

Unit Title:	Using inclusive learning and teaching approaches in lifelong learning
OCR unit number:	9
Level:	Level 3
Credit value:	3
Guided learning hours:	12
Unit reference number:	Y/503/1242

Unit purpose and aim

The purpose of the unit is to enable the learner to plan and deliver an inclusive learning and teaching session. It requires the learner to deliver a micro-teaching session and to evaluate their own delivery practice.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Be able to plan inclusive learning and teaching sessions	The Learner can: 1.1 Plan a session for learning and teaching that meets the needs of learners 1.2 Justify the selection of approaches to meet the needs of learners 1.3 Plan assessment methods to meet the needs of learners	Learners can be encouraged to plan activities that meet requirements of specific learning needs within their groups of learners Learners can be encouraged to develop differentiated activities to meet the needs of all their learners Learners can be encouraged to develop differentiated resources needed to meet the needs of all their learners Learners can be encouraged to develop assessment activities that meet the needs of all their learners
2 Be able to deliver inclusive learning and teaching sessions	2.1 Apply learning and teaching approaches to meet the needs of learners 2.2 Use resources to meet the needs of learners 2.3 Communicate with learners to meet their needs and aid their understanding 2.4 Provide constructive feedback to learners	Learners can be encouraged to develop a range of teaching strategies to meet the needs of a range of learning styles and needs Learners can be encouraged to develop and use a range of differentiated resources to meet the needs of a range of learning styles and needs Learners can be encouraged to develop a range of

Learning Outcomes	Assessment Criteria	Teaching Content
		<p>communication strategies and techniques to engage with a range of learning styles and needs</p> <p>Learners can be encouraged to develop a range of techniques to record constructive feedback from their own learners</p>
3 Be able to evaluate own practice in delivering inclusive learning and teaching	<p>3.1 Reflect on own approaches to delivering inclusive learning and teaching</p> <p>3.2 Identify areas for improvement in own practice</p>	<p>Learners can be encouraged to review their own strengths in delivering inclusive learning and teaching; by reflecting on comments made in Internal and External moderation feedback and in feedback given during lesson observations</p> <p>Learners can analyse how own inclusive learning and teaching practice can be improved by using feedback from learners and any feedback from Internal and External moderation and producing an action plan to make improvements</p>

Assessment

This unit will be assessed in the centre and externally verified by OCR assessors.

To successfully achieve the unit candidates must produce evidence that meets all of the assessment criteria in the unit.

Evidence requirements

For this unit there is no requirement to undertake practice other than as microteaching for assessment purposes. If no observation and assessment of practice is considered appropriate for a particular cohort undertaking this particular unit then candidates should be involved in at least one hour of microteaching. Each candidate must deliver at least one 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates. There is no requirement to observe and assess practice in a teaching and learning environment but centres can do this instead of a microteaching session if their learners are undertaking real life teaching.

Evidence generated from this should include an observation record from the tutor of the observed microteaching session.

Guidance on assessment and evidence requirements

This is a level 3 unit and therefore some of the assessment criteria do not require the candidate to utilise such higher order thinking as the related level 4 unit (R_503_1238) to meet the assessment requirements. Tutors are encouraged to be mindful of the taxonomies of learning and concentrate on the verbs used within the assessment criteria in their delivery, learner support, feedback and assessment in order to understand the difference between level 3 and 4 so as to ensure candidates meet the assessment criteria at the required level they are working at.

Centres are encouraged to demonstrate best practice within their own initial teacher training programmes and where possible encourage their learners to reflect and critique on how the learning outcomes have been met within their programme of study and then apply this to their own teaching practice.

Possible evidence to demonstrate the meeting of learning outcomes and assessment criteria for this unit could consist of the following:

- Feedback reports from microteaching session
- Schemes of work and associated lesson planning
- Appropriate resources; such as worksheets/workbooks, e-learning resources (VLE), online materials
- Lesson evaluations and learner feedback
- Assignments
- Observation of teaching
- Presentation to peers
- Professional Discussion
- Projects

Evidence produced as part of the microteaching session could include:

- Scheme of Work
- Microteaching Lesson Plan
- Peer observation/assessment records
- Self evaluation of microteaching session
- Resources from microteaching session
- Video of microteaching session

Possible evidence to demonstrate how the candidate has met the other learning outcomes not covered by the microteaching session could 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
- Written assignment
- Case studies
- Research projects
- Written review of students' progress

National Occupational Standards (NOS) mapping/signposting

This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	√
Writing	√	Interpreting		Develop, present and communicate information	√

Resources

Adams, M. and S. Brown (2006). *Towards Inclusive Learning in Higher Education: Improving Classroom Practise and Developing Inclusive Curricula*. Taylor & Francis.

Aimhigher (2006). *A Review of Black and Minority Ethnic Participation in higher Education: A Summary Report for Conference*. HEFCE: 9.

Becher, T. and Trowler, P. (2001) *Academic Tribes and Territories: Intellectual Enquiry and the Culture of Disciplines* (2nd ed.). Philadelphia, Open University Press

Bhavnanim, R., H. Mirza, et al. (2005). *Tackling the Roots of Racism*. Bristol, Policy Press.

Brookfield, S. (2007). 'Diversifying curriculum as the practice of repressive tolerance', *Teaching in Higher Education* 12(5): 227-568.

Cole, M. (2006). *Education, Equality and Human Rights*. London, Routledge.

Ermisch, J. and E. D. Bono (2010). *Education Mobility in England*. The Sutton Trust, Institute for Social and Economic Research at Essex University: 26.

Fuller, M., M. Healy, et al. (2004). 'Barriers to learning: a systematic study of the experience of disabled students in one university', *Studies Higher Education* 29(3): 303-318.

Gillborn, D. (2008). *Racism and Education: Coincidence or conspiracy?* London Routledge.

Gorard, S., E. Smith, et al. (2006). *Review of widening participation research: addressing the barriers to participation in higher education*. Bristol, HEFCE.

Grace, S. and P. Gravestock (2009). *Inclusion and diversity : meeting the needs of all students*. New York, Routledge. This book is not held in the university library, but a copy can be borrowed from the TLDU library.

Gurin, P., E. L. Dey, et al. (2002). 'Diversity and Higher Education: Theory and Impact on Education al Outcomes', *Harvard Educational Review* 72(3): 330-366.

- Haggis, T. (2004). 'Meaning, identity and 'motivation': expanding what matters in understanding learning in higher education?' *Studies Higher Education* 29(3): 335-352.
- Haggis, T. (2006). 'Pedagogies for diversity: retaining critical challenge amidst fears of 'dumbing down'', *Studies Higher Education* 31(5): 521-535.
- Healy, M., H. Roberts, et al. (2008). *Reasonable Adjustments and Disabled Students' Experiences of Learning, teaching and Assessment*. TLA Interchange.
- Jones, R. and L. Thomas (2005). 'The 2003 UK Government Higher Education White Paper: a critical assessment of the Implications for the access and widening participation agenda', *Journal of Education Policy* 20(5): 615-630.
- Powney, J. (2002). *Successful student diversity. Case studies of practice in learning and teaching and widening participation*, HEFCE. 2002/48.
- Rust, C., Ed. (2005). *Improving Student Learning: Diversity and Inclusivity*. Oxford, The Oxford Centre for Staff and Learning Development. This book is not held in the university library, but a copy can be borrowed from the TLDU library.
- Shaw, J., K. Brain, et al. (2007). *Embedding widening participation and promoting student diversity*. EvidenceNet, HEA: 156.
- Sheeran, Y., B. Brown, et al. (2007). 'Conflicting philosophies of inclusion; the contestation of knowledge in widening participation', *London Review of Education* 5(3): 249-263.
- Thomas, L. (2002). 'Student retention in higher education: the role of institutional habitus', *Journal of Education Policy* 17(4): 423-442.
- Warren, D. (2002). 'Curriculum design in a Context of Widening Participation in Higher Education', *Arts and Humanities in Higher Education* 1(1): 85-99.
- Zepke, N. and L. Leach (2007). 'Improving student outcomes in higher education; New Zealand teachers' views on teaching students from diverse backgrounds', *Teaching in Higher Education* 12(5-6): 655-668.

Websites

- <http://www.open.ac.uk/inclusiveteaching/pages/identifying-a-students-needs/index.php>
- <http://www.scips.worc.ac.uk/>
- <http://www.teachability.strath.ac.uk/>
- <http://www.jisctechdis.ac.uk/>
- <http://www.education.gov.uk/schools>
- http://www.ehow.com/list_7167594_inclusive-teaching-methods.html

Additional information

For further information regarding administration for this qualification, please refer to the OCR document 'Admin Guide: Vocational Qualifications' (A850) on the OCR website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system:

- 1.3 Education and training
- 13.1 Teaching and lecturing