iTEC

Teaching in a specialist area

VRQ

UET12

Learner name:

Learner number:

J/505/1096

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)

Teaching in a specialist area
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The unit aims to develop your knowledge and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key sector qualifications. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving your own practice in a specialist area.

Level	
4	
Credit value	
15	
GLH	
50	
Observation(s)	
0	
External Paper(s)	
0	

Teaching in a specialist area

Learning outcomes

On completion of this unit you will:

1. Understand the aims and philosophy of education and training in a specialist area

2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area

3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area

4. Understand how to use resources for inclusive teaching and learning in a specialist area

5. Be able to work with others within a specialist area to develop own practice

6. Be able to evaluate, improve and update own knowledge and skills in a specialist area

3. **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.

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

Evidence requirements

1. **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.

2. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

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.

Learning outcome 1

Understand the aims and philosophy of education and training in a specialist area

You can:	Portfolio reference
a. Explain key aims of education and training in own specialist area	
b. Analyse philosophical issues relating to education and training in own specialist area	

Learning outcome 2

Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area

You can:	Portfolio reference
a. Describe the aims and structure of key qualifications in own specialist area	
b. Describe the aims and structure of learning programmes in own specialist area	
c. Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met	

Learning outcome 3

Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area

You can:	Portfolio reference
a. Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area	
b. Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies	

Learning outcome 4

Understand how to use resources for inclusive teaching and learning in a specialist area

You can:	Portfolio reference
a. Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area	
b. Analyse the inclusiveness of own use of teaching and learning resources in a specialist area	

Learning outcome 5

Be able to work with others within a specialist area to develop own practice

You can:	Portfolio reference
a. Liaise with others within a specialist area to develop own practice	
b. Review the impact of liaison with other teachers and trainers within own specialist area on own practice	

Learning outcome 6

Be able to evaluate, improve and update own knowledge and skills in a specialist area

You can:	Portfolio reference
a. Review the effectiveness of own knowledge and skills in a specialist area	
b. Identify own strengths and areas for improvement in relation to practice in a specialist area	
c. Identify opportunities to improve and update own knowledge and skills in a specialist area	

Notes

Use this area for notes and diagrams

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: Understand the aims and philosophy of education and training in a specialist area

Key aims of education and training:
Education policy, policy drivers for different sectors (e.g. national, regional and local policies and strategies), educational ideology and sociological issues, learning theory.

Philosophical issues relating to education and training:
Factors impacting on curriculum design, national policy, local issues, organisational issues, resource availability, needs of learners, awarding organisation requirements, educational ideology and sociological issues, evaluations of previous curricula, professional influences.

Learning outcome 2: Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area

Aims and structure of key qualifications in own specialist area:

Types of qualifications, level of qualifications, conditions and characteristics, awarding organisation requirements, standard setting bodies.

Aims and structure of learning programmes in own specialist area:

Curriculum content and design, conditions and characteristics, Recognition of Prior Learning (RPL), assessment strategies, standard setting bodies.

Planning and preparation for the delivery of a learning programme:

Conditions and characteristics, learning domains, Blooms taxonomy, initial assessment (e.g. identify barriers to learning), learning preferences, prior experience, Recognition of Prior Learning (RPL), aspirations, current levels of qualification, aptitude, organisational policy and practice, negotiation skills, SMART targets, learner involvement, action planning, written, verbal, non-verbal communication.

Learning outcome 3: Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area

Inclusiveness of own approach to the planning and preparation:
Different methods to accommodate different learning and abilities or needs including one-to-one, paired work, small group teaching, whole group teaching, minimising potential barriers to ensure curricula are accessible to all, subject specialist knowledge, learning theory (androgogy, behaviourism, constructivism, cognitivism, humanism and socially situated learning), assessment theory (occurrence on the learning journey, forms of assessment, methods of assessment), subject specialist knowledge.

Taking account of key curriculum issues, including the role of new and emerging technologies:
Qualification requirements, specialist resources, specialist knowledge and skills, awareness of different areas of specialism, range of requirements both for teacher and learners, consideration of how to deliver and requirements for specialist delivery (resources, location, equipment and timing, models of evaluation (e.g. Kirkpatrick, Brookfield), obtaining qualitative and quantitative information from a range of sources).

Learning outcome 4: Understand how to use resources for inclusive teaching and learning in a specialist area

Ways teaching and learning resources meet individual needs of learners:
Guidance from standard setting bodies, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), testing resources, readability of resources, computerised resources, strengths and limitations of specific resources, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.

Inclusiveness of own use of teaching and learning resources:
Guidance from standard setting bodies, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), testing resources, readability of resources, computerised resources, strengths and limitations of specific resources, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities.

Learning outcome 5: Be able to work with others within a specialist area to develop own practice

Liaise with others within a specialist area to develop own practice:
Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media.

Review the impact of liaison with other teachers and trainers within own specialist area on own practice:
Teachers, mentors, learning support specialists, written/verbal/non-verbal communication, range of media, self-reflection, use of feedback from a range of suitable sources (e.g. learners, peers, managers), reflective models (e.g. Gibbs, Schön, Atkins and Murphy), networking.

Learning outcome 6: Be able to evaluate, improve and update own knowledge and skills in a specialist area

Review the effectiveness of own knowledge and skills in a specialist area:
Self-reflection, use of feedback from a range of suitable sources (e.g. learners, peers, managers), reflective models (e.g. Gibbs, Schön, Atkins and Murphy), action planning, SMART targets.

Identify own strengths and areas for improvement in relation to practice in a specialist area:
Self-reflection, use of feedback from a range of suitable sources (e.g. learners, peers, managers), reflective models (e.g. Gibbs, Schön, Atkins and Murphy), action planning, SMART targets.

Identify opportunities to improve and update own knowledge and skills in a specialist area: Self-reflection, use of feedback from a range of suitable sources (e.g. learners, peers, managers), reflective models (e.g. Gibbs, Schön, Atkins and Murphy), action planning, SMART targets, networking.

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