XSQA

Group Award Specification for:

Professional Development Award (PDA) in Strategies to Facilitate Inclusive Learning and Working at SCQF level 9

Group Award Code: GR0P 49

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Contents

1   Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

♦ assist centres to implement, deliver and manage the qualification.
♦ provide a guide for new staff involved in offering the qualification.
♦ inform course managers, teaching staff, assessors, candidates, employers and HEIs of the aims and purpose of the qualification.
♦ provide details of the range of candidates the qualification is suitable for and progression opportunities.

Rationale for this group award

This is the group award specification document for the **PDA in Strategies to Facilitate Inclusive Learning and Working** at SCQF level 9. This award and its individual units have been designed to meet the Continuing Professional Development (CPD) requirements of a range of existing and new staff whose role(s) require them to take account of, and make provision for, all protected characteristic groups in the contexts of learning and/or working. These requirements arise from current equality legislation, in particular the Equality Act 2010. Importantly, this group award acknowledges that the effective identification of needs which arise from the protected characteristic of disability continues to demand specific skills in order to remove barriers to participation in learning and working environments. This PDA in Strategies to Facilitate Inclusive Learning and Working emphasises the need for understanding of the impact from the co-existence of more than one protected characteristic in almost all cases. Therefore, when assessing the support needs and making provision for the requirements associated with a person's disability, it is essential to take account of other protected characteristics as well.

History behind the development of this group award

In May 2007, SQA validated the first PDAs in Inclusiveness, based on the CPD standards for lecturers which had been published in June 2006. Three of these CPD standards addressed the themes of equality and diversity: Learning and Equality for People with Disabilities; Managing an Inclusive Learning Environment and Promoting Good Relations between People of Different Racial and Ethnic Groups. The PDAs validated in 2007 (and subsequently referred to as 'the legacy PDAs' in this document) were:

♦ G8GC 49 PDA Inclusiveness: Facilitating Strategies to Support Candidates with Additional Needs at SCQF level 9. Undertaking this award was mandatory for staff in colleges (and recommended for Disability Advisers in universities) who carried out assessments for students with additional support needs. The comprehensive NAR (needs assessment report) which resulted from the assessment of needs was used to provide evidence of eligibility in the student's application for the Disabled Students' Allowance (DSA) from, for example, the Students' Award Agency Scotland (SAAS). This PDA comprised: a single credit unit focused on the principles and practice of facilitating inclusive learning environments through the effective use of assistive technologies and enabling strategies and a double credit unit to develop candidates' skills in interpreting evidence of support needs, undertaking needs assessments and making recommendations for support interventions (including the provision of equipment and non-medical personal help). G8GC 49 PDA Inclusiveness soon became established as the qualification most relevant for Needs Assessors and was widely taken up staff in colleges and universities throughout Scotland.

G8JN 49 PDA Inclusiveness: Promoting Equality and Diversity within the Learning Environment at SCQF level 9. This award was designed to meet the CPD needs of lecturers and managers, who already held a teaching qualification, in the area of equality and diversity, with the aim of ensuring they could confidently assume their responsibilities to promote inclusion and diversity and take action to challenge prejudice and discrimination.

By contrast with G8GC 49, which was soon acknowledged as the most relevant qualification for needs assessors, G8JN 49 failed to attract candidates — so a review of its relevance was proposed.

When SQA validated the two legacy PDAs in Inclusiveness in May 2007, colleges and universities had begun to respond to new duties for equality as detailed in the legislation at the time. This included separate duties and responsibilities for disability, race and gender. All listed education and training public authorities had to do this, and many of them worked with or provided services through other education and training providers, who therefore had to meet the duties on behalf of the public authorities. These listed public authorities included Local Authorities for schools, colleges and higher education institutes (HEIs) and education public authorities like SQA. They were required to publish separate schemes and reports for each 'equality strand' which demonstrated how they had delivered on their equality duties for each one, for both staff and students. This work tended to be led and coordinated by one person in the organisation.

Recommendations from the Beattie Committee Report Implementing Inclusiveness: Realising Potential (published in September 1999) were still being implemented at the same time. The Beattie Committee report had indicated an explicit need for staff employed in colleges and universities to develop skills in accessing relevant information and expertise in the use of enabling strategies and assistive technologies to support candidates with disabilities and additional support needs in post-16 provision. Additionally, *Evaluating Inclusiveness — A Guide for Further Education Colleges*, published by Her Majesty's Inspectorate of Education (HMIE) (May 2006) stated that: 'The concept of inclusiveness in further education is broad and reflects the view that learning should be for all. It draws together a range of themes, which have evolved as a result of policies, legislation and responsive practice.' This range of themes included increasing access, promoting social inclusion, responding to the needs of the 16–24 age group highlighted by the Beattie Report and meeting the requirements of legislation in relation to equality. The HMIE Report specifically mentioned 'Colleges in which the requirements of current legislation are met in spirit as well as in basic compliance enable candidates to have individually relevant and productive experiences regardless of their backgrounds and circumstances, including race, culture, disability, gender, age and other attributes.' The attributes (race, culture, disability, gender, age) listed in the HMIE Report reflected the equality legislation of that time.

'Inclusiveness' as a concept emerged originally from the recommendations contained in both the Tomlinson and Beattie reports, and subsequently influenced the thinking from that time. 'Inclusiveness' became a term most often associated with disability and social exclusion, and not necessarily other equality characteristics.

The review of the legacy PDAs in 2017 offered a timely opportunity to reinforce the true meaning of the term 'inclusiveness' in line with changes in thinking and legislation.

It was agreed at the time that both the aforementioned PDAs in Inclusiveness should be taken into consideration and, following a major review by SQA in 2017, both PDAs were lapsed and replaced by GM11 49 Advancing Equality and Diversity through Inclusiveness at SCQF level 9 — with the intention of meeting a wider range of CPD needs in a single group award which had broader aims.

GM11 49 PDA Advancing Equality and Diversity through Inclusiveness was developed to address the needs of staff working in colleges and universities, training providers, related sector agencies and schools to develop equality and diversity competences in themselves and in turn in others, and support their institution to deliver on the Public Sector Equality Duty (PSED), develop inclusive practice and widening access. The overarching aim of the qualification is to build capacity in knowledge, understanding and skills in relation to equality, diversity and inclusiveness and develop competence in delivering the PSED, including mainstreaming consideration of equality in all functions.

At the time of its original validation, GM11 49 PDA Advancing Equality and Diversity through Inclusiveness comprised a single credit mandatory unit: HH9J 36, *Analysing Equality, Diversity and Inclusiveness in Context* (SCQF level 9) plus a double credit unit selected from a choice of two: HH9K 36, *Practising Inclusiveness to Advance Equality and Diversity* (SCQF level 9) **or** HH9L 36 *Practising Inclusiveness through Needs-led Assessment* (SCQF level 9).

Whilst the overarching aim of GM11 49 PDA Advancing Equality and Diversity through Inclusiveness continues to be valid and relevant for many of its prospective candidates, the specific knowledge, understanding and skills required by a competent needs assessor were not being fully addressed or adequately assessed in GM11 49. In the period since the introduction of this new single PDA in Inclusiveness (intended to replace both legacy PDAs), it has become apparent that the need for two distinct PDAs remains. Therefore, in November 2019, SQA approved the revision of GM11 49 PDA Advancing Equality and Diversity through Inclusiveness, which now comprises two mandatory units: HH9J 36, *Analysing Equality, Diversity and Inclusiveness in Context* (single credit at SCQF level 9) and HH9K 36, *Practising Inclusiveness to Advance Equality and Diversity* (double credit at SCQF level 9).

As a result, the new GR0P 49 PDA in Strategies to Facilitate Inclusive Learning and Working (SCQF level 9) was introduced, comprising two compulsory units: JIP0 36 *Facilitate Inclusive Learning and Working* (single credit at SCQF level 9) and J1NY 36 *Implement Inclusiveness through Needs-Led Assessment* (double credit at SCQF level 9).

Centres and candidates who were familiar with the 'legacy' PDA: G8GC 49 Inclusiveness: Facilitating Strategies to Support Candidates with Additional Needs at SCQF level 9 (often abbreviated to the acronym 'BRITE' (Beattie Resources for Inclusiveness in Technology and Education) PDA (because its development came about as a result of recommendations made by the Beattie Committee) have welcomed the re-instatement of a group award which includes all the content, outcomes and skills development demanded of a competent needs-led assessor in practice. In line with current equality legislation the revision of the unit HH9L 36 *Practising Inclusiveness through Needs-led Assessment* provided the valuable opportunity to ensure that needs assessors could apply their skills in a working as well as a learning context, supporting employees as well as candidates, which the legacy unit had not fully provided for.

GR0P 49 PDA in Strategies to Facilitate Inclusive Learning and Working (SCQF Level 9) represents an up-to-date and extensively revised 'replacement' for the highly regarded PDA: G8GC 49. The rationale for the re-development of a group award in Strategies to Facilitate Inclusive Learning and Working which meets all the requirements and builds the skills demanded of competent needs-led assessors in practice can be summarised as follows:

♦ it enables staff to be trained in the conduct of needs-led assessment and the implementation of inclusive support strategies.
♦ it achieves consistency and enhances the quality of arrangements for including and supporting individuals with the protected characteristic of disability, taking into account the wider implications for all protected characteristics identified in the Equality Act 2010.
♦ it fulfils the requirement of agencies (who fund the provision of support) that advice given is reliable, well-informed and up to date.
♦ it ensures that candidates have their expertise appropriately accredited.
♦ it informs the development of inclusive provision and services in both learning and working environments.

2 Qualification structure

This group award is made up of 3 mandatory SQA unit credits: 1 single credit and 1 double credit totalling 24 SCQF credit points at SCQF level 9. A mapping of Core Skills development opportunities is available in section 5.2.

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1P0	36	Facilitate Inclusive Learning and Working	1	8	9
J1NY	36	Implement Inclusiveness through Needs-Led Assessment	2	16	9

3 Aims of the qualification

The principal aim of this qualification is to provide professional development, opportunities for skills acquisition and accreditation for staff employed as needs-led assessors. In the context of both learning and/or working, needs-led assessment applies particularly to assessing the support needs and recommending provision to meet requirements associated with a person's disability. This qualification aims to equip candidates with the skills to be able to take account of the factors which impact other protected characteristics as well.

3.1 General aims of the qualification

♦ To develop in candidates the knowledge and the skills required to design and implement inclusive learning and working environments through the effective use of enabling and assistive technologies and non-technological approaches.
♦ To enable candidates to develop the knowledge, understanding and skills required to undertake effective needs-led assessments, make recommendations and facilitate the implementation of inclusive support strategies.

3.2 Specific aims of the qualification

To be deemed competent as a need-led assessor and achieve this qualification, candidates must be able to:

1 Critically analyse the factors required for the mainstreaming of equality and the achievement of inclusive and accessible learning and/or working environments.
2 Evaluate the impact of current practice on the implementation of inclusiveness in their own context and area of responsibility, taking due regard of equality legislation.
3 Devise strategies for change which facilitate the achievement of inclusiveness in candidate's own context.
4 Facilitate learning and working equality for people with disabilities through effective and inclusive assessments of individuals' support needs.
5 Apply a critical understanding of equality, diversity and inclusion to own conduct of the needs-led assessment process.
6 Plan and implement effective strategies to meet needs which reduce and overcome barriers to learning and working.
7 Evaluate the effectiveness of own interventions to inform future practice as a needs-led assessor.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre although candidates require access to a workplace and to be in a role which involves the support of individuals with the protected characteristic of disability as well as some responsibility for meeting their additional support needs and which provides opportunities to evaluate enabling technologies.

Candidates undertaking this qualification would normally be expected to have completed, or be working towards, a relevant qualification at HNC level or above. Candidates will benefit from having prior experience of using technology to support learning and/or to adapt working practices to meet individual needs although this is not a pre-requisite.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for candidates whose Core Skills profile is below the recommended entry level or whether candidates should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	J1NY 36 requires candidates to produce factually and technically accurate written reports which fulfil the purpose and meet the professional standards specified for needs-led reporting. J1P0 36 requires candidates to gather evidence, present their ideas, conduct evaluations and publish reviews.
Numeracy	4	Competence in numeracy isn't explicitly assessed but is certainly required when measuring impact, analysing performance/data and costing recommendations.
Information and Communication Technology (ICT)	5	When researching and presenting complex information on trends, current policies and procedures, the use of ICT will be routine practice. Accessing, using and storing data will enhance candidates ICT skills. The presentation of oral and written work will require the skilled use of ICT and responsible awareness of security issues/methods for the protection of sensitive data.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	5	The factors facilitating effective inclusion and full participation in a context relevant to the candidate must be examined in detail. A full formal report on personal practice requires a comprehensive analysis with review of all stages of the process.
Working with Others	5	Collaboration with others, sensitivity to their needs and the ability to empathise are integral to the effective completion of this group award.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. In addition, significant opportunities exist for candidates to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims						
		1	2	3	4	5	6	7
J1P0 36	Facilitate Inclusive Learning and Working	X	X	X				
J1NY 36	Implement Inclusiveness through Needs-led Assessment				X	X	X	X

Aims:

1 Critically analyse the factors required for the mainstreaming of equality and the achievement of inclusive and accessible learning and working environments.

2 Evaluate the impact of current practice on the implementation of inclusiveness in their own context and area of responsibility, taking due regard of equality legislation.

3 Devise strategies for change which facilitate the achievement of inclusiveness in candidate's own context.

4 Facilitate learning and working equality for people with disabilities through effective and inclusive assessments of individuals' support needs.

5 Apply a critical understanding of equality, diversity and inclusion to own conduct of the needs-led assessment process.

6 Plan and implement effective strategies to meet needs which reduce and overcome barriers to learning and/or working.

7 Evaluate the effectiveness of own interventions to inform future practice as a needs-led assessor.

5.2 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J1P0 36	Facilitate Inclusive Learning and Working	x	x	x	x		x	x	x	x	x	x	x
J1NY 36	Implement Inclusiveness through Needs-led Assessment	x	x	x	x	x	x	x	x	x	x	x	

5.3 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Facilitate Inclusive Learning and Working	1 Develop and produce a proposal for action (and/or change) to facilitate Inclusiveness. 2 Review and evaluate a range of different support strategies.	1 Develop and produce a proposal for action (and/or change) to facilitate Inclusiveness. 2 Review and evaluate a range of different support strategies.	1 Develop and produce a proposal for action (and/or change) to facilitate Inclusiveness. 2 Review and evaluate a range of different support strategies.	Not applicable
Implement Inclusiveness through Needs-led Assessment	Undertake effective needs-led assessments and generate four reports which meet the required professional standards. Templates exemplifying the format and required standard for the needs-led assessment reports are available on the SQA website.	Undertake effective needs-led assessments and generate four reports which meet the required professional standards. Templates exemplifying the format and required standard for the needs-led assessment reports are available on the SQA website.	Generate a case study of the complete needs-led assessment process, based on real experience with one individual (candidate or employee). The case study should be in the form of either a 2,000 written report or the equivalent derived from a professional discussion (25–30 minutes) or a presentation (15–20 minutes).	Generate a case study of the complete needs-led assessment process, based on real experience with one individual (candidate or employee). The case study should be in the form of either a 2,000 written report or the equivalent derived from a professional discussion (25–30 minutes) or a presentation (15–20 minutes).

6   Guidance on approaches to delivery and assessment

Delivery of the award

This PDA focuses on professional development, using a variety of different approaches and appropriate resources, requiring the candidate to reflect on own practice and implement continuous improvement in light of experience. It may be taught in-house or regionally to groups of staff on a face-to-face basis, via a blended learning approach which combines webinars and virtual but synchronous classes, or entirely online.

Assessment of both units

All evidence for both units must be generated in the candidate's workplace.

For the *Facilitate Inclusive Learning and Working* unit (J1P0 36), evidence is generated using these types of assessment:

(i)   The completion of a proposal for action or changes to facilitate inclusiveness, developed within the candidate's own context and area of responsibility. The proposal may be communicated to peers, managers and relevant stakeholders as a written report, as a presentation or via a professional discussion.

(ii)   The evaluations of assistive technologies and other support strategies — using a method agreed in advance with the assessor. Candidates may choose to create a series of written/word processed evaluations stored in an electronic or hard copy portfolio or an audio recording of their reviews.

For the *Implementing Inclusiveness through Needs-led Assessment* unit (J1NY 36), evidence is generated using these types of assessment:

Where candidates are generating needs assessment reports in support of candidates' application for the Disabled Students Allowance (DSA), these reports must meet the purpose and standards required by the sponsoring agency, for example: Students Award Agency in Scotland (SAAS). There are two pro forma templates which can be downloaded from the dedicated qualification page on the SQA open website; one making explicit the requirements of the DSA report and the other when funding is not being sought.

Centres must be satisfied that all needs assessment reports submitted as evidence are the original and authentic work of the candidate and that each candidate has given explicit permission for their assessment of needs, duly anonymised, to be used as evidence of professional competence.

Where candidates are generating needs assessment reports in support of employees, these reports should meet the requirements of the individual organisation's Human Resources (HR) and audit policy and procedures.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where candidates experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

6.1 Sequencing/integration of units

The recommended sequence for delivery of units in order to gain the full award would be for candidates to undertake the first unit *Facilitate Inclusive Learning and Working*, enabling this to be used to inform later practice.

If candidates wish to undertake Implementing Inclusiveness through Needs-led Assessment as a free-standing unit, they will need to provide evidence to satisfy their assessor that they have already developed the knowledge and generated the activities required prior to undertaking this unit.

In general it is advised that the context for delivery is taken into account when planning both the timetable of delivery and the timeframe required for assessment.

6.2 Recognition of prior learning

SQA's policy is to recognise prior learning as a method of assessing whether a candidate's experience and achievements meet the evidence requirements (ie the standard) of an SQA unit or units and which may or may not have been developed through a course of learning. Further detail on the policy can be found here: https://www.sqa.org.uk/sqa/67029.html

6.2.1 Articulation and/or progression

The PDA may be recognised for articulation to a variety of higher level programmes by various HEIs, eg the Open University's Master in Education (Equality and Diversity).

6.2.2 Professional recognition

There is no formal professional recognition associated with this group award. However, its predecessor (G8GC 49) was widely recognised by funding bodies and sponsors of the Disabled Student Allowance as the most relevant and reliable indicator of competence in needs-led assessors.

6.3 Opportunities for e-assessment

It is likely that some delivering centres will be in a position to deliver all or parts of this using e-assessment. However, centres would require to demonstrate they have the requisite resources to meet SQA's external verification standards as they apply to this qualification. Further detail can be found here: www.sqa.org.uk/GuideToAssessment

6.4 Support materials

Pro formas for the conduct of Needs-led assessment and the review and evaluation of support strategies (technological and non-technological) are available on SQA's Secure website.

6.5 Resource requirements

Candidates require access to a range of assistive technologies (hardware and software) in order to fulfil the conditions of assessment for this PDA. Candidates must have the opportunity to trial each support/enabling strategy in their workplace context before reviewing each strategy in practice. It is not enough to read reviews published by manufacturers of assistive technology or to reproduce evaluations conducted by others.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A candidate successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦ candidates may not be entered for the group award
♦ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦ the group award will be deleted from the relevant catalogue
♦ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦ no new centres may be approved to offer the group award
♦ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

♦   No new centres may be approved to offer the unit which has been revised.
♦   Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for candidates

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The PDA in Strategies to Facilitate Inclusive Learning and Working at SCQF level 9 has two mandatory units, *Facilitate Inclusive Learning and Working* and *Implement Inclusiveness through Needs-led Assessment*, both of which are at SCQF level 9.

The award covers the skills and knowledge needed to develop inclusive learning and/or working strategies through the effective use of enabling and assistive technologies and non-technological approaches. You will gain an understanding of how technology contributes to the implementation of inclusiveness and the skills and knowledge required to undertake effective assessments of individuals' support needs, to devise support strategies and to assist in the design, delivery and review of individual learning and/or working environments.

The PDA comprises two units.

J1P0 36 *Facilitate Inclusive Learning and Working* is about developing the knowledge and skills you need to be able to demonstrate your critical understanding of the principles of equality, diversity and inclusiveness and the ways in which these principles, the external drivers and influences are evidenced in the creation of inclusive learning and/or working environments. In this unit you will learn how to devise inclusive strategies for learning and/or working through the effective evaluation and implementation of enabling and assistive technologies and non-technological approaches in order to advance equality and widen access for all.

Assessment for this unit will take the form of a proposal for change to facilitate inclusiveness which you will produce. You will also review and evaluate a range of different support strategies for individuals' with support needs.

J1NY 36 *Implement Inclusiveness through Needs-led Assessment is* about developing your knowledge and understanding of inclusiveness and will support you to put into practice your skills in the conduct of needs-led assessments primarily linked to the protected characteristic of disability. You will develop greater awareness of how to use appropriate resources, how to use professional judgement in making reasonable adjustments and how best to implement effective support strategies for individuals. You will learn how to take account of multiple factors including all legally protected characteristics, individual identity, experience and difference which may give rise to need(s). You will develop skills in selecting and applying needs-led assessment criteria fairly and how to establish what constitutes reasonable adjustment. You will develop approaches which advance equality, motivate individuals to engage in support strategies and take responsibility. You will learn how to help others fulfil their potential and improve participation in learning and/or work. You will learn how to create 'fit for purpose' needs assessment reports and develop effective self-reflective practice.

You will be assessed for this unit by undertaking effective needs-led assessments using pro formas which exemplify the required standard and the subsequent production of accompanying needs-led reports. You will also be required to produce a case study of the complete needs-led assessment process, based on real experience with one individual (candidate or employee).

Evidence to meet the requirements of both these units must be from the workplace, not a simulated environment, so you should have access to a suitable workplace before you begin this PDA.