

OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 31– Level 5 Curriculum Design for Inclusive Practice

Level

QCA Accreditation Number K/500/9889

Unit description

Unit aims

This unit is aimed at student teachers who are developing their understanding of the importance of diversity within the design, development and delivery of teaching and training within the lifelong learning sector. It will enable student teachers to demonstrate that they understand the range of contexts in which education and training are offered in the lifelong learning sector and how to ensure that their curriculum design and delivery are appropriate for the particular context of the learning experience. It will also support them in understanding and applying the theories, models and principles of curriculum design, development and practice appropriately. Finally, it will also develop their ability to recognise the importance of promoting equality and diversity within their own practice and also that of their colleagues by ensuring that inclusive practice is at the forefront of their curriculum design.

Credit value 15

Unit synopsis

This unit is about:

- The analysis of curricula to ensure that it fits the educational/training context and follow this through into own practice.
- Analyse the range of theories, models and approaches to curriculum design in order to understand their potential influence on outcomes for individual learners and group and apply the findings of such analyses to individual learners or a cohort of learners.

- Evaluate the impact of social, economic and cultural differences on learning, teaching and achievement in own specialist area and build upon the findings to develop ways to challenge discriminatory practice in the learning environment.
- Design and implement programmes of study by applying the theories, principles and models of inclusive curriculum and evaluate and justify the effectiveness of your proposals to improve the curriculum.
- Review the range of theories, principles, models and approaches of inclusive curriculum design studied and consider how they are applied to own practice and the general provision in own specialist area.
- Reflect upon own practice in designing and developing inclusive curriculum design and plan and take up opportunities to develop and enhance own practice.

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:

- Lecture
- Resource based learning
- Question and answer
- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Membership of relevant professional bodies
- Debate
- Professional discussion
- Tutorials
- Workshop activities

Guidance on delivery for centres

Delivery may take the form of:

- provision of individual learning plans,
- provision of guidance on the qualification and progression routes to further development,
- provision of opportunities for learning, e.g. 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,

- Review of curriculum reviews, designs and developments undertaken 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.

Guidance on assessment for centres

This is a mandatory unit and therefore the centre must be able to provide opportunities for inclusivity to be observed in teaching practice for a range of learners, training and education scenarios. 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)', '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, curriculum review and development documentation.
- 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 curriculum design for inclusive practice.

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.

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.

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,
- 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
- 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
- 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* (3rd 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 (5th Edition)*
- 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; New Edition
- Unwin, L. and Wellington, J. (2000) *Young People’s Perspectives on Education, Training and Employment*. London: Kogan Page

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

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

Websites

www.ocr.org.uk OCR web site

www.qca.org.uk Qualifications and Curriculum Authority

www.dfes.gov.uk Department for Children, Schools and Families (Formerly Department for Education and Skills (DfES))

www.gtce.org.uk General Teaching Council for England

www.gtcs.org.uk General Teaching Council for Scotland

www.gtcw.org.uk General Teaching Council for Wales

www.gtcni.org.uk General Teaching Council for Northern Ireland

www.estyn.gov.uk The Office of Her Majesty's Chief Inspector for Education and Training in Wales

www.ofsted.gov.uk The Office for Standards in Education.

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 Hertfordshire County Council's website, with useful information and checklists on inclusivity.

wx.thegrid.org.uk/learning/sen/developing/teaching/documents/inclusion_checklist_w_hole_class.docw 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 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 Centre for Studies on Inclusive Education.

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_ppt10 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.

www.flinders.edu.au/teach/t4l/inclusive/checklist.php Inclusive Curriculum Checklist from Flinders University, in Australia (accessed 1st August 2007)

www.scips.worc.ac.uk Strategies for Creating Inclusive Programmes of Study (accessed 1st August 2007)

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Analyse ways in which the curriculum offer might differ according to the educational/ training context.	Understand the difference between education and training. Understand the theories models and approaches to curriculum design.	Where possible the student teacher should include real-life examples of their own experiences.
1.2	Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice.	Understand the range of delivery methods appropriate for education and/or training. Recognise the effect of particular delivery methods on education or training contexts.	Evidence of practice can include: <ul style="list-style-type: none"> • A report on the difference between education and training and how these differences may require different curriculum content in terms of delivery and assessment. • Diary or Journal entries • A professional discussion with peers or assessor on differentiating the curriculum to accommodate education and training. • A reflection on the student teacher's own experience of the effectiveness particular methods of delivery in education and training contexts. • A presentation to a group of peers on their research into inclusive curriculum design.

			<ul style="list-style-type: none"> Diary and report on different ways of delivering curricula to take account of the learning context. <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>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.</p>
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2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups.	Understand an appropriate range of curriculum design theories models and approaches. Define the range of individual learners and groups who should be considered when designing curricula.	Where possible the student teacher should include real-life examples of their own experiences.
2.2	Analyse the appropriateness of a particular curriculum in relation to individual learners/a cohort of learners.	Define a curriculum which has diverse learners. Define the range of individual learners and/or cohorts of learners.	Evidence of practice can include: <ul style="list-style-type: none"> A report on the differences and similarities of a range of theories, models and approach to curriculum design which are then investigated in terms of how the designs may

			<p>impact upon the learning experience and outcomes of individual learners and groups.</p> <ul style="list-style-type: none"> • A review of own delivery of curriculum in relation to individual learners or a cohort of learners. • A professional discussion with peers or assessor on ensuring that the curricula are designed using theories, models and approaches support individuals and learners in the achieving their full potential. • A presentation to a group of peers on own research • Diary and report on innovative practice and stats to support <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>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</p>
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3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design.	Understand the statutory requirements in respect of equality of opportunity in the lifelong learning sector.	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"> • A report on research into approaches to building equality and respect into curriculum, design including questioning content, learning resources, responsiveness to diverse cultures and abilities. • A professional discussion with peers or assessor on incorporating equality of opportunity and respect for diversity into curriculum design and challenging discriminatory behaviour in the learning environment. • A presentation to a group of peers. • A report own research into the specialist subject and how the learning, teaching and assessment
3.2	Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area.	Recognise a range strategies and policies for delivering equality of opportunity in the curriculum. Understand organisational policies on equality of opportunity and respect of diversity and the curriculum.	
3.3	Explain ways to challenge discriminatory behaviours where they occur in the learning environment.	Understand the required outcomes of own specialist area. Recognise a range of social, economic and cultural differences which can be present within the student body study of the student teacher's specialism. Understand organisational policies on inclusive practice in the design and delivery of learning. Recognise discriminatory behaviours by individuals or groups within the lifelong learning sector. Recognise good practice in challenging discriminatory behaviour. Understand organisational policies and procedures for challenging discriminatory behaviours.	

			<p>approaches need to be adjusted to ensure that all students can achieve the desired outcomes, irrespective of their cultural, economic or social differences.</p> <ul style="list-style-type: none"> • A report or diary/journal entry on how to challenge discriminatory behaviour by any stakeholder in the institution and in the lifelong learning sector, using real-life examples where possible. • Diary and report on different ways of delivering curricula to take account of the learning context. <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>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.</p>
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4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study.	Understand the theories, principles and models of inclusive curriculum.	Where possible the student teacher should include real-life examples of their own experiences.
4.2	Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented.	<p>Understand the theories, principles and approaches to curriculum design.</p> <p>Understand the institutional policies and procedures for programme design.</p> <p>Understand the rationale for current curriculum offer.</p> <p>Understand the methods for evaluating effectiveness of changes to the curriculum.</p>	<p>Evidence of practice can include:</p> <ul style="list-style-type: none"> • Design of a programme of study and implementation plan using appropriate theories, principles and models of inclusive curricula and provide an overarching explanation of the rationale for the particular approach and how its supports inclusivity. • A report on own research, explaining the rationale for the current curriculum and the proposals that have been made for change. The document must also provide a defence of the proposals explaining how they will enhance inclusive practice. A follow-up document, after changes to the curriculum, inline

			<p>with the proposals, where the efficacy of the changes are investigated using a range of methods e.g. student achievement, student completion, student feedback.</p> <ul style="list-style-type: none">• Diary and report on different ways of improving curricula to take account of the learning context: including an evaluation of the success or otherwise of the approaches. <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>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.</p>
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5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area.	<p>Understand the range of theories, principles and models of inclusive curriculum design and development.</p> <p>Understand the specific curriculum requirements of own specialist subject.</p>	<p>Where possible the student teacher should include real-life examples of their own experiences.</p>
5.2	Evaluate own approaches, strengths and development needs, in relation to inclusive curriculum design and development.	<p>Understand the principles of inclusive curriculum design and development.</p>	<p>Evidence of practice can include:</p> <ul style="list-style-type: none"> • A report how the student teacher has modified their own practice through implementing the good practice in generic and specialist areas of learning and teaching, highlighted in a range of approaches to inclusive curriculum design. • Redesigned curricula, resulting from comparison of current practice and the requirements of inclusive practice together with supporting statements or other evidence on how and why the changes were made. This should include an exemplar scheme of work. • A report or self-evaluation document which clearly outlines the student
5.3	Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development.	<p>Recognise good practice in approaches to curriculum design.</p> <p>Understand the principles of self-evaluation.</p> <p>Recognise training or learning opportunities relevant to their development needs in inclusive curriculum design and development.</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> <p>List opportunities for funding for CPD activities.</p>	

			<p>teacher's approaches to inclusive curriculum design and development, highlight and justifying both strengths and perceived development needs.</p> <ul style="list-style-type: none">• An appraisal document or discussion between the student teacher and their line-manager on their strengths and development needs, where the student teacher's self-evaluation can be clearly identified.• Professional discussion with peers or assessor on strengths and development needs in relation to inclusive curriculum design and development.• A CPD file which highlights areas for improvement in inclusive curriculum design and development; the range of methods available for developing these areas of expertise, appraisal forms, application forms for
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			<p>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.</p> <ul style="list-style-type: none">• Diary and report on different ways of delivering curricula to take account of the learning context. <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>Students may present an e-portfolio and digital or video evidence.</p>
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