

Guidance for evidencing achievement
Award Unit: Understanding and using inclusive teaching and learning approaches in education and training

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Example evidence
1. Understand inclusive teaching and learning approaches in education and training	<p>1.1 Describe features of inclusive teaching and learning</p> <p>1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs</p>	<p>A definition of what <i>inclusive teaching and learning</i> means, for example, ensuring all learners have the opportunity to be involved and included in the teaching and learning process.</p> <p>A description of the features of inclusive teaching and learning, such as promoting a positive culture of equality of opportunity whereby all learners can attend, participate, feel safe and valued.</p> <p><i>Cross-referenced to the unit: Understanding and using inclusive teaching and learning in education and training 2.1.</i></p> <p>A list of at least six different teaching and learning approaches which you could use for your subject specialism such as: demonstrations; discussions; group work; projects; presentations; role plays; seminars.</p> <p>A comparison of the strengths and limitations of the teaching and learning approaches you have identified in your list, explaining how they could meet individual learner needs. This information could be displayed as a table with the headings: Approach, Strengths, Limitations, Meeting individual needs.</p> <p><i>Cross-referenced to the unit: Understanding and using inclusive teaching and learning in education and training 2.2.</i></p>
2. Understand ways to create an inclusive teaching and learning environment	<p>1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills</p> <p>2.1 Explain why it is important to create an inclusive teaching and learning environment</p> <p>2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner</p>	<p>An explanation of how you could provide opportunities for your learners to develop their English, mathematics, ICT and wider skills. For example, English: reading; writing; listening; speaking; discussing.</p> <p>An explanation of why it is important to do this such as to improve learners' personal skills, knowledge and understanding, as well as their confidence and ability to work effectively and independently.</p> <p>An explanation of why it is important to create an inclusive teaching and learning environment, for example, to ensure teaching and learning is successful for all by encouraging positive behaviour.</p> <p>A case study of how you have created an inclusive teaching and learning environment for your learners (anonymised).</p> <p><i>Cross-referenced to the unit: Understanding and using inclusive teaching and learning in education and training 1.1.</i></p> <p>A list of teaching and learning approaches you would use, such as: demonstrations; discussions; group work; projects; presentations; role plays; seminars (as in 1.2)</p> <p>An explanation of how the approaches you have listed can meet the individual needs of learners (as in 1.2).</p> <p>A list of resources you could use such as: handouts; working models; visiting speakers.</p> <p>An explanation of how the resources you have listed can meet the needs of individual learners.</p>

	2.2 <i>continued</i>	needs	<p>A list of assessment methods you could use such as: discussion; gapped handout; project.</p> <p>An explanation of how the assessment methods listed can meet the needs of individual learners.</p> <p>A case study regarding the teaching and learning approaches, resources and assessment methods you have used with your learners, and how they met their needs (anonymised).</p> <p><i>Cross-referenced to the unit: Understanding and using inclusive teaching and learning in education and training 1.2.</i></p> <p><i>Cross-referenced to the unit Understanding assessment in education and training 1.2.</i></p>
	2.3	Explain ways to engage and motivate learners	<p>A definition of <i>engage</i>, such as obtaining and maintaining attention, and involving all learners during the session.</p> <p>A definition of <i>motivate</i>, such as the incentive or reason for doing something.</p> <p>An explanation of how you would engage and motivate learners during your sessions, for example, stating what will be covered during the session, and using a starter activity to captivate attention.</p>
	2.4	Summarise ways to establish ground rules with learners	<p>A definition of ground rules, for example, rules and boundaries which should be followed by everyone, such as switching off mobile devices and returning from breaks on time.</p> <p>An explanation of why ground rules should be used with learners, for example, to help create suitable conditions within which learners (and yourself) can safely work and learn.</p> <p>A summary of ways to establish ground rules with learners, such as; discussions; paired activities; group activities.</p>
3. Be able to plan inclusive teaching and learning	3.1	Devise an inclusive teaching and learning plan	<p>A rationale for the session you will deliver which is based on <i>who, what, when, where, why and how</i>.</p> <p>A session plan (a pro-forma or template which you should complete). The plan should be inclusive, and have a clear aim of what you want your learners to achieve, with objectives stating how they will achieve them.</p>
	3.2	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs	<p>A justification as to the reasons why you have selected your teaching and learning approaches in relation to meeting individual learner needs. For example, to meet the different abilities and/or levels of learners in the group.</p> <p>A justification as to the resources you will use in relation to meeting individual learner needs. For example, providing handouts on pastel coloured paper to all learners, not just for the learner who has dyslexia.</p> <p>A justification as to the assessment methods you will use in relation to meeting individual learner needs. For example differentiation in the form of a gapped handout, a crossword or a multiple choice test all based on the same topic but given to different learners.</p>
4. Be able to deliver inclusive teaching and learning	4.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs	<p>Session plan.</p> <p>Completed observer's feedback form.</p> <p>Completed peer feedback forms (received from others – if applicable).</p> <p>Copies of teaching and learning activities used, such as worksheets.</p> <p>Copies of resources used such as handouts.</p> <p>Copies of assessment activities used such as written questions.</p> <p>Copy of a visual recording of the session (if applicable e.g. on a memory card).</p>

	4.2	Communicate with learners in ways that meet their individual needs	Completed observer's feedback form. Completed peer feedback forms (received from others – if applicable). Copy of a visual recording of the session (if applicable e.g. on a memory card).
	4.3	Provide constructive feedback to learners to meet their individual needs	Completed observer's feedback form. Completed peer feedback forms (received from others – if applicable). Copy of a visual recording of the session (if applicable e.g. on a memory card).
5. Be able to evaluate the delivery of inclusive teaching and learning	5.1	Review the effectiveness of own delivery of inclusive teaching and learning	A review of the different delivery approaches you used during your session and how effective they were. Completed observer's feedback form. Completed peer feedback forms (received from others – if applicable). Completed self-evaluation form. Reflective learning journals.
	5.2	Identify areas for improvement in own delivery of inclusive teaching and learning	An identification of areas for improvement regarding your delivery. A list of your own strengths and limitations. An action plan for your own development. Evidence of continuing professional development (CPD). This could relate to updating your specialist subject area, general aspects such as health & safety and using technology, and teaching & assessment skills and knowledge.

