

Unit Title:	Understanding inclusive learning and teaching in lifelong learning
OCR unit number:	7
Level:	Level 3
Credit value:	3
Guided learning hours:	12
Unit reference number:	T/503/1233

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
The Learner will: 1 Understand learning and teaching strategies in lifelong learning	The Learner can: 1.1 Summarise learning and teaching strategies used in own specialism 1.2 Explain how approaches to learning and teaching in own specialism meet the needs of learners 1.3 Describe aspects of inclusive learning	<p>Learners should be encouraged to look at ways that teaching and learning can recognise, accommodate and meet the learning needs of all their students</p> <p>Learners should be encouraged to develop inclusive teaching and learning strategies that have a strategy 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 encouraged to develop inclusive teaching and learning strategies that matches provision to student needs</p> <p>Learners should be encouraged to develop inclusive teaching and</p>

Learning Outcomes	Assessment Criteria	Teaching Content
		<p>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 material they use in their teaching and the way in which it is delivered and assessed. 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 Explain how to select inclusive learning and teaching techniques</p> <p>2.2 Explain how to select resources that 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 Explain how to provide opportunities for learners to practice their literacy, language, numeracy and ICT skills</p>	<p>Learners should be encouraged to develop and select inclusive teaching and learning strategies that avoid pigeonholing students into specific groups with predictable and fixed approaches to learning</p> <p>Learners should be encouraged to explore the types of learning support: available, including assistive technologies and specialist support staff</p> <p>Learners should be encouraged to develop, through their planning, opportunities for learners to practice their literacy, language, numeracy and ICT skills</p>

Learning Outcomes	Assessment Criteria	Teaching Content
3 Understand ways to create a motivating learning environment	<p>3.1 Explain ways to engage and motivate learners in an inclusive learning environment</p> <p>3.2 Summarise ways to establish ground rules with learners to promote respect for others</p> <p>3.3 Explain ways to give constructive feedback that motivates learners</p>	<p>Learners should be encouraged 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 can look at ways to establish ground rules with learners to promote respect for others by communicating expectations for success, communicating how diversity will be valued, responding promptly to discriminatory remarks and creating environments to deal with potentially sensitive material</p> <p>Learners can look at ways to give constructive feedback that motivates learners by reviewing good practice in other teachers'/tutors' sessions, piloting methods themselves with their learners and highlighting areas in assessment that could be reviewed with their learners</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 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 (F_503_1235) 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.

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

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