage these (*eg through orienting the group to the implications of visual impairment*).

C.3 Facilitate learning through experience

To do this teachers:

- a. appreciate possible restrictions imposed by visual impairment on the range and variety of experiences and upon opportunities for incidental learning (*eg restrictions in: interactions with the environment; ability to get about; opportunities for learning through observation*)
- b. supporting learners with a visual impairment in identifying gaps in their experience base
- c. plan and structure learning opportunities that afford first hand concrete experiences for learners with visual impairment including opportunities to demonstrate and practise skills in new areas (*eg affording a learner with a visual impairment opportunities to learn to use ATM machines*)
- d. ensure that learning is properly structured, safe and appropriately resources for learners with visual impairment (*eg arranging appropriately trained sighted guides as required to aid mobility on field trips*)
- e. evaluate the effectiveness of the concrete learning opportunities provided for learners with visual impairment and modify teaching plans where necessary.

This requires critical understanding and **essential** knowledge of:

1. the possible restrictions of the range and quality of experiences of some learners with visual impairment
2. the particular benefits that learning through experience affords for learners with visual impairment (*eg the opportunities to identify and fill gaps in their knowledge and understanding*)
3. the specific controls in relation to health, safety and the environment for learners involved in learning through experience (*eg providing opportunities for orientation to the learning environment, awareness of the risks of sunburn for learners with albinism etc*)
4. the importance of ensuring a wide range of opportunities for learning through experience for learners with a visual impairment (*eg providing work experience opportunities that are appropriate but are not restricted by preconceptions of what learners with visual impairment can achieve*)
5. ways of conducting debriefing and providing constructive feedback to learners with visual impairment.

D. MANAGING THE LEARNING PROCESS

D.1 Establish and maintain an effective learning environment

To do this, teachers:

- a. act as an advocate for learners with visual impairment in attempting to secure appropriate resources (*eg assist students with applications for funding for specialist equipment, mediate with college regarding provision of specialist software on college PCs*)
- b. ensure an interactive, safe and productive learning environment that fosters the security and confidence of learners with visual impairment (*eg auditing the college environment to identify hazards to safe mobility, identifying and eliminating sources of glare in classrooms for learners with photophobia*)
- c. identify and redress the barriers to learning that affect the motivation and engagement with the learning process (*eg the effect of longstanding or progressive conditions on the emotions, learning, behaviour and quality of life of learners with a visual impairment, the effects of medication*).

This requires a critical understanding and **essential** knowledge of:

1. the characteristics of an effective learning environment for individual students with visual impairment (*eg the responsibilities of Colleges in relation to buildings under DDA legislation*)
2. the specific health and safety requirements relating to the learning environment for learners with visual impairment (*eg the implications of Health and Safety legislation in relation to learners with disabilities*)
3. the design features of an ergonomic learning environment for learners with a visual impairment (*eg appropriate task lighting, reading stands, glare free worktops with sufficient space for additional equipment such as portable CCTVs*)
4. the potential impact of visual impairment on social and emotional adjustment of learners (*eg the implications of a disfiguring eye condition*)
5. the principles of orientation and mobility for learners with a visual impairment.

D.2 Plan and structure and reviewing learning activities

To do this teachers:

- a. use comparative data to set clear targets for learning achievements (*eg data on the comparative reading speeds of braille and print readers*)
- b. select and develop materials of an appropriate design and format to meet successfully the needs of learners with visual impairment (*eg the provision of print materials in a font, size and configuration appropriate to the individual needs of a learner with low vision*)
- c. help learners with visual impairment to develop specialist study skills (*eg efficient storage and retrieval of braille notes*)
- d. help learners to develop responsibility for organising their learning successfully (*eg developing skills in negotiating with teaching staff regarding their individual learning requirements, organising and directing personal readers etc*)
- e. consider specialist alternative support networks available for learners with visual impairment (*eg counselling support*).

This requires a critical understanding and **essential** knowledge of:

1. the basic skills and the additional skills that learners need to meet the demands of programmes of study (*eg the use of variable speed audio recorders for accessing learning material*)
2. appropriate sources of information and learning support for learners with visual impairment and how to access them (*eg transcription services, audio tape services*)
3. the factors that affect speed of information processing and rates of output for learners with visual impairment (*eg the structure of the braille code and its implications for reading efficiency*)
4. awareness of support networks for learners with visual impairment (*eg RNIB post 16 advisers*)
5. the limits of the teacher's own competence to deal with concerns of learners with visual impairment (*eg difference between support and counselling*)
6. the specific communication needs of individual students with visual impairment including those with additional learning difficulties (*eg the importance of alternative symbol systems such as Objects of Reference or Moon for some students*).

D.3 Communicate effectively with learners

To do this teachers:

- a. select and organise information for learners with a visual impairment clearly and concisely (*eg simplify print diagrams for reproduction in a tactile format*)
- b. present information to learners with a visual impairment clearly in an appropriate format (*eg ensure that handouts are available in the learner's preferred format*)
- c. use a range of communication skills and methods appropriate to learners with visual impairment (*eg verbalising a gesture or facial expression*)
- d. maintain and encourage effective communication between all learners.

This requires a critical understanding and **essential** knowledge of:

1. the principles of haptic perception
2. the appropriate modification of language (*eg the importance of precise instructions*)
3. appropriate use of audio-visual aids – (*eg the use of tactile artefacts*)
4. developments in specialist information learning technology for the production of materials for students with visual impairment (*eg braille embossers, swell paper etc*).

D.4 Select and develop resources for learning

To do this teachers:

- a. identify the resources required to deliver the programme of learning and deliver support to learners with visual impairment
- b. ensure they are familiar with the range of specialist resources and how to follow the organisation's procedures for obtaining them
- c. produce an appropriate range of teaching and learning materials that meet the needs of learners with a visual impairment
- d. evaluate and ensure the appropriateness and effectiveness of teaching and learning materials for learners with visual impairment
- e. evaluate the effectiveness of the materials and resources used for learning support and update materials and equipment as necessary
- f. keep up to date with the development of resources that enable learners with visual impairment to work effectively on their own.

This requires a critical understanding and **essential** knowledge of:

1. ways of identifying and quantifying the resources needed to deliver programmes for learners with visual impairment
2. the specialist resources (low tech and high tech) available for learning and how to access *them* (eg *heavy lined writing paper, tactile overlays, books in braille and Moon etc*)
3. the criteria by which to evaluate the effectiveness of learning support materials for learners with visual impairment
4. the learning support needs of learners with visual impairment when using technology based or distance learning approaches (eg *access to the internet, bulletin boards etc*).

E. PROVIDING LEARNERS WITH SUPPORT

E.1 Induct learners with visual impairment into the organization

To do this teachers:

- a. contribute to the design and implementation of induction procedures for students with visual impairment (*eg assist the mobility specialist with orientation to and mobility around the campus*)
- b. help learners with visual impairment to gain access to advice on financial arrangements and personal support (*eg learner support grants*)
- c. provide learners with visual impairment with appropriate information about the organization and its facilities and ensure they are clear about health and safety issues (*eg timetable in appropriate format, fire drill procedures, guide dog facilities etc*).

This requires critical understanding and **essential** knowledge of:

1. the barriers to access that learners with visual impairment may encounter on arrival at the organisation (*eg signage in inappropriate formats*)
2. the roles of the specialist who can help orient learners with visual impairment to the college (*eg rehab workers/mobility officers*)
3. funding mechanisms for the provision of additional support
4. organisational and personal responsibility under the Health and Safety at Work Act, the DDA etc.

E.2 Provide effective learning support for learners with visual impairment

To do this teachers:

- a. provide learners with clear statements of their entitlements and how to access the full range of in-college, local and national services available to learners with visual impairment
- b. ensure that learners are aware of the information facilities and resources available and how to use them effectively (*eg library resources for students with visual impairment such as CCTVs, OCR devices; notice boards with braille notices, tactile maps, signage, tactile labels on lifts doorways etc*)
- c. enable learners to make the best use of additional support (*eg amanuensis, personal reader, mobility specialist etc*)
- d. provide learners with visual impairment opportunities to consider the next steps after their current programme (*eg links to Employment Services, Connexions, DEAs etc*).

This requires critical understanding and **essential** knowledge of:

1. the organisation's information facilities and resources for students with visual impairment and how to access them and use them
2. how learners' programmes can be amended within agreed organization and national procedures (*eg the allowances made by examination boards for learners with visual impairment*)
3. the additional support needs of learners with visual impairment
4. an understanding of related statutory and voluntary support networks and the range of provision in the field of visual impairment.

E.3 Ensure access to guidance opportunities for learners with visual impairment

To do this teachers:

- a. ensure that learners with a visual impairment have access to impartial, comprehensive and current information about training, employment and educational opportunities; organise and contribute to a planned programme of guidance for individual learners with visual impairment
- b. provide learners with visual impairment with access to specialist guidance and support (*eg DEA*)
- c. liaise with colleagues and other professionals to provide most effective guidance and support for learners with a visual impairment
- d. ensure that guidance meets the personal development needs as well as the educational and vocational needs of the learner with visual impairment (*eg independence skills, assertiveness training etc*).

This requires a critical understanding and **essential** knowledge of:

1. the rehabilitation, training and employment opportunities available to learners with visual impairment
2. national employment rates among people with visual impairment; barriers to employment; planning and organising appropriate work experience opportunities for learners with visual impairment
3. national and local support organisations and advisory services available to learners with visual impairment
4. careers guidance opportunities for students with visual impairment
5. the independence and self help skills required by learners with visual impairment.

E.4 Provide personal support to learners with visual impairment

To do this teachers:

- a. provide opportunities for learners to raise personal issues affecting their learning related to their visual impairment
- b. maximise opportunities for learners to have access to specialist support
- c. know the limits of their own competence as tutors to deal with personal issues (*eg adjustment to sudden sight loss*)
- d. maintain close links with colleagues and other professionals in order to help individuals with visual impairment resolve their personal problems
- e. act as advocates for and mediate on behalf of, individual learners with visual impairment when problems arise.

This requires a critical understanding and **essential** knowledge of:

1. counselling skills, the role of the counsellor and the potential to do harm if teachers exceed their own levels of competence
2. ways of networking with other professionals and stakeholders to support individuals (*eg SSDs, local voluntary organisations*)
3. national and local support organisations and advisory services available to learners with visual impairment (*eg RNIB, local societies for the blind*)
4. careers guidance for students with visual impairment
5. the independence skills required by learners with visual impairment.

F. ASSESSING THE OUTCOMES OF LEARNING AND LEARNING ACHIEVEMENTS

F.1 Use methods of assessment appropriate to learners with visual impairment to measure learning and achievement

To do this teachers:

- a. identify an appropriate range of assessment methods that will deliver fair valid and reliable results in relation to students with visual impairment
- b. ensure equality of opportunity in the design and application of assessment procedures
- c. ensure that learners with visual impairment understand the purpose and nature of the assessment process
- d. use an appropriate variety of valid and reliable assessment procedures.

This requires a critical understanding and **essential** knowledge of:

1. the range of procedures and opportunities for measuring learning and achievement and progress appropriate to learners with visual impairment
2. the validity, reliability and sufficiency of standard, continuous and end-of-programme assessments for learners with visual impairment
3. the appropriate timing and pace of assessment for learners with visual impairment (*eg allowing additional time for processing information*)
4. procedures for conducting and recording assessment including the ability to liaise with external awarding bodies regarding their requirements (*eg regarding assessment of visual elements in art programmes*).

F.2 Make use of assessment information

To do this teachers:

- a. use continuous assessment to help learners with visual impairment assess their progress and identify learning issues, including those arising from, or related to, their visual impairment and/or additional needs
- b. make use of assessment information to identify their own performance and areas for development as teachers and to improve the effectiveness of their teaching
- c. use assessment outcomes to modify individual learning programmes.

This requires understanding and **essential** knowledge of:

1. the range of stakeholders including parents, guardians, carers, employers, awarding bodies, and the nature of the assessment information they require
2. ways in which standard assessment procedures may be adapted for student with visual impairment
3. the possible effects of adaptation on validity
4. ways of using assessment information to monitor the effectiveness of the learning process for learners with visual impairment

G. REFLECTING ON ONE'S OWN PERFORMANCE

In addition to the requirements laid out in the standards for teaching and supporting learning in FE in England and Wales, teachers:

G.1 Evaluate one's own practice

To do this teachers:

- a. consider their own professional practice in relation to the major influences upon the education of students with visual impairment (*eg understanding implications of DDA for professional role*)
- b. identify their current knowledge and skills in relation to the needs of learners with visual impairment and the demands of their role
- c. conduct a critical evaluation of their own teaching in relation to students with visual impairment by eliciting, valuing and using feedback from learners, other teachers, managers, external evaluators
- d. evaluate their own specialist skills against what is required in their teaching of learners with visual impairment (*eg competency in grade 2 braille; skills in using specialist access technology*)
- e. create and use opportunities to question their own practice and to seek audits of their competence from others with specialist knowledge in visual impairment (*eg RNIB Post 16 Education and Employment Advisor*)
- f. use evaluations to improve their own and their team's effectiveness in relation to learners with visual impairment.

This requires a critical understanding and **essential** knowledge of:

1. their current role in relation to learners with visual impairment and the specialist knowledge and skills required to carry it out
2. methods of evaluating their own experiences against the requirements of their work with students with a visual impairment
3. the required skills and knowledge for working with learners with visual impairment, including teachers' own level of competence in specialist skills
4. the role of social and vocational rehabilitation and training within FE for learners with visual impairment
5. the limits of the teacher's own competence and responsibility in relation to students with a visual impairment
6. the impact of teachers' own values, beliefs and life experiences in relation to the learners with visual impairment and their potential.

G.2 Plan for future practice

To do this teachers:

- a. identify developments in rehabilitation, training and education relevant to their own work with students with visual impairment
- b. consider and implement appropriate changes in programme design and delivery that reflect current research in relation to learners with visual impairment (*eg 'Steps to Independence' research report*)
- c. consider the relevance of these developments in their own practice with students with visual impairment
- d. monitor curriculum developments relevant to their own role and keep abreast of new initiatives (*eg through meetings of VIEW FE Chapter*)
- e. consider and implement appropriate changes in programme design and delivery that reflect best practice in education, rehabilitation and vocational training of learners with visual impairment (*eg resources by National Centre for Tactile Diagrams*)
- f. take into account the resource constraints influencing intended developments for learners with visual impairment and make best use of the opportunities available (*eg conduct environmental audit to identify modifications that can be implemented quickly at low cost*).

This requires a critical understanding and **essential** knowledge of:

1. relevance of current developments in teaching and learning within teachers' own area of professional competence and the relevance of these to learners with visual impairment
2. relevance of current developments in research relating to learners with visual impairment
3. ways of negotiating changes to current programmes of learning to include learners with visual impairment.

G.3 Engage in continuing professional development

To do this teachers:

- a. identify where their own knowledge and skills need to be updated to work effectively with learners with visual impairment
- b. identify effective ways of maintaining their specialist expertise and keeping it up to date (*eg monitoring RNIB website to identify relevant training opportunities*)
- c. take up professional development opportunities relevant to their role in relation to learners with visual impairment (*eg through attendance at training days organised by RNIB*)
- d. engage in research and study related to professional practice (*eg registering for recognised professional qualification that meets the extensions standards in visual impairment and FE*).

This requires a critical understanding and **essential** knowledge of:

1. theories underpinning approaches to visual impairment (*eg medical and social models of disability*)
2. the skills and knowledge required for working with learners with visual impairment
3. ways of addressing the teachers' own development needs in relation to learners with visual impairment
4. sources of information on professional development relating to further education and visual impairment and how to access them
5. relevant research in the field of visual impairment and education
6. sources of information for enhancing professional knowledge and how to access them (*eg VIEW Further Education Chapter, RNIB website, VICTAR website*).