

## Higher National Unit Specification

### General information for centres

**Unit title:** Facilitate Inclusive Learning Strategies

**Unit code:** F13M 36

**Unit purpose:** This Unit is designed to enable candidates to develop the skills and knowledge required to develop inclusive learning strategies through the effective use of enabling and assistive technologies and non-technological approaches. It will help their understanding of how technology contributes to the implementation of inclusiveness and how to assist learners with additional support needs to achieve their full potential. Candidates would normally be education or training practitioners who are actively involved in assessing the additional support needs of learners, in the context of disability.

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 Demonstrate a critical understanding of the factors required for the achievement of inclusive and accessible learning environments.
- 2 Plan effective strategies to overcome barriers to learning.
- 3 Use strategies effectively to meet needs in an educational context.

**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 or have a regular role in the support of students in the college sector.

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving, Communication and Information Technology 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.

## General information for centres (cont)

This is a mandatory Unit in PDA Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs: SCQF Level 9 and it is recommended that it should be taught and assessed within this framework. Delivery of this Unit can be integrated with the Unit, Promoting Inclusiveness for Learners with Additional Support Needs. The principal context will be the learning environment.

**Assessment:** This Unit will be assessed by use of a case study, based on real practice, of a learner with additional support needs. The candidate will provide written/oral evidence in the form of a report of about 2,000 words or professional discussion. There must be arrangements in place to ensure the authenticity of the work produced.

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

**Unit title:** Facilitate Inclusive Learning Strategies

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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**

Demonstrate a critical understanding of the factors required for the achievement of inclusive and accessible learning environments

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

- ◆ Models of disability
- ◆ Concept of inclusiveness
- ◆ Characteristics of inclusiveness
- ◆ Concept of accessibility
- ◆ Definition of disabilities, (complex) additional support needs and discrimination
- ◆ Disclosure including confidentiality, sensitivity and respect
- ◆ Support for the learner

### **Outcome 2**

Plan effective strategies to overcome barriers to learning

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

- ◆ The role of assessment in identifying learners' additional support needs
- ◆ The supporting relationship
- ◆ The process of assessing learners' needs
- ◆ Factors that facilitate and inhibit learning including:
  - stamina
  - writing
  - mobility
  - reading
  - study skills
  - memory and concentration
  - communication
  - hearing
  - vision
  - pain management

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

### Unit title: Facilitate Inclusive Learning Strategies

- ◆ using materials and creating experiences that will be accessible to the widest range of users
- ◆ characteristics of usability
- ◆ evaluating assistive technologies
- ◆ strategies to anticipate needs in an educational context
- ◆ records of learner needs and learner plans
- ◆ anticipating/predicting needs
- ◆ reasonable adjustment
- ◆ learning styles
- ◆ selection and adaptation of learning materials
- ◆ boundaries of competence and responsibility

### Outcome 3

Use strategies effectively to meet needs in an educational context

#### Knowledge and/or skills

- ◆ Appropriate and effective application of universal design concept and use of alternate formats and assistive technologies
- ◆ Approaches to promote inclusiveness, meet needs of all learners and encourage active learner engagement
- ◆ Alternative assessment arrangements for learners with additional support needs
- ◆ Effective use of the curriculum to promote equality and positive attitudes to diversity and inclusiveness
- ◆ Support for the learner
- ◆ Methods for reflecting critically on the effectiveness of own practice in meeting diverse learning needs

#### Evidence Requirements

Candidates will provide written/oral evidence in the form of a report, of about 2,000 words, or the equivalent derived from a professional discussion. The report should be based on a reflective case study, based on real practice, of one learner for whom it is the candidate's responsibility to assess and ensure appropriate support. It must be anonymised to assure confidentiality of the learner who should be presenting for a current course in the candidate's college and show evidence of having an additional support need. The suitability of the learner, selected by the candidate, should be agreed with his/her assessor.

The report should include:

- (a) An assessment of the learner's needs including:
- ◆ case history
  - ◆ functional assessment
  - ◆ direct assessment
  - ◆ learner potential and the demands of the course

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

### Unit title: Facilitate Inclusive Learning Strategies

(b) Enabling support which includes reference to:

- ◆ adjustments to mode of delivery, learning and teaching methods and assessment arrangements
- ◆ personal support/tutor intervention
- ◆ deployment of software and technology as enabling strategies
- ◆ use of peer support
- ◆ support strategies available outside the college

(c) Reflection of own practice

- ◆ critical analysis of their practice in supporting diverse learning needs and the learning experience
- ◆ identification of appropriate ways of enhancing their practice

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

### Assessment guidelines

The candidate should take a holistic approach when identifying the learner's needs and keep a log book/diary to facilitate professional critical reflection. The learner may or may not have been identified prior to commencing a course. The length of report should be within  $\pm 10\%$  of 2,000 words.

## Administrative Information

**Unit code:** F13M 36

**Unit title:** Facilitate Inclusive Learning Strategies

**Superclass category:** GB

**Original date of publication:** December 2006

**Version:** 01

### History of Changes:

Version	Description of change	Date

**Source:** SQA

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## Higher National Unit specification: support notes

### Unit title: Facilitate Inclusive Learning Strategies

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' and 'Promoting Learning & Equality for People with Disabilities', <http://www.fepdfscotland.co.uk/professionalstandards.htm>.

It is designed for candidates who already have, or who anticipate having, responsibility for developing inclusive learning strategies for learners through the assessment of needs and effective use of enabling and assistive technologies and non-technological approaches. The unit investigates resources which can be used to promote inclusive learning and how learners with additional support needs can be assisted to achieve their full potential.

The principal context will be the learning 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 Units Facilitate Inclusive Learning Strategies and Promoting Inclusiveness for Learners with Additional Support Needs 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

- ◆ models of disability: social, medical
- ◆ definitions: disabilities; (complex) additional support needs; direct, indirect, individual, multiple and institutional discrimination
- ◆ discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping
- ◆ support for the learner: personal, learner, learning, extended learning support, referral to and liaison with specialists

#### Outcome 2

- ◆ 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

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

### Unit title: Facilitate Inclusive Learning Strategies

- ◆ hearing: use of aids; degree of loss
- ◆ vision: use of aids; degree of loss
- ◆ pain management: medication; use of alternative therapies
- ◆ stamina: fatigue
- ◆ strategies: disclosure; needs assessment; specialist services and resources, human, technological
- ◆ selection and adaptation of learning materials: formats, language, diversity, accessibility, inclusiveness, promotion of positive attitudes to diversity
- ◆ assistive technologies, eg adaptations to input devices, specialised software, adaptations to output devices
- ◆ characteristics of usability: effectiveness; efficiency; relevance; safety; comfort

### Outcome 3

- ◆ 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, materials in a range of formats
- ◆ assessment arrangements to meet diverse learning needs: fairness, equality of access, amended formats, language, validity, reliability
- ◆ support for the learner: personal, learner, learning, extended learning support, referral to and liaison with specialists
- ◆ concept mapping

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

Candidates should be encouraged to generate evidence of achievement from the workplace. A case study, based on practice, in which written/documentary evidence, oral questioning or professional discussion is used, would be the appropriate method of assessment for this Unit. The candidate should also keep a reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source.

This is a practical Unit and its focus is on promoting learning, using a variety of different approaches and appropriate resources for learners with additional support needs, evaluating the learning experience and reflecting on own practice. 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. The design of strategies to maximise success in facilitating support for inclusive learning will require identification and analysis of the full range of factors impacting on the process. Candidates must consider cognitive and physical characteristics, as well as ways to anticipate needs and approaches to learners within boundaries of responsibilities identified. Awareness of applied best practice in using materials and assistive technologies will require creative critical thinking: the ability to demonstrate implementation of strategies which allow on-going opportunities for review and adjustment will be integral to achievement. As work progresses personal responses and attitudes need to be examined in depth as part of critical reflection.

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

### **Unit title:** Facilitate Inclusive Learning Strategies

Analytical reading skills will be refined as candidates identify and access a range of relevant sources, including electronic data, as background to their work. Reference materials should be evaluated for currency, authority, accuracy, and balance. The need to develop efficient systems of recording, coding and storing outline information for ease of reference, such as electronic files and folders should be emphasised. Candidates should be familiar with effective and responsible use of ICT equipment and up to date software applications in the support of the learning process.

Reports should be presented to a professional standard, be technically and factually accurate, using a formal structure. They must analyse information reflectively and reach sound conclusions. There are opportunities to demonstrate skills in oral communication in the understanding evidenced of approaches to meeting the physical, emotional and cultural needs of the learner.

### **Open learning**

This Unit could be delivered by distance learning provided opportunities to attend workshops could be incorporated, ensuring candidates are exposed to specific assistive technology and the provision of appropriate mentoring. For information on normal open learning arrangements, please refer to the SQA guide *‘Assessment and Quality Assurance of Open and Distance Learning’* (SQA 2000).

### **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:** Facilitate Inclusive Learning Strategies

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

This Unit is about the knowledge and skills you need to develop inclusive learning strategies for learners through the effective use of enabling and assistive technologies and non-technological approaches. It will help your understanding of how technology contributes to the implementation of inclusiveness and how to assist learners with additional support needs to achieve their full potential.

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

- ◆ To promote equality in learning, teaching and assessment in relation to disabilities.
- ◆ To use the curriculum effectively to promote equality and positive attitudes to diversity and inclusiveness.
- ◆ To recognise the factors that facilitate and inhibit learning in the context of disability and use learning, teaching and assessment methods effectively to facilitate learning.
- ◆ To plan and implement effective strategies to overcome barriers to learning.
- ◆ 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 own practice and understand its impact on learning.

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

- ◆ Demonstrate a critical understanding of the factors required for the achievement of inclusive and accessible learning environments.
- ◆ Plan and implement effective strategies to overcome barriers to learning.
- ◆ Use strategies effectively to meet needs in an educational context.