

# Level 5 OCR Teaching in the Lifelong Learning Sector – Qualification Units

## Unit 24 – Inclusive Practice

Level 5

QCA Accreditation Number T/500/9927

### Unit description

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#### Unit aims

The unit aims to develop the student teacher's ability to demonstrate their fundamental belief that all learners have the same rights and are of equal worth, irrespective of their ability, cultural background, race, gender or age; that all learners have the right to be educated alongside their peers, and that individual student needs are best met through systems of shared responsibility.

**Credit value 15**

#### Unit synopsis

This unit provides student teachers with the opportunity to demonstrate and enhance their expertise in and delivery of inclusive practice by:

- Reviewing the learning experience of all adults and young people, especially with reference to those with additional support needs.
- Examining existing practice in the light of new knowledge and insights about Inclusive practice
- Building upon the range of experiences and different perspectives found amongst groups of colleagues supporting pupils with additional learning needs, and evaluating both the roles and role boundaries of these colleagues.
- Evaluating the range of relevant legislation and the impact upon their institutional practice.
- Scrutinize strategies for inclusivity in terms of the effective management of the support teams delivering inclusive practice and identify good practice.
- Examining their own practice, approach, roles and responsibilities in respect of the requirements of inclusivity and associated legislation and by reflection and feedback from learners identify areas of strengths and development needs.

The unit may draw on evidence provided from or, conversely, provide evidence for, the following units within the Diploma scheme:

- Preparing to teaching in lifelong learning.
- Planning and enabling learning
- Enabling learning and assessment
- Theories and principles for planning and enabling learning
- Continuing personal and professional development
- Curriculum design for inclusive practice
- Wider professional practice.

The student teacher may also be able to draw on their evidence from other option modules but this will depend upon the choices they have made.

### **Examples of teaching and learning strategies**

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion
- Directed study and research
- Lecture
- Case Studies
- Resource based learning
- Question and answer
- Discussion
- Lecture and exposition
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Membership of relevant professional bodies
- Debate
- Professional discussion

### **Guidance on delivery for centres**

Delivery may take the form of:

- provision of individual learning plans for learners,
- provision of opportunities for learning, eg discussion fora,
- Provision of ongoing mentoring to the student teacher, including review and feedback on learning experiences and development of competence,
- Observation of peer-to-peer discussions of groups of student teachers or of students teachers and qualified teachers,
- Observation of teaching practice,
- Review of learning materials used and/or developed by the student teacher,
- Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above.

- provision of guidance on the qualification and progression routes to further development,
- Demonstrate differentiated practice as an example for learners' classrooms

All focusing upon inclusivity in the learners' classroom.

### **Guidance on assessment for centres**

This is an optional unit and therefore the centre must be able to provide opportunities for inclusivity to be observed in teaching practice. This unit may draw upon the evidence from a range of other units such as 'widening professional practice', 'enabling learning for students with cognitive learning difficulties', 'Planning and Enabling Learning for Specialist Teachers of Learners with Cognitive Learning Difficulties (Excluding Specialist Dyslexia Provision)', 'Curriculum Design for Inclusive Practice'. Similarly this unit may contribute evidence to these modules.

There is an expectation that the written work will be presented at an appropriate level.

The assessment can include:

- professional discussions with the student teacher and their colleagues,
- witness statements,
- Reviewing documentation, including minutes, reports, and presentations, schemes of work, lesson plans, assessment plans and marking schemes.
- Video recordings
- Observation of practice using a range of teaching and learning methods.
- Reports written by the student teacher on research, analysis and interpretation of inclusive practice. Check order of these points I do not understand this comment. Any and all of these are acceptable none are mandatory and thus the order is immaterial.

This is a level five option and thus the student teacher must demonstrate complex skills and knowledge, often covering more than one element of the assessment criteria. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that reports, whilst aiming for succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level five standard. Minutes of meetings on inclusive practice may be used but only if it is possible to demonstrate that the student teacher's contribution is significant, contributes the meeting of assessment criteria and identifiable within the body of the document. Video and oral recording of evidence is encouraged.

### **Suggested reading**

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only. Students are also encouraged to look beyond this list for other texts which they feel will support their learning.

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action Research*. London: Routledge

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

British Journal of Special Education Blackwells

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

DfEE (1998) *The Learning Age: A Renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – Achieving Success*. London: HMSO

Gibbs, G. (1995) *Assessing Student Centred Courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells, A. (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Gibbs, G (1992) *53 Interesting Things to Do in Your Lectures (Interesting Ways to Teach)* Technical & Educational Services Ltd [4Rev Ed edition] ISBN-10: 094788503X ISBN-13: 978-0947885038

Habeshaw, S. (1992) *53 Interesting Things to Do in Seminars and Tutorials (Interesting Ways to Teach)* Technical & Educational Services Ltd; [4Rev Ed edition] ISBN-10: 0947885080 ISBN-13: 978-0947885083

Knowles, G. (2006) *Supporting Inclusive Practice* David Fulton Publishers Ltd

Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row

Nind, M. Rix, Sheehy, K. and Simmons, K. (2004) *Curriculum and Pedagogy in Inclusive Education* Routledge Falmer

Petty, G. (2004) *Teaching Today* (3<sup>rd</sup> Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and Vocational Preparation*. London: Hodder and Stoughton

Reece, I. and Walker, S. (2003) *Teaching, Training and Learning: A Practical Guide (5<sup>th</sup> Edition)* Business Education Publishers Ltd

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Rix, J. Simmons, K., Nind, M. and Sheehy, K. (2004) *Policy and Power in Inclusive Education: Values into Practice* Routledge Falmer

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Tett, T. *Community Education, Lifelong Learning and Social Inclusion(Policy & Practice in Education)* (2007) Dunedin Academic Press; 2New Ed edition

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace, S. (2001) *Teaching and Supporting Learning in Further Education: Meeting the FENTO Standards (Further Education)* Learning Matters Ltd. **ISBN-10:** 1903300282 **ISBN-13:** 978-1903300282

Wallace, S. (2005) *Teaching and Supporting Learning in Further Education* Learning Matters Ltd. **ISBN-10:** 1844450392 **ISBN-13:** 978-1844450398

Wallace, S. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (3<sup>rd</sup> Edition) Learning Matters. ISBN 9780844450909

### Practice Websites

[www.ocr.org.uk](http://www.ocr.org.uk) OCR web site

[www.qca.org.uk](http://www.qca.org.uk) Qualifications and Curriculum Authority

[www.dfes.gov.uk](http://www.dfes.gov.uk) [Department for Children, Schools and Families](http://www.dfes.gov.uk) (Formerly Department for Education and Skills (DfES))

[www.gtce.org.uk](http://www.gtce.org.uk) General Teaching Council for England

[www.gtcs.org.uk](http://www.gtcs.org.uk) General Teaching Council for Scotland

[www.gtcw.org.uk](http://www.gtcw.org.uk) General Teaching Council for Wales

[www.gtcni.org.uk](http://www.gtcni.org.uk) General Teaching Council for Northern Ireland

[www.estyn.gov.uk](http://www.estyn.gov.uk) The Office of Her Majesty's Chief Inspector for Education and Training in Wales

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) The Office for Standards in Education.

[www.hmie.gov.uk](http://www.hmie.gov.uk) Her Majesty's Inspectorate of Education (Scotland)

[www.thegrid.org.uk/learning/sen/developing/teaching/documents/checklist for inclusive classroom practice.doc](http://www.thegrid.org.uk/learning/sen/developing/teaching/documents/checklist_for_inclusive_classroom_practice.doc) Hertfordshire County Council's website, with useful information and checklists on inclusivity.

[www.thegrid.org.uk/learning/sen/developing/teaching/documents/inclusion checklist whole class.doc](http://www.thegrid.org.uk/learning/sen/developing/teaching/documents/inclusion_checklist_whole_class.doc) Hertfordshire County Council's website.

<http://ctl.unc.edu/tfi2.html> Strategies for Inclusive Teaching by Center for Teaching and Learning at University of North Carolina

[www.inclusion.ngfl.gov.uk](http://www.inclusion.ngfl.gov.uk) The Inclusion web site has a range of materials including FAQs, lists of useful website and news.

[www.inclusion.uwe.ac.uk/csie/index.htm](http://www.inclusion.uwe.ac.uk/csie/index.htm) Centre for Studies on Inclusive Education.

[www.ltscotland.org.uk/inclusiveeducation/index.asp](http://www.ltscotland.org.uk/inclusiveeducation/index.asp) The Inclusive Education section of the Scottish Parliament's Learning and Teaching area.

[www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec\\_pptl0](http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec_pptl0) The standards Site - it has units on a range of learning and teaching, mainly aimed at schools but some of the content would be of use to a student teacher.

## Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
1.1	Analyse personal, social and cultural factors that influence learning.	Recognise the nationally recognised groups that may be vulnerable in their learning.	Where possible the student teacher should include real-life examples of their own experiences.
1.2	Evaluate the impact of different cognitive, physical and sensory abilities on learning.	<p>Understand the specific issues, relating to each group, which can prevent inclusivity.</p> <p>Recognise the range of cognitive, physical and sensory abilities which students may present, including those with more than one condition.</p> <p>Recognise the needs in terms of learning styles and resources that students require in order to achieve their potential.</p>	<p>Evidence of practice can include:            A report on the different learning requirements of students with specific learning needs. A professional discussion with peers or assessor.            The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above.            A report on the range of cognitive, physical and sensory abilities that students may present and how this will affect their ability to cope with traditional learning materials and approaches to delivery.</p> <ul style="list-style-type: none"> <li>• A professional discussion with peers or assessor.</li> <li>• The student teacher may provide evidence in a video or digital format but the content should reflect the</li> </ul>

			length of report or presentation given above.
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**2.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
2.1	Identify and analyse legislation relevant to inclusive practice.	Know the major legislation which affects the delivery of inclusive practice such as: <ul style="list-style-type: none"> <li>• DDA</li> <li>• SENDA</li> <li>• Race Relations Act</li> <li>• Sexual Discrimination Acts</li> <li>• Employment Equality (Religion or Belief) Regulations</li> <li>• Employment Equality (Sexual Orientation) Regulations</li> <li>• Know relevant Codes of practice, such as SEN</li> <li>• Identify other legislation considered relevant or recently developed</li> </ul> Understand the organisational policy on inclusive practice.  Understand the institution's definition of 'educational inclusion'  Understand the relationship between the organisational policies such as learning and teaching and bullying and the policy on inclusive practice.  Know which legislation is relevant to inclusive practice.	Where possible the student teacher should include real-life examples of their own experiences.  Evidence of practice can include: <ul style="list-style-type: none"> <li>• Report reviewing the range of legislation and statutory codes of practice which have any impact on education and vocational training and prepare a case for where such legal requirements are relevant to the delivery of inclusive practice.</li> <li>• Professional discussions with peers or assessor on the legislation and its implications for inclusive practice in education.</li> <li>• Presentation to peers on the relevant legislation.</li> <li>• Paper outlining the legislation which relates to inclusive practice and analysing</li> </ul>
2.2	Evaluate the impact of legislation related to inclusive practice on organisational policies, identifying areas for improvement within the organisation.		
2.3	Analyse implications for own practice of legislation related to	Know the major legislation which affects the delivery of inclusive practice such as:	



	<p>inclusion and inclusivity.</p>	<ul style="list-style-type: none"> <li>• DDA</li> <li>• SENDA</li> <li>• Race Relations Act</li> <li>• Sexual Discrimination Acts</li> <li>• Employment Equality (Religion or Belief) Regulations</li> <li>• Employment Equality (Sexual Orientation) Regulations</li> </ul> <p>Know relevant Codes of practice, such as SEN</p>	<p>whether organisational policies are in line with legal requirements. The report should also present a list of areas where the policies fall short of the required standard.</p> <ul style="list-style-type: none"> <li>• Professional discussions with peers or assessor on the institutional policies and their compliance with legislation.</li> <li>• Minutes of meetings on aligning policies with the legislation where the student teacher's input is significant, matches the assessment criteria and is clearly identifiable.</li> <li>• Report which demonstrates a clearly understanding of the relevant legislation and that the student teacher has carefully evaluated their own practice and compared it with the requirements of the legislation. The evaluation should lead to a set of statements on how their current practice matches the requirements and proposals for improvement.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Professional discussion with peers or assessor on the legislative requirements what strengths and weaknesses there are in the current practice.</li> <li>• Lesson plans, learning methods and/or teaching resources which the student teacher uses annotated with the rationale for compliance or non-compliance with the legislation.</li> <li>• The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above.</li> </ul>
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### 3.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
3.1	Analyse own role and responsibilities in relation to inclusive learning practice, discussing the boundaries.	Know the student teacher's responsibilities for inclusive learning for each role they hold, eg programme leader, personal tutor.	Where possible the student teacher should include real-life examples of their own experiences.
3.2	Identify and evaluate a range of learner and learning support roles, discussing the role boundaries.	Know the organisational policies and procedures on inclusive learning.	Evidence of practice can include:

3.3	Evaluate points of referral available to meet individual learning needs and identify areas for improvement.	<p>Know the responsibilities and roles for those with whom they work, including students, teachers at the same level, line managers, and senior managers.</p> <p>Know the Agencies who support inclusive practice.</p> <p>Know the particular roles which have responsibility for specific student groups e.g. English as an Additional Language, SEN</p> <p>Understand the role of student support staff such as amanuenses, signers, interpreters.</p> <p>Understand organisation, local and national policies on referral.</p> <p>Knows the range of organisational and local agencies and individuals charged with supporting learner needs</p> <p>Understand the limits own knowledge and experience to support learners.</p> <p>Know the criteria for referral for the range of organisational, regional, national agencies with responsibility for supporting learners.</p>	<ul style="list-style-type: none"> <li>• An organisational chart, annotated to show the roles and responsibilities of the student teacher and how they relate to their immediate colleagues, linked to a document which discusses what, if any, responsibility for inclusive practice the role has and identifying overlapping responsibilities and gaps which need to be filled.</li> <li>• A formal report on the roles and responsibility of the student teacher in respect of inclusive practice and how they relate to the roles and responsibilities of those with whom they interact. It should, as a result of this analysis, clearly identify overlaps and gaps in the management of inclusive practice.</li> <li>• A formal report defining the roles of individuals and agencies that support learners in respect of inclusive practice. It</li> </ul>
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			<p>should, as a result of this analysis, clearly identify the limits of each role and if appropriate identify overlaps and gaps in learner support.</p> <ul style="list-style-type: none"><li>• A formal report on the roles and responsibility of organisational, regional and national agencies and groups which support individual learner needs, together with their criteria for referral. It should, go on to analysis the efficacy of these criteria and clearly identify strengths and issues which the student teacher has identified during the analysis.</li><li>• The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above.</li></ul>
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4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Analyse the key components and resulting benefits of an effective inclusive learning environment.	<p>Understand the need to have:</p> <ul style="list-style-type: none"> <li>• a positive approach to supporting inclusive practice,</li> <li>• organisational support for teachers and dissemination of good practice,</li> <li>• continuous training and development for all teachers and other learner support staff in appropriate knowledge and skills.</li> <li>• Collaboration between the institution and other relevant educational organisations and agencies to ensure ease of progression for all students.</li> </ul> <p>Understand how effective inclusive learning environments can benefit all learners in a number of ways including:</p> <ul style="list-style-type: none"> <li>• Raising the aspirations and learning of students with special learning needs.</li> <li>• Raising awareness and respect for diversity in all students.</li> <li>• Altering perceptions of students to those who have different life experiences and abilities to themselves.</li> <li>• Encouraging teachers to review their approach to teaching and learning and the development of resources to the benefit of all.</li> </ul> <p>Understand the current inclusivity strategies which impinge upon the student teacher's roles.</p> <p>List the sources of current issues in equality and diversity.</p> <p>Understand relevant national, regional, local and institutional strategies.</p>	<p>Where possible the student teacher should include real-life examples of their own experiences.</p> <p>Evidence of practice can include:</p> <ul style="list-style-type: none"> <li>• A formal report on the need for collaboration and support across all supporters and teacher of learners with a range of learning issues and the nature of this support, The report should go on to how the costs of these additional mechanisms translate into benefits for all students and staff.</li> <li>• A project that the student teacher is undertaking or collaborating with others on inclusive practice.</li> <li>• A formal report which considers the current strategies which relate to diversity and equality within their area, in light of the issues which have been highlighted in a range of official reports,</li> </ul>
4.2	Analyse issues of equality and diversity and ways to promote inclusion from a strategic perspective.		
4.3	Analyse strategies for effective management of the learner and learning support team(s) in the inclusive learning environment, discussing good practice.		

		<p>Recognise a range of different learning needs and abilities.</p>	<p>self-evaluation documents, professional journals and conferences. The report should include a section on the efficacy or otherwise of the current strategies and how they may be enhanced.</p> <ul style="list-style-type: none"> <li>• A project that the student teacher is undertaking or collaborating with others on evaluating current strategies on diversity and inclusivity.</li> <li>• A formal report which considers the current strategies for managing the learner and learner support teams. The report should include a section on the efficacy or otherwise and identify particular examples of good practice.</li> <li>• A project that the student teacher is undertaking or collaborating with others on evaluating current strategies on the management of learner and learner support teams.</li> </ul>
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			<ul style="list-style-type: none"> <li>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above.</li> </ul>
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**5.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
5.1	Evaluate own approaches, strengths and development needs in relation to inclusive practice, using reflection and feedback from learners.	Understand the importance of reflective practice to teachers at all points in their career.	Where possible the student teacher should include real-life examples of their own experiences.  Evidence of practice can include: <ul style="list-style-type: none"> <li>A portfolio of evidence of reflection on practice in all areas of learning and teaching undertaken by the student teacher. It should include examples of questionnaires or other student feedback methods which the student teacher has used, including a rationale for the choices made. There should also be appropriate sections or annotations on analysis of</li> </ul>
5.2	Plan opportunities to develop and improve own skills in inclusive practice.	<p>Recognise the need for self-evaluation of current strengths and areas for improvement.</p> <p>Understand the methods for gaining feedback from learners.</p> <p>Know how to use feedback and outcomes from learning activities to improve performance.</p> <p>Recognise training or learning opportunities relevant to their skill needs.</p> <p>Understand the ways to develop a continuous professional development (CPD) file.</p> <p>Understand the organisational approach to CPD and appraisal as a development tool.</p>	

		List opportunities for funding for CPD.	<p>feedback and self-analysis and plans or evidence of changes made to improve performance.</p> <ul style="list-style-type: none"> <li>• A CPD file which highlights areas for improvement in inclusive practice, the range of methods available for developing these areas of expertise, appraisal forms, application forms for additional training or attendance at meetings and conference of relevance, funding information relevant to the particular training needs. There should also be appropriate sections or annotations on analysis of feedback and self-analysis and plans or evidence of changes made to improve performance.</li> <li>• Students may present an e-portfolio and digital or video evidence.</li> </ul>
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