iTEC

Developing, using and organising resources in a specialist area

VRQ

Learner name:

UET15

Learner number:

H/505/1090

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)

Developing, using and organising resources in a specialist area
UET15

The aim of this unit is to enable you to develop, use, and organise resources within a specialist subject, vocational or other area. It includes the purpose, development and use of resources, how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating your own practice in resource development and use.

Level
5

Credit value
15

GLH
50

Observation(s)
0

External Paper(s)
0

Developing, using and organising resources in a specialist area

Learning outcomes

On completion of this unit you will:

1. Understand the purpose and use of resources in own specialist area

2. Be able to develop and use inclusive resources in own specialist area

3. Understand how to organise and enable access to resources

4. Understand legal requirements and responsibilities relating to the development and use of resources

5. Be able to evaluate own practice in relation to development and use of resources in own specialist area

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.

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.

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 purpose and use of resources in own specialist area

You can:	Portfolio reference
a. Explain the purpose of resources in teaching and learning	
b. Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs	

Learning outcome 2

Be able to develop and use inclusive resources in own specialist area

You can:	Portfolio reference
a. Analyse principles of resource design	
b. Evaluate sources that inform resource development in own specialist area	
c. Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area	
d. Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area	
e. Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area	
f. Employ resources to engage and meet the individual needs of learners in own specialist area	

Learning outcome 3

Understand how to organise and enable access to resources

You can:	Portfolio reference
a. Explain ways in which resources can be classified and stored	
b. Review ways of sharing resources with other learning professionals	

Learning outcome 4

Understand legal requirements and responsibilities relating to the development and use of resources

You can:	Portfolio reference
a. Review legal requirements and responsibilities relating to the development and use of resources	
b. Analyse the implications of intellectual property rights and copyright for the development and use of resources	

Learning outcome 5

Be able to evaluate own practice in relation to development and use of resources in own specialist area

You can:	Portfolio reference
a. Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area	
b. Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area	
c. Plan opportunities to improve own skills in development and use of resources in own specialist area	

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 purpose and use of resources in own specialist area

Purpose of resources:
Capabilities 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, copyright, inclusive communication, equality legislation, capability of the developer, barriers to adaptations available.

Effectiveness of specific resources:
Characteristics of individual learners/target group, learning needs and preferences, media, subject specialist requirements and developments (e.g. trade shows, best practice seminars, exhibitions, networking), evaluation theory (e.g. Brookfield's lenses).

Learning outcome 2: Be able to develop and use inclusive resources in own specialist area

Principles of resource design:
Readability, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), current research and literature relating to resource design. Strengths and limitations of different formats and specific resources, capabilities of learners, learning preferences (e.g. VARK – visual, auditory, reading, kinaesthetic).

Evaluate sources that inform resource development:
Characteristics of individual learners/target group, learning needs and preferences, media, subject specialist requirements and developments (e.g. trade shows, best practice seminars, exhibitions, networking), evaluation theory (e.g. Brookfield's lenses).

Theories, principles and models of inclusive curriculum design that can be used to inform resource development:
Characteristics of individual learners/target group, learning needs and preferences, media, subject specialist requirements and developments (e.g. trade shows, best practice seminars, exhibitions, networking), evaluation theory (e.g. Brookfield's lenses).

Ways resources can be adapted: Organisational policies and practices (e.g. equality and diversity, stereotyping, discrimination, equality legislation), impact of legislation on own practice, learning preferences (e.g. VARK), SMOG (McLaughlin formula/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 and disabilities, barriers to adaptations available, copyright issues, the concept of the safe learner (including identifying own health and safety responsibilities, identification of prohibitions and restrictions, data protection legislation).

Design resources:
Capabilities 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, copyright, inclusive communication, equality legislation, capability of the developer, barriers to adaptations available.

Evaluate the effectiveness of own design and use of resources:
Evaluation theory (e.g. Brookfield's lenses), use of feedback from a range of suitable sources (e.g. self, learners, peers, stakeholders), strengths and limitations of different formats and specific resources, capabilities of learners, nature of specific difficulties and disabilities, learning preferences (e.g. VARK).

Employ resources:
Teaching resources (e.g. material/hardware/software/services designed for use by teachers), learning resources (e.g. material/hardware/software/services designed to complement understanding or designed as alternative to 'traditional' taught approach), resources to support cognitive learning, resources to promote psychomotor learning, resources to help learning to continue in learner's own time or in subsequent learning sessions.

Learning outcome 3: Understand how to organise and enable access to resources

Ways resources can be classified and stored:
Centralised storage, commonly used resources centralised, resources localised but with staff retaining control, all resources localised allowing near complete access by staff and learners, IT storage.

Ways of sharing resources with other learning professionals:
Localised resources allowing near complete access by staff and learners, VLE (virtual learning environment – internet/intranet), IT storage and file sharing/access, networking.

Learning outcome 4: Understand legal requirements and responsibilities relating to the development and use of resources

Legal requirements and responsibilities:
Copyright issues, own and organisational 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, representation of cultural differences, safeguarding and POVA (Protection of Vulnerable Adults), Ofsted (England), ESTYN (Wales), HMI (Scotland), ETINI (Northern Ireland).

Implications of intellectual property rights and copyright:
Copyright, data protection legislation, intellectual property of employing organisation, contractual obligations, plagiarism, referencing tools.

Learning outcome 5: Be able to evaluate own practice in relation to development and use of resources in own specialist area

Effectiveness of own practice in relation to development and use of resources:
Self-reflection, models of reflection (e.g. Gibbs, Brookfield's lenses), learner evaluation, using feedback from a range of suitable sources (e.g. learner, fellow practitioners), meeting, networking and sharing of best practice.

Strengths and areas for improvement:
Self-reflection, models of reflection (e.g. Gibbs, Brookfield's lenses), learner evaluation, using feedback from a range of suitable sources (e.g. learner, fellow practitioners), meeting and sharing of best practice, action planning.

Plan opportunities to improve own skills:
Self-reflection, models of reflection (e.g. Gibbs, Brookfield's lenses), learner evaluation, using feedback from a range of suitable sources (e.g. learner, fellow practitioners), meeting and sharing of best practice, action planning, SMART targets (specific, measurable, achievable, relevant, timely), review.

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