

Unit 34: Inclusive practice - L/503/5384

Guided Learning Hours: 50
Unit Level: 4
Unit Credit: 15

Unit grid: Learning outcomes/Assessment Criteria/Content

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand factors which influence learning	1.1	Review the impact of personal, social and cultural factors on learning	Review the impact of personal, social and cultural factors on learning: E.g. age, gender, previous experience of education, self-confidence, peer pressure, cultural/ religious factors, language, finances, additional learning needs, effects on learning of language, social or cultural barriers etc.
	1.2	Review the impact of different cognitive, physical, and sensory abilities on learning	Review the impact of different cognitive, physical, and sensory abilities on learning: E.g. analytical skills, aptitude, psychomotor development, specific learning disabilities, physical disabilities, manual dexterity and sensory awareness (visual/ hearing impairment, language and reading skills).
2. Understand the impact of policy and regulatory frameworks on inclusive practice	2.1	Summarise policy and regulatory frameworks relating to inclusive practice	Summarise policy and regulatory frameworks: Including: Success for All, Widening Participation, inspection frameworks, organisation policies and procedures, quality assurance procedures, Equality Act 2010, deaf awareness, visual awareness, professional and vocational standards, Criminal Record Bureau (CRB) procedures etc.
	2.2	Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice	Influence of policy and regulatory frameworks on policies: Covering: CRB procedures, staffing, roles/ responsibilities, continuing professional development opportunities, quality assurance policies, complaints procedures, marketing and promotional strategies, involving management etc.

	2.3	Explain how policy and regulatory frameworks influence own inclusive practice	Influence of policy and regulatory frameworks on inclusive practice: Covering: procedures, roles and responsibilities, continuing professional development opportunities, quality assurance policies, complaints procedures, requirements within own practice, own roles and responsibilities, reviewing approaches, selecting learning and teaching materials, working with others to promote inclusive practice, sharing inclusive practice and providing an inclusive learning experience for all learners within the boundaries of policy and regulatory frameworks.
3. Understand roles and responsibilities relating to inclusive practice	3.1	Summarise own role and responsibilities relating to inclusive practice	Own role and responsibilities: Demonstrating inclusive practice, challenging behaviours which do not support inclusive practice, demonstrating learner inclusion, encouraging learners' responsibility for own actions, recognising the need for boundaries and recognising and acting to remove barriers.
	3.2	Explain the relationship between own role and the roles of other professionals involved in inclusive practice	Relationship between own role and the roles of other professionals: Recognising the limitations of own role, seeking support/ guidance from other professionals when needed, liaising with other agencies to support learners and liaising with professionals to provide support for additional learning needs.
	3.3	Identify points of referral available to meet individual learning needs	Identify points of referral available: Covering: working within organisational policies, utilising support systems available, tutorials, specialist subjects, functional skills tutors, employer or work-based learning providers, counselling, external agencies where appropriate, referral at start of programme or later when needs are identified etc.
4. Understand how to create and maintain an inclusive learning environment	4.1	Review key features and benefits of an inclusive learning environment	Key features and benefits: Enhanced learning environment, increased levels of retention/ achievement, improved engagement, improved understanding of diversity through sharing experiences, promoting an all-encompassing approach to learning and teaching, recognising different perspectives, creating a culture of respect, positive attitudes, tolerance and empowerment.
	4.2	Analyse ways to promote equality and value diversity	Ways to promote equality and value diversity: E.g. group discussion, opportunities for sharing experience, celebrating diversity, presentations, engaging learners, encouraging team working, interacting with the local community, demonstrating good practice, building into teaching practice etc.

	4.3	Analyse ways to promote inclusion	Ways to promote inclusion: Within organisational policies and procedures; covering: demonstrating good practice, building into teaching practice, engaging with learners, challenging discrimination and bullying, encouraging team working, interacting with the local community, demonstrating good practice etc.
	4.4	Review strategies for effective liaison between professionals involved in inclusive practice	Effective liaison between professionals: Including: team working, team meetings, working groups, networking opportunities, updating/ sharing information, liaising with employers, support agencies and other professionals, working with community groups etc.
5. Understand how to evaluate own inclusive practice	5.1	Review the effectiveness of own inclusive practice	Effectiveness of own practice: E.g. feedback from learners/ colleagues, SWOT analysis, reviewing approaches, evaluating effectiveness, performance reviews, observations of practice etc.
	5.2	Identify own strengths and areas for improvement in relation to inclusive practice	Identifying own strengths and areas for improvement: Including: outcomes of reviews of effectiveness, reflective practice, impact of poor practice, impact of training, further training needs, updating of knowledge and practice or increasing awareness.
	5.3	Plan opportunities to improve own skills in inclusive practice	Opportunities to improve own skills: E.g. shadowing, observations, working alongside others to improve practice, exploiting opportunities for CPD, opportunities for training, awareness raising, conferences, awarding organisation training/ awareness raising events etc.

Unit 34 Guidance on Delivery and Assessment

Delivery

The aim of this unit is to develop learners' understanding of inclusive practice. It includes factors influencing learning and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.

Assessment

This unit assesses occupational competence therefore evidence must come from performance in the work environment. Simulations, projects or assignments are not allowed.

All Assessment criteria must be met.

Links

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