iTEC

Understanding and using inclusive teaching and learning approaches in education and training

VRQ

UET2

Learner name:

Learner number:

D/505/0052

VTCT is a UK Government-approved awarding organisation which has awarded world class qualifications since 1962. Through our strategic approach to sectors we support, we aim to advance education, research and the public dissemination of knowledge, by helping to introduce new initiatives into the education system, to improve the employability and career prospects of learners.

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

iTEC was founded by Dr W.E. Arnould-Taylor who in 1947 was a distinguished physiologist who became a Fellow of the Royal Society of Medicine. Both Dr Arnould-Taylor and Wallace Sharps the founder of VTCT, devoted their lives to developing the standing of the industry and the furtherance of education in the sector. Today iTEC has a close working relationship with over 650 centres worldwide including Europe, South Africa, Asia Pacific and the USA.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

Assessor tracking table

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

Assessor name	Assessor signature	Assessor initials	Assessor number (optional)

Understanding and using inclusive teaching and learning approaches in education and training

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The aim of this unit is to enable you to understand and use inclusive teaching and learning approaches to meet the needs of learners. This includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. You are required to deliver a microteaching session and to evaluate your own delivery practice.

Level
3

Credit value
6

GLH
24

Observation(s)
1

External Paper(s)
0
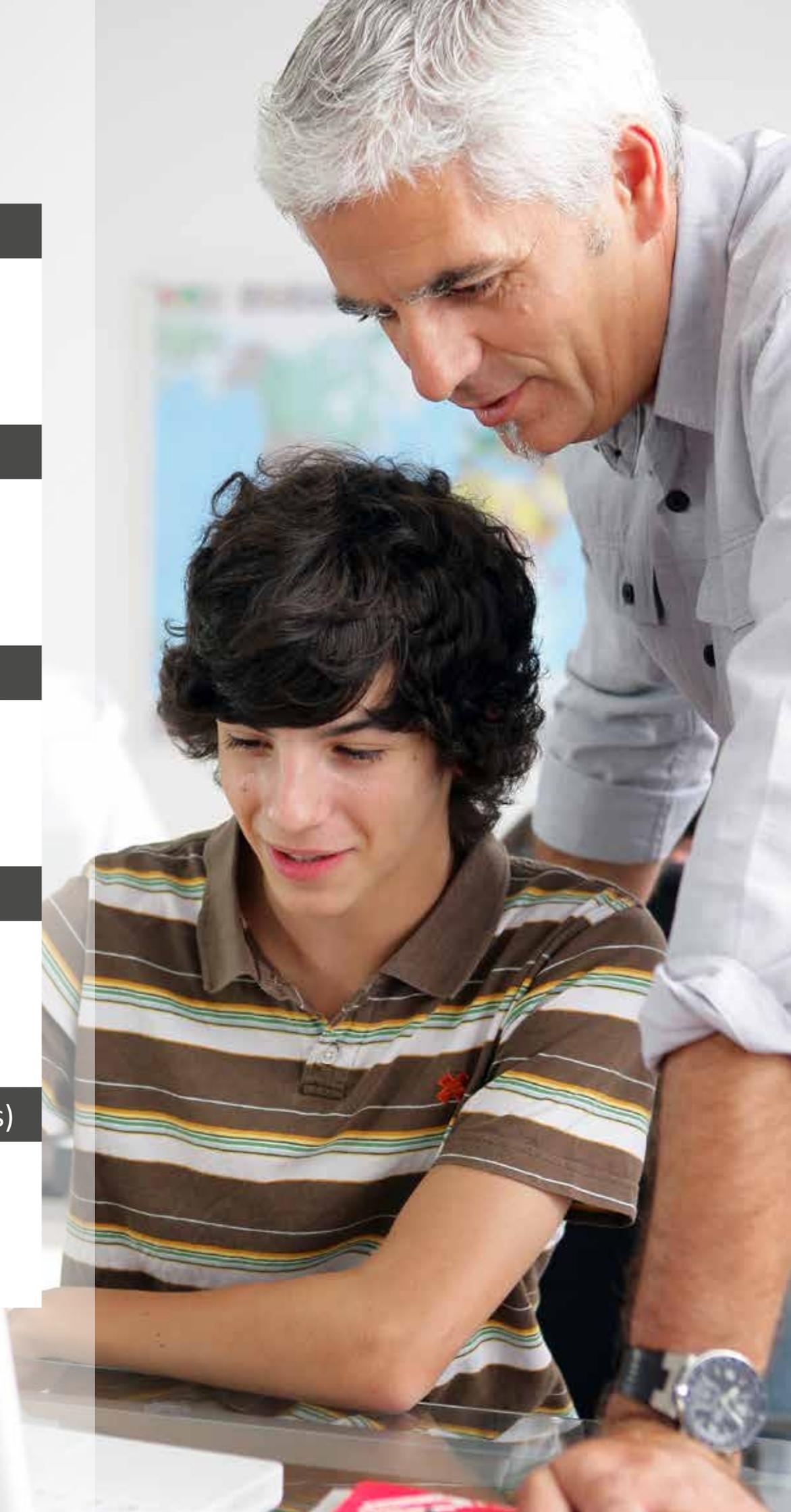
Understanding and using inclusive teaching and learning approaches in education and training

Learning outcomes

On completion of this unit you will:

1. Be able to deliver inclusive teaching and learning

2. Be able to plan inclusive teaching and learning

3. Be able to evaluate the delivery of inclusive teaching and learning

4. Understand inclusive teaching and learning approaches in education and training

5. Understand ways to create an inclusive teaching and learning environment

Evidence requirements

1. **Achieving assessment criteria**
   There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

2. **Microteaching**
   You should be involved in at least one hour of microteaching. You 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, you can either deliver additional microteaching sessions or observe the microteaching sessions of other learners.

3. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated to your assessor on **at least one occasion.**

Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

4. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

5. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

6. **External paper**
   There is no external paper requirement for this unit.

Achieving observations

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Microteaching sign off

One hour of microteaching must be carried out to achieve this unit. This **must include at least 15 minutes** delivery which must be observed and assessed by a member of the delivery team. For the additional 45 minutes, you can either deliver additional microteaching sessions or observe the microteaching sessions of other learners.

Your assessor will complete the table below when the mandatory microteaching element (one hour) has been completed and documented in your portfolio of evidence.

Date achieved	Assessor initials

Learning outcome 1

UET2

Be able to deliver inclusive teaching and learning

You can:

a. Use teaching and learning approaches, resources and assessment methods to meet individual learner needs

b. Communicate with learners in ways that meet their individual needs

c. Provide constructive feedback to learners to meet their individual needs

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Learning outcome 2

Be able to plan inclusive teaching and learning

You can:	Portfolio reference
a. Devise an inclusive teaching and learning plan	
b. Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs	

Learning outcome 3

Be able to evaluate the delivery of inclusive teaching and learning

You can:	Portfolio reference
a. Review the effectiveness of own delivery of inclusive teaching and learning	
b. Identify areas for improvement in own delivery of inclusive teaching and learning	

Learning outcome 4

Understand inclusive teaching and learning approaches in education and training

You can:	Portfolio reference
a. Describe features of inclusive teaching and learning	
b. Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs	
c. Explain why it is important to provide opportunities for learners to develop their English, Mathematics, ICT and wider skills	

Learning outcome 5

Understand ways to create an inclusive teaching and learning environment

You can:	Portfolio reference
a. Explain why it is important to create an inclusive teaching and learning environment	
b. Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs	
c. Explain ways to engage and motivate learners	
d. Summarise ways to establish ground rules with learners	

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to deliver inclusive teaching and learning

Teaching and learning approaches, resources and assessment methods:
Learning preferences, teaching methods, minimising barriers to learning, motivation theory, differentiation, application of policies and procedures, classroom management, assessment strategies, verbal and non-verbal communication, range of resources available (technological, paper-based, non-paper-based), SMOG testing, McLaughlin Formula/polysyllable count, readability, stereotyping, adaptation of resources to accommodate specific learning difficulties and disabilities, assessment planning involving the learner. Different methods of assessment, formal and informal, paper-based and non-paper-based, strengths and limitations of assessment methods, knowledge of awarding organisation evidence requirements.

Communicate with learners:
Written, verbal and non-verbal communication, inclusive language, written and verbal feedback.

Constructive feedback to learners:
Rules of effective feedback, written and verbal feedback, SMART targets, assessment for learning, learner self-reflection, timely reviews, objective versus subjective comments.

Learning outcome 2: Be able to plan inclusive teaching and learning

Inclusive teaching and learning plan:
Learning preferences, lesson planning, Bloom's Taxonomy, aims and objectives, differentiation, embedding LLN, ICT, learning and teaching methods, assessment methods, barriers to learning, legislation impacting upon own practice.

Selection of approaches to meet the needs of learners:
Apply learning approaches to meet the needs of learners, learning preferences, teaching methods, minimising barriers to learning, motivation theory, differentiation, application of policies and procedures, classroom management, assessment strategies, verbal and non-verbal communication. Learning theory (including andragogy, behaviourism, cognitivism, humanism and socially constructed learning), range of resources available (technological, paper based, non-paper based), SMOG testing, McLaughlin Formula/polysyllable count, readability, stereotyping, adaptation of resources to accommodate specific learning and difficulties and disabilities, assessment methods (formal/informal/paper based/non-paper based), strengths and limitations.

Learning outcome 3: Be able to evaluate the delivery of inclusive teaching and learning

Review effectiveness of own delivery of inclusive teaching and learning:
Models of reflection (e.g. Gibbs, Schön), self-reflective practice, learner evaluation, reflection and professionalism.

Areas for improvement in own delivery:
Self-reflection, peer group/tutor observation, learner evaluation, action planning, SMART targets.

Learning outcome 4: Understand inclusive teaching and learning approaches in education and training

Features of inclusive teaching and learning:
Different teaching and learning methods to accommodate different learning styles and different abilities or needs including one-to-one, paired work, small group teaching, whole group teaching, barriers to learning and minimising potential barriers to ensure curricula are accessible to all, legislation, entitlement, differentiation, strands of diversity, application of policies and procedures, inclusive communication; written, verbal and non-verbal.

Strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual needs:
Subject specialist knowledge, initial assessment, referral systems, liaison with other professionals, teaching strategies for learners with difficulties and disabilities to ensure access to subject specialism.

Importance of providing opportunities to develop learners English, Mathematics, ICT and wider skills:
Knowledge of core curriculum, diagnostic assessment, embedding language, literacy, numeracy, ICT skills, spiky profile and identifying skills requirements of learners, lesson planning, liaison with LLN, ICT subjects specialists, knowledge of LLN, ICT requirements within subject specialism in order to achieve vocational qualification.

Learning outcome 5: Understand ways to create an inclusive teaching and learning environment

Importantance of creating an inclusive teaching and learning environment:
Learner empowerment, learner autonomy, assessment planning involving the learner, self-assessment, peer group assessment, using assessment outcomes as a basis of improvement/target setting, written, verbal and non-verbal communication skills, appraisal reviews, feedback, recording systems used, negotiation skills.

Importantance of selecting teaching and learning resources and assessment methods:
Learner empowerment, learner autonomy, using assessment outcomes as a basis of improvement/target setting, learners' levels and corresponding reading ages, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.

Engage and motivate learners:
Analyse learner motivation for learning and development, motivation theory (e.g. Maslow, Herzberg, McGregor), extrinsic factors affecting motivation (e.g. improved career prospects, financial reward, security of employment etc.), intrinsic factors (e.g. self-esteem, personal challenge, professionalism, enhanced CPD (continuous personal development)), learning theory (including andragogy, behaviourism, cognitivism, humanism and socially constructed learning), reflective practice.

Establish ground rules with learners:
Written, verbal communication, negotiation skills, methods of training and development and clarity in defining aim and objectives, group formation theory, role allocation in groups.

Notes

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Notes

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