

National Technical and Vocational Qualification Framework

NTVQF

**Competency Based Learning Materials
(CBLMs)**

**Promote Inclusive Learning in a CBT&A
Environment**

**National Certificate in CBT&A Methodology
Trainers & Assessors, Level-4**



**Bangladesh Technical Education Board
Agargoan, Sher-E-Bangla Nagar
Dhaka-1207**

Table of Contents

Copyright.....	2
Preface	3
Acronyms.....	4
Overview of the Module	5
How to use this Competency Based Learning Materials (CBLMs)	8
MODULE CONTENT.....	9
LEARNING OUTCOME # 1: PRACTICE INCLUSIVITY.....	11
Learning Experiences 2.1-1	12
Information Sheet 2.1-1.....	13
Self-Check – 2.1-1	23
Answer Key – 2.1-1.....	24
Job Sheet – 2.1-1.....	25
Task sheet 2.1-1	26
LEARNING OUTCOME - 2: DEVELOP & IMPLEMENT WORK STRATEGIES TO SUPPORT INCLUSIVITY	27
Learning Experiences 2.2-1	28
Information Sheet – 2.2-1	29
Self-Check – 2.2-1	32
Answer Key – 2.2-1.....	33
Task Sheet – 2.2-1.....	34
Task Sheet – 2.2-1.....	35
Specification Sheet – 2.2-1	36
Task Sheet– 2.2-1.....	37
Specification Sheet – 2.2-1	38
LEARNING OUTCOME # 3: PROMOTE & RESPOND TO DIVERSITY	39
Learning Experiences 2.3-1	40
Information Sheet – 2.3-1.....	41
Self-Check – 2.3-1.....	46
Answer Key – 2.3-1.....	47
LEARNING OUTCOME # 4: PROMOTE A CULTURE OF INCLUSIVE LEARNING ...	49

Learning Experiences 2.4-1	50
Information Sheet – 2.4-1	51
Self-Check – 2.4-1	54
Answer Key -2. 4-1	55
LEARNING OUTCOME # 5: MONITOR AND IMPROVE WORK PRACTICES	56
Learning Experiences 2.5-1	57
Information Sheet – 2.5-1	58
Self-Check – 2.5-1	61
Answer Key – 2.5-1	62
REVIEW OF COMPETENCY	63

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 1 of 68
----------------------	---	--------------------------------	----------------------------	--------------

Copyright

This Competency Based Learning Materials on “Promote Inclusive Learning in a CBT&A Environment” under the CBT&A Methodology for Trainers & Assessors, Level-4 qualification is developed based on the national competency standard approved by Bangladesh Technical Education Board (BTEB).

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

This document is owned by Bangladesh Technical Education Board (BTEB), developed under the guidance of international expert (TVET and Skills Development Specialist) and National consultant, ILO Country Office for Bangladesh supported by Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU).

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Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 2 of 68
----------------------	---	--------------------------------	----------------------------	--------------

Preface

Education and training for productive employment is vital for economic and social development in Bangladesh. Technical and Vocational Education and Training (TVET) is a tool for productivity enhancement and poverty reduction. TVET sector ensures quality, relevance and access of skills training which meets industry demand and fulfill the requirements of individual for opting gainful and productive employment.

Competency-based learning materials on “Promote Inclusive Learning in a CBT&A Environment” provides overall course guidelines in relation to teaching and learning and act as the key instrument in supporting delivery of standardised formal, non-formal and informal training. It is expected that competency-based learning materials (CBLMs) will serve the purpose of training delivery of different courses maintaining quality as specified in the approved national competency standard for CBT&A Methodology for Trainers & Assessors, Level-4. As it is agreed that any reform in TVET system in Bangladesh should be in line with international trends so as to make graduates from the qualification nationally and internationally competent.

It will be worth noting that the initiatives for development of National Certificate in CBT&A Methodology, Level-4 & Level-5 through review and updating of existing competency standards of trainers & assessors, development of new competency standard for National Certificate for CBT&A Managers and implementers, Level-6 and Competency Based Curriculum development for the above mentioned courses by the Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO. This document is developed by the Standards and Curriculum Development Committee (SCDC) of BTEB under the guidance of International Expert (TVET and Skills Development Specialist) and the National consultant, Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO country Office for Bangladesh.

We appreciate Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU) for developing competency-based learning materials on “Promote Inclusive Learning in a CBT&A Environment” of CBT&A Methodology for Trainers & Assessors, Level-4 qualification under National Technical and Vocational Qualification Framework (NTVQF).

Chairman
Bangladesh Technical Education Board

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 3 of 68
----------------------	---	--------------------------------	----------------------------	--------------

Acronyms

BMET	Bureau of Manpower Employment and Training
BTEB	Bangladesh Technical Education Board
CAD	Course Accreditation Document
CBC	Competency Based Curriculum
CBLMs	Competency Based Learning Materials
CBT	Competency Based Training
CBT&A	Competency Based Training and Assessment
CS	Competency Standard
DTE	Directorate of Technical Education
EU	European Union
ILO	International Labour Organization
LCD	Liquid Cristal Display
MOE	Ministry of Education
MOEWOE	Ministry of Expatriate Welfare and Overseas Employment
MOLE	Ministry of Labour and Employment
NEP	National Education Policy
NGOs	Non-Government Organisations
NSDA	National Skills Development Authority
NSDC	National Skills Development Council
NSDP	National Skills Development Policy
NTVQF	National Technical and Vocational Qualification Framework
OSH	Occupational Safety and Health
PCs	Personal Computers
QAMS	Quality Assurance Manuals
RPL	Recognition of Prior Learning
SCDC	Standards and Curriculum Development Committee
TSC	Technical School and College
TTC	Technical Training Centre
TTTC	Technical Teachers Training College
TVET	Technical Vocational Education and Training
VET	Vocational Training Institute
VTTI	Vocational Teachers Training Institute

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 4 of 68
----------------------	---	--------------------------------	----------------------------	--------------

Overview of the Module

Promoting Inclusive Learning in a CBT&A Environment.

This module comprises five elements (1 to 5), and five (5) learning outcomes derived from the unit of competency TVTENV402A1: Promote Inclusive Learning in a CBT&A Environment.

Upon completion of this module, the trainee must be able to:

1. Practice inclusivity.
2. Develop and implement work strategies to support inclusivity.
3. Promote & respond to diversity.
4. Promote culture of inclusive learning.
5. Monitor and improve work practices.

After completion of training, the trainees will be required to demonstrate their competency through the following performance criteria:

- 1.1 Inclusivity is described.
- 1.2 Individual differences and clients with particular needs are acknowledged and integrated with existing work practices and learning culture.
- 1.3 Principles of underpinning inclusivity are incorporated and integrated into all work practices.
- 1.4 Access to inclusivity & equity policies are applied in training and/or assessment organization.

- 2.1 National guidelines and support materials on accessibility, equity, disability and inclusivity are identified and used.
- 2.2 Support persons and services are identified and included in the work and learning process where appropriate and agreed to.
- 2.3 Physical environment support needs are acknowledged and incorporated into work practices as required.
- 2.4 OSH issues associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.
- 2.5 *Multiple* pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 5 of 68
----------------------	---	--------------------------------	----------------------------	--------------

- 3.1 The ground rules for participation and behaviour with colleagues and clients are established in accordance with a cooperative and agreed process.
- 3.2 Individuals are encouraged to express themselves and contribute to the work and learning environment in accordance with a cooperative and agreed process.
- 3.3 Individuals are provided with opportunities to indicate specific needs to support their participation in learning and work in accordance with a cooperative and agreed process.
- 3.4 Relevant research, guidelines and resources are accessed to support inclusivity in accordance with existing guidelines and procedures.
- 3.5 Verbal and body language are sensitized considering different cultures.
- 3.6 Backgrounds and differences in physical and intellectual abilities are sensitized.

- 4.1 Support and advice are provided to the persons with special needs, Persons with Disabilities (PWDs) /disadvantaged colleagues and clients to encourage new and ongoing participation in accordance with learning opportunities.
- 4.2 The benefits of learning are explored with persons with special needs, PWDs /disadvantaged colleagues and clients in accordance with a culture of learning.
- 4.3 Learning and competency achievement of persons with special needs, PWDs /disadvantaged are recognized and rewarded in accordance with the work and/or learning environment.
- 4.4 Opportunities to develop generic skills of persons with special needs, PWDs /disadvantaged persons are identified in accordance with the work and/or learning environment.
- 4.5 Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.

- 5.1 Effective work practices are identified to enhance inclusivity and a learning culture in accordance with the work and/or learning environment.
- 5.2 Conscious actions are taken to modify and improve in accordance with work practices.
- 5.3 Strategies and policies are regularly reviewed to support inclusivity in accordance with continuous improvement of work processes.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 6 of 68
----------------------	---	--------------------------------	----------------------------	--------------

CONTENTS

This learning package includes the following:

- Practice inclusivity.
- Develop and implement work strategies to support inclusivity.
- Promote & respond to diversity.
- Promote culture of inclusive learning.
- Monitor and improve work practices.

PRE-REQUISITE: N/A

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 7 of 68
----------------------	---	--------------------------------	----------------------------	--------------

How to use this Competency Based Learning Materials (CBLMs)

This module, “Promote Inclusive Learning in a CBT&A Environment” contains training materials and activities for you to complete a series of activities. These activities may be completed as part of structured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Task Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Tasks outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 8 of 68
----------------------	---	--------------------------------	----------------------------	--------------

MODULE CONTENT

UNIT OF COMPETENCY: Promote Inclusive Learning in a CBT&A Environment

MODULE TITLE: Promote Inclusive Learning in a CBT&A Environment.

MODULE DESCRIPTOR: This module discusses the aspects that must be given attention when Promote Inclusive Learning in a CBT&A Environment. It shows the requirements for Practicing inclusivity, developing and implementing work strategies to support inclusivity, promoting & responding to diversity, promoting culture of inclusive learning and monitoring & improving work practices.

NOMINAL DURATION: 20 Hours

LEARNING OUTCOMES:

After completing this module, you **MUST** be able to:

1. Practice inclusivity.
2. Develop and implement work strategies to support inclusivity.
3. Promote & respond to diversity.
4. Promote culture of inclusive learning.
5. Monitor and improve work practices.

ASSESSMENT CRITERIA

1. Inclusivity is described.
2. Individual differences and clients with particular needs are acknowledged and integrated with existing practices and learning culture.
3. Principles of underpinning inclusivity are incorporated integrated into all work practices.
4. Access to inclusivity & equality polices are applied in training and or assessment organization.
5. National guidelines and support materials on accessibility, equity, disability and inclusivity are identified and used.
6. Support persons and services are identified and included in the work and learning process where appropriate and agreed to.
7. Physical environment support needs are acknowledged and incorporated into work practices as required.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 9 of 68
----------------------	---	--------------------------------	----------------------------	--------------

8. OSH issues associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.
9. Multiple pathways to achieve own and others future learning goals are discussed in accordance with and or learning environment.
10. The ground rules for participation and behavior with colleagues and clients are established in accordance with a cooperative and agreed process.
11. Individuals are encouraged to express themselves and to contribute to the work and learning environment in accordance with a cooperative and agreed process.
12. Individuals are provided with opportunities to indicate specific needs to support their participation in learning and work in accordance with a cooperative and agreed process.
13. Relevant research, guidelines and resources are accessed to support inclusivity in accordance with existing guidelines and procedures.
14. Verbal and body language are sensitized to different cultures.
15. Backgrounds and differences in physical and intellectual abilities are sensitized.
16. Support and advice is provided to the persons with special needs, persons with disabilities (PWDs) / disadvantaged colleagues and clients to encourage new and ongoing participation in accordance with learning opportunities.
17. The benefits of learning are explored with persons with special needs, PWDs / disadvantaged colleagues and clients in accordance with a culture of learning.
18. Learning and competency achievement of persons with special needs, PWDs / disadvantaged are recognized and rewarded in accordance with the work and or learning environment.
19. Opportunities to develop generic skills of persons with special needs, PWDs / disadvantaged persons are identified in accordance with the work and or learning environment.
20. Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and or / learning environment.
21. Effective work practices are identified to enhance inclusivity and a learning culture in accordance with the work and or / learning environment.
22. Conscious actions are taken to modify and improve in accordance with work practices.
23. Strategies and policies are regularly reviewed to support inclusivity in accordance with continuous improvement of work processes.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 10 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

LEARNING OUTCOME # 1: PRACTICE INCLUSIVITY

ASSESSMENT CRITERIA:

- 1.1 Inclusivity is described.
- 1.2 Individual differences and clients with particular needs are acknowledged and integrated with existing practices and learning culture.
- 1.3 Principles of underpinning inclusivity are incorporated and integrated into all work practices.
- 1.4 Access to inclusivity & equality policies are applied in training and or assessment organization.
- 1.5 National guidelines and support materials on accessibility, equity, disability and inclusivity are identified and used.

CONTENTS:

- Inclusivity.
- Individuals differences.
- Clients with particular needs.
- Principles of inclusivity.

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation checklist
- Portfolio.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 11 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Learning Experiences 2.1-1

Learning Outcome 1 PRACTICE INCLUSIVITY.

Learning Steps	Resources specific instructions
1 Trainee will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Module “Promote Inclusive Learning in a CBT&A Environment”
2 Read the Information sheet/s	2. Information Sheet 12.1
3 Complete the Self Checks & answer sheets.	3. Self Checc12.1-1 and Answer Sheet 12.1-1
4 Read the Job sheet	4. Job sheet 12.1-1
5 Follow Specification Sheet	5. Specification Sheet 12.1-1
6 Complete Activity	6. Activity No 12.1-1

Information Sheet 2.1-1

Practice Inclusivity

Learning Objective:

After reading this Information Sheet, you must be able to interpret Practice Inclusivity.

Inclusivity:

Inclusivity means recognizing, accommodating and meeting the learning needs of all your learners. It means acknowledging that your learners have a range of individual learning needs and are members of diverse communities.

Inclusivity embraces the idea that since everyone is an individual, we need to organize teaching and learning environment so that each learner has a learning experience that ‘fits’.

An inclusive learning environment is one that:

- values and respects difference
- promotes learning
- supports and advises colleagues, learners and clients to encourage new and ongoing participation in learning opportunities
- explores the benefits of learning with colleagues and clients
- recognises and rewards learning and competency achievement in the work and/or learning environment
- provides opportunities to develop your own and others' generic skills
- offers multiple pathways to achieve your own and others' current and future professional development needs.



Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 13 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

Why practice inclusivity?

By fostering and promoting an inclusive learning culture, training and/or assessment organization can:

- Prepare its learners to work more effectively and flexibly in diverse workplaces and communities.
- Provide more learners and clients with better quality services in an increasingly competitive market.
- Ensure it meets its obligations arising out of legislation and standard.

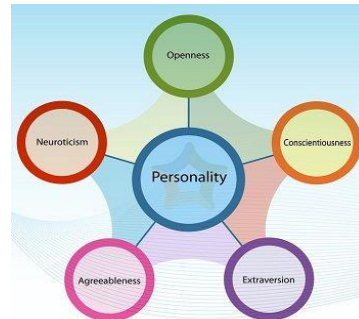
In order to promote an inclusive learning environment in the TVET sector, you need to know how practice inclusivity, and this will involve:

- building on individual differences;
- integrating the principles of inclusivity into your work practices; and
- using your institution's access and equity policy to guide your work practice
- using language that is sensitive to difference.
- modelling inclusiveness in work performance.

Individual differences

To promote a positive and inclusive learning culture, you must actively acknowledge, respect and value individual differences, and these differences may include:

- learning difficulties;
- language, literacy and numeracy needs;
- cultural backgrounds (including images and perceptions);
- socio-economic backgrounds;
- age, gender, sexuality and religious practices;
- psychological or psychiatric impairments;
- intellectual impairments or disabilities;
- physical impairments or disabilities (involving hearing, vision, voice or mobility); and
- medical conditions (such as arthritis and asthma).



Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 14 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Acknowledging Clients particular needs and integrating work practices and learning culture:

- Women where under represented
- People with low literacy, numeracy
- People with disability
- Rural and remote learners
- Youth at risk

Providing support for special needs:

- physical environment adjustments
- adjustments to learning and assessment activities
- OHS issues to be addressed
- language requirements
- literacy and numeracy issues
- more time/additional support to learners

Principles of inclusivity:

- Supporting equal opportunity for participation.
- Fostering and advocating independence.
- Ensuring cooperative approaches to learning.
- Using client-cantered approaches to learning.
- Supporting, encouraging and valuing individual contributions.
- Motivating learners.
- Creating opportunities for participation and success.
- Making reasonable adjustment for equity
- Acknowledging current strengths and skills as a basis for further learning.



Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 15 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Learner Needs and Reasonable Adjustments:

Particular Need	Potential Issue	Possible range of methods and tools
Low literacy or numeracy	• Writing • Reading • Calculating • Confidence	• Verbal assessment using predetermined questions (this could be recorded or someone else could be a scribe) • Presentations or demonstrations can be used rather than writing. • Use of diagrams as visual cues when asking questions, or for the candidate to explain answers.
Candidates with disability	• Speaking • Reading • Writing • Movement • Hearing	• Observation checklist using adaptive technology such as Braille for sight impaired learners. • Asking questions and getting assistance from an interpreter for candidates who are hearing Impaired. • Using an interpreter, reader, attendant carer or scribe to write down answers to questions. • Observation of tasks performed on suitably adjusted equipment or environment.
Older candidates	• Different age to the assessor • Confidence • Limited technology skills	• Use case studies instead of role plays as some older candidates may feel uncomfortable. • Make sure font size is not too small in candidate instructions.
Ill health	• Fatigue • Lack of concentration • Effects of medication	• Shorter assessment tasks that allow for medication or fatigue. • Specific instructions on projects that can be submitted at various stages. • Allow longer period of time to finish tasks. • Use a scribe or audio recorder.
Gender	• Culture of workplace for women who work in non-traditional	• Use same gender assessor (if appropriate) • Ensure assessment tools are not gender specific in content.

	trades. • Different gender of the assessor.	
Indigenous candidates	• Variety of cultural backgrounds • Speaking • Reading • Writing • Numeracy • Confidence	• Use of support persons. • Check that assessment strategies are not culturally sensitive (e.g. it may be more appropriate to demonstrate knowledge rather than talk about knowledge) • Encourage candidates to use alternate ways to demonstrate competence (e.g. drawing instead) of writing, digitally recording a demonstration of skills rather than demonstrating in front of the assessor) • Read any printed information to the candidate or use graphics for instructions.
Candidates with low levels of education	• Reading • Writing • Numeracy • Limited study skills • Confidence	• Check if language, literacy or numeracy are likely to impact on the assessment • Demonstration and oral questioning, perhaps recording answers or using a scribe. • Read any printed information to the candidate or use graphics for instructions. • Use short assessment tasks.
Family responsibilities	• Requirement to care for family members	• Ensure timing and place of assessment does not clash with care responsibilities.

Important Point: To practice inclusivity within a training and/or assessment organization, you must continually examine and revise your personal perceptions and attitudes about difference to improve your communication and professionalism

Principles of inclusivity into your work practices:

In order to foster and promote an inclusive learning culture, you must integrate the principles that underpin inclusivity into all of your work practices, and these principles include:

- using learner-centred approaches to learning;
- fostering and advocating independence;
- supporting equal opportunity for participation;

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 17 of 68
----------------------	---	--------------------------------	----------------------------	------------------

- creating opportunities for participation and success;
- ensuring cooperative approaches to learning;
- supporting, encouraging and valuing individual contributions;
- acknowledging current strengths and skills as a basis for further learning;
- motivating learners through change; and
- making reasonable adjustments to procedures, activities and assessment for equity.

The principles of inclusivity closely resemble the following principles of adult learning that guide teaching and learning practices in the TVET sector:

Learning needs to be learner-centered

Traditional learning tends to be teacher-centered, where the teacher directs the learning process. This does not take into account the knowledge and experience that learners bring to the learning environment. A learner-centered approach involves adults in all aspects of the learning process (incorporating their needs, abilities, learning styles, existing skills and experiences).

Example:

Produce written material using a font and size that is easy for everyone to read. Producing materials in a clear Arial or Time New Roman font of at least 11 point will mean that most people will be able to read without difficulty.

The learning process needs to support increasing learner independence

When offered choice in the learning process, adults can take responsibility and ownership for their own learning. Adult learning should be problem-centered (as opposed to content-centered), where creativity is used to solve realistic problems in a learning environment. This encourages learners to become independent and creative thinkers, and it closely connects them with the learning content.

Example:

Select venues that are accessible for people with mobility difficulties.

The emphasis must be on experiential and participative learning

Adults learn best when they can actively participate in the learning process – they need to be involved physically, intellectually and/or emotionally. Adults learn best by *doing*, and experiential learning equates to *learning by doing* (where adults initiate the learning, are personally involved in the learning process and evaluate the extent of their learning).

Example:

Choose training activities that everyone can have a part in, even if their roles are different.

Learning needs to involve modelling

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 18 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

Adults learn best when they can observe, retain and replicate skills that are demonstrated by an expert. If you intend to use experts in your learning environments, they must be respected as a model of excellence in their skill or field (as learners will acquire skills by watching and imitating them). Role modelling is closely related to mentoring and coaching.

Example:

Demonstrate skills and provide learners with more opportunities to practice.

The learning process needs to reflect individual circumstances and needs

Adults need to be able to relate to the learning process – they need to identify the meaning and relevance of the learning material to their own personal situation.

Example:

While developing learning materials, provide relevant examples and activities.

Adults have a range of life experience which they can connect to learning

Adults have a variety of life experiences that represent a rich resource for learning. They need a connection to the material they are learning, and also need to understand the relevance of the learning and how it may relate to their current knowledge and life experience.

Example:

Acknowledge the value of different points of view.

Adults need to know why they are learning something and its benefits

Adults need to know why they are learning something before the learning process begins. When they undertake to learn something, they invest considerable energy in determining the benefits they will gain from the process (as well as the negative consequences of not participating).

Example:

Before delivering a session, explain the learning outcomes to the learners and the reason(s) behind learning.

Adults need to be self-directing

Adults are used to being responsible for their own decisions and for their own lives. They need to decide for themselves what they want to learn, and they resist situations in which they feel others are imposing views or beliefs on them.

Motivating learners through change

In today's workplace, change is a necessity. It is no longer viable to simply enter the workforce, learn a set number of work tasks and then settle into a routine of work learning cultures, you will need to know how people work through change and how they behave when faced with change.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 19 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Kurt Lewin saw change as a three stage process, the first of which he called unfreezing. During this stage a learner must be motivated to unfreeze their old behaviors, and you need to support them through this by bypassing their defense mechanisms and dismantling their existing mind sets. The second stage is often called movement or change, because it is where the change actually occurs. This is a period of confusion and transition for learners, as their old behaviors have been unfrozen and they are moving to a new state that is unfamiliar. The third and final stage is called freezing, because the change is made permanent. The learner's new mindset is crystallizing, their new behaviors are becoming habitual and their comfort level is returning to normal.

To practice inclusivity within a training and/or assessment organization, you will need to make reasonable adjustments to your assessment methods and tools in response to the particular needs of your clients, and these adjustments can include:

- taking into account their language, literacy and numeracy requirements;
- providing personal support services (e.g. readers, interpreters, attendant carers, scribes);
- using adaptive technology or special equipment;
- scheduling flexible assessment sessions to allow for fatigue or administration of medication;
- providing assessment materials in a variety of formats (e.g. audio/visual);
- making adjustments to the physical environment or venue;
- considering the age, gender; cultural backgrounds and religious practices of clients;
- arranging for a member of a client's community to be present at the assessment;
- revising any proposed assessment methods and tools.

Using your institution's access and equity policy to guide your work practices:

While integrating the principles of inclusivity into your work practices, you also need to use your training and/or assessment institution's access and equity policy to guide your work practices. An access and equity policy should ensure that the services you provide are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality language skills, literacy or numeracy level, or remote location may present a barrier to their access, participation and achievement.

Access generally refers to the ability of learners to enter training, and you can enhance access within a training and/or assessment organization by:

- improving physical access to training venues;
- ensuring that selection criteria do not discriminate against learners; and
- adapting marketing activities to encourage all learners.

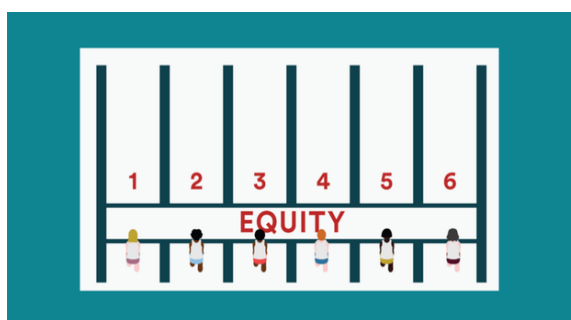
Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 20 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

Equity generally refers to the capacity of learners to achieve results in training (and to receive training in an inclusive environment with inclusive materials). You can enhance equity within a training and/or assessment organisation by:

- providing a supportive learning environment;
- reasonably adjusting assessments to meet individual circumstances;
- implementing policies on fee reduction; and
- developing and using inclusive training materials.

Important Point: Inclusive learning environments and learning materials:

- acknowledge and value the differences between people and cultures;
- are responsive to the diverse needs of all clients; and
- include rather than exclude.



Self-Check – 2.1-1

Practice Inclusivity

Check your understanding by answering the following questions:

☐ Write the correct/appropriate answer.

1. Describe the term ‘inclusivity’
2. What are the principles that underpin inclusivity?
3. What do you understand by ‘clients with particular needs’?
4. How do you deal with the learners with low literacy or numeracy?

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 23 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Answer Key – 2.1-1

Practice Inclusivity

Answer of question 1

Inclusivity means recognizing, accommodating and meeting the learning needs of all your students. It means acknowledging that your students have a range of individual learning needs and are members of diverse communities.

Answer of question 2

In order to foster and promote an inclusive learning culture, you must integrate the principles that underpin inclusivity into all of your work practices, and these principles include:

- using learner-centred approaches to learning;
- fostering and advocating independence;
- supporting equal opportunity for participation;
- creating opportunities for participation and success;
- ensuring cooperative approaches to learning;
- supporting, encouraging and valuing individual contributions;
- acknowledging current strengths and skills as a basis for further learning;
- motivating learners through change; and
- making reasonable adjustments to procedures, activities and assessment for equity.

Answer of question 3

It is also important to acknowledge, respect and value clients with particular needs, including:

- Women where under represented
- People with low literacy, numeracy
- People with disability
- Rural and remote learners
- Youth at risk

Answer of question 4

I will take following strategies to deal with the learners with low literacy and numeracy:

- Verbal assessment using predetermined questions (this could be recorded or someone else could be a scribe)
- Presentations or demonstrations can be used rather than writing
- Use of diagrams as visual cues when asking questions, or for the candidate to explain answers

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 24 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Job Sheet – 2.1-1

Practice Inclusivity

JOB # 1: Practice Inclusivity in the Training / learning Environment.

- Identify individual differences and the specific needs of the learners.
- Integrate the principles of inclusivity into your work practices.
- Use your institutions' access and equity policy to guide your work practice.
- Use language that is sensitive to difference.
- Model inclusiveness in work performance.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 25 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Task sheet 2.1-1

Different Perceptions

Choose a simple everyday object such as a chair or a pen. List five words or phrases that describe the object. Share your description with another person who has also made a list. Note the similarities and differences in the descriptions.

Find a picture of a scene, for example, a countryside or beach scene, or an event such as a sporting event or a market. Write down three words or phrases about the scene in order of importance to you. Share your list with another person. Describe why you made these points about the scene and why you ranked them in that order.

Look in a newspaper or magazine or on a website and find three pictures of either adult males or females who are physically different from each other. Describe each of the people in five words or phrases. Now, rank the three people in order of attractiveness. Discuss your perceptions of the people in the pictures with someone else who has done the activity.

In what ways have you and others described the object, the scene and the person? Were the responses based on visual features or were they based on other features, for example, the function of the object or the background knowledge of the scene or the person?

- What are the effects of people having similar perceptions?
- What are the effects of people having dissimilar perceptions?
- Do your perceptions affect your understanding of a person, an object or an idea?

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 26 of 68
----------------------	---	--------------------------------	----------------------------	------------------

LEARNING OUTCOME - 2: DEVELOP & IMPLEMENT WORK STRATEGIES TO SUPPORT INCLUSIVITY

ASSESSMENT CRITERIA:

- 2.1 National guidelines and support materials on accessibility, equity, disability and inclusivity are identified and used.
- 2.2 Support persons and services are identified and included in the work and learning process where appropriate and agreed to.
- 2.3 Physical environment support needs are acknowledged and incorporated into work practices as required.
- 2.4 OSH issues associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.
- 2.5 Multiple pathways to achieve own and others future learning goals are discussed in accordance with and or learning environment.

CONTENTS:

1. National Guidelines.
2. Support Materials.
3. Physical environment support needs.
4. OHS issues.
5. Multiple pathways.

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 27 of 68
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Learning Experiences 2.2-1

Learning Outcome 2

DEVELOP & IMPLEMENT WORK STRATEGIES TO SUPPORT INCLUSIVITY.

Learning Steps	Resources specific instructions
2.1 Trainee will ask the instructor about the materials to be used.	2.1 Instructor will provide the learning materials in Module “Promote Inclusive Learning in a CBT&A Environment”
2.2 Read the Information sheet/s	2.2 Information Sheet 2.2-1
2.3 Complete the Self Checks & answer sheets.	2.3 Self-check 2.2-1and Answer key 2.2-1
2.4 Read the Job sheet	2.4 Job sheet 2.2-1
2.5 Follow Specification Sheet	2.5 Specification Sheet 2.2-1
2.6 Complete Activity	2.6 Activity No 2.2-1

Note: If you have multiple Information sheets and Job Sheets repeat the above Learning Steps 2 to 6 for each job

Information Sheet – 2.2-1

Develop & Implement Work Strategies to Support Inclusivity

Overview

You need to develop a plan for inclusiveness. When planning for inclusiveness you need to keep in mind that it is a continuous improvement process and following things must be considered.

- Providing information to learners
- Enrolment processes- are they clear and accessible
- Induction processes
- Finding out about specific needs
- Identifying and confirming support needs
- Catering for diversity in learning style
- Respecting individuals' rights and confidentiality

Having promoted and responded to diversity within your organization, you now need to develop and implement work strategies that will support diversity, and this will involve:

- using documented resources to support and guide inclusive practices;
- identifying and accessing support services;
- incorporating physical environment support needs into work practices; and
- addressing OHS issues associated with inclusivity.

Using documented resources to support and guide inclusive practices:

So far you have discovered how to practice inclusivity and how to promote/respond to diversity. You now need to put a few work strategies into place to support and guide inclusive practices, and you will need to identify and use documented resources to inform these strategies, including:

- National and institutional policies on access and equity
- National guidelines and support materials on inclusive practice

Identifying and accessing support services:

Having identified the resources needed to support and guide your inclusive practices, you also need to identify the people who can support the specific needs of your clients and

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 29 of 68
----------------------	---	--------------------------------	----------------------------	------------------

include them in the work and learning process (where this is appropriate and agreed to by colleagues and/or clients). The support people available to you may include:

- family members;
- government officers in specialist support services;
- peer support;
- interpreters;
- community representatives;
- technical support personnel;
- administrative personnel;
- student services officers;

Important Point: The culture of learning and inclusiveness needs to be explicitly promoted. you must avoid the misconception that inclusive practice simply involves attaching support to an individual. Inclusive practice involves encouraging and valuing difference.

Incorporating physical environment support needs into work practices:

Having accessed relevant support services, you also need to acknowledge and incorporate any physical environment support needs into your work practices (where these are practicable and approved by appropriate personnel), including:

- modifications to the layout of premises;
- equipment modifications;
- use of adaptive technologies;
- changes to work schedules; and
- modifications to job design

Addressing OHS issues associated with inclusivity:

As you implement work strategies to support diversity, you will need to identify and address any OHS issues that may be associated with inclusivity, including issues relating to learners and the impact these may have on other learners. In all states/territories, OHS laws impose a duty of care on employers to provide a safe working environment and to protect the health and safety of employees (noting that employees are still obliged to take care while undertaking their work).

This duty of care includes a duty to provide employees with the necessary information, training, instruction and supervision to perform their work safely. You will therefore, have a duty of care for your learners (who may be affected by the actions of others within or attending your training and/or assessment organization)

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 30 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

Important Point: Always model inclusiveness in your work performance, as it will encourage inclusive behavior in others.

Notes

Self-Check – 2.2-1

Develop & Implement Work Strategies to Support Inclusivity

Check your understanding by answering the following questions:

- ☐ Write the correct/appropriate answer.
- 1. What strategies will you take to promote an inclusive learning environment?
- 2. Which support person/s may you seek assistance from in implementing an inclusive learning environment?

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 32 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Answer Key – 2.2-1

Answer of question 1

You need to develop a plan for inclusiveness. When planning for inclusiveness you need to keep in mind that it is a continuous improvement process and following things must be considered;

- Providing information to learners
- Enrolment processes- are they clear and accessible
- Induction processes
- Finding out about specific needs
- Identifying and confirming support needs
- Catering for diversity in learning style
- Respecting individuals' rights and confidentiality

Having promoted and responded to diversity within your organization, you now need to develop and implement work strategies that will support diversity, and this will involve:

- using documented resources to support and guide inclusive practices;
- identifying and accessing support services;
- incorporating physical environment support needs into work practices; and
- addressing OHS issues associated with inclusivity.

Answer of question 2

You may seek assistance from following support people in implementing an inclusive learning environment.

- family members;
- government officers in specialist support services;
- relevant professional support service personnel;
- case workers and personal care;
- peer support;
- interpreters;
- community representatives;
- note takers;
- library personnel;
- technical support personnel;
- human resources/administrative personnel;
- career counsellors;
- student services officers;

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 33 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Task Sheet – 2.2-1

Develop & Implement Work Strategies to Support Inclusivity

- Document resources to support and guide inclusive practices
- Identify and include support persons and services in the work and learning process where appropriate and agreed to
- Acknowledge and incorporate any physical environmental support needs into work practices where practicable
- Identify and address OSH issues associated with inclusivity in accordance with existing guidelines and procedures.
- Identify, modify and improve work practices to enhance inclusivity
- Review strategies and policies to support inclusivity in accordance with continuous improvement of work processes.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 34 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Task Sheet – 2.2-1

Prepare an Inclusive Work Strategies Checklist

See Specification sheet 2.2-1

Use the Inclusive Work Strategies Checklist to list the resources, support services, support needs and OHS issues that you have identified.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 35 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Specification Sheet – 2.2-1

Prepare an Inclusive Work Strategies Checklist

Materials/ Tools required

- Pen
- Inclusive work strategies checklist template

Inclusive Work Strategies Checklist

Documented Resources	Support Persons and Services	Physical Environment Support Needs	OSH Issues

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 36 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Task Sheet– 2.2-1

Develop an Inclusive Work Practices Review Plan

- See Specification sheet 2.1
- Use the Inclusive Work Practices Review template to list the areas of your work that need to be improved and the strategies that you intend to use to make the improvements.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 37 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Specification Sheet – 2.2-1

Develop an Inclusive Work Practices Review Plan

Materials/ Tools required

- Pen
- Inclusive work practices review template

Inclusive Work Practices Review Template

Ask for Improvement	Strategies to make improvements

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 38 of 68
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LEARNING OUTCOME # 3: PROMOTE & RESPOND TO DIVERSITY

ASSESSMENT CRITERIA:

- 3.1 The ground rules for participation and behavior with colleagues and clients are established in accordance with a cooperative and agreed process.
- 3.2 Individuals are encouraged to express themselves and to contribute to the work and learning environment in accordance with a cooperative and agreed process.
- 3.3 Individuals are provided with opportunities to indicate specific needs to support their participation in learning and work in accordance with a cooperative and agreed process.
- 3.4 Relevant research, guidelines and resources are accessed to support inclusivity in accordance with existing guidelines and procedures.
- 3.5 Verbal and body language are sensitized to different cultures.
- 3.6 Backgrounds and differences in physical and intellectual abilities are sensitized.

CONTENTS:

1. Ground Rules.
2. Specific needs.
3. Verbal and body language.

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 39 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Learning Experiences 2.3-1

Learning Outcome 1

PROMOTE & RESPOND TO DIVERSITY.

Learning Steps	Resources specific instructions
3.1 Trainee will ask the instructor about the materials to be used.	3.1 Instructor will provide the learning materials in Module “Promote Inclusive Learning in a CBT&A Environment”
3.2 Read the Information sheet/s	3.2 Information Sheet 2.3-1
3.3 Complete the Self Checks & answer sheets.	3.3 Self Checc2.3-1 and Answer Sheet 2.3-1
3.4 Read the Job sheet	3.4 Job sheet 2.3-1
3.5 Follow Specification Sheet	3.5 Specification Sheet 2.3-1
3.6 Complete Activity	3.6 Activity No 2.3-1

Note: If you have multiple Information sheets and Job Sheets repeat the above Learning Steps 2 to 6 for each job

Information Sheet – 2.3-1

Promote & Respond to Diversity

Ground rules

A critical way to model inclusiveness is to collaboratively establish a set of ground rules with your learners. There are certain expectations and codes of behavior for all participants in the learning process. You need to consider your own expectations about behavior. The negotiated ground rules could include:

- guidelines for behaviour and acceptance
- common understandings between learners about group interaction, respect and acceptance.
- expectations of working relationships
- safety and comfort of all participants
- agreed consequences for breaching the ground rules.

Refer to the principles of inclusivity, when you are negotiating ground rules, and always discuss how the ground rules will be implemented.

The ground rules that you establish will be pertinent to your particular organization, learner group and work environment. By recording them on a flip chart, they can remain in a prominent position within your inclusive learning environment. When the ground rules are breached, you can simply refer to the flip chart and remind everyone that they did agree to follow the rules. Eventually, your colleagues and clients may begin to police the rules themselves without your input. The following table outlines a common set of ground rules for participation and behavior.

Ground Rules for Participation and Behavior

Be respectful	Give your undivided attention to people when they are interacting with you
Be confidential	Ensure discussions with the learning environment remain confidential
Be open and honest	Feel free to talk openly without disclosing personal or private issues
Be non-judgmental	Avoid judging others by their age, gender, sexuality, religious practice, culture or socio-economic background

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 41 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

Be sensitive	Avoid insensitive or careless remarks about age, gender, sexuality, religious practice, culture and socio-economic background
Be accepting	Listen attentively to the ideas and opinions of others (and avoid put-downs) Be safe and supportive Create a safe learning community, be mutually supportive of others and enjoy the learning experience

Encouraging ongoing learning

Learning benefits the individual and society as a whole. Learning provides opportunities for individuals to actively participate in the community and develop personal, social, work and generic skills to provide industry with a competitive edge in a global market. Learning is an ongoing lifelong process at the individual, team, organizational and societal level. Encouraging ongoing learning is another way you can model inclusivity.

Forming relationships and fostering respect

To promote inclusiveness in a learning or work environment, you need to foster respect and encourage the formation of positive relationships. The dynamics within the learning group can 'make or break' the learning process. Creating an effective and responsive learning environment is not a static process. It involves a continually proactive approach by all participants. The teaching and learning strategies, the design and facilitation of the programs, and the communication between all individuals impact on this process. An open style of communication promotes an inclusive learning environment. This includes having:

- well defined parameters incorporating a culture of respect for and by each individual.
- a flexible and negotiated approach to facilitation which promotes sensitivity towards culture, backgrounds and varying abilities.

Within the learning environment, fostering relationships, sharing ideas and building on learners' life experiences and skills will enhance inclusiveness.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 42 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Specific Needs to support their participation in learning and work.

- Physical environment adjustments.
- Adjustments to learning and assessment activities
- OHS issues to be addressed
- Language requirements
- Literacy and numeracy issues
- Additional support to learners
- Need for a board general education.

Using verbal and body language that is sensitive to difference

To promote and respond to diversity within an inclusive learning environment, your verbal and body language must be sensitive to different cultures/backgrounds and differences in physical and intellectual abilities. To achieve this, you must use verbal and body language that:

- Language that recognizes and values individual differences;
- Language that supports inclusivity;
- Language that is non-discriminatory;
- Language that does not devalue, denote or derogate;
- Language that does not suggest fear, mistrust or lack of understanding; and
- Language that does not label or suggest assumptions about capabilities

When providing information to learners within an inclusive learning environment, it is important to use appropriate communication and interpersonal skills, so be sure to:

- accurately interpret verbal and non-verbal messages;
- adjust your language to suit the requirements of learners and the learning environment;
- ask clear and probing questions (that are relevant and appropriate);
- assist learners to paraphrase the advice/instructions that you provide;
- build and maintain rapport with learners;
- communicate clearly to facilitate learning;
- demonstrate sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- demonstrate tolerance with all learners;
- encourage the expression of diverse views and opinions;
- engage in two-way (as opposed to one-way) interaction;
- engage, motivate and connect with learners;

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 43 of 68
----------------------	---	--------------------------------	----------------------------	------------------

- ensure language, literacy and numeracy levels are appropriate to learners;
- establish a supportive environment;
- establish trust with the learner group;
- maintain appropriate relationships with learners;
- maintain humour within the learning environment;
- model inclusive behaviour;
- provide clear/concrete options, advice and explanations;
- provide constructive and supportive feedback;
- provide information clearly, coherently and effectively;
- respond to learners appropriately and individually;
- show respect for the expertise and background of learners;
- use active listening skills (such as retaining eye contact and nodding to indicate your agreement and understanding);
- use critical listening and questioning skills/techniques; and
- use language and concepts appropriate to cultural differences.

Modeling Inclusiveness in work performance

In your work practice, modelling inclusiveness will encourage inclusive behavior in others—colleagues and learners.



Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 44 of 68
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Notes

Self-Check – 2.3-1

Promote & Respond to Diversity

Check your understanding by answering the following questions:

☐ Write the correct/appropriate answer.

1. What's the ground rules for participation and behaviour with colleagues and clients?
2. What's the encouraging ongoing learning?
3. List the specific needs to support their participation in learning and work.
4. What's the verbal and body language?

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 46 of 68
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Answer Key – 2.3-1

Promote & Respond to Diversity

Answer of question no 1

Ground rules

A critical way to model inclusiveness is to collaboratively establish a set of ground rules with your learners. There are certain expectations and codes of behavior for all participants in the learning process. You need to consider your own expectations about behavior. The negotiated ground rules could include:

- guidelines for behaviour and acceptance
- common understandings between learners about group interaction, respect and acceptance.
- expectations of working relationships
- safety and comfort of all participants
- agreed consequences for breaching the ground rules.

Answer of question no 2

Encouraging ongoing learning

Learning benefits the individual and society as a whole. Learning provides opportunities for individuals to actively participate in the community and develop personal, social, work and generic skills to provide industry with a competitive edge in a global market. Learning is an ongoing lifelong process at the individual, team, organizational and societal level. Encouraging ongoing learning is another way you can model inclusivity.

Answer of question no 3

Specific Needs to support their participation in learning and work.

- Physical environment adjustments.
- Adjustments to learning and assessment activities
- OHS issues to be addressed
- Language requirements
- Literacy and numeracy issues
- Additional support to learners
- Need for a board general education.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 47 of 68
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Answer of question no 4

Using verbal and body language that is sensitive to difference

To achieve this, you must use verbal and body language that:

- Language that recognizes and values individual differences;
- Language that supports inclusivity;
- Language that is non-discriminatory;
- Language that does not devalue, denote or derogate;
- Language that does not suggest fear, mistrust or lack of understanding; and
- Language that does not label or suggest assumptions about capabilities.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 48 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

LEARNING OUTCOME # 4: PROMOTE A CULTURE OF INCLUSIVE LEARNING

ASSESSMENT CRITERIA:

- 4.1 Support and advice is provided to the persons with special needs, persons with disabilities (PWDs) / disadvantaged colleagues and clients to encourage new and ongoing participation in accordance with learning opportunity.
- 4.2 The benefits of learning are explored with persons with special needs, PWDs / disadvantaged colleague and clients in accordance with a culture of learning.
- 4.3 Learning and competency achievement of persons with special needs, PWDs / disadvantaged are recognized and rewarded in accordance with the work and / or learning environment.
- 4.4 Opportunities to develop generic skills of persons with special needs, PWDs / disadvantaged persons are identified in accordance with the work and / or learning environment.
- 4.5 Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and / or learning environment.

CONTENTS:

- Person with disabilities.
- Generic skills.
- Multiple pathways.

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 49 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

Learning Experiences 2.4-1

LEARNING OUTCOME 4

PROMOTE A CULTURE OF INCLUSIVE LEARNING.

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Module “Promote Inclusive Learning in a CBT&A Environment”
2. Read the Information sheet/s	2. Information Sheet 2.4-1
3. Complete the Self Checks & answer sheets.	3. Self Checc2.4-1 and Answer Sheet 2.4-1
4. Read the Job sheet	4. Job sheet 2.4-1
5. Follow Specification Sheet	5. Specification Sheet 2.4-1
6. Complete Activity	6. Activity No 2.4-1

Note: If you have multiple Information sheets and Job Sheets repeat the above Learning Steps 2 to 6 for each job

Information Sheet – 2.4-1

Promote a Culture of Inclusive Learning.

Removing barriers for Person with Disability

Strategies to include Persons with Disability (PWDs) in the class:

- All the time keep focus on what a person with disability (PWD)s can do. PWDs long to be normal and be seen as normal as much as possible. Try to treat them normally and like everyone else.
- Find out the strengths of (PWD)s and capitalize on them. They need to feel as successful as any other person too! Acknowledge their achievements and praise on their accomplishment.
- Keep your expectations of the PWDs high. They are capable of achieving like any other normal person.
- Never accept rude remarks, name calling or teasing from other children. Sometimes other children need to be taught about PWDs to develop respect and acceptance. Take the opportunity to teach the rest of the class about disabilities issues when PWD is absent, this will help foster understanding and acceptance.
- Compliment their appearance from time to time. Let them feel noticed in a normal and better way. Provide flattering remark on their new dress, new shoes and haircut.
- Make reasonable adjustments and accommodations whenever possible to enable them to participate.

Roles and forms of addressing PWD issues

- Services needed by the student are available (e.g., health, physical, occupational, or speech therapy).
- Accommodations to the physical plant and equipment are adequate to meet the student's needs (e.g., toys, building and playground facilities, learning materials, assistive devices).

YOU must remember that:

- The key feature of competency based training is a customized, personalized and self-paced training. The training sessions are difficult to achieve if you as a trainer/facilitator is not aware of the differences among the learners; on how they will be able to learn and work on the activities or projects and be able to achieve a certain level of competence.
- There are diverse solutions you must use to be able to deliver competency based training.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 51 of 68
----------------------	---	--------------------------------	----------------------------	------------------

- Not all things that are the issues or concerns of the trainer are also issues of the trainees.
- If the trainees had a limited knowledge of the English language, it is better to deliver the training in a native language, and also during the assessment process.

Strategies to ensure gender inclusivity in the class:

- Assume nothing about your students with regard to gender, treat them equally, but make an effort to respect their differences.
- Observe the gender dynamics in your classroom, especially at the beginning of the class. Know the attitude, background and attribute of individual students in the class. Try to realize:
 1. If they are quiet but engaged, an encouraging gesture may be all that is needed to include them.
 2. If they are being intimidated or interrupted by others in the class, your protective intervention may be called for in a way that gives them strength.
 3. If they are alienated or hesitant by nature, find ways to show that you are especially interested in what they have to say.

Create an invitation to speak by offering a range of encouraging responses. If the women in the class, feel shy and not ready to share opinion, it is a role of the trainers to create an environment and make it comfortable for them to speak.

To create openings for reticent women, you might try to:

1. Assign them to small groups or supportive pairs to solve a problem.
2. Give students time to answer and pay attention while they are replying to you.
3. Credit a quiet student by making her the expert of the moment.
4. Refer back to the comment of a quiet woman to make it a pillar of discussion.

Encourage women who seem to be at a disadvantage by virtue of culture or training:

who expect to be interrupted, doubt their own authority or frame their comments as questions. But be ready to credit intelligent observation and engaged listening among them as a distinctive kind of participation.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 52 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Roles and forms of addressing gender issues:

- Avoid the gendered forms of address when discussing the various types of professions in the class. It is common to refer a police officers and physicians by the inclusive "he or she". For example, referring to “police officer” instead of “policemen” is more inclusive.
- Consider how your choice of examples affects your students' sense of inclusion in the discussion or engagement with the subject matter. The hypothetical situations that you discuss in the class might be gender inclusive. When you tell stories about important events in your class, think whether it considers gender inclusivity. Sporting examples are often based on male experiences for example.
- Make sure that you give women as well as men opportunities to take leadership roles or to assist you in class. Insist that women have equal access to classroom spaces or lab facilities.

Notes

Self-Check – 2.4-1

PROMOTE A CULTURE OF INCLUSIVE LEARNING.

Check your understanding by answering the following questions:

- ☐ Write the correct/appropriate answer.
- 1. What is roles and forms of addressing PWD issues?
- 2. Which strategies to ensure gender inclusivity in the class?
- 3. Which roles and forms of addressing gender issue?

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 54 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Answer Key -2. 4-1

Promote a Culture of Inclusive Learning.

Answer of question no 1

- Services needed by the student are available (e.g., health, physical, occupational, or speech therapy).
- Accommodations to the physical plant and equipment are adequate to meet the student's needs (e.g., toys, building and playground facilities, learning materials, assistive devices).

Answer of question no 2

- Assume nothing about your students with regard to gender, treat them equally, but make an effort to respect their differences.
- Observe the gender dynamics in your classroom, especially at the beginning of the class. Know the attitude, background and attribute of individual students in the class. Try to realize:
 1. If they are quiet but engaged, an encouraging gesture may be all that is needed to include them.
 2. If they are being intimidated or interrupted by others in the class, your protective intervention may be called for in a way that gives them strength.
 3. If they are alienated or hesitant by nature, find ways to show that you are especially interested in what they have to say.

Answer of question no 3

- Avoid the gendered forms of address when discussing the various types of professions in the class. It is common to refer a police officers and physicians by the inclusive "he or she". For example, referring to "police officer" instead of "policemen" is more inclusive.
- Consider how your choice of examples affects your students' sense of inclusion in the discussion or engagement with the subject matter. The hypothetical situations that you discuss in the class might be gender inclusive. When you tell stories about important events in your class, think whether it considers gender inclusivity. Sporting examples are often based on male experiences for example.
- Make sure that you give women as well as men opportunities to take leadership roles or to assist you in class. Insist that women have equal access to classroom spaces or lab facilities.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 55 of 68
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LEARNING OUTCOME # 5: MONITOR AND IMPROVE WORK PRACTICES.

ASSESSMENT CRITERIA:

- 5.1 Effective work practices to enhance inclusivity and a learning culture are identified in accordance with the work and / or learning environment.
- 5.2 Actions are taken to modify and improve and in accordance with work practices.
- 5.3 Strategies and policies to support inclusivity are regularly reviewed in accordance with continuous improvement of work processes.

CONTENTS:

- Effective work practices.
- Strategies and policies.

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 56 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Learning Experiences 2.5-1

LEARNING OUTCOME 5

MONITOR AND IMPROVE WORK PRACTICES.

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Module “Promote Inclusive Learning in a CBT&A Environment”
2. Read the Information sheet/s	2. Information Sheet 2.5-1
3. Complete the Self Checks & answer sheets.	3. Self Checc2.5-1 and Answer Sheet 2.5-1
4. Read the Job sheet	4. Job sheet 2.5-1
5. Follow Specification Sheet	5. Specification Sheet 2.5-1
6. Complete Activity	6. Activity No 2.5-1

Note: If you have multiple Information sheets and Job Sheets repeat the above Learning Steps 2 to 6 for each job

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 57 of 68
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Information Sheet – 2.5-1

Monitor and Improve Work Practices.

Overview

Having promoted a culture of learning within your training and/or assessment organization, you now need to monitor and improve your own work practices, and this will involve:

- identifying, modifying and improving your work practices to enhance inclusivity;
- reviewing strategies and policies to support inclusivity; and
- documenting and reporting policy changes.

Modifying and improving your work practices to enhance inclusivity

To develop a truly inclusive learning culture, you will need to identify effective work practices that enhance inclusivity, and you will also need to take conscious actions to modify and improve your own work practices. A good way to review your inclusive approach to work is to develop what is called reflective practice, which simply involves taking time out (on a regular basis) to reflect on your work and to develop strategies to improve your practices. Reflective practice is a good way to increase your awareness of inclusivity and to improve the way in which you promote an inclusive learning environment. You can reflect on your work in a variety of ways, including:

- analysing inclusive difficulties encountered by you, your colleagues and your clients;
- critically questioning your own work practices; and
- holding discussions with colleagues and clients.



Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 58 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Use the PDCA cycle when:

- Starting a new improvement project.
- Developing a new or improved design of a process, product or service.
- Defining a repetitive work process.
- Planning data collection and analysis in order to verify and prioritize problems or root causes.
- Implementing any change.
- Working toward continuous improvement.

The Plan–Do–Check–Act Procedure

- **Plan:** Recognize an opportunity and plan a change.
- **Do:** Test the change. Carry out a small-scale study.
- **Check:** Review the test, analyse the results and identify what you've learned.
- **Act:** Take action based on what you learned in the study step. If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate what you learned from the test into wider changes. Use what you learned to plan new improvements, beginning the cycle again.

Reviewing strategies and policies to support inclusivity

It is imperative that you regularly review the strategies and policies that you implement to support inclusivity, and this must form part of your training and/or assessment institution's continuous improvement processes.

Documenting and reporting policy changes

It is important to remember that any changes proposed to the strategies and policies that support inclusivity must be documented and reported to higher management. On this basis, it would be a good idea to ensure the Continuous Improvement Register is discussed at all staff meetings held within your training and/or assessment organization.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 59 of 68
----------------------	---	--------------------------------	----------------------------	------------------

Notes

Self-Check – 2.5-1

Monitor and Improve Work Practices.

Check your understanding by answering the following questions:

☐ Write the correct/appropriate answer.

1. Why PCDA cycle use?
2. List the plan-do-check-act procedure?
3. What is reviewing strategies and policies to support inclusivity?

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 61 of 68
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Answer Key – 2.5-1

Monitor and Improve Work Practices.

Answer of question no 1

Use the PDCA cycle when:

- Starting a new improvement project.
- Developing a new or improved design of a process, product or service.
- Defining a repetitive work process.
- Planning data collection and analysis in order to verify and prioritize problems or root causes.
- Implementing any change.
- Working toward continuous improvement.

Answer of question no 2

The Plan–Do–Check–Act Procedure

- **Plan:** Recognize an opportunity and plan a change.
- **Do:** Test the change. Carry out a small-scale study.
- **Check:** Review the test, analyse the results and identify what you've learned.
- **Act:** Take action based on what you learned in the study step. If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate what you learned from the test into wider changes. Use what you learned to plan new improvements, beginning the cycle again.

Answer of question no 3

Reviewing strategies and policies to support inclusivity

It is imperative that you regularly review the strategies and policies that you implement to support inclusivity, and this must form part of your training and/or assessment institution's continuous improvement processes.

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 62 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

REVIEW OF COMPETENCY

For the performance criteria of the module **Promote Inclusive Learning in a CBT&A Environment** is given below:

Performance Criteria		Yes	No
1.	Inclusivity is described.	☐	☐
2.	Individual differences and clients with particular needs are acknowledged and integrated with existing practices and learning culture.	☐	☐
3.	Principles of underpinning inclusivity are incorporated integrated into all work practices.	☐	☐
4.	Access to inclusivity & equality policies are applied in training and or assessment organization.	☐	☐
5.	National guidelines and support materials on accessibility, equity, disability and inclusivity are identified and used.	☐	☐
6.	Support persons and services are identified and included in the work and learning process where appropriate and agreed to.	☐	☐
7.	Physical environment support needs are acknowledged and incorporated into work practices as required.	☐	☐
8.	OSH issues associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.	☐	☐
9.	Multiple pathways to achieve own and others future learning goals are discussed in accordance with and or learning environment.	☐	☐
10.	The ground rules for participation and behavior with colleagues and clients are established in accordance with a cooperative and agreed process.	☐	☐
11.	Individuals are encouraged to express themselves and to contribute to the work and learning environment in accordance with a cooperative and agreed process.	☐	☐
12.	Individuals are provided with opportunities to indicate specific needs to support their participation in learning and work in accordance with a cooperative and agreed process.	☐	☐
13.	Relevant research, guidelines and resources are accessed to support inclusivity in accordance with existing guidelines and procedures.	☐	☐
14.	Verbal and body language are sensitized to different cultures.	☐	☐

Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 63 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------

15.	Backgrounds and differences in physical and intellectual abilities are sensitized.	☐	☐
16.	Support and advice is provided to the persons with special needs, persons with disabilities (PWDs) / disadvantaged colleagues and clients to encourage new and ongoing participation in accordance with learning opportunities.	☐	☐
17.	The benefits of learning are explored with persons with special needs, PWDs / disadvantaged colleagues and clients in accordance with a culture of learning.	☐	☐
18.	Learning and competency achievement of persons with special needs, PWDs / disadvantaged are recognized and rewarded in accordance with the work and or learning environment.	☐	☐
19.	Opportunities to develop generic skills of persons with special needs, PWDs / disadvantaged persons are identified in accordance with the work and or learning environment.	☐	☐
20.	Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and or / learning environment.	☐	☐
21.	Effective work practices are identified to enhance inclusivity and a learning culture in accordance with the work and or / learning environment.	☐	☐
22.	Conscious actions are taken to modify and improve in accordance with work practices.	☐	☐
23.	Strategies and policies are regularly reviewed to support inclusivity in accordance with continuous improvement of work processes.	☐	☐

Now, I feel ready to undertake my formal competency assessment.

Signed:

Date:



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Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 65 of 68
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The Competency Based Learning Materials (CBLMs) for CBT&A Methodology for Trainers & Assessors, Level-4 developed and printed under European Union (EU) Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project being implemented by ILO Country Office for Bangladesh.

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Code: TVTENV402A1	Promote Inclusive Learning in a CBT&A Environment.	Date of developed June 2019	Date of Revise 00-00-00	Page 66 of 68
----------------------	---	--------------------------------	----------------------------	--------------------------------