iTEC

Inclusive practice

VRQ

UV41226

Learner name:

Learner number:

L/503/5384

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)

Inclusive practice
UV41226

The aim of this unit is to develop your knowledge and understanding of inclusive practice. You will learn about factors influencing learning, and legislation relating to inclusive practice. You will also cover the roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and how to evaluate own inclusive practice.
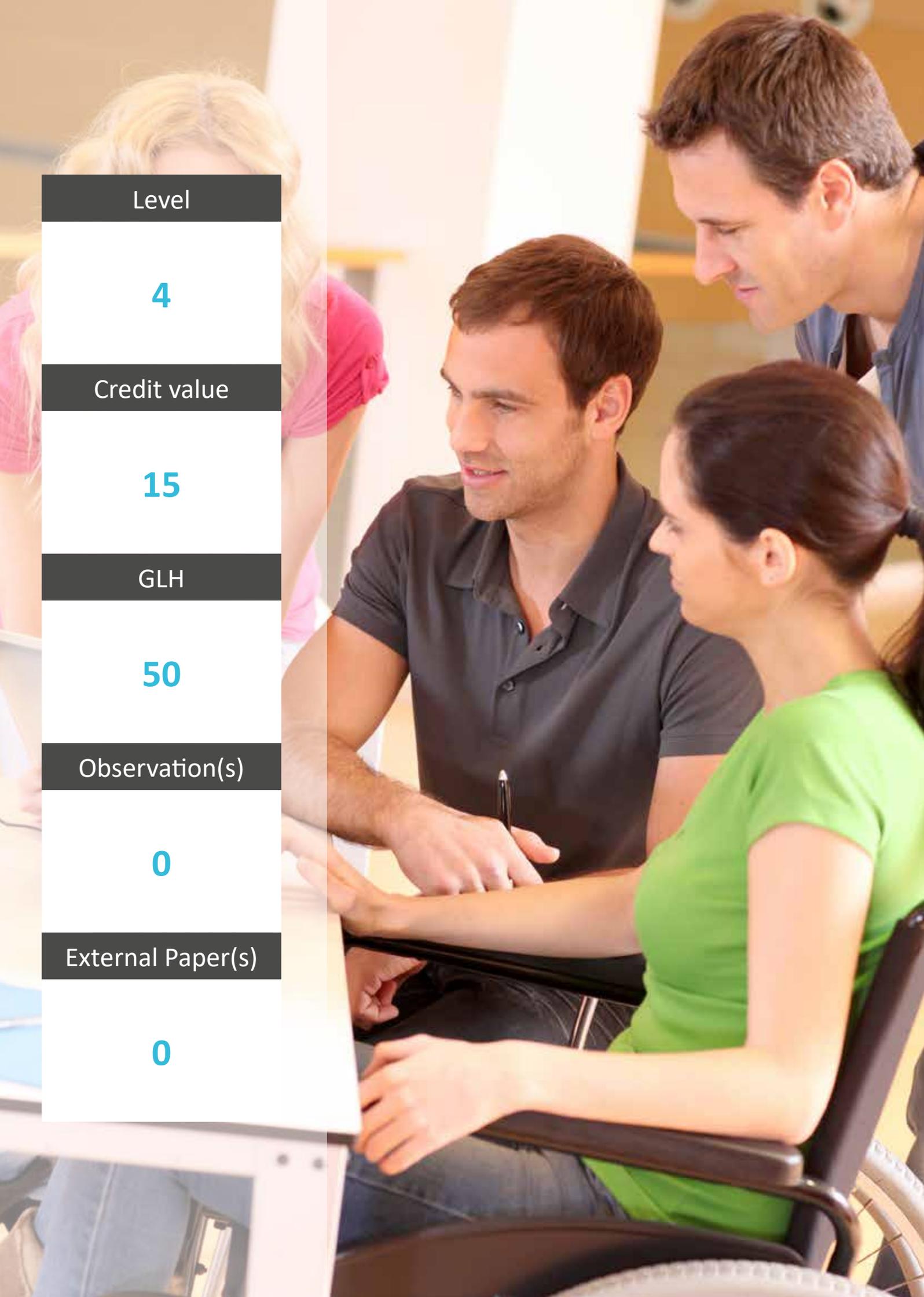
Level	
4	
Credit value	
15	
GLH	
50	
Observation(s)	
0	
External Paper(s)	
0	

Inclusive practice

Learning outcomes

On completion of this unit you will:

1. Understand factors which influence learning

2. Understand the impact of policy and regulatory frameworks on inclusive practice

3. Understand roles and responsibilities relating to inclusive practice

4. Understand how to create and maintain an inclusive learning environment

5. Understand how to evaluate own inclusive practice

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. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

3. **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.

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

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 1

Understand factors which influence learning

You can:	Portfolio reference
a. Review the impact of personal, social and cultural factors on learning	
b. Review the impact of different cognitive, physical, and sensory abilities on learning	

Learning outcome 2

Understand the impact of policy and regulatory frameworks on inclusive practice

You can:	Portfolio reference
a. Summarise policy and regulatory frameworks relating to inclusive practice	
b. Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice	
c. Explain how policy and regulatory frameworks influence own inclusive practice	

Learning outcome 3

Understand roles and responsibilities relating to inclusive practice

You can:	Portfolio reference
a. Summarise own role and responsibilities relating to inclusive practice	
b. Explain the relationship between own role and the roles of other professionals involved in inclusive practice	
c. Identify points of referral available to meet individual learning needs	

Learning outcome 4

Understand how to create and maintain an inclusive learning environment

You can:	Portfolio reference
a. Review key features and benefits of an inclusive learning environment	
b. Analyse ways to promote equality and value diversity	
c. Analyse ways to promote inclusion	
d. Review strategies for effective liaison between professionals involved in inclusive practice	

Learning outcome 5

Understand how to evaluate own inclusive practice

You can:	Portfolio reference
a. Review the effectiveness of own inclusive practice	
b. Identify own strengths and areas for improvement in relation to inclusive practice	
c. Plan opportunities to improve own skills in inclusive practice	

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: Understand factors which influence learning

Impact of personal, social, and cultural factors on learning:
Different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning, Bloom's Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/numeracy (LLN), different assessment methods, legislation impacting on practice.

Impact of different cognitive, physical, and sensory abilities on learning:
Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g. Maslow, Herzberg, McGregor).

Learning outcome 2: Understand the impact of policy and regulatory frameworks on inclusive practice

Policy and regulatory frameworks:
Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.

Influence of policy and regulatory frameworks on organisational policies:
Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, achieve and enjoy, achieve economic wellbeing, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.

Influence of policy and regulatory frameworks on inclusive practice:
Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, achieve and enjoy, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.

Learning outcome 3: Understand roles and responsibilities relating to inclusive practice

Summarise role and responsibilities:
Teaching and training cycle (identify needs, plan, design, deliver, assess, evaluate), Information, Advice and Guidance (IAG), signposting, liaising with other professionals, meeting organisation requirements, systems, procedures, maintaining standards, quality assurance, keeping records, registers, results, health and safety in the workplace, policies and practice in organisations, own professional requirements.

Relationship between role and roles of other professionals:
Role of collegiality and collaboration in local and regional areas, role of support agencies, learner referral, signposting, learner support opportunities, learning support opportunities, the different teams with which you interact in your daily work (e.g. external support agencies, external regulatory bodies, internal administrative support, internal quality assurance teams), limits of responsibility.

Points of referral:
Identifying support needs of learners, screening, initial assessment, diagnostic assessment, identifying key staff within organisations responsible for referral, identifying sources of learner support and learning support.

Learning outcome 4: Understand how to create and maintain an inclusive learning environment

Key features and benefits:
Organisational policy and practice, classroom management, motivational theory (e.g. Maslow), engagement, participation, achievement, inclusive language, representation of cultural differences, avoiding stereotyping, access.

Equality and diversity:
Protected characteristics (e.g. race, gender, disability, age, religion or belief, sexual orientation, transexuality, maternal status, marital status, civil partnership status), equality act, equal opportunities and equality and diversity policies, inclusion, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning, Bloom's Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/numeracy (LLN), different assessment methods, legislation impacting on practice.

Promote inclusion:
Learning preferences, different teaching and learning methods (strengths and limitations, classroom management, lesson planning, extension activities, differentiated outcomes), Blooms' Taxonomy of Learning (categorisation of objectives – knowledge, comprehension, application, analysis, synthesis, evaluation), SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), self-reflection.

Review strategies for effective liaison:
Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media.

Learning outcome 5: Understand how to evaluate own inclusive practice

Effectiveness of inclusive practice:
Models of reflection (e.g. Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.

Identify strengths and areas for improvement:
Models of reflection (e.g. Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.

Plan opportunities to improve skills:
Action planning, setting SMART targets (specific, measurable, achievable, realistic, timely), strengths and limitations of own skills and knowledge (e.g. experience, qualifications, currency of skills and knowledge), liaison with other agencies and learning professionals, current research relating to inclusive practice.

Notes

Use this area for notes and diagrams

_____

_____

_____

_____

_____

_____

_____

_____

Notes

Use this area for notes and diagrams

_____

_____

_____

_____

_____

_____

_____

_____

Notes

Use this area for notes and diagrams