

<b>Unit Title:</b>	<b>Understanding inclusive learning and teaching in lifelong learning</b>
OCR unit number:	6
Level:	Level 4
Credit value:	3
Guided learning hours:	12
Unit reference number:	F/503/1235

## Unit purpose and aim

The purpose of the unit is to enable the learner to understand teaching and learning strategies and approaches in lifelong learning, and how to use these to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners.

Learning Outcomes	Assessment Criteria	Teaching Content
<b>The Learner will:</b> 1 Understand learning and teaching strategies in lifelong learning	<b>The Learner can:</b> 1.1 Analyse learning and teaching strategies used in own specialism 1.2 Evaluate the effectiveness of approaches to learning and teaching in own specialist area in meeting needs of learners 1.3 Evaluate aspects of inclusive learning	<p>Learners should be encouraged to develop teaching and learning strategies that can recognise, accommodate and meet the learning needs of all their students</p> <p>Learners can look at developing inclusive teaching and learning that creates opportunities for delivering equal opportunities and diversity</p> <p>Learners should be encouraged to develop inclusive teaching and learning strategies that involves the whole institution</p> <p>Learners should be able to develop inclusive teaching and learning strategies that incorporate regular reflection, review and refinement of strategies and methods that actively involve disabled students</p> <p>Learners should be encouraged to reassess the</p>

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		<p>material they use in their teaching and the way in which it is delivered and assessed and reflect on ways it could be adapted for purpose; several strategies may be required to ensure that the specific needs of an individual are met</p> <p>Learners should be encouraged to reassess the material they use in their teaching to avoid discrimination and to provide equality of opportunity for disabled students (Disability Discrimination Act)</p>
<p>2 Understand how to create inclusive learning and teaching in lifelong learning</p>	<p>2.1 Analyse inclusive approaches to learning and teaching</p> <p>2.2 Analyse how to select resources to meet the needs of learners</p> <p>2.3 Explain how to create assessment opportunities that meet the needs of learners</p> <p>2.4 Review how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills</p>	<p>Learners should reflect on practice that avoids pigeonholing students into specific groups with predictable and fixed approaches to learning</p> <p>Learners should be able to explore the types of learning support available, including assistive technologies and specialist support staff</p> <p>Learners could develop, through their planning, opportunities for their learners to practice their literacy, language, numeracy and ICT skills</p>
<p>3 Understand how to create a motivating learning environment</p>	<p>3.1 Explain how to engage and motivate learners in an inclusive learning environment</p> <p>3.2 Explain how to establish ground rules with learners to promote respect for others</p> <p>3.3 Review ways to give constructive feedback to motivate learners</p>	<p>Learners can develop inclusive teaching and learning strategies that incorporate regular reflection, review and refinement of strategies and methods that actively engage and motivate learners</p> <p>Learners can review ground rules with their own learners to promote respect for others; by communicating expectations for success, communicating how diversity will be valued, responding promptly to discriminatory</p>

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		<p>remarks and creating environments to deal with potentially sensitive material</p> <p>Learners should look at feedback that motivates their own and other learners by reviewing good practice in theirs and other teachers'/tutors' sessions, piloting methods themselves with their learners and highlighting areas for improvement</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

This is a knowledge based unit so no specific evidence requirements apply. Candidates only need to demonstrate they meet the assessment criteria.

## Guidance on assessment and evidence requirements

This is a level 4 unit and therefore the assessment criteria require the candidate to utilise higher order thinking in order 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 ensuring candidates are working at the level required and producing evidence for assessment that is of a level 4 standard.

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:

- 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

## National Occupational Standards (NOS) mapping/signposting

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

### Functional skills signposting

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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

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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* (2<sup>nd</sup> 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](http://www.ehow.com/list_7167594_inclusive-teaching-methods.html)

## Additional information

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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](http://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