iTEC

Develop and prepare resources for learning and development

VRQ

UV40794

Learner name:

Learner number:

A/502/9547

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)

Develop and prepare resources for learning and development
UV40794

The aim of this unit is to enable you to prepare resources for learning and development. This could involve developing resources 'from scratch' or adapting existing resources to meet the needs of individual learners.
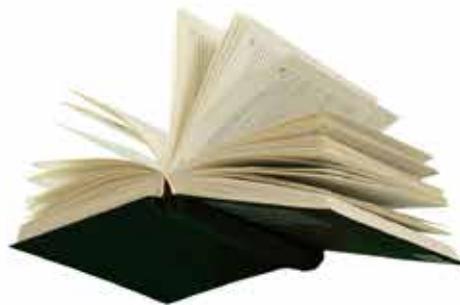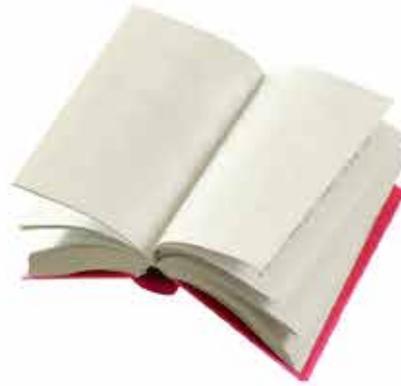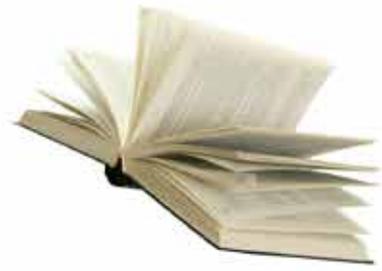
Level
4

Credit value
6

GLH
25

Observation(s)
0

External Paper(s)
0

Develop and prepare resources for learning and development

UV40794

Learning outcomes

On completion of this unit you will:

1. Be able to develop resources to meet learning and development needs

2. Understand principles underpinning development and preparation of resources for learning and development

Evidence requirements

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

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

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. **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 working environment.

5. **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.

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

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 1

Be able to develop resources to meet learning and development needs

You can:	Portfolio reference
a. Agree needs of learners for whom resources are being developed	
b. Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met	
c. Plan adaptations and use of technology within resources to meet learning and development needs	
d. Prepare guidance to assist those using learning and development resources	
e. Evaluate the suitability of resources for learning and development	

Learning outcome 2

Understand principles underpinning development and preparation of resources for learning and development

You can:	Portfolio reference/ Assessor initials*
a. Explain principles underpinning resource selection for learning and development	
b. Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies	
c. Evaluate the contribution of technology to the development of learning and development resources	

*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 develop resources to meet learning and development needs

Agreeing needs of learners for whom resources are being developed:
Barriers to learning (institutional, social, cultural and personal barriers), learning preferences, self-reflection, written, verbal and non-verbal communication, questioning techniques, negotiation skills, capabilities of the learners, recording agreements.

Preparing resources for the delivery of learning and development, ensuring legislation and organisational health, safety, welfare, equality and inclusion requirements are met:
Concept of the safe learner including identifying own health and safety responsibilities, identification of prohibitions and restrictions, safeguarding (e.g. every child matters), data protection legislation, organisational policies and practices (e.g. equality and diversity (stereotyping, discrimination)), impact of legislation on own practice, inclusive communication, learning preferences (e.g. VAK - Visual, Auditory, Kinesthetic, SMOG - Mclaughlin formula/polysyllable count), testing resources, readability of resources, strengths and limitations of range of resources (paper based, IT based, practical objects), representation of cultural difference, adapting resources to accommodate specific learning difficulties and disabilities.

Adaptations to and use of technology within resources to meet learning and development needs:
Capabilities of the learners, capabilities of the developer, strengths and limitations of a variety of resources, barriers of adaptations available (e.g. copying, change of font size/selection, change of colour, putting resources online, use of technology to provide alternatives to delivery in a classroom, online programmes (e.g. health and safety).

Guidance to assist those using learning and development resources:
Guidance manuals, policies, procedures, lesson planning, needs of the learners, developing and adapting resources.

Suitability of resources for learning and development:
Feedback from a range of suitable sources (e.g. learners, tutors, awarding bodies), written, verbal and non-verbal communication, meetings and sharing of good practice.

Learning outcome 2: Understand principles underpinning development and preparation of resources for learning and development

Principles underpinning resource selection and development:
Consideration of existing resources, financial constraints and cost of developing new resources, purpose of the resource, needs of the learners in relation to the resource (e.g. level of complexity, use of images), different formats available (e.g. paper based, IT based within the learning and development environment and online, practical objects), timescale for development of resources, copyright issues.

Factors that are important when developing and preparing resources, conforming to national legislation and organisational policies:
Equality and diversity legislation, protection, copyright issues, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities, learners' levels and corresponding reading ages, SMOG (Mclaughin formula/ polysyllable count), strengths and limitations of specific resources, capabilities of the learners.

Technology and the development of learning and development resources:
Capability of the learners, capabilities of the developer, availability of technology and facilities, strengths and limitations of technological resources, financial constraints, range of different resources available (youtube, research availability, presentation formats e.g. power point, poster, presentation, video clips etc.), how you use technology within the organisation.

Notes

Use this area for notes and diagrams

_____

_____

_____

_____

_____

_____

_____

_____