

## Higher National Unit Specification

### General information for centres

**Unit title:** Creating and Managing an Inclusive Learning Environment

**Unit code:** F13L 36

**Unit purpose:** This Unit is designed for the continuing professional development (CPD) of teachers. It will enable candidates to develop the skills and knowledge required to create and manage inclusive learning, teaching and assessment strategies. It will also enable them to develop skills and knowledge to anticipate any potential barriers that individual learners may encounter and promote equality of opportunity and positive attitudes to human diversity.

This Unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

On completion of the Unit the candidate should be able to:

- 1 Plan effective strategies to overcome barriers to learning, including the selection and development of appropriate learning materials and delivery and assessment methods.
- 2 Manage the learning environment proactively in order to support diverse learning needs.
- 3 Reflect on own practice and understand its impact on learning.

**Credit points and level:** 1 HN Credit at SCQF level 9: (8 SCQF credit points at SCQF level 9\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to be working towards or have completed a Teaching Qualification in Further Education TQ (FE) or a Professional Development Award for teaching in further education.

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving and Communication at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This is a mandatory Unit in PDA Inclusiveness: Promoting Equality and Diversity: SCQF level 9 and it is recommended that it should be taught and assessed within this framework. Delivery of this

## General information for centres (cont)

Unit can be integrated with the Unit, Supporting and Promoting Diversity. The principal context will be the learning environment.

**Assessment:** This Unit will be assessed by written and performance evidence. The candidate is required to produce a learning, teaching and assessment plan and will be observed delivering at least one learning and teaching session to a group in which there are learners with diverse learning needs. There must be arrangements in place to ensure the authenticity of the work produced.

## **Higher National Unit specification: statement of standards**

**Unit title:** Creating and Managing an Inclusive Learning Environment

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

The Unit will be assessed holistically by combining Outcomes 1, 2 and 3 for assessment purposes. Evidence Requirements and assessment guidelines for the Unit appear after Outcome 3.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Plan effective strategies to overcome barriers to learning, including the selection and development of appropriate learning materials and delivery and assessment methods

#### **Knowledge and/or skills**

- ◆ Social, cultural and emotional factors and their effect on learning
- ◆ The impact of real and perceived barriers to learning
- ◆ Factors that facilitate and inhibit learning
- ◆ Cultural differences that can affect the performance of individual learners or groups of learners
- ◆ Strategies to overcome diverse learning needs: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability and ethnicity
- ◆ The effects of language choice and linguistic differences
- ◆ Selecting and adapting resources to take account of learners' needs and the class, group, subject or Unit being taught
- ◆ The principles of universality of design
- ◆ Selecting and preparing accessible and inclusive curricular materials to meet the programme requirements and learner needs
- ◆ Selecting and adapting assessment instruments to take account of learners' needs and the class, group, subject or Unit being taught
- ◆ Selecting appropriate learning and teaching activities
- ◆ Sequencing learning in a way likely to foster and maintain learners' enthusiasm and motivation
- ◆ Appropriate selection of ICT, including assistive technologies, to support learning, teaching and assessment
- ◆ Legal considerations

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Creating and Managing an Inclusive Learning Environment

### **Outcome 2**

Manage the learning environment proactively in order to support diverse learning needs

#### **Knowledge and/or skills**

- ◆ Appropriate and effective use of universal design concept, alternate formats, and assistive technologies
- ◆ The teacher as a positive role model for learners
- ◆ The impact of teachers' and learners' individual behaviours and attitudes
- ◆ Strategies to promote positive attitudes to social and cultural diversity
- ◆ Strategies to support learners with difficulties in, or barriers to, learning
- ◆ Ways of promoting equality in learning, teaching and assessment
- ◆ Impact of physical environment on individuals
- ◆ Use of ICT to address different learner needs
- ◆ Use of identified support strategies and/or assistive technologies
- ◆ Use of learning and teaching activities which meet needs of all learners and encourage active learner engagement
- ◆ Use of differentiation strategies
- ◆ Support for the learner
- ◆ Relevant legislation

### **Outcome 3**

Reflect on own practice and understand its impact on learning

#### **Knowledge and/or skills**

- ◆ Strategies for evaluating the learning and teaching process
- ◆ Methods for reflecting critically on the effectiveness of own practice in meeting diverse learning needs
- ◆ Gathering and interpreting evidence of own performance
- ◆ Boundaries of competence and responsibility
- ◆ Action planning

#### **Evidence Requirements**

Candidates will provide performance (product) evidence in the form of:

- (a) A learning, teaching and assessment plan for a minimum of 20 hours of learning to a group in which there are learners with diverse learning needs. The Unit/programme specification should be appended to the plan.
- (b) A minimum of four detailed and consecutive lesson plans, one of which should be used for the observed teaching session in c) below. The plans must specify appropriate organisational details, resources, including learning materials used, and include the use of ICT to support learning.

## Higher National Unit specification: statement of standards (cont)

### Unit title: Creating and Managing an Inclusive Learning Environment

(c) Delivery of at least one observed teaching session. The session should:

- meet the aims and objectives of the planned session
- meet diverse learning needs
- promote positive attitudes to all learners

Candidates will provide written evidence in the form of:

(d) A profile for a group of learners which provides an outline of the course/programme which the learners are following and the factors affecting their ability to learn.

(e) A report or commentary of about 1,200 words in which they:

- evaluate and justify the approaches taken to planning the learning experience
- evaluate and justify their use of learning materials in terms of being free from prejudice and bias and actively promoting positive attitudes to diversity
- evaluate and justify their approaches to managing the learning experience
- identify appropriate ways of enhancing their practice

Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

The commentary may be in audio, video or note format and should be agreed with the assessor. The written evidence may also be derived from a professional discussion.

Evidence must be generated in the workplace. The Unit and group of learners, selected by the candidate, must be agreed with his/her assessor.

### Assessment guidelines

Candidates will need to identify a Unit or programme of learning, covering both performance and knowledge evidence, to deliver to a group, which includes learners with diverse needs. It is recommended that the group profile and one of the detailed lesson plans, developed as evidence for Outcome 1, are used for the observed session for Outcome 2. Evidence from the observed sessions may contribute to the assessment for Outcomes 2 and 3 of the Unit, Supporting and Promoting Diversity. The candidate should keep a log book/diary to facilitate professional critical reflection. The length of report should be within  $\pm 10\%$  of 1200 words.

## Administrative Information

<b>Unit code:</b>	F13L 36
<b>Unit title:</b>	Creating and Managing an Inclusive Learning Environment
<b>Superclass category:</b>	GB
<b>Original date of publication:</b>	December 2006
<b>Version:</b>	01

### History of Changes:

Version	Description of change	Date

**Source:** SQA

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## Higher National Unit specification: support notes

### Unit title: Creating and Managing an Inclusive Learning Environment

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

The content of this Unit is based on 'The Professional Standards for Continuing Professional Development (CPD)', published by the Scottish Executive in June 2006, specifically the Standards for 'Managing and Inclusive Learning Environment', 'Promoting Learning & Equality for People with Disabilities' and 'Promoting Good Relations between People of Different Racial and Ethnic Groups' <http://www.fepdfscotland.co.uk/professionalstandards.htm>.

It is designed for candidates who have responsibility for planning and delivering programmes to learners with a range of learning needs. It will provide an opportunity for continuing professional development and confidence building for candidates who already possess a recognised teaching qualification or Professional Development Award in teaching in further education.

The principal context will be the learning and teaching environment. The candidate should have access to a workplace where evidence to meet the Outcomes can be generated. Integration in the delivery and assessment of the Unit, Supporting and Promoting Diversity, is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

#### Outcome 1

- ◆ access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- ◆ factors that affect learning, including personal characteristics and circumstances of learners, learners' previous experience of learning, access to materials, environment, social setting, social relationships
- ◆ writing: mechanics/dexterity; legibility; composition; note-taking; experience of alternatives to handwriting.
- ◆ mobility: use of aids; degree of restriction; posture; comfort in sitting; positioning
- ◆ reading: level; pace; expertise; confidence
- ◆ study skills: organisation of ideas; planning; computer literacy and confidence; existing strategies
- ◆ memory and concentration: short-term/long-term; reliability of recall; recording/coding; attention span
- ◆ communication: receptive (attention/insight); expressive (oral/speech/fluency); use of augmentative aids; sociability.
- ◆ hearing: use of aids; degree of loss
- ◆ vision: use of aids; degree of loss
- ◆ pain management: medication; use of alternative therapies
- ◆ stamina: fatigue

## Higher National Unit specification: support notes (cont)

### Unit title: Creating and Managing an Inclusive Learning Environment

- ◆ curricular material: free from prejudice and bias; actively promotes positive attitudes to diversity; languages
- ◆ selection and preparation of learning materials: formats, language, diversity, accessibility, inclusiveness, actively promotes positive attitudes to diversity; free from prejudice and bias
- ◆ the principles of universality of design: creating materials and experiences that will be accessible to the widest range of users
- ◆ appropriate and effective use of universal design concept, alternate formats, and assistive technologies
- ◆ the use of differentiated materials
- ◆ assessment arrangements to meet diverse learning needs: fairness, equality of access, amended formats, language, validity, reliability
- ◆ information literacy skills required by learners
- ◆ legal considerations, eg health and safety, disability, discrimination, equality, ICT
- ◆ information technology and specialist equipment and their uses in supporting learning

### Outcome 2

- ◆ the influence of teacher behaviour: enthusiasm; diligence; creativity; consistency; respect for learners; interest in learners; sensitivity to learners; promoting motivation; confidence
- ◆ the impact of tutor's own values, beliefs and life experiences on learners and learning
- ◆ strategies to promote mutual respect
- ◆ the effects of language choice and linguistic differences: codes, jargon, register, and spoken languages
- ◆ sensitivity in the use of language
- ◆ approaches to promote inclusiveness, meet needs of all learners and encourage active learner engagement: openness, trust; self and mutual respect amongst diverse learners, equality of opportunity, different presentational methods, and materials in a range of formats
- ◆ discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping
- ◆ strategies for recognising, resisting and challenging discrimination
- ◆ ways of seeking, responding to and giving feedback for learning
- ◆ how to encourage learners to work effectively on their own
- ◆ strategies for promoting positive behaviour
- ◆ strategies for dealing with challenging behaviour
- ◆ equity and inclusivity issues in relation to assessment
- ◆ alternative assessment opportunities for learners with special assessment requirements
- ◆ support for the learner: personal, learner, learning, extended learning support, referral to and liaison with specialists
- ◆ relevant legislation, standards and guidelines: health and safety, protection and welfare, anti-discrimination and equality

## Higher National Unit specification: support notes (cont)

**Unit title:** Creating and Managing an Inclusive Learning Environment

### Outcome 3

- ◆ sources of evidence on which to draw when evaluating own work
- ◆ how to analyse information on learning, teaching and assessment and extract what is relevant to modify future strategies
- ◆ the contribution that learners make to tutors' evaluation of their own teaching
- ◆ ways of reflecting upon their own teaching experience and the experience of learners
- ◆ what constitutes relevant evidence of tutor's own practice and how to interpret it
- ◆ the impact of tutor's own values, beliefs and life experiences on learners and learning
- ◆ the limits of tutor's own competence and responsibility
- ◆ limits of tutor's own control over the evaluation of practice

### Guidance on the delivery and assessment of this Unit

This Unit is one in which candidates are expected to engage in experiential learning and to analyse and reflect on this experience and make conclusions for their future practice. The delivery of the Unit should take account of the practical nature of the Unit.

Candidates should generate evidence of achievement from the workplace. Assessments must not be carried out as case studies, simulations or theoretical exercises. Direct observation, oral questioning, written/documentary evidence and professional discussion are appropriate methods of assessment. The candidate should also keep a well-evidenced reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source.

The focus of this Unit is the development and delivery of a learning, teaching and assessment plan, in the context of continuing professional development, to take account of the diverse learning needs of learners who enrol in colleges from a wide range of social, economic and educational backgrounds. Candidates should have several opportunities to prepare for the summative assessment.

#### *Opportunities for developing Core Skills*

Core skills will be naturally developed to an advanced level in keeping with the standards for the Unit. All elements of the Core Skill of Problem Solving, that is, planning and organising, critical thinking and reviewing and evaluating, will be significantly extended as the Unit is undertaken. As the aims and objectives of planning and managing a learning environment to support diverse learning needs are clarified, and options and strategies for overcoming barriers to learning identified, an in depth examination of factors impacting on achievement for learners will be undertaken. Working within available resources and timescales whilst conforming to legislative and organisational requirements will require creative and proactive critical thinking. Accessing techniques and strategies which overcome potential and actual barriers, allowing on-going review and adjustment, will be integral to achievement. Candidates must provide evidence of a personal review and evaluation of their own work practice and the extent to which it challenges prejudice and discrimination on the grounds of disability. They should be encouraged to identify specific criteria to measure achievement.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Creating and Managing an Inclusive Learning Environment

As underpinning knowledge, candidates must research, analyse and evaluate complex reference, policy and legislative documents. Appropriate and effective use of universal design concept, alternate formats, and assistive technologies will require underpinning knowledge of communication best practice and the ability in reporting to analyse information reflectively and reach sound conclusions on which to base recommendations.

### **Open learning**

This Unit would be suited to open, distance and online learning if it was conducted in conditions where arrangements have been put in place to assure the authenticity of the candidate's work: assessments could, for example, be verified by a professional person who can confirm that the candidate's work practice is authentic. It is likely that open learning delivery will consist of some initial orientation and briefing sessions, after which candidates will manage their own learning. Despite this, candidates will require support throughout the time they are undertaking this Unit and suitable arrangements should be made to provide this. This could involve meetings with candidates both individually and as a group. For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **General information for candidates**

**Unit title:** Creating and Managing an Inclusive Learning Environment

### **What this Unit is about:**

This Unit is about the knowledge and skills you need to plan and deliver learning programmes to learners with diverse learning needs. It will provide an opportunity for continuing professional development and building confidence in teaching learners from a wide range of social, economic and educational backgrounds.

### **What you will learn:**

- ◆ To analyse the impact of real and perceived barriers to learning.
- ◆ To recognise the factors that facilitate and inhibit learning.
- ◆ To plan and implement effective strategies to overcome barriers to learning, including the selection and development of appropriate learning materials and delivery and assessment methods.
- ◆ To use the curriculum effectively to promote equality and positive attitudes to diversity and inclusiveness.
- ◆ To promote positive attitudes to human diversity through accessible learning, teaching and assessment approaches.
- ◆ To manage the learning environment proactively in order to support diverse learning needs.
- ◆ To reflect on your own practice and understand its impact on learning.

### **On completion of the Units you will be able to:**

- ◆ Plan effective strategies to overcome barriers to learning, including the selection and development of appropriate learning materials and delivery and assessment methods.
- ◆ Manage the learning environment proactively in order to support diverse learning needs.
- ◆ Reflect on own practice and understand its impact on learning.