

**Unit Title:** Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training

**Unit Level:** Three

**Unit Credit Value:** 6

**GLH:** 24

**AIM Awards Unit Code:** GB1/3/EA/027

**Unique Reference Number:** D/505/0052

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand inclusive teaching and learning approaches in education and training	1.1. Describe features of inclusive teaching and learning 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 1.3. Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
2. Understand ways to create an inclusive teaching and learning environment	2.1. Explain why it is important to create an inclusive teaching and learning environment 2.2. Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs 2.3. Explain ways to engage and motivate learners 2.4. Summarise ways to establish ground rules with learners

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
3. Be able to plan inclusive teaching and learning	3.1. Devise an inclusive teaching and learning plan 3.2. Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs
4. Be able to deliver inclusive teaching and learning	4.1. Use teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs 4.2. Communicate with learners in ways that meet their individual needs 4.3. Provide constructive feedback to learners to meet their individual needs
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 5.2. Identify areas for improvement in own delivery of inclusive teaching and learning

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### **ASSESSMENT INFORMATION**

**Specific Requirements for Assessment and delivery of this unit.**

### **ASSESSMENT AND DELIVERY INFORMATION**

This unit would normally be assessed through completion of the AIM Awards Level 3 Award in Education and Training Portfolio. Centre-devised assessment tasks are permitted, provided they are approved by the Internal Verifier before commencement of delivery. See page 14 of the qualification specification for more information.

### **Unit Summary**

The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.

### **Assessment Requirements/Recommendations**

- The units of assessment for the Award were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training.
- There is a microteaching requirement for this unit. Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the course.
- The recommended assessment for this unit is the AIM Awards Level 3 Award in Education and Training Portfolio. Below is the mapping of the AIM Awards Level 3 Award in Education and Training Portfolio tasks against the unit assessment criteria:

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1.1	B1a	3.1	B2	5.1	B3a
1.2	B1b	3.2	B2	5.2	B3b
1.3	B2	4.1	B2		
2.1	B2	4.2	B3a		
2.2	B2	4.3	B3a		
2.3	B2				
2.4	A2d				

**Indicative Content**

- planning for learning
- active learning and learner-centred approaches in subject specialist area
- schemes of work and session plans: awarding body requirements, content, aims, learning outcomes, teaching and learning strategies; assessment for and of learning; differentiation; resources/materials; providing opportunities for learners to develop English, maths, ICT and wider skills
- selecting from a range of resources, e.g., texts, diagrams, artefacts, charts, audio-visual aids, new and emerging technologies, those that meet the needs of learners and learning outcomes
- strengths and limitations of resources and approaches in meeting individual needs of learners
- awareness and understanding of pedagogical approaches in specialist area that promote inclusion
- how to become a reflective practitioner
- how to evaluate own practice and identify own development needs in relation to inclusive practice

**Delivery Requirements/Recommendations**

- Appropriate physical resources will be required to deliver and assess this unit.

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- See qualification specification for the requirements for those delivering units and/or observing and assessing practice.

<b>Owner:</b>	Learning and Skills Improvement Service (LSIS)
<b>Unit Grading Structure</b>	PASS
<b>Sector Subject Areas (SSA)</b>	13.1 Teaching and Lecturing
<b>Unit Review Date (dd/mm/yyyy)</b>	31/05/2017
<b>Availability for Use</b>	Shared
<b>Restricted organisations</b>	N/A
<b>Assessment Guidance</b>	There is a microteaching requirement for this unit. Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
<b>Equivalences</b>	N/A

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