iTEC

Using resources for education and training

VRQ

UET10

Learner name:

Learner number:

L/505/0127

VTCT is a UK Government-approved awarding organisation which has awarded world class qualifications since 1962. Through our strategic approach to sectors we support, we aim to advance education, research and the public dissemination of knowledge, by helping to introduce new initiatives into the education system, to improve the employability and career prospects of learners.

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

iTEC was founded by Dr W.E. Arnould-Taylor who in 1947 was a distinguished physiologist who became a Fellow of the Royal Society of Medicine. Both Dr Arnould-Taylor and Wallace Sharps the founder of VTCT, devoted their lives to developing the standing of the industry and the furtherance of education in the sector. Today iTEC has a close working relationship with over 650 centres worldwide including Europe, South Africa, Asia Pacific and the USA.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

Assessor tracking table

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

Assessor name	Assessor signature	Assessor initials	Assessor number (optional)

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The aim of the unit is to enable you to use resources in the delivery of inclusive teaching and learning and to be able to evaluate that use. You will cover the expectations in relation to the minimum core and to using resources for inclusive teaching and learning.

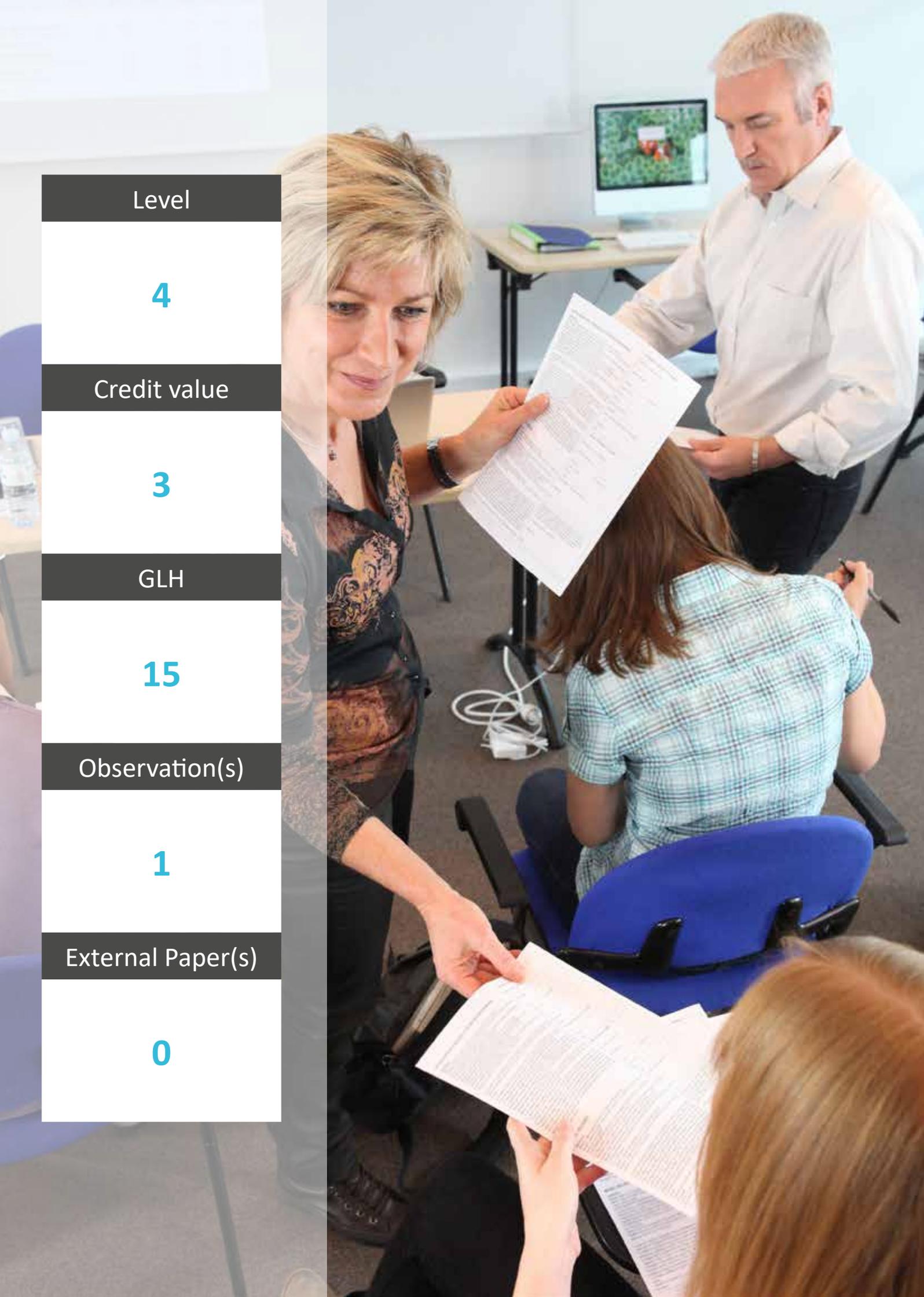| Level |
|:-----:|
| **4** |

Credit value
3

GLH
15

Observation(s)
1

External Paper(s)
0

Using resources for education and training

Learning outcomes

On completion of this unit you will:

1. Be able to use resources in the delivery of inclusive teaching and learning

2. Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning

3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning

Evidence requirements

1. **Environment**
   Evidence for this unit must be gathered within real teaching and learning environment.

2. **Simulation**
   Simulation is not permitted for this unit.

3. **Achieving assessment criteria**
   There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

4. **Teaching practice**
   There is a requirement to observe and assess teaching practice in this unit. To achieve this unit, you must be able to provide evidence of a minimum of one assessed observation of teaching practice confirming competent performance.

5. **Observation outcomes**
   Competent performance of Observation outcomes must be demonstrated to your assessor on **at least one occasion.**

   Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

6. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

7. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

8. **External paper**
   There is no external paper requirement for this unit.

Achieving observations

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Learning outcome 1

Be able to use resources in the delivery of inclusive teaching and learning

You can:

a. Use resources to promote equality, value diversity and meet the individual needs of learners

b. Adapt resources to meet the individual needs of learners

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Learning outcome 2

Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning

You can:

a. Apply minimum core elements when using resources for inclusive teaching and learning

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Knowledge

Learning outcome 1

Be able to use resources in the delivery of inclusive teaching and learning

You can:	Portfolio reference
c. Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners	

Learning outcome 2

Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning

You can:	Portfolio reference
b. Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning	

Learning outcome 3

Be able to evaluate own use of resources in the delivery of inclusive teaching and learning

You can:	Portfolio reference
a. Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others	
b. Identify areas for improvement in own use of resources to meet the individual needs of learners	

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to use resources in the delivery of inclusive teaching and learning

Use resources to promote equality, value diversity:
Capability of the learners, availability of resources, financial constraints, strengths and limitations of different formats and specific resources, appropriateness of resources to suit different learning and teaching methods.

Adapt resources:
Copyright issues, the concept of the safe learner (including identifying own health and safety responsibilities, identification of prohibitions and restrictions, data protection legislation), organisational policies and practices (e.g. equality and diversity - stereotyping, discrimination), equality legislation, impact of legislation on own practice, inclusive communication, learning preference (e.g. VARK - visual, auditory, reading, kinaesthetic), SMOG (McLaughlin formal/polysyllable count), readability of resources, strengths and limitations of a range of resources (e.g. paper-based, IT-based, practical), representation of cultural differences, nature of specific learning difficulties, barriers to adaptations available, capabilities of the developer.

Effectiveness of resources:
Barriers to learning, minimising potential barriers to ensure curricula are accessible to all, consideration of existing resources, needs of the learners in relation to the resources (e.g. level of complexity), use of images, different formats available (e.g. paper-based, IT-based, practical objects), strengths and limitations of different formats and specific resources, equality and diversity legislation, learning preferences, representation of cultural difference, avoiding stereotyping, nature of specific learning difficulties and disabilities, learners' levels and corresponding reading ages, SMOG (McLaughlin formal/ polysyllable count), capabilities of learners.

Learning outcome 2: Be able to implement the minimum core when using resources in the delivery of inclusive teaching and learning

Apply minimum core elements:
Adult literacy core curriculum, adult numeracy core curriculum, models of embedding core curricula (e.g. duals skills teaching (one teacher), integrated team teaching (team of teachers with complementary expertise working together), linked or contextualised teaching (language, literacy, numeracy (LLN)) linked to the vocational area using contextualised material, other forms of active collaboration between teachers to support learners' progress towards vocational and LLN goals, signposting adult core curricula references, lesson planning.

Ways minimum core elements can be demonstrated:
Adult literacy core curriculum, adult numeracy core curriculum, adult ESOL core curriculum, lesson planning, different models of embedding core curricula (e.g. fully integrated, sandwich model), written, verbal and non-verbal communication, learners' levels and corresponding reading ages, capabilities of learners, SMOG testing (McLaughlin formula/polysyllable count), different resources available (e.g. handout, poster, presentation, DVD, internet, books, magazines, journals), evaluation theory (e.g. Kirkpatrick, Brookfield), use of feedback from a range of suitable sources (e.g. staff, peers, learners).

Learning outcome 3: Be able to evaluate own use of resources in the delivery of inclusive teaching and learning

Effectiveness of own practice in using resources:
Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, peers, awarding organisations), meetings and sharing of good practice, models of reflection (e.g. Gibbs, Brookfield, Atkins and Murphy).

Identifying areas for improvement:
Self-reflective practice, use of feedback from a range of suitable sources (e.g. learners, peers, awarding organisations), meetings and sharing of good practice, action planning, SMART targets (specific, measurable, achievable, relevant, timely).

Notes

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