iTEC

Identify individual learning and development needs

VRQ

UV30792

Learner name:

Learner number:

K/502/9544

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)

Identify individual learning and development needs

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The aim of this unit is to enable you to conduct learning or training needs analysis for an individual.

Level
3

Credit value
3

GLH
24

Observation(s)
2

External Paper(s)
0

Learning outcomes

On completion of this unit you will:

1. Be able to conduct learning needs analysis for individuals

2. Be able to agree individual learning and development needs

3. Understand the principles and practices of learning needs analysis for individuals

Evidence requirements

1. **Teaching practice**
   There is no requirement for you to undertake teaching practice.

2. **Working environment**
   This unit assesses occupational competence. Outcomes 1 and 2 must be observed/assessed in a work environment. Simulations, projects or assignments are not allowed for these outcomes.

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. **Observation outcomes**
   Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least two occasions.**

5. **Range**
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.

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. N.B. This does not apply to outcomes that must be assessed in the work environment.

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

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

Achieving observations and range

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.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Learning outcome 1

Be able to conduct learning needs analysis for individuals

You can:

a. Agree the purpose, aims and methodology of the learning needs analysis with individuals

b. Apply learning needs analysis methodology to assess the individual's current level of achievement and potential

c. Analyse learning needs and communicate to the learner

*May be assessed by supplementary evidence.

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Learning outcome 2

Be able to agree individual learning and development needs

You can:

a. Agree and prioritise individual learning and development needs

b. Advise individuals about learning and development options to meet:
   - learner priorities
   - learning preferences
   - learning styles

*May be assessed by supplementary evidence.

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

You must practically demonstrate that you have: UV30792

Assessed a learner's needs based on **a minimum of 1** factor	Portfolio reference
Current need	
Priorities	
Anticipated demand	

Used **a minimum of 2** types of relevant information to assess a learner's needs	Portfolio reference
Results of assessments	
Reports	
Qualifications	
Discussions	

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:

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

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

Learning outcome 3

Understand the principles and practices of learning needs analysis for individuals

You can:	Portfolio reference/ Assessor initials*
a. Explain the principles and practices of learning needs analysis for individuals	
b. Analyse the factors that influence individual learning needs, preferences and styles	
c. Compare methods used to assess individual learning needs	

*Assessor initials to be inserted if orally questioned.

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 conduct learning needs analysis for individuals

Agreeing purpose, aims and methodology to access current level of achievement and potential:
Communication skills (verbal and non-verbal), inclusive language, selection of appropriate register, purpose of learning needs analysis for individuals, different methods of analysing skills and knowledge (what each entails and its application, negotiation skills).

Applying learning needs analysis methodology to assess learner's current level of achievement and potential:
Application of different methods (e.g. formal/ informal, paper based, online, practical) recording outcomes.

Analysis of learning needs and communicate to the learner:
Relate existing skills/knowledge to learning requirements, interpretation of learning needs analysis results, written and verbal communication skills, recording feedback to/ with learners.

Learning outcome 2: Be able to agree individual learning and development needs

Agree and prioritise individual learning and development needs:
Individual Learning Plan (ILP) involving the learner, negotiation skills (personal and organisational), prioritisation and reasons for these (personal, organisational) individual needs, recording.

Advise individuals about learning and development options to meet learner priorities/learning preferences/learning styles:
Learning preferences, written, verbal and non-verbal communication, inclusive language, appropriate register, prioritisation and reasons for this (personal and organisational) differentiation, Information, Advice and Guidance (IAG), signposting, referral, recording of negotiation/outcomes.

Learning outcome 3: Understand the principles and practices of learning needs analysis for individuals

Principles and practices of learning needs analysis for individuals:
Purpose of learning needs analysis for individuals, skills/knowledge analysis of objectives to be achieved, methods of analysis (e.g. Training Needs Analysis (TNA), Difficulty, Importance, Frequency (DIF analysis), essential/desirable skills, importance/competency matrix) methods of gathering and collating information (e.g. self-assessment, skill scan, diagnostic assessment, interview, observation (other) interpretation and analysis of data.

Factors influencing individual learning needs, preferences and styles:
Identifying individual learning needs, institutional/instructional/social/cultural/personal barriers to learning, motivation theory (e.g. Maslow, Herzberg, McGregor), learning preferences (e.g. Visual, Auditory, Kinesthetic (VAK), Gardner's Multiple Intelligences, Honey and Mumford).

Comparing methods used to assess individual learning needs:
Different methods available (e.g. formal/informal, paper based, computerised, practical) strengths and limitations.

Notes

Use this area for notes and diagrams

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