

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Barriers and Approaches to Braille Learning

**Unit Reference Number:** T/650/8854

**Level:** Three (3)

**Credit Value:** Nine (9)

**Minimum Guided Learning Hours:** 50

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the issues involved in choosing tactile Braille as a medium for communications	1.1 Identify the issues involved in choosing braille as a medium for communication.
	1.2 Describe ways in which these issues can be managed or mitigated.
2. Understand the factors which affect the acquisition of tactile Braille skills	2.1 Describe the special processes involved in the acquisition of tactile Braille skills in terms of
	a) Emotional, motivational and physical factors.
	b) Development of pre-reading Braille recognition
	c) The unique aspect of the code ( the use of contractions, rules, linear nature).
	d) The effect of the above on the nature of reading for the tactile learner (e.g. the development of reading speed, access to information.)
e) Sustainability and preparation of learning materials, including personalised materials.	
3. Understand the importance of tailoring a Braille learning programme to an individual student	3.1 Give at least two examples of factors which may affect the learning of a Braille student.
	3.2 Provide suggestions for solution of the challenges presented in 3.1.

	3.3 Tailor a Braille learning programme to the individual needs of a learner
4. Develop a person-centred approach to teaching Braille which meets the needs of a student	4.1 Demonstrate an informed and sensitive approach to the student, including appropriate intervention and positive feedback.
	4.2 Use teaching and learning approaches, resources and assessment methods which are appropriate to individual student needs.
	4.3 Communicate with students in a way that meets their individual needs.
	4.4 Provide constructive feedback to learners to meet their individual needs.
5. Show familiarity with at least three Braille learning outcomes	5.1 Present a comparative analysis of three Braille learning schemes in terms of <ul style="list-style-type: none"> <li>a) Legibility</li> <li>b) Use of language</li> <li>c) Suitability/application</li> <li>d) Pace</li> <li>e) Balance of reading/writing tasks</li> <li>f) Flexibility (stand-alone or used with other schemes)</li> <li>g) Availability</li> <li>h) Accessibility by both student and teacher</li> </ul>