iTEC

Engage learners in the learning and development process

VRQ

UV30795

Learner name:

Learner number:

F/502/9551

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)

Engage learners in the learning and development process

UV30795

The aim of this unit is to enable you to engage learners in the learning process. You will be expected to develop an understanding of mentoring and be able to assist learners in reviewing their progress.
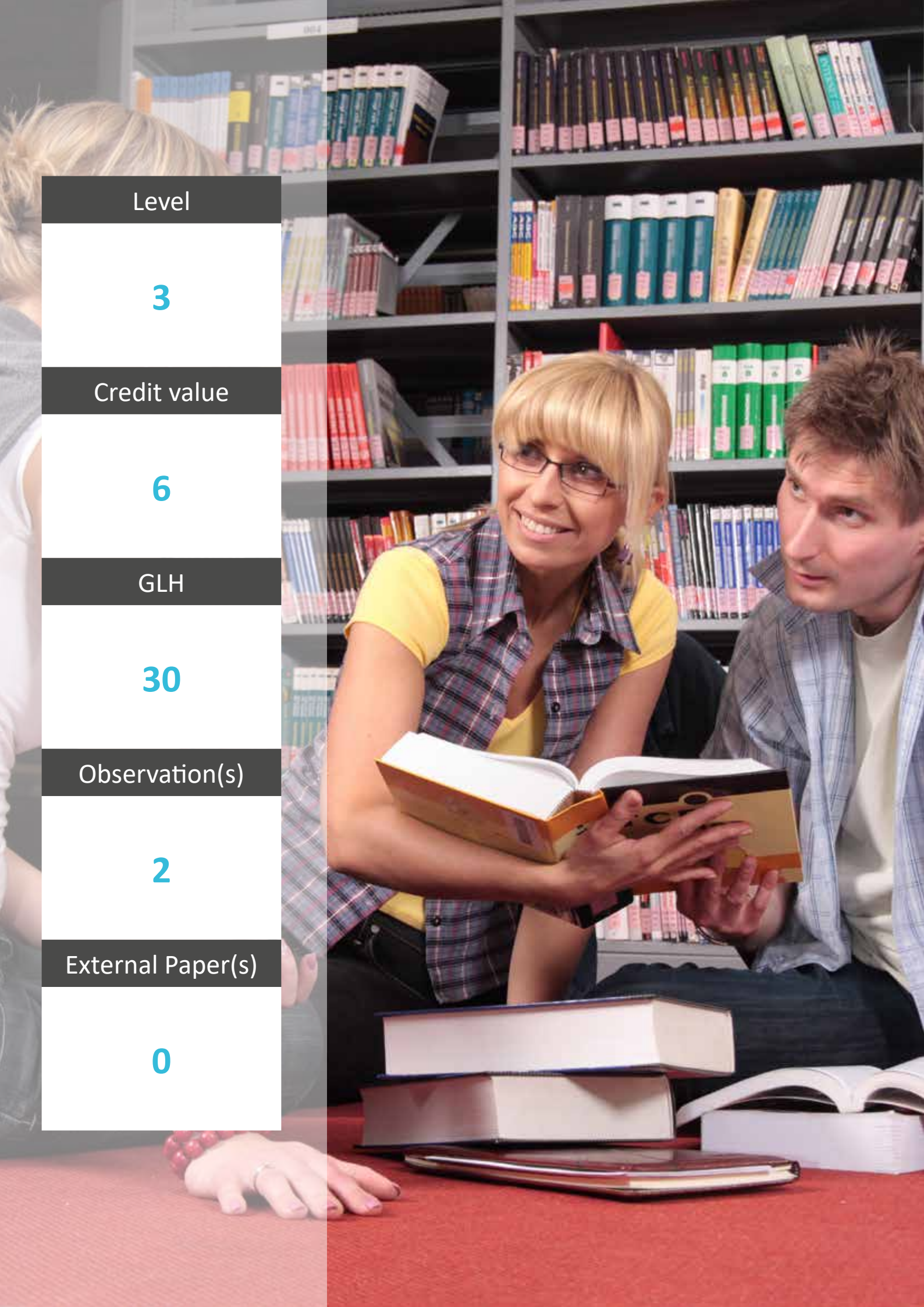
Level
3

Credit value
6

GLH
30

Observation(s)
2

External Paper(s)
0

Learning outcomes

On completion of this unit you will:

1. Be able to assist and engage the learner in the learning and development process

2. Be able to assist the learner in reviewing their own progress

3. Understand principles and purpose of engaging learners in learning and development

4. Understand the role of mentoring in facilitating learning

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 assist and engage the learner in the learning and development process

You can:

a. Demonstrate working relationships with learners to motivate learning

b. Provide assistance to learners to encourage them to take responsibility for their own learning and development

c. Provide learners with the information and advice to engage in learning and development that meets their needs

*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 assist the learner in reviewing their own progress

You can:

a. Establish opportunities to review progress with learners

b. Provide learners with constructive feedback on their learning and development

c. Enable learners to give feedback on their learning experience

d. Analyse progress and achievement with learners

e. Assist learners in adapting learning and development plans to reflect future learning needs

*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: UV30795

Considered **all** the factors when measuring progress	Portfolio reference
Personal goals	
Organisational goals	
Requirements of a qualification	

Analysed achievement using **all** types of information	Portfolio reference
Quantitative data	
Qualitative data	

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 principles and purpose of engaging learners in learning and development

You can:	Portfolio reference/ Assessor initials*
a. Explain principles of learner engagement in the learning and development process	
b. Evaluate the processes and activities used to engage learners in learning and development	
c. Explain information and advice learners need for learning and development	
d. Analyse learner motivation for learning and development	
e. Analyse ways to overcome barriers to learning and development faced by learners	
f. Explain methods of engaging learners in their own progress review of learning	

*Assessor initials to be inserted if orally questioned.

Learning outcome 4

Understand the role of mentoring in facilitating learning

You can:	Portfolio reference/ Assessor initials*
a. Explain how mentoring can engage and motivate learners	
b. Summarise the role and characteristics of a mentor	
c. Analyse mentoring relationships that engage and motivate learners	

*Assessor initials to be inserted if orally questioned.

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 assist and engage the learner in the learning and development process

Demonstrating working relationships with learners to motivate learning:
Motivation theory (e.g. Maslow, Herzberg, McGregor), institutional/instructional/social/cultural/personal factors that affect learning, written/verbal/non-verbal communication, feedback, recording mentoring sessions/reviews, learner empowerment, learner autonomy, planning of delivery and assessment involving the learner, using assessment outcomes as a basis of improvement/target setting.

Providing assistance to learners to encourage them to take responsibility for their own learning and development:
Learner empowerment, learner autonomy, planning of delivery and assessment involving the learner, using assessment outcomes as a basis of improvement/target setting, written/verbal/non-verbal communication, feedback, appraisal reviews.

Providing learners with information and advice to engage in learning and development that meets their needs:
The purpose of the learning and development activity, action planning, targets are Specific, Measurable, Achievable, Realistic, Time-Based (SMART), relationship between personal expectations and organisational expectations/requirements, impact of legislation on learner, potential constraints (e.g. boundaries of learning and development), resource availability, funding availability.

Learning outcome 2: Be able to assist the learner in reviewing their own progress

Constructive feedback:
For example, 'praise sandwich', objective approach, focus on task not the individual, written and verbal feedback, SMART targets, etc., written/verbal/non-verbal communication, involving the learner in the feedback process.

Enable learners to give feedback on their learning experience:
Organisational, regulatory and funding body requirements for learner feedback, different methods of obtaining feedback (e.g. informal discussion, formal evaluation sheets).

Analyse progress and achievement with learners:
Learner empowerment, learner autonomy, assessment planning involving the learner, using assessment outcomes as a basis of improvement/target setting, written, verbal and non-verbal communication skills, use of feedback from a range of suitable sources (e.g. self-reflection, work based assessor, mentor, manager).

Assist learners in adapting learning and development plans to reflect future learning needs:
Self-reflection, consideration on what reflective practice is, benefits of reflective practice (e.g. monitoring progress, identifying further development needs, contributing to personal/organisational goals, meeting internal and/or external requirements), action planning, coping with change, SMART targets, opportunities available within the organisation (locally, regionally and nationally).

Learning outcome 3: Understand principles and purpose of engaging learners in learning and development

Principles of learner engagement in the learning and development process:
The purpose of the learning and development activity, identifying individual learning needs, institutional/instructional/social/cultural/personal barriers of learning, motivation theory (e.g. Maslow, Herzberg, McGregor), learning preferences, initial assessment, learner choice, legislation and organisational policy and practice (e.g. equality, health and safety, safeguarding, bullying, harassment, complaints and appeals), inclusion, differentiation.

Processes and activities used to engage learners:
Different methods of training/coaching/mentoring to accommodate different learning preferences and different abilities or needs of the individual (e.g. one-to-one, paired work, small group teaching, whole group teaching), different methods of delivery (e.g. games, quizzes, lectures, presentation, demonstration and instruction etc.), evaluation theory, using feedback from a range of suitable sources (e.g. learners, management etc.).

Information and advice:
The purpose of learning and development activity action planning, SMART targets, relationship between personal expectations and organisational expectations/requirements, impact of legislation on learner, potential constraints (e.g. boundaries of learning and development), resource availability, funding availability.

Learner motivation for learning and development:
Motivation theory (e.g. Maslow, Herzberg, McGregor), extrinsic factors affecting motivation (e.g. improved career prospects, financial reward, security of employment, etc.), intrinsic factors (e.g. self-esteem, personal challenge, professionalism, enhanced Continuous Personal Development (CPD).

Overcoming barriers to learning and development:
Institutional/instructional/social/cultural/personal barriers to learning and development, role of support agencies, learner referral, signposting, learner support opportunities, learning support opportunities, how to identify support needs of learners (e.g. interview, screening, initial assessment, diagnostic assessment), identifying key staff with organisation responsible for referral, inclusion, differentiation.

Methods of engaging learners in their own progress review of learning:
Learner empowerment, learner autonomy, assessment planning involving the learner, self-assessment, peer group assessment, using assessment outcomes as a basis of improvement/target setting, written, verbal and non-verbal communication skills, appraisal reviews, feedback, recording systems used, negotiation skills.

Learning outcome 4: Understand the role of mentoring in facilitating learning

How mentoring can engage and motivate learners:
Role of the mentor (counsellor, networker, facilitator, coach), motivation theory (e.g. Maslow, Herzberg, McGregor), one-to-one meetings, use of inductive technique ('pushing it in' or telling) and deductive technique ('drawing it out' or coaching), written/verbal/non-verbal communication, confidence building.

The role and characteristics of a mentor:
Qualities needed to be an effective mentor (e.g. expertise in subject, availability on a regular basis, use of inductive and deductive techniques, ability to create a rapport between mentor and mentee), role of mentor (e.g. to develop individual ability and/or willingness in a specific subject to benefit the organisation, plan and/or deliver a formal programme covering a period of time), written/verbal/non-verbal communication.

Analysing mentoring relationships that engage and motivate learners:
Using feedback from a range of suitable sources (e.g. other mentors, mentees, managers), reviewing mentoring relationships from a range of sources (e.g. first hand, manual, journals, text books, internet), identify strengths and limitations of these relationships.

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